Office of Institutional Research and Planning

Board of Trustees
November 11, 2009

Accountability Report for Community Colleges (ARCC)
Indicators of Student & Institutional Success
Performance Indicators

- Student Profile
- ARCC Statewide Indicators
- ARCC College Level Indicators
- RHC Indicators of Student Success
Indicators of Student Success

Student Profile
## Student Profile

<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Annual Unduplicated Headcount</strong></td>
<td>32,330</td>
<td>35,304</td>
<td>38,714</td>
</tr>
<tr>
<td><strong>Full-Time Equivalent Students (FTES)</strong></td>
<td>12,086</td>
<td>13,183</td>
<td>13,704</td>
</tr>
</tbody>
</table>
RHC Student Headcount
Fall 2004 through Spring 2008

<table>
<thead>
<tr>
<th>Fall04</th>
<th>Spr05</th>
<th>Fall05</th>
<th>Spr06</th>
<th>Fall06</th>
<th>Spr07</th>
<th>Fall07</th>
<th>Spr08</th>
<th>Fall08</th>
<th>Spr09</th>
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</thead>
<tbody>
<tr>
<td>17,087</td>
<td>18,443</td>
<td>19,431</td>
<td>20,439</td>
<td>20,874</td>
<td>22,443</td>
<td>21,404</td>
<td>24,174</td>
<td>25,398</td>
<td>22,651</td>
</tr>
</tbody>
</table>
Top Five Feeder High Schools to RHC
Based on 5 Year Total of First Time Freshmen

Number of Students

1. Whittier - 1915
2. El Rancho - 1797
3. California - 1323
4. Montebello - 1290
5. Mountain View - 1127

Legend:
- 2004
- 2005
- 2006
- 2007
- 2008
Indicators of Student Success

ARCC Statewide Indicators
<table>
<thead>
<tr>
<th>Indicator</th>
<th>College's Rate</th>
<th>Peer Group Average</th>
<th>Peer Group Low</th>
<th>Peer Group High</th>
<th>Peer Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Student Progress and Achievement Rate</td>
<td>42.5</td>
<td>42.0</td>
<td>25.7</td>
<td>52.6</td>
<td>A6</td>
</tr>
<tr>
<td>B Percent of Students Who Earned at Least 30 Units</td>
<td>68.8</td>
<td>71.1</td>
<td>63.2</td>
<td>78.4</td>
<td>B2</td>
</tr>
<tr>
<td>C Persistence Rate</td>
<td>69.0</td>
<td>69.3</td>
<td>53.8</td>
<td>80.6</td>
<td>C3</td>
</tr>
<tr>
<td>D Annual Successful Course Completion Rate for Credit Vocational Courses</td>
<td>84.1</td>
<td>91.2</td>
<td>84.1</td>
<td>97.2</td>
<td>D6</td>
</tr>
<tr>
<td>E Annual Successful Course Completion Rate for Credit Basic Skills Courses</td>
<td>48.6</td>
<td>59.1</td>
<td>48.6</td>
<td>65.7</td>
<td>E5</td>
</tr>
<tr>
<td>F Improvement Rate for Credit Basic Skills Courses</td>
<td>56.2</td>
<td>55.3</td>
<td>42.2</td>
<td>62.3</td>
<td>F5</td>
</tr>
<tr>
<td>G Improvement Rate for Credit ESL Courses</td>
<td>59.5</td>
<td>53.6</td>
<td>15.7</td>
<td>75.0</td>
<td>G3</td>
</tr>
</tbody>
</table>
Indicators of Student Success

ARCC College Level Indicators
Improvement Rates for ESL and Basic Skills Courses

<table>
<thead>
<tr>
<th>Basic Skills Improvement Rate</th>
<th>03/04-05/06</th>
<th>04/’05-'06/’07</th>
<th>05/’06-'07/’08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvement Rate for ESL Courses</td>
<td>61%</td>
<td>56%</td>
<td>56%</td>
</tr>
<tr>
<td></td>
<td>57%</td>
<td>56%</td>
<td>58%</td>
</tr>
</tbody>
</table>

Improvement Rates for ESL Courses:
- 03/04-05/06: 61%
- 04/’05-'06/’07: 57%
- 05/’06-'07/’08: 60%
Self Assessment Excerpt

- Rio Hondo College implemented a new strategic planning process, involving all levels of the college, to better evaluate institutional effectiveness and tie planning to resource allocation.
- The new process also links student learning outcomes, program review, and enrollment strategies to institutional planning.
- Rio Hondo has placed a priority on strengthening institutional effectiveness utilizing ARCC data and other key performance indicators in the planning process to improve success for RHC students.
- Planning decisions are based on quantitative and qualitative analysis to focus the strategic direction and better serve students in the future.
Indicators of Student Success

RHC Indicators of Student Success
Persistence Rates for First-Time Students
Fall Semesters: 2003 through 2007

*Proportion of first-time students (excluding Public Safety) who completed at least 6 units in the Fall semester and re-enrolled in the subsequent Fall semester.
Transfers to University of California, California State Universities, and Private Institutions

<table>
<thead>
<tr>
<th>Year</th>
<th>CSU Total</th>
<th>UC Total</th>
<th>Private Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003/2004</td>
<td>481</td>
<td>36</td>
<td>33</td>
</tr>
<tr>
<td>2004/2005</td>
<td>484</td>
<td>75</td>
<td>42</td>
</tr>
<tr>
<td>2005/2006</td>
<td>450</td>
<td>82</td>
<td>50</td>
</tr>
<tr>
<td>2006/2007</td>
<td>466</td>
<td>66</td>
<td>27</td>
</tr>
<tr>
<td>2007/2008</td>
<td>537</td>
<td>56</td>
<td>32</td>
</tr>
</tbody>
</table>
RHC Course Retention*
Fall Semesters: 2004 through 2008

*Proportion of enrollments in which the student completed a course with any valid grade other than 'W'.

- 2004: 79.1%
- 2005: 79.4%
- 2006: 82.0%
- 2007: 83.3%
- 2008: 82.0%
# RHC Success Indicators

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Success</td>
<td>64.95%</td>
<td>84.44%</td>
<td>64.43%</td>
<td>72.60%</td>
<td>60.75%</td>
<td>73.57%</td>
<td>67.70%</td>
</tr>
<tr>
<td>Retention</td>
<td>83.31%</td>
<td>93.42%</td>
<td>81.85%</td>
<td>87.84%</td>
<td>82.02%</td>
<td>90.77%</td>
<td>84.89%</td>
</tr>
</tbody>
</table>
Office of Institutional Research and Planning

Thank You!

Board of Trustees
November 11, 2009

Accountability Report for Community Colleges (ARCC)
Indicators of Student & Institutional Success
El Monte Union College Pledge

A Structural Approach to Ensuring College Access & Degree Completion

Presented to 2012 Community College Futures Assembly by Rio Hondo College

January 30, 2012
Acknowledgment

The El Monte Union College Pledge is an intersegmental partnership among Rio Hondo College, El Monte Union High School District, California State University, Los Angeles, and the University of California, Irvine.
El Monte College Pledge Guiding Principles

- Seamless Educational Pipeline
- College Readiness & Academic Preparation
- Cultivating Intersegmental Relationships
- Increase College Enrollment & Degree Completion
El Monte Community Context

• Located approximately 12 miles southeast of downtown Los Angeles
• Population: 115,965, City of El Monte and 22,700, South El Monte
• 69% and 88% are Latino, respectively
• 55.8% and 64.4% of adults do not have a high school diploma, respectively
• 80.7% to 82.9% of the population does not speak English as their primary language and 48.4% to 51.1% do not speak English at all
El Monte Union HSD Profile

- Located 12 Miles East of Downtown Los Angeles
- 5 Comprehensive High Schools
- Four K-8 Feeder Districts
- Student Population
  - 10,062 Students (2011-12)
  - 77% Latino, 20% Asian, 2% White, <1% African American
- Percentage of English Language Learners
  - 25%
- Percentage Receiving Free/Reduced Lunch
  - 84%
- AYP Met: No
Program Activities

Post-Secondary
- Basic Skills Development
- Mentorship
- Support Networks

High School
- Four-Year Plans
- Ongoing Targeted Counseling
- Academic Support/Tutoring
- Enrichment Opportunities
- Step-by-Step Parent Engagement

Middle School
- Instill Belief and Motivation
- Career Connections
- Empower Families with Information and Resources
Seamless Educational Pipeline

• Create dialogue and open communication regarding timely acquisition of basic skills and effective remediation efforts

• Discuss and solidify vertical and horizontal articulation

• Identify key junctures throughout students’ educational experiences requiring cross-pollination of institutional services

• Develop policies and procedures aimed at facilitating post-secondary enrollment of eligible students and reducing common barriers to matriculation and success
Institutional Commitments
El Monte Union High School District

• Starting in 8th grade, all students and families will be provided information, services, and resources to prepare them for college and careers

• Students will be encouraged to enroll in...
  – college prep classes
  – be proficient in reading, writing, and math
  – apply for financial aid
  – apply to and enroll in an institution of higher education within one year after graduating from high school
Institutional Commitments

Rio Hondo College

• Pledge all EMUHSD graduates a one-time priority registration beginning with the Class of 2011

• Assist students who matriculate to RHC with information and assistance in meeting the Transfer Admission Guarantee (TAG) requirements to transfer to CSULA and/or UCI.
Institutional Commitments

CSU Los Angeles

• Pledge that all El Monte Union High School students who successfully complete minimum college preparatory requirements, and who are designated as CSU eligible, will be offered admission to CSULA and have an opportunity to earn a bachelor’s degree

• Pledge that all Rio Hondo Community College students who successfully complete minimum community college transfer requirements will be offered admission to CSULA and have an opportunity to earn a bachelor’s degree;

• Assist with the CSULA admission process

• Host campus tours and workshops for admission and financial aid.
Institutional Commitments
University of California, Irvine

• Pledge that all El Monte Union High School students who successfully complete a high school curriculum and who are designated as UC Eligible in the Local Context (those students in the top 4% of their high school class) will be offered admission to UCI and have an opportunity to earn a bachelor’s degree.

• Pledge all students who apply for and successfully complete UCI Transfer Admission Guarantee (TAG) transfer requirements will be offered admission to UCI and have an opportunity to earn a bachelor’s degree.
College Readiness/Academic Preparation

HIGH SCHOOL DISTRICT-WIDE:

• Increase number of students enrolled in and succeeding in Algebra I

• Increase access and success in a college preparatory curriculum (A-G)

• Increase preparation for college-level writing

• Provide the necessary academic supports to accelerate learning and close the achievement gaps
The number of 9th grade students taking the Algebra CSTs has increased significantly.

What Changed?
District-wide 9th Grade Algebra I For All Policy
The number of 9th grade students scoring proficient and above has increased significantly.

Was the sky falling?
NO! Significant increase in achievement despite an increase in enrollment.
Transcript Evaluation Service (TES)

• Provides information on UC and CSU college entrance requirements

• Shows student progress toward meeting requirements

• Indicates where to find additional useful information on college and financial aid
Grade Level Counseling Benchmarks: Terminology

- **9th Grade**
  - Other a-g
  - Math (Algebra I)
  - English

- **10th Grade**
  - Math (Algebra II)
  - Math (Geometry)
  - Math (Algebra I)
  - English

- **11th Grade**
  - Other a-g
  - History/Social Science
  - Language – Non English
  - Lab Science
  - Math (Geometry)
  - Math (Algebra II)
  - English

- **12th Grade & Graduates**
  - Other a-g (elective)
  - Visual & Performing Arts
  - History/Social Science
  - Language – Non English
  - Lab Science
  - Math (Algebra I)
  - English

- **a-g Subject Area**
  = 1 Year (2 semesters)
11th Grade Student Conference
Learning Outcomes

• **Meeting the CSU Benchmarks**
  – Understand their individual progress towards meeting minimum entrance requirements to CSU and UC
  – Review important deadlines and online resources to meet the CSU & UC application filing period

• **Close to Meeting the CSU Benchmark**
  – Understand their individual progress towards meeting minimum entrance requirements to CSU and UC
  – **Develop a plan to address unmet entrance requirements**
  – Review important deadlines and online resources to meet the CSU & UC application filing period

• **Not Meeting the CSU Benchmark**
  – Understand various post-secondary options and their requirements (vocational, certificate, A.A, transfer, etc.)
  – Align career aspirations with corresponding PS institution
  – Understand the importance of developing a post-secondary/career plan w/a counselor
EMUHSD A-G Completion Rates - 2008 to 2011 Comparison

<table>
<thead>
<tr>
<th>School</th>
<th>Class of 2008</th>
<th>Class of 2010</th>
<th>Class of 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arroyo High School</td>
<td>26%</td>
<td>33%</td>
<td>40%</td>
</tr>
<tr>
<td>El Monte High School</td>
<td>9%</td>
<td>30%</td>
<td>28%</td>
</tr>
<tr>
<td>Mountain View High School</td>
<td>8%</td>
<td>17%</td>
<td>22%</td>
</tr>
<tr>
<td>Rosemead High School</td>
<td>31%</td>
<td>35%</td>
<td>37%</td>
</tr>
<tr>
<td>South El Monte High School</td>
<td>26%</td>
<td>36%</td>
<td>35%</td>
</tr>
</tbody>
</table>
What Changed?

CSU Benchmarks
Class of 2008

CSU Benchmarks
Class of 2011
Expository Reading & Writing Course

• **Enrollment:** Approximately 293 12th grade students across five EMUHSD high schools (2 classes per school site) enrolled in ERWC.

• **Professional Development and Training:** 10 EMUHSD teachers attended an intensive 4-day training sponsored by CSU Pomona, in which they learned effective implementation methods for ERWC curriculum modules and innovative instructional strategies for increasing student engagement, critical thinking, and analytical reading and writing skills.

• **Professional Learning Community:** EMUHSD and Rio Hondo College developed a Professional Learning Community (PLC) to monitor and assess course impact and student success. Ten teachers, the EMUHSD Director of Research and Curriculum, an RHC Curriculum Consultant, and visiting CSU Pomona staff comprise the PLC, which meets every 6 weeks throughout the academic year.
EWRC Grade Results

- 90 "A" grades: 31%
- 96 "B" grades: 33%
- 84 "C" grades: 28%
- 24 "D" grades: 8%
- 1 "F" grade: <1%

92% Grade C or Higher

295 Students
ERWC English Assessment Results (RHC)

26 of the 52 Students testing in English 101 were B, BB, or FBB (50.5%)

103 Students
Increase College Enrollment & Degree Completion

DISTRICT-WIDE:

• Develop targeted, grade-specific, intersegmental college counseling initiatives

• Increase exposure to institutions of higher education

• Increase enrollment in pre-college experiences at colleges and universities (e.g. summer programs, conferences, college courses, etc.)

• Provide families the necessary knowledge and resources to successfully complete required steps for college applications and enrollment
Key Activities

High School

Frosh/Soph
- El Monte Pledge Signing
- College Knowledge Seminars
- 9/10th Grade TES Counseling
- College Planning Family Nights

Juniors
- TES Student Conferences
- SAT Registration
- College Planning Family Nights

Seniors
- TES Senior Day
- Expository Reading and Writing Course
- El Monte Pledge Student Assembly
- College Application Workshops
- Assessment Days
- Ed Plans
- Priority Registration
## El Monte Union College Pledge
### 2010 to 2011 EMUHSD-RHC Enrollment Comparison

<table>
<thead>
<tr>
<th>School</th>
<th>Fall 2010 Enrollees</th>
<th>Fall 2011 Enrollees</th>
<th># Difference</th>
<th>% Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arroyo High School</td>
<td>47</td>
<td>95</td>
<td>+48</td>
<td>+102%</td>
</tr>
<tr>
<td>El Monte High School</td>
<td>50</td>
<td>119</td>
<td>+69</td>
<td>+138%</td>
</tr>
<tr>
<td>Mountain View HS</td>
<td>86</td>
<td>149</td>
<td>+63</td>
<td>+73.3%</td>
</tr>
<tr>
<td>Rosemead High School</td>
<td>57</td>
<td>81</td>
<td>+24</td>
<td>+42.1%</td>
</tr>
<tr>
<td>South El Monte HS</td>
<td>69</td>
<td>85</td>
<td>+16</td>
<td>+23.2%</td>
</tr>
<tr>
<td><strong>District Totals</strong></td>
<td><strong>309</strong></td>
<td><strong>529</strong></td>
<td><strong>+220</strong></td>
<td><strong>+71.2%</strong></td>
</tr>
</tbody>
</table>
Key Activities

Post-Secondary

First Year Experience Program
Summer Bridge
Gateway Tutoring
Developmental Education

- Enhance and expand **Gateway Tutoring**, an integrated tutoring model in which trained tutors are assigned to specific instructors to attend class and facilitate group study sessions. Thirty sections offered in both fall 2011 and spring 2012, 84% of students who attend tutoring sessions pass the target class, tutor training retreats and program evaluation are now on-going program components.

- Strengthen **First-Year Experience**, which is designed to promote academic achievement among entering college students in a supportive, integrated, and innovated learning environment. Two cohorts began in fall 2011 and will continue through spring 2012, this program will likely merge with **Fast-Track Accelerated Learning Communities** beginning fall 2012.

- Continue to offer **Summer Bridge** to improve student success through a four-day program, which includes peer-networking, academic review (math/English), campus tours, educational planning, and overall student empowerment. 166 students completed the 2011 program, several fall follow up events were hosted and well attended, Summer Bridge students are more likely to take math, pass math, and attain higher overall retention rates than comparison groups throughout their first academic year.

- Reformat and broaden **Early Alert**, which monitors student progress and provides timely information to students about corresponding support services and resources. **Early Alert** is now accessible to instructors through AccessRio, currently all basic skills courses are included, voluntary faculty participation has increased slightly in recent semesters.

- Implement **Fast-Track Accelerated Learning**, which is a learning community between two short-term English courses (ENG 35 and ENGL 101) and a full-term Reading 101 course. One cohort was piloted in fall 2011, five cohorts are being offered in spring 2012, students are being tracked and preliminary fall 2011 findings are overwhelmingly positive.
El Monte Union College Pledge
Fall 2011 to Spring 2012
RHC Persistence Rate

RHC 3-yr average persistence rate (2008-2010) 74%

EMUCP
N=409

83%
Cultivating Intersegmental Relationships

• Coordinate existing regional efforts to meet identified needs
• Identify additional stakeholders and key partners to increase funding opportunities, expertise, and promote the vision of the EMCP
• Work collaboratively to address the socio-economic barriers and institutional structures that have historically impacted student success and post-secondary enrollment
K-12 Institutional Partner Perspective

Nick Salerno, Superintendent, EMUHSD
Questions?

For more information on the El Monte Union College Pledge contact Dr. Mike Muñoz, Associate Dean of Student Services, Rio Hondo College

Phone: (562) 463-4693

Email: mrmunoz@riohondo.edu
VISION FOR THE FUTURE

Ted Martinez, Jr., Ph.D.
President
April 27, 2009
Five Thematic Components Guide Rio Hondo College

- Increase Student Success.
- Foster Academic Excellence.
- Increase Enrollment.
- Foster Collaboration Among Stakeholders
- Sustain Fiscal Accountability.
Increase Student Success

- Use benchmark indicators to support the whole student.
- Develop exemplary student support services.
- Provide instructional and student services that motivate students to achieve their educational goals.
Foster Academic Excellence

- Support the use of institutional research and benchmark performance indicators to foster academic success.
- Increase student retention without a reduction in academic standards.
- Develop clearly-stated learning outcomes and appropriate measures to assess student acquisition of the learning outcomes.
Increase Enrollment

- Develop a strategic enrollment management plan.
- Create and implement a strategic marketing and recruitment plan.
- Strengthen outreach to our service area middle and high schools, businesses, community and governmental agencies.
Foster Collaboration Among Stakeholders

- Establish a climate committed to academic excellence and student success based on collegiality, mutual trust and cooperation, openness to new ideas, as well as clear and frequent communication.

- Increase collaboration and partnerships with private and public organizations, business and industry, secondary and postsecondary institutions, and governmental agencies.
Sustain Fiscal Accountability

- Create a multi-year strategic plan to achieve the college’s vision, mission, values and institutional goals.
- Implement a budgetary system based on planning objectives to ensure efficient use of resources.
- Develop mini-grant incentives for innovation.
- Increase grant and other external funding income from local, state and federal sources, including the Rio Hondo College Foundation.
Vision for the Future of our Campus

- So much about learning depends upon the environment.
- The Rio Hondo College campus is going through a transformation that will reinvigorate both the look of the campus and the learning environment for our students.
My Commitment

- Create and facilitate collaboration within the college itself, and with the communities we serve.
- Promote and support outstanding programs and services, credit and non-credit courses via diverse delivery systems.
- Build cutting-edge facilities all with one purpose in mind -- Student SUCCESS.
Conclusion

In conclusion, these five themes reflect my vision for the future of the Rio Hondo Community College District. *Together* we can achieve that vision.
Measure A Bond Program

- $245 Million in Measure A Bond funds
- State Matching Funds of approx. $100 Million
- Construction Began in 2006
- Impacts to Campus Activities
- 3 Offsite Facilities
Construction Update

Completed:
• Pedestrian Bridge
• Fire Training Facility
• Building Panels
• Minor Projects

In Construction:
• Library / Learning Resource Center
• Central Plant / Infrastructure
• Applied Technology Renovation
• South Whittier Educational Center
• Santa Fe Springs Phase III
Library / Learning Resource Center

- State & Bond funded
- 94,000 sf, 2 stories
- LEED Certified
Central Plant / Infrastructure

- Bond funded
- All roads now open
Applied Technology

- State & Bond funded
- Renovation
Design Update

- Campus Quad Landscaping
- Physical Education Complex
- Administration of Justice
- Student Services Building
- Student Union Building
- El Monte Center
- Terraced Walks

www.riohondocollege.info
Thank You
Welcome

State of the College

Ted Martinez, Jr., Ph.D.
Superintendent / President
Mission, Vision, 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, Vision, Values

Mission Statement

“Rio Hondo College is a collaborative center of lifelong learning which provides innovative, challenging, and quality educational offerings for its diverse students and community.”
### RHC Student Headcount
**Fall 2005 through Spring 2010**

<table>
<thead>
<tr>
<th>Year</th>
<th>Student Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>F05</td>
<td>19,431</td>
</tr>
<tr>
<td>S06</td>
<td>20,439</td>
</tr>
<tr>
<td>F06</td>
<td>20,874</td>
</tr>
<tr>
<td>S07</td>
<td>22,436</td>
</tr>
<tr>
<td>F07</td>
<td>21,404</td>
</tr>
<tr>
<td>S08</td>
<td>24,174</td>
</tr>
<tr>
<td>F08</td>
<td>21,634</td>
</tr>
<tr>
<td>S09</td>
<td>24,277</td>
</tr>
<tr>
<td>F09</td>
<td>22,224</td>
</tr>
<tr>
<td>S10</td>
<td>21,298</td>
</tr>
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</table>

**Number of Students**

- F05: 19,431
- S06: 20,439
- F06: 20,874
- S07: 22,436
- F07: 21,404
- S08: 24,174
- F08: 21,634
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Top Five Feeder High Schools to RHC Based on 5 Year Average of First Time Freshmen

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<th>2006</th>
<th>2007</th>
<th>2008</th>
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<tbody>
<tr>
<td>Whittier</td>
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<td>125.6</td>
<td>104.8</td>
<td>100.8</td>
<td>73.2</td>
</tr>
<tr>
<td>El Rancho</td>
<td>125.6</td>
<td></td>
<td>104.8</td>
<td>100.8</td>
<td></td>
</tr>
<tr>
<td>Montebello</td>
<td></td>
<td></td>
<td>104.8</td>
<td>100.8</td>
<td></td>
</tr>
<tr>
<td>California</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Santa Fe</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>73.2</td>
</tr>
</tbody>
</table>
Student Profile

District Enrollment at RHC

- 2003
- 2004
- 2005
- 2006
- 2007
- 2008
- 2009

School District

- Whittier Union High School District
- Montebello Unified School District
- El Monte Union High School District
- El Rancho Unified School District

Enrollment
College Updates
Accreditation - WASC

- Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges
- College Received Full Reaffirmation of Accreditation based on Follow-Up Report Submitted October, 2009
- Result of College-wide Effort to Address Recommendations
- Student Learning Outcomes (SLO) and Planning Process
Public Safety Division - Police Academy

- Commission of Peace Officers Standards and Training (POST) Suspended Police Academy Operations in October
  - Ongoing investigation of breach of test security
  - Interviewed cadets – determined that no students were culpable
  - Cadets transferred to ELAC
  - Realignment of Public Safety Division to meet POST specifications
  - Police Academy to resume when POST authorizes
Budget and Fiscal Status

- Goal to maintain steady enrollment
  - ✔ State Budget Unreliable and Capricious
  - ✔ To date, $13 Million “deferred”
  - ✔ Reserves, good stewardship
  - ✔ Only Intersession reduction – No other budget related cuts to class offerings
Selected Achievements
Veterans Services

- Designated “Military Friendly” School, top 15% in USA
- Serve more than 2,000 eligible veterans or dependents each semester
- Provide full range of support services
- Emergency Loans – $7,600 in 2010
<table>
<thead>
<tr>
<th>U.S. DEPARTMENT OF LABOR</th>
<th>Funding Received</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Care and Emerging Technologies</td>
<td>$365,528.00</td>
<td>3 years</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>U.S. BUREAU OF JUSTICE</th>
<th>Funding Received</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Congressionally Selected Award Recipient</td>
<td>$300,000.00</td>
<td>3 years</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>U.S. DEPARTMENT OF EDUCATION</th>
<th>Funding Received</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRIO:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Support Services</td>
<td>$1,277,525.00</td>
<td>5 years</td>
</tr>
<tr>
<td>Student Support for Students in Science, Technology, Engineering and Math</td>
<td>$1,100,000.00</td>
<td>5 years</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title V - Hispanic Serving Institutions:</th>
<th>Funding Received</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Design and Educational Assessment for Student Success (IDEASS)</td>
<td>$3,216,038.00</td>
<td>5 years</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STATE OF CALIFORNIA</th>
<th>Funding Received</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Assessment Program (EAP)</td>
<td>$20,000.00</td>
<td>3 years</td>
</tr>
<tr>
<td>Perkins</td>
<td>$367,529.00</td>
<td>1 year</td>
</tr>
<tr>
<td>Tech Prep</td>
<td>$69,708.00</td>
<td>1 year</td>
</tr>
<tr>
<td>Industry-Driven Regional Collaborative</td>
<td>$210,026.00</td>
<td>1 year</td>
</tr>
<tr>
<td>Regional Consortium</td>
<td>$316,000.00</td>
<td>1 year</td>
</tr>
<tr>
<td>Career Technical Education CTE-TPP</td>
<td>$223,584.00</td>
<td>1 year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VERIZON FOUNDATION</th>
<th>Funding Received</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reinforcing Literacy @ Rio:</td>
<td>$15,000.00</td>
<td>1 year</td>
</tr>
</tbody>
</table>

| TOTALS: | $7,480,938.00 |        |
Arts Performance in Local Schools

- Talented Students Formed Touring Troupe For local elementary schools
- Perform 30–45 minute vignettes – musical theatre, opera, classical theatre excerpts
- Will continue through Spring 2011 Semester

Introducing Educational Musical Events for K-12
Featuring Project Eranos
GREEN Program Series

- Grant from US Small Business Administration to bring college technological expertise to local business
- Series of free workshops and seminars at South Whittier Educational Center help businesses meet environmental, health and safety regulations

G.R.E.E.N. PROGRAM
Giving Rio Hondo Environmental Education to our Neighbors
High School Outreach

- Early College Academy
- Outreach Program – designated HS representatives
- El Monte Union High School Pledge
- Transcript Evaluation Service Program
- “Let’s Talk College” Publications
Off-Campus Programs & Services

- New South Whittier Educational Center
- El Monte Satellite Center Development
- Cooperative Use of Facilities
- GO RIO mass transit, universal access program available to all full-time students
Rio Hondo College Foundation

- New Alumni Association, nearly 800 members
- Upcoming 50th Anniversary 2012–2013
Access Rio

- New student internet portal
- Automated Student Information and Registration System
- One full year of operation
- Wait list feature most popular
- RioMAIL student e-mail system
Emergency Systems

- Blue Light Emergency Phones
- Disaster Mitigation Plan
- Notification system where all students and employees notified of campus or local emergency
  - Email
  - Telephone
  - and/or text message
Measure A Facilities Construction Program

- Now in 6th year – Entering Final Stages of Construction
- Citizens Bond Oversight Committee
- Consistently high Ratings from Underwriters Moody’s and Standard and Poor's
Building Program Update
Measure A Bond Program

- $245 Million in Measure A Bond funds
- State Matching Funds of approx. $100 Million
- Construction Began in 2006
Construction Update

Completed:
- Pedestrian Bridge
- Building Panels, Maintenance Building
- Learning Resource Center
- Central Plant / Infrastructure
- Applied Technology Renovation
- South Whittier Educational Center
- Santa Fe Springs Fire Training Facility, Phases II & III

In Construction:
- Administration of Justice Building
- Student Services Building
- Student Union Building
- PE Complex
Learning Resource Center

- State & Bond funded
- 94,000 sf, 2 stories, LEED Silver Certified
- Holds 78,000 books and periodicals
- Computer based learning resources
- Opened for the Fall Semester 2009
Central Plant / Infrastructure

- 100% Bond funded
- Fully Completed
- Supplies chilled and heating hot water campus wide.
- Energy efficient and environmentally clean
Applied Technology

- State & Bond funded
- Fully completed renovation project
- State of the art automobile training facility
- Labs for advanced fuel training.
Administration of Justice

- 100% Bond funded
- New classrooms and administrative spaces
- To be completed in the Spring 2011
Campus Quad Project

- 100% Bond funded
- Improved Campus Accessibility
- To be completed in the Fall 2011
Student Services Building

- 100% Bond funded
- Centralizes all student services departments
- To be completed in the Fall 2011
Student Union Building

- 100% Bond Funded
- New Dining Hall to seat 300 people.
- New Student Government Offices
- To be completed in the Fall 2011
PE Complex Project

- State and Bond Funded
- New PE Studios and Locker Facilities. New Fitness Ctr.
- To be completed in the Summer 2012
Blue Light Phone System

- 100% Bond Funded
- Campus wide installation of 30 phone units
- Solar powered – wireless transmission
- To be completed in the Summer 2011
Campus Wide Signage

- 100% Bond Funded
- Campus wide installation of new directional and safety signage
- To be completed in the Summer 2011
South Whittier Educational Center

- 100% Bond funded
- New three classroom facility
- Completed – Fall 2010
- Annex with three additional classrooms to be completed in the Fall 2011
Santa Fe Springs Fire Academy

- Fire fighting and rescue training facility
- Training props completed
- Installation of area lighting is underway
- To be fully complete in Spring 2011
- Bond and DOJ Grant funded
El Monte Educational Center

- 100% Bond Funded
- New four classroom community educational facility
- To be completed in the Fall 2012
Thank You!

State of the College

Ted Martinez, Jr., Ph.D.
Superintendent / President
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.
Vision, Mission, Values

Mission Statement

“Rio Hondo College is a collaborative center of lifelong learning which provides innovative, challenging, and quality educational offerings for its diverse students and community.”
Vision, Mission, Values

Values

- Quality teaching and learning
- Student access and success
- Diversity and equity
- Fiscal responsibility
- Integrity and civility
Student Profile

RHC Student Headcount
Fall 2006 through Spring 2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>F06</td>
<td>20,874</td>
</tr>
<tr>
<td>S07</td>
<td>22,436</td>
</tr>
<tr>
<td>F07</td>
<td>24,174</td>
</tr>
<tr>
<td>S08</td>
<td>21,404</td>
</tr>
<tr>
<td>F08</td>
<td>21,634</td>
</tr>
<tr>
<td>S09</td>
<td>24,277</td>
</tr>
<tr>
<td>F09</td>
<td>22,224</td>
</tr>
<tr>
<td>S10</td>
<td>21,298</td>
</tr>
<tr>
<td>F10</td>
<td>20,671</td>
</tr>
<tr>
<td>S11</td>
<td>19,827</td>
</tr>
</tbody>
</table>

Source: CCCCCO Data Mart
Student Profile

RHC Reported Student Ethnicity
Spring Semesters

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>4%</td>
<td>4%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>12%</td>
<td>11%</td>
<td>10%</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>68%</td>
<td>70%</td>
<td>72%</td>
<td>68%</td>
<td>71%</td>
</tr>
<tr>
<td>Other Non-White</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>16%</td>
<td>15%</td>
<td>14%</td>
<td>18%</td>
<td>15%</td>
</tr>
</tbody>
</table>

Percentages of students reporting ethnicity.

Source: CCCC Data Mart
## Student Profile

### Top Seven Feeder High Schools to RHC Based on 5-Year Average of First-Time Freshmen

<table>
<thead>
<tr>
<th>School</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whittier</td>
<td>117.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>El Rancho</td>
<td>93.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Montebello</td>
<td>104.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>California</td>
<td></td>
<td>82.4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schurr</td>
<td>63.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Santa Fe</td>
<td>60.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pioneer</td>
<td>59.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: California Postsecondary Education Commission
Student Educational Achievement
Student Achievement

Transfers to California State Universities and University of California

<table>
<thead>
<tr>
<th>Year</th>
<th>UC Total</th>
<th>CSU Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005/2006</td>
<td>82</td>
<td>450</td>
</tr>
<tr>
<td>2006/2007</td>
<td>66</td>
<td>466</td>
</tr>
<tr>
<td>2007/2008</td>
<td>56</td>
<td>537</td>
</tr>
<tr>
<td>2008/2009</td>
<td>81</td>
<td>465</td>
</tr>
<tr>
<td>2009/2010</td>
<td>65</td>
<td>292</td>
</tr>
</tbody>
</table>

Source: California Postsecondary Education Commission
Student Achievement

RHC Declared Majors
Fall Semesters: 2006 to 2010

Source: Banner/Cognos
Student Achievement

RHC Degrees and Chancellor-Approved Certificates Awarded

<table>
<thead>
<tr>
<th>Year</th>
<th>Certificates</th>
<th>Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005/2006</td>
<td>177</td>
<td>718</td>
</tr>
<tr>
<td>2006/2007</td>
<td>151</td>
<td>767</td>
</tr>
<tr>
<td>2007/2008</td>
<td>139</td>
<td>841</td>
</tr>
<tr>
<td>2008/2009</td>
<td>126</td>
<td>833</td>
</tr>
<tr>
<td>2009/2010</td>
<td>144</td>
<td>757</td>
</tr>
</tbody>
</table>

Source: CCCC0 Data Mart
### Rank for Associate Degrees Awarded

<table>
<thead>
<tr>
<th>National Rank</th>
<th>Degrees Awarded</th>
<th>State Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>68</td>
<td>All Disciplines, Minority Students</td>
<td>19</td>
</tr>
<tr>
<td>98</td>
<td>All Disciplines, Asian Students</td>
<td>47</td>
</tr>
<tr>
<td>33</td>
<td>All Disciplines, Hispanic Students</td>
<td>10</td>
</tr>
<tr>
<td>27</td>
<td>Criminal Justice and Corrections</td>
<td>4</td>
</tr>
<tr>
<td>15</td>
<td>Family and Consumer Science/Human Services</td>
<td>3</td>
</tr>
<tr>
<td>13</td>
<td>Homeland Security, Law Enforcement, Firefighting &amp; Protective Services</td>
<td>2</td>
</tr>
</tbody>
</table>
Thematic Concepts
Thematic Concepts

- Increase Student Success
- Foster Academic Excellence
- Increase, Manage, and Retain Enrollment
- Foster Collaboration Among Stakeholders
- Sustain Fiscal Accountability
Institutional Goals
2011-2012 Institutional Goals

1. Rio Hondo College will provide excellent instruction in general education and major requirement courses leading to increased student AA/AS degree completion and successful university transfer.

2. Rio Hondo College will provide excellent instruction in career technical education, leading to increased awarding of certificates, degrees and job placement/job enhancement.

3. Rio Hondo College will provide excellent and innovative instruction and other learning opportunities in basic skills.

4. Rio Hondo College will offer opportunities which foster life-long learning and serve community interests.
5. Rio Hondo College will promote a student-centered climate that ensures equal access to educational opportunities, contributes to increases in retention & persistence, and improves student success through collaboration that values diversity.

6. Rio Hondo College will respond to the region’s educational needs and contribute to its economic future through service to the community and partnerships with public, private, and non-profit organizations.

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.

8. Rio Hondo College will recruit, hire, develop, retain, train, and support highly qualified and diverse administrators, faculty, and classified staff.
9. Rio Hondo College will meet the ever-changing technological needs required to support the educational process and to enhance student access and success.

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 campus.

11. Rio Hondo College will provide students and employees with an engaging and rewarding campus life.
Accomplishments & Strategic Directions
President’s Area Accomplishments

- Maintained Go Rio program which provided service to nearly 2,500 full-time students.
- Implemented new Program Review plan team facilitation, orientations, analysis of data, and final editorial assistance.
- Received funding of new STEM Student Support Services Grant and renewal of Student Support Services Grant.
President’s Area Accomplishments

- Launched Emergency Notification System.
- Initiated process to install “Blue Light” emergency phone system.
- Coordinated with the constituency representatives to add “Integrity & Civility” to the college values statement.
President’s Area Strategic Directions

- Focus on certificate and degree completion; acceleration of student progress in developmental education; and student success.
- Implement strategies to seek and secure external funds to enhance programs and services.
- Review and update Educational Master Plan, Technology Plan, District/Campus Facilities Master Plan, and Institutional Strategic Plan.
Finance & Business Accomplishments

- Produced 5,765,785 Print Shop images while providing value added services.
- Successfully managed building program projects including budget allocation and monitoring payment processing, bid package, contracts negotiation and monitoring, construction management, Citizen’s Oversight Committee meeting coordination and fiscal reports.
- Responded to 1650 IT Help Desk calls through phone or email.
Finance & Business Strategic Directions

- Maintain financial stability despite current and future economic crisis
- Prepare to address new technologies such as desktop virtualization, “cloud” computing, and mobile computing.
- Prepare for secondary effects of the construction program.
Academic Affairs Accomplishments

- Created course level SLOs for all eleven Behavioral & Social Sciences academic/vocational programs and for each of their 107 active courses and assessed each class every semester.
- Developed new Associate's degree programs in Biology, Mathematics, and Environmental Science, and revised the Associate's degree and Certificate in Environmental Technology.
Academic Affairs Accomplishments

- Developed a new musical touring class that worked with more than 1,500 K-12 students, participating in three performances.
- Implemented dedicated nursing skills lab with computer instruction.
State of The College

Academic Affairs Strategic Directions

- Provide and increase opportunities for students to have access to a wide array of certificate and associate degree programs for employment, graduation, and transfer.
- Develop a data-driven enrollment strategies plan.
- Provide support at off campus sites, i.e., SWEC and El Monte.
Student Services Accomplishments

- Introduced Accuplacer computerized assessment for English & Reading.
- Increased the number of Veteran students served each semester (grew from 150 in 2008 to over 400 per semester in 2010).
Student Services Strategic Directions

- Strengthen and implement programs that enhance student success and retention such as Early Alert Program, mandatory assessment, and SARS.
- Increase access and success for students through renewed and new programs, such as Talent Search, Upward Bound, GEAR UP, Basic Skills Initiative, etc.
- Focus on certificate and degree completion designed to increase support for student transfer and job placement.