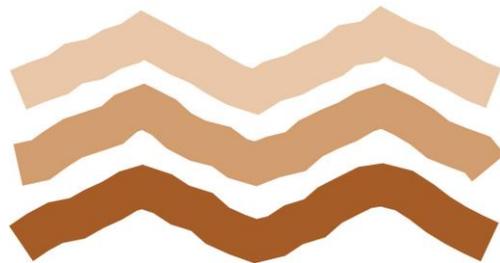


2014-2019 EDUCATIONAL MASTER PLAN



**RIO
HONDO
COLLEGE**





Vision, Mission, Values

Vision Statement

Rio Hondo College strives to be an exemplary California community college, meeting the learning needs of its changing and growing population, and developing a state of the art campus to serve future generations.

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.

Values Statement

As a teaching/learning community, we come together and strive to meet the needs, aspirations, and goals of our changing student population and communities. Since what we value forms the core of who and what we are, the college community – trustees, faculty, and staff – recognizes the importance of openly and candidly expressing the college's values. Rio Hondo College values the following:

1. Quality Teaching and Learning

The college is dedicated to excellence in instruction and student services to develop the intellectual and personal competence of each student. Rio Hondo College is committed to preparing students to adapt to the demands of a multicultural society.

2. Student Access and Success

Rio Hondo College recognizes the individual worth and potential of every human being. Accordingly, the college offers an open access, comprehensive educational program to its students including basic skills, vocational education certificates and degrees, general education and transfer courses, and, for its community, economic development opportunities.

At Rio Hondo College, students will have an opportunity to develop ethical values, learn the rights and responsibilities of citizenship, develop career skills, and understand the scientific, artistic and social achievements of various cultures including their own.

3. Diversity and Equity

Rio Hondo College remains committed to the diversity of students, faculty, staff, and management. Diversity can be defined in many ways including ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, learning styles, political beliefs, or other ideologies. Appreciation of diversity means the following:

- *Recognizing that each individual is unique and understanding individual differences.*
- *Recognizing the things that people have in common despite being members of diverse groups.*
- *Creating a safe, positive, and nurturing environment that cultivates respect for what these differences are.*
- *Moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity as a way of coming*

together as a community with a common purpose. The concepts of educational equity and student learning outcomes are central to the values of the College. Access to education and the opportunity for educational success for all students shall be provided, with particular efforts in regard to those who have been historically and currently underrepresented. Education should prepare students to adapt to the demands of a multicultural society.

4. Fiscal Responsibility

Rio Hondo College recognizes the importance of maintaining a fiscally sound, efficient, and effective college operation. It uses its resources – human, facilities, and financial – to the optimum benefit of its students, community, and staff.

5. Integrity and Civility

We value integrity, honesty, and respect in our actions and words.

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INTRODUCTION

I. Introduction

The Educational Master Plan is an essential document for a college's strategic planning process. Along with the Vision, Mission, and Values, as well as the Strategic Directions, the Educational Master Plan (EMP) forms the foundation of a college's five-year plan. The Vision, Mission, and Values distinguish the college by stating its purpose, intended population, and desired characteristics. The Strategic Directions, in response to the college's current state of operations, identify priorities for fulfilling the college's Mission within the guidelines of its Values.

An EMP provides a framework for implementing the Mission and Strategic Directions. Based on external and internal scans and the current plans of the college's programs and areas, the EMP is a road map for academic and student-support programs for the upcoming five years. It sets specific objectives and measures for what the college is to be five years from now.

Of a college's three master plans, the Educational Master Plan is central. Plans for the college's academic and student support programs form the basis of the Facilities Master Plan (FMP) and Technology Master Plan (TMP). The FMP and TMP identify and plan for resources necessary to implement and fulfill the EMP.

Sections

The 2014-2019 Rio Hondo College EMP document consists of four sections: (1) Introduction, (2) External and Internal Scans, (3) Master Plan, and (4) Implications and Conclusions. The Introduction, the current section, provides an overview to the document and a brief history of the college.

The External and Internal Scans provide the evidence base for the Master Plan itself. This section addresses six topics: three looking outward and three looking inward. The three outward-looking chapters document the conditions under which the college provides academic and student services. These conditions are the characteristics of the college's service area and its communities, community demographics and perceptions of the college, and employment-related information. The three inward-looking chapters capture the historic and current characteristics of the college. These chapters provide information on Rio Hondo's student demographics, enrollment trends, and achievement.

The Master Plan, building on the scans, set the college's educational directions and objectives for the next five years. The section begins with products of the college's collaborative planning activities during 2013-2014 and recent years. These are the Values, Mission, and Vision; Institution-Set Standards; Strategic Directions; student-support and academic programs; and Institutional Goals and Objectives. The Strategic Directions provide the current status and five-year outlook specific to several programs and initiatives. The Master Plan section concludes with College Projections. These are projections for the college's status in one, three, and five areas in terms of enrollment, student achievement, and budget.

The fourth section, Implications and Conclusions, identifies links to the TMP and FMP. These links provide implications for developing technology and facilities in order to support the implementation and achievement of the EMP. This section also includes directions for refining the EMP in coming years.

II. History of Rio Hondo College

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

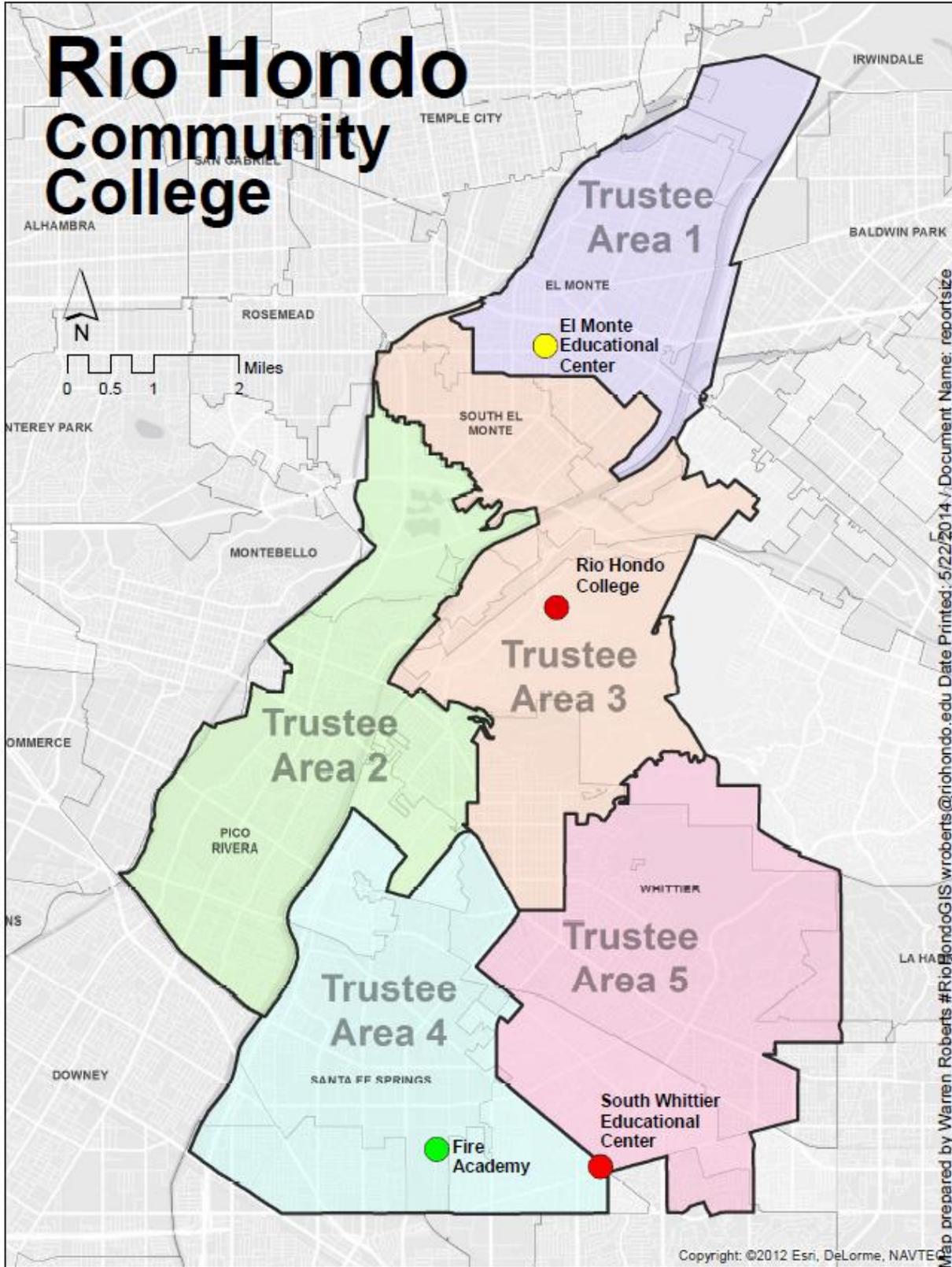
The establishment of a Whittier-area junior college district was approved by voters through an election in October 1960. Because the initial geographical boundaries of the then “Whittier Junior College” were identical to those of the Whittier Union High School District, oversight of the college district was managed by the high school Board of Trustees. Creation of the El Rancho Unified School District in 1962 required the college district to establish its own Board of Trustees, and an election for that purpose was held in April 1962. The newly elected Board of Trustees named Dr. Phil Putnam as the first superintendent/president of the College in December 1962.

The Board of Trustees voted for the name “Rio Hondo” in May 1963. This name, long associated with the area near the Rio Hondo River, means “deep river.” A founding trustee noted that the image of a deep river or deep waters reflects the purpose of higher education—“a depth of educational understanding.”

The college began offering classes at local public schools in September 1963. The hillside campus opened in September 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 May 1975, constituents of the El Monte Union High School District in South El Monte and the portion of El Monte south and east of the Rio Hondo River voted to join the Rio Hondo Community College District. With this addition, RHCCD established its permanent boundaries (see Exhibit II-1).

The college expanded with three off-site centers. The college acquired the Santa Fe Springs Training Center (SFSTC) in 1997. This center is the primary instructional site for the Fire Academy, Fire Technology, and Emergency Medical Technician programs. A 2004 bond issue funded the construction of the South Whittier Educational Center (SWEC) and the El Monte Educational Center (EMEC), which opened respectively in 2010 and 2013. These centers offer general and continuing education courses. Between its campus and the three centers, Rio Hondo currently enrolls approximately 20,000 students each semester.

Exhibit II-1. Rio Hondo Community College District Map



EXTERNAL & INTERNAL SCANS

III. Rio Hondo College Cities/Community

The Rio Hondo Community College District straddles two regions of Los Angeles County. To the north is the San Gabriel Valley, which includes the RHCCD cities of El Monte and South El Monte. To the south are communities associated with the Gateway Cities of southeastern Los Angeles County, which include the RHCCD cities of Pico Rivera, Santa Fe Springs, and Whittier. This chapter of the Educational Master Plan provides brief profiles of each city and two unincorporated communities south of the campus: South Whittier and West Whittier-Los Nietos.

The following community profiles use race and origin data from the United States Census Bureau. The Census Bureau categorizes race in terms of five groups: Black or African American, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and White.¹ Census results also include figures for “Two or More Races” and “Some Other Race.” The Census Bureau considers Hispanic to be an “origin,” rather than a race. Thus, persons who identify as Hispanic or Latino/Latina may be of any race.² Table III-1 and the community profiles report Hispanic origin as a distinct category, separate from race. The seven race categories total to 100% for each community; the Hispanic Origin column reflects the percentage of persons—irrespective of race—who identify as Hispanic.

Table III-1. Race and Hispanic Origin in RHCCD Communities

	African-American	American Indian/Alaskan Native	Asian	Native Hawaiian/Pacific Islander	White	Two or More Races	Other Race/Unknown	Hispanic Origin
El Monte	0.8%	1.0%	25.1%	0.1%	38.8%	3.2%	31.0%	69.0%
Pico Rivera	1.0%	1.4%	2.6%	0.1%	59.4%	3.7%	31.8%	91.2%
Santa Fe Springs	2.3%	1.4%	4.2%	0.2%	58.6%	4.2%	29.1%	81.0%
South El Monte	0.5%	1.2%	11.0%	0.1%	50.4%	3.4%	33.3%	84.9%
South Whittier	1.5%	1.3%	4.0%	0.3%	58.9%	4.1%	29.9%	77.1%
West Whittier-Los Nietos	1.0%	1.5%	1.5%	0.2%	59.4%	3.5%	32.9%	87.6%
Whittier	1.3%	1.3%	3.8%	0.1%	64.6%	4.4%	24.5%	65.7%
TOTAL SERVICE AREA	1.1%	1.2%	10.2%	0.1%	53.9%	3.8%	29.7%	75.8%

Source: United States Census Bureau 2010

Cities

El Monte. The city’s 2010 population was 113,475. Its two largest racial groups were White (38.8%) and Asian (25.1%), with 69.0% of the population being of Hispanic/Latino ethnicity. The median age was 32.8 and the average family size was 4.2. Housing density was 3,013 dwellings per square mile, with 42.2% owner-occupied. The median household income was \$41,861 and 22.8% lived below the federal poverty line. The percentage of residents 25 or older with a bachelor’s degree or higher was 11.7% and 47.9% of those 5 or older reported speaking English less than “very well.”

¹ “About Race,” US Census Bureau, retrieved from <http://www.census.gov/population/race/about/> on 5/29/2014.

² “Hispanic Origin,” US Census Bureau, retrieved from <http://www.census.gov/population/hispanic/> on 5/29/2014.

El Monte was established in the 1850s and incorporated in 1912. The city has a branch of the Los Angeles County Public Library. Its high school students primarily attend schools in the El Monte Union High School District. The Rio Hondo feeder high schools in El Monte are Arroyo, El Monte, and Mountain View. El Monte's largest employer in 2012 was the El Monte City School District with 838 employees. Four of its top five employers were in the public sector (three school districts and City of El Monte). Led by Longo Toyota with 475 employees and San Gabriel Transit with 361 employees, six of the top ten employers were businesses.

Pico Rivera. The city's 2010 population was 62,942. Its two largest racial groups were White (59.4%) and Asian (2.6%), with 91.2% of the population being of Hispanic/Latino ethnicity. The median age was 34.0 and the average family size was 4.1. Housing density was 1,926 dwellings per square mile, with 69.1% being owner-occupied. The median household income was \$57,044 and 13.4% of the residents lived below the poverty level. The percentage of residents 25 or older with a bachelor's degree or higher was 6.1% and 28.1% of those 5 and older reported speaking English less than "very well."

Pico Rivera incorporated in 1958 with the merger of two unincorporated communities: Pico and Rivera. Two branches of the Los Angeles County Public Library are located in this city. Its students primarily attend schools of the El Rancho Unified School District and El Rancho High School is a Rio Hondo feeder high school. Pico Rivera's largest employer in 2012 was the El Rancho Unified School District with 859 employees (which included some located outside the city). Two other public entities were among the top five employers (Los Angeles County Sheriff and City of Pico Rivera). Seven of the top ten were businesses, with four being major retailers (Wal-Mart, Target, Home Depot, Lowes).

Santa Fe Springs. The city's 2010 population was 16,223. The two largest racial groups were White (58.6%) and Asian (4.2%) with 81.0% being of Hispanic/Latino ethnicity. The median age was 35.3 and the average family size was 3.8. Housing density was 58.2 per square mile with 61% being owner-occupied. The median household income was \$54,551 and 8.4% of the residents lived below the federal poverty line. The percentage of residents 25 or older with a bachelor's degree or higher was 10.1% and 22.6% reported speaking English less than "very well."

Settled in the 1870s and established with an oil boom in the 1920, Santa Fe Springs was incorporated in 1957. The city has its own library. Its high school students primarily attend schools in the Whittier Unified School District and Santa Fe is a Rio Hondo feeder high school. Its two largest employers in 2012 were Vons Companies and McMaster-Carr Supply Company, with 762 and 736 employees respectively. Each of its top ten employers is a for-profit company.

South El Monte. The city's 2010 population was 20,116. Its two largest racial groups were White (50.4%) and Asian (11.0%), with 84.9% of the population being of Hispanic/Latino ethnicity. The median age was 30.4 and the average family size was 4.5. Housing density was 1,653 units per square mile, with 48.3% being owner-occupied. The median household income was \$48,056 and 20.6% of residents lived below the federal poverty line. The percentage of residents 25 or older with a bachelor's degree or higher was 8.5% and 41.8% of those 5 and older reported speaking English less than "very well."

South El Monte was settled in the 1860s and incorporated in 1958. A branch of the Los Angeles County Public Library is located in this city. Its high school students attend South El Monte High, which is part of the El Monte Union High School District and a Rio Hondo feeder. The city website states that South El Monte has become "a viable commercial and industrial base, with over 2,400 businesses." South El

Monte does not publish a list of its major employers, but an independent website lists International Medication Systems (Amphastar Pharmaceuticals), Plastic Dress-Up Company, Lawrence Equipment, and Vacco Industries as among its major employers. A city report listed the three industry groups producing the most sales tax revenue in the third quarter of 2013 as Business and Industry, Fuel and Service Stations, and Building and Construction.

Whittier. The city's 2010 population was 85,331. Its two largest racial groups are White (64.6%) and Asian (3.8%), with 65.7% of the population being of Hispanic/Latino ethnicity. The median age is 35.4 years and the average family size is 3.5. Housing density is 2,018 units per square mile, with 57.3% being owner-occupied. The median household income \$67,417 and 11.2% of the residents live below the federal poverty line. The percentage of residents 25 or older with a bachelor's degree or higher was 24.5% and 14.3% of those 5 and older reported speaking English less than "very well."

Whittier was founded in 1887 and incorporated in 1898. The city has its own library system, including a branch in East Whittier. Most of Whittier's high school students attend schools in the Whittier Union High School District. Two RHC feeder high schools are located within incorporated Whittier: La Serna and Whittier. Whittier's largest employer in 2012 was the Interhealth Corporation (PIH Health) with 2,600 employees. Eight of the top 10 employers were either in health care (e.g., Whittier Medical Center) or the public sector (e.g., Whittier Union High School District, U.S. Postal Service). Two of the top ten were businesses: Ralphs Grocery and Johnson Controls, each with fewer than 300 employees.

Census Designated Places

Census-Designated Places (CDPs), as defined by the United States Census Bureau, are "settled concentrations of population that are identifiable by name but are not legally incorporated." They serve as "statistical counterparts of incorporated places" (e.g., a city). Two CDPs are located within the RHCCD boundaries: South Whittier and West Whittier-Los Nietos. Although each has "Whittier" in its name, these CDPs are distinct places outside the city limits.

South Whittier. South Whittier is bounded by Whittier on the northeast, La Mirada on the southeast, and Santa Fe Springs on the west. Its 2010 population was 57,156. This CDP's two largest racial groups were White (58.9%) and Asian (4.0%), with 77.1% of the population being of Hispanic/Latino ethnicity. The median age was 32.0 and the average family size was 4.1. Housing density was 2,918 units per square mile, with 63.5% being owner-occupied. The median household income was \$65,815 and 11.4% of the population lived below the federal poverty line. The percentage of residents 25 or older with a bachelor's degree or higher was 13.0% and 23.2% of those 5 and older reported speaking English less than "very well."

South Whittier is the location of a Los Angeles County Public Library branch and the Los Angeles County Sheriff's STARS Center. The South Whittier School District has six elementary schools and one middle school. California High, which is part of the Whittier Union High School District and a Rio Hondo feeder, is located in South Whittier.

West Whittier-Los Nietos. West Whittier-Los Nietos is bounded by Whittier on the northeast, Santa Fe Springs on the south, and Pico Rivera on the northwest. Its 2010 population was 25,540. The CDP's three largest racial groups were White (59.4%), Asian (1.5%) and Native American (1.5%), with 87.6% of the population being of Hispanic/Latino ethnicity. The median age was 33.7 years and the average family

size was 4.1. Housing density was 2,748.2 units per square mile, with 73.1% being owner-occupied. The median household income was \$60,525 and 9.4% of the residents lived below the poverty line. The percentage of residents 25 or older with a bachelor's degree or higher was 10.3% and 24.5% of those 5 and older reported speaking English less than "very well."

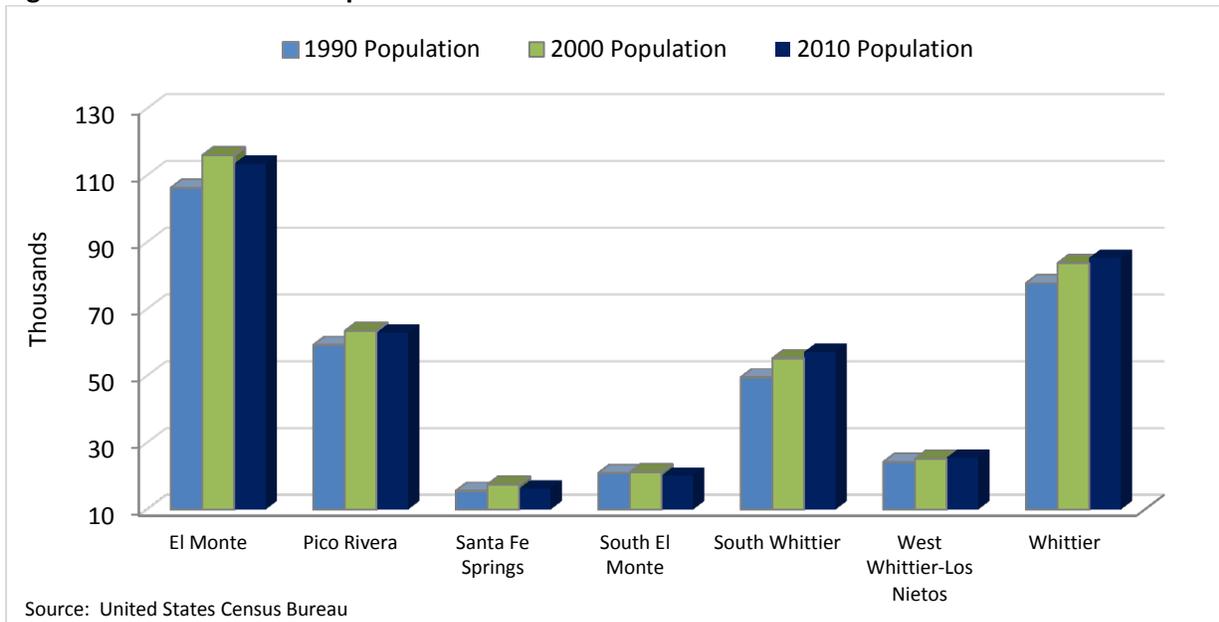
West Whittier-Los Nietos is the location of two Los Angeles County Public Library branches. It is served by the Los Nietos School District (California's oldest school district) and the Whittier City School District. Pioneer High, which is part of the Whittier Union High School District and a Rio Hondo feeder, is located in West Whittier-Los Nietos.

IV. Community Information

Community Demographics

The service area of the college is comprised of seven communities. Five of these areas are cities (El Monte, Pico Rivera, Santa Fe Springs, South El Monte, and Whittier) and two are designated by the Census Bureau as Census Designated Places (CDP), or unincorporated areas overseen by the county. The two CDPs are South Whittier and West Whittier-Los Nietos. Figure IV-1 presents the population of these service area communities across three census years spanning 20 years. Of note, South Whittier has seen the largest positive population shift, growing about 15% across the 20-year span. The city of Whittier has also seen a 10% rise in population.

Figure IV-1. Service Area Population across Three Census Years



The combined population of the seven communities increased by 8.2% (from 353,105 to 381,977) between 1990 and 2000. The combined population decreased by 0.3% (from 381,977 to 380,783) between 2000 and 2010. Overall, the seven communities had 27,678 more residents in 2010 than in 1990.

Demographics

Ethnicity. For the college to develop and maintain programs that are responsive to community needs, it is necessary to see the ethnic distributions of the communities it serves. Table IV-2 displays these distributions as determined by the 2010 Census. The categories are aligned to those reported by the state Chancellor's Office.

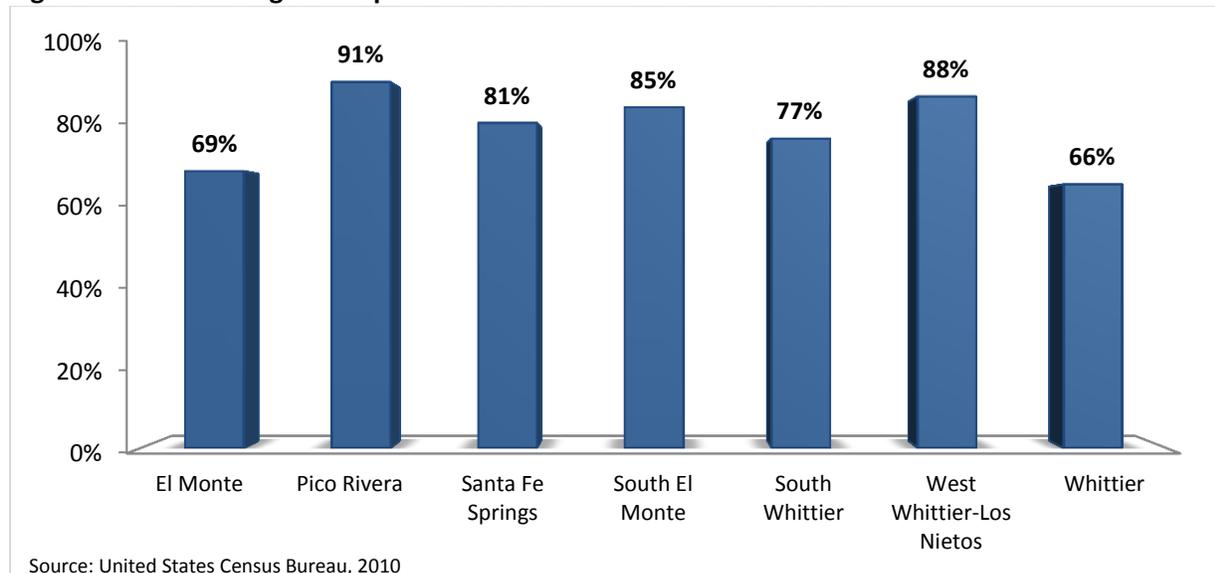
Table IV-2. Ethnic Distribution of RHCCD Communities

	African-American	American Indian/Alaskan Native	Asian	Filipino	Multi-Ethnicity	White	Unknown
El Monte	0.8%	1.0%	23.9%	1.2%	3.7%	38.8%	31.0%
Pico Rivera	1.0%	1.4%	1.3%	1.2%	4.2%	59.4%	31.8%
Santa Fe Springs	2.3%	1.4%	2.6%	1.6%	3.4%	58.6%	29.1%
South El Monte	0.5%	1.2%	10.5%	0.4%	4.1%	50.4%	33.3%
South Whittier	1.5%	1.3%	2.0%	2.0%	3.5%	58.9%	29.9%
West Whittier-Los Nietos	1.0%	1.5%	0.8%	0.7%	4.4%	59.4%	32.9%
Whittier	1.3%	1.3%	2.8%	1.0%	3.8%	64.6%	24.5%
TOTAL SERVICE AREA	1.1%	1.2%	9.0%	1.2%	3.2%	53.9%	29.7%

Source: United States Census Bureau 2010

The Chancellor’s Office includes Hispanic as an ethnic group in its total distribution of ethnicity demographics. The Census Bureau, however, reports the above groups as races while distinguishing Hispanic as an origin. Figure IV-3 displays the percentage distribution of Hispanic residents in the seven communities served by the college.

Figure IV-3. Percentage of Hispanic Residents in RHCCD Communities



Source: United States Census Bureau, 2010

The table and chart display several characteristics in the ethnicity data. El Monte (24%) and South El Monte (11%) have the largest Asian populations. Whittier has the largest White population (65%) and lowest Hispanic population (66%). While all of the RHC communities are largely Hispanic, the three communities above the median for Hispanic population are Pico Rivera (91%), West Whittier-Los Nietos

(885), and South El Monte (85%). 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.

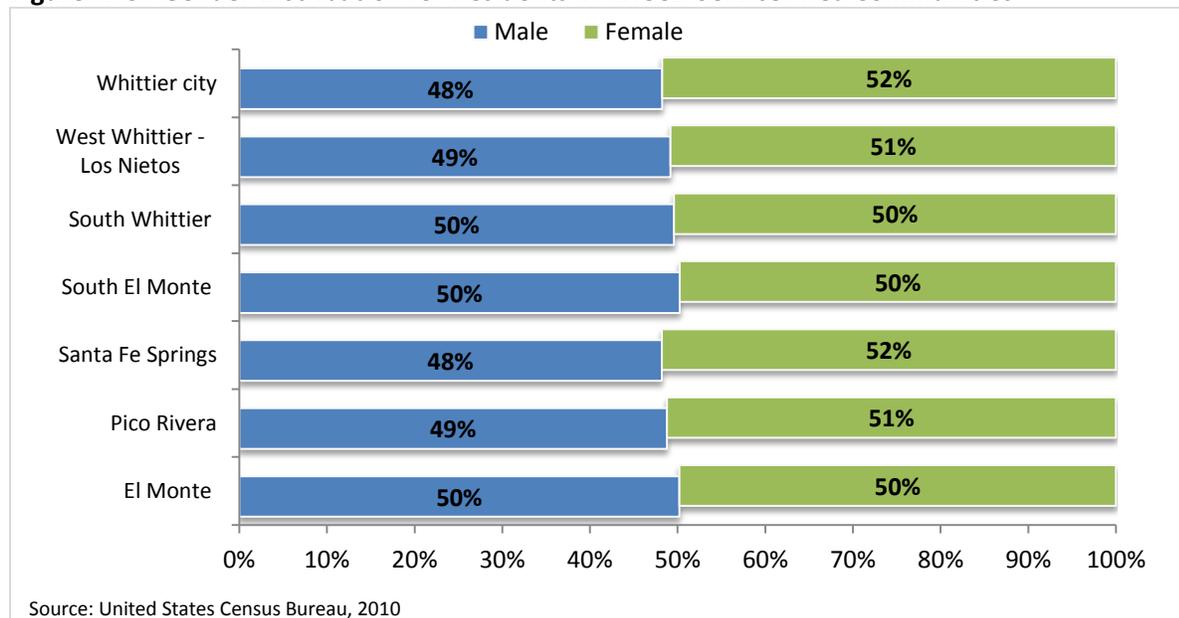
Age and Gender. The age and gender demographics are also important measures for the college to consider in planning that is responsive to the communities it serves. Table IV-4 and Figure IV-5 present this information.

Table IV-4. 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

Figure IV-5. Gender Distribution for Residents in RHCCD Service Area Communities



Source: United States Census Bureau, 2010

Age distributions are generally consistent across the seven communities. Where there are differences between communities, they are typically at the opposite ends of the figure (19 years or less, 50+ years). South El Monte (33%), El Monte (32%), and South Whittier (32%) are higher in the 19 or less category,

while Santa Fe Springs (30%) and Whittier (29%) are higher in the 50+ category. As seen in Section III, the median age in South El Monte (30.4 years) is about 5 years below those in Whittier (35.4 years) and Santa Fe Springs (35.3 years).

Gender distributions are generally even in each community. In Santa Fe Springs and Whittier, though, the percentages of female residents approach 52%.

School Districts

A total of 11 school districts serve K-12 students within RHCCD’s boundaries. There are eight elementary districts: East Whittier City, El Monte City, Little Lake City (in Santa Fe Springs), 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 (10) comprehensive high schools serve the RHCCD community. These range in size from Pioneer (WUHSD) at 1,418 students to California (WUHSD) at 3,083 students. Table IV-6 displays profile information on each of these high schools. Among these schools, El Monte (EMUHSD) and Mountain View (EMUHSD) stand out due to high percentages of students classified as English Learners (EL) and qualifying for free/reduced-price meals (FRPM). Note: A fifth comprehensive high school in EMUHSD, Rosemead High School, is not within the RHCCD boundaries.

Table IV-6. Profile Information for High Schools within RHCCD Boundaries (2012-13)

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

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

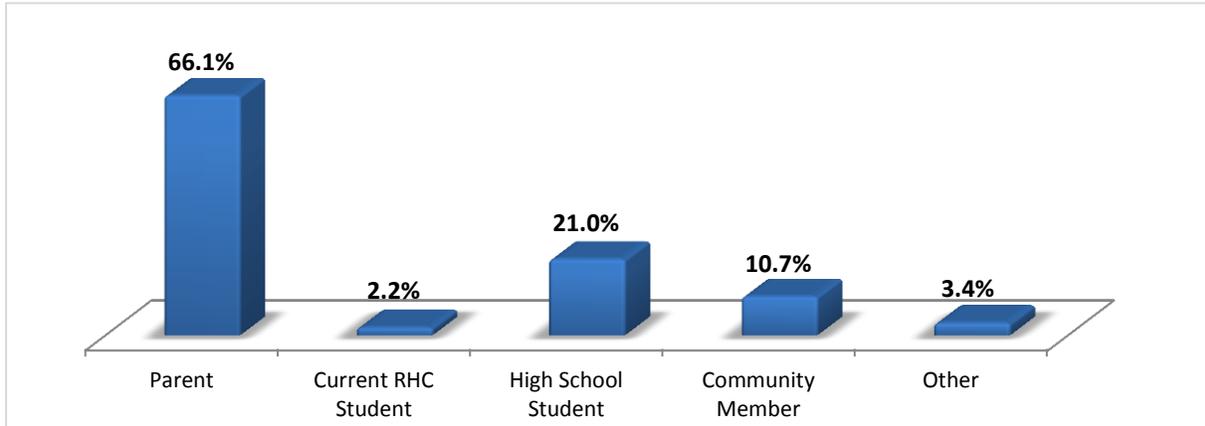
Note: EL=English Learners, FRPM=Free/Reduced-Price Meals, Grad Rate=4 Year Adjusted Cohort Graduation Rate, ELA=10th Graders Proficient & Above on CAHSEE English-Language Arts, Math=10th Graders Proficient & Above on CAHSEE Mathematics. Figures for FRPM and Grade Rate in 2012-13 are not yet available.

Community Perceptions

Between March and May 2012, the college held a Community Educational Forum in each of its five trustee areas. The events provided community members, especially parents of high school students, with an opportunity to learn more about Rio Hondo College and new state recommendations promoting student success. The college also gathered feedback from participants through a survey, roundtable discussions, and an institutional implications activity. All activities were conducted in both English and Spanish.

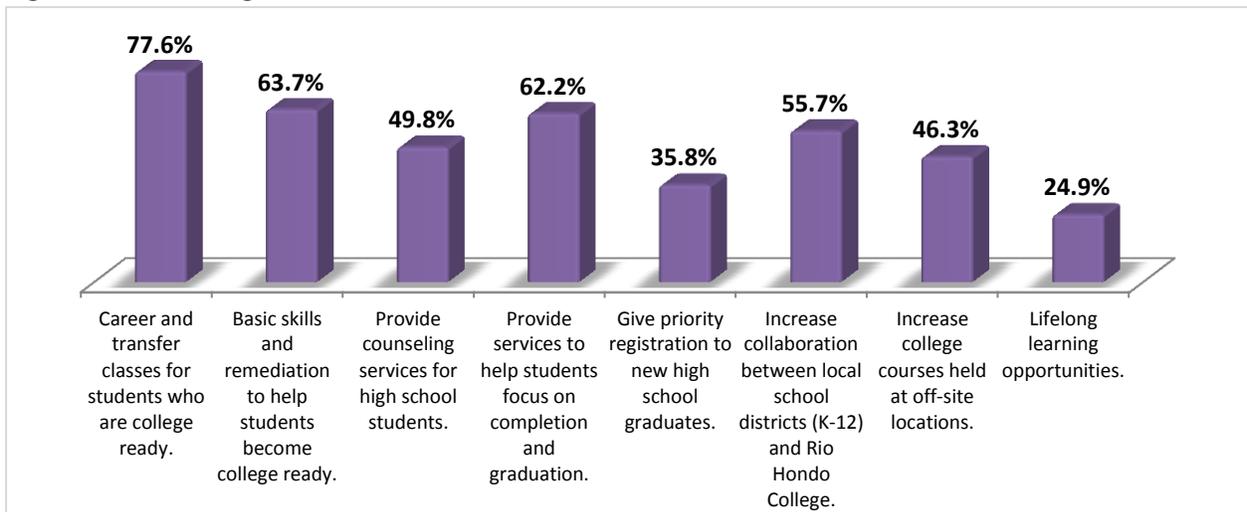
Across the five forums, a total of 237 persons completed surveys forms. Almost two-thirds (66.1%) identified themselves as parents. Other substantial groups within the population were high school students (21.0%) and community members (10.7%). The balance of survey respondents identified as current RHC students (2.2%) or “other” (3.4%). (Because some respondents chose more than one category, the sum is greater than 100%.)

Figure IV-7. Types of Survey Respondents



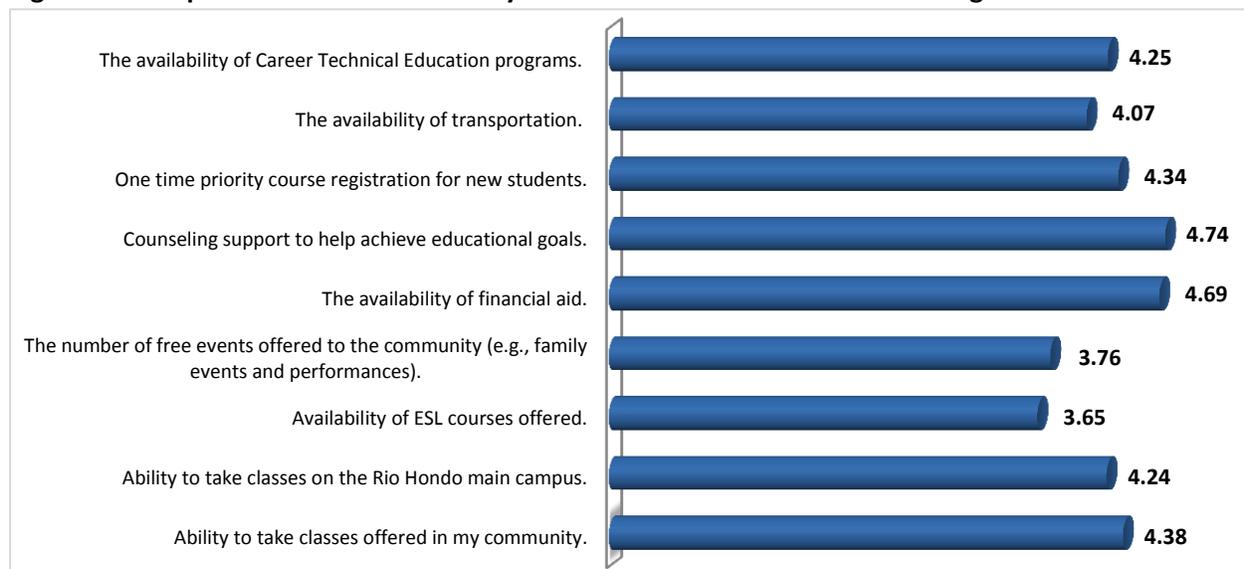
The survey included items on priorities for the college, importance of factors in a family’s decision to attend Rio Hondo, level of interest in specific fields of study, and time preferences for course offerings. Respondents could choose four of eight potential priorities for the college. Four options were chosen by more than 50% of the respondents: “career and transfer classes for students who are college ready” (77.6%), “basic skills and remediation to help students become college ready” (63.7%), “provide services to help students focus on completion and graduation” (62.2%), and “increase collaboration between local school districts (K-12) and Rio Hondo College” (55.7%). The four options chosen by fewer than 50% of the respondents were “provide counseling services for high school students” (49.8%), “increase college courses held at off-site locations” (46.3%), “give priority registration to new high school graduates” (35.8%), and “lifelong learning opportunities” (24.9%). (These percentages reflect the fact that some respondents chose more than four options.)

Figure IV-8. Rankings of Institutional Priorities



Respondents rated nine items on “how important the following would be in your family’s decision to attend Rio Hondo College.” They used a 1-to-5 scale with 1 meaning “Not at all Important,” 3 meaning “Somewhat Important, and 5 meaning “Very Important.” The two top-rated items were “counseling support to help achieve educational goals” (4.7) and “the availability of financial aid” (4.7). The two items with rating below 4.0 were “the number of free events offered to the community (for example family events and performances)” (3.8) and “availability of ESL courses offered” (3.7). Ratings for each of the nine items are in Figure IV-9.

Figure IV-9. Importance of Item for Family’s Decision to Attend Rio Hondo College



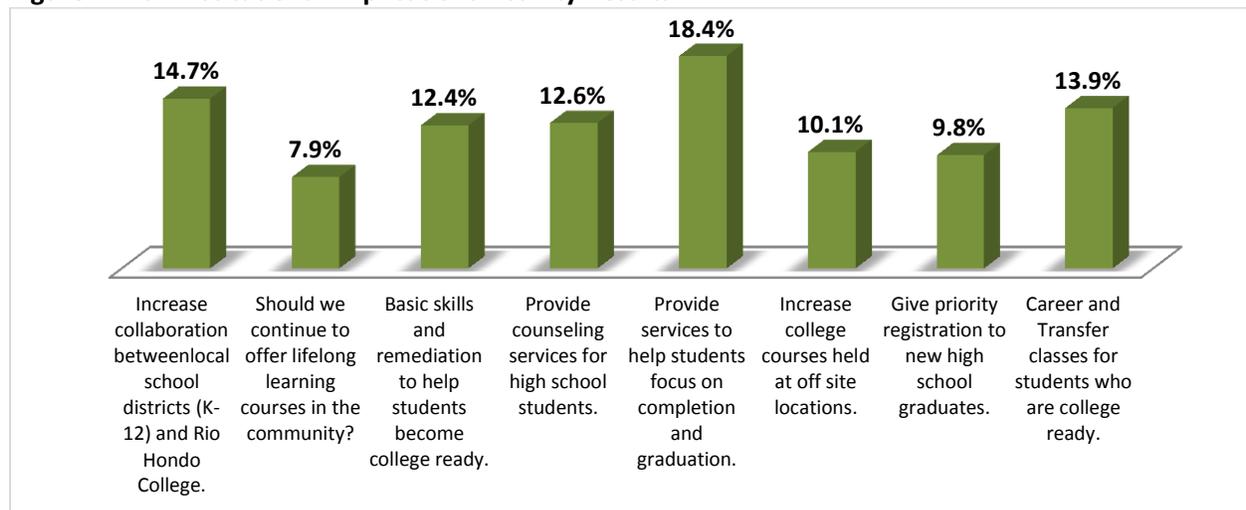
Respondents also rated their level of interest in three specific fields of study. They used a 1-to-5 scale with 1 meaning “Not at all Interested,” 3 meaning “Somewhat Interested, and 5 meaning “Very Interested.” Each of the three fields received an average rating above 4.0: 4.06 for “Health Professions (for example Dental Hygiene, Cardiovascular, Physical Therapy, X-Ray Tech, etc.),” 4.23 for “Sciences (for example Biotechnology, Technical Math, etc.),” and 4.19 for “Technology (for example Software Developer, Database Administrator, etc.)” For each of these fields, more than half of the respondents marked “Very Important.”

Roundtable discussion results. Forum participants gathered in groups to discuss six questions related to the college’s institutional priorities. Although the opinions expressed in these roundtable discussions are not amenable to being quantified, it was evident that participants generally supported four of the six priorities (“Should we maintain our commitment to offer courses in the community?” “Should we continue to offer college courses for High School students at school sites?” “Should we continue to offer online courses?” “Should we partner with K-12 to reduce the need for remediation?”). Responses to two questions displayed mixed opinions (“Should we give funding priority to remediation/basic skills, or to career transfer courses?” “Should we continue to offer lifelong courses in the community?”).

Institutional implications activity results. For this activity, participants voted on eight institutional priorities. RHC staff posted the eight priorities around the meeting room and participants used paper dots to cast their votes for the most important ones. Participants cast a total of 868 votes. The three highest rated priorities were “Provide services to help students focus on completion and graduation” (160 votes), “Increase collaboration between local school districts (K-12) and Rio Hondo College (128

votes), and “Career and Transfer classes for students who are college ready” (121 votes). The priority with the least votes was “Should we continue to offer lifelong learning courses in the community?” (69 votes). The numbers of votes for each priority are displayed in Figure IV-10. (Note: The “Career and Transfer classes for students who are college ready” priority was not available at the first forum meeting. Had those participants at the first forum been able to vote for this priority, it likely would have been the second highest in total votes.)

Figure IV-10. Institutional Implications Activity Results



Different priorities were popular in different trustee areas. In Area 1 (El Monte), the clear favorite was “Provide services to help students focus on completion and graduation.” In Trustee Area 2 (Pico Rivera), there were four priorities tightly clustered with the most votes: “Increase collaboration between local school districts (K-12) and Rio Hondo College,” “Basic skills and remediation to help students become college ready,” “Increase college courses held at offsite locations,” and “Career and Transfer classes for students who are college ready.” Results for Area 3 (South El Monte and northwestern Whittier) showed two priorities at the top of the voting: “Basic skills and remediation to help students become college ready” and “Provide services to help students focus on completion and graduation.” The priority receiving the most votes in Area 4 (Los Nietos, Santa Fe Springs, South Whittier, West Whittier and North Norwalk) was “Career and Transfer classes for students who are college ready.” In Area 5 (East Whittier, South Whittier), two priorities were at the top: “Increase collaboration between local school districts (K-12) and Rio Hondo College” and “Provide services to help students focus on completion and graduation.”

Summary. The purposes of these Community Educational Forums were to inform the community members about Rio Hondo College and solicit feedback from the community. The methods for gathering data were not designed to produce conclusive results that are generalizable to RHCCD community. Still, themes in participants’ responses do address priorities for the college to consider.

Six priority topics received positive responses across different data-collection activities. In no particular order, these were career and transfer classes for students who are college ready, services to help students focus on completion and graduation, counseling support to help achieve educational goals, collaboration between local K-12 districts and the college, offering courses in the community, and basic skills and remediation to help students become college ready.

V. Community Economic & Employment Information

A primary purpose of a community college is to serve as an economic engine for its service area and state. A community college provides programs and services to support community members in developing their employment potential. This includes young persons preparing to enter the workforce, currently employed persons attempting to advance, and currently unemployed persons working to reenter the workforce. As these community members achieve more of their employment potential and increase their income, they strengthen the local economy through making purchases and increasing the tax base.

Among the many expectations students bring to a community college, one is to improve their employability. They expect to leave the college with new knowledge and skills that will allow them to improve their place in the workforce and increase their financial stability. This applies to both career-technical and transfer-oriented students.

This chapter of the External and Internal Scans addresses Rio Hondo's economic and employment context. It begins with a summary of the state and local economic outlook. This is followed by a review of labor market information for the college's service area. Finally, there is a competitive scan of career-technical education programs offered by neighboring community colleges.

State and Local Economic Outlook

This Educational Master Plan comes at a transitional time for the funding of California's community colleges. The 2008 recession took a toll on the state and its community colleges. The state budget had a \$41.6B structural shortfall in 2009-10 and the community colleges endured five fiscal years without a cost-of-living adjustment. In a joint statement, the California Community Colleges Chancellor's Office and Community College League of California described these years as a time of "access lost; programmatic disinvestment; [and] increasing costs." Despite suffering budget cuts that led to course cuts, Rio Hondo College maintained fiscal stability and appropriate reserves through a conservative approach to budgeting.

The California economy is now growing at a slow but steady pace, the state has a balanced budget, and the 2013-2014 academic year was the first in five years without the threat of cuts from the state. The State of California Legislative Analyst's Office (LAO) projects similar progress through the years of the Educational Master Plan (2014-2019). In *The 2014-15 Budget: California's Fiscal Outlook*, published in November 2013, the LAO projected the state's annual budget surplus to increase until 2018 (with the sunset of Proposition 30) and then remain relatively stable at almost \$10M through 2020. The LAO projects annual increases in spending for education and health and social services during the coming years, ranging from a high of 4.8% in 2014-2015 to a low of 1.5% in 2018-2019. Funding for Proposition 98 (the major source of funds for California's elementary schools, secondary schools, and community colleges) is expected to increase by 4.1% in 2014-2015 and continuing growth beyond 2018- 2019.

Based on projections from the Governor's office, the LAO, and other sources, analysts close to the state's community colleges have offered cautiously optimistic outlooks for funding through at least 2019. Quoting official documents from the state government, the California Community Colleges Chancellor's Office and Community College League of California *Budget Webinar* of January 2013 predicted "modest to steady growth over the next 5 years" (p. 10) and "community college funding will grow significantly over the next several years" (p. 16). The School Services of California "Financial

Projection Dashboard” also indicates that apportionments should continue to increase during the course of this EMP. Although different forecasts may vary, relatively conservative estimates indicate increases of between 2% and 3% in each of the coming years. This rate of increase will be assumed as part of this EMP.

Unemployment figures in the RHCCD are very similar to that of Los Angeles County as a whole. According to the State of California Employment Development Department (EDD), the February 2014 unemployment rate was 8.9% for Los Angeles County and 8.8% for the seven RHCCD communities. As Table V-1 indicates there are differences in unemployment across the district, with incorporated Whittier having the lowest unemployment rate (6.3%) and El Monte and South El Monte having unemployment rates of 11.0% or above. The West Whittier—Los Nietos community joins the latter two cities as being the three places within the RHCCD service area that have unemployment rates above that of the county.

Table V-1. 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 city	52,500	46,700	5,800	11.0%
Pico Rivera city	29,500	27,000	2,400	8.2%
Santa Fe Springs city	7,900	7,400	600	7.4%
South El Monte city	9,600	8,500	1,100	11.3%
South Whittier CDP	28,200	26,000	2,200	7.8%
West Whittier-Los Nietos CDP	12,700	11,400	1,300	10.1%
Whittier city	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.

Employment & Industry Projections

The development of an Educational Master Plan in times of economic and budgetary growth provides the college with an opportunity to consider the expansion and addition of academic programs. This portion of Chapter V is a review of industry and employment projections for the RHCCD area. Although projections may differ by source and geographic area, they combine to identify some clear prospects for growth.

In its *2010-2020 Los Angeles County Projection Highlights*, the State of California Economic Development Department 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: (1) educational services, health care, and social assistance (138,000 jobs); (2) professional and business services (113,100); (3) leisure and hospitality (95,200); and (4) retail trade (75,500). The three occupations predicted to have the most job openings over this time period are retail salespersons, cashiers, and personal care aides.

Although there are prospects for substantial job growth in Los Angeles County over the years of this Educational Master Plan, the EDD predicts that the large majority of these openings will be in lower-skilled occupations, which do not require a college education. Of an annual amount of 162,120 job openings, 114,590 (71%) will require a high school diploma or less. Positions requiring an AA/AS, certificate, or some college will comprise 14,080 (9%) of projected job openings. Positions requiring a bachelor's degree or higher will account for 33,450 (21%) of projected job openings.

Despite the trend toward job growth in occupations not requiring a college education, there are fast-growing occupations requiring various level of post-secondary education (see Table V-2). Considering new and replacement jobs in Los Angeles County between 2010 and 2020, the EDD predicts six occupations will each produce more than 10,000 job openings: (1) registered nurses (24,000 jobs); (2) general and operations managers (15,940 jobs); (3) accountants and auditors (15,230 jobs); (4) producers and directors (13,730 jobs); (5) nursing aides, orderlies, and attendants (13,050 jobs); (5) elementary school teachers, except special education (10,710 jobs); and (6) licensed practical and licensed vocational nurses (10,340 jobs). Each of these occupations is in a field in which RHC offers an associate's degree and/or certificate. Other high-growth occupations in which RHC can currently contribute to a student's occupational development include secondary school teachers, except special and career/technical education (9,920 jobs); market research analysts and marketing specialists (9,130 jobs); computer support specialists (6,810 jobs); and preschool teachers, except special education (5,330 jobs).

Table V-2. 2010-2020 Comparison of Growing Occupations by Entry Level Education, Los Angeles County

Fastest Growing (New Jobs from Industry Growth)	Entry Level Education	Largest Growing (New Jobs and Replacement Needs)
Biomedical Engineers (60.0% or 290 jobs) Market Research Analysts and Marketing Specialists (41.6% or 5,570 jobs) Meeting, Convention, and Event Planners (38.1% or 740 jobs) Logisticians (30.3% or 970 jobs) Health Educators (30.0% or 620 jobs)	Bachelor's Degree	Accountants and Auditors (15,230 jobs) Producers and Directors (13,730 jobs) Elementary School Teachers, Except Special Education (10,710 jobs) Secondary School Teachers, Except Special and Career/Technical Education (9,920 jobs) Market Research Analysts and Marketing Specialists (9,130 jobs)
Occupational Therapy Assistants (35.6% or 160 jobs) Medical Equipment Repairers (33.9% or 210 jobs) Physical Therapist Assistants (28.0% or 300 jobs) Veterinary Technologists and Technicians (27.0% or 300 jobs) Medical and Clinical Laboratory Technicians (20.3% or 1,170 jobs)	Associate's Degree	Registered Nurses (24,000 jobs) General and Operations Managers (15,940 jobs) Preschool Teachers, Except Special Education (5,330 jobs) Paralegals and Legal Assistants (2,470 jobs) Medical and Clinical Laboratory Technicians (2,290 jobs)

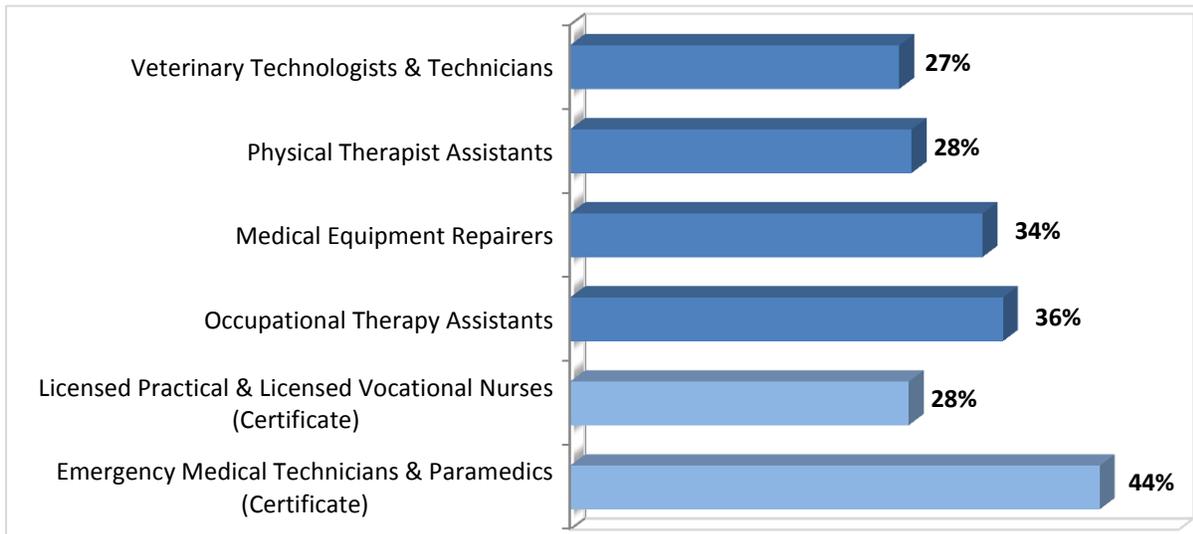
Continued Table V-2.

Fastest Growing (New Jobs from Industry Growth)	Entry Level Education	Largest Growing (New Jobs and Replacement Needs)
Emergency Medical Technicians and Paramedics (43.5% or 1,540 jobs)	Postsecondary Non-degree Award	Nursing Aides, Orderlies, and Attendants (13,050 jobs)
Licensed Practical and Licensed Vocational Nurses (27.8% or 5,270 jobs)		Licensed Practical and Licensed Vocational Nurses (10,340 jobs)
Nursing Aides, Orderlies, and Attendants (25.9% or 8,710 jobs)		Dental Assistants (3,630 jobs)
Medical Records and Health Information Technicians (22.3% or 1,100 jobs)		Hairdressers, Hairstylists, and Cosmetologists (3,380 jobs)
Skincare Specialists (21.9% or 600 jobs)		Firefighters (2,710 jobs)

Source: State of California, Employment Development Department

The EDD also provided projections for the fastest growing occupations in the “Los Angeles-Long Beach-Glendale Metropolitan Division.” As evidenced in Figure V-3, the fastest growth will be in the allied health field. Each of the six fastest-growing positions requiring a certificate or associate’s degree is in allied health. RHC currently offers certificates in two occupations requiring certificates (emergency medical technicians and paramedics, licensed practical and licensed vocational nurses). RHC does not currently offer programs for the occupations requiring associate’s degrees (occupational therapy assistants, medical equipment repairers, physical therapist assistants, veterinary technologists and technicians).

Figure V-3. Fastest Growing Occupations in Los Angeles County - Percent Change from 2010 to 2020 (Associate Degrees and Post-Secondary Certificates)



Source: State of California, Employment Development Department

This analysis also identified 12 fastest growing occupations requiring a bachelor’s degree (Table V-4). Some of these occupations (e.g., market research analysts and marketing specialists, logisticians,

environmental engineers) are closely aligned with current RHC programs. Other occupations provide potential opportunities for adding new programs or adapting current programs.

Table V-4. Fastest Growing Occupations in Los Angeles County (Bachelor’s Degrees)

Occupational Title	Employment % Change 2010 to 2020
Biomedical Engineers	60%
Market Research Analysts/Marketing Specialists	42%
Meeting, Convention, & Event Planners	38%
Logisticians	30%
Health Educators	30%
Training & Development Specialists	30%
Vocational Education Teachers, Postsecondary	29%
Cost Estimators	29%
Credit Analysts	28%
Museum Technicians & Conservators	28%
Agents/Business Managers of Artists, Performers & Athletes	28%
Environmental Engineers	27%

Source: State of California, Employment Development Department

The Rio Hondo campus is located at the junction of two distinct areas 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 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 San Gabriel Valley’s (SGV) foremost source of jobs. In 2011 alone, this industry added 2,263 new jobs to the SGV. Overall, 9 of 14 industries saw job growth in 2011. Other industries showing large job growth in the SGV during 2011 were wholesale trade (1,252 jobs), leisure and hospitality (776 jobs), public administration (773 jobs), and transportation and utilities (627 jobs).

The report also noted other industries showing potential for job growth in the coming years. These included medical device and biomed firms, professional and business services, food processing, aerospace contractors, metal product fabricators, and travel and tourism.

The SGV is home to many colleges and universities. Cal Tech and Cal Poly Pomona, the report states, are of particular note in contributing to the development of green technologies. Still, the LAEDC reports a skills gap in the area.

Many in the local business community report they cannot find workers with the necessary skill sets to fill the kinds of jobs being created in the Valley. Business leaders, universities and community colleges need to work together to close this “skills gap.” Boosting educational attainment is a clear imperative for the medium- and long-run health of the economy (p. 15).

In 2010, the LAEDC produced *Industry Clusters, Employment Forecast, Target Industries and Occupation Analysis* for SASSFA (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 (52.1%) of the jobs in this area were in five occupations groups. These were office and administrative support occupations (810,200), sales and related occupations (415,400), food preparation and serving related occupations (323,940), production occupations (316,470), and transportation and material moving occupations (297,860).

This report also provided employment analysis by industry. It identified five industry clusters as the major sources of employment in the area: (1) materials and machinery (14,777 jobs), (2) wholesale trade (14,240 jobs), (3) retail trade (10,818), (4) health services and biomedical (10,486 jobs), and (5) construction (9,246 jobs). LAEDC also applied “location quotient” to determine which industries were most concentrated in the area. The top three were paper manufacturing, primary metals manufacturing, and warehousing and storage. LAEDC also identified several industry sectors having both potential for employment growth and positions requiring a “community college education or technical training.” These were professional, scientific and technical services; health care (ambulatory health care, hospitals and nursing and residential care); and manufacturing (selected products).

These two LAEDC reports highlight two trends in RHCCD’s employment environment. First, there are growth industries in Los Angeles County that are also displaying growth in and around the RHCCD service area. These include health care, business and professional services, wholesale trade, and retail trade. Second, there are industries that are not growing throughout Los Angeles County, but are growing in and around the RHCCD service area. These include metals manufacturing, medical device and biomed, and food processing.

Educational Scan

Rio Hondo College does not operate in isolation. The greater Los Angeles area has many community colleges offering similar programs and students have several options for enrollment. Many students take classes at multiple community colleges, sometimes sequentially and sometimes simultaneously.

A thorough Educational Master Plan must include consideration of the programs offered at nearby community colleges. Program availability is an important factor in decisions to expand or add programs. This part of Chapter V features a scan of program offerings at nearby community colleges. As complementary to the employment scan, this scan identifies areas where “competition” might interfere with program development. Data for this scan came from CCCCCO Curriculum Inventory and covers nine neighboring colleges: Cerritos, Citrus, Cypress, East Los Angeles, Fullerton, Los Angeles Trade-Tech, Long Beach City, Mount San Antonio, and Pasadena.

Although most of Rio Hondo’s programs are also offered at many neighboring colleges, some are offered by only a few (if any) nearby colleges (see Table V-5). Those RHC programs offered at the degree or certificate level by three or fewer community colleges are environmental science, environmental technology, management and supervision, logistics management, mass communications (mass media), fitness specialist, alternative energy technology, heavy equipment maintenance specialist, alternative fuels and advanced transportation technology, civil design and drawing, photography, philosophy,

corrections, wildland fire technology, and geographic information systems. Depending on the employment outlook for these fields and each program’s vitality, these are programs that could be ripe for expansion.

Table V-5. RHC Programs Offered at Nearby Community Colleges

Offered at 3 or fewer Community Colleges	Offered at 4 - 6 Other Community Colleges	Offered at 7+ Other Community Colleges
<ul style="list-style-type: none"> • Automotive Technology - Heavy Equipment Maintenance Specialist • Civil Design and Drawing • Environmental Technology • Wildland Fire Technology • Environmental Science • Geographic Information Systems • Logistics Management • Mass Communications: Mass Media • Management and Supervision • Alternative Energy Technology • Alternative Fuels and Advanced Transportation Technology • Corrections • Fitness Specialist • Philosophy • Photography 	<ul style="list-style-type: none"> • Automotive Collision Repair and Painting • Biology • Chicano Studies • Drug Studies • Electronics Technology • Fire Technology • Vocational Nursing • Animation • Commercial Art • General Studies: Arts and Human Expression • Liberal Arts and Sciences, General • Physics • Art • Business Administration • Computer Information Technology • International Business • Kinesiology • Mass Communications: Print Media • Retail Management • Small Business/Entrepreneurialism • Welding Technology 	<ul style="list-style-type: none"> • Architectural Design and Drawing Technician • Business Marketing • Engineering Design Drafting Technician • Sociology • Administration of Justice • Art History • Automotive Technology • Child Development/Early Care and Education • Communication Studies • General Studies: Science and Mathematics • Music • Nursing • Psychology • Theatre Arts • Accounting • English • Mathematics

Employment analyses by EDD and LAEDC identified occupations likely to exhibit employment growth in the coming years. Table V-6 provides a list of community college programs that support these growing occupations, but are not currently offered by Rio Hondo. The table includes a count of the number of nearby community colleges already offering programs in each area. Those programs offered at the degree or certificate level by three or fewer community colleges are registered veterinary technology, biotechnology and biomedical technology, film production, computer support, engineering technology (general), biomedical instrumentation medical laboratory technology, health information technology, and community health care worker. These are fields in which Rio Hondo has the potential to develop a successful niche serving community economic needs. The common themes across most of these fields are healthcare and technology.

Table V-6. RHC Growth Programs and Nearby Community Colleges

Offered at 3 or fewer Community Colleges	Offered at 4 - 6 Other Community Colleges	Offered at 7+ Other Community Colleges
<ul style="list-style-type: none"> • Biomedical Instrumentation • Registered Veterinary Technology • Film Production • Engineering Technology, General • Sheet Metal and Structural Metal • Medical Laboratory Technology • Community Health Care Worker • Biotechnology and Biomedical Technology • Computer Support • Health Information Technology 	<ul style="list-style-type: none"> • Television (including combined TV/film/video) • Manufacturing and Industrial Technology • Dental Assistant • Paralegal 	<ul style="list-style-type: none"> • Office Technology/Office Computer Applications

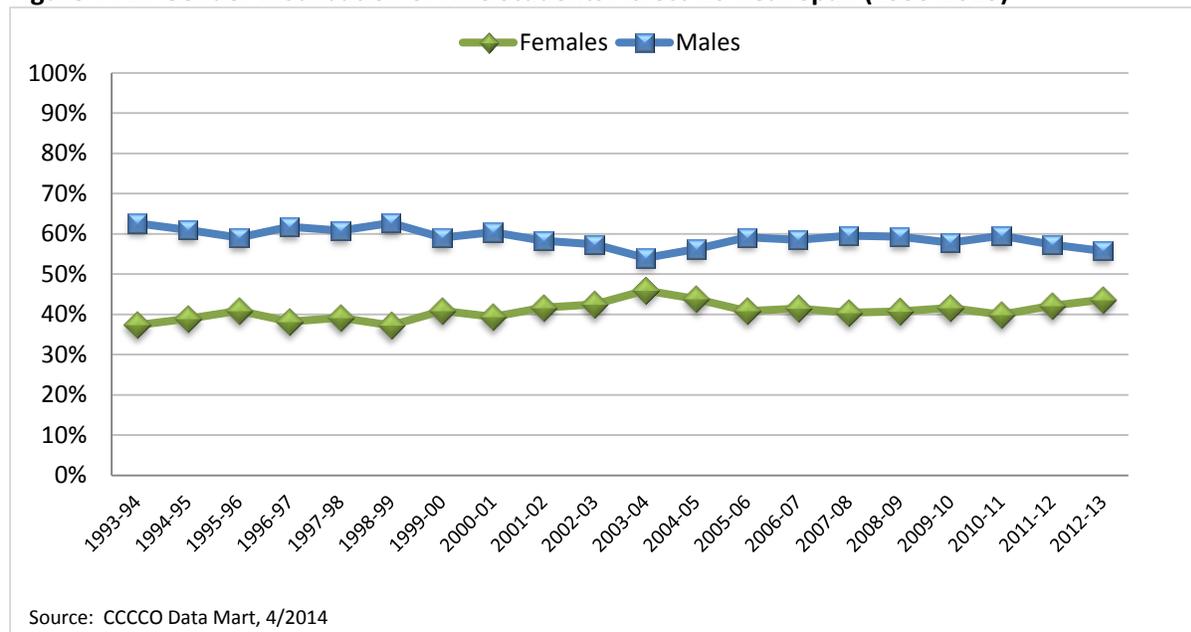
VI. Student Demographics

Although the college has experienced enrollment growth over the past 20 years, student demographics have remained relatively stable. Today’s “typical student” would be a Hispanic male between 20 and 24 years of age, while in 1993-1994 that student would have been a Hispanic male between 25 and 29. The most noteworthy change has been that the student population is getting younger.

Gender

The majority of the college’s students are male. Over the past 20 years, the ratio of male to female students has remained about 3 to 2 (60% to 40%). The highest percentage of male students was 62.7% in 1998-1999. Recent years have seen a trend toward balance. In 2012-2013, 55.8% of the students were male. The college has also seen an increase in students of unknown/undeclared gender, from below 0.1% in the 1990s to almost 0.6% in 2012-2013.

Figure VI-1. Gender Distribution of RHC Students Across 20-Year Span (1993-2013)



Note: The annual percentages of students of unknown/undeclared gender accounted for less than 1% of the total annual distributions and could not be adequately displayed in the figure.

In having a majority of male students, Rio Hondo is unusual among California community colleges. Statewide, for the 2012-2013 school year, the community college student population consisted of 53.0% females, 45.9% males, and 1.1% unknown/undeclared.³ Rio Hondo’s high proportion of male students is primarily due to have a large Public Safety division. The programs (e.g., Police Academy, Fire Technology Emergency Medical Technician, Corrections) enroll about three male students for each female student (i.e., 76.1% of the 7,241 students in 2012-2013 were male).⁴ Excluding the students who enrolled only in Public Safety courses, Rio Hondo’s 2012-2013 for-credit student population consisted of 50.4% males.

³ CCCC Datamart (Student Count), retrieved on 5/08/2014.

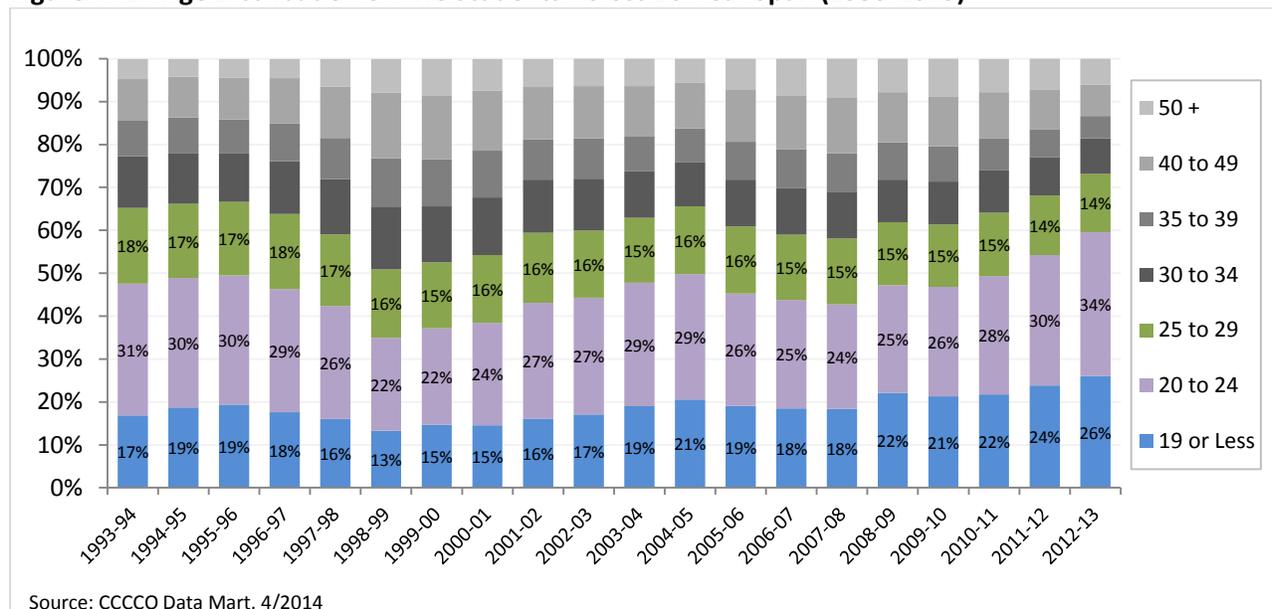
⁴ Banner/Cognos (Person Detail), retrieved on 4/28/2014.

Excluding the students who enrolled only in Public Safety academy courses, but including those who enrolled in Public Safety degree and certificate courses (e.g., Fire Technology, Administration of Justice), the college's 2012-2013 for-credit student population was 51.5% male. The division with the highest proportion of female students in 2012-2013 was Health Science and Nursing. Four in five (80.1%) of its 548 students were females.

Age Group

The most apparent area of demographic change is in age; the RHC student population is getting younger. The California Community College Chancellor's Office (CCCCO), on its Data Mart, reports student age in groups: 19 or less, 20 to 24, 25 to 29, 30 to 34, 35 to 39, 40 to 49, 50 or more, and Unknown. For each of the past 20 years, the largest age group has been 20 to 24, usually comprising 25% to 30% of enrollment. For the past two years, the median age has fallen within this group. Before that, the median age group was 25 to 29. Historically about 6 in 10 students have been below 30 years age.

Figure VI-2. Age Distribution of RHC Students Across 20-Year Span (1993-2013)



Note: The annual percentages of students of unknown/undeclared age accounted for less than 1% of the total annual distributions and could not be adequately displayed in the figure.

Consistent with the trend of students getting younger, more than 73% of students in 2012-2013 were below 30. Considering 20 years of age data, RHC had its highest percentages of students 19 or less (26.0%) and 20 to 24 (33.5%) in 2012-2013. At the same time, the college had its lowest percentages of students in the 25 to 29, 30 to 34, 35 to 39, and 40 to 49 age groups.

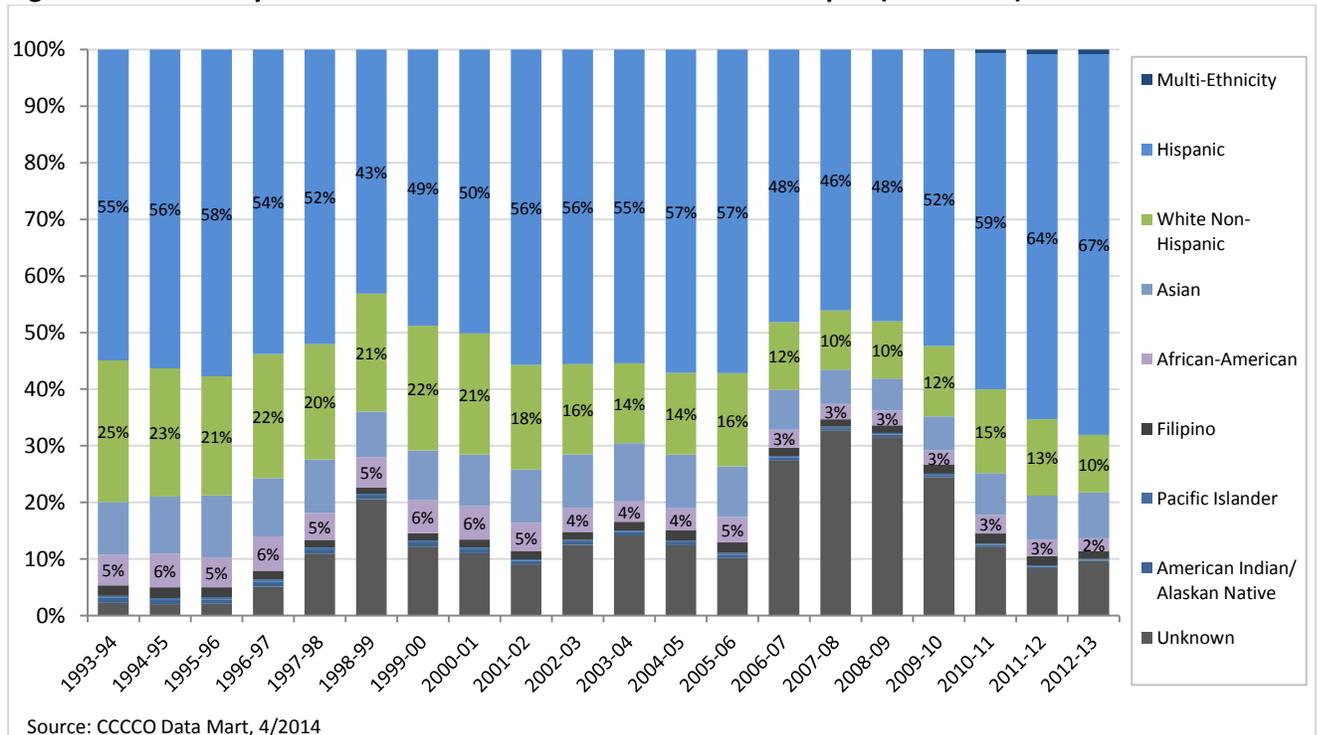
Ethnicity

Consistent with the surrounding Los Angeles area, Rio Hondo College has seen an increase in its Hispanic population over the past two decades. This increase was accompanied by decreases in White Non-Hispanic and African-American students.

The percentage of students reporting Hispanic ethnicity increased from 54.9% in 1993-1994 to 67.2% in 2012-2013. Over the same period of time, the percentages of African-American students decreased from 5.5% to 2.2% and White Non-Hispanic decreased from 25.0% to 10.2%. The CCCCO introduced the Multi-Ethnicity category in 2009-2010; as of 2012-2013 almost 1 in 100 RHC student identified in this category. Percentages of other ethnic groups have remained relatively stable: about 8% of students report being Asian and below 2% report being Filipino. Below 1% of students reported being American Indian/Alaskan Native or Pacific Islander.

In contrast to gender and age group, year-to-year comparisons in ethnicity are complicated by dramatic fluctuations in the numbers of students classified as “Unknown.” Typically, about 1 student in 10 is in the Unknown category. Due to changes in definitions and reporting procedures, that percentage temporarily leaped from 2006-2007 to 2009-2010. During that period between 1 in 3 and 1 in 4 students were in the Unknown category.

Figure VI-3. Ethnicity Distribution of RHC Students Across 20-Year Span (1993-2013)



Feeder High Schools

The college has two sources of data on new students' high schools: one for historic data and one for recent data. The source of historic data is the California Postsecondary Education Commission (CPEC). Until the State of California eliminated this commission in November 2011, CPEC provided annual data on the high schools of new RHC students. These updates ended with the 2009-2010 school year. CPEC, though not current, provides comprehensive data for new Rio Hondo students in previous academic years.

During the final five years reported by CPEC, 8 high schools within RHCCD boundaries were among the college's top 10 feeder high schools (see Table VI-4). The 2 remaining high schools within RHCCD, La Serna and Arroyo, were the 11th and 13th respectively. Two out-of-district high schools in Montebello (Montebello and Schurr) were consistently among the top 10.

Table VI-4. RHC Student Count from Feeder High Schools

Feeder High School	2006	2007	2008	2009	2010	TOTAL
Whittier High, Whittier	115	115	129	126	124	609
El Rancho High, Pico Rivera	125	100	99	99	91	514
Montebello High, Montebello	69	80	112	136	97	494
California High, Whittier	83	74	89	92	77	415
Santa Fe High, Santa Fe Springs	59	63	83	54	57	316
Schurr High, Montebello	84	50	61	58	48	301
Pioneer High, Whittier	58	39	74	69	56	296
Mountain View High, El Monte	54	56	58	42	65	275
South El Monte High, South El Monte	50	49	60	60	49	268
El Monte High, El Monte	46	57	65	51	43	262
La Serna High, Whittier	33	35	49	57	66	240
Los Altos High, Hacienda Heights	39	42	47	45	27	200
Arroyo High, El Monte	31	47	36	36	46	196
Sierra Vista High, Baldwin Park	34	34	43	45	27	183
Bell Gardens High, Bell Gardens	41	31	33	32	31	168

Source: California Postsecondary Education Commission (CPEC), 4/30/2014

The second source is CCCApply (online application) data. The college began collecting these data for the Fall 2012 semester. Because this information is collected only for students applying to the college, many continuing students do not have a high school on file. The percentage of students with a high school of record has increased each semester since Fall 2012, with 59.0% of the Spring 2014 for-credit students having a high school of record. The most complete data, though, are for new students.

RHC had 4,683 new students (including first-time college students and new transfer students) in Fall 2013 and had a high school listed for 3,928 (83.9%) of those students. Table VI-5 displays the college's top 25 feeder high schools for the new students of Fall 2013. Consistent with the historic data, Whittier and El Rancho were the two high schools sending the most students to Rio Hondo. Two El Monte schools, El Monte and Arroyo, moved up to third and fourth, respectively. Overall, high schools within

the RHCCD boundaries were 10 of the top 12 feeders. The 2 out-of-district schools in the top 12 were Montebello (#3) and Schurr (#11). Most of the other out-of-district high schools in the top 25 were located in the San Gabriel Valley.

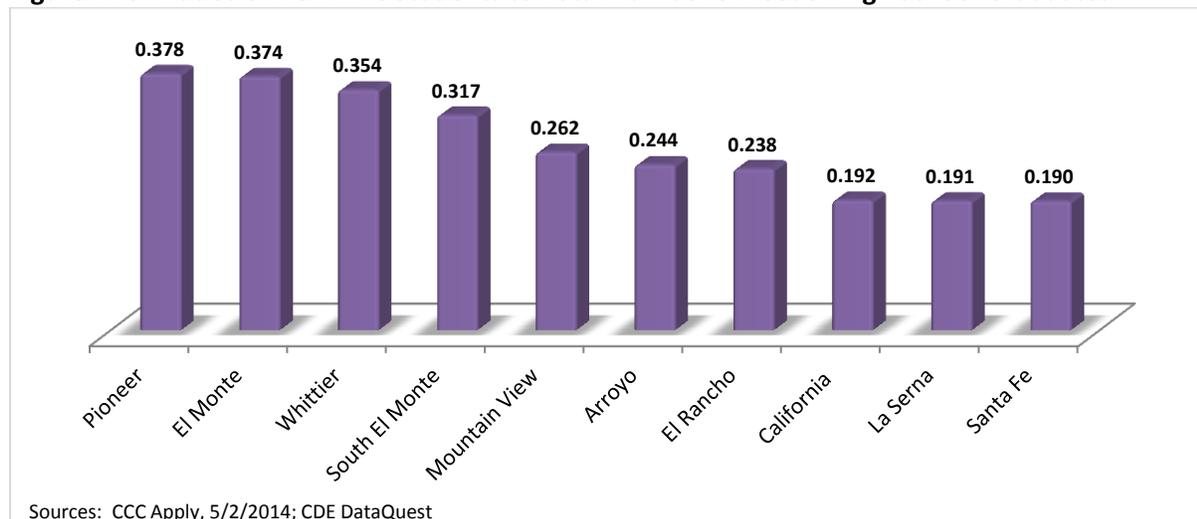
Table VI-5. Top Feeder High Schools for Fall 2013 New RHC Students

Feeder High School	Count	Feeder High School	Count
Whittier High	177	Rosemead High	69
El Rancho High	155	Downey High	64
Montebello High	145	Warren High	50
El Monte High	142	San Gabriel High	47
Arroyo High	126	Bell Gardens High	43
California High	122	Nogales High	42
La Serna High	119	Sierra Vista High	41
Pioneer High	110	La Puente High	41
South El Monte High	107	Bell Senior High	41
Santa Fe High	107	Bassett High	40
Schurr High	102	Glen A. Wilson High	39
Mountain View High	85	James A. Garfield High	34
Los Altos High	71		

Source: CCC Apply, 5/2/2014

The number of students a high school sends to Rio Hondo is a function of the high school’s size. The larger high schools within RHCCD (California, El Rancho, La Serna) enroll and graduate about twice as many students as the smaller high schools (Pioneer, South El Monte, Mountain View). Figure VI-6 presents the 10 high schools within RHCCD in terms of the proportion of students it sent to Rio Hondo. The schools are ranked according to a ratio, which is the number of new students enrolling at Rio Hondo in Fall 2013 divided by the school’s number of graduates in 2013. The three high schools with the highest proportion of students enrolling at Rio Hondo were Pioneer, El Monte, and Whittier.

Figure VI-6. Ratios of New RHC Students to Total Number of Feeder High School Graduates



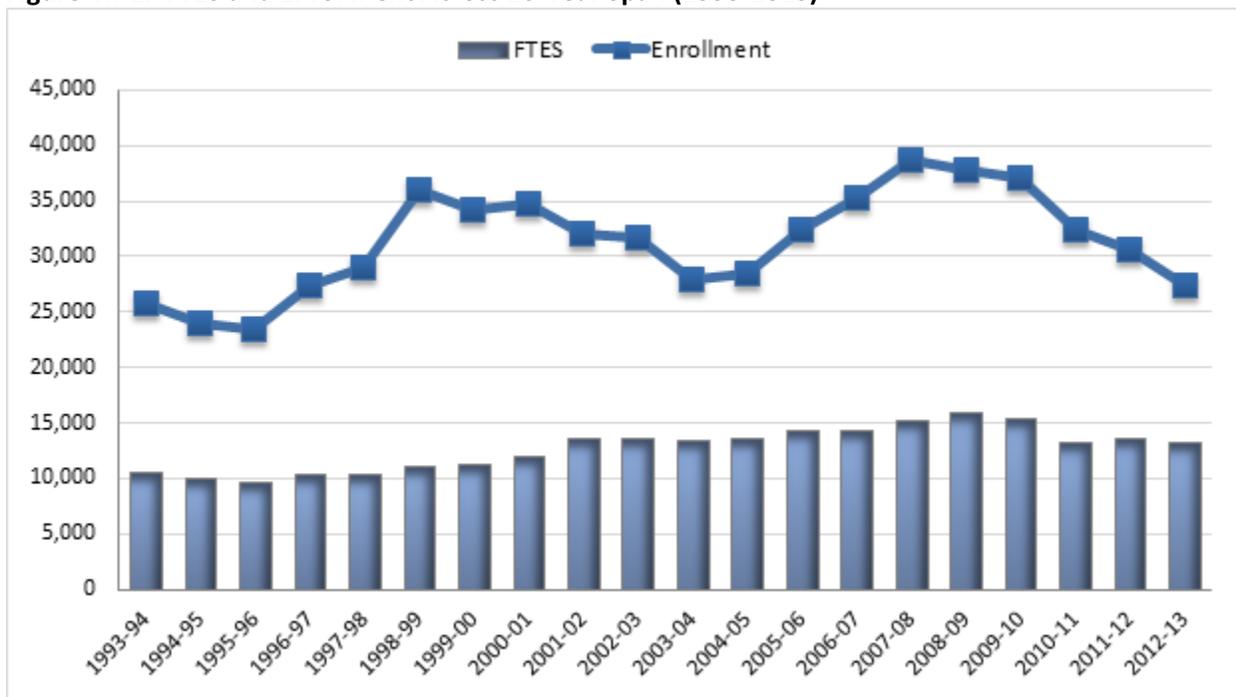
VII. Student Enrollment Trends

Rio Hondo College has experienced growth in student enrollment and full-time equivalent students (FTES) over the past 20 years. Total enrollment has fluctuated over the years, while FTES have increased at a fairly steady pace. The college reached its highest levels of enrollment and FTES between 2007 and 2010. This period was followed by noteworthy decreases due to the 2008 recession.

The college's average enrollment since 1993-1994 has been 31,318, with a low of 23,441 in 1995-1996 and a high of 38,714 in 2007-2008. Rather than increasing on a smooth curve, enrollment has shown two peaks and two downturns. Enrollment showed a sharp increase to 36,062 in 1998-1999. This was followed by years of decrease, reaching a low point of 27,962 in 2003-2004. This, in turn, was followed by years of increase. The college had above 37,000 students enrolled for 2007-2008, 2008-2009, and 2009-2010. This peak was followed by a sharp drop due to the recession. Total enrollment for 2011-2012 and 2012-2013 was below the 20-year average.

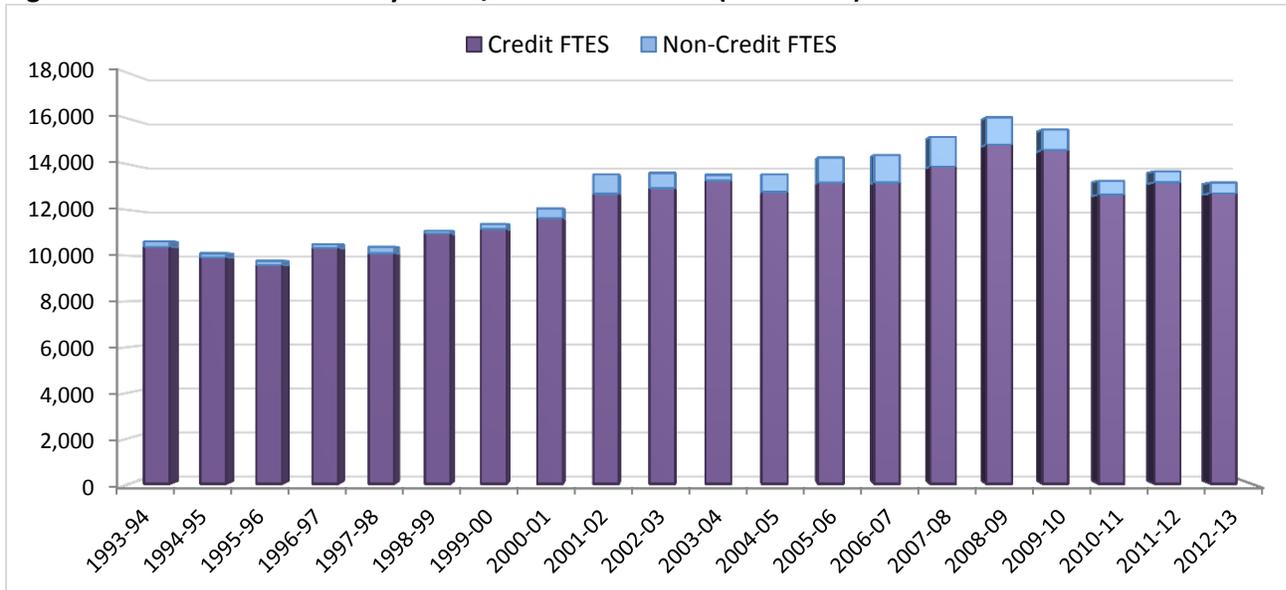
The college's average FTES since 1993-1994 has been 12,801, with a low of 9,774 in 1995-1996 and a high of 16,067 in 2008-2009. There was an increase almost every year between these two years. Although FTES dropped appreciably after 2009-2010, the college remains above its 20-year average. The total FTES for 2012-2013 was 13,208.

Figure VII-1. FTES and Enrollment Across 20-Year Span (1993-2013)



Over the 20 years, 4.6% of FTES has come from non-credit courses. Non-credit FTES has averaged 586 annually, with a low of 186 in 1994-1995 and a high of 1,300 in 2007-2008. After four years of non-credit FTES above 1,110, there has been a decrease in each of the four most recent academic years. Non-credit FTES for 2012-2013 was 476.

Figure VII-2. FTES Distribution by Credit/Non-Credit Status (1993-2013)



The CCCCO classifies students by “Enrollment Status,” which captures students’ enrollment history at their current college. For virtually every academic term over the past 20 years, the largest enrollment status has been Continuing Rio Hondo Students (who enrolled in the previous semester and enrolled again in the current semester). For most terms, the numerical majority of RHC students have been in the continuing category. For the Fall 2012 semester, 53.4% of students were Continuing Rio Hondo Students, 18.7% were First-Time College Students, 15.9% were Returning Students (returning to RHC after a break of at least one semester), 10.4% were First-Time Transfer Students (first semester at RHC after having been enrolled at another college) and below 2% were Special Admit Students or Uncollected/Unreported. This pattern is typical for fall semesters, with Returning Students surpassing First-Time College Students as the second most populous category in many summer and spring semesters.

VIII. Student Achievement Information

This chapter addresses student achievement in terms of the Student Success Scorecard, degrees and certificates, and transfers to four-year institutions. Across these measures, the college has exhibited increases in such areas as students progressing from basic skills math to completing a transfer-level course, new students earning at least 30 units, associate degrees awarded, and RHC students transferring to four-year colleges and universities. Areas of decrease included completion rates and transfers to CSU campuses. Many measures did not exhibit a clear pattern of change over the past ten years.

Student Success Scorecard

The CCCCO Student Success Scorecard is the second generation of the Accountability Reporting for the Community Colleges (ARCC) initiative, which was established by the state legislature in 2004. The CCCCO converted to the Scorecard format for 2013, providing a common set of measures aligned with the recommendations of the Student Success Task Force. The measures include both longer-term outcomes (e.g., graduation, transfer) and intermediate outcomes or “momentum points” (e.g., three-semester persistence, earning 30 units, starting in basic skills and passing a transfer course in the same discipline). The purpose of the Scorecard is to allow each college to measure its own progress across time.

CCCCO Data Mart currently reports Scorecard outcomes data for eight cohorts. Results are tabulated six years after the cohort began. Thus, the most recent cohort began in 2007-2008 and completed their six years in 2012-2013. Table VIII-1 provides the results for each of the eight cohorts. Some of the rows include the terms “Prepared” and “Unprepared.” In the CCCCO’s definitions, a “Prepared” student did begin English and/or Math courses at the basic skills level. An “Unprepared” student took at least one basic skills course in English and/or Math. The “Overall” rate is the combination of Prepared and Unprepared.

The Scorecard provides an operational definition of each measure. Thumbnail summaries of those definitions follow here. *Persistence* means that a student enrolled for two consecutive semesters after his or her first semester at a community college. *30 Units* involves earning at least 30 units. A student would be counted as achieving *Completion* if that student earned a degree or certificate, transferred to a four-year school, and/or earned “Transfer Prepared” status. The *Remedial* measure indicates that a student began taking courses at the basic skills level in English, Math, or ESL and passed a college-level course in that discipline. *CTE* refers to a student with a concentration in a career-technical education program who meets one of the criteria for Completion. *CDCP* (Career Development and College Preparation) means that a student who started with specific non-credit courses meets one of the criteria for Completion.

Table VIII-1. Scorecard Measures for Cohorts From 2001 to 2008

	2000- 2001	2001- 2002	2002- 2003	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008
Persistence - Overall	68.0%	67.2%	66.7%	71.9%	68.3%	69.7%	71.2%	67.3%
Persistence - Prepared	48.1%	42.7%	46.8%	61.2%	63.6%	65.7%	72.1%	67.2%
Persistence - Unprepared	71.1%	70.6%	69.6%	73.4%	69.0%	70.3%	71.1%	67.9%
30 Units - Overall	60.9%	57.3%	58.6%	60.7%	61.6%	63.1%	63.4%	63.1%
30 Units - Prepared	51.9%	45.1%	52.8%	52.8%	57.7%	57.3%	67.1%	60.8%
30 Units - Unprepared	62.3%	59.0%	59.5%	61.8%	62.3%	64.0%	62.7%	63.5%
Completion - Overall	44.6%	39.0%	39.0%	42.9%	43.0%	42.6%	41.5%	37.9%
Completion - Prepared	65.1%	61.2%	59.3%	65.9%	62.5%	65.3%	66.1%	60.8%
Completion - Unprepared	41.3%	35.9%	36.0%	39.5%	39.7%	39.0%	37.1%	34.0%
Remedial - English	42.4%	40.8%	38.9%	41.1%	40.7%	38.6%	41.7%	38.0%
Remedial - ESL	53.5%	53.3%	58.5%	51.1%	52.1%	51.6%	53.0%	45.7%
Remedial - Math	22.2%	19.2%	19.7%	24.7%	26.1%	26.8%	27.3%	27.7%
CTE	63.0%	49.2%	48.2%	52.0%	49.6%	48.7%	51.5%	51.0%
CDCP	NA	NA	NA	NA	NA	NA	10.0%	9.7%

Source: CCCC Data Mart, 4/2014

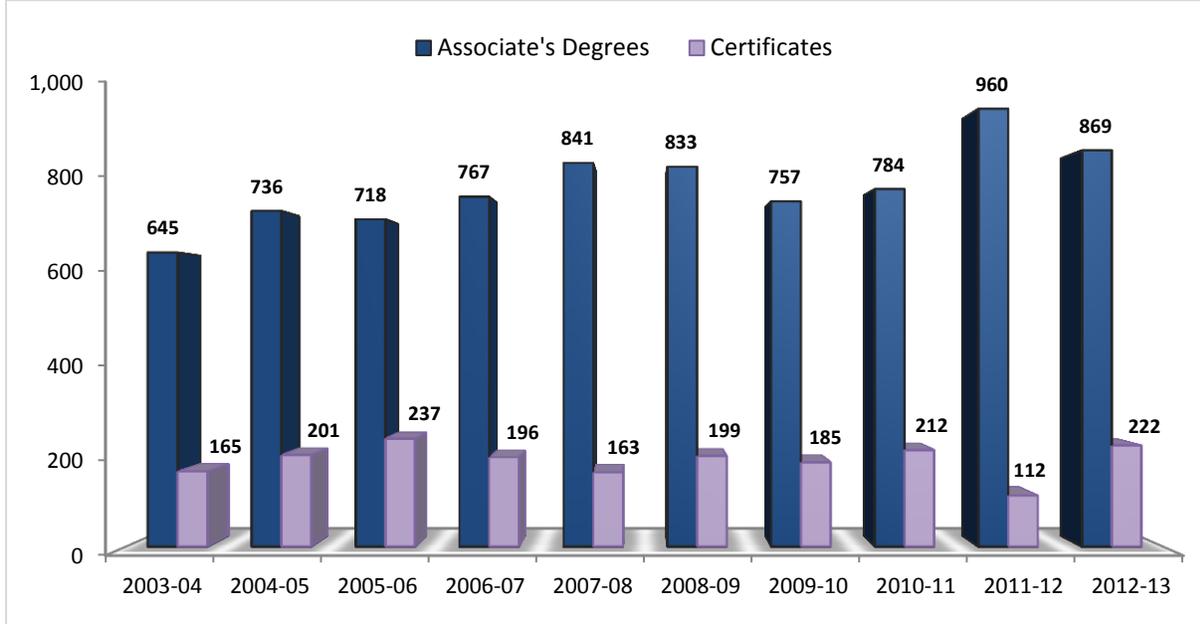
There is no single trend or pattern among the results in Table VIII-1. There are some measures that have exhibited improvement over time. These are Persistence by prepared students, 30 Units by all students, and basic skills progression in Math. The later measure has seen an increase in each academic year since 2001-2002, increasing from 19.2% to 27.7%. On the other hand, Completion rates decreased from 2000-2001 to 2007-2008. Results for other measures either remained relatively level or showed considerable fluctuation across the eight cohorts.

Degrees and Certificates

Rio Hondo College has increased the total number of program awards (degrees and Chancellor-approved certificates) over the past 10 years, growing from a low of 810 in 2003-2004 to a high of 1,091 in 2012-2013. Except for a dip in 2009-2010, each academic year has seen an increase in awards. The college has averaged 980 awards annually over the past 10 years.

The yearly increase in program awards has largely been due to increase in associate degrees rather than increases in certificates (see Figure VIII-2). The number of degrees has increased most years, with a low of 645 in 2003-2004 and a high of 960 in 2011-2012. The 10-year average is 791 degrees per year. The total number of Chancellor-approved certificates has fluctuated around the annual average of 189. The low was 112 in 2011-2012 and the high was 237 in 2005-2006. Although there is no pattern in the year-to-year changes in certificates awarded, two of the three most recent years have been above the 10-year average.

Figure VIII-2. Program Awards Across 10-Year Span



Source: CCCC Data Mart, 4/2014

Associate of Arts Degrees. The largest number of awards in most years is for Associate of Arts (AA) degrees. The college has awarded a total of 4,158 AA degree over the past 10 years, for an annual average of 416. The number AAs awarded has increased over this time period.

The most popular area within the AA degree is classified by the CCCC as “Interdisciplinary Studies” with 3,122 degrees. (Traditionally, this area has included majors in General Education Transfer and Liberal Arts. Since 2010, the college has seen growth in the numbers of students graduating with one of the four emphases in the General Studies major: Arts and Human Expression, Science and Mathematics, Social Behavior and Self-Development, and Social Sciences.) Among traditional disciplines, the two most popular areas have been Business and Management (Business Administration) with 727 and Public and Protective Services (Administration of Justice) with 1,246.

Associate of Science Degrees. The college has awarded 3,684 Associate of Science (AS) degrees over the past 10 years, with an average of 368. Although there has been some fluctuation in year-to-year totals, the college has definitely increased the number of AS degrees during this time period.

The most popular area has been Public and Protective Services (Administration of Justice, Fire Technology) with 1,246 AS degrees. This was followed by Health (Registered Nursing) with 914 and Family and Consumer Sciences (Child Development, Early Childhood Education) with 697.

Transfer Degrees. During 2011-2012, the RHC began awarding Associate in Arts for Transfer (AA-T) and Associate in Science for Transfer (AS-T) degrees in four subjects: Communication Studies (AA-T), Mathematics (AS-T), Psychology (AA-T), and Sociology (AA-T). The college has awarded a total of 68 transfer degrees, with the most popular being Psychology (33 degrees).

Certificates requiring 30 or more units. The college has awarded 457 of these certificates over the past 10 years. Yearly totals have usually been close to the average of 46. The college has not exhibited growth in these awards.

The majority of these certificates have been in Health (Licensed Vocational Nursing) with 233. Other popular categories have been Engineering and Industrial Technologies (Automotive Technology) with 73, Public and Protective Services (Drug Studies) with 68, and Business and Management (Accounting) with 47.

Certificates requiring fewer than 30 units. Most of the certificates awarded by Rio Hondo College require at least 18 units, but fewer than 30. The college has awarded 1,423 of these certificates over the past 10 years. The numbers of these certificates have tended to fluctuate from year to year, but most years have been fairly close to the 142 average. The college has not exhibited growth in these awards.

The most popular category for these certificates has been Public and Protective Services (Fire Technology) with 674. Other popular categories have been Family and Consumer Sciences (Child Development) with 400, Engineering and Industrial Technologies (Engineering Design Drafting) with 111, and Architecture and Related Technologies (Architectural Design and Drawing) with 90.

Rio Hondo offers one Chancellor-approved certificate requiring fewer than 18 degrees: Alternative Energy Technology (16 units). The college began awarding these certificates in 2010-2011 and has awarded a total of 12.

Conclusion. As evident in Table VIII-3, there are some patterns related to the majors in which students are earning degrees and certificates. The most common set of majors involves general studies or liberal arts AA degrees. Other areas recur in lists of majors popular among those earning awards. These were Nursing, Business Administration and Management, Fire Technology, Child Development, Administration of Justice. Other popular majors were Automotive Technology, Accounting, Architectural Design and Drawing, Engineering Design Drafting, Drug Studies, and Architecture.

There are three categories of students that account for seven of every eight awards conveyed by the college. The first consists of students earning an interdisciplinary AA (General Education Transfer, Liberal Arts, General Studies). These students earned almost one-third (31.9%) of the awards conveyed by RHC in the past 10 years. The second consists of students earning AS or AA degrees in a relatively short list of career-technical subjects (e.g., Registered Nursing, Child Development, Business, Administration of Justice). These students accounted for more than one-third (34.5%) of the RHC's awards over the 10 years. The third consists of students earning certificates. More than one-fifth (20.8%) of the college's awards were certificates. The large majority of certificates were in three majors (Fire Technology, Child Development, Vocational Nursing).

Table VIII-3. Program Awards by Category over 10-Year Period (2003-2013)

	# Awards		# Awards
Associate of Arts (A.A.) degree	4,158	Certificate requiring 30 to < 60 semester units	457
Business and Management	727	Business and Management	47
Fine and Applied Arts	52	Engineering and Industrial Technologies	73
Humanities (Letters)	24	Environmental Sciences & Technologies	15
Interdisciplinary Studies	3122	Health	233
Public and Protective Services	227	Information Technology	8
Social Sciences	6	Media and Communications	13
		Public and Protective Services	68
Associate of Science (A.S.) degree	3,684	Certificate requiring 18 to < 30 semester units	1,423
Architecture and Related Technologies	143	Architecture and Related Technologies	90
Biological Sciences	7	Business and Management	81
Business and Management	219	Education	33
Engineering and Industrial Technologies	161	Engineering and Industrial Technologies	111
Environmental Sciences and Technologies	51	Family and Consumer Sciences	400
Family and Consumer Sciences	697	Information Technology	32
Fine and Applied Arts	134	Public and Protective Services	674
Health	914	Social Sciences	2
Information Technology	83	Certificate requiring 12 to < 18 units	12
Law	1	Engineering and Industrial Technologies	12
Mathematics	6		
Media and Communications	22		
Public and Protective Services	1,246		
Associate in Science for Transfer (A.S.-T) Degree	12		
Mathematics	12		
Associate in Arts for Transfer (A.A.-T) Degree	56		
Humanities (Letters)	8		
Psychology	33		
Social Sciences	15		

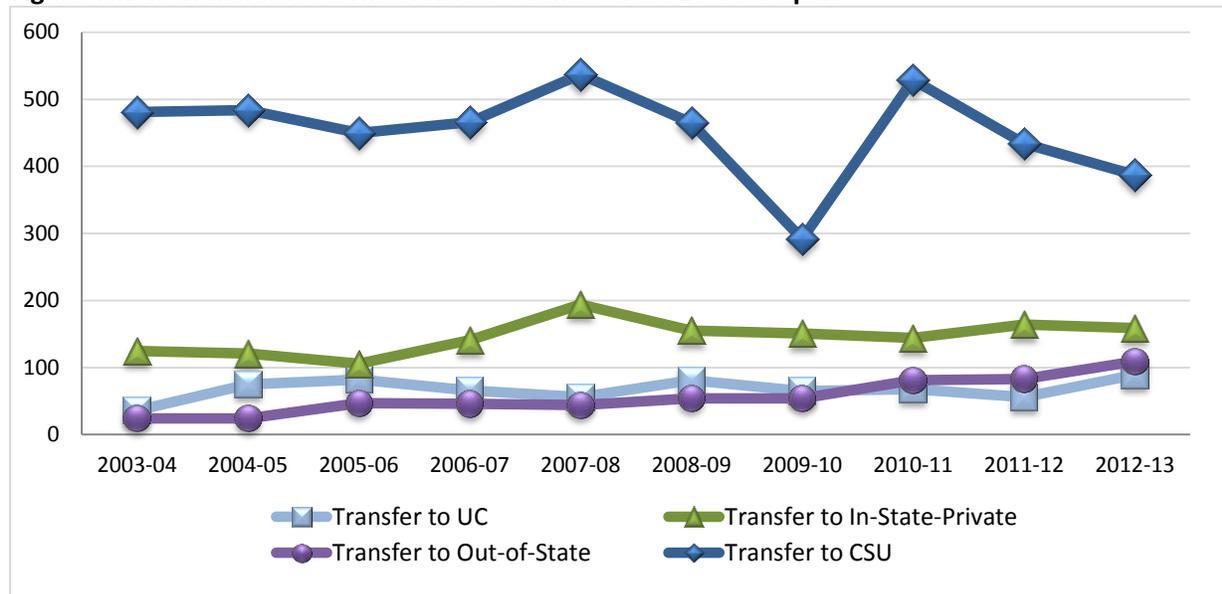
Source: CCCC Data Mart, 4/2014

Transfers

Because many students enroll in a community college with plans to transfer to a four-year institution, the numbers of transfers serve as an important indicator of student achievement. This indicator is distinct from awards as many students graduate from RHC without transferring and many others transfer without graduating. Transfer figures are reported here in terms of the four sectors used by the Chancellor's Office: California State University (CSU) system, University of California (UC) System, in-state-private (ISP) colleges and universities, and out-of-state (OOS) colleges and universities.

Overall, the college has increased the number of students transferring over the past 10 years. Although there has not been a consistent pattern of growth, there is a clear difference across (see Figure VIII-4). The average number of graduates per year in 2003 to 2006 was 685 and the average for 2010 to 2013 was 768.

Figure VIII-4. Transfer Patterns of RHC Students across 10-Year Span



Source: CCCCO Data Mart, 4/2014

The CSU system is the primary destination for RHC transfers. In each of the past 10 years, the majority of RHC students transferring to a four-year school enrolled at a CSU. The numbers of RHC transfers to CSU campuses have varied greatly, from a low of 292 in 2009-2010 to a high of 537 in 2007-2008. Overall, the trend has been toward a decrease in the numbers of students the college is sending to CSU campuses each year. The CSU campuses most popular for RHC transfers are Los Angeles, Fullerton, Pomona, Long Beach, and Dominguez Hills.

Almost 1 in 10 RHC transfer students enrolls at a UC campus, an average of 67 per year. The numbers of RHC students transferring to UC schools has increased, from a low of 36 in 2003-2004 to a high of 89 in 2012-2013. The UC campuses most popular for RHC transfers are Los Angeles, Irvine, and Riverside.

In-State-Private institutions are second to CSUs in being a destination for RHC transfers. A yearly average of 146 RHC students have transferred to ISPs, with a low of 106 in 2005-2006 and a high of 194 in 2007-2008. Despite a brief downward trend between 2008 and 2011, the college has increased the number of ISP transfers over this 10-year period. The ISP campuses receiving the most RHC transfers have been University of Phoenix, University of La Verne, Azusa Pacific University, Whittier College, DeVry University, and ITT Technical Institute.

The number of Rio Hondo students transferring to out-of-state institutions has grown rapidly over the past 10 years, from a low of 24 in 2003-2004 to a high of 109 in 2012-2013. Most years have shown an increase over the previous year. Although the 10-year average of 57 places ISPs below the UC system, Rio Hondo has placed more students in ISPs than UCs in each of the past three years. The ISPs receiving the most RHC transfers have been Ashford University, Union Institute & University, and University of Maryland—University College. It is important to note that each of these is a distance-learning university and RHC transfers are likely not leaving the state to attend. Brick-and-mortar campuses popular with RHC transfers have been Grand Canyon University, Arizona State University, and University of Nevada—Las Vegas.

MASTER PLAN

IX. Introduction to Master Plan Section

The Master Plan section of this document contains seven chapters on four general topics: foundational statements, student success and support programs, academic and vocational programs, and college projections. The chapters on student success and support programs (Chapter XIV) and academic and vocational programs (Chapter XV) largely consist of profiles of individual programs and units of the college. Each profile includes a summary of the program or unit's current status, which is followed by a five-year outlook. Chapter XVI, on college projections on Full-Time Equivalent Students (FTES) and enrollment, also has a structure of current status and five-year outlook.

Chapters X-XIII present a set of four foundational statements: Mission, Vision, and Values; Strategic Directions; Institution-Set Standards; and Institutional Goals and Objectives. These statements, developed in different contexts within the RHC planning process, present the college's aspirations and plans for fulfilling those aspirations.

Developed through participatory governance and approved by the Board of Trustees, the Vision, Mission, and Values (Chapter X) distinguish the college by stating its purpose, intended population, and desired characteristics. The college revised its Mission Statement during the summer and fall of 2013 as a kick-off of the new Educational Master Plan process. As a result of discussion at the Institutional Planning Retreat in April 2013, the college formed a Mission Statement Task Force. Guided by the Student Success Initiative and ACCJC Standard IA, the task force drafted a statement emphasizing the college's focus on student outcomes. After review by campus constituencies and the Board of Trustees, the task force edited the draft to create the Mission Statement that was forwarded by the Planning and Fiscal Council (PFC) and approved by the Board on November 18, 2013.

The college's Strategic Directions (Chapter XI) were formed at the 2014 Institutional Planning Retreat. Retreat participants engaged in a two-step process of brainstorming actions to advance the college and voting on the most important actions. This process resulted in a total of eight Strategic Directions, two for each of the college's four areas: Academic Affairs, Student Services, President, and Finance and Business.

The college established its current Institution-Set Standards in February 2014. Chapter XII provides a table of the standards and a detailed explanation of their development.

During the spring and summer of each year, the college reviews and updates its Institutional Goals and Objectives (Chapter XIII). This process begins in early spring with the Institutional Research and Planning office compiling the college's progress over the past year on each of the objectives and a list of suggestions on improving the goals and objectives. At the Institutional Planning Retreat, teams of faculty, administrators, classified staff, and students review the goals and objectives and recommend improvements in content and phrasing. The Institutional Effectiveness Committee (IEC) makes edits and the revised goals and objectives are approved by PFC and the President before presentation to the Board in fall. Chapter XIII shows the final 2014-2015 Institutional Goals and Objectives.

X. Vision, Mission, and Values

Vision Statement

Rio Hondo College strives to be an exemplary California community college, meeting the learning needs of its changing and growing population, and developing a state of the art campus to serve future generations.

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.

Values Statement

As a teaching/learning community, we come together and strive to meet the needs, aspirations, and goals of our changing student population and communities. Since what we value forms the core of who and what we are, the college community – trustees, faculty, and staff – recognizes the importance of openly and candidly expressing the college's values. Rio Hondo College values the following:

1. Quality Teaching and Learning

The college is dedicated to excellence in instruction and student services to develop the intellectual and personal competence of each student. Rio Hondo College is committed to preparing students to adapt to the demands of a multicultural society.

2. Student Access and Success

Rio Hondo College recognizes the individual worth and potential of every human being. Accordingly, the college offers an open access, comprehensive educational program to its students including basic skills, vocational education certificates and degrees, general education and transfer courses, and, for its community, economic development opportunities.

At Rio Hondo College, students will have an opportunity to develop ethical values, learn the rights and responsibilities of citizenship, develop career skills, and understand the scientific, artistic and social achievements of various cultures including their own.

3. Diversity and Equity

Rio Hondo College remains committed to the diversity of students, faculty, staff, and management. Diversity can be defined in many ways including ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, learning styles, political beliefs, or other ideologies. Appreciation of diversity means the following:

- *Recognizing that each individual is unique and understanding individual differences.*
- *Recognizing the things that people have in common despite being members of diverse groups.*
- *Creating a safe, positive, and nurturing environment that cultivates respect for what these differences are.*
- *Moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity as a way of coming together as a community with a common purpose. The concepts of educational equity and student learning outcomes are central to the values of the College. Access to education and the opportunity for educational success for all students shall be provided, with particular efforts in regard to those who have been historically and currently underrepresented. Education should prepare students to adapt to the demands of a multicultural society.*

4. Fiscal Responsibility

Rio Hondo College recognizes the importance of maintaining a fiscally sound, efficient, and effective college operation. It uses its resources – human, facilities, and financial – to the optimum benefit of its students, community, and staff.

5. Integrity and Civility

We value integrity, honesty, and respect in our actions and words.

XI. Strategic Directions

- ❖ Increase the visibility and awareness of learning support resources and continue to innovate in this area: i.e., tutoring, assessment preparation, library, learning communities, honors, accelerated/modularized courses.
- ❖ Use Ed Plan information to enhance strategic/collaborative scheduling of classes:
 - offer additional sections of high demand courses
 - explore concentration/models of basic skills courses
 - provide more tutorial support to increase retention and success
 - to increase completion rates
- ❖ Focus on degree/transfer completion pathways.
 - With assistance in identifying majors
- ❖ Retain students
 - Assess counseling department now
 - Counseling that is effective, friendly, accessible, and accurate
- ❖ Develop an all-inclusive advertising/marketing/outreach campaign
- ❖ Develop an “in-reach” student service campaign utilizing social media and “cross-training” and/or emerging technology.
- ❖ Provide leading edge technological solutions to support student success, operational efficiency, and facilitate training for faculty and staff.
- ❖ Assess and evaluate funding opportunities that promote enrollment growth and student retention.

XII. Institution-Set Standards

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

Between November 2013 and February 2014, the College advanced its institution-set standards initiative. During this period, IEC reviewed the current performance of the College, updated the ACCJC required institution-set standards, and developed additional standards in response to campus feedback. The feedback was related to two campus developments in late 2013: the College updated its mission statement and found more uses for the new Student Success Scorecard than for the previous ARCC report. Most of the outcomes in the new mission statement (“associate degrees, certificates, transfer, career and technical pathways, basic skills proficiency, and lifelong learning”) were aligned with Scorecard measures and IEC saw the value of developing Scorecard-type measures for progress in fulfilling the mission. At the same time, faculty members questioned the usefulness of the Scorecard. They were seeking data on recent cohorts, rather than students who began their time at the college six or more years ago. IEC decided to apply a Scorecard-type metrics to each outcome in the mission and set standards for three-year cohorts where appropriate.

With guidance from IEC, IRP staff members drafted two sub-sets of institutional standards: one for those required by ACCJC and one for those mission and Scorecard outcomes not addressed by the ACCJC-required standards. In each case, the priority was to foster alignment between the RHC standards and Scorecard metrics. For example, the College used fall-to-fall Persistence for its 2013 ACCJC Annual Report, but converted to three-semester Persistence (as used in the Scorecard) for 2014 and the future. For the five standards then required by ACCJC (course completion, persistence, certificate completion, degree completion, and transfer), IEC reviewed results for the past five years and factors that could have affected results in particular years. IEC set the level for each standard at or near the five-year median. This sub-set of standards addresses three outcomes from the mission statement: degree completion, certificate completion, and transfers. (RHC’s standards are listed in Table XI-1.)

Table XI-1. Institution-Set Standards and Sources

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

Measures for the first sub-set of standards are yearly counts and rates. They allow for direct year-to-year comparisons. The second set of standards has measures of cohorts' yearly progress, and newer cohorts tend to have lower rates than earlier cohorts. For example, on the Scorecard's Completion measure (formerly known as "SPAR"), the Fall 2012 cohort had a 1.0% Completion rate while the Fall 2010 cohort had a 15.1% rate and the Fall 2008 cohort had a 25.1% rate. (The longer the cohort has been in college, the more time the members have to achieve Completion.) This raised questions about setting appropriate levels for the standards and choosing the cohort to be compared to the standards. Following the procedures for the first sub-set, IEC placed the institution-set standards at or near the median. In response to faculty requests to use recent cohorts, the priority was to choose a cohort that had been at the college the least amount of time, but still enough time to provide for significant progress on the measures. IEC determined this was the cohort that had been at the College for three years (i.e., Fall 2010 cohort for the 2013-2014 analysis). For the 2014-2015 analysis, the cohort for comparison will be the one that began at RHC in Fall 2011. These standards address the "career and technical pathways" and "basic skills proficiency" outcomes of the mission, as well as two Scorecard-specific measures of progression.

Three institution-set standards are currently under development. One mission outcome, "lifelong learning," is not currently among the institution-set standards. The College is discussing appropriate ways of measuring lifelong learning as an outcome. For its 2014 Annual Report, ACCJC added licensing examination pass rates and job placement rates to its list of required institution-set standards. The College reported pass rates for those licensing exams that are publicly reported and will develop procedures for collecting job placement data. The College intends to set standards for these three topics during the 2014-2015 academic year. RHC's institution-set standards include two Scorecard progression measures that are not part of the mission statement: 30 Units and Completion. The 30 Units measure is a momentum point; students who achieve at least 30 units tend to progress and complete their community college education. The Chancellor's Office casts Completion (of a degree, certificate, or transfer –related outcome) as the ultimate measure of community college success.

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

These institution-set standards will be used and monitored in multiple ways. By the spring of each academic year, IRP will produce a report to the IEC on the College's progress on the standards during the previous year. (This timing will allow for the inclusion of persistence, certificate and degree completions, and transfer data, which become available during the fall semester.) The IEC will review the report, consider the appropriateness of current levels, and forward the report to the Planning and Fiscal Council. A cover memo from IEC will recommend adjustments to the standards' levels for the coming academic year. (Especially in the early years, the standards will be a "living document." As additional data become available, the College will make corrections to ensure that the standards are realistic and practical.) The annual report on institution-set standards will also be provided to the Board of Trustees. The spring-semester timing of the report will allow it to inform the activities at the annual Institutional Planning Retreat. It will provide retreat participants with the information needed to align institutional objectives with the institution-set standards.

XIII. Institutional Goals & Objectives

Institutional Goals & Objectives 2014 - 2015

2014-2015 INSTITUTIONAL GOALS

- GOAL 1: Rio Hondo College will provide excellent instruction in general education and major requirement courses leading to increased student degree completion and successful university transfer.
- GOAL 2: Rio Hondo College will provide instruction in career technical education, leading to certificates, degrees and job placement/job enhancement.
- GOAL 3: Rio Hondo College will provide effective instruction in basic skills leading to increased completion of Basic Skills sequences.
- GOAL 4: Rio Hondo College will meet the lifelong learning needs of the community.
- GOAL 5: Rio Hondo College will promote a student-centered climate that contributes to increases in retention & persistence, and improves student success through collaboration that values diversity.
- GOAL 6: Rio Hondo College will respond to the region's educational and workforce needs.
- GOAL 7: Rio Hondo College will act responsibly, ethically, efficiently, and in an accountable manner, including actively seeking outside sources of funding, to preserve fiscal solvency.
- GOAL 8: Rio Hondo College will recruit, hire, develop, and evaluate highly qualified and diverse administrators, faculty, and classified staff.
- GOAL 9: Rio Hondo College will meet the ever-changing technological needs required to support the educational process and to enhance student access and success.
- GOAL 10: Rio Hondo College will design, modernize, and maintain a physical infrastructure, both on and off site, that meets the changing needs of students, staff, and the College's instructional and student support programs while valuing and enhancing the aesthetic beauty of the college.
- GOAL 11: Rio Hondo College will provide students and employees with an engaging and rewarding campus life.

2014-2015 INSTITUTIONAL GOALS & OBJECTIVES

- GOAL 1:** Rio Hondo College will provide excellent instruction in general education and major requirement courses leading to increased student degree completion and successful university transfer.
- Objective 1a: By 2018, the number of degrees the College awards will increase five percent over the previous five-year average (2008-2009/2012-2013).
- Objective 1b: The Distance Education Committee will investigate best practices for increasing student success in online courses by Spring 2015.
- Objective 1c: The College will improve success and retention rates in online courses by 1% annually through 2018.
- Objective 1d: By 2018, the College will increase the number of students who have transferred to four-year institutions or earned Transfer Prepared status by five percent over the previous five-year average (2008-2009/2012-2013).
- Objective 1e: The office of Government and Community Relations will develop a survey to identify which faculty members currently incorporate service learning components in their curriculum. Data results from the faculty survey will be utilized to establish a service learning program plan by Fall 2015.
- GOAL 2:** Rio Hondo College will provide instruction in career technical education, leading to certificates, degrees and job placement/job enhancement.
- Objective 2a: The College will increase from 90 to 96 the number of certificate and/or degree programs (both locally approved and Chancellor's Office approved) offered by 2015.
- Objective 2b: The College will increase by 7% the number of certificates and degrees (both locally approved and Chancellor's Office approved) awarded between 2012 and 2017.
- Objective 2c: The College will review/renew curricular alignment (articulation) with secondary schools and ROPs and increase the number of requests by 10% from 2013 to 2017.
- Objective 2d: The College will increase the number of students who apply for college credit through articulation (Secondary Schools / ROPs) by 5% from 2014 to 2017.
- Objective 2e: The College will increase by 10% the number of CTE students transferring to four-year colleges within two years of leaving Rio Hondo College from 2013 to 2017.

- GOAL 3: Rio Hondo College will provide effective instruction in basic skills leading to increased completion of Basic Skills sequences.**
- Objective 3a: The College will institutionalize best-practice program models by 2016.
- Objective 3b: The College will improve success in basic skills course sequences by 3% by 2016.
- Objective 3c: The percentage of first time students who begin their assessed math course in the first semester at Rio Hondo and continue through the sequence without interruption will increase by 1% annually through 2018.
- Objective 3d: The College will increase the three-year developmental progression rate by 1% annually through 2018. The three-year developmental progression rate is the percentage of students starting a basic skills sequence who complete a transfer-level or degree-required course in the same subject within six primary semesters.
- GOAL 4: Rio Hondo College will meet the lifelong learning needs of the community.**
- Objective 4a: The College will continually offer courses based on community interests as indicated through annual survey data.
- Objective 4b: The College will work with its AB86 partners to create a dynamic, regional approach to adult education.
- Objective 4c: The College will continue to integrate and cross-market credit courses with fee-based classes using web-based and printed materials.
- Objective 4d: The Continuing Education program will align its English as a Second Language program with the college for credit English as a New Language program to create pathways into academic and vocational programs.
- GOAL 5: Rio Hondo College will promote a student-centered climate that contributes to increases in retention & persistence, and improves student success through collaboration that values diversity.**
- Objective 5a: The College will submit the Student Success and Support Plan and the Student Equity Plan in the Fall of 2014. The implementation of these plans will be evaluated annually.
- Objective 5b: The Student Life and Leadership Department will partner with the Associated Students of Rio Hondo College to plan activities with enhanced student involvement.

Objective 5c: By July 2015, the College will require all new students, including online students, to meet with a counselor to identify a specific college goal and complete a comprehensive education plan outlining classes needed to achieve that goal prior to the end of the second semester.

Objective 5d: The College will increase the three-semester persistence rate from 69% to 75% by 2018.

GOAL 6: Rio Hondo College will respond to the region's educational and workforce needs.

Objective 6a: The College will analyze the level of participation with partners from service area business, industry, government and non-profit organizations by establishing a database by May 2015.

Objective 6b: The College will update the regional occupational needs survey to better align programs and course offerings with community needs by Fall 2015.

Objective 6c: The College will develop a process for evaluating outreach educational activities in K-12 schools annually within the district service area by Spring 2015.

GOAL 7: Rio Hondo College will act responsibly, ethically, efficiently, and in an accountable manner, including actively seeking outside sources of funding, to preserve fiscal solvency.

Objective 7a: The College will maintain a minimum unrestricted general fund balance of 5% annually.

Objective 7b: The College will maintain no more than 85% expenditures on salaries and benefits in comparison to general fund operational budget annually.

Objective 7c: The College will ensure that the annual restricted general fund - including categorical and grant funds - will be a balanced budget (i.e. revenues = expenses).

Objective 7d: The College will write and submit 10 new grant proposals to raise a minimum of six million dollars by 2019.

Objective 7e: The College will work collaboratively with the Rio Hondo College Foundation and its Board of Directors to raise restricted and unrestricted funds in support of students and college programs.

- GOAL 8:** **Rio Hondo College will recruit, hire, develop, and evaluate highly qualified and diverse administrators, faculty, and classified staff.**
- Objective 8a: The College will form an EEO (Equal Employment Opportunity) Advisory Committee to evaluate and make recommendations concerning diversity in our hiring process by December 2014.
- Objective 8b: The College will assess and revise the evaluation process for administrators, confidential, faculty, and classified staff by Fall 2014.
- Objective 8c: 75% of those who participate in staff development activities will report an enhanced ability to perform their jobs and/or serve the campus community.
- Objective 8d: The College will pursue restoration of funding from the State to fully fund Staff Development by Fall 2015.

GOAL 9: **Rio Hondo College will meet the ever-changing technological needs required to support the educational process and to enhance student access and success.**

- Objective 9a: The College will meet the objectives of the current plan to upgrade and replace its distribution network by the end of Fall 2016.
- Objective 9b: Prior to the beginning of the Fall 2015 planning cycle, instructional technology will provide an inventory of the age and status of computer, audio visual technology and related peripherals by division.
- Objective 9c: The College will assess the costs and options for developing and implementing a technology disaster recovery plan by Spring 2015.
- Objective 9d: The College will replace aging Banner hardware and migrate software to a new environment by the end of Fall 2015.

GOAL10: **Rio Hondo College will design, modernize, and maintain a physical infrastructure, both on and off site, that meets the changing needs of students, staff, and the College's instructional and student support programs while valuing and enhancing the aesthetic beauty of the college.**

- Objective 10a: The College will expand and modernize facilities based on the five-year Facilities Master Plan schedule.
- Objective 10b: The College will annually evaluate fleet management procedures and policies to ensure the safety of students, faculty and staff and to minimize college liability exposure as it pertains to the college fleet.

- Objective 10c: The College will increase accessibility and safety through bond construction improvements of pedestrian ways and lighting levels by summer 2015.
- Objective 10d: The College will acquire Leadership in Energy Efficiency Design (LEED) certification for all new buildings that exceed construction costs of 15 million dollars through Summer 2018.
- Objective 10e: The College will develop and disseminate expanded emergency procedures for existing and future construction, including access for Special Needs population by Fall 2015.
- Objective 10f: The College will increase the number of remote day parking permit dispensers from 3 to 4 by Fall 2015 to reduce traffic congestion, ensure convenience for students and visitors, and increase staff efficiency.
- Objective 10g: The College will assess costs and options for developing a disaster recovery plan by Fall 2015.

GOAL 11: Rio Hondo College will provide students and employees with an engaging and rewarding campus life.

- Objective 11a: The College will increase student satisfaction and participation with co-curricular activities by 3% as compared to 2013, by 2015.
- Objective 11b: The College will improve participation in the governance process for classified staff, faculty, students, and administrators by Spring 2015.
- Objective 11c: The College will create two new opportunities for social interaction and positive communication among Academic Senate, RHCFA, CSEA, ASRHC, and the Management & Confidential employees by Fall 2015.

XIV. Student Success & Support Programs

Strategic Directions - Student Services

Current Status. The Student Services area continues to work hard to support student success. Currently the entire area is identifying best practices, reviewing current practices, and working collectively with faculty, staff and students on the Student Success Initiative, and in particular the Student Success and Support Program Plan due to the Chancellor's Office in October. One of the strengths of the Student Services area are the faculty and staff members dedicated and committed to the success of our students. As we look at the holistic approach for our students, we are committed to assisting students reach their individual educational goals, be that transfer, certificate, AA/As degree, or personal or professional development. Some areas identified and being aligned with the Student Success Initiative include:

1. Multiple Measures Pilot for math placement;
2. ACCUPLACER math placement testing;
3. Orientation options, including an on-line system, COMEVO, to be launched June 1st;
4. Educational Planning via a Counseling 105 course approved by the Curriculum Committee and the State Chancellors Office;
5. At-Risk/Follow Up Services, with Counselors adopting a two-tier probation model;
6. MIS Data reporting – working with IT to develop a 1st year student data base to monitor the 1st year student cohorts

Five-Year Outlook. Given that the 2013/14 year is the official planning year for the Student Success Initiative and the Student Equity Plan, the 5-year outlook is one of planned growth of programs and services with particular focus on the areas of Student Success Indicators given; they are:

1. Access;
2. Course Completion;
3. ESL and Basic Skills Completion;
4. Degree and Certificate Completion;
5. Transfer;
6. Student Success and Support Services

It is not enough to increase services, but rather, we must utilize data to identify specific groups of students and target them with intentional and responsive counseling interventions as part of the Student Success Initiative and the Student Equity Plan. We must also plan on ensuring that our MIS data systems are in place to collect all the required student success elements listed. We must closely examine staff and services to fully implement a well-coordinated and evidence-based model to meet the demands of the approximately 8000 students from these mandated service groups. Additionally, we must continue to strengthen our partnerships with service and non-service area school districts to promote college readiness, access, and success. Additionally, we can enhance the “seamless” pipeline for our service area school districts in accordance with the Student Success Initiative.

Finally, given the implementation of both the Student Success Plan and the Student Equity Plan, we must truly examine space and staff needs and make recommended changes accordingly.

i. Student Success Initiative

Current Status. 2013-14 is a planning year for the Student Success Initiative (SSI). The college is currently implementing a SSI planning process. A SSI Taskforce led by President Dreyfuss and comprised of faculty, staff, administrators, and students are reviewing current practices and identifying strategies to support the implementation of the Student Success Initiative. The 22-SSI recommendations have been distributed to various governance committees on campus to provide recommendations for implementation to the Student Success Taskforce (SSTF). The SSTF will be adopting and implementing SSI recommendations during the 2014-15 year. Below is a summary of some shifts in practices that have been identified and are aligned with the SSI implementation:

Multiple Measures Pilot for Math Placement:

- Student must enroll at RHC in the Fall semester immediately after graduating high school
- Students will not place lower than their last successfully completed high school math course with a “C” or better unless their assessment score places them higher
- Most recent successfully completed math class must be completed no later than 11th grade
- Students may not be moved up more than two levels from their math assessment placement results

ACCUPLACER Math Placement Testing:

- Math Department Approved ACCUPLACER for Math Placement Testing at local High Schools
- Math Department will begin to work on cut-scores for the different math levels
- IT Department will match cut-scores to Banner codes
- Begin On-site Testing at local High Schools by Mid-May

Orientation:

- Subcommittee recommended the selection of COMEVO Software as the content management system for online orientations
- System fully integrates with ACCESSRIO
- June 1st Launch Date

Educational Planning:

- COUN 105 Course Approved by Chancellor’s Office
- Counseling Curriculum Committee working on course materials
- 2 Pilot Sections of COUN 105 start this week
- Projected to offer 80 sections of COUN 105 in the 2014-15 academic year (2,000 students)

At-Risk/Follow-Up Services:

- Counselors adopted a Two-Tier Probation Model
- Tier 1-1st Semester Probation Students
 - Offer 2 hour workshops (20 students per workshop)
 - 1st hour workshop content
 - 2nd hour , two counselors will utilize time to create an Educational Plan, determine unit limitation and input notes in Banner
 - Philosophically: A student may be cleared to take up to 13 units (Tier 1 probation) to be determined by counselor
- Tier 2-2nd Semester or more Probation Students
 - 1-hour Individual Student Appointment
 - Philosophically: A student may be cleared to take up to 9 units (Tier 2 probation) to be determined by counselor

- Early Alert Model
- Classroom Impact Committee identified Early Alert as a high impact SSI strategy to revisit
- Joint meeting held between Classroom Impact Committee & IT Department to identify technological needs
- Early Alert Pilot for Fall 2014 in key courses.
- Designated Early Alert Walk-in Counseling will be provided to ensure students meet with a counselor.

MIS Data Reporting:

- IT developed a 1st year student database to monitor 1st year student cohorts to ensure students complete all mandated services.
- Data elements include Application Term, Assessments, Contact Information, Orientation, COUN 105 enrollment.
- Customized Emails will be used to direct students on next steps.

Five-Year Outlook. Over the next 5 years, in response to the Student Success Initiative, the college will implement new mandated services for new and at-risk students. The college will also be required to examine and identify strategies that address issues of Student Equity that may exist on campus. Investments in high impact strategies and staffing will be required over the next five years to increase student success. Below is a summary of Student Success Indicators being measured by SSI and Student Equity Committees:

Access:

Percentage of each population group enrolled compared group's representation in adult population within community served – Census data; locally available data

Course Completion:

Ratio of number of credit courses that students by population group complete compared to number of courses in which students in that group are enrolled on the census day of term - DataMart

ESL and Basic Skills Completion:

Ratio of number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course - DataMart; Scorecard; Basic Skills Tracker

Degree and Certificate Completion:

Ratio of number of students by population group who receive a degree or certificate to number of students in that group with same informed education goal as documented in student educational plan – DataMart; Scorecard

Transfer:

Ratio of number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in math or English, to number in that group who transfer after one or more (up to six) years – DataMart; Scorecard

Student Success and Support Services:

The effect of mandatory participation of new students in SSSP services and enrollment priority on indicators A-E above, as well as the loss of Board of Governors (BOG) fee waiver of new students.

ii. General Counseling

Current Status. The Counseling & Student Success Division is comprised of the Counseling Center, Career Development Center, and Transfer Center. In response to the Student Success Initiative, a reorganization of the division was implemented in November of 2013 to include the Freshman Success Center, and High School Outreach & Educational Partnerships. The alignment among Counseling-based services and High School Outreach services is intended to strengthen support for entering students and ensure counseling services are well coordinated and evidence-based. The Division is currently meeting twice a month to examine current practices and identify new and current scalable strategies to support the Student Success Initiative implementation. A new design of Counseling-based services will be implemented July 1, 2014.

Five-Year Outlook. Over the next five-years Counseling Services will shift from a student-initiated contact model to an institution-initiated contact model. Effective July 1, 2014, new students and at-risk students will be required to participate in mandated counseling services. This will require the college to effectively track and monitor cohorts of entering and continuing students and ensure that students complete mandated services such as Assessments, Orientation, Declare a Program of Study, Abbreviated and Comprehensive Educational Plans. At-risk Students on academic/progress probation and basic skills students will be required to meet with a Counselor annually.

As a college, it is not enough to increase services to our students. We must use data to identify specific groups of students and target them with intentional and responsive counseling interventions while at the same time ensuring that MIS data systems are in place to collect all the required student success data elements. If we are not successful at providing these mandated services for the specific groups of students with the systems in place to capture the student success data elements, the college is at risk of losing significant funding which is used for providing counseling and other services to students.

Over the next five years investments in staff and services such as additional Counselors, Counselor-Intern Program, and Outreach and Assessment Staff will be required to fully implement a well-coordinated and evidence-based Counseling Model which includes services that meet the demands of the approximately 8,000 students in the mandated-services groups.

iii. Assessment

Current Status. The Assessment Center provides comprehensive testing services for the college that aids in the accurate placement of newly matriculated students. In addition, the Assessment Center strives to provide testing services that meet the needs of the Rio Hondo College community, i.e. test proctoring, etc. The implementation of Accuplacer for English and Reading in 2012, and the introduction of the pilot Accuplacer math in spring 2014 has seen an increase in students getting assessed, due to the untimed testing and the ability to accommodate student schedules.

Five-Year Outlook. The Assessment Center will need to align itself with the impending state-wide movement towards a unified or common assessment tool. The College has been selected to be a pilot member of the Common Assessment Initiative, and this will give our college the insights, involvement, and input necessary to be prepared for this statewide common assessment instrument. Additionally, the Assessment Center will work very closely with the Learning Assistance Center to provide pre and post-test resources and assistance.

iv. Career Center

Current Status. The mission of the Career Development Center is to assist the diverse student population, staff and community of Rio Hondo College with the educational, career and life decision-making process via the delivery of an array of career resources, job search activities, workshops, assessments, professional development, and career and educational counseling services. Programs and services that continue to be popular and serve our students and staff are: Job & Internship Day, classroom orientations, workshops, career and job search counseling, career assessments, and professional development activities.

Five-Year Outlook. In collaboration with the Student Services area, align and increase CDC services to support the Student Services Initiative objectives; increase our on-line presence and at the same time, increase community partnerships, especially with local Chambers. Increase and formalize an internship program and the tracking of students who participate in those internships.

v. Transfer Center

Current Status. The Rio Hondo College Transfer Center mission is to ensure a campus-wide transfer culture by providing comprehensive support services and resources as well as counseling services to empower students seeking transfer to four-year colleges and universities. The functions and services offered through the center, but are not limited to the following: individual counseling, application workshops, university transfer fairs college campus tours, EOP transfer workshops, computer lab resource, summer residential program at UCI, class presentations, and transfer admissions guarantee agreements with UC's, CSU's and privates as well.

Five-Year Outlook. The Transfer Center is poised to grow within the next 3-5 years. Due to impaction, enrollment limitations and changes in transfer requirements implemented by CSU and UC systems, students will have to be informed well in advance of transfer preparation options. Working to implement the Student Success Initiative focus areas will enhance our ability to meet the growing counseling needs of the students, especially with the anticipated growth in students indicating transfer as their goal.

vi. Financial Aid

Current Status. Rio Hondo College Financial Aid Office supports the mission and vision of RHC in its student centered approach, and by providing funds and financial guidance to enable student access to higher education. We are dedicated to providing high-quality service in a fair, sensitive, and confidential environment to all individuals, regardless of background, culture, or economic need.

The Financial Aid Office at RHC adheres to the principles and practices as prescribed by the U.S. Department of Education, the California Student Aid Commission, and RHC policy in determining eligibility for federal, and state financial aid programs.

The Financial Aid Office at RHC participates in the following federal and state student assistance programs.

Federal Grant Program

Federal Pell Grant

Federal Supplemental Educational Opportunity Grant (FSEOG)

Federal Work-Study Program

Federal Loan Program

Federal Direct Stafford Loan Program (Subsidized and Unsubsidized)

State of California Aid Programs

Board of Governors Fee Waiver (BOGW)

Cal Grant

Chafee Grant

CalWORKS Work Study Program

Financial Aid is strengthened by continuing to service a growing population of aid recipients. The financial aid office completed the 2012-2013 year with historical aid expenditures in the history of RHC. Financial aid is serving more students than ever. Our biggest strength is the volume of aid awarded. The following statistics show amounts awarded:

Award Disbursed Recipients

▪ PELL	\$17,465,948.00
▪ FSEOG	\$247,776.00
▪ Federal Work Study	\$220,928.00
▪ Cal Grant B	\$930,324.00
▪ Cal Grant C	\$19,181.00
▪ Chafee Grant	\$96,056.00
▪ BOGW	\$17,009,082.00
▪ Direct Loans	\$877.847.00

Our areas for improvement include being understaffed and under-resourced. During these tough economic challenges students' expectations of receiving financial aid involve having a robust turnaround time. The regulations surrounding the verification process are cumbersome and require attention to detail which will delay a student file to be completed quickly. Financial aid processing is not a quick turnaround time and due to the complexity and volume of applications that must be reviewed the

average time frame is 8-12 weeks. There are currently only (6) financial aid staff that reviewed the following applications:

Total FAFSA Applications Received: 38,345

Total California Dream Act Applications Received (BOGW): 305

Verified Population: 8,674 Students

Not Verified Population: 11,772

Rejected FAFSA Population: 1,108

Student aid programs are undergoing drastic regulatory changes that are impacting student eligibility and as a result students are requiring more assistance from financial aid staff. The trend impacting financial aid is, staff is spending a lot of time providing student advisement and answering general questions and in return they are having less time allotted in completing financial aid files. Financial aid needs additional staffing to assist with the growing needs of our students. Students are requiring much more assistance with technology and financial aid is faced with providing heavy customer service support which is impacting the processing time to complete a student's financial aid package. Another improvement would be in technology resources. Currently the financial aid office is not adequately supported by our current IT process primarily due to their limited resources and lack of understanding of the importance of financial aid to student success.

Five-Year Outlook. Our goal is to continue to reach as many students and meet our mission and vision of providing funds and financial guidance to enable student access to higher education. Having adequate staffing will allow us to offer more high-quality service to our students, in order for them to reach academic success as the institution embark on the student success requirements. Financial Aid staff must continue to focus on providing customer service to students and promoting efficiency at the counter. On-going customer service is needed from financial aid staff in order to stay abreast of servicing the high demands of students. Much more financial aid awareness is still needed with ongoing online financial aid information sessions to keep students informed of the ongoing changes to regulations and eligibility requirements. The purchasing of Financial Aid TV can assist with specific videos with financial aid information to students.

Financial Aid needs additional staff to assist with front counter duties, file processing (quality control), phones and emails and conducting on and off campus workshops. This additional support will relieve financial aid Advisors' from counter responsibilities and the opportunity to primarily focus on packaging student files and improve customer service.

A recommended goal would be to merge Outreach staff with the Financial Aid office in order to efficiently utilize and maximize staff. This efficiency would allow for outreach staff to be better engaged with financial aid literacy and processes to better service our incoming students. The efficiency will also crossover to the financial aid operational need. The financial aid is in need of customer service front counter assistance and quality control review. The quality control staff would be designated to review all incoming documentation for accuracy. This way when an Advisor finally reviews a file it will be clean and will reduce delays in requesting additional information, making corrections, etc. Outreach staff can assist the financial aid office during peak financial aid times and when the high school needs are not so dramatic. Another goal will be the improvement in technology resources for financial aid staff. The financial aid office would have a designated IT programmer with the ability to enhance, customize and troubleshoot software recommendations to improve or correct financial aid needs to improve and expedite financial aid services to students.

vii. Special Programs

Disabled Students Programs & Services

Current Status. Disabled Students Programs & Services (DSPS) provides disability related support services and specialized instruction for a very diverse group of students with disabilities. DSPS served 1,059 students in the 2012-2013 academic year. In the Fall semester of 2013 DSPS served 713 students, an increase of more than 21% over Fall semester 2012. Program staff currently includes: DSPS Director; one full-time secretary; two 11 month Instructional Aides; one 11 month 80% Interpreter Coordinator; one 11 month Alternate Media Specialist; two full-time DSPS Specialists/Instructors; one 25% Psychologist; and one adjunct DSPS counselor.

Staffing of this program continues as the strength of this program. The hiring of a new Director in 2012 and filling staff vacancy have stabilized the program and supported the updating of DSPS systems and processes. Adding these elements to a staff of highly dedicated, passionate, and experienced professionals continues the tradition of excellent service provisions to students with disabilities.

The addition of resources from the Student Mental Health Grant has enabled the program to introduce activities such as a peer mentoring program to support the retention and success of first year students entering college for the first time. These activities have also supported a well-coordinated outreach program that works with high school seniors participating in special education and resources specialist programs from area schools. These programs help facilitate access to DSPS services for incoming students.

Five-Year Outlook. Through the Fall semester of the 2013-2014 academic year, DSPS continues to grow as the trend Statewide has been one of declining enrollment. Parents, rehabilitation agencies and other community groups are actively seeking postsecondary education opportunities particularly for students with Intellectual Disabilities and Autism. This trend will continue for DSPS and make our work even more challenging in the years to come. Certain gaps in service and needs of the program include:

- Very limited disability related, specialized academic counseling services (only 1 adjunct counselor). This service is a critical piece in support of the Student Success Initiative.
- Additional staffing to support the “high touch” services needed by an increasing number of students with Intellectual Disabilities and Autism. This will increase retention and success for a rapidly increasing segment of our student population.
- Long overdue updates to assistive technology (i.e., software - JAWs, Read and Write Gold, ZoomText)
- Update computer lab (i.e., hardware - computers, scanners, CCTV, Victor Readers)

EOP&S/CARE/CalWORKs

Current Status. The EOP&S/CARE program served 853 students in the 2012-2013 academic year. The program served 61 Care students and 620 EOP&S students in the fall 2013 semester. The EOP&S program will take new applications for Fall 2014 starting May 12- June 20, 2014. The program currently consists of an Interim Director of EOP&S/CARE and CalWORKs, one full-time secretary one full-time evaluator, one 11-month Care specialist, two full-time counselors, three part-time counselors, two EOP&S/CARE student workers who are paid out of EOP&S funding and seven tutors.

The CalWORKs program served 292 students in the 2012-2013 academic year. The program served 204 CalWORKs students in the fall 2013 semester. The CalWORKs program is currently collaborating with Financial Aid to develop a CalWORKs work study program. Currently, there are 13 CalWORKs students in the CalWORKs work study program. The CalWORKs program established a spring 2014 semester CalWORKs Scholarship. The program consists of one Interim Director of EOP&S/CARE and CalWORKs, one full-time CalWORKs Coordinator/Counselor, one full-time Clerk III, part-time Clerk II, one part-time counselor, one full-time Student Services Assistant, and three student workers.

Five-Year Outlook. The EOP&S/CARE program received a 40% budget reduction in 2009-2010 academic year. The program was restored 23% of its funding in 2013-2014 academic year. The EOPS/CARE program served 853 students in 2012-2013 academic year.

The EOP&S/Care staff agreed bringing back tutors to the program was a valuable service that was lost. Six tutors were hired in the EOP&S/CARE department to assist our students in the Spring 2014 semester. As the EOP&S/CARE program starts to be restored the program should be able to hire Care Specialist Laura Verdugo from 11 months to 12 months, and hire additional staff to assist with program recruitment and other support services.

The Interim CalWORKs Coordinator/Counselor anticipates that the program will continue to grow over the next five years. In this economy, there may continue to be potential cuts to the CalWORKs program. The Interim Director of EOPS/CARE (Extended Opportunity Program and Services and Cooperative Agencies Resources for Education) and Interim CalWORKs Coordinator/Counselor want to increase the number of CalWORKs students that are ready to be referred to work-study positions on campus. Continue to have employment orientation/workshops to assist students in preparation for their interviews/employment. CalWORKs department needs additional counseling support to assist with counseling services as the needs of the program continue to grow. Interim CalWORKs Coordinator/Counselor recommends a full-time counseling position or an additional part-time counselor.

Veterans Services

Current Status. The Rio Hondo College Veteran Service Center has a two-fold mission: 1) to facilitate veteran transition from the military to higher education and 2) to offer support services to veterans and dependents to promote their academic and career success.

Toward this end, our VSC serves close to 400 veterans and dependents and currently offers priority registration for eligible veterans, new student orientations, academic counseling including a full evaluation of prior credit and ed plan, certification for payment of more than seven different chapters of VA benefits totaling more than 2 million per year, “monthly” academic progress follow up with faculty and students to insure that they are still attending and succeeding in their coursework, student to

student tutoring, an emergency loan, and scholarships. We also coordinate referrals to our student health center, DSPS, and the school psychologist. Additionally we house in our center university representatives to address specific veteran transfer opportunities, as well as outside representatives from veteran agency Mental Health support service programs such as LA Vet Center, AmVets, etc.

Five-Year Outlook. Our center has grown from one certifying official handling VA benefit payments, to adding both a Counselor-Coordinator and one secretary. In Spring of 2012 we were also given an area central to other campus student support programs. Our numbers remain consistent, but do not grow in spite of the fact that the numbers of returning veterans, as well as those returning with a Service Connected Disability (SCD) has increased and is anticipated to continue to increase. We expect to “maintain” our current services over the next five years and to advocate for 1) a dedicated program budget, 2) an additional part-time counselor, 3) summer and intersession coordinator/counselor budget, 4) a larger facility that will be able to accommodate the growing number of outside agency volunteers and tutorial needs in order to meet the anticipated demand for expanded services.

Puente

Current Status. The Rio Hondo College Puente Program mission is to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn college degrees, and return to the community as mentors and leaders to future generations. The program is interdisciplinary in approach, with writing, counseling and mentoring components. The Puente program is a model for other successful programs at the state and national level since its inception at Chabot College in 1981.

Five-Year Outlook. With the formation of a Puente Club, the club will prove to be a growing resource to students and provide leadership opportunities for its members. Additionally, adding a new webpage will bring more visibility to the program as we look to expand the program itself and the success stories of its students. Course completion, degree and transfer, along with growing numbers of success stories will only enhance the reputation and success of the Puente program in the years ahead.

TRIO

Current Status. The TRIO program has as its mission that it will provide college advisement and services in a challenging, encouraging, and supportive manner to a diverse group of college students, such that all students will be eligible for graduation and/or transfer to a four-year college or university. Additionally, the Department of Education mission supports that by stating that TRIO will promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access. Financial literacy has been a focus, and that has really been a great lesson for our students to learn.

Five-Year Outlook. The expectation is to grow the program and hopefully regain Upward Bound or perhaps other TRIO programs such as the STEM/SSSP. Also, we will work harder to engage our students in Gateway Tutoring and Summer Bridge programs. We have done an outstanding job with the students within the program and the next few years will be encouraging students to become more engaged outside of our program and to take advantage of the many other resources available on campus. Obviously we will work closely with the Student Services area to implement the Student Success Initiative in order to better serve our students.

viii. Student Life & Leadership

Current Status. Rio Hondo College's Student Life & Leadership department's goal is to develop students holistically by providing quality co-curricular programming. Our programming and services are driven by our four Guiding Values: Student Success & Degree Completion, Cultural Diversity, Social Responsibility, and Leadership Development. Our department prides itself on the campus-wide collaborations with both academic and student service programming to ensure that students are developing socially, emotionally, and academically.

One of our strengths is our programming. Currently we offer robust, quality programming which includes, but is not limited to, the Associated Students of Rio Hondo College which is the student constituency of participatory governance at the college, the Student Leadership Institute (SLI) which is a non-credit certificate program in partnership with California State University, Fullerton, the Student Ambassador Program, the Inter-Club Council and Club Programming, the Hispanic Scholarship Fund scholar chapter, Cultural Diversity Programming, a variety of philanthropic programming, and several scholastic based events.

Our programming is strengthened by our location in the Student Union, which is centrally located on campus providing students with access and convenience to our services or the Student Lounge. The Student Lounge atmosphere in our department provides a comfortable and safe environment for students to study, eat, relax, and socialize. Music is always playing in the lounge, and we often have events or film screenings for the students to enjoy.

The biggest strength that we have is our student leaders who are hard-working volunteers who assist with programming, and inspire their peers in the process. Our programming focuses not only on reaching the general student, but to provide leadership opportunities for students.

Our areas for improvement include being understaffed. Often we have to limit the number of students we take to events or activities we can host to ensure that we have a workload that our staff can manage. The office could benefit from having an additional Student Activities Assistant or a Student Services Assistant. The staff could also benefit from having fewer but better quality programming and better utilizing assessment and SLOs.

Five-Year Outlook. Our goal is to grow our programming. In order to achieve this, we will need additional staffing. Having adequate staffing will allow us to offer more programming to reach more students. Statistics and data prove that students who are more engaged on campus tend to be more successful. In order to have enhanced programming, an additional staff member will help us to reach a goal of servicing more students. Some outcomes of having more staff would be offering more training and excursion opportunities for our student government, taking on more Student Ambassadors, and being able to graduate more SLI students.

Another goal is to increase our Student Ambassador budget. We currently have \$8,000 for the fiscal year which limits the amount of students that we can hire as well as the amount of hours that we can assign them to events since they are paid by the hour. As we move forward we will return to paying stipends in order to provide more service to the campus and Foundation while opening our doors to more students for this wonderful experience.

Associated Students of Rio Hondo College (ASRHC)

Current Status. The Associated Students of Rio Hondo College (ASRHC) Mission statement that was adopted in spring 2014 currently reads: "We, the Associated Students of Rio Hondo College, are committed to representing our diverse student constituents by providing an inclusive environment that empowers students through educational programming and pursuing collaborations that promote and advocate for student success." In addition to the mission statement, the ASRHC is guided by the Student Life & Leadership Guiding Values of: Student Success & Degree Completion, Cultural Diversity, Social Responsibility, and Leadership Development. The strength that the ASRHC has is in its many changes and how it has progressed within the last few years. The students have been open to change, motivated to positive progress, and have great relationships with faculty, staff, and administrators.

The ASRHC has gone through many changes since Fall 2011 when a task force was created of students along with Student Activities Staff to benchmark the ASRHC against other student government bodies within the region. Additionally, consultation with the California Community College Student Affairs Association (CCCSAA) was used to create recommendations for the updated Constitution, Bylaws, and Standing Operating Procedures.

In the Spring 2012 the ASRHC changed their elections procedures to take place each spring semester as opposed to staggered elections in fall and spring in order to have a full ASRHC to plan events and discuss student issues and resolutions during the summer. The structure was changed to have three branches: Executive – President, Vice President, Treasurer, Secretary, Attorney General; Legislative – Senator of Campus Engagement, Senator of Community Service, Senator of Cultural Diversity, Senator of Legislative Affairs, Senator of Public Relations, Senator of Sustainability, and 12 Senators-at-Large; Judicial – Chief Justice, 4 Court Justices. In light of the recent Student Success Act, the ASRHC removed the Senator of Public Relations in spring 2014 and replaced it with the Senator of Student Success to be elected for the 2014-2015 term.

The ASRHC will be working this summer to identify signature events, areas for opportunity to collaborate with other departments, and overall working on having quality events vs. a high quantity of events. Finally, the ASRHC will focus more on the function of participatory governance and the role of the student at campus-wide committees. The biggest area of improvement for the ASRHC includes maintaining academic excellence as a student group to continue to be model students and continuing to define their purpose and goals to make Rio Hondo College a better place for students to succeed.

Five-Year Outlook. The ASRHC hopes to have a strong presence at campus-wide committees by re-framing how follow up of these meetings is given at ASRHC meetings and how the ASRHC utilizes this information to work toward making the campus a better place through methods within their purview.

The ASRHC also hopes to become more involved with local community of our district by attending and collaborating on events that can promote the college. The ASRHC hopes to become a constituency that is known less for their campus-wide events, and more for funding programs, clubs, and activities that enhance the college. The goal is that their time is better spent speaking to students about how they can continue to make the campus better, being advocates of the student body, educating themselves on local and state legislation that impacts the college or community college students, and pursuing resolutions that have been passed at ASRHC meetings but have not moved forward. Those resolutions include: Reinstating the College-Hour, waiving parking fees for eligible Veteran Students, and various resolutions to support student success initiatives.

ix. Health Services & Psychological Services

Current Status. The Rio Hondo College Student Health Center's goal is to contribute to the educational and health objectives of students by promoting their physical, emotional, mental, & social wellbeing. The Student Health Center continues to provide adequate services year round, by way of one full-time faculty coordinator, one 11-month Student Services Specialist, 5 part-time nurses, and a part-time physician. The Student Health Center serves over 2,000 students each year and offers a convenient location, hours of operation to serve evening students, a facility staffed by experienced nurses and providers who continually update their knowledge and skills by attending ongoing medical educational conferences, and resource referrals with community partners for services beyond the center's scope of practice.

The Student Health Center strives to provide increased primary care services. The services that are available are:

- First aid care for accidents and other emergencies
- Diagnosis and treatment of short-term medical problems
- Prescription medication services being dispensed as ordered by our doctor or nurse practitioner
- Over-the-counter medications available for minor illnesses
- Laboratory test
- Low cost immunizations
- Hearing/Vision screening test
- Blood pressure checks, height and weight measurement
- Gynecology clinic offering pap smears, breast exams and contraceptive counseling
- Health consultation (i.e., nutrition, exercise, stress and time management) and education; cardiovascular risks reduction: BP Monitoring, Cholesterol Management
- Routine Physical examinations
- A vending machine to provide rapid access to frequently requested OTCs
- Blanket Accident policy

Psychological Services is located within the Student Health Center. A full-time clinical psychologist and psychology graduate student are available for students to assist with personal problems. Psychological Services offers short-term counseling for students who are struggling with issues such as family and social relationships, romantic relationships, life transitions, sexuality, grief, stress, trauma, anxiety, or depression. In addition to individual counseling, other services provided include: Crisis Intervention; Outreach and Presentations; Group Counseling; and Faculty & Staff Consultations. The clinical psychologist also provides direct services to Disabled Students Programs & Services. All services are confidential and free to enrolled students.

Five-Year Outlook. The strategic direction for the Student Health Center is to continue to provide comprehensive, quality, affordable, and effective health care to our students. Currently there is no front desk coverage during the evening hours, which provides a high demand on the nurses (and/or physician) to serve patients, while providing adequate customer service at the front desk. We look forward to addressing this need in the future. In addition, the Student Health Center plans to expand outreach and marketing services to include: health promotion, education, illness and injury assessment and treatment, self-care, and preventive care for students.

The majority of students are still not aware of the services that are available in the Center; nor are they receiving adequate health and wellness education through the Center and its activities. Most of our students seen in the health center do not have health insurance and more are underinsured. Many

students rely on the Student Health Center as their sole source of health care. Currently, due to limited staffing we are unable to make classroom presentations or host educational workshops for students to promote preventative care. An educational specialist within the Health Center will be instrumental in helping to move us in this direction. In addition, the Health Center is not currently staffed to be a mobile response team; staff will respond and do what they can, given limited coverage. The Health Center would like to be able to provide this support and assistance to the campus community in the future.

The demand for Psychological Services is continuing to increase. The strategic direction for Psychological Services is to continue to educate faculty, staff, and students on how to identify students in distress and more importantly, how to effectively make a referral to our services. By increasing campus awareness, the need for services will continue to increase; therefore, the college psychologist will increase the number of graduate interns to two to three within the next couple of years. Hiring a post-doctorate or part-time therapist will be critical to expanding services because this licensed individual will be able to provide training and supervision of the graduate interns. Since only short-term counseling is available, it will be essential to continue to expand and develop further community partnerships with county and community agencies/organizations who will support long term needs and provide low cost services to our students. Psychological Services also intends to provide on-going and increase services to Veteran students, an increasing population with mental health needs. Providing a peer mentoring/peer health educator program will also benefit RHC students and support the efforts of Psychological Services.

XV. Academic and Vocational Programs

Strategic Directions – Academic Affairs

1. Academic Affairs and Student Services will collaborate on increasing the availability and visibility of student learning support resources to facilitate student success and implementation of the Student Success Initiative (SSI). Primary examples include:
 - “scaling up” the most successful learning support models (e.g., Gateway, Summer Bridge, online math tutoring)
 - implementing viable alternative tutoring models
 - revitalizing the Early Alert System as enhance by faculty training and participation
 - more closely aligning the LAC/Assessment Office to offer assessment test preparation that assures proper placement of students
 - forging closer partnerships among instructional faculty and counselors, especially those assigned to divisions

2. Data from student educational plans will be used to enhance strategic/collaborative scheduling of classes within and across divisions to promote successful completion of degrees and certificates, as well as to assist students pursuing goals of transfer, career/technical education, and basic skills proficiency. Scheduling enhancements may include:
 - long-term “master scheduling” of courses within and across divisions to promote educational pathways (supported by interactive educational pathways on the Web to help students plan and navigate academic programs)
 - offering additional sections of high-demand courses
 - reassessing our current approach to basic skills instruction and/or implementation of alternative basic skills models (e.g., concentration, acceleration, modularization)
 - developing and scheduling additional learning community cohorts
 - expanding the Honors and Puente programs and models
 - posting class schedules sooner/more competitively with the practices of area colleges

3. As statewide TMCs are developed in their disciplines, faculty members will design additional Associate Degrees for Transfer (ADTs)—as well as other transferable degrees—while the institution more intensively reviews the viability of existing, new, and revitalized programs in conjunction with industry trends and labor market data.

4. To better inform academic program planning, the institution will capture completion data in terms of a wider range of student educational goals, which may include not only traditional transfer and degree/certificate completion, but also job skill attainment, gainful employment, and other measurable lifelong learning goals.

5. Traditional course delivery at Rio Hondo will strategically incorporate mobile learning and online technologies; at the same time, development and scheduling of distance education courses will be more strongly linked to student educational goals, employment trends, and community needs. Increasingly, both efforts will be aligned with CCC’s Online Education Initiative/CVC Online Course Exchange (soon to be launched statewide) and adopted recommendations of our local Instructional Technology Committee (ITC) and Distance Education Committee (DEC).

6. In partnership with local K-12 districts and ROPs, Academic Affairs will continue to play an instrumental role leading the Rio Hondo Adult Education Consortium to help shape future delivery of adult education in California.
7. In tandem with other institutional offices, Academic Affairs will help to increase and maintain student enrollment at Rio Hondo by reviewing best practices and engaging in effective new enrollment management strategies.
8. The Office of Grants Management and Development will pursue expanded grant funding for Academic Affairs, Student Services, and other institutional programs—especially through increased participation in regional and consortium-based funding opportunities offered by the Chancellor’s Office and other funding sources.

Academic & Vocational Services Overview

Current Status. Currently, all academic and vocational programs at Rio Hondo College comprise the Academic Affairs area, whose mission is to deliver high quality instructional services to a diverse community of students pursuing academic, career, and personal enrichment goals. Specifically, our programs offer students educational opportunities that lead to degrees, certificates, transfer, and basic skills proficiency. At the same time, we serve our local communities as a center for lifelong learning. Our Academic Affairs team—currently consisting of 178 full-time faculty members, 313 adjunct faculty members, 94 Classified staff, and 13 administrators—work collaboratively to promote our students’ academic success. (Details on the current status of individual academic and vocational programs will follow this “Overview” section.)

a. Academic and Vocational Programs Overview - Organization and Administration

The Office of Academic Affairs oversees the administration of ten divisions at the College, each of which is supervised by an academic dean:

- Arts and Cultural Programs
- Behavioral and Social Sciences
- Business
- Career and Technical Education/Instructional Operations
- Communications and Languages
- Health Sciences and Nursing
- Kinesiology, Dance, and Athletics
- Library and Instructional Support
- Math and Sciences
- Public Safety

In addition, the Office of Academic Affairs oversees the following campus offices and programs, which are overseen by directors, coordinators, or advisors:

- Evening/Weekend College
- Virtual College
- Office of Student Retention and Success
- Office of Continuing Education/Contract Education
- Office of Staff Development/FLEX
- Office of Grants Management and Development

- South Whittier Educational Center (SWEC)
- El Monte Educational Center (EMEC)
- Honors Program
- Puente Program
- Alpha Gamma Sigma Honor Society (AGS)

The administrative office for Academic Affairs is located within the President’s Office suite in A 101. The Vice President of Academic Affairs (VPAA) serves as the Chief Instructional Officer (CIO) of the College and is supported by a Senior Administrative Assistant. The VPAA also serves as the direct supervisor of the academic deans, who meet weekly in an Academic Deans Council. Once per month, a joint Deans/Directors meeting is held for administrators in Academic Affairs and Students Services to discuss shared topics of interest.

b. Academic and Vocational Programs Overview - Facilities

At present, classes in most academic disciplines are conducted on the main campus of Rio Hondo College in 182 classrooms equipped with multimedia/Internet technology. Five classrooms are also available at South Whittier Educational Center (SWEC) and four at El Monte Educational Center (EMEC). Rio Hondo's Fire Training Center provides specialized classrooms and training facilities in nearby Santa Fe Springs for programs in Fire Technology, EMT, and Wildland Fire. Some divisions offer after-school classes at area high schools in El Monte, Pico Rivera, Whittier, and Santa Fe Springs, as well as at high school locations arranged by the Early College Academy (ECA). Continuing Education courses are offered at multiple sites throughout local communities.

Other types of campus facilities offer instructional space beyond the traditional classroom. The Learning Resource Center (LRC) houses the campus Library, as well as the Learning Assistance Center (LAC), which provides one-on-one tutoring for students in most disciplines taught at the College. Several departments operate computerized lab facilities for students enrolled in discipline-specific courses, such as the Math Science Center, Writing Center, Reading Lab, Language Lab, Psychology Lab, Digital Arts Labs, and Health Sciences Lab. Students in Arts and Cultural Programs have access to performance spaces in the Wray Theatre and Black Box Theatre, as well as a ceramics studio and visual art exhibition space in the Art Gallery. Many Rio Hondo students—including student athletes—enjoy state-of-the-art facilities in the PE Complex, which features a Fitness Center, tennis courts, softball field, soccer field, baseball field, and gymnasium. Other unique instructional facilities include a shooting range, Forensics squad room, and astronomical observatory.

c. Academic and Vocational Programs Overview - Degrees and Certificates

At present, Rio Hondo College offers 67 degrees—including 19 Associate Degrees for Transfer (AD-T) approved by the Chancellor's Office—and 52 certificates. The number of students completing degrees in the past four academic years has steadily increased, with the exception of the most recent academic year for which data are available (2012-13). The number of degrees awarded ranged from 757 (2009-10) . . . to 784 (2010-11) . . . to 960 (2011-12) . . . to 934 (2012-13). The decrease in degrees during the 2012-13 academic year parallels the decrease in student enrollment same year (see “Student Enrollment/FTES” below).

Nationally, Rio Hondo College ranks 87th on the Top 100 list of associate degrees awarded in all disciplines to minority students, and 39th in degrees awarded specifically to Hispanic students. Our

college ranks 29th on the Top 50 list of colleges awarding associate degrees in homeland security, law enforcement, firefighting, and related protective services.

d. Academic and Vocational Programs Overview - Course Delivery

Among Rio Hondo’s ten academic divisions, hundreds of credit courses are offered each semester in over 60 disciplines. Courses are delivered primarily in traditional semester-long, on-site, face-to-face lecture format but increasingly in alternative formats that include online, hybrid, short-term, late-start, accelerated, and modularized formats. Some course credits may be earned through lab, internship, directed study, and learning community environments. Non-credit courses, enhanced non-credit courses, and apprenticeships round out the full range of educational offerings at Rio Hondo College.

At present, most courses are offered during Fall and Spring semesters, with a smaller number during multiple short-term Summer sessions. As seen below, the number of course sections over the past three years has ranged from 1254 sections to 1776 sections per semester (Fall and Spring semesters):

	2011-12	2012-13	2013-14
Fall	1776 sections	1531 sections	1541 sections
Spring	1598 sections	1254 sections	1310 sections
TOTAL	3374 sections	2785 sections	2851 sections

The significant decrease in sections during 2012-13 reflects a campus-wide effort, at that time, to reduce the number of class sections in order to address budgetary limitations and over-cap FTES (see next section, “Student Enrollment/FTES”).

e. Academic and Vocational Programs Overview - Student Enrollment/FTES

Among enrolled students at Rio Hondo, 63% are continuing students. First-time students represent 19%, returning students 10%, and first-time transfer 7% of total enrolled students.

According to recent enrollment data, fewer students enrolled in classes at Rio Hondo during 2012-13 compared to the previous academic year. This downward turn followed several years of robust enrollment at Rio Hondo. Decreased enrollment during 2012-13 was primarily due to planned reduction of the number of sections offered that year to address our College’s large over-cap FTES enrollment. That effort involved months of collaborative decision-making among faculty, deans, and other administrators. In the end, 263 sections (representing about 830 FTES) were reduced from the class schedule, primarily in the Spring 2013 semester. However, student enrollment among all scheduled classes also slumped during that academic year, causing FTES numbers to drop even lower than expected. One of the largest factors was improvement in the California state economy, which triggered more students to return full-time to the work force.

The final numbers for 2012-13 showed Rio Hondo enrollment over cap by only about 240 FTES (in credit courses). In response, the academic deans and VPAA developed an FTES generation plan for Spring 2014, which restored 56 sections previously cut, representing a projected 429 additional FTES for the 2013-14 academic year. In addition, 25 sections were added to the Summer 2014 First Five-Week Session, providing increased FTES of approximately 83. By the end of 2013-14—despite

continued enrollment challenges—we project Rio Hondo’s FTES numbers will be at similar, or slightly higher, levels than during the 2012-13 academic year, but not at levels that will allow Rio Hondo to capture full FTES growth opportunities offered by the State. A special “Enrollment Think Tank” meeting convened in May 2014, representing administrators, Senate Executive Committee members, CSEA Executive Committee members, and ASRHC members, led to the formation of several subcommittees tasked with devising innovative strategies in advertising and marketing, master class scheduling, and outreach efforts to pursue higher enrollment goals for 2014-15.

f. Academic and Vocational Programs Overview - Student Success Rates

During the last academic year for which data are available (2012-13), rates of student success, retention, and persistence slightly improved over previous years. Success rates in Fall 2012 and Spring 2013 were each +.8% higher than the previous year’s corresponding semesters. Student retention rates during the 2012-13 academic year were also slightly higher than the previous year’s semesters: +.8% (Summer 2012), +2.3% (Fall 2012), and +3.7% (Spring 2013), respectively. Four years of data also show that student persistence rates at Rio Hondo College have remained constant. Campus awareness of the Chancellor’s Office Scorecard and campus-wide involvement in devising our College’s Student Success and Support Plan (SSSP) and Student Equity Plan have helped to focus campus efforts on boosting rates of student success, retention, and persistence.

Five-Year Outlook. Over the next five years, academic and vocational programs at Rio Hondo must collectively address the changing demands of higher education, industry, and the economy, as well as the challenge of decreasing enrollment and other factors that may impact the College. (Details on the five-year outlook for individual academic and vocational programs will follow this “Overview” section.)

a. Academic and Vocational Programs Overview - Organization and Administration

Over the next five years, the organizational structure of Academic Affairs is not anticipated to undergo major change. However, a few smaller administrative considerations must be addressed:

- The Divisions of Business and Library and Instructional Support are both currently being supervised on an interim basis by deans from other divisions. As hiring for a permanent administrator in these two divisions commences in months to come, each division’s role in serving the needs of students and its potential for program growth will be reviewed.
- The Office of Continuing Education/Contract Education is currently being supervised by an interim director who serves as a dean of one of the academic divisions. As hiring for a permanent administrator commences in months to come, this office’s role in serving the needs of students and its potential for program growth will be reviewed. Special consideration will also be made of the emerging leadership role this office will play within the Rio Hondo Region Adult Education Consortium (RHRAEC)—a partnership between Rio Hondo and local K-12 districts and ROPs that will shape future delivery of adult education in our region (see “Adult Education” below).
- As the educational centers at South Whittier (SWEC) and El Monte (EMEC) continue to expand their role within the communities they serve and additional centers in other communities are considered (see “Facilities” below), long-term administrative strategies for Rio Hondo’s off-site educational centers will be established.

b. Academic and Vocational Programs Overview – Facilities

Over the next five years, several major facilities projects are slated to enhance instruction at our campus, as outlined in the Facilities Master Plan and Instructional Technology Master Plan. The following projects—all included in the five-year plan on file with the State Chancellor’s Office—will greatly benefit Rio Hondo’s academic and vocational programs:

- Library Tower renovation will allow administrative offices (including the Office of Academic Affairs) to be relocated to the Library Tower, resulting in room for expanded and technologically upgraded classroom space in the Administration Building.
- Renovation of the Business Building will provide upgraded classroom space for students in the Division of Business, as well as other divisions.
- Demolition of the Campus Inn and subsequent construction of the Fine Arts Building will address deficiencies in existing instructional space for students in Arts and Cultural Programs.
- Renovation of the Music Building and Wray Theatre will provide improvements in the Rio Hondo College Performing Arts program.

Other potential facilities projects are outlined in the Facilities Master Plan, as well, with the following potential benefits for Rio Hondo’s academic and vocational programs:

- Possible expansion of Nursing and Health Sciences facilities would accommodate growing demand for entry-level nursing programs, such as Home Health Aide (HHA), Certified Nurse Assistant (CNA), and Acute Certified Nurse Assistant (ACNA) programs.
- Possible renovation of the Science Building would offer additional classroom/lab space.
- Renovation of the AJ Annex would expand the use of these revenue-generating student training facilities.
- Addition of a possible third educational center, in Pico Rivera, would make Rio Hondo classes more immediately accessible to students living in or near that community.

c. Academic and Vocational Programs Overview - Degrees and Certificates

As new statewide TMCs are developed in other disciplines during the next five years, faculty members in those disciplines will design additional Associate Degrees for Transfer (ADTs). At the same time, faculty will develop other transferable degrees and certificates that expand educational opportunities for students and present viable career/technical options that reflect industry needs and trends.

A major campus commitment for the next five years is to increase students’ completion rates for all degrees and certificates—as well as other measurable educational goals cited by students (course completion, transfer, career/technical pathway completion, basic skills proficiency, personal enrichment goals, etc.). This will be accomplished, in part, by more strategic “master scheduling” of classes within and across divisions to reduce scheduling bottlenecks and promote clear educational pathways for students. (In fact, this approach to scheduling was identified as the top priority for Academic Affairs at the 2014 Planning Retreat.)

Over the next five years, as the College gathers data from student educational plans to meet SSSP reporting and funding requirements, that data will also be used to inform Rio Hondo's master class schedule. Ed plan data will help deans more accurately identify the number of necessary sections of high-demand courses. In addition, the data will help the College reassess our current approach to basic skills instruction to consider alternative models (e.g., acceleration, modularization, concentration, learning communities) based more effectively on student needs. The new Rio Hondo website will play a pivotal role in promoting student completion rates by offering interactive online pathways that assist students in planning and navigating their academic programs and scheduled classes.

To measure its improved completion rates, Rio Hondo will also begin capturing completion data that reflects a wider range of student educational goals, including not only traditional transfer and degree/certificate completion, but also job skills attainment, gainful employment, and other measurable lifelong learning goals. Completion data specific to career/technology programs will be increasingly available via the newly launched "Launchboard" system from the Chancellor's Office.

d. Academic and Vocational Programs Overview - Course Delivery

Over the next five years, traditional course delivery at Rio Hondo will strategically incorporate a wider range of mobile learning and online technologies. (For details, see the Instructional Technology Master Plan.) At the same time, development and scheduling of distance education (DE) courses will be more strongly linked to student educational goals and faculty training requirements. Delivery of Distance Education at Rio Hondo will be increasingly aligned with CCC's Online Education Initiative/CVC Online Course Exchange—soon to be launched statewide—and with ongoing recommendations arising from our Instructional Technology Committee (ITC) (a subcommittee of Academic Senate) and campus Distance Education Committee (DEC). (See "Distance Education" below.)

e. Academic and Vocational Programs Overview - Student Enrollment/FTES

Over the next five years, Rio Hondo may continue to face declining student enrollment challenges that most recently arose during the 2012-13 academic year. In collaboration with other offices, the Office of Academic Affairs will work to achieve viable student enrollment by reviewing best practices for promoting and maintaining enrollment, as well as exploring new enrollment management systems and strategies:

- Academic Affairs will work with Student Services to strategize about student recruitment and retention.
- Academic Affairs and Student Services will work with the Marketing and Communications to assist in the development of advertising campaigns for Rio Hondo's academic and vocational programs and to enlist the use of social media venues to inform students of open classes at the outset of each semester
- Academic Affairs will continue to work with Instructional Technology (IT) and Admissions and Records (A&R) to develop mock 320 reports that help in the forecasting and achievement of enrollment targets
- Academic Affairs will work with Institutional Research and Planning (IRP) and Information Technology (IT) to refine enrollment projections and improve the timely flow of accurate data throughout the enrollment process

- Academic Affairs will work with the President’s Office and Finance and Business to establish ongoing FTES goals for the campus, overall

f. Academic and Vocational Programs Overview - Student Success Rates

To facilitate academic success of students and the implementation of the Student Success Initiative (SSI) at Rio Hondo, Academic Affairs and Student Services will collaborate over the next five years on increasing the availability, visibility, and coordination of student learning support resources. Primary examples will include:

- “Scaling up” the most successful learning support models currently used on campus (e.g., Gateway Tutoring, Summer Bridge).
- Implementing viable alternative tutoring models (e.g., online tutoring in Basic Skills).
- Revitalizing the Early Alert System through enhanced faculty training, participation, and follow-up methods.
- More closely aligning the LAC/Assessment Office to promote wide-scale assessment test preparation that assures proper placement of students.
- Forging closer partnerships among instructional faculty and counselors and exploring the possibility of some counselors being assigned to divisions on a part-time basis.
- Expanding and/or applying the Honors and Puente programs and models to other student learning support resources.

i. Division of Arts and Cultural Programs

Current Status. The Division of Arts and Cultural Programs is made up of two departments: Visual Arts and Performing Arts. Visual Arts programs include Ceramics, Art History, Painting, Drawing, 2-D and 3-D Design, Digital Animation, and Commercial Arts. Performing Arts includes Music and Theatre Arts programs. The primary mission for all programs in the division is for students to earn AA or AS degrees and to prepare students for upper division study, as well as to provide portfolio preparation for vocational training and accessible lifelong learning opportunities within the foundational fine and performing arts.

The Visual Arts program underwent program review in 2013, receiving praise for its clarity and thoroughness. Ongoing curriculum changes have been largely completed, bringing most of our courses in line with Transfer Model Curriculum (TMC) requirements. The degrees and certificates currently available from the Division of Arts and Cultural Programs are as follows:

- Animation (AA & certificate)
- Art History (AA-T)
- Commercial Arts (AS)
- Game Development (certificate)
- Music (AA)
- Photography (AA)
- Studio Arts (AA-T)
- Theatre Arts (AA-T)

Current completion data for students in Arts and Cultural Programs exceeds the overall Rio Hondo College numbers by +6.7% (Fall 2012) and +4.6% (Spring 2013). The division's retention rate for the same semesters also exceeds College rates by +2.4% and +1.4%, respectively. This positive trend has occurred despite aging facilities, challenges in scheduling due to limited classroom space, and a reduction in class sections, which has decreased our division's overall FTES. The drop in FTES is being addressed via strategic enrollment, scheduling, and a thoughtful collaboration among program areas to share, recruit, and engage all students in the division.

The program in Animation has been actively working on articulation agreements with both a local high school (Montebello) and several CSU campuses (Fullerton, Long Beach, and Los Angeles). SLOs have been created for every class offered in the division and continue to be assessed each semester. Degree SLOs were established in 2011 and last assessed in 2012.

At present, the Theatre program continues to successfully use the Campus Inn as a dual performance and classroom space. Initial steps have been taken toward temporarily using other currently vacant sections of the building to create instructional space for 2-D/3-D design and makeup classes until the Campus Inn facility is demolished.

Five-Year Outlook. Most of the division's efforts toward growth and development of programs over the next five years are ultimately dependent on the construction/renovation of its facilities. The Fine Arts Building, as currently planned, will have technological and physical capacity to sustain growth of multiple programs for many years, placing Rio Hondo College in the top tier of Visual Arts programs in the Los Angeles Basin. Renovations planned for the Music Building and Wray Theater will greatly improve the technological resources available to the performing arts programs. Physical space will still be fairly restricted, however, which will have an impact on long-term growth.

Several important changes are underway that will affect programs in the Visual Arts over the next five years:

- The Commercial Arts program will develop a cross-disciplinary approach to teaching traditional visual arts in tandem with newer digital arts and design, as follows:
 - Courses will be developed in digital media, including graphic design and digital imaging
 - Computer labs will be upgraded to include new software and improved printing capacity
 - Curriculum will be revised or developed to address emerging technologies and industry needs
 - Faculty in commercial arts will collaborate with other disciplines (photography, television, business, computer science, etc.) to devise learning communities and other innovative teaching approaches
 - Outreach and articulation agreements will be established with local high schools and local employers
- Over the next five years, the Digital Photography program will focus equally on degree/ transfer and commercial/vocational preparation as it pursues a transition from traditional to digital photography and plans for the movement of photography into an integrated "digital arts" (commercial arts, film, and television) approach
- Studio Arts faculty will continue to incorporate foundational Visual Arts courses into Animation and Digital Media programs. Simultaneously, they will incorporate the use of digital tools into traditional arts classrooms (e.g., digital painting equipment, other imaging technologies). The Sculpture and Printmaking programs will be revived as new facilities become available

Several curricular changes are also underway that will affect programs in the Performing Arts over the next five years:

- An AA-T degree is currently being developed in Film, Television, and Electronic Media to spearhead the development of an interdisciplinary program that incorporates television, digital arts, technical theatre, and film studies
- Curriculum is being revised to develop a strong Applied Music program focused on preparing students for transfer to a four-year institution, including an AA-T degree in Music. To be successful, the program must not only complete and articulate a transfer degree, but secure resources and create an infrastructure of large and small ensembles and individual lessons. The program may develop regional partners (an applied music consortia) to share associated costs and resources
- Development of a more robust and integrated performing arts production program is an ongoing goal, whose successful achievement will be determined by several benchmarks:
 - Development of transfer curriculum in all areas of performing arts production
 - Integration of theatre technology courses/students in all areas of performing arts production (theatre, music, dance, video/digital media)
 - Expansion of the theatre curriculum to create a unique and comprehensive regional touring theater program
 - Acquisition of technological resources for “hands-on” training in modern lighting, audio, costuming/makeup, scenography, and projections
 - Creation of an entertainment industry advisory committee

ii. Division of Behavioral and Social Sciences

Current Status. The mission of the Division of Behavioral and Social Sciences (BSS) is to create, maintain, and deliver high quality educational courses in our academic transfer and vocational areas. Programs in the division include Anthropology, Chicano/a Studies, Child Development/Education, Economics, History, Humanities, Philosophy, Political Science, Psychology, Sociology, and Human Services/Drug Studies. BSS courses deal with social and cultural aspects of human behavior, allowing students to examine relationships between themselves and society, as well as their relationships to other people. BSS courses help students better understand and successfully interact with the multiple and diverse communities of which they are a part

Degrees and certificates offered by BSS include the following:

- Anthropology (AA-T)
- Chicano/a Studies (AA)
- Child Development (AS/certificates in Child Development and Preschool Teacher)
- Drug Studies (AS/certificate)
- Human Services (certificate)
- Philosophy (AA)
- Political Science (AA-T0)
- Psychology (AA-T)
- Sociology (AA-T)

The division also administers two support programs, the campus Pre-school Laboratory and the Foster Kinship Care and Youth Development Services program. The Rio Hondo College Pre-school Laboratory, located at the Child Development Center, provides Child Development and other Rio Hondo College

students with a laboratory to observe pre-school development and to demonstrate the principles of developmentally appropriate practices as defined by the National Association for the Education of the Young Child (NAEYC). The laboratory also provides an educational program for pre-school children based on current research and best practices in the field of Child Development/ Education. Finally, the Child Development Center supports Rio Hondo students, staff, and community parents in pursuing their educational, occupational, and personal growth goals by providing a safe and nurturing environment for their children.

The Foster and Kinship Care Education program provides ongoing quality education and support opportunities to the community with a focus on caregivers of children and youth in out-of-home care so these providers may meet the educational, emotional, behavioral, and developmental needs of children and youth in the foster care system. The mission of the Youth Development Services program is to educate, support, and provide foster youth ages 16-21 life skill classes aimed at assisting them to successfully transition into adulthood, find employment, attain their educational goals, and prevent homelessness.

The mission of Youth Empowerment Strategies for Success (YESS) is to educate and support former foster youth, ages 16-21, as they transition successfully into self-sufficiency and adulthood by providing living skills training and individual attention, mentors, and resources. YESS provides services that focus on life skills training and academic performance with the goal of foster youth achieving self-sufficiency, college degree or certificate completion, and employment.

Five-Year Outlook. Over the next five years, the number one goal of the eleven academic/vocational programs in the Division of Behavioral and Social Sciences (BSS) is to sustain the delivery of quality education while developing new courses to address unmet needs. Creation of new AA-Transfer degrees remains a priority, with BSS faculty acknowledging that it is through these transfer degrees that our students have the best chance of transferring to four-year universities. . In addition, the follow specific goals are a focus for the division over the next five years:

It is a focus of the Political Science Department to increase the student participation in the Political Science Internship Program. Professor Manuel Baca coordinates the program, having placed interns with the City of Whittier, Congresswoman Judy Chu's District Office, and the state Chancellor's Office in Sacramento. Program credit for students was earned through the College Work Experience (CWE) program. This Internship Program continues to offer opportunities for growth and the strengthening of college/community governmental relationships.

Beginning Spring 2013, the program of study for the Child Development Associates Degree and general Certificate of Achievement changed. These changes align Rio Hondo's program to the community college and university agreed upon Curriculum Alignment Program (CAP) and the new Child Development AS-T transfer degree. The change will also encompass the entire current Child Development curriculum, particularly CD 114, "Observation and Assessment," and require three more units for students to earn a degree or certificate. This alignment will provide greater opportunities for our students wishing to transfer.

According to the EDD, Human Services Assistant positions will increase by 18% in the next 7 years. The new degree in Human Services will provide students with additional opportunities in this area. Per the Chancellor's Office website, Human Services is one of the top ten programs in units completed among community college students. There is tremendous opportunity for growth in Human Services and Drug Studies. Given the current economic condition of California, many service providers are relying on para-

professional workers to fill vital social service positions. The goal is to continue to support and expand this program to meet the needs of our students and increase the number of students earning certificates and degrees.

Newly passed legislation AB 194, which requires California Community Colleges to establish enrollment priority for current and former foster youth, will benefit and support foster youth students at the college level. We look forward to how this priority registration will assist our foster youth in meeting their educational goals in a timely manner.

The Psychology Department is interested in working with the Director of Grants to secure funding for a student research internship program. In addition, the Director of the Child Development Center has expressed interest in psychology student interaction within the CDC laboratory school. This may be an opportunity for Developmental Psychology students to observe and experience the various theories of developmental psychology in action. The Dean is supportive of such collaboration.

As the number of children in the Foster Care System continues to increase, along with the length of time that children can remain in Foster Care, the Foster/Kinship Care Education (FKCE) classes will continue as an essential component in providing safe, temporary, or permanent homes for children in out-of-home care.

(Removed: the sentence about developing a partnership between CDC and CD department)

iii. Division of Business

Current Status. The mission of the Division of Business is to provide accessible, high quality learning opportunities in the theories, practices, tools, skills, and technologies of business and industry. Programs in this division include Accounting, Business Management, and Computer Information Technology (CIT).

The following degrees and certificates are offered within the Division of Business:

- Accounting (AS/certificates in Accounting, Computerized Accounting, Income Tax Preparer)
- Business Administration (AA)
- International Business (AS/certificate)
- Business/Management and Supervision (AS/certificate)
- Business Marketing (AS/certificate)
- Computer Information Technology (AS/certificate in Computer Systems)
- Computer Information Technology (AS/certificate in Microcomputer Specialist)
- Logistics Management (AS degree/certificate)
- Retail Management (certificate)
- Small Business /Entrepreneurialism (AS/certificate)

The major strength within the Division of Business is its dedicated faculty and staff, many of whom have strong ties with local industry partners. This ensures that division curriculum is kept current and student job skills match career pathways and local needs. The division's programs are closely aligned to local, regional, and national workforce demands in business and other viable career fields, giving students many options to pursue entry-level jobs, degrees in higher education, and advanced career paths.

In 2014, the Business Division completed its second iteration of participating in the Internal Revenue Service's Volunteer Income Tax Service (VITA) program, in which faculty and students from Business volunteered to provide free income tax preparation for underprivileged individuals and families. The VITA program is comprised of one for-credit course in income tax preparation, with additional training credited by the IRS and the California Board of Equalization (BOE) that certifies students as tax preparers. The program has grown by over 30% since its inception a year ago, and the Division of Business has taken steps to incorporate VITA into its annual program planning to ensure that future students may benefit by obtaining related workforce certification that facilitates immediate employment as well as service to the community.

Five-Year Outlook. Over the next five years, the Division of Business will continue to analyze the complex demographic features of local and state industry, particularly the implications of immigration, the aging workforce, returning Veterans, non-traditional prospective students, and economically disadvantaged youth. Given California's current and expected population shifts, business programs must meet the educational and technical skill demands of a new diverse group of students, many of whom are not proficient in English or who may be first in their family to attend college. The impending retirements of the baby boom generation, coupled with a reduced growth rate in the 35-54-year-old cohort and growth in the 20-34-year-old cohort, underscore the importance of making sure workforce-age residents are equipped to enter and energize the economy.

Over the next five years, the Division of Business will prepare students for occupations and other high-growth, high-demand careers. Business students need opportunities to earn valuable working credentials through degrees and certificates that meet real-world preparation for employers and secondary education. These credentials will be designed to be "stackable," allowing students the ability to start and complete skills/credentials to gain entry level employment along a "learn & earn" pathway. For example, the following certificate and degrees were recently recommended by the CIT Advisory Committee to be developed within the CIT program:

- PC Repair Technician – Career Certificate
- Desktop Technician – Career Certificate
- System Technician – Certificate of Achievement
- System Administrator Option – Certificate of Achievement
- System Administrator Option Plus General Ed Courses – AS Degree
- Entry Network Technician – Career Certificate
- Network Technician – Certificate of Achievement
- Network Administrator Option – Certificate of Achievement
- Network Administrator Option Plus General Ed Courses – AS Degree

The Division of Business will emphasize professional relationships between students, teachers, employers, and higher education through work-based learning experiences, mentoring programs, and collaborative endeavors. The division will also be expanding its advisory groups in an effort to better link between curriculum and industry needs via the creation and recognition of industry certifications to academic/program coursework.

The Division of Business will continue to follow best practices for college and career readiness throughout all business education programs. Business curricula must meet increasing and ever-changing knowledge and skill demands from industry. Curriculum must be rigorous and carefully sequenced, yet flexible while preparing students for emerging careers in such fields as business management, accounting, tax preparation, international business, logistics, computer technology (in

support of all career fields), business law clerks, marketing, and computer security (eventually homeland security support, too).

The Division of Business is exploring the creation of a course specifically to create applications for various media devices in partnership with Microsoft employees. The plan is to start a student club to add to the course as an educational requirement for the AS degrees in Business. The development of curriculum will include linking academic credit to industry qualifications to enhance workforce development. Beta testing of the “students competing in industry” competitions has proven successful, with the ultimate goal of broadening support for student competition.

The division is also in the process of creating curriculum for a computer technology-based program in Integrated Technology Security. When the Division of Public Safety completes its AS degree in Homeland Security, the Division of Business will explore linking its CIT-Security certificate program to the Homeland Security degree, providing a specialized option in Homeland Security.

The Division of Business is also exploring the possibility of hosting more international students in summer camps related to various business majors, with the hope of drawing them to the campus for eventual study as full-time students.

Finally, scheduled renovation of the Business Building (as outlined in the Facilities Master Plan) will facilitate the expansion of current Business programs and enhance pedagogy through a facility designed to support division growth of 25%. The new facilities will have larger computer labs and a lecture hall, making instruction more efficient and effective.

iv. Division of Career and Technical Education/Instructional Operations

Current Status. The mission of the Division of Career and Technical Education (CTE) is to provide industry-linked programs and services that enable students to reach their career goals in order to achieve economic self-sufficiency, compete in a global marketplace, and contribute to California’s economic growth. CTE’s programs include Architecture, Civil Engineering, Design, and Drafting/CAD (ACEDD), Auto Collision Repair and Painting, Automotive Technology, Advanced Transportation Technology/Energy Center, CTE Transitions, Electronics, Geographic Information Systems (GIS), and Welding/Fabrication. Most of these programs have internal and external accreditation standards that meet strict industry standards. Degrees and certificates currently offered by CTE include the following:

- Advanced Engine Performance (AS/certificate)
- Advanced Engine Performance – Technician (certificate)
- Alternative Energy Technology (AS/certificate)
- Alternative Fuels and Advanced Transportation Technology (AS/certificate)
- Architecture (AS)
- Architectural Design and Drawing (AS); Architectural Design & Drawing Technician (certificate)
- Automotive Collision Repair and Painting (AS/certificate)
- Automotive Technology (AS); Certificates in General Automotive Service, Brake and Suspension Service, Diesel Fuel and Emission Systems, Engine Repair, and Transmission Service, General Service Technician, Fuel Injection Systems, and Safety, Comfort and Convenience Systems

- Civil Design Technology (AS/certificate); Civil Design and Drawing, & Surveying, Mapping and Drawing (certificate)
- Electronics Technology (AS/certificate)
- Engineering Design Drafting (AS); Engineering Design Drafting Technician (certificate)
- Geographic Information Systems (certificate with focus areas in Facilities Management, Crime Mapping, and Environmental Technology)
- Heavy Equipment Technology (AS); Heavy Equipment Service Technician Specialist (certificate)
- Honda Professional Career Training Program Specialization (PACT) (AS); Certificates in Honda/Acura Air Conditioning and Supplemental Restraints Systems, Honda/Acura Brakes, Suspension, and Electronic Systems, Honda/Acura Engine Repair and Chassis Electrical Systems, Honda/Acura Power Train and Transmission Systems
- Welding Technology (AS/certificate)

With the passing of Senate Bill (SB) 850, Community College districts will pilot a Baccalaureate Degree program of study. Each district accepted into the pilot program will be allowed to offer one Baccalaureate program of study. The Baccalaureate degree program shall not offer a degree program or program curricula already offered by the CSU or UC. Rio Hondo College's Division of CTE will apply to participate in the pilot program offering a Baccalaureate Degree in the Automotive/Transportation program of study.

The major strength within the Division of CTE is the dedicated faculty and staff who bring industry standards into the classroom. Nearly all departments have strong ties with local industry partners that ensure that the curriculum, career pathways, and student job skills meet local needs. As a result, Rio Hondo's CTE programs are closely aligned to local, regional, and national workforce demands in STEM and other viable career fields. CTE's programs give students many options for pursuing entry-level jobs, degrees in higher education, and advanced career pathways that lead to employment, continued learning, and the ability to "learn while earning."

Per California Education Code, section 78016, Rio Hondo College's career/technical programs conduct required biennial evaluations that include assessment of size, scope, and quality to meet business and industry needs and labor market demands. Continuation of any career/technical program depends on how the program meets criteria for high skill, high wage, or high demand occupations of professions. The Division of CTE supports "CTE Transitions," a collaboration involving area secondary school districts and regional occupational programs (ROPs) that support CTE pathways. With CTE Transitions, high school instructors identify a CTE course at Rio Hondo that is comparable in rigor to a CTE course taught at the high school or ROP. CTE faculty and staff who assist in the alignment of CTE curricula.

In November 2013, the administrative scope of the CTE division was expanded to include oversight of the Office of Instructional Operations, which provides administrative support for the campus Curriculum Committee and oversees the development of the campus class schedule production timeline and publication of the Rio Hondo College Catalog. The Dean of CTE, in conjunction with the VPAA, works with deans in their preparation of class schedules within their divisions.

Five-Year Outlook. Over the next five years, CTE will continue to work to bring the world of careers into the classroom and get students out of the classroom to learn. Learning in the 21st century must include financial, economic, business, entrepreneurial, civic, health, and environmental literacy, as well as global

awareness. CTE will expand its “learning by doing” model that uses practical applications, problem-based learning, laboratory and field work, simulations, mentoring programs, and work-based learning experiences. In addition, CTE will strategize on how to engage students with different learning styles more effectively, since seat time and lecturing every day curbs the interest of many career-oriented students.

“Learning by doing” becomes a reality only through collaboration. To this end, CTE will work to build relationships between students, teachers, employers, and higher education in general. All should be on the same page with an understanding of the skills that students need to be successful. Similarly, CTE will continue to support transitions from secondary to post-secondary education by providing each CTE student with a road map and skills for success. CTE will develop articulation and dual-enrollment opportunities to provide students with comprehensive guidance, personalized career development, and structured transitions to provide a clear path from secondary to CSU/UC, if desired.

Students need opportunities to earn valuable credentials—degrees and certificates. These credentials must meet real-world preparedness for both future employment and secondary education. Certificates must be stackable, allowing students the ability to start and complete skills/credentials to gain entry level employment along a “learn and earn” pathway. For example, CTE will develop stackable certificates that lead students more quickly to our AS degree in Alternative Fuels, currently the only such associate degree in alternative fuel technology in the region.

The Division of CTE will also continue to analyze the complex demographic features of local and state industry, particularly the implications of immigration, the aging workforce, returning Veterans, non-traditional prospective students, and economically disadvantaged youth. Given California’s current and expected population shifts, the division must meet the educational and technical skill demands of a new diverse group of students, many of whom are not proficient in English or who may be first in their family to attend college. The impending retirements of the baby boom generation, coupled with a reduced growth rate in the 35-54-year-old cohort and growth in the 20-34-year-old cohort, underscore the importance of making sure workforce-age residents are equipped to enter and energize the economy.

Increasingly, CTE will prepare students for STEM occupations by creating STEM-focused education programs that will strengthen the STEM workforce/student. Alignment with K-12 CTE/STEM programs—as well as Common Core curriculum standards—and immersion into applied academics are critical. As part of a national short-term goal over the next two years (2014-16), CTE hopes to acquire funding from the National Science Foundation/Advanced Technological Education (NSF/ATE) to develop a program that will establish Rio Hondo as a Hydrogen Fuel Cell training center. As a national long-term goal with NSF/ATE (2016-20), Rio Hondo hopes to acquire status as a regional training center for Hydrogen Fuel Cell technology.

In regard to Instructional Operations, plans are underway to make much-needed improvements in the production timeline for the Rio Hondo class schedule and the College Catalog. A revitalized Catalog Committee will bring all players to the table in the production process, including Admissions and Records, Marketing and Communications, Instructional Technology, Human Resources, Instructional Operations, and representatives from academic divisions. Efforts have also begun to identify and address Banner-related load sheet issues, which will hopefully lessen the number of errors that occur in preparation of the 320 Report. These initial efforts will be evaluated and refined over the next few years.

v. Communications and Languages

Current Status. The Division of Communications and Languages is comprised of six academic departments: English and Literature, English as a New Language (ENLA), Languages (including Chinese, French, Japanese, Spanish, and American Sign Language), Mass Communications (including Journalism, Radio, and Mass Media), Reading, and Speech (including Forensics). The division also oversees the campus Study Abroad program, three instructional labs, and a campus-wide Learning Assistance Center (LAC) that provides tutorial services for students enrolled in classes from many disciplines across campus.

Courses in Communications and Languages are offered at developmental and college levels of instruction, and through a variety of instructional formats, such as learning communities, online modalities, and community-based offerings. Many courses in English, Literature, and Spanish are designated as Honors courses. Degrees offered in Communications and Languages include the following:

- Communication Studies (AA-T)
- English (AA-T)
- English and Literature (AA)
- Journalism (AA-T)
- Mass Communications (AS/certificate in Mass Media)
- Mass Communications (AS/certificate in Print Media)
- Spanish (AA-T)

Faculty and staff in the division oversee three important campus publications: *El Paisano* (newspaper), *La Cima* (magazine), and *River's Voice* (literary/art journal). The division also sponsors the annual Writes of Spring, a two-day festival that celebrates the written word, which has recently grown to incorporate the annual River Deep Film Festival (in collaboration with the Division of Arts and Cultural Programs). Another annual literacy celebration is the Reading Festival, first presented on campus last year. Finally, through participation in the Rio Hondo Forensics Speech and Debate Team, forensics students can interact and compete with other college students at the state, local, and national levels.

Five-Year Outlook. Over the next five years, the Division of Communications and Languages is committed to providing clearer and more tangible academic pathways for students to be guided toward completion, particularly toward the new AA-T degrees in English, Journalism, and Spanish. Learning support resources will also be enhanced to support these pathways by extending tutoring services and expanding innovative formats, such as integrated (Gateway) tutoring and online tutoring (see also the section "Tutoring" below). Faculty members will develop new strategies to promote disciplines within the division as potential majors for students, such as departmental information sessions, social media forums, and community-based campus events. To promote academic development at basic skills levels, division members will continue to lead campus efforts through the Office of Student Success and Retention, many of which are outlined in the annual Basic Skills Action Plan and in the "Basic Skills" section (see below).

Based on rising industry demand for sign language interpreters, the Department of Languages hopes to expand its American Sign Language (ASL) program in the future. Currently, two levels of ASL instruction are offered. Development of third and fourth levels will lead to an ASL proficiency certificate. This would require additional sections of first and second levels to be offered, as well as a lab component, and possible partnerships with outside agencies (such as K-12 schools for the deaf) to establish

practicum-based service learning opportunities for Rio Hondo ASL students. This expansion would also require development of an industry-based ASL Advisory Board.

vi. Health Sciences and Nursing

Current Status. The Division of Health Sciences and Nursing strives to meet the needs, aspirations, and goals of our changing student population and health care needs of the community. The division features an Associate's degree in Nursing (ADN) program to prepare students for the Registered Nurse (RN) licensing examination, and a Vocational Nursing (VN) program in preparation for licensure as a Licensed Vocational Nurse (LVN). Students are given credit for previous nursing education and may enter through a career ladder, moving from a Certified Nursing Assistant to LVN and the LVN to ADN or LVN 30-unit option. Three entry-level nursing programs also provide important health sciences pathways: Pre-certified Nursing Assistant (CNA), Home Health Aide (HHA), and Acute Certified Nursing Assistant programs.

Over the past six years, the CNA program has tripled in student applications and promises to remain in steady demand. Like the HHA program, the CNA program is approved by the State of California Department of Public Health (CDPH). Due to its length of only 16 weeks, CNA students can also work, if needed. CNA students are also able to take prerequisites for the VN and ADN programs while taking courses in the entry-level programs. The cost of this program is less than \$500, making Rio Hondo's one of the lowest-cost CNA programs among Southern California area programs in which College credit is given. Upon completion of the program, CNA students have a high chance of gaining employment.

Five-Year Outlook. Over the next five years, the Division of Health Sciences and Nursing will continue to review and revise its programs in response to changes in nursing and health care, as well as input from our affiliates through the Advisory Council. The division will continue to admit, retain, graduate, and work to ensure that ADN students pass their NCLEX exam and find RN positions as quickly as possible.

The division will continue to seek additional clinical sites and clinical opportunities for its students. Identification of clinical sites has been—and will continue to be—a major challenge that threatens the successful operation of Rio Hondo's nursing programs, given that some area hospitals have re-evaluated the number and type of students they agree to host for learning opportunities and have invited only BSN programs to continue as affiliates at their facilities. One result is that the clinical focus of Rio Hondo's VN program has been redirected to the outpatient community setting in long-term care facilities, rehabilitation units, and home health programs. In months to come, we will further review the ramification of limited clinical sites on the future of our LVN and ADN programs.

Over the next five years, the demand for nursing, including vocational nurses, will continue as the increasing elderly population will need long-term care. The division will increase simulated experiences for hands-on learning in the simulation lab. The VN program will continue to admit students with appropriate academic standards to meet the course objectives and comply with the state Vocational Nursing Board requirements. The program will strive to reduce attrition by 15% or less.

Over the next 2-4 years, the division will continue to offer HHA courses at least twice a year, accepting 30 students per semester. These courses will continue to be offered to high school students during the summer for college credit. There will be continued availability and use of the CNA/HHA lecture and skills center for students and increased simulated experiences. With a consortium comprised of nine area community colleges, Rio Hondo has applied for a significant federal grant (Trade Adjustment Assistance

for Community College and Career Training Grants Program, or TAACCCT) grant, which would allow Rio Hondo to further expand its HHA course offerings while providing visibility for Rio Hondo's health sciences program as the consortium leader. . In addition this grant will allow Rio Hondo to offer the PCA (Personal Care Assistant) program. This will be another part of the CNA, HHA, Acute CNA career ladder programs.

Another goal of the Division of Health Sciences and Nursing is to increase our students' successful completion rate by maintaining clear and effective admission criteria, providing retention personnel to support students throughout the program and providing tutoring at all levels. We are cognizant of the 80/20 rule from the Institute of Medicine's plan for the Future of Nursing, which states that 80% of all RNs will have their BSNs by the year 2020. We are closely watching a pilot study from the state that considers the impact of changing community college level ADN programs into baccalaureate BSN programs. Concurrently, we are seeking opportunities for students to smoothly transition from our ADN program into a BSN program. When students enter our ADN program, we are very clear it is an academic stepping stone toward their goal of becoming a registered nurse.

As health care changes, so do the vocational programs needed to address those changes. The Division of Health Sciences and Nursing will conduct a needs assessment into other health care-related vocational programs in our area to see the feasibility of offering other such programs. The healthcare field is larger than nursing alone. Many of the growing occupations in our region are in healthcare, but not nursing. The Five-Year Outlook will address the potential for expanding the scope of the division.

The division will also continue to look for grant opportunities to allow us to create programs which are state-of-the art and provide sufficient support personnel. We will also investigate opportunities to expand other health science programs and thus establish increasing resources for all of our students.

vii. Kinesiology, Dance, and Athletics (KDA)

Current Status. The Division of Kinesiology, Dance, and Athletics (KDA)—formerly known as the Division of Physical Education strives to be an integral part of the education of all students at Rio Hondo College by emphasizing the importance of lifelong fitness, a healthy lifestyle, teamwork, and career opportunities in the athletic, kinesiology, and dance fields. The division also guides participation of students in skill advancement, lifelong fitness, activity, and lifestyle management.

At the foundation of KDA is a dedicated group of professional educators with more than 80 years of cumulative teaching experience. All faculty members have a MA in Kinesiology, or MFA in Dance, and are highly trained and recognized in their respective fields. Current faculty members have additional training and certification in Laban Movement Analyst (CLMA), Pilates, and Yoga, as well as other somatic work, including Body/Mind Centering. One faculty member is completing her PhD in Dance, and one a PhD in Organizational Leadership. KDA's Athletic Trainer is working on an EdD in Educational Leadership with emphasis in Community Colleges. The division also employs supportive and caring equipment attendants, fitness center clerks, and an administrative assistant in the dean's office.

The division has seen a tremendous amount of administrative turnover during the past few years. Since 2008, the division has had two permanent deans and two interim deans. The current (third permanent) dean assumed the position in January 2013. Stability in the dean position will enable the division to concentrate efforts on striving for student success.

KDA offers comprehensive programs in Health Education, Fitness Certification, Dance, Activity, and Athletics. The division has successfully transitioned into its permanent new home in the P.E. Complex after being housed in temporary quarters in the L Tower for three years. Over the years, KDA's curriculum and student learning outcomes have become more diverse and responsive to the needs of the student population. KDA has developed certificates in Coaching, Dance, and Adapted Physical Education. An AA-T degree in Kinesiology was approved by the state Chancellor's Office in Spring 2013. A local AA in Dance is under development.

Within these programs, KDA's course offerings serve a diverse range of student needs:

- Health Education assists in educating students on the importance of lifelong fitness, dietary information, and their ability to sustain an individual's quality of life
- The Fitness Center offers two credit and one non-credit options, making it an excellent choice for students and community members throughout their lifetime
- Fitness Specialist Certificate courses help to meet the area's work force needs for highly trained and educated fitness specialists
- Dance classes include both performance and social components, with classes offered in two beautiful new studios within the P.E. Complex
- Activity courses teach students skills, teamwork, and the importance of daily activity to the body, soul, and mind
- Student athletes have 14 different athletic programs to choose from as they look to transfer, gain scholarships, or just learn the importance of community college athletics

The division currently operates 14 intercollegiate athletic programs and is a member in good standing with the California Community College Athletic Association (CCCAA). Rio Hondo's athletic teams are known as the "Roadrunners." Student athletes compete on a new softball field and aquatics facility with electronic scoring systems. These facilities—and others in the new P.E. Complex—offer great potential for improved athletic recruitment.

Five-Year Outlook. The vision of the Division of Kinesiology, Dance, and Athletics (KDA) is to create a student-centered educational environment that will focus on increasing the success of the students we serve. To accomplish this, KDA staff will work to enrich and expand students' views and attitudes toward kinesiology at a time of potential de-valuing of kinesiology and lifetime fitness throughout the State of California because of decreased emphasis on physical education at the high school level.

To better serve students and the community over the next five years, KDA has identified key areas of importance: comprehensive facilities and equipment, curriculum development, degree development, and increased staffing levels. KDA's new facilities will assist in its efforts to increase student enrollment, community service, and student recruitment. KDA hopes to add key courses in all its programs to enhance the learning environment on campus. This includes the development of additional degrees and certificates to promote the structured progression of students through a course of study. However, remaining construction timetables to complete the P.E. Complex facility will affect progress in all these areas in both positive and negative ways.

The program in Kinesiology has identified the following specific goals to be accomplished over the next five years:

- Further development of comprehensive program offerings tied to current degree and/or certificate programs
- Potential development of certificates in Coaching and Adapted Kinesiology

- Improved course offerings in the Fitness Specialist certificate program to promote transfer/articulation
- An increase in the annual number of Fitness Specialist certificates earned, with a minimum of 15 certificates awarded annually by the end of the next five-year period (2014-2019)
- Incorporation of a national certificate test for improved workforce opportunities
- The program in Dance has identified the following goals to be accomplished over the next five years:
 - Completion of an AA and a certificate in Dance and a certificate in Dance
 - Continued expansion of a visual and music library to enhance Dance instruction
 - Continued achievement of high rates of retention and success in all Dance classes
 - Expanded performance opportunities for students in technique classes, as well as for those in the touring dance company
 - Development of scholarships for dancers attending Rio Hondo
 - Implementation of a series of master dance classes to enhance curriculum offerings
 - Student participation in the American College Dance Festival
 - Performance in the Gala Concert at the American College Dance Festival (regional)
 - Performance at the Kennedy Center in Washington for the National American College Dance Festival

The program in Athletics will see continued benefit from the completion of the new P.E. Complex. Still pending are completion of the soccer/track renovation, remodeling of the wrestling-fitness studio in the “Old Fitness Center” (G 150), and approval to convert the baseball field playing surface to artificial turf in order to drastically reduce maintenance time, improve appearance, and offer a more eco-friendly facility.

There are four sports are currently suspended due to budgetary constraints, including men's golf, water polo, track and field, and women's track and field. However that number will be reduced to three sports due to our successful request to hire a new full-time instructor/aquatics coach during the 2014 fall semester. That instructor/coach will be in charge of re-instating men's water polo for fall 2015. The cross country program is limited with the re-modeling of the track to a six-lane facility. This limitation also makes restoration of the track and field team much less likely, since the division would need to rent practice facilities in order to offer the sport.

The program in Athletics has also identified the following goals to be accomplished over the next five years:

- Increased visibility in the community through local service groups, speaking engagements, CCCAA involvement, and recruiting visits
- Hiring of a Sports Information Director
- Assignment of a full-time academic counselor to KDA with input from KDA faculty
- Increased counseling and tutoring assistance for student athletes
- Improved campus participation in athletic programs
- Improved alumni relations
- Increased rates of retention, success, and transfer for student athletes
- Possible change of conference affiliation that will allow KDA to better use existing funds to enhance student athlete support
- Expansion of volleyball team offerings with the emergence of sand volleyball as a CCCAA-sanctioned spring sport
- Expansion of our facilities' rental services to provide greater outreach to local athletes

- Resurrection of some suspended athletic programs to take advantage of new facilities in order to capture additional FTES
- Funding for charter bus rentals for our athletic teams to certain long distances for conference contests

viii. Library and Instructional Support

Current Status. The Rio Hondo College Library provides academic research tools and materials to students taking coursework at various levels. Library resources include print collections, online research databases, and library guides, among others. Library services include class orientations, research workshops, and reference/research assistance. Archiving of historical College-related documents/artifacts is also an important role played by Library staff. Regular scheduling of Library 101 promotes information competency by introducing students to resources available in an academic library, including books, online catalogs, online research databases, and Web sources. Furthermore, the Library serves as an infrastructure for campus and community information literacy/competency awareness, exploration, and development.

The Rio Hondo Library has experienced strong growth in various service areas since its move from the old L Tower to its current location in the Learning Resource Center in August 2009. Below are key comparisons of 2008-09 figures vs. 2012-13, the last full year available, with data drawn from the forthcoming Accreditation Self Evaluation Report 2014 and Comparison of Library Statistics Reports:

- For 2012-13, the ratio of books checked out per student enrolled was up 20% compared to 2008-09
- The total number of times reserve books were checked out was up 26% in 2012-13 compared to 2008-09
- Put another way, the ratio of reserve books used per student enrolled has gone up 43%, perhaps because of annual grants from the student body (formerly ASB and now ASRHC) that enabled the Library to purchase approximately 25 of the most often requested reserve books per school year
- For 2012-13, the ratio of database searches per student enrolled is up 13% compared to 2008-09
- During the same time, total number of orientations taught to various academic course sections has increased from 159 to 184, or 16%
- Gate count (number of students entering the library) has been increasing in small increments since 2009-10, our first year in the LRC. Gate count in 2012-13 was up 2.5% over gate count in 2009-10

All instructional contact by librarians is tracked through statistics, which are invaluable in the Library's strategic planning process. Between the academic years 2010-11 and 2012-13, a total of 16,709 students were provided service in 531 orientations, 69 workshops, 140 individual reference consultations, and 61 roving references. In addition, Library classrooms have been used 685 times to provide instruction and have also functioned as open computer labs during crucial times in the semester, such as midterms and finals. Attached are the cumulative totals and detailed instructional reports since 2010.

Type of Instruction	Sep 2012- Aug 2013	Sep 2011- Aug 2012	Sep 2010- Aug 2011	Total
Orientations	184	212	135	531
Workshops	1	14	54	69
Consults	1	81	58	140
Roving Ref	2	23	36	61
Room Use	303	335	47	685
Total Number of Student Contacts	5,425	6,935	4,349	16,709

Five-Year Outlook. Over the next five years, several goals have been identified by the Division of Library and Instructional Support, all of which are vital to supporting student learning and success:

- Increased library services at the off-campus educational centers SWEC and EMEC, as well as within the Virtual College; implementation of online interactive tutorials will aid in achieving this goal
- Increased, or restored, library services at the main campus, such as offering more small group student tutorials provided periodically by librarians or resuming the assignment of a roving librarian for a few hours each week to the Writing Center to address immediate questions from students engaged in writing research papers for English classes
- Restoration of key library resources that have been diminished in recent years, including research databases and book collections, as well as establishment of an e-book collection
- Expansion of instruction in information competency to more students at Rio Hondo
- Digitization of important archival documents for the College, such as the complete run of *El Paisano* since its first issue in the 1960s, to be made available online
- Improvements to the physical learning environment in the library to provide additional seating and adding a popular reading area
- Continued collaboration with other instructional departments toward curricular partnerships, such as learning communities and class orientations, and extracurricular literacy events, including the Reading Festival and Writes of Spring, to promote campus awareness and student success

ix. Mathematics and Sciences

Current Status. The Division of Mathematics and Sciences administers programs in Astronomy, Calculus, Chemistry, Engineering, Environmental Science, Geology, Geography, Basic Skills Math, Transfer Level Math, and Physics. The division schedules approximately 220 course sections each semester, with an enrollment of over 18,000 in the Fall and Spring semesters (2012-13). Students taking classes in Math and Sciences prepare to transfer, receive associate degrees and certificates, develop foundational skills in order to further their educational goals, and receive vocational training. Students also develop critical thinking skills, analytical skills in mathematics, and use of the methods of science.

Degrees and certificates in the Division of Mathematics and Sciences include the following:

- Mathematics (AS-T approved by the Chancellor's Office in 2011)
- Physics (AS-T approved in 2013)
- Biology (AS)
- Environmental Science (AS)
- Environmental Technology (AS/certificate)

The Division of Mathematics and Sciences also oversees the successful MESA Program, recently recognized at the national level by "¡Excelencia! in Education" in its consideration of "What Works for Latino Students in Higher Education" in the United States. MESA's goal is to provide support for historically underrepresented students to develop academic and leadership skills, increase educational performance, and gain confidence in their ability to compete professionally in STEM fields. In the 2011-12 academic year, 70%, 88%, and 70% of MESA students passed transfer level mathematics, physics, and chemistry courses as compared to 59%, 79%, and 67% of non-program participants, respectively.

Five-Year Outlook. Over the next three to five years, the Division of Mathematics and Sciences expects to revise and offer courses for its Engineering program. This program requires major support from the Calculus, Physics, Chemistry, and MESA programs. The Basic Skills Math program has also begun the

research and development of a new paradigm for teaching developmental math courses. This “Math Redesign” program will be a major focus in the division over the next few years. The Environmental Science program is poised to expand by putting new courses and revised certificates/degrees into place. At the same time, the need for internships will increase as more students prepare for the workplace. All of the programs in the Division of Mathematics and Sciences will continue to focus on student success.

In keeping with Rio Hondo’s Facilities Master Plan, the anticipated move of the campus bookstore from its current location to the Administration Building will allow for additional classroom/lab space for math and science courses on the first floor of the Science Building.

x. Public Safety

Current Status. The Division of Public Safety is comprised of two major programs: Administration of Justice and Fire Technology. Courses in Administration of Justice are offered primarily at Rio Hondo’s main campus in the newly constructed AJ Building and the older AJ Annex facilities, while Fire Technology courses are presented primarily at the Rio Hondo College Fire Safety/Fire Training Center in nearby Santa Fe Springs.

The Administration of Justice (AJ) Program is comprised of eight subprograms, which offer AS degrees, certificates, or professional certificates as indicated below:

- Administration of Justice (AS/certificate)
- Corrections (AS/certificate)
- Police Academy (certificates/professional certificates, including Basic Course, Extended Basic Course (Police Academy), Requalification Course, PC 832 (Laws of Arrest and Firearms), and Regional Skills Training Center (Driving Simulators, Force Options Simulators)
- Forensic Identification (certificate)
- Advanced Officer Training (professional certificates, including POST Classes and Dispatcher Academy)
- Weapons Range Operations (includes Contracts Oversight and Lead Control Program)
- Instructional Service Agreements
- Contract Classes

Police Academy courses are certified by the California Commission on Peace Officer Standards and Training (POST). In consultation with POST, the Basic Program (Police Academy) is finalizing an intensive-modular program that will begin in 2014. An extended modular Police Academy was completed last year, culminating with the graduation of the first academy cohort since suspension of all Police Academy basic and requalification courses in October 2010 for violation of POST test security procedures. However, no extended modular academies are planned for the immediate future. The Advanced Officer Training (AOT) program and Regional Skills Training Center are operating at optimum level as they continue to meet POST and industry needs. The Corrections program is operating at minimal level, per campus enrollment management considerations.

The Fire Technology program is comprised of nine subprograms, which also offer AS degrees and/or certificates as indicated below:

- Fire Technology (AS)
- Fire Technology (AS/certificate)
- Wildland Fire (AS/certificate)

- Fire Academy (certificate)
- Emergency Medical Technician (certificate)
- Advanced Officer Training
- Instructional Service Agreements
- Online Program
- Contract Classes

Rio Hondo's Fire Academy courses are certified by the California State Fire Marshal's Office, which recently recertified the Academy for five years (2011-16). The Fire Academy's Basic Program, intensive format, offers two Academy classes per year. The Basic Program, extended format, is offered as needed. State Fire Marshal Classes are operating at minimal level, per enrollment management program considerations.

Regional Homeland Security Training Center courses are offered as needed and certified by one or more of the following: POST, State Fire Marshal, CalEMA, FEMA, or County of Health Services. Similarly, Truck Academy courses are offered as required. Wildland Fire Academy courses—offered in one academy per year—are certified by the U.S. Department of Forestry. Emergency Medical Technician courses are offered in two academic per year and certified by the County Department of Health Services. First Aid and CPR courses—presented as required—are certified by the American Heart Association and American Red Cross.

Academic courses in Administration of Justice, Corrections, Fire Technology, and Wildland Fire Technology are offered per the current campus enrollment strategy. Currently, programs throughout the Division of Public Safety Division are operating at an average of 400 sections per semester below optimal levels (as compared to the period prior to the economic crises of 2007-08). This is a direct result of the division responding to the elasticity of the district's enrollment management program. When FTES are required, Public Safety provides seven parts-of-term during which courses can be presented on a year-round basis. When FTES are not required, the division cuts from its program delivery.

Public Safety's academic programs are the largest operational program in the District. From 2009 to 2012, they offered more courses than any other division, enrolling 71,019 students, with the next closest division enrolling 64,429 students. Though the Division of Public Safety no longer awards Associate of Arts degrees, the Division awarded 76 degrees from 2009 to 2012. The Public Safety Division has consistently awarded a few degrees shy of one-third of all Associate of Science degrees at the College from 2009 to 2012. The key recognition earned for the District has been Public Safety's consistent ranking in *Community College Week's* Top 50 Colleges for the past 10 years, awarding degrees in the category of Criminal Justice and Corrections, and the category of Homeland Security, Law Enforcement, Firefighting, and Related Protective Services.

The ranking and success of Public Safety's vocational programs have made Rio Hondo College a leader in training public safety professionals on a national and international level. Rio Hondo College operates state, county, and federally certified professional programs in law enforcement, fire services and homeland security. The District is home to Los Angeles County's flagship Regional Homeland Security Training Center.

The Division of Public Safety also manages Instructional Service Agreements (ISAs) with public organizations and has the capability to do the same with select private organizations in the future. Due to the economic crises of 2008 and resulting impact on District enrollment management, ISAs have been reduced over the past four years.

Five-Year Outlook. According to program plans within the Division of Public Safety, developed in accordance with the District's institutional planning/review process, the faculty and staff in Public Safety see growth of their programs as a means to increase capacity to match capabilities by taking advantage of the Public Safety Division's unique standing within the District, expanding into a Chancellor's recognized Educational Learning Center .

The Public Safety Division is closely monitoring the development of Senate Bill 850 that would allow for each community college district to offer an applied Baccalaureate degree. With the strength of Public Safety's Administration of Justice degree program, faculty and staff feel strongly that a Baccalaureate in Administration of Justice would be the best fit for the District. The Administration of Justice programs at the California State University (CSU) institutions in or near Rio Hondo College are impacted and would provide the best for area students looking for careers in the larger field of administration of justice.

Pending the need for the Division of Public Safety to respond to the elasticity of the District's enrollment status, the following would be the Division's five-year outlook:

Administration of Justice, Corrections, Fire Technology, Wildland Fire Technology:

- Academic courses presented as per the division's enrollment strategy.

Police Academy – Courses certified by the California Commission on Peace Officer Standards and Training (POST):

- Basic Program (Police Academy) – Three classes presented per year.
- Basic Program (Police Academy) – Extended modular. One class per year.
- Advanced Officer Training (AOT) – Operate at optimum level meeting POST and industry needs, increasing program delivery by 10%.
- Regional Skills Training Center (RSTC) – Operate at optimum level meeting POST and industry needs, increasing program delivery by 10%.
- LA County Street Services Academy – Present one to two classes per year.

Corrections Programs:

- Develop a three part Correctional Officers certificate program. increasing correctional classes by 10% per year over a consecutive five-year period.
- Articulate with the California Department of Corrections and Rehabilitation to present three Correctional Officer Academy classes per year.

Fire Academy – Courses certified by the California State Fire Marshal's Office:

- Basic Program, intensive format – offer two academy classes per year.
- Basic Program, extended format – offered as needed.
- State Fire Marshal Classes – operating at minimal level as per enrollment management program.

Regional Homeland Security Training Center – Courses certified by one or more of the following; POST, State Fire Marshal, CalEMA, FEMA, or County of Health Services:

- Increase program delivery by 5% per year over a consecutive five-year period.
- Present an Associate of Science Degree in Homeland Security.

Truck Academy – Present two to three academy classes per year.

Wildland Fire Academy – Courses certified by the Department of Forestry (Federal):

- Present two academy classes per year.

Emergency Medical Technician – Courses certified by the County Department of Health Service:

- Offer four academy classes per year.

First Aid and CPR – Courses certified by American Heart Association & American Red Cross:

- Courses presented as required.

Instructional Services Agreements (ISA) – Maintain ISAs to a range of 10% of overall division FTES generated.

xi. Student Success Initiative (SSI) and Academic Affairs

Current Status. Collectively, the institution’s academic and vocational programs are heeding the call to work collaboratively to increase student success and completion rates, which is a primary focus of the Student Success Initiative (SSI). Specifically, the area of Academic Affairs is stepping up to collaborate with Student Affairs in the development of an effective Student Success and Support Plan, as well as Student Equity Plan for Rio Hondo College.

Implementing the SSI continues to be a focal point of discussion and planning for a number of campus committees charged with recommending specific ways in which the institution’s academic programs can provide strategic support. These official committees include the Basic Skills Committee, Institutional Effectiveness Committee, and Staff Development Committee, each of which includes representation from both faculty and academic administrators. Through rigorous dialogue, committee members develop recommendations to be considered by the larger RHC Student Success Initiative Task Force (SSITF), which is responsible for ensuring that the best recommendations are implemented. Many of these recommendations will involve key coordination, collaboration, and additional resources.

Additionally, the Academic Senate hosted an SSI Summit in Spring 2014, which drew a large number of voluntary faculty participants and included informative presentations and robust breakout discussion groups that resulted in a compilation of additional global recommendations to further support student success. Discussions among faculty members, led by division deans, has spurred further dialogue about promoting academic pathways for students to earn one of the newly developed Associate Degrees for Transfer (AD-T), traditional associate degrees, or certificates. The Office of Student Success and Retention is spearheading efforts to build learning community cohorts that will lead to accelerated completion of AS-Ts in Early Childhood Education and Administration of Justice, and eventually other such degrees.

Most recently, the Classroom Impact Committee (CLIC) was formed as an important component of the campus Student Success Initiative Task Force. Members of this committee consider how emerging SSI-related recommendations can be implemented by faculty in the classroom. Members of the CLIC include academic and counseling faculty members who concurrently serve on the Task Force or its other subcommittees. Specific discussions in the CLIC have focused, among other topics, on the role of faculty members in revitalizing the Early Alert System at Rio Hondo.

Five-Year Outlook. In considering recommendations for improved rates of student success and completion that are currently being developed, the Student Success Initiative Task Force (SSITF) will oversee the final development of Rio Hondo’s Student Success and Support Plan to be submitted to the Chancellor’s Office by October 2014, followed shortly thereafter by submission of Rio Hondo’s Student Equity Plan. As early as 2015, many SSI recommendations will be

piloted, such as the revitalized Early Alert System, and we will be able to assess their effectiveness and make adjustments as needed. In following years, remaining recommendations will be implemented, with the net effect of these combined efforts contributing to Rio Hondo's overall SSI performance and eligibility for SSP funding. Meanwhile, the Classroom Impact Committee (CLIC) will spearhead the involvement and training of faculty members to help implement plan recommendations through pedagogical, curriculum, and classroom management strategies.

Academic Affairs and Student Services will work collaboratively over the next five years to identify other practical strategies to implement SSI recommendations. For example, to address Recommendation 1.1—which advocates that community colleges collaborate with K-12 educators “to jointly develop new common standards for college and career readiness that are aligned with high school exit standards” – Rio Hondo will host a Common Core Summit in Fall 2014 to promote dialogue among Math and English faculty members from Rio Hondo College and three local K-12 districts whose high schools have incorporated Common Core to varying degrees. This dialogue will promote smoother transition of high school graduates to Rio Hondo College and educate our faculty to possible changes needed for our Math and English curricula.

xii. Distance Education

Current Status. The mission of the Distance Education program at Rio Hondo College is to extend educational opportunities to a diverse population of students through alternative methods and delivery formats. These approaches to instruction outside the traditional classroom setting provide students an array of courses, programs, training, and associated services via technology.

Rio Hondo College is committed to providing high quality learning experiences for our online learners. Rio Hondo's pioneering history in online education dates back to the mid 1990s when online course delivery was being explored by forward-minded faculty members in various divisions, such as Public Safety and Social Sciences. The Virtual College was formally launched in January 1998 when Rio Hondo was designated one of four regional centers in the state to offer the first online classes for the California Virtual Campus. As part of this responsibility, Rio Hondo collaborated with other colleges in the Los Angeles area, providing training and technical assistance. In 2001, early online instructors in English, Arts, and Economics even traveled to Borough of Manhattan Community College to disseminate Rio Hondo's approach to distance education.

Today, despite the widespread availability of distance education courses and programs at other schools, Rio Hondo continues its strong commitment to distance education. Through its delivery of curriculum through entirely Web-based courses, as well as hybrid courses and Web-enhanced on-ground classes, the College is committed to providing the type of high caliber, academically sound, well organized online learning environment that the online learner has come to demand in the 21st century.

As the table below illustrates, during the Spring 2013 semester, 17.2% of Rio Hondo College for-credit course enrollments were in online courses. Spring 2013 enrollment numbers translated into a total of 560.8 FTES generated by online classes, down slightly from previous semesters.

Rio Hondo College Total Enrollment								
Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013
16,515	50,296	47,114	15,476	48,526	49,471	13,980	47,855	43,798

Virtual College Total Enrollment								
Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013
3,847	7,913	7,861	4,030	7,137	6,724	3,375	8,306	7,526

Great strides have been made recently to ensure that the Rio Hondo College online learning environment is optimal for student success and retention. In Fall 2013, the campus approved the development of the campus Distance Education Committee (DEC) as a distinct committee from the Instructional Technology Committee that will continue to make recommendations to Academic Senate on matters relating to classroom and online software and hardware. The new DEC—comprised of twelve faculty representatives, two academic administrators, two classified staff, and the IT Director—is charged with the following tasks that pertain more directly to online pedagogy and delivery concerns:

- developing and recommending quality standards for online education
- developing best practices to ensure regular and effective contact for distance education
- making recommendations to ensure online instruction conforms to legal requirements, including Title V, California Education Code, Section 508 of the Americans with Disabilities Act, and other applicable provisions
- recommending training standards for faculty teaching via distance education
- providing input regarding the selection of the course management system

Five-Year Outlook. The Distance Education Committee (DEC) recently approved a four-module online teaching certification program, recommended the establishment of a repository for course expectations for every online course to allow students to make more informed enrollment decisions, and developed local definitions for “regular and effective contact” between student and online instructor. As a recommending body, the DEC has forwarded these recommendations to Academic Senate for consideration. It is vital that our campus engage in reviewing these concerns, especially in light of the impending accreditation team visit in Fall 2014 when team members will be reviewing how our online courses qualify as “distance education” rather than “correspondence education” courses.

Of special concern to members of the Distance Education Committee, as well as many online faculty members campus-wide, are the lower rates of retention and success in online classes as compared to on-ground classes. According to the California Community College Chancellor’s Office Data Mart, the student success rate in online classes is generally 8.4% lower than in traditional classes. Rio Hondo’s Office of Institutional Research and Planning (IRP) has found that students’ success rate in online courses at Rio Hondo is about 15% lower than traditional on-ground courses. It is DEC’s hope that these recommendations be approved so the campus can move forward in providing strategies to improve student success in the online classroom environment, which may include mandatory training / certification for online instructors.

In keeping with the Instructional Technology Master Plan, it is also the intention of Rio Hondo College to participate as a pilot college in the upcoming California Virtual Exchange (Online Education Initiative). By doing so, we hope to assist students state-wide in enrolling in the classes necessary to achieve their individual academic goals. Our focus will continue to be on training faculty to be successful online educators while investigating new strategies to increase student success in the online classroom.

xiii. Basic Skills

Basic skills instruction has been offered at Rio Hondo College for decades within Math, English, Reading, and ENLA (formerly called ESL) programs. These courses are taught at multiple levels below transfer in each discipline through several instructional formats. Institutional data provide insight regarding the critical nature of basic skills within the campus-wide instructional framework.

Assessment data reveal that students pervasively place into basic skills courses through the assessment process. From 2008-09 to 2010-11, students placed into basic skills instructional levels at the following rates:

Basic Skills Placement Rates (2008-09 to 2010-11)

Subject	Students Tested	Students Placing Below Transfer Level	Percentage Placing Below Transfer Level
English	15,761	4,972	31.5%
ESL/ENLA	267	143	53.6%
Mathematics	14,703	13,885	94.4%
Reading	13,752	8,361	60.8%

Source: Banner/Cognos, 21 September 2011

Furthermore, assessment into basic skills levels have occurred at higher rates among Black and Hispanic students than it has among their White and Asian counterparts, as the table below demonstrates:

Percentages of Student Assessing into Basic Skills by Subject and Ethnicity (2008-09 to 2010-11)

	Black Non-Hispanic	Am. Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	White Non-Hispanic	Other
English	39.2%	34.5%	18.8%	32.4%	20.7%	30.8%
ESL/ENLA	N/A	N/A	36.4%	57.3%	N/A	58.4%
Mathematics	93.0%	100.0%	71.4%	96.4%	88.5%	87.9%
Reading	56.7%	35.7%	52.3%	63.6%	28.0%	52.4%

Source: Banner/Cognos, 9/21/2011

Overall, campus-wide course completion rates within basic skills instructional levels remain at 63.1%, trailing behind the 67.5% course completion rate at transfer level, as seen in the table below:

Success Rates by CCCC Course Type (Fall 2013)

Course Type	Students Enrolled	Students Successful	Success Rate
Basic Skills	4,959	3,128	63.1%
Degree Applicable	39,899	26,638	66.8%
Transferable	33,318	22,494	67.5%
Vocational	12,701	9,801	77.2%

Source: CCCC Data Mart, 6/10/2014

As demonstrated in the table below, student success rates within basic skills courses show a recent increase in English, moderate declines in Math and ENLA, and relative consistency in Reading. ENLA success rates decreased immediately after a new assessment instrument was implemented and placed many students higher than they would have placed through the previous assessment format. It is likely that much of this decline can be attributed to the changes in course composition with the new assessment.

Success Rates for Basic Skills Courses (2010-11 to 2012-13)

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

Source: CCCC Data Mart, 3/17/2014

Disaggregated by age group, course completion rates at basic skills levels were higher among students below 20 than they were among students above 20:

Basic Skills Success Rate by Age Group (Fall 2013)

Age Group	Students Enrolled	Students Successful	Success Rate
1 to 17	220	164	74.5%
18 & 19	2,679	1,804	67.3%
20 to 24	1,244	691	55.5%
25 to 29	329	186	56.5%
30 to 34	178	92	51.7%
35 to 39	136	79	58.1%
40 to 49	127	83	65.4%
50 +	46	29	63.0%

Source: CCCC Data Mart, 6/10/2014

As demonstrated in the table above, institutional data indicates that high percentages of Rio Hondo students place into basic skills levels and that these figures are disproportionate within certain demographic groups. Furthermore, recent student success rates have fluctuated in basic skills English, ENLA, and Math while remaining relatively steady in Reading. Finally, lower overall student success rates are evident at basic skills levels in comparison to transfer level student success rates. These figures

are generally consistent with statewide trends and reflect the realities of limited academic preparedness among California community college students.

In response to the new basic skills educational landscape, bold efforts have occurred statewide, and correspondingly at Rio Hondo, to address students' basic skills needs. In 2010, special concern was raised by an EdSource report commissioned by the state Chancellor's Office, entitled, "Something's Got to Give: California Can't Improve College Completions without Rethinking Developmental Education at Its Community Colleges." The report's findings—that most basic skills students enrolled in the CCCs were failing to achieve their educational goals—stimulated many new strategies for basic skills assessment and instruction statewide. At the same time, implementation of the Statewide Basic Skills Initiative (BSI), which was established in 2006 as part of the state's strategic planning process, provided a funding source and support network throughout California for many new programs promoting student access and success at the community college level.

In 2009, through the statewide Basic Skills Initiative, the Office of Student Success and Retention was established at Rio Hondo to coordinate yearly campus-wide basic skills action plans and expenditure reports predicated upon best practice as defined by the Chancellor's Office. Since then, an assistant dean of student success and retention has worked closely with a basic skills faculty coordinator as co-chair of the Basic Skills Committee, which meets monthly and is comprised of diverse stakeholders. Basic Skills Initiative (BSI) action and expenditure plans continue to be developed and submitted to the Chancellor's Office on an annual basis and these reports have guided the implementation of several new student success programs and initiatives.

In 2010, Rio Hondo was awarded a five-year \$3.2 million Title V (HSI) grant by the Department of Education. A major portion of the grant was allocated through the Office of Student Success and Retention toward the advancement of student success in basic skills. This grant also entails an annual report (APR) which captures Rio Hondo's progress toward yearly grant objectives, performance indicators, allocation of funds, and progress toward long-term grant goals. The assistant dean of student success and retention serves as Title V (Grant) Director and works in collaboration with an implementation team of key personnel specified in the grant. The Title V grant has also funded and guided new and innovative basic skills programs and initiatives, including the following.

The Gateway Tutoring program provides an integrated tutoring model in which trained tutors are assigned to specific instructors and courses, observe all class lectures, and then facilitate group study sessions that directly supplement corresponding coursework. Recently, through the institutional program planning process, there have been incremental increases in the number of Gateway courses and tutoring sessions. This is an enhancement to the traditional one-on-one, small-group, or rotating tutoring models in place in the Learning Assistance Center (LAC) and the Math and Science Center (MSC).

A comprehensive Summer Bridge program has steadily grown each year since its inception in 2010, currently serving over 250 incoming freshmen by guiding their smooth transition from high school to college. Features of Summer Bridge include academic review sessions in Math and English, abbreviated educational planning with a counselor, an introduction to myriad student services and campus resources, campus tours, and peer-networking activities that allow incoming students to gain insight into college life as a Rio Hondo student. The Springboard program offers a similar week-long academic program in Math and English during the winter intersession to enhance students' success in the subsequent spring semester.

The Fast-Track Math Program provides an alternative pathway through the basic skills math sequence, allowing students to work and advance accordingly to individual skill mastery with regular use of instructional technology. These courses constitute three instructional basic skills levels, which students could complete within two semesters, as opposed to the traditional three-semester timeframe.

The Learning Communities program supports interdisciplinary teaching and learning with focus on integrated curriculum and co-curricular activities, enhanced interaction among participating faculty and students, and a faculty “team approach” in supporting student retention and success. As a result of the program’s growing reputation in increasing the rates of student success and retention, Rio Hondo’s Learning Communities have entered the collective campus consciousness and are eagerly anticipated each year.

Five-Year Outlook: The overriding five-year goal in relation to basic skills is to continue to assess, enhance, expand, and institutionalize student success programs implemented to address students’ basic skills needs.

Several of these programs are currently sustained through categorical (soft) funds and require permanent funding sources to ensure long-term sustainability. The Summer Bridge and Gateway Tutoring are examples of such programs. They will be specified as long-term resource needs in the annual campus strategic planning process. Meanwhile, the Office of Student Success and Retention will continue to make effective use of current external funds while pursuing alternative funding sources in anticipation of the final Title V grant year, which is 2014-2015. Specifically, the Assistant Dean of Student Success and Retention has begun preliminary discussions and strategies toward applying for a new Title V grant.

Other basic skills programs have been able to infuse current academic divisions’ infrastructures and general funding sources. Learning Communities and Fast-Track Math, for instance, have been offered in recent semesters through corresponding academic divisions. Several faculty members from respective disciplines have become vested in these instructional formats, which are now recognized, and to varying levels accepted or embraced, among other faculty members from these departments. Expansion of these programs and further institutionalization will depend upon department-level collaboration and collective implementation. While adjunct faculty members have taught the majority of learning communities in some semesters, full-time faculty members have been encouraged to assume more involvement in teaching these courses. The involvement of full-time faculty members in learning communities is an additional five-year objective.

Apart from these student success initiatives, basic skills course offerings will continue to constitute a substantial segment of all academic offerings. Based on recent enrollment trends, additional sections of high demand basic skills courses will be offered to meet anticipated student need. These courses include: ENGL 035, READ 023, MATH 050, and MATH 070. Furthermore, as part of the Student Success Initiative, all nonexempt students will be required to complete comprehensive educational plans with counselors. As such, the College is developing a system of capturing educational plan data to determine student course needs and inform the course scheduling/enrollment management process. Essentially, as students continue to place into basic skills levels through the assessment process, course offerings will even more accurately reflect the need for robust course offerings.

Basic skills sections will continue to be offered at both on campus and off-site locations, including the El Monte Educational Center and the South Whittier Educational Center. Reading 023 and ENGL 035 will also likely be included in the list of offerings for Intersession 2015, which the College has not held

formally in recent years. Furthermore, student success data of online basic skills courses will continue to be tracked and monitored to inform the scheduling process. Student success rates for online basic skills courses have typically lagged behind transfer-level counterparts. Based on these figures, it is likely that basic skills online offerings will remain significantly lower than transfer level online offerings.

Finally, the campus community continues to explore and develop best practices, almost invariably with some level of support or involvement from the Office of Student Success and Retention. Recent discussions and preliminary efforts have included a technology-driven Early Academic Alert program and an interdisciplinary Teaching/Learning Institute for faculty members. Finally, the official 2014-2015 theme for professional development has been appropriately entitled, “Building Basic Skills across the Curriculum.” As such, with ongoing leadership, collaboration, and support, the five-year basic skills outlook appears promising.

xiv. Tutoring

Current Status. Tutoring at Rio Hondo College is available in multiple locations and formats. The Learning Assistance Center (LAC) is housed within the Learning Resource Center (LRC), providing tutoring services in a variety of disciplines, across instructional levels, and is available to all students. The LAC offers one-on-one, small group, and classroom integrated (supplemental instruction-based) tutoring formats. The LAC is equipped with computers and instructional software, primarily at developmental levels, for self-guided review and remediation. Traditionally, tutoring efforts tied to specific programs, such as EOPS, Early College Academy, and Gateway, among others, have received training, support, and space resources from the Learning Assistance Center.

The Math Science Center (MSC) is located near the main office of the Division of Mathematics and Sciences, in the Science Building, and provides tutoring to students enrolled in math and science courses to reinforce course instruction in these areas. The MSC is also equipped with computers and online software programs that allow students to complete self-paced, modularized math coursework.

The LAC and MSC collaborate regularly to share materials, such as tutor handbooks and referral forms. Furthermore, several instructional assistants and tutors have worked in the both LAC and the MSC. Pilot programs, including online tutoring, have been established in both the LAC and MSC in an effort to meet the changing learner needs of Rio Hondo’s diverse student population.

As mentioned in the “Overview” section, several academic and vocational departments operate computerized lab facilities for students enrolled in discipline-specific courses, such as the Math Science Center, Writing Center, Reading Lab, Language Lab, Psychology Lab, Digital Arts Labs, Health Sciences Lab, and AJ’s Learning Assistance Center.

Five-Year Outlook. Over the next five years, the LAC and MSC will continue to collaborate and share resources. Regular meetings between key staff members from each tutoring resource center will be established. Furthermore, experimental tutoring formats, such as integrated (Gateway) tutoring and online tutoring, will continue to be developed and institutionalized to serve the needs of all students.

In the coming semesters, the LAC will also work closely with the Assessment Office to provide systematic pre-assessment support to incoming students. It is promising that the Student Success Initiative may provide augmented funding levels for tutoring, allowing these services to reach and impact a larger segment of the overall student population.

Finally, tutoring service stakeholders will continue to explore new funding sources to restore services to pre-2012 levels and expand services to meet current demand.

xv. Continuing Education

Current Status. The mission of Rio Hondo's program in Continuing Education is to provide captivating and useful programs to our community that empower students of all ages to achieve educational, career, and personal goals in order to meet life's opportunities and challenges. The high quality instructional programs directly reflect the needs of the community and are held on campus and at many off-site locations within the College's service area.

The California state budget crisis that developed in 2009 led to significant reductions in funding in adult education for community colleges, which resulted in Rio Hondo's Continuing Education program eliminating a few sections of some classes while eliminating all sections of other classes entirely. However, the passing of Prop 30 in late 2012 stabilized the state apportionment that is granted for non-credit courses. Thus, Continuing Education has not been asked to eliminate courses or sections in recent semesters. At present, Continuing Education continues to make slight modifications to its class schedule in an attempt to maximize enrollment, but no additional sections of current classes have been added.

Continuing Education markets its classes through the campus website, email blasts, and a separate class schedule (still published in hard copy form). Students enroll in Continuing Education courses via a recently implemented online system. The Office of Continuing Education also relies on its off-site location partners to market its classes to their clients and visitors.

Five-Year Outlook. The outlook for adult education at Rio Hondo College is to minimize Continuing Education's reliance on state apportionment. While the passing of Prop 30 in 2012 stabilized funding for non-credit courses temporarily, pending legislation has proposed a new funding model that would support only those classes in Basic Skills, Citizenship, and Career/Vocational Prep as non-credit courses. This would result in many non-credit courses (especially health and fitness courses and those geared toward older adults) having to be converted to fee-based courses for lifelong learners. Although it is too early to predict the final form of adult education funding in California, we anticipate any transition from non-credit to fee-based classes will result in a short-term loss of enrollment, especially in the areas listed above. Ultimately, a cooperative model blending Rio Hondo community service courses with civic recreation programs seems the most likely outcome.

At the same time, the adult education consortia created statewide under AB 86 are actively planning new, collaborative systems for delivery of adult education in California. These consortia, including the recently organized Rio Hondo Region Adult Education Consortium (RHRAEC), are currently funded only for needs assessment and planning. During this planning period, the goal is to assess adult education needs in the region, gaps in services, and best practices on a comprehensive, regional level and to create a consortium-based plan to address unmet needs and streamline the delivery of services. Although there is currently no funding mechanism for the consortia after the planning period, we fully expect to implement our regional plan in concert with our consortium partners (El Monte Union HSD, Whittier Union HSD, El Rancho Unified SD, Hacienda-La Puente Unified SD, Bassett Unified SD, and Tri Cities ROP) with future funding provided by the state.

Courses identified in the RHRAEC plan (presumably English as a Second Language, Adult Basic Skills, and short-term Career/Vocational) will continue to be offered through Rio Hondo's Continuing Education program, as they remain a valuable resource to the community. A greater emphasis will be placed on creating a clear pathway from high school through local adult education programs into regular community college courses. Region-wide collaborative scheduling and marketing of programs, alignment of student service resources (especially assessment and counseling), and close cooperation with non-educational organizations (social service providers, labor unions, and business and civic groups) will play an increasingly important role.

Another long-term goal will be to develop programs that will allow credit, non-credit and Community Service (fee-based) students to participate in the same class. . With the elimination of repeatability for most activity courses, students are unable to repeat studio classes such as ceramics, painting or musical instrument instruction. The department is planning to develop a program that will allow these students to-participate on a fee-for-service basis.

xvi. Lifelong Learning

Current Status: The Office of Continuing Education currently offers a vigorous mix of non-credit and fee-based classes for lifelong learners in our communities. Rio Hondo offers many opportunities for personal enrichment, including classes in language, music, arts and crafts, health and fitness, and adventure travel.

Five-Year Outlook: As was described in the Continuing Education section, legislative changes to the funding model and priorities of adult education on a statewide level will require us to change the classes we offer and the ways we offer them. More of the programs designated as "lifelong learning" will be offered as fee-based Community Services courses. Instructors for these courses receive a portion (generally 40%) of the gross revenue (i.e., the class fee) plus any material fees. Rio Hondo's overhead costs and any profit must come out of the balance. This will impact which courses the Continuing Education program will be able to offer in several ways. Because there will be a direct cost to students for a number of classes that were previously free, we anticipate a short-term loss of enrollment. It is also expected that competition with civic, non-profit, and for-profit course providers will have a significant impact on course offerings. Courses will have to be competitively priced and carefully scheduled for the convenience of potential students. Market research will need to be conducted to identify likely consumers and target personal enrichment courses for their needs, such as jewelry making, chorus, and creative writing.

Ultimately, a cooperative model blending Rio Hondo Community Service courses with civic and non-profit recreation programs seems the most likely outcome. In order for Rio Hondo's Continuing Education programs to be economically viable, it makes the most sense to cooperate with other providers to eliminate redundancies and share resources (especially facilities). Fortunately, Rio Hondo has existing relationships with our local cities and area school districts upon which to build.

xvii. Contract Education

Current Status. After several years of reduced revenue, Contract Education has stabilized revenue for the current fiscal year and is on track to grow revenue throughout the next fiscal year (2014-15). As state and national economies continue to recover, Rio Hondo's Contract Education program has seen a resurgence of interest in workforce development training as companies are realizing they need to invest in their employees in order to remain competitive. We have taken several steps to take advantage of this, including setting growth targets, improving our Web-based marketing materials, and improving coordination with the Division of Career and Technical Education (CTE), which also provides contract training.

Five-Year Outlook. Contract Education has forged strategic partnerships with private and public organizations that have proven lucrative. Combined with growth in the economy, these partnerships have resulted in increased revenue for the current fiscal year. We predict modest but continued growth for both on campus and workplace-based training throughout 2014-15, limited only by the availability of classroom space and other resources on campus. The College has demonstrated a commitment to grow Contract Education by allocating additional resources. Specifically, Continuing Education has assigned a part-time employee the responsibility of securing additional training opportunities. Revenue from Contract Education has increased for the last two fiscal years, and that trend is expected to continue.

In addition to the actions outlined above, Contract Education will focus on the following actionable items over the next five years:

- Improve and expand the use of Web-based and social media marketing and outreach
- Increase presence at area Chambers of Commerce, WIBs, and other business forums
- Coordinate marketing and outreach with local Chambers to more effectively leverage resources
- Develop additional strategic partnerships with third-party organizations that are also involved in workforce development trainings
- Incentivize RHC faculty, staff, and administrators to promote Contract Education to their network of contacts and, whenever possible, to facilitate meetings
- Create and execute a promotional campaign that is targeted to small- and mid-sized companies in the College service area, and involve our Curriculum Coordinator to work with the Business Retention Manager of each city to identify companies that may be in need of training

XVI. College Projections

A. Budget Outlook

Current status. Rio Hondo Community College's financial health and outlook is closely tied to the budget status of the State of California as apportionments and property taxes allocated to the District from the State represent approximately 80% of total District revenue. Most experts believe that the economy is improving and most economic indicators are largely positive, however surveys shows most Americans are still pessimistic. Although showing some slight improvement over the past year or so, unemployment remains chronically high in California and household income has been relatively stagnant. The most recent California projection indicated continued projected growth in the economy however the Governor established a relatively conservative and restrained budget for the 2013-14 fiscal year.

Five-year outlook. The California Legislative Analyst's Office (LAO) fiscal outlook for the State of California for the next five years reflects continued improvement in the State's finances. Though the Governor of California urged financial restraint for fiscal year 2013-14, with continuing increased State revenues, the budget situation for fiscal year 2014-15 and thereafter is encouraging. Based upon the LAO forecast, under current laws and policies, the State would end 2014-15 with a multibillion dollar reserve. Nonetheless, continued caution is needed, as forecasted surpluses are dependent on many assumptions that may not come to pass. Just as quickly as the State's economic forecast has improved, an economic downturn within the next few years can quickly turn surpluses into deficits. As such, Rio Hondo will move forward with a continued conservative economic strategy, preserving any reserve (as has been done in the past) for potential future economic downturns, while maintaining existing programs and committing incrementally to additional budget obligations that support Rio Hondo's stated Mission, Values, and Goals.

B. FTES & Enrollment

Current Status. Over the past six years, Rio Hondo College has seen a fluctuation in enrollment and FTES generation. At its highest, Rio Hondo College's FTES generation for both credit and noncredit was experienced in the 2008/2009 academic year with 16067.49 FTES being reported to the State Chancellor's Office. The most recent data mart information shows a significant decline in FTES with a total credit and non-credit FTES generation for 2012/2013 of 13207.73. To separate out our distance education classes we see a similar decline in FTES generation over the same time period. For academic year 2008/2009, the college reported a total of 2433.26 FTES being generated through online education compared with 1949.08 for academic year 2012/2013.

Our student headcount numbers reflect the recent decline in FTES generation. This is to be expected due to the course reductions experienced by the college in response to the state budget crisis. The highest fall enrollment in recent years was experienced in Fall 2009 with a student count of 22,224 compared to a Fall 2013 student count of 17,567.

Five-Year Outlook. A May 2013 report, published by the Public Policy Institute of California, charts a community college system staggering under the weight of unprecedented funding cuts: \$1.5 billion from 2007-08 to 2011-12, considerably larger than those during past economic downturns.

The state's 112 two-year colleges are the nation's largest system of public higher education, serving about 2.4 million students each year. The system has been criticized in recent decades for a weak record of student success, with many ill-prepared students stuck in remedial courses or dropping out. But its inability in recent years to serve the numbers of students who want to study should be of equal concern, said Sarah Bohn, a Public Policy Institute research fellow and coauthor of the report. "All of the conversation has been focusing on student success and rightly so, but the most dramatic result is the participation rate," she said. "Access to higher education is really important to consider in tandem with student success."

The report found that between 2008-09 and 2011-12, overall participation rates — students per 1,000 state residents age 15 or over — declined by 21% to levels not seen since the early 1990s. During roughly the same period, total enrollment declined by more than 500,000 students. First-time students and those returning after an absence of one or more semesters suffered the sharpest declines in enrollment as priorities shifted to favor continuing students seeking degrees or transfer to a four-year university.

Recently adopted policies that give registration priority to new students who participate in orientation sessions and develop an education plan will improve access, said Paul Feist, the community college system's vice chancellor for communications. "But this report is correct in warning that it's going to take many years to regain the footing we once had," he said.

Growth Projections for FTES and Enrollment

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
1.70%	3%	2.50%	3%	2%

IMPLICATIONS & CONCLUSIONS

XVII. Link to Technology Plan

Information technology provides an essential foundation for many Student Services and Academic Affairs activities that promote student success. Since the time of the most recent Educational Master Plan, the college's Information Technology office has made important steps forward in engaging the campus in decision making, upgrading software, and improving infrastructure. The current Educational Master Plan provides additional and specific areas where information technology can support educational programs. These areas include improvements to current functions and an integral role in upcoming initiatives.

Ongoing Improvement. Information technology is an integral part of the education operations at Rio Hondo College. For example, faculty members teach in "smart" classrooms supported by the IT office and use the AccessRIO Portal to manage information for their classes. This Educational Master Plan highlights many ways that information technology will support the improvement of services in Academic Affairs and Student Services.

Among the strategic directions for Academic Affairs area are plans for strategic incorporation of mobile learning and online technologies into traditional course delivery. Plans for distance education include ensuring compliance with the Americans with Disabilities Act and other requirements for accommodation. Within Academic Affairs units and programs, the Arts division plans to create an integrated digital arts program with broad use of information technologies, the Computer Information Technology program will consider many possibilities for expanding its certificate and degree offerings, and the Library plans to offer online interactive tutorials and increase digital resources.

Academic Affairs will partner with other offices (i.e., Admissions and Records, Information Technology, and Institutional Research and Planning) to refine and improve enrollment processes. Specifically, the offices will work on creating enrollment projections and using data to make adjustments in current course offerings in order to increase achievement of enrollment targets.

Programs in Student Services also identified areas for additional support from the IT office. Disabled Students Programs and Services listed many needs for updates related to assistive technologies and its computer lab. Financial Aid seeks additional IT support, especially in programming software for financial aid services.

New Initiatives. While ongoing improvements will continue to provide implications for technology planning, new initiatives primarily emanating from the Chancellor's Office will lead to a much greater role for information technology in educational programs and services. Foremost among these new initiatives are the Student Success Initiative and Student Equity Plan, the statewide Online Education Initiative pilot, and local plans for master scheduling.

Implementation of the Student Success Initiative and the Student Equity Plan will in many ways change how the college does business. Information technology will be central to many of these changes, which will include providing services through technology, informing decisions by service providers, and mandatory reporting to the Chancellor's Office.

Student Services has begun the provision of services to new students through the use of technology. Orientation for new students, with RHC-created modules managed through COMEVO software, is now

available on the RHC website. The Assessment Center is now implementing ACCUPLACER Math Placement Testing with support from the IT office.

Information technology will support revitalization of at-risk and follow-up services. Counseling faculty adopted a two-tier probation model. Information technology will be used to identify the students eligible for the services related to each tier; counselors will use DegreeWorks and Banner to record the products of their work with these students. A vital step in preventing students from becoming eligible for probation services will be the Early Alert System. Technological resources will be vital to identifying and contacting students in need of these services before they are placed on probation.

Proper use of student-information data will be foundational to state reimbursement, as well as the provision of student success and equity services. In addition to providing an array of services to new and at-risk students, the college must document these services and report them to the Chancellor's Office. Accurate reporting will be necessary to receive state funding for counseling and related student-success services. Use of data will also be necessary for making adjustments and improvements, especially during the early years of implementing these services.

The college will develop a master class schedule and interactive online pathways based on data collected for the Student Success Initiative. The content of students' educational plans will assist deans in identifying high-demand courses and planning appropriate numbers of course sections. The master schedule and related innovations will ensure that more sections of courses are available that students need for graduation and transfer. The college website will support the master schedule by providing interactive online pathways. Students will be able to use the website to plan their academic programs and courses. These advances combine to streamline students' journeys from enrollment to completion.

The Chancellor's Office, through its Online Education Initiative, plans to increase completion rates by facilitating students' enrollment in online courses from community colleges throughout the state (i.e., an online course exchange). Rio Hondo intends to become a pilot college in this initiative and is in the process of aligning distance-education delivery with this initiative. Information technology resources will be successful for the successful implementation of these advances in online education.

XVIII. Link to Facilities Plan

As this Educational Master Plan is being finalized, the district is in the latter stages of an extensive construction initiative. With community support through a \$245 million bond initiative, the district has added two office site centers (South Whittier Educational Center and El Monte Educational Center) and four building/complexes (Learning Resources Center, Administration of Justice Building, Student Services/Student Union complex, and Physical Education complex). These new buildings have met many of the college's previous needs for educational facilities. In this document, programs in both Student Services and Academic Affairs cited the many benefits derived from these new facilities.

Projections in this Educational Master Plan do not indicate the need for extensive new construction or expansion. Consistent with other California Community Colleges, Rio Hondo has seen a light decrease in headcount and FTES during recent years. Noting the volatility of enrollment projections under current economic state government conditions, Chapter XVI (College Projections) only present plans for college modest growth. Similarly, the section of this document focusing on academic and vocational programs does not project the development of a substantial number of new programs.

The facilities needs addressed in this document, although crucial to the ongoing improvement of the college, are of a smaller scale. Academic and vocational programs are looking forward to upcoming renovation and expansion projects. Programs in both Student Services and Academic Affairs have projected growth needs that could require additional space.

Planned Construction. The five-year outlooks for academic and vocational often addressed the benefits to be derived from five currently planned construction projects on the main campus. The Arts division wrote of the value in the new construction of the Fine Arts Center, and the renovation of the Music Building and Wray Theatre. These projects will increase and improve classroom and performance/rehearsal space. The Business division anticipates the renovation of the Business building, which will occur after the Arts division moves to the Fine Arts Center. This renovation will lead to instructional improvements and a 25% capacity in the Business division. Renovation of the Library Tower will allow for renovation of the Administration building. This would almost double the amount of classroom and faculty offices space available in the Administration building, which currently houses classroom and offices for the Communications and Languages division and the Behavioral and Social Sciences division.

Potential Construction. The 2006 Facilities Master Plan also includes potential construction projects. The new Educational Master Plan indicates that the projects could benefit academic and vocational programs. Renovation of the Administration of Justice Annex would allow for the provision of additional specialized, revenue-generating courses in Public Safety. Renovation of the Science building, after the bookstore moves to the Administration building, could provide additional and improved classroom and laboratory spaces for the Health Science and Nursing division and the Mathematics and Sciences division. The Kinesiology, Dance, and Athletics division anticipates completion of the Physical Education complex, which would include renovation of the soccer/track area, remodeling of the wrestling/fitness studio, and possibly the conversion of the baseball field to artificial turf. The proposed Pico Rivera Educational Center would provide the college with additional classroom space.

This Educational Master Plan also includes plans for expansion and/or improvement by units in both Student Services and Academic Affairs. In projecting the five-year outlook for its strategic directions, the Student Services area emphasizes the importance of examining space and staff needs in response to

implementation of the Student Success Initiative and the Student Equity Plan. The development of services responsive to the needs of the new and at-risk students could lead to expanding and/or reconfiguring current Student Services spaces. Another area of potential expansion would be hiring additional counselors. The Counseling division, EOP&S/CARE/CalWORKs, and Veterans Services each recommended the hiring of additional counseling faculty, which could require additional office space. Three offices within Student Services (Financial Aid, Veterans Services, Student Life and Leadership) presented the need for additional staff space in order to maintain quality of services and meet their potential for growth.

Three Academic Affairs programs presented potential need for facilities improvement or expansion. The Arts division, while noting that new construction and renovation will sustain space needs for many years, the division's future space will remain limited and restrict long-term growth. The Business division addressed the potential to develop many new programs in Computer Information Technology, which could require additional lab space. The Library addressed the need to improve its physical environment in order to provide additional seating and promote reading.

XIX. Conclusions

Rio Hondo College maintained its programs and staffing through the recent economic downturn. The college now faces the prospect of moving forward and growing in times when statewide initiatives and the recovering economy create an unpredictable external environment. This Educational Master Plan has addressed many strong academic, vocational, and student services programs; environmental factors; and opportunities for growth. Most importantly, the EMP has provided steps for moving forward and creating the future for the college and its students. This chapter concludes the EMP by addressing two topics: recurring themes and ongoing review.

Themes

This document describes the current state and desired status for many aspects of the college. Prominent among these aspects are academic programs, vocational programs, student services, and enrollment/FTES. Factors such as the state economy, local labor market, community characteristics, and student demographics create a complex environment for the college's plans. Despite the diversity of topics and information, a set of themes recur throughout this EMP. These themes are student completion, statewide initiatives, the changing labor market, and growth in a context of uncertainty.

Student Completion. The revised Mission Statement, with its focus on completion, served as the foundation for this EMP. The previous Mission Statement focused on place ("a collaborative center") and process ("educational offerings"). In contrast, the new statement casts "educational opportunities and resources" as leading to student outcomes: "associate degrees, certificates, transfer, career and technical pathways, basic skills proficiency, and lifelong learning." The new Mission Statement emphasizes the college's purpose and its commitment to students achieving their goals.

The Mission Statement identifies five types of student completion: degrees, certificates, transfer, employment, and proficiency in basic skills. The college realizes that students also bring personal goals that are less concrete. As noted in Chapter XIV on student success and support programs, the college plans to incorporate individual goals into educational plans and continue supporting students in achieving those goals. Also in support of student completion, the college's institution-set standards (Chapter XII) allow the college to track cohorts' progress and make responsive adjustments to support completion.

Statewide Initiatives. As the college developed this EMP, it also addressed new legislation and CCCC initiatives in such areas as adult education, distance education, career and technical programs, and placement assessments. Throughout the EMP, the college incorporated plans for rising to meet these new challenges while maintaining its distinctive characteristics and responsiveness to students.

The most significant of these new initiatives have been the Student Success Initiative and Student Equity Plan. The college's activities in developing its Student Success Plan and reconstructing its Student Equity Plan greatly informed the development of this EMP. The Student Success Initiative and Student Equity Plan will bring substantial change to the everyday operations of California Community Colleges. This EMP presents the steps the college has taken and is taking to meet the goals of these initiatives.

Changing Labor Market. During Rio Hondo's early years, manufacturing, agriculture, and petroleum were industries that defined the region. Today's labor market information projects most of Los Angeles County's job growth to be in the healthcare, retail, and service sectors. Within district boundaries, there

also are projections of growth in biomedical, wholesale trade, and metals manufacturing industries. Among positions requiring four-year degrees, engineering, accounting, elementary education, and marketing are likely to have a large proportion of opportunities.

To fulfill their role of supporting local and state economies, community colleges must adjust their program offerings to meet local employment needs. This Educational Master Plan documents early steps in Rio Hondo adapting to its changing labor market. Chapter XV, Academic and Vocational Programs, includes prospects for developing new programs in response to labor-market needs (e.g., human services, allied health). The labor market has implications for the development or restructuring of many academic and vocational programs, as well as the student services that are essential to students completing those programs.

Growth in a Context of Uncertainty. California's community colleges, including Rio Hondo, suffered significant cuts in the wake of 2008's Great Recession. In 2014, the California economy is recovering and community college budgets are in the early stages of being restored. Still, this forward movement is unpredictable on a monthly basis; five-year outlooks are by nature laden with uncertainty.

The best available projections cast community college budgets as increasing by about 2% to 3% in each of the next five years. The college fully intends to increase enrollment and FTES to match these budgetary prospects. Efforts to increase enrollment are offered throughout the Student Services and Academic Affairs chapters. Some of these efforts include outreach and recruitment, enhanced services to new students, counseling for at-risk students, increased tutoring, and program expansion to meet student needs. The college is clearly dedicated to enrolling more students, increasing their persistence, and supporting them through completion.

Review

A cycle of implementation, review, revisions, and evaluation will follow the publication of this document. Although these processes will be ongoing, the college has scheduled this process for one, three, and five years from 2014.

One-Year Review & Revision. During the 2014-2015 academic year, the college will engage in review and revision of this EMP. A central activity in this phase will be greater integration of information from different sections of the document. Before the beginning of the 2015-2016 academic year, the college will produce a revised version of this EMP, which will feature greater integration and specificity.

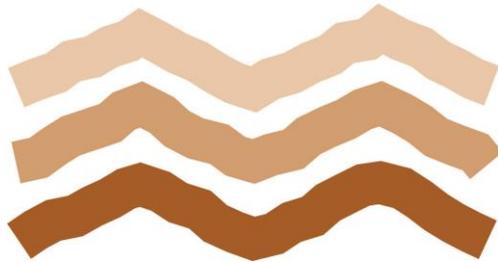
Three-Year Review & Evaluation. In 2017, the college will complete a three-year review and evaluation of this EMP. A primary activity during the first three years will be to align the college's Institutional Goals and Objectives with the priorities stated in the EMP. During this time, the college will also implement the plan. The three-year review will address the practicality of the plan in relation to environmental conditions. The three-year review will also feature an evaluative component. The three-year evaluation will involve consideration of specific metrics and feedback on progress toward implementing and accomplishing those priorities.

Five-Year Evaluation & Update. The five-year review will be foundational to Rio Hondo's next EMP. During the 2018-2019 academic year, the college will engage in formal evaluation of the EMP in terms of three aspects: implementation, accomplishment, and college outcomes. The evaluation results will be foundational as Rio Hondo updates its EMP in 2019-2020 and prepares for an ACCJC visit in 2020.

Conclusion

Institutional planning is an ongoing process. Formal products such as this document capture the present moment and aspirations for the future, and most importantly raise new questions for the future. Accordingly, the collective activity to create this Educational Master Plan has raised many opportunities and challenges for the college. The next five years will see the college, through its ongoing planning and review of this document, continually refining these plans to fulfill its mission.

**RIO
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