

2020 - 2030

EDUCATIONAL MASTER PLAN





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EDUCATIONAL MASTER PLAN

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Rio Hondo College
Honolulu, California

Executive Summary

The Río Hondo College Educational Master Plan (2020-2030) serves as a guiding document, for the integration of the College's institutional plans and its implementation of the system-wide goals of the Vision for Success, Student Equity and Achievement, and Guided Pathways. The Educational Master Plan and associated institutional planning documents provides the critical guidelines for the implementation of future instructional, student support, equity, and enrollment management initiatives, as well as the essential staff, technology, and facilities needed to fulfill institutional goals.

This Educational Master Plan is centered upon:

- the College mission, vision, and values;
- an explication of the foundational roles of the Vision for Success framework, Guided Pathways, and Student Equity and Achievement Plan;
- a description of Río Hondo College's Integrated Planning and the function of the Educational Master Plan in the planning process;
- a summary of the Strategic Plan Elements, specifically, the Guided Pathways Plan, Student Equity Plan, Enrollment Management Plan, Technology Plan, and Human Resources Plan;
- an Annual Implementation Plan protocol and assessment cycle;
- external and internal environmental scans;
- an inventory of the College's current information technology;
- themes from Planning Session Dialogues conducted in November 2019;
- a summation of findings, planning implications, and program recommendations;
- an explanation of the Comprehensive and Aligned Planning Framework, which includes institutional Vision for Success goals, Strategic Plan goals and objectives, Educational Master Plan environmental scan alignment, and facility implications;
- enrollment program growth and targets/projections; and,
- implications for the Facilities Master Plan and future capital projects.

The College's approach to integrating the Educational and Facilities Master Plan is based upon:

- a common ten-year planning horizon (2020-2030);
- an examination of existing programs and recent enrollment trends;
- future program enrollment projections and targets;
- the identification of possible new program initiatives in growing occupational fields that offer graduates living wages in the region; and,
- existing program space and needs projections, including technology and student services needs.

Ultimately, this Educational Master Plan sets the direction for the implementation of the programs that are essential to fulfilling the District's mission-based commitment to social justice and equity by investing in viable academic and career paths for all students.

Introduction

In 2014, Río Hondo College developed an Educational Master Plan, to support academic and student-services programs in the implementation of the College mission and strategic directions. The specific objectives and measures included in the 2014 plan served as a blueprint to guide the College toward its future state by 2019.

Additionally, the 2014 Educational Master Plan objectives provided the basis for Río Hondo College's Facilities Master Plan and Technology Plan.

Since 2014, the landscape for California's community colleges has changed dramatically, as a number of innovative reforms and new mandates have emerged (e.g., Vision for Success goals, Guided Pathways, new placement measurements, non-credit instruction, Online Education Initiative, baccalaureate degrees, Student Centered Funding Formula, California College Promise). The intent of these initiatives is to improve students' access to higher education and ensure that more students attain their goals. At the time of the creation of the 2020-2030 Educational Master Plan the Covid-19 pandemic was just underway. The pandemic is expected to have profound economic, social, and political consequences for California and the nation, and will likely result in substantive and unpredictable changes for California community colleges and the students they serve.

In this complex environment, **Río Hondo College's Educational Master Plan for 2020-2030** provides a broad based and cohesive framework, which allows the College to effectively address students' instructional and support needs and the technical and physical resources needed to ensure their success. The Educational Master Plan 2020-2030 provides Río Hondo College with a data informed, comprehensive, and integrated framework for the deployment of the institution's student-centered and equity-minded strategic plan.

CHAPTER 1

Río Hondo College Comprehensive Integrated Planning Model

Integrated Planning Overview

Río Hondo College uses a comprehensive planning process that integrates equity principles with external influences and strategic priorities. Planning is both institutional and programmatic in its scope and includes long-term, mid-range, and annual processes (see Figure 1).

Figure 1. Río Hondo College Integrated Planning Model

Río Hondo College's Integrated Planning



Mission, Vision, and Values: Drives overall College planning and resource allocation; reviewed every three years.

Program Review: Six-year cycle to review programs on campus, informs institutional recommendations.

Strategic Plan: Six-year plan developed to optimize resources and focus efforts on closing equity gaps and improving student outcomes and completion. Includes Enrollment Management, Professional Development, Technology, and Human Resources plans. Reviewed at three years.

Student-Centered Initiatives: Vision for Success, Student Equity Plan, Guided Pathways Implementation Plan and Others; influence strategic directions of the College; reviewed every three years.

Annual Implementation Plan: Establishes timelines for achieving institutional goals and objectives; provides direction to Program Review and Program Plans; creates annual progress report of Strategic Plan activities.

Annual Program Plans: Annual planning process for programs, reporting on outcomes, objectives and facilitating resource allocation.

Board of Trustees Priorities: Board priorities related to College planning; reviewed every three years.

Educational & Facility Master Plan: Long-term plan developed to support educational needs and programmatic directions of the College; reviewed every 10 years.

Equity Principals: Guiding principles to focus college activities and priorities.

As depicted in Figure 1, Río Hondo College’s equity principles provide the overall lens from which planning and educational practice are enacted. The College’s mission, vision, and values statements function as the primary driver of all institutional planning. Collectively, these statements shape the development of the long-range Educational and Facilities Master Plans as well as the mid-range Strategic Plan. Annual planning emanates from the College’s core planning documents: the Educational Master Plan, the Facilities Master Plan, and the Strategic Plan. As captured in Figure 1, annual planning not only connects strategic planning goals with the College’s annual objectives and implementation plan, but also links Annual Program Plans, Program Review, student learning outcomes, and resource allocation. In addition to the College’s master plans and Strategic Plan, other key drivers of the College planning process include:

- Board District Priorities – Governing board policy priorities developed to align with institutional priorities;
- Student-Centered Initiatives – Goals and objectives associated with these initiatives (e.g., Vision for Success, Guided Pathways Implementation Plan, and Student Equity Plan) inform the Strategic Plan and provide overall direction in its development; and,
- the Strategic Plan Annual Implementation Plan, which establishes key actions, timelines for achieving institutional goals and objectives, provides direction to program review and program plans and includes an annual progress report of Strategic Plan activities and outcomes.

To implement the Integrated Planning Model, the College has developed a ten-year schedule for the updating of each major planning component, which is presented in Table 1.

Table 1. Río Hondo College Ten-Year Integrated Planning Schedule

Integrated Planning

| | 19/20 | 20/21 | 21/22 | 22/23 | 23/24 | 24/25 | 25/26 | 26/27 | 27/28 | 28/29 | 29/30 |
|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Educational and Facilities Master Plan | ✓ | | | | | | | | | | ✓ |
| Mission, Vision and Values | ✓ | | | ✓ | | | ✓ | | | ✓ | |
| Board District Priorities | ✓ | | | ✓ | | | ✓ | | | ✓ | |
| Student-Centered Initiatives | ✓ | | | ✓ | | | ✓ | | | ✓ | |
| Institutional Learning Outcomes | | ✓ | | | ✓ | | | ✓ | | | ✓ |
| Strategic Plan | | ✓ | | | ✓ | | | | ✓ | | |
| Annual Implementation Plan | | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | |

A more detailed description of each component of the College’s Integrated Planning Model is outlined below.

Equity Principles

The College equity principles set the stage and provide guidance through which institutional planning and educational practice are accomplished. As captured in the Equity Principles draft document, the College has embraced the following Association of American Colleges and Universities operating definitions:

...**diversity** is an understanding of how individual and group differences contribute to diverse thoughts, knowledge, and experiences that are the foundation of a high-quality liberal education. **Inclusion** is an active, intentional, and ongoing engagement with diversity across the curriculum, co-curriculum, and our communities to increase awareness, content knowledge, cognitive sophistication, and emphatic understanding of the complex ways individuals interact within systems and institutions. **Equity** prioritizes the creation of opportunities for minoritized students to have equal outcomes and participation in educational programs that can close achievement gaps in student success and completion (McNair, Bensimon, Malcolm-Piqueux, 2020, p. 7).

Accordingly, the College’s draft equity principles include the following tenets and critical questions considered by the College community in its approach to its educational practice:

- Equity is the central framework for policies, practices, and procedures.

- o In what ways could this practice, program, or policy disadvantage minoritized students?
- o Who, by race and ethnicity, is most likely to benefit from this practice, program, or policy? Why?
- Monitor, use, and communicate data to advance equity.
 - o Is qualitative and quantitative data readily available and accessible?
 - o Is data disaggregated by race/ethnicity?
 - o Is data communicated in deficit-minded language when discussing equity gaps?
- Set clear equity goals, align resources, and support practices that achieve those goals.
- Establish a continual process of learning, disaggregating data, and questioning assumptions about relevance and effectiveness.

Taken together, these tenets and critical questions are intended to shape dialogue and practice at the College and influence College planning and decision-making.

Mission, Vision, and Values

The mission, vision, and values statements drive all institutional planning. The Río Hondo College mission statement, which the College revised in Spring 2020, serves as the cornerstone of all planning because it represents the College’s most fundamental purposes. The newly revised mission statement is as follows:

Río Hondo College is an educational and community partner committed to advancing social justice and equity as an anti-racist institution that collectively invests in all students’ academic and career pathways that lead to attainment of degree, certificate, transfer, and lifelong-learning goals.

The current vision statement, which is scheduled to be reviewed during the 2020-2021 academic year, articulates what the College wants to achieve through its mission, and is presented below.

Río 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.

Río Hondo College’s values, which also are scheduled to be re-evaluated during 2020-2021, articulate the College’s operating philosophies and reflect its organizational ethos and most deeply held beliefs. The Río Hondo College values statement is presented below.

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. Río Hondo College values the following:

1. Quality teaching and learning
2. Student access and success
3. Diversity & Equity
4. Fiscal Responsibility
5. Integrity & Civility

Educational and Facilities Master Plans

Río Hondo College’s Educational Master Plan for 2020-2030 is informed by external and internal trends that speak to the expansion, stability, or contraction of its various programs and services. As such, it is intimately connected with facilities needs as outlined and developed in the Facilities Master Plan. The guiding principles for the integration of the Educational and Facilities Master Plans include:

- a common ten-year planning horizon (2020-2030);
- an examination of existing programs and recent enrollment trends;
- future program enrollment projections and targets;
- the identification of possible new program initiatives in growing occupational fields that offer graduates living wages in the region; and,
- existing program space and needs projections, including technology and student services and support needs.

Specific correlations between the Educational Master Plan and the Facilities Master Plan are delineated in Chapter 4 (Bridging the Educational and Facilities Master Plan) while program enrollment data is provided in Appendix A.

Strategic Plan Elements

The Strategic Plan is a six-year plan establishing goals and objectives that serve as critical guidelines for future academic and student services planning. Additionally, as captured in the College's Integrated Planning Model, the College's Strategic Plan aligns with the Educational Master Plan environmental analysis, and ultimately, informs other institutional plans such as facilities, enrollment management, technology, and human resources. Consequently, the Facilities Master Plan and any future capital projects will correlate to and support Río Hondo College's vision, mission, and Strategic Plan, and thus, ensure that the institution meets the current and anticipated needs of students, faculty, and staff.

The Strategic Plan is also informed by the priorities of the Board of Trustees as well as external, student-centered initiatives such as the Vision for Success, Guided Pathways, and Student Equity and Achievement. These components are described in more detail below.

Finally, to ensure that the Strategic Plan goals and objectives are achieved through measurable actions, an Annual Implementation Plan is developed to assure that activities are completed and that progress toward improved outcomes is achieved. The Annual Implementation Plan is also described in more detail below and a proposed schedule is included in Appendix B.

Board District Priorities

In the College's Integrated Planning Model, Board District Priorities are developed as multi-year initiatives. Progress toward meeting priorities is evaluated annually. Results from the board self-evaluation, as well as revisions to Board District Priorities, are taken into consideration when the College conducts its evaluation of the Annual Implementation Plan, as well as at the mid-point for the College Strategic Plan. Board District Priorities are conceptualized as influencing and being influenced by the College Strategic Plan goals and objectives. The most recently adopted Board District Priorities are identified below.

2019-20 Board District Priorities

Adopted 11-13-19

- Priority One:** The Board will promote equity, diversity, and inclusivity in the budget, hiring practices, enrollment management, scheduling, community outreach, and instruction.
- Priority Two:** The Board will promote the use of instructional practices that are culturally relevant to students.
- Priority Three:** The Board will strengthen the connection between CTE programs and labor market demand.
- Priority Four:** The Board is committed to closing the achievement gap among disproportionately impacted student populations.
- Priority Five:** The Board is committed to closing achievement gaps through transparency in student success data.
- Priority Six:** The Board is committed to full implementation of the Guided Pathways model.
- Priority Seven:** The Board is committed to initiatives that foster financial stability during the implementation of the Student-Centered Funding Formula.
- Priority Eight:** The Board is committed to transparency and fiscal responsibility in the budget development process.

Student-centered Initiatives

Similar to Board District Priorities, student-centered initiatives inform the College's strategic planning efforts. Because these initiatives reflect state and systemwide priorities, the College's planning processes do not influence the initiatives; rather, these initiatives are incorporated within the College's Strategic Plan, as they require a considerable amount of time, effort, and resources. Additionally, since all institutional planning is grounded in the College's mission, vision, and values, these statements also guide the implementation of the student-centered initiatives described below.

Vision for Success

As described by the California Community College Chancellor's Office (CCCCO), the Vision for Success is a plan to erase the achievement gap, increase the number of students successfully transferring to a University of California or California State University campus, and prepare significantly more students for high-demand jobs. This plan, which the California Community Colleges Board of Governors approved in July 2017, is focused on addressing community colleges' most serious challenges: low program and transfer completion rates; the excessive length of time it takes for student to complete programs of study and with more units than necessary; the lack of services and supports for older and working students; system inefficiencies, which make community college more expensive due to the slow time-to-completion rates; and, significant achievement gaps and regional inequities. The goals identified in the state-level Vision for Success initiative are:

- increase by at least 20 percent the number of California Community College (CCC) students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job;
- increase by 35 percent the number of CCC students transferring annually to a UC or CSU;
- decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure;
- increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure;
- reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years; and,
- reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.

In spring 2019, Río Hondo College developed a set of local Vision for Success goals. The goals were developed using the parameters required by the California Community College Chancellor's Office (CCCCO) and are conceptualized as three-year performance targets. The Institutional Effectiveness Committee (IEC), with additional collaboration from appropriate stakeholder groups, developed the College's local goals. Additionally, because of the overlap with the Student Equity and Achievement (SEA) initiative, the College intentionally aligned its targets for its local Vision for Success goals with the Student Equity and Achievement plan. By the end of Spring 2019, the College's local goals were approved through the College governance process and submitted to the Board of Trustees as an information item. The local Vision for Success goals as adopted by the College are delineated in Table 2 below.



Table 2. Río Hondo College Vision for Success Goals and Targets

| Vision Goals and System Targets | | College Actuals | | | | College Statistics and Targets | | | |
|---------------------------------|--|-----------------|---------------|-------|-------|--------------------------------|---------------------------|---------------------------|------------|
| | | 14-15 | 15-16 | 16-17 | 17-18 | % Change 16/17 - 17/18 | % Change 14/15 - 17/18 | Río Hondo target 21-22 | % Increase |
| 1 | Associate Degrees State Target +20% | 1,073 | 1,143 | 1,230 | 1,343 | 9.19% | 25.16% | 1,572 | 28% |
| 1 | Certificates State Target +20% | 209 | 282 | 525 | 1,221 | 132.57% | 484.21% | 1682 | 220% |
| 2 | ADTs State Target +35% | 285 | 449 | 508 | 553 | 8.86% | 94.04% | 686 | 35% |
| 2 | Transfer UC/CSU State Target +35% | 787 | 847 | 890 | | 5.08% | 13.09% | 993 | 17% |
| 3 | Average Unit Accumulation State Target -10% | 92 | 91 | 92 | 90 | -2.17% | -2.17% | 89 | -3% |
| 4 | Field of Study State Target +10% | 62% (N=108) | 77% (N=40) | | | 24.19% | 24.19% | 65 | 5% |
| 5 | Vision Equity Goals Transfer UC /CSU State Target = +35% | | | | | | | | |
| | Foster Youth | | | 11 | | | | 30 | NA |
| | Disabled | 39 | 33 | 44 | | 33.33% | 12.82% | 54 | 64% |

Source: Student Success Metrics Dashboard
% Increase/decrease is calculated as a percentage of the base year.

- Below system target
- In line with system target
- Exceeds system target

Guided Pathways Another major undertaking of the CCCCCO is the Guided Pathways initiative. This program changes how students enter programs of study and progress toward their goals. Four pillars of program progress serve as the defining concepts for the Guided Pathways initiative:

- create clear curricular pathways to employment and further education;
- help students choose and enter their pathway;
- help students stay on their path; and,
- ensure that learning is occurring with intentional outcomes.

Guided Pathways establish comprehensive and strategic approaches to piloting students from connection through completion. In practical terms, Guided Pathways are clear curricular roadmaps of coursework that students complete to earn a degree or certificate. Moreover, Guided Pathways reduce the number of unnecessary units students take, foster more intentional course sequences that result in higher course completion rates, and allow students to move through programs of study with clearer ideas about the purpose of courses relative to their educational goals.

Locally, the College has established the Guided Pathways Steering Committee (GPSC), a committee of the Academic Senate, to make recommendations regarding the implementation of Guided Pathways at Río Hondo College. The chart below captures the status of this committee’s progress in implementing Guided Pathways at the time of this EMP’s development in the spring of 2020. A more detailed accounting of the Guided Pathways implementation activities is presented in Appendix C (Guided Pathways Essential Practices: Scale of Adoption Self-Assessment).

| PILLAR 1 Clarify the Path | PILLAR 2 Enter the Path | PILLAR 3 Stay on the Path | PILLAR 4 Ensure Learning |
|---|--|--|---|
| <ul style="list-style-type: none"> • Established 11 Areas of Interest (Aoi), built into application on CCC Apply • Website under development http://pathways.riohondo.edu <ul style="list-style-type: none"> • Pages for each Aoi with career information • Degrees and certificates organized by Aoi • Sample educational plans established for each degree and certificate with pull-down menus for paths to local degrees, CSU and UC | <p>Declare Your Major Day was a great success on 3/3/2020</p> <p>Software Workgroup exploring Career Coach website integration</p> | <p>Student Success Team Summit in October 2019</p> <p>Roles and responsibilities under development</p> <p>Virtual and phone support for students during COVID-19 distance learning</p> | <p>Equity themed Flex Day, Spring 2020</p> <ul style="list-style-type: none"> • Faculty and staff challenged to try one equity-minded practice in their classrooms, workplace. • Each course has intentional learning outcomes which we can track and assess. |

Student Equity and Achievement Plan

To eliminate achievement gaps for students from traditionally underrepresented populations, the CCCC Student Equity and Achievement (SEA) Program integrates funding for the Student Success and Support Program, the Basic Skills Initiative, and Student Equity. The Student Equity and Achievement Program requires community colleges to implement the Guided Pathways framework, provide all students with an educational plan based on clear goals, abolish inaccurate placement policies that impede students’ timely completion of their goals, and develop a detailed equity plan that identifies disparities among student groups and establishes goals and activities designed to increase student achievement as measured by success indicators and targets (i.e., access; course completion; ESL and basic skills completion; degrees and certificates awarded; and transfer rates).

As recognized in its Student Equity and Achievement Plan for 2019-2022, “Río Hondo College (RHC) proudly serves a diverse student body and community that strives to make their dreams a reality (and) invest(s) time and resources to provide an educational environment that is not only inclusive but equitable.” The College’s authentic commitment to improving outcomes for all students, and particularly for the most vulnerable, defines its very ethos. The vast majority of the service area communities and the College’s student population (79.2%) is Latino. A substantial number of students (roughly 17% of the 2017-18 student population) receive Pell Grant awards, which are reserved for students meeting federal low-income levels.

Río Hondo College’s Student Equity Planning Committee is charged with:

- identifying strategies to monitor and address equity;
- mitigating disproportionate impact on students;
- coordinating interventions and services for students at risk of academic progress or probation; and, coordinating the Student Equity Plan with the Student Success and Support Program Plan.

Additionally, the College has regularly developed a Student Equity Plan, including the most recent one for 2019-2022, and receives funding from the Chancellor’s Office to support its planned actions. ¹The Student Equity Plan 2019-2022 is framed around the following goals and metrics aimed at closing the achievement gap:

1. access-successful enrollment (enroll within one year after applying);
2. retention-Fall to Spring semesters (all students);
3. completion of transfer-level math and English (within the first year);
4. Vision Goal Completion (earned credit certificates over 12 units and associate or bachelor’s degrees); and,
5. transfer to a four-year institution (in state or out-of-state).

Furthermore, the Student Equity Committee analyzed Chancellor Office data to assess the status of the student population and identify disproportionately impacted (DI) student groups in meeting five equity metrics correlated to develop three-year target goals, as delineated in Table 3.

Table 3. Río Hondo College Students Equity Targets and goals (2019 – 2022), All Students

| Metric | Baseline | Target Achievement Rate % | Target # Of Students |
|---|----------|---------------------------|----------------------|
| Access: Successful Enrollment | 27,084 | 49% | 32,454 |
| Fall to Spring Retention | 13,883 | 69% | 15,266 |
| Completion of Transfer Math and English | 182 | 12% | 396 |
| Vision Completion | 1,793 | 5% | 2,270 |
| Transfer to 4-Year | 1,220 | 7% | 1,398 |

Source: Río Hondo College Office of Institutional Research and Planning

The activities presented below reflect the integrated planning of components from Credit Student Success and Support Program (3SP), Non-Credit 3SP, Basic Skills, and Student Equity programming and are captured in Table 4.

Table 4. Student Equity Plan Activities and Metrics (2019-2022)

| Metric | 2019 – 2022 Activities for Overall Student Population |
|--|--|
| Access: Successful Enrollment | <ul style="list-style-type: none"> • High School Outreach at 37 high schools • High School Counselor Breakfast • Senior Preview Days • Dual and Concurrent Enrollment at high schools and on-campus • Financial Aid Workshops and Cash for College events at the high schools and on- campus • Freshman Welcome Days • First-Year Family Night • Orientation, online and in-person • Counseling 105 Courses and Educational Planning Workshops (EPWs) at the high schools • Fast Pass Workshops • Noncredit Counseling, and matriculation support at 35 locations and 3 RHC Educational Centers |
| Retention: Fall to Spring | <ul style="list-style-type: none"> • Summer Bridge • AVANCE/First-Year Seminars • Student Success and Dream Center • Student Success Coaches • Student Success Workshops • Noncredit Educational Planning & Follow-up Services at 35 sites • Rio Promise, 2 Years of Free Tuition for First-Time College Students • Priority Registration Labs (Fall and Spring) • Roadrunner Connect (Early Alert) • Student In-reach |

| Metric | 2019 - 2022 Activities for Overall Student Population |
|--|---|
| Completion of Transfer Level Math AND English | <ul style="list-style-type: none"> • Multiple Measures, including Guided Placement Tool • Gateway Tutoring (Transfer level English and Math) • Academic Excellence Workshops (AEWs) • Statistics Support Center • Learning Assistance Center (LAC) • Math and Science Center (MSC) • Communications & Languages Center |
| Vision Goal Completion | <ul style="list-style-type: none"> • Educational Planning Workshops (EPWs) • Roadrunner Connect (Early Alert) • Noncredit Completion of Career Development and College Preparedness Chancellor's Approved Certificates • Career Success Day • Graduation Support Labs |
| Transfer to Four-year institution | <ul style="list-style-type: none"> • Transfer Conference • Transfer Guide • Transfer Center Support • Pathway to Law Program • Summer Scholars Transfer Institute • Local and Northern California College Visits • Gateway Tutoring (Transfer GE courses) |

To ensure the successful implementation of the Vision for Success, Guided Pathways, and Student Equity and Achievement Plan, the College's Integrated Planning Model aligns these initiatives with its Strategic Plan. In this way, these initiatives are connected to the Educational and Facilities Master Plans and the College's strategic plan goals and objectives that deal specifically with instructional programs, student services, enrollment management, and facilities plans. Ultimately, the Integrated Planning Model, and more specifically the Strategic Plan, through the Annual Implementation Plan, supports the College's commitment to:

- providing course offerings that meet students' needs;
- supporting the successful completion of all students' educational goals; and,
- producing sufficient resources to support the educational mission and educational goals of the College.

Institutional Plans

The institutional plans, which include the Enrollment Management Plan, Technology Plan, and Human Resources Plan, serve to support the College's efforts to meet the specific goals and objectives of the Strategic Plan.

Enrollment Management Plan

Strategic Enrollment Management (SEM) plans allow colleges to align their mission and strategic plan with comprehensive goals centered upon improving the student experience from entry through completion. SEM not only fosters student success by focusing on improving equitable access, persistence, course success, and completion, but also ensures that enrollments are optimized in ways that support fiscal sustainability. Moreover, an effective SEM plan requires that the institution provide relevant programs, efficient course scheduling that minimizes the time for program completion, and built-in supports that effectively meet the needs of a diverse student population and improve equitable outcomes.

Río Hondo College has started to develop an Enrollment Management Plan, which will support the College's implementation of its mission, vision, and values by integrating Strategic Plan goals with all of the College's other plans and allow the College to:

- strategically deploy data and technology;
- invest in the professional development of faculty and staff to improve equitable outcomes for all students;
- design flexible, alternative course schedules to meet students' diverse needs and accelerate students' program completion;
- develop policies and procedures that improve access to enrollment;
- expand community partnerships that provide students with accessible avenues to enrollment, relevant work-based experiences, and transitions to four-year colleges or universities or to living-wage employment; and,
- effectively and efficiently ensure fiscal stability by aligning goals and key actions to the state funding formula.

Technology Plan

Río Hondo College's previous technology plan established initiatives and projects for the years 2014 through 2019. Given the rapid pace of change that characterizes the field of information technology in general and the transformational impact of the system-wide initiatives (i.e., Vision for Success, Guided Pathways, Student Equity and Achievement), the development of new technology plan that aligns with and supports the College's strategic plan goals and objectives is both timely and critical. In order to advance these three initiatives, the updated technology plan should align with and support the College's Strategic Plan goals and objectives and integrate with the Educational and Facilities Master Plans. Additionally, in order to fully meet accreditation standards (i.e., ACCJC Standard III C), the next technology plan should incorporate the following:

- an assessment of 2014-2019 Technology Plan's outcomes;
- an evaluation of external and internal technology conditions;
- the identification of specific, critical institutional planning needs; and,
- measurable goals and objectives for improving technology infrastructure, services, hardware, software, professional support, and human resources, which ultimately support teaching and learning processes.

In developing the next technology plan the College should consider including specific strategies for all areas, such as:

- Student Services (e.g., improving communications, increasing the delivery of services via technology, systems that enhance the student experience from entry through completion);
- Instructional Services (e.g., upgrading IT infrastructure, deploying technology that improves student success, classroom hardware and software, telepresence technology to effectively connect classes at various locations, laptop loan program for students, direct support for students, universal design of computers and workstations);
- Library Services (e.g., upgrades to library management systems, upgraded hardware and software);
- Administrative Supports (e.g., ensuring the integrity and security of data and systems, just-in-time technologies, improving messaging and marketing systems, increasing and/or enhancing automation of processes); and,
- Professional learning opportunities for all employees to cultivate technological proficiency.

Human Resources Plan

Río Hondo College's most valuable resource is its employees whose dedication, talents, and skills ensure that students achieve their goals. Because all staffing related activities directly impact the student experience, the strategic identification and prioritization of staffing and professional development is critical to meeting the College's mission. Thus, to fully support the District's operations and ensure that staffing conditions optimize student success, Río Hondo College should give serious consideration to the development a human resources staffing plan, which would:

- support the deployment of a human capital management strategy, which aligns with student support and success outcomes and addresses the recruitment, selection/placement, induction, mentoring, and professional development of faculty, staff, and administrators that reflect the demographic diversity of the District;
- develop multiple and on-going professional development opportunities for all faculty, staff, and administrators to focus on eliminating achievement gaps for students from traditionally underrepresented populations, improve teaching and support practices, which are aimed at increasing achievement outcomes for all students.
- allow for the systematic identification and prioritization of staffing needs over a period of years and align hiring priorities with the Strategic Plan, Guided Pathways Plan, and Student Equity Plan;
- provide baseline information for a gap analysis, which assesses current staffing levels and indicator data that

can be utilized to inform and guide prioritizations, including discipline enrollment trends;

- develop an emergent and non-emergent succession plan to ensure that the College can maintain its institutional knowledge, retain talented faculty, staff, and administrators, and mitigate the impact of inevitable turnover and retirements;
- establish position needs assessment criteria for all employee categories;
- integrate the annual staffing prioritization for all units with program review and annual implementation plans;
- strategically plan for staffing needs that arise from growth, reductions, reorganizations, and attrition; and,
- establish a position control system for tracking information to create a framework that allows the District to manage positions more precisely, and thus, more accurately monitor spending and track budgets based on FTE (headcount), timeframe and/or funding source.

Strategic Plan Annual Implementation and Assessment Cycle

To ensure that Strategic Plan goals and objectives are accomplished, Río Hondo College incorporates an Annual Implementation Plan as part of its integrated planning model and its assessment cycle, the components of which are described below.

- The Superintendent/President's Office oversees the college-wide Strategic Plan, delegates responsibility to Institutional Research and Planning (IRP) for both the Annual Implementation Plan and Annual Implementation Plan Reports, which are described below.
- IRP in conjunction with the Institutional Effectiveness Committee (IEC) is responsible for identifying:
 - annual activities, which are needed to implement, and thus accomplish, each Strategic Plan Goal and Objective;
 - the appropriate process owner (position responsible for overseeing the completion of the activity); and ,
 - the outcome(s) for each activity.
- Identification of annual Strategic Plan implementation activities occurs for three-year intervals. This is consistent with the overall planning timeline established by the College (see table 1). This flexible and efficient approach allows for opportunities to methodically consider the most logical future activities based upon institutional accomplishments.
- Strategic Plan Implementation Activities are identified in the fall semester prior to the expected implementation year (e.g. October 2020 for AY 2021-22). This timeline, which is consistent with the College's existing practice for annual program planning and review timelines, also allows for sufficient time to prepare for activities and identify resources needed.
- Annual Implementation Plan Reports are streamlined (e.g., a single page fillable pdf) and include:
 - the status of each activity – complete; not complete;
 - outcomes for completed activities; and,
 - for activities not completed, approximate percentage or portion that has been completed, and a completion deadline.
- Annual Implementation Plan Reports are reviewed by IRP and IEC and submitted with (or without) comments or recommendations to PFC and then to the Superintendent/President at the start of each academic year (for activities covering the prior year).
- Annual Implementation Plan Reports are published and posted on the website as a measure of transparency and accountability and to highlight institutional accomplishments.

Program Review, Annual Program Plans, and Resource Allocation

At Río Hondo College, program review is a mid-range evaluation and planning process occurring once every six years for all College programs. Career and technical programs are reviewed every two years in addition to participating in the six-year institutional program review cycle. As conceptualized, program review is a peer review process that evaluates the status, effectiveness, and progress of programs in meeting goals and objectives. It also functions to identify future directions, needs, and priorities of programs. Outcomes of the program review process include both program specific and institutional recommendations as well as recommendations on revisions and improvements to the program review and planning processes. Institutional recommendations emerging from the program review process are forwarded through the College governance process for consideration as Strategic Plan goals, objectives, activities, or budget priorities for the following year.

The Annual Program Plans are a data-informed process that connects short-term planning and assessment with the College's: (1) mid-range evaluation and planning efforts, specifically Program Review and the Strategic Plan; (2) long-range evaluation and planning efforts, specifically the Educational and Facilities Master Plans; and the resource allocation process. Annual Program Plans allow faculty, staff, and administrators an opportunity to describe their contributions to the institution's progress toward achieving Strategic Plan goals and objectives, and ultimately, the College's mission. Annual examination of program progress toward achievement of outcomes and objectives in light of program and institutional goals is what connects Annual Program Plans to the College's resource allocation process. Resource allocation requests emanating from programs are prioritized according to Strategic Plan priorities and are considered for funding for the next year along with institutional activities associated with Strategic Plan goals and objectives.

Río Hondo College employs a comprehensive and integrated planning model that incorporates long-range, mid-range and short-term planning and evaluation processes. Together these processes connect the needs of the institution, its programs, and students while also aligning to broader state level policy priorities. The equity principles, which provide a lens to shape and adapt educational practices and priorities, are unique to the College and to integrated planning models, in general.



CHAPTER 2

Educational Master Plan Environmental Scans

Río Hondo Community College District Overview

Río Hondo Community College District is a single-college district encompassing 65.5 square miles in southeastern Los Angeles County. The District serves the cities of El Monte, South El Monte, Pico Rivera, Santa Fe Springs, and Whittier, and unincorporated communities within Los Angeles County (i.e., Los Nietos, East Whittier, South Whittier, West Whittier, and a portion of Avocado Heights), as well as portions of Norwalk, Downey, La Mirada, and the City of Industry, as well as several other local communities.

In October 1960, voters approved the establishment of a Whittier-area junior college district: Whittier Junior College. However, the Board of Trustees voted in 1963 to name the district “Río Hondo,” meaning “deep river,” which evokes the image of the deep waters of educational understanding. While 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. At the urging of constituents of the El Monte Union High School District, the Los Angeles County Board of Supervisors adopted an order transferring territory from the El Monte Union High School District (EMUHSD) to the Río Hondo Community College District in October 1975. This addition of the El Monte communities broadened the reach of the College and contributed to the vibrant diversity of the College, which still characterizes its student body.

Since its inception, the College has expanded with four off-site centers. In 1997 the College acquired the Santa Fe Springs Training Center (SFSTC)— the primary instructional site for the Fire Academy, Fire Technology, and Emergency Medical Technician programs. Subsequently, a 2004 bond issue funded the construction of the South Whittier Educational Center (SWEC), the Pico Rivera Educational Center, and the El Monte Educational Center (EMEC). These centers offer general and continuing education courses. Today, Río Hondo College enrolls nearly 20,000 students per semester at the main campus and at its three off-site locations.

External Environmental Scan

This section examines several key macro demographic and labor market trends expected to impact the College’s educational programs and services over the next ten years.

State, County, and Local Demographic Characteristics and Trends According to the Public Policy Institute of California, while California’s population is expected to reach 44.1 million by 2030, annual growth rates are predicted to be just under 1 percent, which parallels growth patterns evidenced from 2000 to 2010. However, as the California Department of Finance population projections indicate, between 2020 and 2030, the timeframe of the College’s Educational Master Plan, the population of Los Angeles County is predicted to increase by 1.2%. ²

Table 5. California and Los Angeles County Population Projections (2020-2030)

| Population | 2020 | 2030 | % Change |
|--------------------|------------|------------|----------|
| California | 40,129,160 | 42,263,654 | 5.3% |
| Los Angeles County | 10,257,557 | 10,380,446 | 1.2% |

Source: California Department of Finance (2019)

Between 2010 and 2018, the total population of the County grew by 2.8 percent. Table 6 illustrates that between 2010 and 2018 three of the seven primary communities the College serves experienced population growth, which was generally lower than the County’s 2.8 percent; however, four local communities saw comparatively larger increases in population growth, particularly Santa Fe Springs and South Whittier (CDP), which increased by 9.7% and 15.3%, respectively.

Table 6: Population growth in RHC Communities Compared to Los Angeles County (2010-2018)

| RHC City or CDP | 2010 | 2018 | % Change |
|---------------------------|------------------|-------------------|-------------|
| South Whittier (CDP) | 56,882 | 65,577 | 15.3% |
| Santa Fe Springs | 16,256 | 17,832 | 9.7% |
| West Whittier (CDP) | 25,188 | 27,144 | 7.7% |
| South El Monte | 20,104 | 20,767 | 3.3% |
| El Monte | 113,658 | 115,586 | 1.7% |
| Whittier | 85,323 | 86,064 | 0.87% |
| Pico Rivera | 62,953 | 62,888 | -0.1% |
| Los Angeles County | 9,822,433 | 10,105,518 | 2.8% |

Source: American Community Survey, 2018, ACS 1-Year Estimates Detailed Tables
 Note: RHC cities and CDP's presented in descending order according to percentage change.

Ethnicities Los Angeles County has historically been one of the most diverse areas in California and will remain so well into the future. As the data in Table 7 demonstrates, the Hispanic population is expected to grow by 4.2% over the next five years. The greatest increase will be the segment of the population that identifies as mixed or multiracial (non-Hispanic).

Table 7. Los Angeles County Population Ethnicity Projections (2019-2025)

| Population | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | % Change |
|-----------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|
| White (Non- Hispanic) | 2,724,168 | 2,725,336 | 2,725,870 | 2,725,862 | 2,725,611 | 2,724,604 | 2,723,143 | 0% |
| Black (Non- Hispanic) | 832,355 | 835,941 | 839,478 | 843,187 | 846,714 | 850,086 | 853,265 | 2.5% |
| AIAN (Non- Hispanic) | 20,410 | 20,599 | 20,755 | 20,914 | 21,118 | 21,294 | 21,493 | 5.3% |
| Asian (Non- Hispanic) | 1,395,377 | 1,395,413 | 1,394,948 | 1,394,148 | 1,393,295 | 1,392,229 | 1,390,531 | -0.3% |
| NHPI (Non- Hispanic) | 24,597 | 24,721 | 24,840 | 24,934 | 25,010 | 25,130 | 25,224 | 2.5% |
| MR (Non- Hispanic) | 213,250 | 216,875 | 220,266 | 223,737 | 227,176 | 230,526 | 233,836 | 9.7% |
| Hispanic (any race) | 5,114,541 | 5,150,482 | 5,186,269 | 5,221,923 | 5,257,303 | 5,292,636 | 5,328,248 | 4.2% |

Source: California Department of Finance (2019)
 Note: AIAN refers to American Indian or Alaska Native. NHPI refers to Native Hawaiian or Pacific Islander. Multiracial (MR) refers to two or more of the other races.

A comparative overview of the College’s seven primary communities and Los Angeles County reflects a general pattern of ethnic diversity that characterizes the region. However, there are also noteworthy differences. Specifically, within the College’s service area cities, the percentage of residents identifying as Hispanic or Latino is comparatively greater than for the Los Angeles County population, while the percentage of African American residents in these cities is markedly lower than the County overall.

Table 8. Ethnic and Racial Composition of Los Angeles County and Five Service Area Communities (2017)

| Race/Ethnicity | Los Angeles Co. | El Monte | South El Monte | Whittier | Pico Rivera | Santa Fe Springs | West Whittier-Los Nietos (CDP) | South Whittier (CDP) |
|--|-----------------|----------|----------------|----------|-------------|------------------|--------------------------------|----------------------|
| Black or African American alone | 8% | 0.5% | 0.1% | 1% | 0.7% | 4% | .8% | .7% |
| American Indian & Alaska Native alone | 0.2% | 0.08% | 0.01% | 0.2% | 0.4% | 0.4% | 1% | .3% |
| Native Hawaiian & Other Pacific Islander Asian Alone | 0.2% | 0.5% | 0% | 0.07% | 0.07% | 0.03% | .07% | .026% |
| Asian alone | 15% | 29% | 14% | 4% | 3% | 5% | 1% | 5% |
| Two or More Races | 2% | 0.6% | 0.07% | 0.9% | 0.4% | 0.4% | .04% | 1% |
| Hispanic or Latino | 49% | 65% | 82% | 68% | 89% | 79% | 89% | 78% |
| White alone, not Hispanic or Latino | 26% | 4% | 4% | 25% | 6% | 10% | 8% | 14% |
| Some Other Race Alone | 0.3% | 0.07% | 0.03% | 0.8% | 0.1% | 1% | .06% | .7% |

Source: Data USA

Note: Percentages rounded the nearest whole number; fractions rounded to tenths or hundredth where necessary for accuracy.

Age Also noteworthy, is the fastest growing segment of the population. In California, the fastest growing segment of the population is over 65 years. This age group, according to the California Department of Finance, is predicted to be 19% of the state’s total population in 2030. As Table 9 illustrates, the age 65-and-over population is projected to grow more significantly than other age groups in Los Angeles County. By contrast, the age group 0 to 9 years will experience the largest decline (-9.4%) and the age group 35 to 49 will also decline.

Table 9. Los Angeles County Age Trends (2019-2025)

| Age Group | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | % Change |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|
| 0-9 | 1,205,260 | 1,182,905 | 1,161,329 | 1,137,863 | 1,114,522 | 1,091,456 | 1,091,457 | -9.4% |
| 10-19 | 1,328,821 | 1,332,902 | 1,335,398 | 1,339,275 | 1,341,659 | 1,342,629 | 1,342,629 | 1% |
| 20-34 | 2,130,888 | 2,124,242 | 2,120,926 | 2,121,706 | 2,123,736 | 2,124,319 | 2,124,319 | -0.3% |
| 35-49 | 2,121,885 | 2,108,075 | 2,095,554 | 2,082,456 | 2,069,727 | 2,056,405 | 2,056,405 | -3% |
| 50-65 | 2,110,313 | 2,126,018 | 2,136,940 | 2,143,081 | 2,145,898 | 2,151,641 | 2,151,641 | 2% |
| 65+ | 1,472,200 | 1,540,304 | 1,606,579 | 1,673,868 | 1,742,986 | 1,811,314 | 1,811,314 | 23% |

Source: California Department of Finance (2019)

Thus, while the average median age of residents in Los Angeles County is 36.6, and 35 in the service area cities, the increase in median age across the state will mean that there will be fewer adults of prime working age relative to the senior population. Additionally, the drop in the number of children in the County will lead to a decline in K-12 enrollments, which has implications for the high school pipeline upon which community colleges have generally relied for future enrollments.

Educational Attainment

Table 10 illustrates that within the five primary service area cities a significant percentage of residents between the ages 18 and 44 years has graduated high school and/or has some college, but no degree. These populations represent a potential pool of future students for Río Hondo College – especially those residents aged 25 to 44 years. Additional data related to educational attainment by ethnicity and gender will be essential in the development of the Strategic Plan for 2020-2025.

Table 10. Educational Attainment by Age in Service Area Cities

| City and Education Level | 18 - 24 years | 25 - 34 years | 35 - 44 years | 45 - 64 years | 65 years+ |
|---------------------------------------|---------------|---------------|---------------|---------------|-----------|
| EL MONTE | | | | | |
| High school graduate, GED/alternative | 31.7% | 33.1% | 32.8% | 24.7% | 19.4% |
| Some college, no degree | 40.5% | 20.8% | 12.5% | 11.2% | 9.7% |
| Associate degree | 3.0% | 7.5% | 4.9% | 4.7% | 3.7% |
| Bachelor's degree | 6.3% | 14.2% | 9.0% | 7.2% | 7.4% |
| Graduate or professional degree | 0.1% | 2.0% | 3.0% | 2.2% | 2.4% |
| SOUTH EL MONTE | | | | | |
| High school graduate, GED/alternative | 36.0% | 30.3% | 23.9% | 28.9% | 21.4% |
| Some college, no degree | 42.2% | 22.4% | 16.7% | 11% | 4.5% |
| Associate degree | 3.6% | 5.2% | 4.5% | 3.2% | 1.2% |
| Bachelor's degree | 3.3% | 11.7% | 7.2% | 3.8% | 3.3% |
| Graduate or professional degree | 0% | 1.6% | 4.2% | 2.5% | 2.4% |
| PICO RIVERA | | | | | |
| High school graduate, GED/alternative | 30.8% | 29.7% | 37.2% | 32.1% | 24.8% |
| Some college, no degree | 43.7% | 29.3% | 21.7% | 19.6% | 13.2% |
| Associate degree | 7.1% | 11.4% | 7.2% | 6.2% | 3.1% |
| Bachelor's degree | 5.4% | 14.9% | 11.4% | 6.9% | 5.7% |
| Graduate or professional degree | 0% | 3.2% | 3.7% | 2.6% | 2.5% |
| SANTA FE SPRINGS | | | | | |
| High school graduate, GED/alternative | 41.5% | 27.5% | 27.0% | 34.9% | 29.7% |
| Some college, no degree | 37% | 27.5% | 29.9% | 21.4% | 16.1% |
| Associate degree | 7.3% | 11.8% | 8.6% | 6.9% | 5.8% |
| Bachelor's degree | 8.2% | 19.8% | 10.4% | 9.4% | 6.9% |
| Graduate or professional degree | 0% | 5.6% | 11.4% | 3.1% | 2.2% |
| WHITTIER | | | | | |
| High school graduate, GED/alternative | 30.3% | 24.1% | 26.9% | 24.7% | 25.6% |
| Some college, no degree | 48.8% | 31.7% | 24.1% | 26.3% | 22.6% |
| Associate degree | 4.9% | 10.1% | 11.6% | 9.3% | 5.7% |
| Bachelor's degree | 7.4% | 19.4% | 16.8% | 15.0% | 11.4% |
| Graduate or professional degree | 0.9% | 5.9% | 9.4% | 9.7% | 11.4% |

Source: US Census Bureau QuickFacts

Local Cities Snapshot

While Río Hondo College serves residents in many area cities and census designated places, including, but not limited to, East Whittier, South Whittier, West Whittier-Los Nietos CDP, the snapshot data for six of these cities provides a high-level overview of environmental conditions that help inform the College’s future plans. In sum, while the population levels of these cities vary, there are several similarities. Most notably:

- similar median ages (within the 30s) and household sizes point to a significant sector of the population of working age, who are commuting to jobs and raising families;
- many foreign born residents;
- higher poverty rates in several cities compared to Los Angeles County (14.9%) even though unemployment is relatively low;
- disparities in median household incomes (i.e., residents in El Monte and South El Monte have comparatively lower median household incomes than residents in the other four cities); and,
- the majority have access to computers, but households with lower median incomes have lower rates of broadband.

Table 11. Five City Snap-Shot Data (2018)

| | El Monte | South El Monte | Pico Rivera | Whittier | Santa Fe Springs | Five city range | Five city average |
|--------------------------------|-----------------|-----------------------|--------------------|-----------------|-------------------------|------------------------|--------------------------|
| Population | 115,586 | 20,767 | 62,888 | 86,064 | 17,832 | 97,754 | 60,627 |
| Median Age | 35.4 | 34.3 | 36.3 | 36.8 | 36.4 | 1.4 | 36 |
| Avg Household Size | 3.9 | 3.9 | 3.7 | 3 | 3.4 | .9 | 3.6 |
| Median Household Income | \$43,504 | \$44,651 | \$61,586 | \$69,058 | \$63,540 | \$25,554 | \$56,468 |
| Foreign Born | 50% | 43% | 31% | 17% | 27% | 33 | 33.6% |
| Poverty | 22.6% | 18.7% | 10.6% | 12.1% | 13.9% | 12.6 | 15.6% |
| Unemployment | 4.1% | 4.2% | 4.9% | 4.5% | 4.6% | .8 | 4.5% |
| Travel Time(mins.) | 30.7 | 29.5 | 30.9 | 32.7 | 30.5 | 3.2 | 30.9 |
| Veterans | 1.4% | 2.3% | 2.8% | 3.5% | 2.7% | 2.1 | 2.5% |
| Computers | 78.9% | 76.9% | 85.3% | 88% | 87.9% | 11.1 | 83.4% |
| Broadband | 68.6% | 65.1% | 72.7% | 78.3% | 75.8% | 9.7 | 72.1% |

Source: US Census Bureau Quick Facts

Note: US Census Bureau Quick Facts data not presented for West Whittier-Los Nietos (CDP) and South Whittier (CDP) here, as either data is not available or some from sample data have sampling errors that may render some apparent differences between geographies statistically indistinguishable. Thus, estimates are not comparable to other geographic levels due to methodology differences that may exist between different data sources.

Regional Economic and Labor Market Trends and Alignment to Río Hondo College Programs

As a September 2019 UCLA Anderson Center publication notes, while economic growth in the US is slowing, the same could not be said of California where “GDP growth in the first seven months of the year was running at a 4% annual rate and July was 3.3% – higher than July 2018, and higher than U.S. GDP (2% in the same time period).”³ These numbers are early estimates and will likely be revised, however they highlight the differences in the state’s growth areas compared to the US overall. California has outperformed the US for the last decade; with productivity gains achieved by using labor to augment technology. Also, according to the Los Angeles Economic Development Corporation (LAEDC), fundamental economic indicators suggest that despite a slow-down in the national economy, “(A)s in the previous five years, California is expected to outpace the nation in real GDP and per capita income growth through 2020.”⁴ The LAEDC also notes that:

- California skews slightly younger than the rest of the country, though housing affordability issues across the state might motivate younger Californians to move elsewhere; and,
- tourism, healthcare, education, trade, logistics, business services and construction are forecasted to continue to fuel diverse if moderate job growth.⁵

By October 2019 year-over-year employment gains in the Los Angeles-Long Beach-Glendale Metropolitan Division demonstrate the largest numerical job growth of 61,700 (1.4 percent).⁶ Other recent signs of continued economic development for California included positive employment data. For example, the California Employment Development Department noted in its October 2019 report that “California’s seasonally adjusted unemployment rate fell to 3.9 percent in October 2019....its lowest since November 1989.”⁷ Moreover, since the recessionary low in February 2010, California had added 3,377,900 nonfarm jobs by the end of October 2019. However, employment status has generally varied according to demographic groups, particularly by race and ethnicity. The October 2019 unemployment rate for African Americans stood at 5.6 percent, 4.7 percent for Hispanics, but only 4.0% for whites. Additionally, the unemployment rate remained highest for young California residents aged 16-19 years. Thus, despite the mostly positive indicators in 2019, employment continued to be a challenge for younger ethnic minorities in the state.

However, while the evidence of California’s economic recovery, as reflected in the 2019 data, portend an upward trajectory for most of the state’s economic indicators, by the time of this plan’s development in the spring of 2020, the Covid-19 pandemic had drastically altered California’s economic picture. In March 2020 the state unemployment rate jumped to 5.3% and some economists predicted a catastrophic increase of up to 20%.⁸ Ultimately, while all of the longer-range economic consequences of this public health crisis are uncertain, the impact will be felt throughout the state with disparate effects according to ethnicity, gender, socio-economic status, and region.

Notably, community college enrollments have historically had an inverse relationship to economic trend lines. Thus, when jobs are plentiful, enrollments fall as more people head to work. Enrollments increase when unemployment is high, and individuals look to community colleges for educational opportunities to upgrade job skills or to carve pathways to new careers. While the future is uncertain, community colleges, including Río Hondo College, which is situated where population increases have been evident, may see a rise in enrollments over the next decade.

Prior to the pandemic, the California Employment Development Department’s forecast for the Los Angeles-Long Beach- Glendale Metropolitan Division for the period 2014-2024, projected “approximately 608,800 new jobs from industry growth and more than 1,032,000 job openings from replacement needs for a combined total of approximately 1,640,800 job openings.”⁹ Several employment sectors are forecasted to grow more significantly in the coming years. Specifically, as the California Department of Transportation has recently noted, “(E)mployment growth will be led by education and healthcare, leisure and hospitality, information, and professional and business services.”¹⁰

Table 12 details the correspondence between the fastest growing occupations in Los Angeles County and Río Hondo College degrees, which provide preparation transfer pathways for entry into these growing industry sectors. Because of the College’s commitment to preparing students to earn living wages in Los Angeles County where a lack of affordable housing and higher rents erode workers’ real income gains, the occupations represented in this section’s are those that will provide program graduates with living wages in the region.¹¹

Table 12. Fastest Growing Occupations Requiring Bachelor's Degree Correlated to Río Hondo College Programs

| Occupational Title | 2016 Employment Estimate | 2026 Employment Estimate | Percent Change | Median Hourly Wage | Median Annual Wage | Río Hondo Program |
|--|---------------------------------|---------------------------------|-----------------------|---------------------------|---------------------------|--|
| Software Developers, Applications | 16,360 | 21,880 | 33.7% | \$54.00 | \$112,991 | AS-T Computer Science |
| Medical & Health Services Managers | 9,280 | 11,850 | 27.7% | \$56.00 | \$115,880 | AS-T Business Administration |
| Operations Research Analysts | 2,620 | 3,340 | 27.5% | \$44.00 | \$92,123 | AS-T Business Administration; AS-T Math; AS-T Computer Science |
| Museum Technicians & Conservators | 670 | 850 | 26.9% | \$24.00 | \$50,652 | AA-T Art/Studio Art |
| Market Research Analysts and Marketing Specialists | 24,000 | 29,950 | 24.8% | \$35.00 | \$72,667 | AS-T Computer Science; AS- T Math; AS-T Business Administration; AA-T Communication Studies |
| Actuaries | 470 | 580 | 23.4% | \$53.00 | \$110,940 | AS-T Math; AS-T Business Administration |
| Substance Abuse & Behavioral Disorder Counselors | 2,190 | 2,700 | 23.3% | \$24.00 | \$50,296 | AA-T Psychology AS-T Drug Studies |
| Dietitians & Nutritionists | 2,440 | 2,960 | 21.3% | \$35.00 | \$72,210 | AS-T Nutrition/Dietetics |
| Health Educators | 2,530 | 3,030 | 19.8% | \$29.00 | \$60,309 | AS-T Biology; AS-T Chemistry; AS-T Nutrition/Dietetics |
| Forensic Science Technicians | 690 | 820 | 18.8% | \$45.00 | \$93,677 | AS-T: Biology, Chemistry |

Source: Los Angeles Almanac <http://www.laalmanac.com/employment/em17a.php>

Table 13 illustrates the alignment of Río Hondo College programs with those identified as some of the fastest growing occupations, which require a post-secondary certificate or associate degree. The table also identifies a number of high-demand fields for which the College does not currently offer instructional programs, and therefore, represent possible areas for future program development. Many industries in Los Angeles County, for which Río Hondo offers programs to prepare students for entry, are predicted to grow over the next five years.

Table 13. Fastest Growing Occupations Requiring Post-Secondary Certificate or Associate Degree in Los Angeles County (2016-2026) Correlated to Río Hondo College Programs

| Occupational Title | 2016 Employment est. | 2026 Employment est. | % Change | Median hourly wage | Median annual wage | Education required | Río Hondo program |
|---|----------------------|----------------------|----------|--------------------|--------------------|-----------------------|-----------------------------|
| Massage Therapists | 6,970 | 9,050 | 29.8% | \$20.00 | \$40,805 | Post- Secondary Cert. | NO |
| Veterinary Technologists & Technicians | 1,560 | 1,810 | 16% | \$20.00 | \$40,812 | AA Degree | NO |
| Medical Assistants | 21,540 | 27,380 | 27.1% | \$18.00 | \$37,040 | Post- Secondary Cert. | NO |
| Phlebotomists | 4,320 | 5,460 | 26.4% | \$21.00 | \$44,344 | Post-Secondary Cert. | NO |
| Emergency Medical Technicians & Paramedics | 4,150 | 5,190 | 25.1% | \$16.00 | \$34,049 | Post- Secondary Cert. | EMT yes; Paramedic No |
| Manicurists and Pedicurists | 5,560 | 6,800 | 22.3% | \$12.00 | \$25,139 | Post-Secondary Cert. | NO |
| Barbers | n/a | 780 | 21.9% | \$18.00 | \$38,069 | Post-Secondary Cert. | NO |
| Hairdressers, Hairstylists, & Cosmetologists | 13,610 | 16,320 | 19.9% | \$15.00 | \$32,196 | Post-Secondary Cert. | NO |
| Licensed Practical & Licensed Vocational Nurses | 20,990 | 25,030 | 19.2% | \$25.00 | \$52,622 | Post- Secondary Cert. | YES |
| Skincare Specialists | 1,950 | 2,310 | 18.5% | \$16.00 | \$32,926 | Post-Secondary Cert. | NO |
| Heating, Air Conditioning, & Refrigeration Mechanics and Installers | 7,000 | 8,280 | 18.3% | \$31.00 | \$63,592 | Post- Secondary Cert. | NO |
| Environmental Science & Protection Technicians, Including Health | 510 | 590 | 16% | \$31.00 | \$64,198 | AA Degree | YES |

Source: Los Angeles Almanac <http://www.laalmanac.com/employment/em17a.php>

Enrollment and Graduation Trends As the median age across the state and in the Los Angeles metropolitan area increases, and birth rates correspondingly decline due to smaller increases in the number of women of childbearing age, K-12 enrollments and the number of high school graduates over the next ten years are expected to decline. As the California Department of Finance reports, overall K-12 enrollments in California are expected to gradually decline by 2.19% over the next ten years with some of the most significant decreases projected for Los Angeles and Orange counties – 7.89% and 8.61% respectively by 2027. One additional consequence of a decrease in K-12 enrollments is a decrease in the number of high school graduates. Los Angeles County is projected to see a 13.87% decrease in high school graduates. Table 14 below provides data illustrating this downward trend in K-12 enrollments in high schools within the College’s service area. This decrease will also likely result in a corresponding decrease in the College’s capture rate for these local schools.

Table 14. Five-Year Enrollment Changes in Service Area Feeder High School Districts

| District | Overall Change 2014-15 to 2018-19 | Avg Yearly Change | District | Overall Change 2014-15 to 2018-19 | Avg Yearly Change |
|--------------------|-----------------------------------|-------------------|----------------------------|-----------------------------------|-------------------|
| Whittier Union HSD | -0.12 | -0.03 | South El Monte | -0.13 | -0.03 |
| Whittier High | -0.13 | -0.03 | Arroyo | -0.11 | -0.03 |
| La Serna | -0.14 | -0.03 | Montebello Unified | -0.13 | -0.03 |
| California | -0.05 | -0.01 | Montebello High | -0.15 | -0.04 |
| Pioneer | -0.14 | -0.03 | Bell Gardens | -0.12 | -0.03 |
| Santa Fe | -0.14 | -0.03 | Schurr | -0.04 | -0.01 |
| El Rancho Unified | -0.07 | -0.02 | Hacienda La Puente Unified | -0.08 | -0.02 |
| El Rancho High | -0.15 | -0.04 | Los Altos | -0.17 | -0.04 |
| El Monte Union | -0.08 | -0.02 | Bassett Unified | -0.11 | -0.03 |
| El Monte High | -0.07 | -0.02 | Bassett | -0.12 | -0.03 |
| Mountain View | -0.09 | -0.02 | | | |

Source: California Department of Finance

While falling birthrates are one contributing factor to the decline in K-12 enrollments, an additional factor is the lack of affordable housing in the Los Angeles Metropolitan area, which forces many residents to migrate out of the region for more economical locales. In fact, out of seventy-two urban areas in the nation, the National Association of Homebuilders in 2018 ranked the Los Angeles-Long Beach-Glendale metropolitan area as 71st in terms of affordability with only 7.7% of homes considered affordable for median income households.¹²

Similarly, housing rents in the Los Angeles area are among the highest in the nation. According to Forbes, “(I)n the last quarter of 2017 the average monthly price to rent an apartment there was \$2,172, two-thirds higher than the national average... (which) eats up 41% of the local median household income--the second largest income share across the 46 cities analyzed for this ranking.”¹³ Consequently, a combination of underlying demographic shifts, including a decrease in birth rates and the high costs of housing in the region, will potentially reduce the pool of future college students in the communities which Río Hondo College serves.

Additionally, the socio-economic conditions of students coming to the College directly from local high schools provides important contextualizing information regarding future students’ needs. As Table 15 indicates, within the high schools that feed the District, a substantial percentage of students qualify for free or reduced-price meals. This is reflective of both the underlying socioeconomic status of the service area as well as the high cost of living. The percentage of students from the District’s feeder high schools qualifying for reduced-price meals ranges from a low of 49.9% at La Serna High to a high of 94.8% at El Monte High. With the exception of La Serna and El Rancho, every feeder high school in the district has a rate above 70% for students qualifying for reduced-price meals.

Table 15. Unduplicated Headcount of Free or Reduced-Price Meals in Area K12 districts – (2019-20)

| District name | School name | Enrollment | Free or reduced meal count | % Eligible for free or reduced meal |
|----------------------------|----------------------------|------------|----------------------------|-------------------------------------|
| El Monte Union High | Arroyo High | 1,906 | 1,614 | 85% |
| Whittier Union High | California High | 2,813 | 2,024 | 72% |
| El Monte Union High | El Monte High | 1,732 | 1,642 | 95% |
| El Rancho Unified | El Rancho High | 2,297 | 1,514 | 66% |
| Whittier Union High | La Serna High | 2,566 | 1,281 | 50% |
| El Monte Union High | Mountain View High | 1,253 | 1,160 | 93% |
| Whittier Union High | Pioneer High | 1,181 | 988 | 84% |
| El Rancho Unified | Ruben Salazar Continuation | 128 | 96 | 75% |
| Whittier Union High | Santa Fe High | 2,054 | 1,486 | 72% |
| El Monte Union High | South El Monte High | 1,198 | 1,075 | 90% |
| Whittier Union High | Whittier High | 1,831 | 1,371 | 75% |

Source: California Department of Education, 2019-20 California Longitudinal Pupil Achievement Data System (CALPADS)

Summary of Findings The demographic changes described above carry significant implications not only for future enrollments and student characteristics, but also for new opportunities to increase local residents’ access to high quality instructional programs and support services, which will allow them to enter high demand, living wage occupations.

Implications for Future Enrollments

- While the traditional pipeline of future students coming directly from area high schools may be declining, the population within Río Hondo College’s service area will continue a general pattern of modest growth. However, for traditional and non-traditional aged students, higher education is likely to still be in demand due to the state’s emphasis on completion and success, as well as the needs of regional industries for skilled workers in high demand occupational fields.
- The socio-economic circumstances and challenges for area residents, which have been exacerbated by the impact of the Covid-19 pandemic, will require the College to strategically plan to address the wide array of educational and service needs of incoming students, including housing, food, and safety insecurities.
- The increase in the number of older adults offers opportunities for community education and non-credit courses for this population and those who serve them.
- The majority of residents between 25 and 44 years-old have a high school diploma, but no degree, which represents an opportunity for the College to increase enrollments through outreach to this segment of the population. However, to serve this segment of the population, which is composed of working adults who are raising families and increasingly likely to also be assisting aging family members, the College will need to adopt innovative approaches to the design and delivery of instructional programs, support services, technology, and financial resources.

Implications of Labor Market Trends and Río Hondo College Program Intersections

- Río Hondo College offers programs which prepare graduates for employment in a number of the fastest growing occupations in Los Angeles County and the surrounding region and which also offer graduates opportunities to earn a living wage in the region. Notably, projected openings requiring degrees or certificates are in the fields of science, mathematics, engineering, computer science, health sciences, and business administration.
- There are several occupations in high demand in the region for which Río Hondo College does not currently offer programs. As degrees and certificates would provide graduates with entry into these occupations, the College should consider the development of instructional programs in these fields.

INTERNAL ENVIRONMENTAL SCAN

An internal environmental scan offers vital information, which reveals significant patterns and trends that are critical to strategically charting the College’s future path. The overview of key student and program data summarized in this section provides a synthesis of the College’s internal environment and the implications for academic programs, student services, and facilities. Complete enrollment data for instructional programs can be found in Appendix A (Program Enrollment Data).

Student Characteristics and Demographics The consideration of student population characteristics and enrollment patterns are essential to a student-centered approach to planning.

Student Head Count In 2018-2019, Río Hondo College enrolled 31,612 students, which represents a 13.9% increase over 2014-2015 year (N= 27,749). Thus, while many community colleges have seen student counts steadily dropping since the economic recovery began in 2013, Río Hondo College has experienced significant growth. If this pattern continues, the College may need a plan to accommodate demand for gateway courses, as well as those in high-demand majors, and additional student service and support needs.

Table 16. Río Hondo College District Headcount Enrollments (2014-2015 to 2018- 2019)

| | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | Five-year percent change |
|---------------------|-----------|-----------|-----------|-----------|-----------|--------------------------|
| Río Hondo CCD Total | 27,749 | 28,029 | 28,797 | 30,792 | 31,612 | 13.9% |

Source: CCCCCO Datamart

Enrollment Status In 2018 most students (52.82%) were continuing (i.e., students enrolled in a current session who were also enrolled in the previous regular session), followed by first-time students at 27.22%, and returning students (i.e., students enrolled at the reporting college after an absence of one or more primary terms) at 14.95%. The smallest cohort of students in terms of enrollment status were dual-enrolled students (5.00%). Notably, as captured in Table 17, Río Hondo College’s percentage of first-time students is higher than the statewide percentage. Although this data would seem to indicate a greater percentage of the College’s students either drop out or experience breaks in their enrollment, it could also be explained by the large number of public safety advanced in-service training students who enroll for one-day certification programs to fulfill employment requirements. Further analyses are needed to determine whether the College should focus more of its planning efforts on retention and completion.

Table 17. Enrollment Status Systemwide Compared to Río Hondo College (Fall 2018)

| Status | Systemwide | Río Hondo CCD |
|-------------------------------|------------|---------------|
| Continuing | 57% | 52.82% |
| Returning | 10.21% | 14.95% |
| First-Time | 15.1% | 27.22% |
| Special Admit (Dual Enrolled) | 5.62% | 5.00% |

Source: CCCCCO Datamart

Demographic Characteristics In terms of ethnicity, the vast majority of Río Hondo College students (71.46%) in 2018 were Hispanic/Latino, while the next highest percentages were White students at 8.56% and Asian students at 7.18% of the student population. The average age of the Río Hondo College student population was 28; the majority of students were under age 24 (age 20 to 24 at 29.5% and age 19 and under at 22.65%).

Summary A significant segment of the current Río Hondo College student population are young adults of Hispanic/Latino ethnicity and continuing students. As the College’s Student Equity and Achievement Plan goals and objectives illustrate, emphasis on improving access, retention, course success, and program completion for this particular student population is of paramount importance. However, as external, forward-looking environmental data indicates, the College must also plan to enhance access to programs and services to other segments of the population, particularly working adults.

Enrollment Trend Analysis The development of the College’s Educational Master Plan for 2020 and beyond requires an assessment of the vitality of instructional programs. To evaluate the status of each program, specifically whether programs are increasing, decreasing, or remaining stable, the following data elements serve as indicators of demand, growth, and efficiency or productivity:

- average section enrollment (demand);
- fill rate (demand)
- full-time equivalent students or FTES (growth)
- Weekly Student Contact Hours or WSCH (growth)
- FTES/FTEF or full-time equivalent faculty (program efficiency)
- WSCH/FTEF (instructional efficiency)

Complete data tables with five-year averages (2014-2015 through 2018-2019) for each of the above categories by location, program, and division, as well as comparisons with Río Hondo College’s five-year averages, appear in Appendix A (Program Enrollment Data).

The information presented in this section provides a summary of the overall findings regarding the vitality of instructional locations and programs with an emphasis on marked patterns of growth or decline, as detailed in the data located in Appendix A. In assessing instructional program data, it is important to be mindful of a variety of factors that impact enrollment, including but not limited to, enrollment management strategies, scheduling patterns, class size maximums, facilities, safety considerations, availability of staff, and recruiting and hiring practices.

Enrollment Trends by Location

Average Section Enrollment

While there are fewer years of data for Pico Rivera and El Monte, overall average section enrollments in these locations are higher than other locations, including Web/Online. In contrast to all other locations and RHC total, Pico Rivera has seen modest and consistent increases over three academic years. However, it is important to note that these increases are more likely an artifact of scheduling; i.e. the initial scheduling of classes at these locations with no classes offered, then several classes offered, etc. which artificially inflates the percentage increase in section enrollment.

Fill

- Although the site has only three years of enrollment data, Pico Rivera experienced the greatest average increase, however, due to the fewer data points, additional analysis of enrollment and scheduling at this site is warranted.
- RHC Main saw the most significant decline in fill. Additional analysis of enrollment patterns is needed to determine if the decline at RHC Main correlated to increases in scheduled offerings and if so, how increases in online or at Off-Campus sites may have effected enrollment at the main campus.
- Web/Online – stable, but no significant increase trend.

WSCH

- Most locations, including Web/Online, have seen a general upward trend in WSCH, which parallels the increases in FTES over five years for Web/Online; this underscores the need to analyze Web/Online offerings in terms of average section enrollments, and other factors.
- RHC Main and Off-Campus locations have experienced a general decline, with Off-Campus being most significant. This points to the need for a Strategic Enrollment Management Plan, as well as an approach for determining the total cost of ownership for each campus location.

FTES

- As is consistent with trends for WSCH by location, most locations, including Web/Online, have seen a general upward trend in FTES.
- RHC Main and Off-Campus locations have experienced a general decline, with Off-Campus being more pronounced.

FTES/FTEF

- SFS Training Center, Pico Rivera, and El Monte are outpacing all other locations in terms of program efficiency. However, this could be an artifact of the types of programs offered, specifically the public safety advanced in-service training offered at SFS, as well as the newness of the centers.
- Web/Online and RHC Main have experienced slight decreases in FTES/FTEF.
- Off-Campus saw significant decreases in program efficiency.

WSCH/FTEF

- Santa Fe Springs Training Center saw the greatest increase in WSCH/FTEF; Pico Rivera and El Monte also increased in instructional efficiency.
- Web/Online and RHC Main experienced nominal decreases in five-year averages, but overall declines from 2014-15 through 2018-19 are evident.

Summary of Trends by Location

A variety of factors, both internal and external to the institution, impact enrollments. However, the fluctuations evident in the data point to the need for the development of a strategic enrollment management plan to guide scheduling in ways that not only improve access, persistence, course success, and completion, but also ensure that enrollment is optimized in ways that support the institution's fiscal viability. With regard to the educational centers, productivity and efficiency measures show positive signs, however, this should be re-examined when more data points are available. With regard to FTES at the Educational Centers, it is too early to know whether there is potential for sustained growth. The College should examine its commitment to the centers in terms of full-time faculty load and establish long-term goals for FTES. These elements are critical components of a strategic enrollment management plan.

Enrollment Trends by Program

Average Section Enrollments

- Five of the programs and/or curricular areas with the highest average change have only one year of data; however, all of these more recent programs show significant one-year increases.
- Human Services and Drug Studies, Health Science (other), Counseling, Music, Vocational Nursing, Technical Education, and Auto—Baccalaureate all experienced relatively steady increases over five years.

Fill

- Disciplines within more recent programs (with fewer years of data) had fill rates lower than College's average range (@74-83%), which is typical for new courses and programs, but these disciplines also saw fill rates increasing significantly over several academic years.
- The disciplines are nearly evenly split: half above and half below the RHC Five-Year fill rate average.
- Fourteen programs (approximately 21%) have experienced over 20% decline in the last five years.
- Five programs have an over -30% decline (Entry Level Nursing, G.I.S., Photography, Biology Majors, and Theater).

WSCH

- The same disciplines with the greatest changes in WSCH – exceeding or “faster” than RHC – are also those with healthy enrollment data in other categories (e.g., in average section enrollments, FTES).
- Programs with strong increases in WSCH are represented by newer programs, gateway courses, and job ready/ career certification programs.
- Divisions that are growing faster in WSCH than RHC include Health Science, Public Safety, Counseling, Math Science.
- Disciplines growing faster than both RHC and their Divisions, include: Orthopedic Technology, Nutrition, Associate Degree Nursing, Homeland Security, Fire Technology, Astronomy, Chemistry, Physics & Engineering, Pre-Health Science, Speech, English & Literature, Accounting, Human Services & Drug Studies, Psychology, Economics, Athletics, Hospitality, Auto-Baccalaureate, Automotive Technology, Welding, Graphic Design, Animation.
- Note: Counseling is growing at the same rate as the Division, but faster than RHC. Counseling courses are the only course taught in the Counseling Division so the growth at the course level is expected to be the same as the Division.

FTES

- Nearly half of the programs that exceeded RHC’s five-year average growth in FTES were in two divisions: CTE and Math Science.
- Health Science related programs, including “feeder” disciplines (e.g., Nutrition, Chemistry), experienced general increases in FTES over the five-year period.
- A number of programs offering certificates are among those that exceed RHC’s five-year FTES average.
- General declines in FTES are evidenced for disciplines from all divisions, but those in the Behavioral Social Sciences are disproportionately represented among those below RHC’s five-year FTES average. Similarly, some technical programs also experienced noticeable declines in FTES.

FTES/FTEF

- Programs with the most significant increases in efficiency are the same ones with healthy increases in other data categories.
- Behavioral and Social Sciences and Math Science are the two Divisions with disciplines that are disproportionately represented among those with significant decreases in efficiency. This issue warrants attention, as large lecture courses in these programs serve a significant number of students and are generally a reliable source of considerable apportionment.

WSCH/FTEF

- Findings for programs’ WSCH/FTEF parallel those for other enrollment data sets, with little variation: programs with the most significant increases in efficiency are the same ones with healthy increases in other data categories.
- Behavioral and Social Sciences and Math Science are the two Divisions with disciplines that are disproportionately represented among those with significant decreases in efficiency. This issue deserves attention, as large lecture courses in these programs generally a reliable source of considerable apportionment.

Summary of Overall Enrollment Patterns and Themes Enrollment data reveals noteworthy patterns regarding students’ course and program enrollment choices.

Table 18. Disciplines Exceeding College and Division Five-Year Averages in all Six Enrollment Data Categories

| Average Section Enrollment | Fill rate | WSCH | FTEs | FTEs/FTEF | WSCH/FTEF |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| Animation | Animation | Animation | Animation | Animation | Animation |
| Athletics | Athletics | Athletics | Athletics | Athletics | Athletics |
| Auto--Baccalaureate | Auto-- Baccalaureate | Auto--Baccalaureate | Auto--Baccalaureate | Auto--Baccalaureate | Auto--Baccalaureate |
| Automotive Tech | Automotive Tech | Automotive Tech | Automotive Tech | Automotive Tech | Automotive Tech |
| Chemistry | Chemistry | Chemistry | Chemistry | Chemistry | Chemistry |
| Counseling | Counseling | Counseling | Counseling | Counseling | Counseling |
| Economics | Economics | Economics | Economics | Economics | Economics |
| English & Liter | English & Liter | English & Liter | English & Liter | English & Liter | English & Liter |
| Fire Tech | Fire Tech | Fire Tech | Fire Tech | Fire Tech | Fire Tech |
| Health Sci (other) | Health Sci (other) | Health Sci (other) | Health Sci (other) | Health Sci (other) | Health Sci (other) |
| Homeland Security | Homeland Security | Homeland Security | Homeland Security | Homeland Security | Homeland Security |
| Hospitality | Hospitality | Hospitality | Hospitality | Hospitality | Hospitality |
| Human Svcs/ Drug Studies | Human Svcs/ Drug Studies | Human Svcs/ Drug Studies | Human Svcs/ Drug Studies | Human Svcs/ Drug Studies | Human Svcs/ Drug Studies |
| Nutrition | Nutrition | Nutrition | Nutrition | Nutrition | Nutrition |
| Orthopedic Tech | Orthopedic Tech | Orthopedic Tech | Orthopedic Tech | Orthopedic Tech | Orthopedic Tech |
| Pre-Health Sci | Pre-Health Sci | Pre-Health Sci | Pre-Health Sci | Pre-Health Sci | Pre-Health Sci |
| Psychology | Psychology | Psychology | Psychology | Psychology | Psychology |
| Speech | Speech | Speech | Speech | Speech | Speech |
| RHC Average 28.9 | RHC Average -2.6% | RHC Average 1.3% | RHC Average 1.3% | RHC Average -2.0% | RHC Average -2.0% |

Source: Río Hondo College Office of Institutional Research and Planning



Table 19. Programs/Curricular Areas by Division Exceeding RHC Five-Year Averages in Six Enrollment Data Sets

| Division | Program(s)/Curricular areas |
|--------------------------------|---|
| Behavioral and Social Sciences | Human Services/Drug Studies Economics, Psychology |
| Career Technical | Auto–Baccalaureate, Automotive Technology, Hospitality |
| Health Science | Health Science (Other) Nutrition, Orthopedic Technology |
| Math Science | Biology Majors Chemistry, Pre-Health Science |
| Communication & Languages | English & Literature, Speech |
| Public Safety | Homeland Security, Fire Technology |
| Arts | Animation |
| Counseling | Counseling |
| Kin/Dance/Athletics | Athletics |

Source: Source: Río Hondo College Office of Institutional Research and Planning

Several themes emerge in terms of students’ preferences for practicality and efficiency. Students appear to choose courses and programs in disciplines, which:

- prepare them for direct entry into career fields, including certificate options;
- fulfill eligibility requirements for programs in allied health fields (e.g., nutrition, chemistry); and/or,
- prepare them for transfer in popular majors (e.g., psychology) or help them fulfill transfer requirements (Speech, English & Literature).

It is also important to note that several new programs, which had no enrollments prior to their development, artificially look as though they are growing more quickly than others. In these instances, the data more likely reflects the newness of these programs.

WSCH Program Comparisons and Future Space Allocations

As noted previously, many factors can impact enrollments (e.g., local economic conditions, state funding, enrollment management strategies, the availability of faculty, scheduling practices, available classrooms). These variables can contribute to uneven year-to-year changes in enrollment data, which can also impact outcomes such as program completion rates.

However, a comparative assessment of program growth offers useful information that can help inform future facility needs. Since projections of future space needs are based on the State Department of Finance Long Range Forecast of Enrollment and WSCH, a preliminary assessment of internal data for the upcoming Educational and Facilities Master Plans allows for a comparative analysis of programs’ WSCH growth. In this section, the five-year average program WSCH is compared to that of the College to determine which programs grew faster, slower, or the same as the College as a whole. Table 20 categorizes programs as growing faster, slower, or at the same rate as the College’s five-year average of 1.3%. (*= less than 5 years of data used in the calculation.)

Table 20: Comparative Program Weekly Student Contact Hour (WSCH) Growth

| Faster | Slower | Same |
|-------------------------------|--|-------------------|
| Accounting | Administration of Justice | Political Science |
| Animation | Anthropology | |
| Associate Degree Nursing | Architecture, Civil, & Engineering Design Drafting | |
| Astronomy | Art History | |
| Athletics | Arts | |
| Auto-Baccalaureate* | Auto Body Repair* | |
| Automotive Technology | Business Management | |
| Biology Majors | Chicano Studies | |
| Chemistry | Child Development & Education | |
| Counseling | Computer Information Technology | |
| Economics | Dance | |
| English & Literature | Educational Development | |
| Fire Technology | Electronics | |
| Graphic Design | English as a New Language | |
| Health Science (other) | Entry-Level Nursing | |
| Homeland Security* | Environmental Technology/Science | |
| Hospitality* | First-Year Seminar* | |
| Human Services & Drug Studies | General Education Biology | |
| Mathematics | Geographic Information Systems | |
| Nutrition* | Geography | |
| Orthopedic Technology* | Geology | |
| Physics & Engineering | Heavy Equipment Technology | |
| Pre-Health Science | History | |
| Psychology | Humanities | |
| Speech | Kinesiology | |
| Welding | Languages | |
| | Library | |
| | Mass Communications | |
| | Music | |
| | Philosophy | |
| | Photography | |
| | Reading & Vocabulary | |
| | Sociology | |
| | Technical Education | |
| | Theatre | |
| | Vocational Nursing | |

Program Completion Trends

A variety of factors, including, but not limited to, student demand, the number of units required in a program, effectiveness of scheduling and efficiency, and the adequacy and effective use of human and facility-related resources, can impact the number of degrees and certificates awarded in particular programs. As illustrated in Tables 21 and 22, the number of degrees and certificates for five academic years (2014-2015 through 2018- 2019) reveal a predominance of degrees and certificates in the following areas:

- AA/AS Degrees
 - ✓ General Studies: Social Behavioral Science/Self Development
 - ✓ Gen Studies: Social Sciences
 - ✓ General Studies: Science and Mathematics
- ADT's
 - ✓ Business Management
 - ✓ Psychology
 - ✓ Sociology
 - ✓ Administration of Justice
 - ✓ Early Childhood Ed for Transfer
- Chancellor Office-Approved Certificates
 - ✓ CSU General Education Breadth
 - ✓ Child Development
 - ✓ Fire Technology
 - ✓ IGETC General Educ. Breadth
 - ✓ Automotive Technology
 - ✓ Geographic Information Systems

Table 21. Historical Degrees Awarded Ranked by Total.

| Major | 2015 | 2016 | 2017 | 2018 | 2019 | Total |
|--------------------------------------|------|------|------|------|------|-------|
| Associate Degree for Transfer | | | | | | |
| Business Admin for Transfer | 85 | 146 | 151 | 150 | 163 | 695 |
| Psychology for Transfer | 52 | 60 | 87 | 84 | 112 | 395 |
| Sociology for Transfer | 32 | 51 | 53 | 60 | 87 | 283 |
| Adm Justice for Transfer | 27 | 50 | 61 | 58 | 79 | 275 |
| Early Childhood Ed for Transfer | 20 | 46 | 45 | 63 | 80 | 254 |
| Physics for Transfer | 20 | 22 | 15 | 23 | 23 | 103 |
| English for Transfer | 10 | 16 | 25 | 17 | 26 | 94 |
| Mathematics | 17 | 19 | 14 | 21 | 26 | 97 |
| Communication Studies Transfer | 12 | 18 | 21 | 16 | 23 | 90 |
| History for Transfer | 3 | 9 | 14 | 18 | 22 | 66 |
| Associate Degree | | | | | | |
| Gen Std: Social Beh/Self Dev | 169 | 189 | 225 | 319 | 442 | 1344 |
| Gen Std Social Sciences | 93 | 96 | 139 | 198 | 307 | 833 |
| Gen Std Sci and Mathematics | 88 | 88 | 86 | 99 | 130 | 491 |
| Associate Degree Nursing | 79 | 76 | 76 | 73 | 80 | 384 |
| Gen Std: Arts/Human Expression | 42 | 38 | 47 | 89 | 128 | 344 |
| Business Administration | 68 | 65 | 59 | 64 | 78 | 334 |
| Child Development | 53 | 59 | 67 | 68 | 83 | 330 |
| Fire Technology | 56 | 54 | 46 | 57 | 79 | 292 |
| Administration of Justice | 91 | 44 | 56 | 43 | 45 | 279 |
| Social Work | n/a | n/a | 11 | 26 | 37 | 74 |
| Business Management and Supervision | 7 | 12 | 13 | 9 | 12 | 53 |

Source: Río Hondo College Office of Institutional Research and Planning

Table 22. Historical Certificate Awards Ranked by Total.

| Certificate | 2015 | 2016 | 2017 | 2018 | 2019 | Total |
|--------------------------------|-------------|-------------|-------------|-------------|-------------|--------------|
| CSU General Education Breadth | n/a | n/a | 1 | 741 | 423 | 1165 |
| Child Development | 39 | 44 | 45 | 881 | 82 | 1091 |
| Fire Technology | 43 | 75 | 26 | 79 | 89 | 312 |
| IGETC General Educ. Breadth | n/a | n/a | n/a | 195 | 94 | 289 |
| Automotive Technology | 22 | 80 | 29 | 73 | 74 | 278 |
| Geographic Information Systems | 26 | 47 | 28 | 36 | 19 | 156 |
| Vocational Nursing | 17 | 18 | 1 | 29 | 22 | 87 |
| Business Mgmt and Supervision | 6 | 3 | 8 | 53 | 6 | 76 |
| Engineering Design Draft Tech | 14 | 12 | 4 | 14 | 3 | 47 |
| Drug Studies | 8 | 6 | 15 | 11 | 6 | 46 |
| Alternative Energy Technology | 8 | 13 | 10 | 6 | 2 | 39 |
| Fitness Specialist | 8 | 5 | 9 | 4 | 6 | 32 |

Source: Río Hondo College Office of Institutional Research and Planning

Considering that degree and certificate awards offer an indicator of student demand for courses and programs, these program and curricular areas, particularly ones correlated with programs identified as faster growing (e.g., Psychology, Business Management) provide the College with useful information for purposes of future planning. However, a more extensive analysis of program completion outcomes would allow for additional and relevant information regarding program demand and help the College develop future goals and strategies centered on improving degree and certificate completion rates.

Student Services

As key student services data illustrates, student services play a critical role in the College’s achievement of its strategic plan and student-centered initiatives. In particular, student service units provide students with an array of supports from their initial entry into the College through completion of programs and transition to four-year colleges and universities or gainful employment. Counseling appointment data, which is illustrated in Table 23 is one measurement that points to a significant increase in personal counseling sessions for Río Hondo’s students.

Table 23. Five-Year Summary of Student Headcount of Counseling Sessions

| | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | % Change 2014-2015 to 2018-2019 |
|----------------------------|------------------|------------------|------------------|------------------|------------------|--|
| Counseling Sessions | 24,400 | 36,547 | 49,692 | 51,054 | 60,472 | 148% |

Source: Río Hondo College Office of Institutional Research and Planning

Note: Numbers are duplicated headcounts.

Student services also provides an array of essential matriculation and success supports to students, as evidenced in Table 24.

Table 24. Five-Year Summary of Río Hondo College Student Success Services (Fall-to-Fall 2015-2019)

| Service | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | % Change Fall 2015 to Fall 2019 |
|--|---------------|---------------|---------------|---------------|---------------|---------------------------------|
| Credit - academic/progress probation services | 1,455 | 1,015 | 604 | 259 | 324 | -78% |
| Credit - counseling/advisement services | 4,758 | 4,947 | 4,827 | 4,472 | 5,280 | 11% |
| Credit - education plan services | 6,096 | 6,064 | 6,007 | 6,045 | 6,534 | 7% |
| Credit - initial assessment services placement | 3,722 | 2,687 | 1,665 | 1,387 | 1,459 | -61% |
| Credit - initial orientation services | 4,536 | 4,355 | 4,137 | 4,037 | 4,202 | -7% |
| Credit - other services | 5,592 | 8,670 | 7,289 | 6,525 | 7,306 | 31% |
| Non-Credit - counseling/advisement services | 0 | 0 | 0 | 0 | 0 | 0% |
| Non-Credit - education plan services | 0 | 0 | 0 | 0 | 0 | 0% |
| Non-Credit - initial assessment services placement | 0 | 0 | 0 | 0 | 51 | n/a |
| Non-Credit - initial orientation services | 0 | 0 | 0 | 180 | 64 | n/a |
| Non-Credit - other services | 0 | 0 | 0 | 129 | 158 | n/a |
| Total | 26,159 | 27,738 | 24,529 | 23,034 | 25,378 | -3% |

Source: CCCCCO Datamart

Note: Includes headcount data for both direct and exempted students receiving services.

In addition to increases in Counseling appointments, there have been increases in services to special student populations, particularly for first generation students, disabled students (DSPS), and low-income students working with Extended Opportunity Programs and Services (EOPS).

As Table 25 illustrates, the most evident increase in support services for special populations are those provided to special admit students, which reflects the key role that student services units have played in the College's expansion of its dual enrollment program. Through the Office of Outreach and Educational Partnerships, Río Hondo College recruits students for dual enrollment and provides essential services (e.g., outreach, matriculation support) to facilitate the enrollment of local high school students. However, as also captured in Table 25, over the previous five years, there has been a decrease in services to students in the California Work Opportunity and Responsibility to Kids (CalWORKs) program as well as those in the Veterans program.

Table 25. Special Population Unduplicated Headcount Fall 2015 and Fall 2019

| Special Population | Fall 2015 | Fall 2019 | % Change |
|---|------------------|------------------|-----------------|
| ASEM - Achievement in a Science, Engineering, or Mathematics | | 7 | n/a |
| Baccalaureate Degree Program Participant | | 3 | n/a |
| CalWORKs - California Work Opportunity & Responsibility to Kids | 221 | 137 | -38% |
| CARE - Cooperative Agencies Resources for Education | 64 | 63 | -2% |
| DSPS - Disabled Students Programs & Services | 745 | 933 | 25% |
| EOPS - Extended Opportunity Programs & Services | 745 | 1,439 | 93% |
| First Generation | 5,118 | 9,464 | 85% |
| Foster Youth | 242 | | n/a |
| MESA - Mathematics, Engineering, and Science Achievement | 136 | 129 | -5% |
| Military (Active Duty, Active Reserve, National Guard) | 7 | 8 | 14% |
| Puente | 30 | | n/a |
| Special Admit | 250 | 1,087 | 335% |
| Veteran | 272 | 220 | -19% |

Source: CCCCCO Datamart

Moving forward, it is reasonable to forecast a growth rate in student services that parallels the projected growth rate for the College, which means an increase in headcount of approximately of 1.5% per year. Accordingly, to support students through Guided Pathways, as documented in the *Guided Pathways Essential Practices Scale of Adoption Self-Assessment* (found in Appendix C), student services will be critical to the implementation of this student success initiative, in regard to:

- implementing the student success team model;
- scaling up the program mapping work group;
- establishing student services milestones within educational plans;
- assisting in identifying and implementing software for creating and tracking student education plans;
- working collaboratively with campus partners to create a Milestones/Career Exploration workgroup to finalize the selection of career exploration tool; and,
- enhancing the student services role in Summer Bridge to provide first-time students with preparation for college-level course work in math and English.

Considering demographic changes and the pressing need to provide support services to working adults, who are a growing segment of the local population, the challenge for student services will be to develop a broad-based, strategic approach to its delivery of essential outreach and support services.

TECHNOLOGY INVENTORY

To accomplish Río Hondo College’s Institutional goals and objectives the College will need to include as part of its comprehensive planning effort an updated Technology Plan to address the technological resources needed to enhance students’ access to courses, academic success, program completion, and transition to employment or

transfer to a four-year institution. Table 26 offers an overview of current conditions, which provide the basis for a more in-depth assessment of the College’s technology and implications for future integrated educational, technological, and facility planning.

Table 26. Summary Assessment of Current IT Conditions and Existing Campus Environment

| Technology or policy | Summary description of current status |
|---|--|
| Network and Wireless Infrastructure and Equipment | <ul style="list-style-type: none"> Switches & routers: Extreme Networks Wi-Fi: Aruba. WIFI and cellular service is poor in Student Services building. WIFI and cellular service at Off-Campus educational centers is poor and unreliable. |
| Servers | <ul style="list-style-type: none"> Dell hardware running VMWare. Almost all servers are virtualized except Banner. Banner runs on HP hardware under HP-UX Reported issues concerning access to documents on the shared "P Drive" at the Off-Campus educational centers. |
| ERP Software and Student Information Systems | <ul style="list-style-type: none"> ERP: Los Angeles County Office of Education systems SIS: Ellucian Banner Reported that custom scripts would enhance student services (e.g., petitions for graduation, flagging cohorts). |
| System Security | Active Directory / Ethos Identity Server / Shibboleth |
| Physical Security (e.g., unit or cabled locks, locked cabinets, fire suppression systems) | <ul style="list-style-type: none"> Data Center: locks, passcode, and alarm system Computer labs and student facing machines: locked rooms and cable locks. Staff: Locked doors. Reported that very few locked cabinets are available; additional needed. |
| Desktop/Laptop Computers - employees (e.g., number of computers, types, models, age) | <ul style="list-style-type: none"> 600-800 desktops (Lenovo various models) 100-200 laptops (Lenovo various models) Ages vary from new to nine years. |
| Desktop/Laptop Computers - students (e.g., number of computers or workstations, types, models, age) | <ul style="list-style-type: none"> 1200-1400 desktops (Lenovo various models) 300-500 laptops (Lenovo various models) Ages vary from new to nine years. |
| Technology to Support the Student Experience (e.g., experience management platforms) | <ul style="list-style-type: none"> Starfish Early Alert Comevo Online Orientation Schedule Planner Degree Works Various career exploration |
| Live Formative Feedback System | Not available. |
| Smart Room/Presentation Systems (e.g., number, type, model, locations, model, age) | <ul style="list-style-type: none"> Smart: 66 Projection systems: 145 Mostly Hitachi Location: all over campus Age: 45% < 7 years / 55% > 7 years |

PLANNING DIALOGUE THEMES

To provide additional contextualizing information about the status of College programs, goals, current challenges, and evolving facility and technology needs, the planning consultant met with division deans, the Vice President of Academic Affairs, the Vice President of Student Services, the Academic Senate President, and the President of CSEA (California School Employees Association) in November 2019 for focused dialogue sessions. Conversations were wide-ranging and yielded valuable insights, and although these perceptions are essentially subjective, they offer a range of observations that provide some context for future planning. The following questions framed the general discussions:

- Do you see your program(s) as growing, stable, or shrinking? What indicators do you use to assess these program patterns?
- Are there any planned actions noted in your department's program reviews that will impact the future delivery of instruction or student support services?
- Río Hondo College is actively engaged in equity initiatives. What is your department's and/or division's role in these enterprises, or what role(s) do you envision?
- How will the College's Vision for Success Goals and Guided Pathways initiative impact the programs in your areas? In what ways?
 - For CTE Programs:
 - What have your industry advisory boards indicated as high priorities for your program?
- What workforce needs have your industry advisory boards noted?
- What impact will efforts to meet industry demands have on your program?
- Do your programs' goals and objectives carry any noteworthy implications for future technology or facilities?

Several themes, which are presented below, emerged from these conversations. It is important to be mindful that these themes represent a range of personal perceptions, viewpoints, and experiences, which therefore require further exploration and validation using quantitative information.

- Regarding the Educational Centers, some participants opined that the Centers are not well-utilized and lacked some services and technologies. Additionally, others expressed that scheduling at the Centers has not been strategic or data informed, which has resulted in low enrollments and course cancellations and with several Centers not generating sufficient apportionment to cover the total cost of ownership. These perceptions should be examined further within the context of the Centers' existing limitations and costs. Such an examination should culminate in the creation of a comprehensive, integrated plan for all off-campus programs.
- Participants also perceived Guided Pathways as an opportunity to reconsider and streamline both the curriculum and programs needed to meet student and labor market needs (e.g., reducing the number of required and unnecessary units in high demand programs and developing technical certificates in areas such as Theatre). Guided Pathways were also perceived as offering opportunities to organize the College along a "success team" model, which would foster an integrated and collaborative approach
- to student success. Some participants felt that Guided Pathways offered opportunities to consider program discontinuance and/or revitalization so that additional, curricular pathways to degrees, transfer, and employment could be created.
- Some discussed the potential to grow many online programs but cited the need for professional development for faculty and additional supports for students as critical to the successful development of the online program.
- There was a perception that a "one-stop-shop," where students can access most or all of their service needs, would significantly enhance students access to support services.
- Others perceived a lack of faculty offices, particularly for adjunct faculty, who some noted are the majority of faculty. Some felt that attention to student equity matters will require the College to determine how to better support adjunct faculty office hours as well as office space needs so that these faculty can provide students with the assistance they need to succeed.

- There was a broad perception of the facilities as suffering from a long-standing lack of attention to critical maintenance and upgrades. Some participants expressed their perception that some of the facilities are dilapidated and may require demolition or complete remodeling in order to better serve instructional and support services (e.g., Nursing and Health Occupations, Art).
- Several participants noted their perception of a need for more specialized classroom and lab spaces. Specifically, Graphic Design, Nursing, Administration of Justice, Fire Science, and Nutrition were perceived as instructional programs with significant growth potential but in need of specialized spaces in order to grow. Other new programs perceived as having promising growth potential (e.g., medical assistant, construction and trades, which no regional competitor offers) were also perceived as requiring new or renovated classroom and lab spaces.
- Participants perceived a need for large meeting/gathering/event space, faculty office spaces, particularly for adjunct faculty, student housing, art building, and a “one-stop” for student services.
- Some participants perceived that human resources constraints (faculty and staff) are limiting program growth in some areas (e.g., Nursing and Health Occupations, non-credit curriculum development, Welding, Biology, Chemistry, MESA, Computer Science).
- Some participants expressed that they felt library and computer lab hours were limited, and the perception that students’ access to these resources is constrained. There was a perception that these resources were essential to academic success, particularly for students who are un-housed or who do not have home access to the technology they need in a 21st century learning environment.
- There was also a perception that additional professional development for faculty (full time and adjunct) and staff is a critical component to ensuring that the College is meeting its institutional goals; although this perception was general and non-specific.



CHAPTER 3

Planning Implications, Program Recommendations, and Alignment

Planning Implications

The environmental scans provide the basis for Río Hondo College's Educational Master Plan (2020-2030). The key planning implications presented here are centered upon service area population characteristics, student demographics, program vitality trends, and area employment and workforce trends. Taken together, these characteristics and trends are projected to have a substantive bearing on future students' access to and successful completion of the College's programs. Twelve key planning implications, taken from the synthesis of external and internal scan data, are presented below.

1. *Slower population growth.* Los Angeles County is projected to grow at a rate of .55% over the next five years (2020-2025), which is slower than the rate projected for California, which is forecasted to grow in population over the next decade (2020-2030) by 1.2%.
2. *Concentration of Latinx population within the service area.* While the Hispanic population in Los Angeles County will grow by 4.2% over the next five years, the most significant increase will be the segment of the population that identifies as mixed or multiracial (non-Hispanic); thus, a pattern of increasing ethnic diversity in the County is likely to continue into the future. However, the percentage of Hispanic or Latino populations within the College's service cities is significantly higher than that of Los Angeles County and will likely remain a key demographic feature in the service area. Therefore, the College will need to continue developing culturally relevant approaches to outreach and the delivery of instruction and support services—all of which will necessitate additional investment in the professional development of faculty and staff.
3. *Declining high school pipeline.* While the average median age of residents in Los Angeles County is 36.6, and 35 in the service area cities, the increase in median age across the state will mean that there will be fewer adults of prime working age relative to the senior population. The drop in the number of children in the County is expected to contribute to a decline in K-12 enrollments, which will carry implications for the high school pipeline upon which community colleges have generally relied for future enrollments. Thus, the College will not only need to consider ways to reach high school students through a possible expansion of dual enrollment programs with local K-12 districts, but also approaches to the delivery of instruction and services to a substantial and growing population of adult workers as well as older populations in the service area.
4. *Future pools of students likely to be non-traditional.* In terms of educational attainment, in the five primary service area cities a significant percentage of residents between ages 25 and 44 years have graduated high school and/or have some college, but no degree. These populations represent a potential pool of future students for Río Hondo College; however, to effectively reach and provide opportunities for these future students, the College will need to design and deliver programs in ways that maximize future students' opportunities to access and complete degrees and certificates.
5. *Higher poverty rates will necessitate removal of barriers.* In service area cities, similar median ages (within the 30s) and household sizes point to a significant sector of the population of working age, commuting to jobs, and raising families. Many residents are foreign born, and while unemployment is relatively low, poverty rates in several cities are notably higher than Los Angeles County (14.9%). Thus, serving this segment of the population will necessitate a planned approach to removing an array of barriers that hinder residents' access to courses, services, and program completion.
6. *Broadband access is dependent upon income.* Notably, most households in service area cities have access to computing technology and broadband, which provides these residents with potential opportunities to access instructional and student support programs via Web/Online delivery. However, households with lower median incomes have lower rates of broadband service. Therefore, the College will need to consider ways to provide all students with access to the informational technologies they need to succeed academically and achieve their educational and career goals.
7. *Engagement with living wage programs is relatively flat.* Río Hondo College offers programs, which prepare graduates for employment in a number of the fastest growing occupations in Los Angeles County and the surrounding region and which also offer graduates opportunities to earn a living wage in this region—particularly in the fields of science, mathematics, and engineering, computer science, health sciences, and

business. However, flat or declining enrollments in several of these program areas suggest that the College will need to examine the underlying conditions that are hindering students' enrollment in courses or their decisions to major in these fields of study.

8. *High wage fields represent areas of opportunity.* There are several occupations in high demand in the region for which Río Hondo College does not currently offer programs. Development of these programs would provide graduates with entry into these occupations.
9. *Enrollment has increased and efficiency has decreased.* Increases in enrollment are uneven across locations and programs.

Enrollment and Program Vitality:

- Overall enrollments in terms of student counts have increased substantially; however, enrollment data suggests that students are taking fewer units, which is a prominent pattern in community colleges across the state, as many residents increasingly worked in a post-recession economy.
 - Pico Rivera and the Santa Fe Springs sites have exhibited significant growth and efficiency, while RHC Main Campus and Off-Campus locations have declined. Web/Online courses have increased, but key enrollment data suggests that this modality has potential for additional enrollment growth.
 - Enrollment data suggests that students are choosing programs and courses in disciplines, which:
 - prepare them for direct entry into career fields, including certificate options;
 - fulfill eligibility requirements for programs in STEM and allied health fields (e.g., nutrition, chemistry); and/or,
 - prepare them for transfer in popular majors (e.g., psychology) or help them fulfill transfer requirements (Speech, English & Literature).
 - A number of instructional programs are growing faster in terms of WSCH than the College as a whole; notably, these programs are also in areas that correlate with some of the fastest growing occupations in the County (e.g., Math, sciences, Health Occupations, Business). Other programs have shown the potential for future enrollment growth (e.g., Homeland Security, Hospitality, Architecture, and Heavy Equipment Tech, and Automobile Tech).
 - A number of programs that prepare graduates for employment in high-demand, high-paying occupations, which afford living wages and opportunities for improved standards of living in this region, have weakened enrollments and efficiency (e.g., Welding, Engineering). This warrants further attention as the College works to meet its goals of serving the long-range needs of regional employers as well as those of socio-economically disadvantaged students.
10. *Data and dialogue reveal perceptions of a lack of adequate technology and facilities resources.* Overall, many participants in Planning Session Dialogues discussed a perception of the lack of proper and adequate facilities, state-of-the-art information technology, culturally relevant, and robust professional development programs for faculty and staff. These perceptions are believed to limit the potential of many programs at Río Hondo College.
 11. *The role of the Educational Centers should be re-examined.* While enrollment at the Off-Campus sites appears to be growing substantially, the enrollment data for these locations may not accurately reflect actual demand or enrollment growth, as the scheduling of classes that had not been offered previously at these locations artificially inflates the data. The College must re-examine the Off-Campus Educational Centers to assess their functions, their purposes in light of the College's mission, vision, and values, the degree to which they are meeting the communities' needs, their long-range viability, and the total cost of ownership.
 12. *Technology could increase access to College programs and services.* To increase students' access to courses and programs while also improving efficiency in the delivery of instruction, the College should consider deploying technologies, such as telepresence with high definition audio and video, that link students at multiple sites (e.g., Pico Rivera, El Monte) to courses offered at one site (RHC Main Campus). This approach could also allow the College to potentially offer courses at sites of employment or area high schools, which would have multiple benefits for a range of students (e.g., lessen commute times, aid with any future social distancing practices, mitigate parking challenges) while also enhancing enrollments.

INSTRUCTIONAL PROGRAM RECOMMENDATIONS

New Programs

The following recommendations for program development are grounded in the environmental data provided in this Educational Master Plan and specifically based upon criteria, which includes consideration of:

- programs RHC does not currently offer;
- labor market projections for living wage occupations;
- Salary Surfer, California Economic Development Department, and/or Bureau of Labor Statistics (BLS) information for starting (2 year) salaries;
- required new curriculum; and, required staff and facilities.

New Programs for Future Development Five programs, which Río Hondo College does not currently offer, are recommended for consideration: 1) Health information Technology degree and/or certificate; 2) Computer Science – Infrastructure Security Certificate; 3) Paramedic Certificate; 4) Occupational Therapy Assistant Associate Degree; and 5) Physical Therapy Assistant Associate Degree. Each of these potential programs is summarized below.

Health Information Technology Degree and/or Certificate

- Health information technicians organize and maintain data for clinical databases and registries.
- Salary:
 - with associate degree - \$45,469
 - with certificate - \$39,835
- According to the Bureau of Labor Statistics:
 - median annual wage in 2018 was \$ \$40,350;
 - employment of medical records and health information technicians is projected to grow 11 percent from 2018 to 2028, much faster than the average for all occupations;
 - the aging population will require more medical services, including health information technicians to organize and manage the older generations' health information data, which also means more claims for reimbursement from insurance companies; and,
 - additional records, coupled with widespread use of electronic health records (EHRs) by all types of healthcare providers, will lead to an increased need for technicians to organize and manage the associated information in all areas of the healthcare industry.¹⁴
- Given existing and projected demand for health services and likely increases and the likelihood of recurring public health emergencies, the need for more accurate health data information will correspondingly expand.
- These degree and/or certificate programs would provide students with a transfer pathway to bachelor's degree programs such as Health Services Management, which offer salaries in range of \$90,000 to \$100,000.
- Development of these programs would require:
 - additional curriculum in computer science; however, the creation of this health science focused curriculum would also potentially enhance enrollments in computer information technology, which have been declining;
 - medical coding, which is currently offered in community education; and,
 - additional computer stations, but not necessarily any specialized spaces.
- Current staff would likely to be able to write new curriculum and teach courses; some adjunct faculty may be needed for specialized courses.

Computer Science – Infrastructure Security Certificate

- Labor market demand is very high, but employers are often requiring BA/BS degrees in Information Security; however, a certificate program could provide a pathway to those bachelor's degree programs, which provide graduates wages that range between \$98K and \$156K per year.
- Curriculum is centered on the full spectrum of infrastructure security (water, power grid, etc.) – not just “cyber security.”
- The College currently offers a cyber security program, so the curriculum foundations and faculty expertise are in place.

Paramedic Certificate

- Salary – in the range of \$34,434 (Bureau of Labor Statistics)
- The College currently offers the EMT certificate and is preparing to add this new certificate. The College also has an apprenticeship in this area, which would provide a natural gateway for students into this program.
- There will likely be a significant increase in labor market demand as a result of pandemics, which are predicted to be ongoing occurrences, but also a result of the general aging of the state's population.
- Many other colleges in the region offer this program, but future demand (plus limited class sizes) points to the need and opportunity to expand into this area.
- Current staff, plus perhaps additional adjunct, would be able to develop curriculum and teach courses.
- Facilities – the program may need additional clinical or simulation spaces. (pending confirmation from Academic Affairs.)

Occupational Therapy Assistant Associate Degree

- Occupational therapy assistants help patients recover, improve, and maintain daily living and working skills.
- According to the Bureau of Labor Statistics:
- the median annual wage for occupational therapy assistants in 2018 was \$60,220; and,
- job opening for occupational therapy assistants is projected to grow 31 percent from 2018 to 2028, which is much faster than the average for all occupations.¹⁵
- The ten-year projected median wage (2014—2024) for occupational therapy assistants in Los Angeles County is \$33.73 per hour and \$70,158.00 annually.¹⁶
- This new program would require the development of curriculum, qualified faculty, and program accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), and potentially additional facilities.

Physical Therapy Assistant Associate Degree

- Physical Therapist Assistants help physical therapists provide treatment to improve patients' mobility, relieve pain, and prevent or reduce injuries and/or disabilities.
- The ten-year projected median wage (2014—2024) for physical therapy assistants in Los Angeles County is \$33.44 per hour and \$ 69,556.00 annually.¹⁷
- This new program would require the development of curriculum, qualified faculty, and program accreditation by the Commission on Accreditation in Physical Therapy Education.

Expansion of Existing Programs and Curriculum

Río Hondo College offers several programs that have demonstrated enrollment growth and labor market demand. The programs identified here are recommended for further expansion at the College.

Orthopedic Technology

- Labor market data and enrollment trends indicate a demand for this program.
- This program's growth will depend upon the expansion or improvement of facilities and the hiring of faculty.

Business Administration AS-T and/or Computer Science AS-T - Health Care Informatics “Add On” Certificate

- A low unit (15-18 unit) Certificate in Health Care Informatics prepares students to understand, analyze and evaluate information technology that is used to perform the administrative and clinical tasks within a health care organization.
- Curriculum is focused on health care databases and technologies, as well as systems analysis and design.
- This “add on” option for Business Administration and Computer Science students would prepare them to work for hospitals, clinics, insurance and pharmaceutical companies, as well as vendors who design, develop, and install health care information systems.
- This certificate could also be offered entirely online.
- Additional faculty with expertise in this field may be required but an all online option would allow for the hiring of adjunct faculty from areas outside of the County or state.

Non-credit Program – Career Development and College Preparation (CDCP)

- The expansion of the current non-credit program to include short-term vocational and workforce preparation opportunities would provide a number of benefits to students, specifically:
 - workforce entry opportunities;
 - retraining or skill upgrade opportunities;
 - pathways into credit programs; and,
 - no course fees.
- CDCP courses are eligible for “enhanced funding” if sequenced to result in a Chancellor’s Office approved certificate of completion, or certificate of competency, and thus, are a source of additional revenue for the College.

Other Program Recommendations

The external and internal environmental scan data provides the basis for recommendations for strengthening, retooling, or re-evaluating current College programs in areas that offer students critical labor market skills, such as Welding and Engineering Design Drafting, or student skills or support. These program recommendations are described below.

Welding

- According to the BLS, employment projections for “welders, cutters, solderers, and brazers is projected to grow 3 percent from 2018 to 2028, which is slower than the average for all occupations.”¹⁸ However, these skills will be essential as the state and the nation address much needed infrastructure upgrades and the construction in the energy sector. Notably, job prospects will be best for those welders who have been trained in the latest technologies.
- To expand this program and ensure the development and maintenance of up-to-date curriculum and equipment, the College will need to invest in highly qualified full-time faculty.

Engineering Design Drafting Technician (Certificate)

- The College’s current program prepare students for employment in CADD application, engineering related, mechanical and manufacturing related industries. However, as the BLS has noted, demand for drafters will slow as computer-aided design (CAD) and building information modeling (BIM) technologies allow engineers and architects to perform drafting work.¹⁹ The California EDD data for this job title reflects the BLS general observation in that the positive ten-year job outlook for Engineering Technicians specifically excludes Drafters.
- However, notably, in Los Angeles County the employment outlook for Civil Engineering Technicians and Aerospace Engineering and Operations Technicians is positive. Thus, the College should consider developing an associate degree that is more specifically tailored to these job titles, which also offer wages in the range of \$74,000 to \$80,000 per year.

Reading

- In recent years, the FTES associated with the Reading curriculum has diminished. However, Reading is still a requirement for the local degree.
- Thus, the College should assess how the Reading program functions to serve the students’ needs and determine the value and purpose of this graduation requirement in light of the Vision for Success goals.

- Additionally, reading is obviously a critical academic, occupational, and life skill. Therefore, the College should consider further developing a contextualized reading program (i.e., teaching of academic skills as applied to the specific subject matter such similar to the courses developed for the fire and police academies), which is relevant and needed across the entire curriculum. This approach to embedding and enhancing reading skills in a variety of disciplines would likely increase students' course and program completion rates.

First-Year Seminar

- The First-Year Seminar is an additional three-unit course. Given the Vision for Success mandate that colleges decrease the average number of units accumulated by CCC students earning associate degrees, it is recommended that the College consider alternative approaches, such a one-unit, online or hybrid course.

Counseling

- Given the number of Student Services and Counseling related activities identified in the College's Strategic Plan, student-centered initiatives, and particularly Guided Pathways implementation, the College will need to carefully and realistically assess the capacity in Student Services to successfully implement all of the goals and objectives it has established. Notably, the number of Counseling courses offered and enrollments have increased dramatically, and while the offerings are obviously designed to address topics aimed at increasing student success, more analysis regarding the outcomes vis-à-vis correlations between the increase in Counseling courses and student success outcomes (i.e., persistence, successful course completion, etc.) is advisable. Moreover, because of the decrease in K12 enrollments and the resulting diminishment of the high school pipeline, an assessment of approaches to Counseling and advising is both timely and necessary, as the student population is likely to change in the foreseeable future. Given the costs associated with teaching Counseling courses and the implications for the availability of Counselors to provide students with personalized and focused assistance to facilitate student completion, assessment of outcomes in Counseling as they relate to will be critical to accomplishing the institution's strategic goals is critical.

Automotive Technology

- Automotive Technology is a successful program with solid enrollment and completion outcomes. However, given the intensive resource investments (e.g., facilities, equipment, staff) needed to further grow this program while the College enters a period of greater uncertainty about community needs and future enrollments, additional analysis of this program prior to any build-out efforts is advisable.

Potential New Programs with High Labor Market Demand Not Recommended For Development

There are a number of occupational fields that are in high demand in Los Angeles County for which Río Hondo College does not currently offer programs (see table 13); however, not all of these occupations would provide graduates with living wages. Therefore, considering the College's mission and its broad institutional goals related to equity, social justice, and improving the lives of community residents, the programs, which are not recommended for development, are delineated below, including explanatory context.

Medical Assisting

- Many colleges in the region offer these programs.
- Salaries are not particularly high or "living wage."
- Programs must have Commission on Accreditation of Allied Health Education Programs (CAAHEP) or Accrediting Bureau of Health Education Schools (ABHES) approval, which is a lengthy and intensive process.

This additional program would potentially require additional/dedicated/CAAHEP or ABHES approved space, the resources for which would be more effectively allocated toward other existing and viable programs, such as Orthopedic Technology.

Phlebotomy

- This is an occupation with comparatively low starting salaries.

HVAC

- Other colleges in the region offer this program.

- The College would need to write new curriculum and build new facilities.
- The College would need to hire faculty to build and nurture this program, which is very difficult to do given the high wages that qualified people earn in this occupation.

Massage Therapy

- While there are considerable part time job openings in a field that is essentially portable, salaries, especially for part-time labor, do not serve the College’s goal of improving economic conditions for the student population being served.

STUDENT SERVICES PROGRAM RECOMMENDATIONS

Río Hondo College’s Strategic Plan and student-centered initiatives. (i.e., Vision for Success, Guided Pathways Implementation Plan, and Student Equity Plan) are structured around ambitious, yet achievable, goals and objectives. Student Services plays a critical role in carrying out the key activities associated with these aims. Therefore, accomplishing the College’s goals will require Student Services to establish a plan for prioritizing specific aligned strategies and activities. Several fundamental questions are central to the development of the next Student Services Area Plan.

1. What are the implications of the College’s Strategic Plan goals and objectives for future students’ service and support needs?
2. What Student Services strategies and prioritized actions are essential for the College to accomplish the goals and objectives of the three student-centered Initiatives?
3. What do current student demographics for local K12 districts tell the College about the future needs of special populations? What must Student Services plan for in order to meet the future needs of this population?
4. What technological and human resources will be required to accomplish Student Services Program Plan strategies and prioritized actions?
5. What metrics will we use to assess outcomes for the Student Services Program Plan?

PLANNING ALIGNMENT

Institutional Vision for Success Goals, Strategic Plan Goals and Objectives, Educational Master Plan Environmental Scan Alignment, and Facility Implications

To align its primary plan goals and objectives, Río Hondo College integrates its Educational Master Plan into a comprehensive framework, which aligns each of the major planning elements. This all-inclusive approach to plan integration ensures that the College’s goals and objectives are braided, yet focused on accomplishing the institution’s overarching, mission-based aims. A descriptive table, containing each of the elements below, follows.

- **Current Institutional Goal and Objectives** to support and implement the Vision for Success Goals;
- Specific, measurable, attainable **Strategic Plan Goals for 2020-2025** centered upon improving access, completion, transition, workforce development and equity;
- **Strategic Plan Objectives for 2020-2025**, which describe measurable actions to be undertaken to accomplish the Strategic Plan Goals;
- **Educational Master Plan** Internal and External Environmental Scan findings; and,
- Correlations between the **Educational Master Plan and the Facilities Master Plan**.

| Current institutional Goal One: RHC students will achieve their educational goals. | Strategic plan goals (2020-2025) | Strategic plan objectives (2020-2025) | EMP external scan finding links | EMP internal scan finding links | EMP-FMP correlations | RHC Values |
|--|---|---|--|--|---|---|
| Objective 1: Completion | Access and Completion | Partnerships & Enrollment Management | Demographic Trends K-12 Trends | Key Enrollment Data Trends | Maximize Access & Enrollments | Quality Teaching & Learning, Access & Success, Diversity & Equity |
| Objective 2: Transfer & Objective 3: Unit Reduction | Completion and Transition | New Programs in High-Demand, High-Wage Fields & Articulation and Pathways & Enhance Facilities and Technology | Socio-economic Conditions Educational Attainment Technology Access | Program Outcome Trends Programs Preparing Students for Employment fastest growing fields with Living Wages | Enhance Facilities & Technology Upgrade, Renovate, or Expand Facilities for High Demand Programs & Growth Potential | Quality Teaching & Learning, Access & Success, Diversity & Equity |
| Objective 4: CTE | CTE Labor Market Alignment | Workforce Development Strategic Plan Equitable Access to Programs and Services | High Demand Occupational Fields | | Prioritize Critical Facility Needs | Quality Teaching & Learning, Access & Success, Diversity & Equity |
| Objective 5: Equity | Workforce Development Close Equity Gaps | | Percentage Hispanic or Latino Populations in Service Area | Student Population Demographics & Characteristics | Centralize services, increase collaboration | Quality Teaching & Learning, Access & Success, Diversity & Equity |

Enrollment Growth Targets and Projections

Growth Projections

The question of enrollment growth is central to strategic and master planning. Thus, for Río Hondo College, the critical question is: are the populations in the service area communities likely to increase or decrease over the next five years? The following data points provide the College with the baseline information needed to assess future enrollment trends:

- Los Angeles County is projected to grow by 1.2% between 2020 and 2030, which is considerably less than California population projections for the same time period.
- RHC’s enrollments grew at an average rate of 3.25% over the prior five years (2014-15 to 2018-19), or .65% average per academic year.
- The College’s average annual enrollments have grown at a rate slightly faster than the service area cities’ and very close to LA County’s projected growth rate. Thus, it is reasonable to assume a growth rate for RHC that is commensurate with the previous five years: .65% (which represents approximately .1% difference between College and LA county).

Enrollment Projection Targets and Capital Outlay

The California Community College Chancellor's Office (CCCCO) 2020-2021 Capital Outlay Plan states:

The Research and Planning Group (RP Group) and Chancellor's Office developed the current enrollment project methodology first implemented during the 2015-16 Five-Year Capital Outlay Plan. The model forecasts enrollment for each district based on a combination of variables including student participation rates, "in district" and "out of district" enrollment, weekly student contact hours to enrollment ratios, and adult population projections based on Geographic Information Systems zip code data. As a result, the model demonstrates less volatility and is a more accurate planning tool for community college facilities. https://www.cccco.edu/-/media/CCCCO-Website/Reports/revised-CCCCO_Report_2020-21-cap-outlay-final-draft.pdf

Applying this methodology, the CCCCCO projects a systemwide increase of approximately 5.21% growth in enrollment and a 7.87% increase in weekly student enrollment contact hours (WSCH) over the Five-Year Plan period systemwide.

CCCCO Projections for Río Hondo College, 1.5% Projected Growth, and Rationale

The California Community College Chancellor's Office enrollment and Weekly Student Contact Hours (WSCH) projection calculations forecast enrollment for Río Hondo College in AY 2024-2025 to be 20,984 student headcount, which represents a 2.15% increase from the 2019-2020. Additionally, WSCH projections for the College to 2024-2025 are calculated to be 217,132, which is an overall increase of 10.25%, or 2.05% average per year.

Several key data sets help to inform Río Hondo College's 1.5% growth projection for this Educational Master Plan

Plan's horizon. First, the average five-year population growth for the College's service area stood at roughly .65%. However, Los Angeles County is projected to grow by 2.4% over the next five years, and some service areas, such as Santa Fe Springs, are growing much faster than other cities in the area and notably faster than LA County. Additionally, areas of significant increases in enrollment include distance education and dual enrollment, specifically:

- Distance Education experienced an increase in FTES of 20.62% from 2014-15 to 2018-19, and an average year-to-year increase of 4.12%, as well as a 7.4% average year-to-year increase in WSCH for Web/Online;
- Dual Enrollment, which has significant overlap with the Off-Campus location category, grew substantially between 2014-2015 and 2017-2018 at an average rate of 4.31% per year over this four-year period; and,
- locations with significant WSCH increases include the SFS Training Center (101%), South Whittier (40%), Pico Rivera (37%), and El Monte (22%). However, the SFS training center is the central hub for the fire academy and the educational centers appear to be growing more rapidly largely due to their newness.

Therefore, given this population growth data and enrollment growth in several locations and modalities, it is reasonable to assume a College enrollment growth rate of at least 1.5% over the next five years, which mediates the difference between the population projection of .65%, the CCCCCO average annual WSCH of 2.05%, and the patterns of significant growth in key areas (e.g., distance education, dual enrollment, and several centers).

Additionally, Student Services growth is forecasted to grow at approximately the same rate as the College's enrollment growth projection of 1.5%.

CHAPTER 4

Bridging the Educational and Facilities Master Plans

The integration of the Educational and Facilities Master Plan necessitates the creation of a bridge between these two key documents, which clearly explicates linkages to ensure that key instructional, student support, and technology goals and objectives are logically correlated. Accordingly, the alignment of Río Hondo College's key planning documents, structured through the Integrated Planning Model described in Chapter 1, provides the basis for the intersection of the Educational Master Plan environmental scan data and the broad recommendations for the Facilities Master Plan, as detailed below.

To maximize access to programs and services and to build enrollments at all locations, including “off-site,” enhance facilities and technology, the College should consider:

- calibrating facility renovations or new construction to enrollment projections and a strategic enrollment management plan;
- improving IT infrastructure in accordance with a comprehensive technology plan;
- invest in state-of-the-art telepresence (video-collaboration technology) that deliver high-definition video and stereophonic sound to link students and faculty from multiple locations and enable collaborations;
- improving safety and security;
- improving ADA access through Universal Design principles;
- improving wayfinding at all locations;
- as many students are working parents, expanding Child Care facilities and ensuring that students can access childcare services when classes are in session;
- upgrading/renovating “off-site” spaces to incorporate faculty offices, counseling, small group meeting spaces, student gathering spaces, “quiet zones;” and,
- considering the high cost of housing and students’ housing insecurities, exploring options for low-cost student housing.

To ensure that facilities support the highest quality delivery of instruction and student services the College should consider:

- upgrading, renovating or expanding facilities for current programs with strong enrollment growth and labor market demand, such as health sciences, gateway courses to health sciences (e.g., chemistry, anatomy/physiology), and STEM, as well as doing the same for future program projected to have strong labor market demand;
- at all sites, building, or renovating current spaces to strategically co-locate services needed for programs that address students’ basic needs (e.g., housing, food, health, services, mental health services, legal services);
- enabling a collaborative team-based (or “case management”) approaches to student success, such as those identified in Guided Pathways; specifically, co-locating instructional faculty, counselors, and support staff to help students easily access the full range of assistance they need;
- building or renovating faculty offices, including spaces for adjunct faculty, who are the majority of faculty and serve the greatest number of students, ensuring that adjunct faculty have access to the technological tools needed to maintain communications with their students; and,
- to enhance student connections, building or redesigning student gathering spaces (exterior and buildings), meeting rooms, tutoring and supplemental instruction spaces, and “quiet zones” for studying, relaxation, or meditation.

CHAPTER 5

Accrediting Commission for Community and Junior Colleges (ACCJC) Accreditation Standards and Correlation to the Educational and Facilities Master Plans

APPLICABLE ACCREDITATION STANDARDS

The Río Hondo College Educational and Facilities Master Plan (2020—2030) addresses ACCJC Accreditation Standards IA, IB, IIC, IIIB, and IIIC as follows:

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)
2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.
3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.
4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.
2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)
3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)
4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Institutional Effectiveness

1. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

C. Student Support Services

1. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.

D. Physical Resources

1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.
2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.
3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.
4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

E. Technology Resources

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.
2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.
3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Correlations of Accjc Standard to the Educational Master Plan

Correlations to Standard 1:

- the use of data in to inform the revision its mission statement to more accurately and succinctly describe "the
- institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement;" and,
- the alignment of the College's programs and services with its mission to guide institutional decision-making, planning, and resource allocation.

Correlations to Standard 2:

- ensuring the “quality and rigor of programs appropriate for higher education;” and,
- assuring “equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method” through the development of measurable goals, objectives and implementation plans for future programs, services, and technology at all of its locations and delivery methods.

Correlations to Standard 3:

- establishing measurable goals, objectives, and implementation plans, which “assures safe and sufficient physical resources at all locations where (the College) offers courses, programs, and learning support services (and ensuring that facilities) are constructed and maintained to assure access, safety, security, and a healthful learning and working environment;”
- planning for the building, maintaining, upgrading, or replacing of “facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission” while assuring “the feasibility and effectiveness of physical resources in supporting institutional programs and services;” and,
- developing in the support of its mission “plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations,
- programs, and services,” as well as for “technology resources at all locations where (the College) offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.”



NOTES

- ¹ The Student Equity Plan 2019-2022 can be found at <http://online.anyflip.com/lars/bxrt/mobile/index.html>.
- ² Retrieved at http://www.dof.ca.gov/Forecasting/Demographics/Projections/documents/P1_County_1yr.xlsx.
- ³ Jerry Nickelsburg, *The California Growth Spurt Continues to Roll On, But for How Long?* Retrieved at https://www.anderson.ucla.edu/documents/areas/ctr/forecast/reports/UCLAForecast_Sept2019_Nickelsburg.pdf.
- ⁴ Retrieved at <https://laedc.org/wp-content/uploads/2019/02/LAEDC-2019-Economic-Forecast-Report.pdf>.
- ⁵ Ibid.
- ⁶ Retrieved at <https://www.labormarketinfo.edd.ca.gov/Publications/Labor-Market-Analysis/calmr.pdf>.
- ⁷ Retrieved at <https://www.labormarketinfo.edd.ca.gov/file/lfmonth/employment-highlights.pdf>.
- ⁸ Retrieved at <https://www.sacbee.com/news/coronavirus/article242081326.html>.
- ⁹ Retrieved at [https://www.labormarketinfo.edd.ca.gov/file/indproj/LA\\$_highlights.pdf](https://www.labormarketinfo.edd.ca.gov/file/indproj/LA$_highlights.pdf).
- ¹⁰ Retrieved at http://dot.ca.gov/hq/tpp/offices/eab/socio_economic_files/2017/LosAngeles.pdf.
- ¹¹ As noted in the 2019 Los Angeles EDC Economic Forecast and Industry Outlook, "(A)lmost a full third of Los Angeles metropolitan residents are considered severely rent burdened, meaning they spend half or more of their income on rental costs. And, with two out of three Los Angeles households renting their residences, this critical situation affects — or could affect — more county households than not." Additionally, the living wages represented in Table 10 were based upon median family sizes for residents in the RHC service area cities and assumes a household of four (2 adults, both working, two children). For living wage calculations for Los Angeles County, see <https://livingwage.mit.edu/counties/06037>.
- ¹² Retrieved at <https://www.nahb.org/News%20and%20Economics/Housing%20Economics/Indices/Housing%20Opportunity%20Index>.
- ¹³ Retrieved at <https://www.forbes.com/sites/samanthasharf/2018/04/13/los-angeles-tops-our-list-of-the-worst-cities-for-renters-in-2018/#342ce2c75b6b>.
- ¹⁴ Retrieved at <https://www.bls.gov/ooh/healthcare/medical-records-and-health-information-technicians.htm#tab-6>.
- ¹⁵ Retrieved at <https://www.bls.gov/ooh/healthcare/occupational-therapy-assistants-and-aides.htm>.
- ¹⁶ Retrieved at <https://data.edd.ca.gov/Employment-Projections/Long-Term-Occupational-Employment-Projections/4yzm-uyfq/data>.
- ¹⁷ Ibid.
- ¹⁸ Retrieved at <https://www.bls.gov/ooh/production/welders-cutters-solderers-and-brazers.htm#tab-6>.
- ¹⁹ Retrieved at <https://www.bls.gov/ooh/architecture-and-engineering/drafters.htm#tab-6>.

APPENDIX A: PROGRAM ENROLLMENT DATA

DATA SET PRESENTATION NOTES

To determine the average annual change, a calculation was applied to the data. Details of this calculation are presented below. To determine the rate of change between years and the total average change rates:

1. base year is 2014-2015;
2. subtracted each subsequent year from the previous year;
3. added the results of each subtraction operation;
4. divided the result of #3 above by the BASE year number to provide a **total change rate** for the number (N) of years; and,
5. divided the result of #4 above by the number of years to yield an Average Change.
 - Data presented is descending rank order by five-year average change.
 - For comparison purposes the Río Hondo College Totals are presented in the rankings.
 - Font Color Legend:
 - BLUE = GROWTH
 - RED = DECLINE
 - GREEN = LEVEL (</= to 2% +/-)
 - Legend - Column
 - GREEN FILL = Indicates "ABOVE RHC"
 - GRAY FILL = Indicates "BELOW RHC"

DATA SET 1: AVERAGE SECTION ENROLLMENT

By Location

| Average Section Enrollment | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Change | Avg. Change | Years |
|----------------------------|-------------|-------------|-------------|-------------|-------------|---------------|--------------|----------|
| Pico Rivera | | | 26.3 | 29.0 | 30.3 | 15.1% | 7.6% | 2 |
| El Monte | | 26.9 | 29.5 | 26.6 | 27.9 | 3.7% | 1.2% | 3 |
| SFS Training Center | 25.0 | 26.0 | 20.5 | 23.1 | 25.6 | -1.6% | -0.5% | 3 |
| South Whittier | 23.0 | 27.4 | 27.2 | 27.8 | 25.6 | -6.4% | -2.1% | 3 |
| Off-Campus | 20.7 | 19.5 | 17.6 | 18.9 | 18.1 | -6.8% | -2.3% | 3 |
| Web/Online | 33.6 | 32.6 | 29.4 | 29.4 | 30.3 | -10.0% | -2.5% | 4 |
| RHC | 28.9 | 28.3 | 26.8 | 26.1 | 26.0 | -10.3% | -2.6% | 4 |
| RHC Main | 29.1 | 28.5 | 27.5 | 26.3 | 25.9 | -11.1% | | 4 |

By Discipline in Descending Order by Five-Year Average Change

| Average Section Enrollment | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Change | Avg. Change | Years |
|---|-------------|-------------|-------------|-------------|-------------|---------------|--------------|----------|
| Hospitality | | | | 8.5 | 15.0 | 76.5% | 76.5% | 1 |
| Nutrition | | | | 17.5 | 26.0 | 48.6% | 48.6% | 1 |
| First Year Seminar | | | | 13.9 | 18.8 | 35.7% | 35.7% | 1 |
| Orthopedic Technology | | | | 14.3 | 18.0 | 25.6% | 25.6% | 1 |
| Homeland Security | | | | 14.5 | 17.8 | 23.0% | 23.0% | 1 |
| Human Services & Drug Studies | 22.2 | 27.7 | 26.9 | 26.1 | 30.8 | 38.9% | 9.7% | 4 |
| Health Science (other) | 19.7 | 19.7 | 32.8 | 21.8 | 24.2 | 22.8% | 5.7% | 4 |
| Counseling | 24.5 | 28.3 | 30.5 | 29.1 | 30.0 | 22.6% | 5.7% | 4 |
| Music | 15.9 | 15.0 | 14.9 | 15.9 | 19.3 | 21.6% | 5.4% | 4 |
| Vocational Nursing | 13.4 | 15.9 | 15.6 | 17.7 | 16.3 | 21.4% | 5.4% | 4 |
| Technical Education | 5.0 | 4.5 | 12.0 | 17.0 | 5.7 | 13.4% | 3.4% | 4 |
| Auto-Baccalaureate | | | 9.0 | 7.7 | 9.5 | 5.6% | 2.8% | 2 |
| Administration of Justice | 20.9 | 21.6 | 19.4 | 21.6 | 21.7 | 4.1% | 1.0% | 4 |
| Automotive Technology | 20.8 | 20.1 | 19.7 | 19.3 | 21.2 | 2.0% | 0.5% | 4 |
| Animation | 13.8 | 13.1 | 12.2 | 13.3 | 14.1 | 1.7% | 0.4% | 4 |
| Entry-Level Nursing | 10.2 | 15.7 | 15.1 | 11.0 | 10.4 | 1.7% | 0.4% | 4 |
| Speech | 26.0 | 26.2 | 26.1 | 25.7 | 25.4 | -2.3% | -0.6% | 4 |
| Fire Technology | 26.7 | 26.4 | 22.9 | 24.2 | 26.1 | -2.4% | -0.6% | 4 |
| Athletics | 27.1 | 26.8 | 25.4 | 26.2 | 26.4 | -2.7% | -0.7% | 4 |
| Pre-Health Science | 26.5 | 27.2 | 27.9 | 25.8 | 25.6 | -3.4% | -0.8% | 4 |
| Chemistry | 25.2 | 25.5 | 26.0 | 24.6 | 24.1 | -4.2% | -1.1% | 4 |
| Heavy Equipment Technology | 13.7 | 14.0 | 10.8 | 6.3 | 13.0 | -5.2% | -1.3% | 4 |
| English & Literature | 25.3 | 25.9 | 25.6 | 24.5 | 23.9 | -5.3% | -1.3% | 4 |
| Humanities | 39.9 | 38.5 | 37.4 | 38.6 | 37.4 | -6.5% | -1.6% | 4 |
| Economics | 36.6 | 33.9 | 31.3 | 33.4 | 34.1 | -6.6% | -1.7% | 4 |
| Business Management | 32.1 | 30.7 | 29.1 | 30.2 | 29.9 | -6.8% | -1.7% | 4 |
| Biology Majors | 23.3 | 20.5 | 22.0 | 20.2 | 21.6 | -7.1% | -1.8% | 4 |
| Graphic Design | 13.0 | 11.9 | 13.6 | 12.2 | 11.9 | -8.6% | -2.2% | 4 |
| Sociology | 41.7 | 41.7 | 42.2 | 38.4 | 37.9 | -9.2% | -2.3% | 4 |
| Psychology | 41.7 | 39.7 | 38.8 | 36.9 | 37.6 | -9.9% | -2.5% | 4 |
| RHC | 28.9 | 28.3 | 26.8 | 26.1 | 26.0 | -10.3% | -2.6% | 4 |
| Geography | 43.3 | 42.1 | 38.9 | 36.2 | 38.7 | -10.7% | -2.7% | 4 |
| Electronics | 16.4 | 14.2 | 12.8 | 9.4 | 14.6 | -10.8% | -2.7% | 4 |
| Languages | 25.7 | 24.8 | 24.2 | 24.9 | 22.8 | -11.2% | -2.8% | 4 |
| Architecture, Civil, & Engineering Design, Drafting | 17.0 | 16.2 | 18.3 | 15.7 | 15.0 | -12.0% | -3.0% | 4 |
| Arts | 13.4 | 13.8 | 13.4 | 13.7 | 11.8 | -12.1% | -3.0% | 4 |
| General Education Biology | 32.0 | 31.5 | 30.1 | 26.9 | 28.0 | -12.5% | -3.1% | 4 |
| Chicano Studies | 35.3 | 40.1 | 35.2 | 32.8 | 30.8 | -12.6% | -3.1% | 4 |
| History | 41.7 | 40.9 | 39.9 | 38.7 | 36.4 | -12.7% | -3.2% | 4 |
| Accounting | 35.6 | 32.6 | 30.7 | 29.0 | 30.9 | -13.2% | -3.3% | 4 |
| Art History | 37.7 | 34.7 | 34.8 | 35.3 | 32.4 | -14.2% | -3.5% | 4 |

| | | | | | | | | |
|----------------------------------|------|------|------|------|------|---------|--------|---|
| Child Development & Education | 40.5 | 40.0 | 39.0 | 36.5 | 34.7 | -14.5% | -3.6% | 4 |
| Anthropology | 38.7 | 37.0 | 34.1 | 33.1 | 32.7 | -15.6% | -3.9% | 4 |
| Library | 21.0 | 18.8 | 16.0 | 22.0 | 17.7 | -15.9% | -4.0% | 4 |
| Political Science | 43.0 | 40.9 | 39.9 | 39.1 | 36.0 | -16.4% | -4.1% | 4 |
| Physics & Engineering | 20.7 | 19.0 | 19.7 | 18.5 | 17.1 | -17.1% | -4.3% | 4 |
| Photography | 14.3 | 14.0 | 12.6 | 13.4 | 11.6 | -18.8% | -4.7% | 4 |
| Computer Information Technology | 29.5 | 28.8 | 27.8 | 25.1 | 23.7 | -19.6% | -4.9% | 4 |
| Environmental Technology/Science | 19.2 | 13.9 | 18.1 | 15.4 | 15.2 | -20.7% | -5.2% | 4 |
| Dance | 33.1 | 34.2 | 26.1 | 26.1 | 25.9 | -21.7% | -5.4% | 4 |
| Mathematics | 36.4 | 35.1 | 32.6 | 28.1 | 28.2 | -22.4% | -5.6% | 4 |
| Kinesiology | 55.0 | 48.9 | 46.2 | 43.9 | 42.5 | -22.9% | -5.7% | 4 |
| Welding | 25.2 | 20.7 | 19.3 | 20.1 | 19.4 | -23.1% | -5.8% | 4 |
| English as a New Language | 20.2 | 19.6 | 20.5 | 16.7 | 15.3 | -24.1% | -6.0% | 4 |
| Associate Degree Nursing | 20.4 | 15.8 | 15.8 | 16.0 | 15.5 | -24.2% | -6.0% | 4 |
| Reading & Vocabulary | 35.8 | 35.7 | 34.3 | 30.9 | 26.7 | -25.6% | -6.4% | 4 |
| Geology | 62.8 | 61.5 | 60.2 | 50.5 | 46.6 | -25.7% | -6.4% | 4 |
| Philosophy | 40.9 | 35.6 | 30.1 | 29.1 | 30.4 | -25.8% | -6.4% | 4 |
| Educational Development | 30.1 | 29.1 | 25.9 | 22.4 | 21.9 | -27.2% | -6.8% | 4 |
| Astronomy | 58.1 | 46.4 | 43.8 | 41.4 | 42.1 | -27.7% | -6.9% | 4 |
| Mass Communications | 13.2 | 12.9 | 11.1 | 9.5 | 9.2 | -30.3% | -7.6% | 4 |
| Theatre | 22.5 | 20.3 | 19.9 | 18.1 | 15.5 | -31.0% | -7.8% | 4 |
| Geographic Information Systems | 26.2 | 22.6 | 19.7 | 17.3 | 17.5 | -33.1% | -8.3% | 4 |
| Auto Body Repair | 25.3 | 16.0 | | | | -100.0% | -50.0% | 2 |
| Biotechnology | | | | | 6.0 | | | |
| Music Technology | | | | | 11.9 | | | |



Divisions and Disciplines Compared to RHC Total

| DIVISION (RANK ORDER) | | ABOVE RHC -2.6% | | BELOW RHC -2.6% | | SAME AS RHC (.1% to -2.0%) | |
|-----------------------------|-------|-------------------------------|-------|---------------------------------|--------|----------------------------|-------|
| Counseling | 5.7% | Counseling | 5.7% | | | | |
| Public Safety | .8% | Homeland Security | 23.0% | | | Administration of Justice | 1.0% |
| | | | | | | Fire Technology | -0.6% |
| Arts | -1.6% | Music | 5.4% | Graphic Design | -2.2% | Animation | 0.4% |
| | | | | Arts | -3.0% | | |
| | | | | Art History | -3.5% | | |
| | | | | Photography | -4.7% | | |
| | | | | Theatre | -7.8% | | |
| Health Science | -1.8% | Nutrition | 48.6% | Associate Degree Nursing | -6.00% | Entry-Level Nursing | 0.4% |
| | | Orthopedic Technology | 25.6% | | | | |
| | | Health Science (other) | 5.7% | | | | |
| | | Vocational Nursing | 5.4% | | | | |
| Communications/Languages | -2.6% | | | Languages | -2.8% | Speech | -0.6% |
| | | | | English as a New Language | -6.0% | English & Literature | -1.3% |
| | | | | Reading & Vocabulary | -6.4% | | |
| | | | | Mass Communications | -7.6% | | |
| Career/Technical | -2.7% | Hospitality | 76.5% | Electronics | -2.7% | Automotive Technology | 0.5% |
| | | Technical Education | 3.4% | Arch, Civil, Engin Design | -3.0% | Heavy Equipment Technology | -1.3% |
| | | Auto--Baccalaureate | 2.8% | Welding | -5.8% | | |
| | | | | Auto Body Repair | -50.0% | | |
| Business | -2.9% | | | Accounting | -3.3% | Business Management | -1.7% |
| | | | | Computer Information Technology | -4.9% | | |
| Library | -3.0% | First Year Seminar | 35.7% | Library | -4.0% | | |
| Behavioral Social Science | -3.1% | Human Services & Drug Studies | 9.7% | Sociology | -2.3% | Humanities | -1.6% |
| | | | | Psychology | -2.5% | Economics | -1.7% |
| | | | | Chicano Studies | -3.1% | | |
| | | | | History | -3.2% | | |
| | | | | Child Development & Education | -3.6% | | |
| | | | | Anthropology | -3.9% | | |
| | | | | Political Science | -4.1% | | |
| | | | | Philosophy | -6.4% | | |
| Math Science | -4.9% | | | Geography | -2.7% | Pre-Health Science | -0.8% |
| | | | | General Education Biology | -3.1% | Chemistry | -1.1% |
| | | | | Physics & Engineering | -4.3% | Biology Majors | -1.8% |
| | | | | Environmental Technology | -5.2% | | |
| | | | | Mathematics | -5.6% | | |
| | | | | Geology | -6.4% | | |
| | | | | Astronomy | -6.9% | | |
| | | | | Geographic Information Systems | -8.3% | | |
| | | | | Biotechnology (no data) | 0% | | |
| Kinesiology/Dance/Athletics | -5.3% | | | Dance | -5.4% | Athletics | -0.7% |
| | | | | Kinesiology | -5.7% | | |
| DSPS | -6.8% | | | Educational Development | -6.8% | | |

DATA SET 2: FILL RATES

By Location in Descending Order by Five-Year Average Change

| Fill Rate | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Change | Average Change | Years |
|---------------------|--------------|--------------|--------------|--------------|--------------|---------------|----------------|----------|
| Pico Rivera | | | 73.5% | 79.6% | 82.7% | 12.6% | 6.3% | 2 |
| Off-Campus | 64.9% | 68.0% | 64.5% | 71.6% | 71.6% | 5.4% | 1.8% | 3 |
| Web/Online | 72.6% | 72.7% | 71.1% | 79.7% | 74.6% | 2.8% | 0.7% | 4 |
| SFS Training Center | 50.0% | 72.1% | 64.8% | 66.8% | 73.2% | 1.5% | 0.5% | 3 |
| El Monte | | 77.1% | 83.4% | 75.6% | 75.3% | -2.3% | -0.8% | 3 |
| RHC | 83.4% | 80.0% | 75.9% | 76.2% | 74.7% | -10.5% | -2.6% | 4 |
| South Whittier | 65.7% | 79.2% | 76.0% | 79.7% | 71.0% | -10.4% | -3.5% | 3 |
| RHC Main | 87.9% | 82.9% | 77.7% | 76.1% | 74.9% | -14.9% | -3.7% | 4 |

By Program in Descending Order by Five-Year Average Change

| Fill Rate | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Change | Avg Change | Years |
|-------------------------------|---------|---------|---------|---------|---------|--------|------------|-------|
| Hospitality | | | | 27.4% | 46.9% | 71.0% | 71.0% | 1 |
| First Year Seminar | | | | 55.5% | 75.8% | 36.6% | 36.6% | 1 |
| Nutrition | | | | 70.0% | 94.5% | 35.1% | 35.1% | 1 |
| Homeland Security | | | | 41.4% | 51.0% | 23.0% | 23.0% | 1 |
| Orthopedic Technology | | | | 71.7% | 86.7% | 21.0% | 21.0% | 1 |
| Auto-Baccalaureate | | | 37.5% | 36.0% | 49.6% | 32.2% | 16.1% | 2 |
| Human Services & Drug Studies | 54.4% | 67.9% | 66.3% | 67.0% | 74.0% | 36.0% | 9.0% | 4 |
| Vocational Nursing | 70.4% | 80.9% | 80.6% | 90.9% | 84.8% | 20.5% | 5.1% | 4 |
| Health Science (other) | 57.5% | 54.9% | 74.9% | 63.9% | 67.2% | 16.9% | 4.2% | 4 |
| Fire Technology | 67.1% | 66.0% | 70.4% | 70.6% | 76.1% | 13.4% | 3.4% | 4 |
| Library | 78.8% | 93.8% | 80.0% | 110.0% | 88.3% | 12.2% | 3.0% | 4 |
| Counseling | 82.6% | 88.3% | 90.6% | 85.3% | 91.3% | 10.5% | 2.6% | 4 |
| Athletics | 72.8% | 79.6% | 78.8% | 77.9% | 76.5% | 5.1% | 1.3% | 4 |
| Associate Degree Nursing | 83.8% | 87.8% | 87.5% | 88.9% | 84.1% | 0.2% | 0.1% | 4 |
| Mass Communications | 72.4% | 73.6% | 60.8% | 66.5% | 72.5% | 0.2% | 0.1% | 4 |
| Automotive Technology | 93.9% | 93.3% | 87.1% | 86.2% | 93.2% | -0.8% | -0.2% | 4 |
| Speech | 89.5% | 91.9% | 90.1% | 87.8% | 86.6% | -3.3% | -0.8% | 4 |
| Pre-Health Science | 110.3% | 113.2% | 116.2% | 107.3% | 106.6% | -3.4% | -0.8% | 4 |
| Chicano Studies | 78.3% | 89.1% | 85.6% | 83.8% | 75.3% | -3.8% | -1.0% | 4 |
| Chemistry | 104.8% | 106.0% | 108.3% | 102.6% | 100.5% | -4.1% | -1.0% | 4 |

| Fill Rate | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Change | Avg Change | Years |
|--------------------------------------|--------------|--------------|--------------|--------------|--------------|---------------|--------------|----------|
| Hospitality | | | | 27.4% | 46.9% | 71.0% | 71.0% | 1 |
| First Year Seminar | | | | 55.5% | 75.8% | 36.6% | 36.6% | 1 |
| Nutrition | | | | 70.0% | 94.5% | 35.1% | 35.1% | 1 |
| Homeland Security | | | | 41.4% | 51.0% | 23.0% | 23.0% | 1 |
| Orthopedic Technology | | | | 71.7% | 86.7% | 21.0% | 21.0% | 1 |
| Auto-Baccalaureate | | | 37.5% | 36.0% | 49.6% | 32.2% | 16.1% | 2 |
| Human Services & Drug Studies | 54.4% | 67.9% | 66.3% | 67.0% | 74.0% | 36.0% | 9.0% | 4 |
| Vocational Nursing | 70.4% | 80.9% | 80.6% | 90.9% | 84.8% | 20.5% | 5.1% | 4 |
| Health Science (other) | 57.5% | 54.9% | 74.9% | 63.9% | 67.2% | 16.9% | 4.2% | 4 |
| Fire Technology | 67.1% | 66.0% | 70.4% | 70.6% | 76.1% | 13.4% | 3.4% | 4 |
| Library | 78.8% | 93.8% | 80.0% | 110.0% | 88.3% | 12.2% | 3.0% | 4 |
| Counseling | 82.6% | 88.3% | 90.6% | 85.3% | 91.3% | 10.5% | 2.6% | 4 |
| Athletics | 72.8% | 79.6% | 78.8% | 77.9% | 76.5% | 5.1% | 1.3% | 4 |
| Associate Degree Nursing | 83.8% | 87.8% | 87.5% | 88.9% | 84.1% | 0.2% | 0.1% | 4 |
| Mass Communications | 72.4% | 73.6% | 60.8% | 66.5% | 72.5% | 0.2% | 0.1% | 4 |
| Automotive Technology | 93.9% | 93.3% | 87.1% | 86.2% | 93.2% | -0.8% | -0.2% | 4 |
| Speech | 89.5% | 91.9% | 90.1% | 87.8% | 86.6% | -3.3% | -0.8% | 4 |
| Pre-Health Science | 110.3% | 113.2% | 116.2% | 107.3% | 106.6% | -3.4% | -0.8% | 4 |
| Chicano Studies | 78.3% | 89.1% | 85.6% | 83.8% | 75.3% | -3.8% | -1.0% | 4 |
| Chemistry | 104.8% | 106.0% | 108.3% | 102.6% | 100.5% | -4.1% | -1.0% | 4 |
| Business Management | 76.2% | 76.7% | 71.3% | 71.5% | 72.4% | -5.1% | -1.3% | 4 |
| Psychology | 97.2% | 94.0% | 96.7% | 90.5% | 92.3% | -5.1% | -1.3% | 4 |
| English & Literature | 91.8% | 93.7% | 93.1% | 88.6% | 87.0% | -5.2% | -1.3% | 4 |
| Animation | 87.0% | 81.0% | 59.5% | 90.9% | 82.2% | -5.6% | -1.4% | 4 |
| Economics | 86.7% | 79.7% | 74.0% | 78.5% | 81.6% | -5.9% | -1.5% | 4 |
| Humanities | 91.8% | 88.2% | 86.0% | 89.2% | 86.3% | -6.0% | -1.5% | 4 |
| General Education Biology | 98.2% | 97.9% | 95.6% | 87.5% | 92.2% | -6.1% | -1.5% | 4 |
| Mathematics | 82.9% | 83.1% | 84.2% | 86.5% | 76.0% | -8.3% | -2.1% | 4 |
| Accounting | 84.1% | 77.8% | 74.8% | 73.3% | 77.1% | -8.4% | -2.1% | 4 |
| Sociology | 94.6% | 94.3% | 95.3% | 86.4% | 85.9% | -9.2% | -2.3% | 4 |
| Philosophy | 93.6% | 89.2% | 82.0% | 85.5% | 84.6% | -9.7% | -2.4% | 4 |
| Languages | 82.0% | 79.2% | 76.5% | 79.5% | 73.7% | -10.0% | -2.5% | 4 |
| RHC | 83.4% | 80.0% | 75.9% | 76.2% | 74.7% | -10.5% | -2.6% | 4 |
| Arts | 95.0% | 90.1% | 69.5% | 84.8% | 84.9% | -10.6% | -2.6% | 4 |
| Geography | 93.9% | 88.6% | 86.4% | 80.8% | 83.9% | -10.6% | -2.7% | 4 |
| History | 94.6% | 93.0% | 90.4% | 86.8% | 83.9% | -11.2% | -2.8% | 4 |
| Astronomy | 99.8% | 95.8% | 92.4% | 87.3% | 87.9% | -11.9% | -3.0% | 4 |
| Child Development & Education | 92.0% | 92.1% | 91.0% | 83.9% | 80.9% | -12.1% | -3.0% | 4 |
| Anthropology | 97.0% | 85.8% | 83.8% | 78.1% | 84.3% | -13.0% | -3.3% | 4 |
| Arch, Civil, Engin. Design, Drafting | 75.6% | 71.2% | 77.3% | 65.5% | 65.7% | -13.2% | -3.3% | 4 |
| English as a New Language | 90.2% | 91.4% | 91.7% | 81.5% | 78.0% | -13.5% | -3.4% | 4 |
| Environmental Technology/Science | 65.9% | 52.9% | 69.2% | 59.3% | 56.8% | -13.8% | -3.5% | 4 |

| Fill Rate | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Change | Avg Change | Years |
|---------------------------------|---------|---------|---------|---------|---------|---------|------------|-------|
| Administration of Justice | 63.6% | 52.1% | 46.0% | 51.4% | 54.6% | -14.2% | -3.5% | 4 |
| Art History | 88.9% | 81.9% | 80.5% | 82.4% | 76.1% | -14.4% | -3.6% | 4 |
| Political Science | 98.3% | 93.4% | 93.6% | 91.0% | 82.9% | -15.7% | -3.9% | 4 |
| Physics & Engineering | 86.1% | 79.2% | 82.1% | 80.7% | 70.6% | -18.0% | -4.5% | 4 |
| Geology | 116.8% | 113.2% | 110.8% | 101.6% | 95.7% | -18.1% | -4.5% | 4 |
| Graphic Design | 75.7% | 75.2% | 65.4% | 90.1% | 62.0% | -18.1% | -4.5% | 4 |
| Heavy Equipment Technology | 68.6% | 70.7% | 56.0% | 39.0% | 56.0% | -18.3% | -4.6% | 4 |
| Kinesiology | 80.2% | 79.2% | 72.2% | 69.2% | 65.3% | -18.6% | -4.6% | 4 |
| Computer Information Technology | 84.2% | 83.2% | 80.9% | 72.9% | 68.4% | -18.7% | -4.7% | 4 |
| Electronics | 68.2% | 59.3% | 55.3% | 40.9% | 55.1% | -19.2% | -4.8% | 4 |
| Dance | 76.8% | 83.7% | 66.5% | 60.1% | 60.2% | -21.6% | -5.4% | 4 |
| Welding | 105.1% | 86.1% | 90.2% | 83.7% | 80.8% | -23.1% | -5.8% | 4 |
| Educational Development | 87.5% | 88.5% | 78.5% | 68.2% | 65.1% | -25.5% | -6.4% | 4 |
| Reading & Vocabulary | 91.5% | 91.3% | 86.3% | 79.1% | 67.7% | -26.0% | -6.5% | 4 |
| Technical Education | 48.4% | 42.3% | 62.1% | 70.8% | 35.4% | -26.8% | -6.7% | 4 |
| Music | 93.9% | 88.9% | 64.5% | 76.5% | 67.3% | -28.3% | -7.1% | 4 |
| Theatre | 86.9% | 87.3% | 67.9% | 69.2% | 59.6% | -31.4% | -7.9% | 4 |
| Photography | 87.1% | 86.7% | 65.5% | 80.6% | 58.7% | -32.6% | -8.2% | 4 |
| Geographic Information Systems | 109.2% | 94.0% | 90.0% | 84.6% | 73.1% | -33.1% | -8.3% | 4 |
| Biology Majors | 96.9% | 112.3% | 76.4% | 70.1% | 64.3% | -33.6% | -8.4% | 4 |
| Entry-Level Nursing | 76.0% | 73.9% | 70.7% | 58.8% | 46.6% | -38.7% | -9.7% | 4 |
| Auto Body Repair | 105.2% | 66.7% | | | | -100.0% | -50.0% | 2 |
| Biotechnology | | | | | 25.0% | | | |
| Music Technology | | | | | 55.0% | | | |

DATA SET 3: Weekly Student Contact Hours (WSCH)

WSCH By Location in Descending Order by Five-Year Average Change

| WSCH | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Change | Average Change | Years |
|---------------------|------------------|------------------|------------------|------------------|------------------|-------------|----------------|----------|
| SFS Training Center | 134.7 | 2,988.1 | 5,547.2 | 9,604.5 | 12,082.0 | 304.3% | 101.4% | 3 |
| South Whittier | 76.0 | 2,574.9 | 4,356.5 | 5,753.6 | 5,650.0 | 119.4% | 39.8% | 3 |
| Pico Rivera | | | 4,020.8 | 5,967.6 | 7,019.3 | 74.6% | 37.3% | 2 |
| El Monte | | 2,855.8 | 3,980.0 | 5,233.2 | 4,771.8 | 67.1% | 22.4% | 3 |
| Web/Online | 40,560.0 | 47,562.1 | 33,689.0 | 46,219.4 | 52,537.8 | 29.5% | 7.4% | 4 |
| RHC Total | 373,916.3 | 381,664.5 | 350,398.3 | 404,049.3 | 393,400.9 | 5.2% | 1.3% | 4 |
| RHC Main | 310,626.0 | 301,445.2 | 278,739.2 | 304,867.8 | 291,701.6 | -6.1% | -1.5% | 4 |
| Off-Campus | 22,519.6 | 24,238.4 | 20,065.6 | 26,403.2 | 19,638.4 | -19.0% | -6.3% | 3 |

WSCH By Program in Descending Order by Five-Year Average Change

| WSCH | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Change | Avg Change | Years |
|-------------------------------|------------------|------------------|------------------|------------------|------------------|-------------|-------------|----------|
| Homeland Security | | | | 102.0 | 385.4 | 277.8% | 277.8% | 1 |
| Orthopedic Technology | | | | 248.1 | 481.7 | 94.2% | 94.2% | 1 |
| Hospitality | | | | 113.4 | 210.4 | 85.5% | 85.5% | 1 |
| Auto-Baccalaureate | | | 153.0 | 196.2 | 391.8 | 156.1% | 78.0% | 2 |
| Nutrition | | | | 151.0 | 215.4 | 42.6% | 42.6% | 1 |
| Human Services & Drug Studies | 718.0 | 886.2 | 1,169.0 | 1,176.2 | 1,719.6 | 139.5% | 34.9% | 4 |
| Astronomy | 1,427.8 | 2,954.9 | 2,516.9 | 3,242.3 | 2,598.8 | 82.0% | 20.5% | 4 |
| Associate Degree Nursing | 3,691.1 | 6,590.5 | 6,516.4 | 7,497.0 | 6,353.9 | 72.1% | 18.0% | 4 |
| Athletics | 3,119.6 | 4,719.3 | 4,409.6 | 4,681.8 | 5,187.7 | 66.3% | 16.6% | 4 |
| Fire Technology | 15,526.8 | 16,176.2 | 19,355.2 | 25,475.6 | 23,678.7 | 52.5% | 13.1% | 4 |
| Chemistry | 6,507.6 | 6,470.0 | 6,412.2 | 8,953.3 | 9,125.8 | 40.2% | 10.1% | 4 |
| Physics & Engineering | 2,076.7 | 2,024.4 | 1,883.6 | 2,501.7 | 2,803.5 | 35.0% | 8.8% | 4 |
| Speech | 8,441.2 | 9,738.6 | 8,379.2 | 10,223.2 | 11,368.0 | 34.7% | 8.7% | 4 |
| Graphic Design | 1,490.8 | 1,283.0 | 1,379.4 | 1,767.1 | 1,957.4 | 31.3% | 7.8% | 4 |
| Accounting | 5,121.7 | 6,841.6 | 5,155.9 | 6,579.7 | 6,702.4 | 30.9% | 7.7% | 4 |
| Automotive Technology | 3,802.6 | 4,202.5 | 4,162.3 | 5,347.3 | 4,970.4 | 30.7% | 7.7% | 4 |
| Animation | 1,592.5 | 1,598.2 | 1,561.0 | 1,377.2 | 1,948.5 | 22.4% | 5.6% | 4 |
| Psychology | 11,540.5 | 11,239.4 | 10,801.4 | 12,293.7 | 13,989.3 | 21.2% | 5.3% | 4 |
| Pre-Health Science | 6,577.3 | 6,725.2 | 6,949.6 | 8,416.9 | 7,830.5 | 19.1% | 4.8% | 4 |
| Counseling | 8,515.3 | 8,951.0 | 9,075.4 | 9,845.4 | 9,616.8 | 12.9% | 3.2% | 4 |
| Welding | 1,145.6 | 1,393.3 | 1,151.1 | 1,441.2 | 1,284.5 | 12.1% | 3.0% | 4 |
| Health Science (other) | 461.5 | 412.8 | 498.1 | 546.3 | 513.1 | 11.2% | 2.8% | 4 |
| Mathematics | 52,391.4 | 53,636.0 | 49,373.5 | 58,526.5 | 57,397.6 | 9.6% | 2.4% | 4 |
| English & Literature | 35,155.6 | 36,252.0 | 33,638.3 | 41,088.2 | 38,200.3 | 8.7% | 2.2% | 4 |
| Economics | 3,859.3 | 3,956.6 | 3,293.5 | 3,994.6 | 4,162.6 | 7.9% | 2.0% | 4 |
| Biology Majors | 948.6 | 828.2 | 1,047.2 | 969.2 | 1,008.6 | 6.3% | 1.6% | 4 |
| RHC | 373,916.3 | 381,664.4 | 350,398.2 | 404,049.3 | 393,400.9 | 5.2% | 1.3% | 4 |
| Political Science | 9,090.6 | 9,755.0 | 7,984.5 | 8,871.4 | 9,511.2 | 4.6% | 1.2% | 4 |
| Geology | 4,361.3 | 3,874.7 | 3,800.8 | 4,437.8 | 4,485.2 | 2.8% | 0.7% | 4 |
| Child Devel & Education | 9,690.5 | 10,078.2 | 8,709.8 | 10,557.8 | 9,961.8 | 2.8% | 0.7% | 4 |
| Languages | 13,408.4 | 12,762.7 | 10,853.1 | 12,231.8 | 13,745.3 | 2.5% | 0.6% | 4 |
| Sociology | 8,540.8 | 9,600.0 | 7,557.7 | 8,461.8 | 8,606.6 | 0.8% | 0.2% | 4 |
| Vocational Nursing | 2,384.1 | 2,114.7 | 2,880.0 | 2,529.5 | 2,338.1 | -1.9% | -0.5% | 4 |
| Library | 189.8 | 238.2 | 148.8 | 141.0 | 180.0 | -5.2% | -1.3% | 4 |
| Business Management | 7,880.2 | 8,380.0 | 6,720.0 | 6,938.8 | 7,399.8 | -6.1% | -1.5% | 4 |
| Dance | 2,480.6 | 2,151.7 | 1,970.3 | 2,441.3 | 2,327.2 | -6.2% | -1.5% | 4 |
| History | 12,945.5 | 13,308.5 | 11,864.1 | 12,110.9 | 12,143.5 | -6.2% | -1.5% | 4 |
| First Year Seminar | | | | 397.8 | 391.0 | -1.7% | -1.7% | 1 |
| Geography | 2,538.4 | 2,318.7 | 1,861.8 | 2,148.9 | 2,358.3 | -7.1% | -1.8% | 4 |
| Gen Educ Biology | 8,576.5 | 8,748.2 | 7,983.1 | 9,771.9 | 7,963.6 | -7.1% | -1.8% | 4 |
| Environ Tech/Science | 1,014.4 | 946.3 | 1,327.9 | 1,296.7 | 941.2 | -7.2% | -1.8% | 4 |
| Art History | 4,934.0 | 4,623.0 | 4,054.6 | 5,095.6 | 4,557.4 | -7.6% | -1.9% | 4 |
| Anthropology | 7,037.5 | 8,030.5 | 5,837.4 | 7,332.5 | 6,427.4 | -8.7% | -2.2% | 4 |
| Administration of Justice | 21,675.9 | 16,531.5 | 15,585.3 | 16,524.6 | 19,687.5 | -9.2% | -2.3% | 4 |
| Computer Info Tech | 5,856.3 | 5,818.9 | 4,919.3 | 6,312.5 | 5,244.1 | -10.5% | -2.6% | 4 |
| Geog Info Systems | 1,770.0 | 1,325.9 | 1,453.8 | 1,507.6 | 1,563.0 | -11.7% | -2.9% | 4 |
| Theatre | 3,767.4 | 3,999.9 | 3,376.5 | 3,194.2 | 3,278.7 | -13.0% | -3.2% | 4 |

| WSCH | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Change | Avg Change | Years |
|---------------------------------|----------|----------|----------|----------|----------|---------|------------|-------|
| Music | 6,306.6 | 6,260.0 | 5,393.5 | 6,315.2 | 5,399.3 | -14.4% | -3.6% | 4 |
| Philosophy | 4,858.0 | 5,011.0 | 3,933.4 | 4,158.2 | 4,071.6 | -16.2% | -4.0% | 4 |
| Chicano Studies | 1,410.0 | 1,197.1 | 1,280.3 | 1,539.7 | 1,172.9 | -16.8% | -4.2% | 4 |
| Photography | 2,983.5 | 2,689.4 | 2,538.2 | 2,733.4 | 2,450.5 | -17.9% | -4.5% | 4 |
| Arts | 9,527.1 | 8,833.7 | 8,906.3 | 9,918.0 | 7,810.9 | -18.0% | -4.5% | 4 |
| Humanities | 3,934.2 | 4,395.2 | 3,564.6 | 3,350.3 | 3,215.5 | -18.3% | -4.6% | 4 |
| Kinesiology | 18,640.8 | 16,893.8 | 15,434.2 | 17,128.4 | 15,133.6 | -18.8% | -4.7% | 4 |
| Educational Development | 1,491.4 | 1,421.0 | 1,530.3 | 1,330.3 | 1,202.6 | -19.4% | -4.8% | 4 |
| Heavy Equipment Tech | 575.2 | 727.4 | 431.4 | 329.6 | 456.6 | -20.6% | -5.2% | 4 |
| Arch/Civil/Engin Dsgn, Drafting | 6,020.2 | 5,958.3 | 5,120.2 | 4,814.1 | 4,545.3 | -24.5% | -6.1% | 4 |
| Entry-Level Nursing | 1,104.2 | 1,371.1 | 1,140.0 | 1,116.1 | 812.4 | -26.4% | -6.6% | 4 |
| Electronics | 1,075.8 | 1,168.4 | 1,041.3 | 873.8 | 757.6 | -29.6% | -7.4% | 4 |
| Mass Communications | 1,999.3 | 2,345.8 | 1,988.1 | 1,673.2 | 1,383.6 | -30.8% | -7.7% | 4 |
| Reading & Vocabulary | 9,407.4 | 9,564.5 | 8,677.6 | 8,409.4 | 6,045.3 | -35.7% | -8.9% | 4 |
| English as a New Language | 1,476.9 | 1,835.7 | 1,520.4 | 1,223.8 | 915.7 | -38.0% | -9.5% | 4 |
| Technical Education | 105.0 | 144.7 | 127.7 | 76.5 | 39.0 | -62.9% | -15.7% | 4 |
| Auto Body Repair | 746.9 | 360.7 | | | | -100.0% | -50.0% | 2 |
| Biotechnology | | | | | 40.8 | | | |
| Music Technology | | | | | 734.0 | | | |



Division and Discipline WSCH Categorization (Faster/Slower/Same than RHC WSCH)

| DIVISION (Descending Rank) | FASTER THAN RHC 1.3% | | SLOWER THAN RHC 1.3% | | SAME RHC (.90 -->1.2%) |
|----------------------------|--------------------------|--|----------------------|---------------------|------------------------|
| LIBRARY 50.2% | LIBRARY DIVISION | | 50.2% | Library | -1.3% |
| | | | | First Year Seminar | -1.7% |
| HEALTH SCIENCE 10.1% | Orthopedic Technology | | 94.2% | Vocational Nursing | -0.5% |
| | Nutrition | | 42.6% | Entry-Level Nursing | -6.6% |
| | Associate Degree Nursing | | 18.0% | | |
| | HEALTH SCIENCE DIVISION | | 10.1% | | |
| | Health Science (other) | | 2.8% | | |
| PUBLIC SAFETY 4.4% | Homeland Security | | 277.8% | Admin of Justice | -2.3% |
| | Fire Technology | | 13.1% | | |
| | PS DIVISION | | 4.4% | | |
| COUNSELING 3.2% | COUNSELING DIVISION | | 3.2% | | Political Science 1.2% |
| | Counseling | | 3.2% | | |
| MATH SCIENCE 2.9% | Astronomy | | 20.5% | Geology | 0.7% |
| | Chemistry | | 10.1% | Geography | -1.8% |
| | Physics & Engineering | | 8.8% | Gen Ed Biology | -1.8% |
| | Pre-Health Science | | 4.8% | Envir Tech/Science | -1.8% |
| | MS Division | | 2.9% | Biotechnology | NA |
| | Mathematics | | 2.4% | | |
| | Biology Majors | | 1.6% | | |
| COMM & LANGUAGES .6% | Speech | | 8.7% | C & L DIVISION | 0.6% |
| | English & Literature | | 2.2% | Languages | 0.6% |
| | | | | Mass Communications | -7.7% |



Division and Discipline WSCH Categorization (Faster/Slower/Same than RHC WSCH) **CONTINUED**

| DIVISION (Descending Rank) | FASTER THAN RHC 1.3% | | SLOWER THAN RHC 1.3% | | SAME RHC (.90 -->1.2%) |
|------------------------------|---|------------|------------------------------------|--------|------------------------|
| | English as a New Language | | Reading & Vocabulary | -8.9% | Political Science 1.2% |
| | | | -9.5% | | |
| BUSINESS 0.6% | Accounting | 7.7% | BUSINESS DIVISION | 0.6% | |
| | | | Business Management | -1.5% | |
| | | | Computer Information Tech | -2.6% | |
| BEHAVIOR SOCIAL SCIENCE 0.5% | Human Svc & Drug Studies | 34.9% | Political Science | 1.2% | |
| | Psychology | 5.3% | Child Development & Education | 0.7% | |
| | Economics | 2.0% | BEH SOC SCIENCE DIV | 0.5% | |
| | | | Sociology | 0.2% | |
| | | | History | -1.5% | |
| | | | Anthropology | -2.2% | |
| | | | Philosophy | -4.0% | |
| | | | Chicano Studies | -4.2% | |
| | | Humanities | -4.6% | | |
| KIN/DANCE/ATHLETICS -1.6% | Athletics | 16.6% | Dance | -1.5% | |
| | | | KIN/DANCE/ATH DIVISION | -1.6% | |
| | | | Kinesiology | -4.7% | |
| CTE -1.7% | Hospitality | 85.5% | CTE DIVISION | -1.7% | |
| | Auto-Baccalaureate | 78.0% | Geog Information Systems | -2.9% | |
| | Automotive Technology | 7.7% | Heavy Equipment Technology | -5.2% | |
| | Welding | 3.0% | Arch, Civil, Engin Design Drafting | -6.1% | |
| | | | Electronics | -7.4% | |
| | | | Technical Education | -15.7% | |
| | | | Auto Body Repair | -50.0% | |
| ART -2.0% | Graphic Design | 7.8% | Music Technology | 0.0% | |
| | Animation | 5.6% | Art History | -1.9% | |
| | Theatre Music Photography Arts | | ART DIVISION | -2.0% | |
| | | | | -3.2% | |
| | | | | -3.6% | |
| | | | | -4.5% | |
| DSPS -4.8% | | | DSPS -4.8% | -4.8% | |
| | | | Educational Development | -4.8% | |

DATA SET 4: FTES

FTES By Location in Descending Order by Five-Year Average

| FTES | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Change | Average Change | Years |
|---------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-------------|----------------|----------|
| SFS Training Center | 4.3 | 95.0 | 176.5 | 305.5 | 384.3 | 304.3% | 101.4% | 3 |
| South Whittier | 2.4 | 81.9 | 138.6 | 183.0 | 179.7 | 119.4% | 39.8% | 3 |
| Pico Rivera | | | 127.9 | 189.8 | 223.3 | 74.6% | 37.3% | 2 |
| El Monte | | 90.8 | 126.6 | 166.5 | 151.8 | 67.1% | 22.4% | 3 |
| Web/Online | 1,290.2 | 1,512.9 | 1,071.6 | 1,470.2 | 1,671.2 | 29.5% | 7.4% | 4 |
| RHC Total | 11,894.1 | 12,140.6 | 11,146.0 | 12,852.6 | 12,513.9 | 5.2% | 1.3% | 4 |
| RHC Main | 9,880.9 | 9,588.8 | 8,866.6 | 9,697.7 | 9,278.9 | -6.1% | -1.5% | 4 |
| Off-Campus | 716.3 | 771.0 | 638.3 | 839.9 | 624.7 | -19.0% | -6.3% | 3 |

FTES By Program in Descending Order by Five-Year Average

| FTES | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Change | Avg Change | Years |
|-------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-------------|-------------|----------|
| Homeland Security | | | | 3.2 | 12.3 | 277.8% | 277.8% | 1 |
| Orthopedic Technology | | | | 7.9 | 15.3 | 94.2% | 94.2% | 1 |
| Hospitality | | | | 3.6 | 6.7 | 85.5% | 85.5% | 1 |
| Auto–Baccalaureate | | | 4.9 | 6.2 | 12.5 | 156.1% | 78.0% | 2 |
| Nutrition | | | | 4.8 | 6.9 | 42.6% | 42.6% | 1 |
| Human Services & Drug Studies | 22.8 | 28.2 | 37.2 | 37.4 | 54.7 | 139.5% | 34.9% | 4 |
| Astronomy | 45.4 | 94.0 | 80.1 | 103.1 | 82.7 | 82.0% | 20.5% | 4 |
| Associate Degree Nursing | 117.4 | 209.6 | 207.3 | 238.5 | 202.1 | 72.1% | 18.0% | 4 |
| Athletics | 99.2 | 150.1 | 140.3 | 148.9 | 165.0 | 66.3% | 16.6% | 4 |
| Fire Technology | 493.9 | 514.6 | 615.7 | 810.4 | 753.2 | 52.5% | 13.1% | 4 |
| Chemistry | 207.0 | 205.8 | 204.0 | 284.8 | 290.3 | 40.2% | 10.1% | 4 |
| Physics & Engineering | 66.1 | 64.4 | 59.9 | 79.6 | 89.2 | 35.0% | 8.8% | 4 |
| Speech | 268.5 | 309.8 | 266.5 | 325.2 | 361.6 | 34.7% | 8.7% | 4 |
| Graphic Design | 47.4 | 40.8 | 43.9 | 56.2 | 62.3 | 31.3% | 7.8% | 4 |
| Accounting | 162.9 | 217.6 | 164.0 | 209.3 | 213.2 | 30.9% | 7.7% | 4 |
| Automotive Technology | 121.0 | 133.7 | 132.4 | 170.1 | 158.1 | 30.7% | 7.7% | 4 |
| Animation | 50.7 | 50.8 | 49.7 | 43.8 | 62.0 | 22.4% | 5.6% | 4 |
| Psychology | 367.1 | 357.5 | 343.6 | 391.1 | 445.0 | 21.2% | 5.3% | 4 |
| Pre-Health Science | 209.2 | 213.9 | 221.1 | 267.7 | 249.1 | 19.1% | 4.8% | 4 |
| Counseling | 270.9 | 284.7 | 288.7 | 313.2 | 305.9 | 12.9% | 3.2% | 4 |
| Welding | 36.4 | 44.3 | 36.6 | 45.8 | 40.9 | 12.1% | 3.0% | 4 |
| Health Science (other) | 14.7 | 13.1 | 15.8 | 17.4 | 16.3 | 11.2% | 2.8% | 4 |
| Mathematics | 1,666.5 | 1,706.1 | 1,570.5 | 1,861.7 | 1,825.8 | 9.6% | 2.4% | 4 |
| English & Literature | 1,118.3 | 1,153.2 | 1,070.0 | 1,307.0 | 1,215.1 | 8.7% | 2.2% | 4 |
| Economics | 122.8 | 125.9 | 104.8 | 127.1 | 132.4 | 7.9% | 2.0% | 4 |
| Biology Majors | 30.2 | 26.3 | 33.3 | 30.8 | 32.1 | 6.3% | 1.6% | 4 |
| RHC Total | 11,894.1 | 12,140.6 | 11,146.0 | 12,852.6 | 12,513.9 | 5.2% | 1.3% | 4 |

| FTES | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Change | Avg Change | Years |
|----------------------------------|---------|---------|---------|---------|---------|---------|------------|-------|
| Political Science | 289.2 | 310.3 | 254.0 | 282.2 | 302.5 | 4.6% | 1.2% | 4 |
| Geology | 138.7 | 123.3 | 120.9 | 141.2 | 142.7 | 2.8% | 0.7% | 4 |
| Child Development & Education | 308.3 | 320.6 | 277.1 | 335.8 | 316.9 | 2.8% | 0.7% | 4 |
| Languages | 426.5 | 406.0 | 345.2 | 389.1 | 437.2 | 2.5% | 0.6% | 4 |
| Sociology | 271.7 | 305.4 | 240.4 | 269.2 | 273.8 | 0.8% | 0.2% | 4 |
| Vocational Nursing | 75.8 | 67.3 | 91.6 | 80.5 | 74.4 | -1.9% | -0.5% | 4 |
| Library | 6.0 | 7.6 | 4.7 | 4.5 | 5.7 | -5.2% | -1.3% | 4 |
| Business Management | 250.7 | 266.6 | 213.8 | 220.7 | 235.4 | -6.1% | -1.5% | 4 |
| Dance | 78.9 | 68.4 | 62.7 | 77.7 | 74.0 | -6.2% | -1.5% | 4 |
| History | 411.8 | 423.3 | 377.4 | 385.2 | 386.3 | -6.2% | -1.5% | 4 |
| First Year Seminar | | | | 12.7 | 12.4 | -1.7% | -1.7% | 1 |
| Geography | 80.7 | 73.8 | 59.2 | 68.4 | 75.0 | -7.1% | -1.8% | 4 |
| General Education Biology | 272.8 | 278.3 | 253.9 | 310.8 | 253.3 | -7.1% | -1.8% | 4 |
| Envir Technology/Science | 32.3 | 30.1 | 42.2 | 41.2 | 29.9 | -7.2% | -1.8% | 4 |
| Art History | 156.9 | 147.1 | 129.0 | 162.1 | 145.0 | -7.6% | -1.9% | 4 |
| Anthropology | 223.9 | 255.4 | 185.7 | 233.2 | 204.5 | -8.7% | -2.2% | 4 |
| Administration of Justice | 689.5 | 525.9 | 495.8 | 525.6 | 626.2 | -9.2% | -2.3% | 4 |
| Computer Info Technology | 186.3 | 185.1 | 156.5 | 200.8 | 166.8 | -10.5% | -2.6% | 4 |
| Geographic Information Systems | 56.3 | 42.2 | 46.2 | 48.0 | 49.7 | -11.7% | -2.9% | 4 |
| Theatre | 119.8 | 127.2 | 107.4 | 101.6 | 104.3 | -13.0% | -3.2% | 4 |
| Music | 200.6 | 199.1 | 171.6 | 200.9 | 171.7 | -14.4% | -3.6% | 4 |
| Philosophy | 154.5 | 159.4 | 125.1 | 132.3 | 129.5 | -16.2% | -4.0% | 4 |
| Chicano Studies | 44.9 | 38.1 | 40.7 | 49.0 | 37.3 | -16.8% | -4.2% | 4 |
| Photography | 94.9 | 85.5 | 80.7 | 86.9 | 77.9 | -17.9% | -4.5% | 4 |
| Arts | 303.1 | 281.0 | 283.3 | 315.5 | 248.5 | -18.0% | -4.5% | 4 |
| Humanities | 125.1 | 139.8 | 113.4 | 106.6 | 102.3 | -18.3% | -4.6% | 4 |
| Kinesiology | 593.0 | 537.4 | 491.0 | 544.8 | 481.4 | -18.8% | -4.7% | 4 |
| Educational Development | 47.4 | 45.2 | 48.7 | 42.3 | 38.3 | -19.4% | -4.8% | 4 |
| Heavy Equipment Technology | 18.3 | 23.1 | 13.7 | 10.5 | 14.5 | -20.6% | -5.2% | 4 |
| Arch/Civil/Engin Design Drafting | 191.5 | 189.5 | 162.9 | 153.1 | 144.6 | -24.5% | -6.1% | 4 |
| Entry-Level Nursing | 35.1 | 43.6 | 36.3 | 35.5 | 25.8 | -26.4% | -6.6% | 4 |
| Electronics | 34.2 | 37.2 | 33.1 | 27.8 | 24.1 | -29.6% | -7.4% | 4 |
| Mass Communications | 63.6 | 74.6 | 63.2 | 53.2 | 44.0 | -30.8% | -7.7% | 4 |
| Reading & Vocabulary | 299.2 | 304.2 | 276.0 | 267.5 | 192.3 | -35.7% | -8.9% | 4 |
| English as a New Language | 47.0 | 58.4 | 48.4 | 38.9 | 29.1 | -38.0% | -9.5% | 4 |
| Technical Education | 3.3 | 4.6 | 4.1 | 2.4 | 1.2 | -62.9% | -15.7% | 4 |
| Auto Body Repair | 23.8 | 11.5 | | | | -100.0% | -50.0% | 2 |
| Biotechnology | | | | | 1.3 | | | |
| Music Technology | | | | | 23.3 | | | |

FTES By Program and Division Compared to RHC

| FTES - ARTS | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Change | Avg Change | Years |
|---------------------|------------------|------------------|------------------|------------------|------------------|--------------|--------------|----------|
| Graphic Design | 47.4 | 40.8 | 43.9 | 56.2 | 62.3 | 31.30% | 7.80% | 4 |
| Animation | 50.7 | 50.8 | 49.7 | 43.8 | 62 | 22.40% | 5.60% | 4 |
| RHC | 11,894.10 | 12,140.60 | 11,146.00 | 12,852.60 | 12,513.90 | 5.20% | 1.30% | 4 |
| Art History | 156.9 | 147.1 | 129 | 162.1 | 145 | -7.60% | -1.90% | 4 |
| ART DIVISION | 973.4 | 931.6 | 865.5 | 967.0 | 895.0 | -8.1% | -2.0% | 4 |
| Theatre | 119.8 | 127.2 | 107.4 | 101.6 | 104.3 | -13.00% | -3.20% | 4 |
| Music | 200.6 | 199.1 | 171.6 | 200.9 | 171.7 | -14.40% | -3.60% | 4 |
| Photography | 94.9 | 85.5 | 80.7 | 86.9 | 77.9 | -17.90% | -4.50% | 4 |
| Arts | 303.1 | 281 | 283.3 | 315.5 | 248.5 | -18.00% | -4.50% | 4 |
| Music Technology | | | | | 23.3 | | | |

| FTES - BSS | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Change | Avg Change | Years |
|-------------------------------|------------------|------------------|------------------|------------------|------------------|--------------|--------------|----------|
| Human Services & Drug Studies | 22.8 | 28.2 | 37.2 | 37.4 | 54.7 | 139.50% | 34.90% | 4 |
| Psychology | 367.1 | 357.5 | 343.6 | 391.1 | 445 | 21.20% | 5.30% | 4 |
| Economics | 122.8 | 125.9 | 104.8 | 127.1 | 132.4 | 7.90% | 2.00% | 4 |
| RHC | 11,894.10 | 12,140.60 | 11,146.00 | 12,852.60 | 12,513.90 | 5.20% | 1.30% | 4 |
| Political Science | 289.2 | 310.3 | 254 | 282.2 | 302.5 | 4.60% | 1.20% | 4 |
| Child Development & Education | 308.3 | 320.6 | 277.1 | 335.8 | 316.9 | 2.80% | 0.70% | 4 |
| BSS DIVISION | 2,342.0 | 2,463.9 | 2,099.3 | 2,349.0 | 2,385.1 | 1.8% | 0.5% | 4 |
| Sociology | 271.7 | 305.4 | 240.4 | 269.2 | 273.8 | 0.80% | 0.20% | 4 |
| History | 411.8 | 423.3 | 377.4 | 385.2 | 386.3 | -6.20% | -1.50% | 4 |
| Anthropology | 223.9 | 255.4 | 185.7 | 233.2 | 204.5 | -8.70% | -2.20% | 4 |
| Philosophy | 154.5 | 159.4 | 125.1 | 132.3 | 129.5 | -16.20% | -4.00% | 4 |
| Chicano Studies | 44.9 | 38.1 | 40.7 | 49 | 37.3 | -16.80% | -4.20% | 4 |
| Humanities | 125.1 | 139.8 | 113.4 | 106.6 | 102.3 | -18.30% | -4.60% | 4 |

| FTES - BUS | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Change | Avg Change | Years |
|--------------------------|------------------|------------------|------------------|------------------|------------------|--------------|--------------|----------|
| Accounting | 162.9 | 217.6 | 164 | 209.3 | 213.2 | 30.90% | 7.70% | 4 |
| RHC Total | 11,894.10 | 12,140.60 | 11,146.00 | 12,852.60 | 12,513.90 | 5.20% | 1.30% | 4 |
| BUS DIVISION | 599.9 | 669.3 | 534.2 | 630.8 | 615.4 | 2.6% | 0.6% | 4 |
| Business Management | 250.7 | 266.6 | 213.8 | 220.7 | 235.4 | -6.10% | -1.50% | 4 |
| Computer Info Technology | 186.3 | 185.1 | 156.5 | 200.8 | 166.8 | -10.50% | -2.60% | 4 |

| FTES - CL | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Change | Avg Change | Years |
|---------------------------|------------------|------------------|------------------|------------------|------------------|--------------|--------------|----------|
| Speech | 268.5 | 309.8 | 266.5 | 325.2 | 361.6 | 34.70% | 8.70% | 4 |
| English & Literature | 1,118.30 | 1,153.20 | 1,070.00 | 1,307.00 | 1,215.10 | 8.70% | 2.20% | 4 |
| RHC Total | 11,894.10 | 12,140.60 | 11,146.00 | 12,852.60 | 12,513.90 | 5.20% | 1.30% | 4 |
| CL DIVISION | 2,223.1 | 2,306.2 | 2,069.4 | 2,380.9 | 2,279.4 | 2.5% | 0.6% | 4 |
| Languages | 426.5 | 406 | 345.2 | 389.1 | 437.2 | 2.50% | 0.60% | 4 |
| Mass Communications | 63.6 | 74.6 | 63.2 | 53.2 | 44 | -30.80% | -7.70% | 4 |
| Reading & Vocabulary | 299.2 | 304.2 | 276 | 267.5 | 192.3 | -35.70% | -8.90% | 4 |
| English as a New Language | 47 | 58.4 | 48.4 | 38.9 | 29.1 | -38.00% | -9.50% | 4 |

| FTES - COUN | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Change | Avg Change | Years |
|----------------------|------------------|-----------------|-----------------|-----------------|-----------------|--------------|--------------|----------|
| Counseling | 270.9 | 284.7 | 288.7 | 313.2 | 305.9 | 12.90% | 3.20% | 4 |
| COUN DIVISION | 270.9 | 284.7 | 288.7 | 313.2 | 305.9 | 12.9% | 3.2% | 4 |
| RHC Total | 11,894.10 | 12,140.6 | 11,146.0 | 12,852.6 | 12,513.9 | 5.20% | 1.30% | 4 |

| FTES - CTE | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Change | Avg Change | Years |
|----------------------------------|------------------|-----------------|-----------------|-----------------|-----------------|--------------|--------------|----------|
| Hospitality | | | | 3.6 | 6.7 | 85.50% | 85.50% | 1 |
| Auto-Baccalaureate | | | 4.9 | 6.2 | 12.5 | 156.10% | 78.00% | 2 |
| Fire Technology | 493.9 | 514.6 | 615.7 | 810.4 | 753.2 | 52.50% | 13.10% | 4 |
| Automotive Technology | 121 | 133.7 | 132.4 | 170.1 | 158.1 | 30.70% | 7.70% | 4 |
| Welding | 36.4 | 44.3 | 36.6 | 45.8 | 40.9 | 12.10% | 3.00% | 4 |
| RHC Total | 11,894.10 | 12,140.6 | 11,146.0 | 12,852.6 | 12,513.9 | 5.20% | 1.30% | 4 |
| CTE DIVISION | 484.8 | 486.1 | 433.9 | 467.6 | 452.3 | -6.7% | -1.7% | 4 |
| Heavy Equipment Technology | 18.3 | 23.1 | 13.7 | 10.5 | 14.5 | -20.60% | -5.20% | 4 |
| Arch/Civil/Engin Design Drafting | 191.5 | 189.5 | 162.9 | 153.1 | 144.6 | -24.50% | -6.10% | 4 |
| Electronics | 34.2 | 37.2 | 33.1 | 27.8 | 24.1 | -29.60% | -7.40% | 4 |
| Technical Education | 3.3 | 4.6 | 4.1 | 2.4 | 1.2 | -62.90% | -15.70% | 4 |
| Auto Body Repair | 23.8 | 11.5 | | | | 100.00% | -50.00% | 2 |

| FTES - DSPS | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Change | Avg Change | Years |
|----------------------|------------------|------------------|------------------|------------------|------------------|---------------|--------------|----------|
| RHC Total | 11,894.10 | 12,140.60 | 11,146.00 | 12,852.60 | 12,513.90 | 5.20% | 1.30% | 4 |
| Development | 47.4 | 45.2 | 48.7 | 42.3 | 38.3 | -19.40% | -4.80% | 4 |
| DSPS DIVISION | 47.4 | 45.2 | 48.7 | 42.3 | 38.3 | -19.4% | -4.8% | 4 |

| FTES - HS | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Change | Avg Change | Years |
|--------------------|------------------|-----------------|-----------------|-----------------|-----------------|--------------|--------------|----------|
| Technology | | | | 7.9 | 15.3 | 94.20% | 94.20% | 1 |
| Nutrition | | | | 4.8 | 6.9 | 42.60% | 42.60% | 1 |
| Associate Nursing | 117.4 | 209.6 | 207.3 | 238.5 | 202.1 | 72.10% | 18.00% | 4 |
| HS DIVISION | 243.1 | 333.7 | 351.0 | 384.5 | 340.8 | 40.2% | 10.1% | 4 |
| Math Science | 14.7 | 13.1 | 15.8 | 17.4 | 16.3 | 11.20% | 2.80% | 4 |
| RHC Total | 11,894.10 | 12,140.6 | 11,146.0 | 12,852.6 | 12,513.9 | 5.20% | 1.30% | 4 |
| Maximal | 75.8 | 67.3 | 91.6 | 80.5 | 74.4 | -1.90% | -0.50% | 4 |
| Enrichment | 35.1 | 43.6 | 36.3 | 35.5 | 25.8 | -26.40% | -6.60% | 4 |

| FTES - KDA | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Change | Avg Change | Years |
|---------------------|------------------|-----------------|-----------------|-----------------|-----------------|--------------|--------------|----------|
| Athletics | 99.2 | 150.1 | 140.3 | 148.9 | 165 | 66.30% | 16.60% | 4 |
| RHC Total | 11,894.10 | 12,140.6 | 11,146.0 | 12,852.6 | 12,513.9 | 5.20% | 1.30% | 4 |
| Dance | 78.9 | 68.4 | 62.7 | 77.7 | 74 | -6.20% | -1.50% | 4 |
| KDA DIVISION | 771.1 | 755.9 | 693.9 | 771.4 | 720.4 | -6.6% | -1.6% | 4 |
| Kinesiology | 593 | 537.4 | 491 | 544.8 | 481.4 | -18.80% | -4.70% | 4 |

| FTES - LIB | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Change | Avg Change | Years |
|---------------------|------------------|-----------------|-----------------|-----------------|-----------------|---------------|--------------|----------|
| LIB DIVISION | 6.0 | 7.6 | 4.7 | 17.1 | 18.2 | 200.8% | 50.2% | 4 |
| RHC Total | 11,894.10 | 12,140.6 | 11,146.0 | 12,852.6 | 12,513.9 | 5.20% | 1.30% | 4 |
| Library | 6 | 7.6 | 4.7 | 4.5 | 5.7 | -5.20% | -1.30% | 4 |
| First Year Seminar | | | | 12.7 | 12.4 | -1.70% | -1.70% | 1 |

| FTES - MS | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Change | Avg Change | Years |
|--------------------------------|------------------|-----------------|-----------------|-----------------|-----------------|--------------|--------------|----------|
| Astronomy | 45.4 | 94 | 80.1 | 103.1 | 82.7 | 82.00% | 20.50% | 4 |
| Chemistry | 207 | 205.8 | 204 | 284.8 | 290.3 | 40.20% | 10.10% | 4 |
| Physics & Engineering | 66.1 | 64.4 | 59.9 | 79.6 | 89.2 | 35.00% | 8.80% | 4 |
| Pre-Health Science | 209.2 | 213.9 | 221.1 | 267.7 | 249.1 | 19.10% | 4.80% | 4 |
| MS DIVISION | 2,749.0 | 2,816.0 | 2,645.2 | 3,189.4 | 3,071.3 | 11.7% | 2.9% | 4 |
| Mathematics | 1,666.50 | 1,706.10 | 1,570.50 | 1,861.70 | 1,825.80 | 9.60% | 2.40% | 4 |
| Biology Majors | 30.2 | 26.3 | 33.3 | 30.8 | 32.1 | 6.30% | 1.60% | 4 |
| RHC Total | 11,894.10 | 12,140.6 | 11,146.0 | 12,852.6 | 12,513.9 | 5.20% | 1.30% | 4 |
| Geology | 138.7 | 123.3 | 120.9 | 141.2 | 142.7 | 2.80% | 0.70% | 4 |
| Geography | 80.7 | 73.8 | 59.2 | 68.4 | 75 | -7.10% | -1.80% | 4 |
| General Education Biology | 272.8 | 278.3 | 253.9 | 310.8 | 253.3 | -7.10% | -1.80% | 4 |
| Envir Technology/ Science | 32.3 | 30.1 | 42.2 | 41.2 | 29.9 | -7.20% | -1.80% | 4 |
| Geographic Information Systems | 56.3 | 42.2 | 46.2 | 48 | 49.7 | -11.70% | -2.90% | 4 |
| Biotechnology | | | | | 1.3 | | | |

| FTES - PS | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Change | Avg Change | Years |
|---------------------------|------------------|-----------------|-----------------|-----------------|-----------------|--------------|--------------|----------|
| Homeland Security | | | | 3.2 | 12.3 | 277.80% | 277.8% | 1 |
| PS DIVISION | 1,183.4 | 1,040.4 | 1,111.4 | 1,339.3 | 1,391.7 | 17.6% | 4.4% | 4 |
| RHC Total | 11,894.10 | 12,140.6 | 11,146.0 | 12,852.6 | 12,513.9 | 5.20% | 1.30% | 4 |
| Administration of Justice | 689.5 | 525.9 | 495.8 | 525.6 | 626.2 | -9.20% | -2.30% | 4 |

DATA SET 5: FTES/FTEF (PROGRAM EFFICIENCY)

FTES/FTEF By Location

| FTES/FTEF | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Change | Avg Change | Years |
|---------------------|-------------|-------------|-------------|-------------|-------------|--------------|--------------|----------|
| SFS Training Center | 15.6 | 17.9 | 19.4 | 22.2 | 35.7 | 99.5% | 33.2% | 3 |
| Pico Rivera | | | 14.8 | 16.5 | 16.8 | 14.0% | 7.0% | 2 |
| El Monte | | 14.8 | 16.4 | 15.4 | 16.1 | 8.4% | 2.8% | 3 |
| South Whittier | 12.1 | 14.4 | 15.1 | 15.7 | 14.5 | 0.4% | 0.1% | 3 |
| Web/Online | 16.9 | 17.1 | 14.9 | 15.7 | 16.3 | -3.9% | -1.0% | 4 |
| RHC Main | 18.8 | 18.2 | 18.0 | 17.0 | 17.5 | -6.8% | -1.7% | 4 |
| RHC Total | 18.6 | 17.7 | 17.4 | 16.8 | 17.1 | -7.9% | -2.0% | 4 |
| Off-Campus | 19.1 | 14.4 | 16.1 | 16.3 | 11.8 | -18.4% | -6.1% | 3 |

FTES/FTEF By Program in Descending Order by Five-Year Average

| FTES/FTEF | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Change | Avg Change | Years |
|-------------------------------|-------------|-------------|-------------|-------------|-------------|--------------|--------------|----------|
| Hospitality | | | | 4.5 | 8.4 | 85.5% | 85.5% | 1 |
| Nutrition | | | | 10.9 | 15.7 | 44.0% | 44.0% | 1 |
| Auto–Baccalaureate | | | 4.9 | 5.2 | 8.9 | 82.9% | 41.5% | 2 |
| First Year Seminar | | | | 7.9 | 10.4 | 31.1% | 31.1% | 1 |
| Orthopedic Technology | | | | 8.2 | 10.6 | 30.0% | 30.0% | 1 |
| Health Science (other) | 8.0 | 11.3 | 19.9 | 14.5 | 16.4 | 103.8% | 26.0% | 4 |
| Homeland Security | | | | 8.1 | 10.2 | 26.0% | 26.0% | 1 |
| Fire Technology | 23.8 | 26.0 | 29.8 | 32.9 | 34.6 | 45.2% | 11.3% | 4 |
| Athletics | 12.0 | 16.5 | 16.4 | 16.6 | 17.3 | 44.3% | 11.1% | 4 |
| Human Services & Drug Studies | 12.7 | 15.1 | 12.8 | 13.1 | 16.6 | 31.0% | 7.7% | 4 |
| Heavy Equipment Technology | 8.7 | 11.9 | 9.9 | 7.5 | 10.6 | 21.9% | 5.5% | 4 |
| Administration of Justice | 27.1 | 21.0 | 23.8 | 24.8 | 32.6 | 20.2% | 5.0% | 4 |
| Graphic Design | 11.6 | 10.9 | 11.3 | 12.9 | 13.7 | 17.9% | 4.5% | 4 |
| Entry-Level Nursing | 7.1 | 10.1 | 10.1 | 8.7 | 7.6 | 7.2% | 1.8% | 4 |
| Chemistry | 17.9 | 18.6 | 16.2 | 14.9 | 19.0 | 6.4% | 1.6% | 4 |
| Counseling | 15.7 | 16.2 | 16.9 | 15.7 | 16.5 | 4.7% | 1.2% | 4 |
| Pre-Health Science | 22.7 | 21.8 | 19.4 | 16.8 | 23.7 | 4.3% | 1.1% | 4 |
| Speech | 14.8 | 15.6 | 15.6 | 15.5 | 15.2 | 3.3% | 0.8% | 4 |
| English & Literature | 15.3 | 15.0 | 15.6 | 14.9 | 14.9 | -2.4% | -0.6% | 4 |
| Biology Majors | 15.1 | 17.6 | 15.1 | 14.0 | 14.6 | -3.3% | -0.8% | 4 |
| Animation | 13.3 | 12.3 | 11.1 | 14.0 | 12.8 | -4.1% | -1.0% | 4 |
| Electronics | 11.2 | 10.2 | 10.4 | 8.1 | 10.8 | -4.1% | -1.0% | 4 |
| Economics | 20.4 | 18.4 | 16.8 | 18.1 | 19.4 | -4.8% | -1.2% | 4 |
| Psychology | 22.3 | 21.4 | 21.9 | 20.7 | 21.2 | -4.9% | -1.2% | 4 |
| Library | 10.1 | 9.5 | 7.9 | 11.2 | 9.5 | -5.2% | -1.3% | 4 |
| Humanities | 21.5 | 20.0 | 20.2 | 21.2 | 20.4 | -5.2% | -1.3% | 4 |
| Automotive Technology | 13.5 | 13.3 | 12.8 | 12.4 | 12.7 | -5.8% | -1.4% | 4 |
| Music | 16.1 | 14.4 | 14.6 | 15.1 | 15.1 | -6.0% | -1.5% | 4 |
| Sociology | 21.9 | 21.8 | 22.3 | 20.4 | 20.4 | -6.8% | -1.7% | 4 |
| RHC | 18.6 | 17.7 | 17.4 | 16.8 | 17.1 | -7.9% | -2.0% | 4 |
| Chicano Studies | 18.7 | 21.2 | 20.4 | 18.1 | 17.0 | -9.3% | -2.3% | 4 |
| History | 22.4 | 21.6 | 21.0 | 20.7 | 20.1 | -10.1% | -2.5% | 4 |
| Arts | 16.1 | 14.9 | 16.2 | 14.2 | 14.3 | -11.1% | -2.8% | 4 |
| Accounting | 20.0 | 18.8 | 17.0 | 16.8 | 17.6 | -11.9% | -3.0% | 4 |
| Art History | 20.1 | 18.4 | 18.4 | 19.3 | 17.7 | -12.1% | -3.0% | 4 |
| Languages | 16.3 | 15.3 | 15.2 | 14.8 | 14.3 | -12.3% | -3.1% | 4 |
| General Education Biology | 22.6 | 22.1 | 18.8 | 18.1 | 19.8 | -12.6% | -3.1% | 4 |
| Physics & Engineering | 15.9 | 14.3 | 12.2 | 12.4 | 13.9 | -12.8% | -3.2% | 4 |
| Child Development & Education | 21.9 | 21.3 | 20.7 | 19.6 | 19.1 | -13.0% | -3.2% | 4 |
| Business Management | 18.6 | 17.9 | 16.1 | 16.3 | 16.1 | -13.0% | -3.2% | 4 |
| Photography | 13.9 | 13.9 | 14.6 | 12.6 | 12.0 | -13.4% | -3.4% | 4 |
| Political Science | 22.8 | 21.4 | 21.7 | 21.3 | 19.6 | -13.7% | -3.4% | 4 |
| Geography | 25.2 | 24.2 | 21.9 | 19.8 | 21.7 | -13.8% | -3.5% | 4 |

| FTES/FTEF | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Change | Avg Change | Years |
|--|---------|---------|---------|---------|---------|---------|------------|-------|
| Anthropology | 22.0 | 20.3 | 19.2 | 18.6 | 18.7 | -14.9% | -3.7% | 4 |
| Mathematics | 20.0 | 19.8 | 18.2 | 16.8 | 16.9 | -15.2% | -3.8% | 4 |
| English as a New Language | 12.9 | 12.8 | 13.0 | 11.5 | 10.8 | -16.6% | -4.1% | 4 |
| Astronomy | 32.4 | 28.3 | 27.5 | 26.0 | 27.0 | -16.9% | -4.2% | 4 |
| Associate Degree Nursing | 9.0 | 7.8 | 8.0 | 8.4 | 7.5 | -17.2% | -4.3% | 4 |
| Vocational Nursing | 9.2 | 7.5 | 8.3 | 8.0 | 7.6 | -17.9% | -4.5% | 4 |
| Kinesiology | 31.0 | 28.2 | 28.3 | 27.3 | 25.4 | -18.2% | -4.6% | 4 |
| Educational Development | 16.7 | 16.4 | 14.2 | 13.2 | 13.6 | -18.4% | -4.6% | 4 |
| Reading & Vocabulary | 17.3 | 17.5 | 16.7 | 15.8 | 14.1 | -18.7% | -4.7% | 4 |
| Computer Information Technology | 16.4 | 15.9 | 15.6 | 14.7 | 13.3 | -18.9% | -4.7% | 4 |
| Theatre | 15.2 | 16.1 | 12.9 | 12.9 | 12.3 | -19.0% | -4.8% | 4 |
| Architecture, Civil, & Engineering Design Drafting | 12.8 | 12.2 | 12.6 | 11.4 | 10.2 | -20.7% | -5.2% | 4 |
| Geology | 36.5 | 35.7 | 35.0 | 30.4 | 28.8 | -21.1% | -5.3% | 4 |
| Mass Communications | 12.9 | 14.5 | 12.8 | 11.5 | 10.1 | -21.2% | -5.3% | 4 |
| Environmental Technology/ Science | 14.4 | 15.5 | 15.9 | 12.6 | 11.2 | -22.5% | -5.6% | 4 |
| Dance | 23.1 | 22.3 | 18.2 | 18.5 | 17.7 | -23.3% | -5.8% | 4 |
| Welding | 17.5 | 13.3 | 14.7 | 13.8 | 13.1 | -25.4% | -6.3% | 4 |
| Philosophy | 21.5 | 18.5 | 15.3 | 15.0 | 15.8 | -26.4% | -6.6% | 4 |
| Geographic Information Systems | 16.8 | 14.0 | 13.8 | 13.0 | 11.5 | -31.3% | -7.8% | 4 |
| Technical Education | 10.6 | 8.0 | 10.2 | 9.1 | 5.2 | -51.2% | -12.8% | 4 |
| Auto Body Repair | 17.1 | 11.0 | | | | -100.0% | -50.0% | 2 |
| Biotechnology | | | | | 3.7 | | | |
| Music Technology | | | | | 11.8 | | | |

DATA SET 6: WSCH/FTEF (Full-Time Equivalent Faculty) (Instructional Efficiency)

WSCH/FTEF By Location

| WSCH/FTEF | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Change | Avg Change | Years |
|---------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|----------|
| SFS Training Center | 489.9 | 562.9 | 610.5 | 698.4 | 1,123.2 | 99.5% | 33.2% | 3 |
| Pico Rivera | | | 463.9 | 519.7 | 528.7 | 14.0% | 7.0% | 2 |
| El Monte | | 466.1 | 514.0 | 484.4 | 505.2 | 8.4% | 2.8% | 3 |
| South Whittier | 380.1 | 453.4 | 475.9 | 492.3 | 455.2 | 0.4% | 0.1% | 3 |
| Web/Online | 532.4 | 537.8 | 469.5 | 494.4 | 511.6 | -3.9% | -1.0% | 4 |
| RHC Main | 590.0 | 573.3 | 564.4 | 534.3 | 549.9 | -6.8% | -1.7% | 4 |
| RHC Total | 583.6 | 557.4 | 547.5 | 529.3 | 537.4 | -7.9% | -2.0% | 4 |
| Off-Campus | 599.1 | 454.1 | 505.0 | 511.2 | 370.6 | -18.4% | -6.1% | 3 |

WSCH/FTEF By Program in Descending Order by Five-Year Average

| WSCH/FTEF | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Change | Avg Change | Years |
|-------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|----------|
| Hospitality | | | | 141.8 | 263.0 | 85.5% | 85.5% | 1 |
| Nutrition | | | | 342.4 | 492.9 | 44.0% | 44.0% | 1 |
| Auto–Baccalaureate | | | 153.0 | 163.5 | 279.9 | 82.9% | 41.5% | 2 |
| First Year Seminar | | | | 248.6 | 325.8 | 31.1% | 31.1% | 1 |
| Orthopedic Technology | | | | 257.1 | 334.3 | 30.0% | 30.0% | 1 |
| Health Science (other) | 252.2 | 354.7 | 624.2 | 456.0 | 514.1 | 103.8% | 26.0% | 4 |
| Homeland Security | | | | 255.0 | 321.2 | 26.0% | 26.0% | 1 |
| Fire Technology | 749.2 | 818.0 | 936.8 | 1,034.5 | 1,088.1 | 45.2% | 11.3% | 4 |
| Athletics | 376.9 | 517.7 | 515.9 | 521.8 | 543.7 | 44.3% | 11.1% | 4 |
| Human Services & Drug Studies | 399.6 | 474.2 | 403.8 | 410.5 | 523.3 | 31.0% | 7.7% | 4 |
| Heavy Equipment Technology | 272.2 | 374.0 | 311.7 | 236.8 | 331.8 | 21.9% | 5.5% | 4 |
| Administration of Justice | 853.4 | 659.7 | 747.2 | 779.5 | 1,025.4 | 20.2% | 5.0% | 4 |
| Graphic Design | 365.8 | 342.8 | 355.5 | 406.8 | 431.2 | 17.9% | 4.5% | 4 |
| Entry-Level Nursing | 222.4 | 317.2 | 318.2 | 273.4 | 238.5 | 7.2% | 1.8% | 4 |
| Chemistry | 561.8 | 583.7 | 510.9 | 468.5 | 597.9 | 6.4% | 1.6% | 4 |
| Counseling | 495.0 | 510.8 | 529.9 | 494.1 | 518.2 | 4.7% | 1.2% | 4 |
| Pre-Health Science | 714.9 | 686.2 | 609.6 | 529.4 | 745.8 | 4.3% | 1.1% | 4 |
| Speech | 464.2 | 489.0 | 490.9 | 487.2 | 479.3 | 3.3% | 0.8% | 4 |
| English & Literature | 479.7 | 470.7 | 490.0 | 469.4 | 468.3 | -2.4% | -0.6% | 4 |
| Biology Majors | 474.3 | 552.1 | 476.0 | 440.5 | 458.5 | -3.3% | -0.8% | 4 |
| Animation | 418.7 | 387.2 | 347.7 | 438.6 | 401.7 | -4.1% | -1.0% | 4 |
| Electronics | 352.6 | 319.5 | 327.1 | 253.6 | 338.2 | -4.1% | -1.0% | 4 |
| Economics | 639.8 | 579.1 | 528.5 | 568.1 | 609.3 | -4.8% | -1.2% | 4 |
| Psychology | 701.6 | 672.7 | 690.0 | 649.5 | 667.2 | -4.9% | -1.2% | 4 |
| Library | 316.3 | 297.8 | 248.0 | 352.5 | 300.0 | -5.2% | -1.3% | 4 |
| Humanities | 676.4 | 627.9 | 634.7 | 667.9 | 641.0 | -5.2% | -1.3% | 4 |
| Automotive Technology | 423.6 | 419.3 | 403.2 | 390.7 | 399.1 | -5.8% | -1.4% | 4 |
| Music | 505.7 | 453.2 | 460.5 | 473.5 | 475.4 | -6.0% | -1.5% | 4 |
| Sociology | 688.8 | 685.7 | 699.8 | 641.0 | 642.3 | -6.8% | -1.7% | 4 |
| RHC Total | 583.6 | 557.4 | 547.5 | 529.3 | 537.4 | -7.9% | -2.0% | 4 |
| Chicano Studies | 587.5 | 665.1 | 640.2 | 570.3 | 533.1 | -9.3% | -2.3% | 4 |
| History | 703.6 | 679.0 | 659.1 | 651.1 | 632.5 | -10.1% | -2.5% | 4 |
| Arts | 505.3 | 466.9 | 508.7 | 444.9 | 449.0 | -11.1% | -2.8% | 4 |
| Accounting | 628.9 | 589.8 | 534.8 | 527.9 | 554.2 | -11.9% | -3.0% | 4 |
| Art History | 632.6 | 577.9 | 579.2 | 606.6 | 555.8 | -12.1% | -3.0% | 4 |
| Languages | 511.7 | 480.7 | 478.3 | 464.8 | 448.8 | -12.3% | -3.1% | 4 |
| General Education Biology | 711.7 | 694.3 | 591.3 | 569.8 | 622.2 | -12.6% | -3.1% | 4 |
| Physics & Engineering | 499.6 | 448.3 | 384.4 | 388.9 | 435.8 | -12.8% | -3.2% | 4 |
| Child Development & Education | 688.2 | 670.1 | 651.6 | 617.2 | 599.0 | -13.0% | -3.2% | 4 |
| Business Management | 583.2 | 561.4 | 506.6 | 512.1 | 507.5 | -13.0% | -3.2% | 4 |
| Photography | 436.4 | 437.0 | 458.5 | 396.9 | 377.8 | -13.4% | -3.4% | 4 |
| Political Science | 715.5 | 674.2 | 681.3 | 670.2 | 617.6 | -13.7% | -3.4% | 4 |
| Geography | 793.3 | 760.2 | 689.6 | 622.9 | 683.6 | -13.8% | -3.5% | 4 |
| Anthropology | 691.2 | 638.3 | 602.9 | 583.5 | 587.9 | -14.9% | -3.7% | 4 |
| Mathematics | 627.5 | 623.0 | 573.3 | 529.0 | 532.4 | -15.2% | -3.8% | 4 |
| English as a New Language | 405.6 | 402.8 | 409.1 | 361.8 | 338.3 | -16.6% | -4.1% | 4 |

| WSCH/FTEF | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Change | Avg Change | Years |
|--|----------------|----------------|----------------|----------------|----------------|---------------|-------------------|--------------|
| Astronomy | 1,019.9 | 891.1 | 863.1 | 817.5 | 847.6 | -16.9% | -4.2% | 4 |
| Associate Degree Nursing | 284.4 | 245.4 | 251.2 | 264.1 | 235.5 | -17.2% | -4.3% | 4 |
| Vocational Nursing | 289.8 | 236.8 | 261.0 | 251.2 | 238.0 | -17.9% | -4.5% | 4 |
| Kinesiology | 975.5 | 887.0 | 888.9 | 857.4 | 797.8 | -18.2% | -4.6% | 4 |
| Educational Development | 525.3 | 515.8 | 445.0 | 416.5 | 428.7 | -18.4% | -4.6% | 4 |
| Reading & Vocabulary | 543.8 | 551.3 | 524.3 | 496.9 | 442.1 | -18.7% | -4.7% | 4 |
| Computer Information Technology | 514.8 | 498.7 | 491.3 | 463.1 | 417.3 | -18.9% | -4.7% | 4 |
| Theatre | 477.6 | 507.1 | 405.0 | 405.0 | 386.8 | -19.0% | -4.8% | 4 |
| Architecture, Civil, & Engineering Design Drafting | 402.7 | 385.1 | 396.0 | 357.4 | 319.5 | -20.7% | -5.2% | 4 |
| Geology | 1,147.7 | 1,123.1 | 1,101.7 | 954.4 | 906.1 | -21.1% | -5.3% | 4 |
| Mass Communications | 404.6 | 456.1 | 401.7 | 362.9 | 318.7 | -21.2% | -5.3% | 4 |
| Environmental Technology/Science | 454.1 | 487.8 | 501.1 | 397.3 | 352.0 | -22.5% | -5.6% | 4 |
| Dance | 724.7 | 702.3 | 571.9 | 580.9 | 555.8 | -23.3% | -5.8% | 4 |
| Welding | 550.3 | 418.6 | 461.2 | 432.8 | 410.6 | -25.4% | -6.3% | 4 |
| Philosophy | 674.7 | 582.7 | 479.7 | 471.7 | 496.5 | -26.4% | -6.6% | 4 |
| Geographic Information Systems | 527.9 | 440.3 | 433.6 | 408.0 | 362.5 | -31.3% | -7.8% | 4 |
| Technical Education | 334.4 | 251.2 | 320.1 | 287.6 | 163.2 | -51.2% | -12.8% | 4 |
| Auto Body Repair | 538.9 | 345.8 | | | | -100.0% | -50.0% | 2 |
| Biotechnology | | | | | 116.6 | | | |
| Music Technology | | | | | 371.1 | | | |

Appendix B Annual Implementation Plan Sample Template

For a description of the Annual Implementation Plan associated with this sample plan template, please refer to the *Strategic Plan Annual Implementation and Assessment Cycle Plan* featured in Chapter 1 of the Educational Master Plan.

Strategic Plan Goal 1 (Draft)

Goal 1: Access and Completion: Strengthen and expand educational partnerships and increase institutional collaborations to improve enrollment, retention, and completion rates for RHC students.

Objective 1: Increase dual enrollment, articulation with HS partners, and four-year institutions.

| ACTIVITY | PROCESS OWNER | OUTCOME |
|----------|---------------|---------|
| | | |
| | | |

Objective 2: Develop strategic enrollment management plan to address: 1) flexible scheduling models by modality (e.g., online), term length (e.g., short-term, intersessions), type (e.g., “weekend” college, noncredit); 2) actions to improve efficiency and RHC’s fiscal position under the Student-Centered Funding Formula (SCFF).

| ACTIVITY | PROCESS OWNER | OUTCOME |
|----------|---------------|---------|
| | | |
| | | |

GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT

CALIFORNIA COMMUNITY COLLEGES' ASSESSMENT OF PROGRESS IN THE IMPLEMENTING OF GUIDED PATHWAYS

Revised February 2019

Institution Name: Rio Hondo

Date: November 6, 2019

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC’s book, *Redesigning America’s Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). We suggest that you convene faculty, staff, and administrators from across areas of your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of spring 2019. In column two, indicate the extent to which the practices have been adopted at your college using the following scale:

| Scale of Adoption | Definition |
|---------------------|---|
| Not occurring | College is currently not following, or planning to follow, this practice |
| Not systematic | Practice is incomplete, inconsistent, informal, and/or optional |
| Planning to scale | College has made plans to implement the practice at scale and has started to put these plans into place |
| Scaling in progress | Implementation of the practice is in progress for all students |
| At scale | Practice is implemented at scale—that is, <u>for all students in all programs</u> of study |

In column three, describe the progress your college has made toward implementing each practice at scale. For practices that are scaling or at scale, note that we are also asking you to indicate which semester a practice first reached this point. Finally, in column four, indicate the next steps your college plans to take toward implementing the given practice at scale and the college’s timeline for implementing these steps. Don’t be concerned if your college has made minimal progress implementing any given practice. This assessment will help your college develop and refine a plan for implementing guided pathways at scale at your college. Project partners and the Chancellor’s Office will also use this information to follow the system’s progress in implementing guided pathways over time.

A new addition to the SOAA in fall 2018: Equity Considerations

A fundamental goal of guided pathways is to increase the rate at which underrepresented students earn college credentials, particularly degrees and credentials in fields of high economic value, while also closing gaps for low-income students, students of color, returning adults, students with disabilities, and other groups with inequitable outcomes. As colleges seek to strengthen supports for all students to explore options for careers and college and choose and complete a program of study suited to their interests and aspirations, we encourage colleges to critically examine each practice to think about how the college is serving students who have been historically underrepresented and/or underserved in higher education.

The SOAA was recently updated to include “Equity Considerations” in each practice area so that your pathways team can discuss and articulate connections between the college’s pathways reforms and equity goals. Your team does not need to answer all of these questions as part of the SOAA process and they are not intended to be used as “assessments.” Also, don’t be concerned if your college has had minimal discussion and/or efforts related to any given question. We hope the questions help initiate or advance conversations about whether and how institutional practices are having differential impact on historically underserved groups and how your college can leverage your pathways work to close equity gaps by identifying and addressing causes of inequity, removing

systemic barriers, and focusing design decisions and resource allocation in ways that more effectively address needs of underserved groups. In doing so, you may want to include details about how the college is addressing these concerns in the “progress to date” and/or “next steps/timeline” column.

As your team completes the SOAA, please refer to the equity consideration questions to facilitate conversations about connections between the college’s pathways and equity efforts. **Please submit the initial SOAA via email to the Chancellor’s Office by April 30, 2019.** A certified version within the NOVA system should be submitted by September 30, 2019. For the initial submission or more information about the SOAA, please email guidedpathwaysinfo@cccco.edu.

NOTE: For those 20 colleges who participate in the California Guided Pathways Demonstration Project, this SOAA has been updated (a few additions and changes in order) since the version you completed in September. So please use this current version for submission.

| Guided Pathways Essential Practices | Scale of Adoption at Our College | Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i> | Next Steps Toward Implementing Practice at Scale & Timeline |
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| <p>We are interested in how colleges connect equity efforts to their pathways work, planning, and discussions. The guiding questions in each of the four areas can help colleges consider how equity intersects with specific pathways practices. As themes, ideas, or areas for future work emerge during your discussion, please note the ways in which equity issues connect with guided pathways implementation in “Progress to Date” and “Next Steps”.</p> <p>Equity Considerations in Area 1:</p> <ul style="list-style-type: none"> Are the college’s website and program pages easy to navigate and understand for students and families without prior experience with higher education? The college website needs updating for access and content. How could the college ensure that access to and use of this information is equitable for students who have been historically underrepresented and/or underserved in higher education (e.g., racial/ethnic minority students, lower-income students, first-generation students, students with disabilities, indigenous students, formerly incarcerated students, veterans, undocumented students, etc.)? The college website may be translated to other languages. We ensure that all video is closed caption and contact information to college personnel is readily available. How are financial costs, potential debt, and economic benefits of program completion (including paths to program-relevant regional employment, projected earnings, and transfer outcomes) made clear for prospective students? Do program websites clarify differences in earnings potential between related certificates and degrees and across levels of educational attainment? The website offers earning potential and employment demand information for some programs, but not across all degrees and certificates. | | | |
| <p>1. MAPPING PATHWAYS TO STUDENT END GOALS</p> <p>a. Programs are organized and marketed in broad career-focused academic and communities or “meta-majors”. (Note: This practice was added to the SOAA in February 2019)</p> | <p><input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p> | <p>Progress to date:</p> <ul style="list-style-type: none"> Areas of Interest (Meta majors) have been identified. Programs within each area of interest are identified. Marketing Plan in development Spring 2020 <p>Term, if at scale or scaling: {}</p> | <p>Next steps:</p> <ul style="list-style-type: none"> (Website development and dissemination of marketing materials) <p>Timeline for implementing next steps: (Spring 2020)</p> |
| <p>b. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college’s service area.</p> | <p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p> | <p>Progress to date:</p> <ul style="list-style-type: none"> CTE areas such as Nursing, Business, and Auto provide clear program guides. Initiated development of success team model at the Student Success Team summit on 10/24/19. <p>Term, if at scale or scaling: {}</p> | <p>Next steps:</p> <ul style="list-style-type: none"> (Implement phase 1 of student success team. Identify completion team strategy.) Finalize area of Interest information to include employment opportunities, job outlook, salary. <p>Timeline for implementing next steps: (Spring/Fall 2020)</p> |

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| <p>c. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.</p> | <p><input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p> | <p>Progress to date:</p> <ul style="list-style-type: none"> Detailed information is available on the website for CTE programs using LMI and ONET. Program maps are ready for website upload (12/9/19) <p>Term, if at scale or scaling: {}</p> | <p>Next steps:</p> <ul style="list-style-type: none"> The website update will begin with the CTE Divisions during the summer 2019. Information will include local 4-year institutions that have exceptional programs in specific majors and provide links to CSUs and UCs on division websites. Use the template from CTE for all programs on the website. Evaluate MyPath data and consideration of other platforms. <p>Timeline for implementing next steps: (Winter/Spring 2020)</p> |
| <p>d. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.</p> | <p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p> | <p>Progress to date:</p> <ul style="list-style-type: none"> (Mapping of core courses and GE placeholders/options for degrees is complete as of 12/9/2019) Initial structures for Areas of Interest via the website to build off CTE templates <p>Term, if at scale or scaling: {}</p> | <p>(Next steps:</p> <ul style="list-style-type: none"> Ed Plan work group via the Counseling Division establishing student services milestones to flag in ed plans. Development of institutional and program milestones. Website update for Areas of Interest with sample ed plans) <p>Timeline for implementing next steps: (Spring/Fall 2020.)</p> |
| <p>e. Required math courses are appropriately aligned with the student's field of study <i>(Note: This essential practice was moved from Area 2)</i></p> | <p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale</p> | <p>Progress to date:</p> <ul style="list-style-type: none"> AB705 has been fully implemented and aligned with Areas of Interest <p>Term, if at scale or scaling: (Spring 2020)</p> | <p>Next steps:</p> <ul style="list-style-type: none"> Evaluation and improvement plan for AB705 implementation <p>Timeline for implementing next steps: (Spring/Summer 2020.)</p> |

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Equity Considerations in Area 2:

- Does the college assess whether historically underrepresented and high needs students are disproportionately enrolled in programs that lead to lower remuneration careers? **Although RHC Equity-funded programs, measure the success and needs of disproportionately impacted students in programs across campus, we do not directly attribute or associate programs to careers with the exception of some CTE programs and the Early College Academy.** Has the college considered how it can help underrepresented students raise their educational and career expectations while at the same time meeting their more immediate economic needs? **The college has implemented a first and second year Promise Grant to support full time student enrollment. Discussions have begun with the GP Implementation Team.**
- For critical program courses, does the college disaggregate enrollment, pass rate, and subsequent success data by student characteristics? **No, program-level “gateway” courses have not yet been identified; although some programs have been able to include such data in the Program Plan and Review processes as they discuss Tableau reports highlighting course data.** What strategies has the college used to improve overall student success in these courses? **No strategies have been formally discussed, but a few programs have identified the need to scale up Gateway Tutoring. In addition the college has implemented a Writing Resource Center and a Statistics tutoring lab based on the need to support students in these two areas.**
- Does the college proactively partner with feeder high schools that serve predominantly underrepresented and high needs students to help students explore academic and career interests and develop viable plans for college? **RHC partners to provide Counseling 105 courses and workshops at the local high schools, but intentional career exploration plans are not formally developed.** Are dual enrollment opportunities made available to high school students who are deemed “not yet college ready”? **No, although concurrent enrollment is available at over 10 local high schools focusing on career pipeline and path alignments with some of the following programs: Child Development, Automotive, Engineering, Hospitality, Kinesiology, Psychology, Administrative of Justice, Graphic Design, Business, Art, Music, American Sign Language, and Spanish, it is not a targeted strategy for basic-skill students, other than optional Summer Bridge or Spring Board that occurs after high school graduation.** Is the college building bridges to high-opportunity college programs for students in adult basic skills programs? **No discussions have begun yet on how to link Basic Skills to other college programs, but the College has engaged with local high schools and held a K-16 Basic Skills Summit in 2017.**

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| <p>2. HELPING STUDENTS Choose and ENTER A program PATHWAY</p> <p>a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.</p> | <p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p> | <p>Progress to date:</p> <ul style="list-style-type: none"> All RHC students must develop an abbreviated educational plan upon enrollment, which includes selecting a major/program of study. Many first-time students complete comprehensive educational plans in Counseling 101, 105, 151, Avance, Puente, or are in EOPS, CARE, MESA, Pathway to Law, Guardian Scholars, or Honors. <p>Term, if at scale or scaling: (Fall 2019)</p> | <p>Next steps:</p> <ul style="list-style-type: none"> The college will identify and implement one software for creating and tracking student ed plans. Establish Milestones/Career Exploration workgroup to finalize selection of career exploration tool. <p>Timeline for implementing next steps: (Spring 2020.)</p> |
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| <p>b. Special supports are provided to help academically underprepared students to succeed in the “gateway” courses for the college’s major program areas.</p> | <p> <input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p> | <p>Progress to date:</p> <ul style="list-style-type: none"> • Only a few RHC programs, such as MESA and Nursing, identify gateway courses. • All entry level transfer math classes have corequisite sections for the lowest GPA band. Math is a gateway course for successful completion of most programs. • 10 sections of transfer level math and English have supplemental instruction. <p>Term, if <i>at scale</i> or <i>scaling</i>: :</p> | <p>Next steps:</p> <ul style="list-style-type: none"> • GP Steering Committee to be charged with identifying gateway courses. • Spring 2020 will offer additional supplemental instruction opportunities. • Evaluation and improvement plan for AB705 implementation <p>Timeline for implementing next steps: Fall 2019-Spring/Summer 2020.</p> |
| <p>c. Special supports are provided to help academically underprepared students to succeed in the program-relevant “gateway” math courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019)</p> | <p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p> | <p>Progress to date:</p> <ul style="list-style-type: none"> • Corequisite math courses are being implemented along with a small supplemental instruction pilot for courses with no corequisite. • Comprehensive tutoring available: 1 on 1 in the LAC, roaming tutors in the MSC, Statistics Tutoring <p>Term, if <i>at scale</i> or <i>scaling</i>: ()</p> | <p>Next steps:</p> <ul style="list-style-type: none"> • Evaluation and improvement plan for AB705 implementation • Tutoring and Faculty Office tours for math students to help students access resources and meet tutors and instructional aids. <p>Timeline for implementing next steps: Fall 2019-Spring/Summer 2020</p> |
| <p>d. Special supports are provided to help academically underprepared students to succeed in the “gateway” English courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019)</p> | <p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p> | <p>Progress to date:</p> <ul style="list-style-type: none"> • Corequisite English courses are being implemented along with a small supplemental instruction pilot for courses with no corequisite. <p>Term, if <i>at scale</i> or <i>scaling</i>: ()</p> | <p>Next steps:</p> <ul style="list-style-type: none"> • Evaluation and improvement plan for AB705 implementation • Monthly strategy and reflection meetings for English faculty. <p>Timeline for implementing next steps: Fall 2019-Spring/Summer 2020</p> |

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| <p>e. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.</p> | <p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p> | <p>Progress to date:</p> <ul style="list-style-type: none"> • Summer Bridge provides about 400 entering first time student with preparation for college-level course work in math and English. • Corequisite math and English courses are being implemented along with a small supplemental instruction pilot for courses with no corequisite. • Students have access to drop-in tutoring, writing center and math lab, although not systematic. <p>Term, if <i>at scale</i> or <i>scaling</i>: ()</p> | <p>Next steps:</p> <ul style="list-style-type: none"> • Evaluation and improvement plan for AB705 implementation <p>Timeline for implementing next steps: 2019-2020</p> |
| <p>f. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.</p> | <p> <input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale </p> | <p>Progress to date:</p> <ul style="list-style-type: none"> • RHC Outreach Office and First Year Success Center staff and counselors work diligently with high schools/ feeders to motivate and educate students on all programs in a systematic way through Counseling 105 courses, Fast Pass program, Summer Bridge, Avance, and Student Success Workshops. • Dual enrollment offered on high school campuses contributed to numbers doubling in last year • Annual counselor breakfast for surrounding high school counselors to provide updates on academic programs and matriculation procedures • Rio Hondo College Adult Education Block Grant supports students who transition from adult education programs to credit programs <p>Term, if <i>at scale</i> or <i>scaling</i>: Fall 2019</p> | <p>Next steps:</p> <p>Timeline for implementing next steps:</p> |

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Equity Considerations in Area 3:

- How does the institution support advisors to incorporate engaging, proactive, and culturally relevant advising practices to better support underrepresented students' success in their programs? **Both counseling and instructional faculty have opportunities to engage in professional development linked to these areas.**
- How does the college ensure that underrepresented students are not disproportionately directed away from competitive, limited access programs? **Support programs such as MESA, Puente, CalWorks,... have strong recruitment and retention efforts. Instructional programs have limited capacity to engage in these activities.**
- How does the college integrate academic and student support services into pathways so that the support is unavoidable and therefore less stigmatized? **This is not a scaled activity, however, some faculty have required participation in instructional support services as part of their coursework.**
- How does the college ensure that low-income students' financial stability needs (e.g., nutrition, transportation, childcare, public benefits, emergency assistance) are being met so they can make progress toward program completion? **The college has developed comprehensive services to support students with financial needs such as permanent food pantry, CARE, CalWorks, Guardian Scholars, and Go Rio. In addition, the college provides access to CalFresh and Jovenes Inc. (a transitional foster care provider) on campus.**

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| <p>1. KEEPING STUDENTS ON PATH</p> <p>a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</p> | <p><input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p> | <p>Progress to date:</p> <ul style="list-style-type: none"> • Advisors within EOP&S, CALWORKS, and MESA regularly monitor student progress. • Unfortunately, we do not have a system to monitor all students. • Advisors identify students once they have earned a certain number of units (typically 45 or more) and contact them to let them know they are close to completion. • In some academic programs, nursing, police academy and fire academy student progress is closely monitored by respective faculty. • Tableau dashboard has been developed and is being refined by IRP to identify students who are near completion. <p>Term, if <i>at scale</i> or <i>scaling</i>: ()</p> | <p>Next steps:</p> <ul style="list-style-type: none"> • Roadrunner Connect (Early Alert System) will help once we have our degree planner fully implemented. It will allow for reports to be run on a continuous basis to analyze our students progress. • The Guided Pathways Steering Committee will develop program and institutional milestones which may be used by advisors to monitor student progress. • Develop the infrastructure to produce automated student progress reports. <p>Timeline for implementing next steps: Spring 2020</p> |
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| <p>b. Students can easily see how far they have come and what they need to do to complete their program.</p> | <p><input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p> | <p>Progress to date:</p> <ul style="list-style-type: none"> • Currently, with Degreeworks, students can look at a what-if scenario. Unfortunately, this only works effectively if our student have only attended Rio Hondo College. These scenarios can be very confusing to our students. • Students are not well informed of the degree audit process. • Admissions and Records has implemented a front-end transcript evaluation policy. • Students in programs such as Nursing and MESA have a clear picture of their progress <p>Term, if <i>at scale</i> or <i>scaling</i>: ()</p> | <p>Next steps:</p> <ul style="list-style-type: none"> • Roadrunner Connect (Early Alert System) will have the ability for students to see their progress easily and will allow them to see different potential routes to achieving their goals. • Continue to build programs in Roadrunner Connect and include outside coursework <p>Timeline for implementing next steps: Spring/Fall 2020</p> |
| <p>c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.</p> | <p><input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p> | <p>Progress to date:</p> <ul style="list-style-type: none"> • Students only receive end of semester probation alerts. Students that fall under the 2.0 mark are put on Probation. • Support programs like EOP&S, CalWorks, and MESA monitor students and provide supports for student success. <p>Term, if <i>at scale</i> or <i>scaling</i>: ()</p> | <p>Next steps:</p> <ul style="list-style-type: none"> • Develop the infrastructure to produce automated student progress reports. • Student Success Team Phase I implementation <p>Timeline for implementing next steps: Spring/Fall 2020</p> |
| <p>a. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career</p> | <p><input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p> | <p>Progress to date:</p> <ul style="list-style-type: none"> • Our limited-access programs are nursing, Automotive, Fire, and Police. • Faculty work with students who are identified as program failures and offer alternative fields of study in the health field. • There is limited advising related to alternative opportunities for students before they apply or admitted to limited access programs. • In other areas/disciplines students must seek out assistance from a counselor. <p>Term, if <i>at scale</i> or <i>scaling</i>: ()</p> | <p>Next steps:</p> <ul style="list-style-type: none"> • Develop the infrastructure to produce automated student progress reports. • Student Success Team Phase I implementation <p>Timeline for implementing next steps: Spring/Fall 2020</p> |

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| <p>b. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.</p> | <p><input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p> | <p>Progress to date:</p> <ul style="list-style-type: none"> We have initiated changes to the scheduling process in efforts to streamline and evaluate course offerings to meet student needs. We are working toward moving registration dates and allow students to register before leaving for summer or winter break. College is evaluating the need for additional courses offered online and at the college off-site centers. <p>Term, if <i>at scale</i> or <i>scaling</i>: {}</p> | <p>Next steps:</p> <ul style="list-style-type: none"> Evaluate evening courses offerings. The college is developing a 2-year schedule production/plan. Evaluation of scheduling patterns for capstone courses. <p>Timeline for implementing next steps: Spring 2020</p> |
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Equity Considerations in Area 4:

How is the college ensuring that underrepresented students participate in program-relevant active and experiential learning opportunities? *This is a program and/or faculty specific activity and not scaled throughout all programs and services.* As faculty make curricular changes to better align course assignments with program learning outcomes, how does the college support faculty to implement pedagogical changes that better support learning outcomes success for underrepresented students (e.g., culturally responsive teaching)? *The college has offered professional development activities via the college Equity efforts to support pedagogical changes and increased student success.*

What opportunities exist for faculty or advisors to critically examine their role in advancing equity-minded teaching and advising practices at the college (e.g., critically examining the role of unconscious bias in the classroom or advising that could affect student aspirations for a particular field and/or program selection)? *The college has offered professional development via Equity efforts such as guest speakers and annual Equity Summit.*

Is the college disaggregating program learning outcomes data, program retention and completion data, and other assessment measures by race, income, age, and gender to examine equity gaps? How is this data disseminated and discussed among college staff, with students, and with the outside community? *Learning Outcome data is evaluated by faculty during the college program review process.*

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| <p>2. ENSURING THAT STUDENTS ARE LEARNING</p> <p>a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</p> | <p><input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p> | <p>Progress to date:</p> <ul style="list-style-type: none"> Program learning outcomes for nursing, Automotive (B.A. degree), police academy, and fire academy are directly linked to further education and employment. In these programs, outcomes are set by accrediting agencies. Course and program learning outcomes cycles are in development; then, mapping to degrees, transfer and employment will commence. <p>Term, if <i>at scale</i> or <i>scaling</i>: {}</p> | <p>Next steps:</p> <ul style="list-style-type: none"> Mapping program level outcomes to institutional outcomes. Integrate the learning outcome cycle to the curriculum cycle. Fully integrate outcomes cycle into the planning cycle. <p>Timeline for implementing next steps: Fall 2020.</p> |
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| <p>b. Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. (Note: This practice was added to the SOAA in February 2019)</p> | <p><input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p> | <p>Progress to date:</p> <ul style="list-style-type: none"> • CTE programs in the area of health sciences, technology, and business and engage students in active learning and applied learning. • On Course training offered • Pre-Statistics, transfer-level math with corequisite and Math for Elementary teachers incorporate group work, class activities and discussions. <p>Term, if <i>at scale</i> or <i>scaling</i>: ()</p> | <p>Next steps:</p> <ul style="list-style-type: none"> • Professional development across all programs <p>Timeline for implementing next steps: Fall 2019</p> |
| <p>c. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other experiential learning activities that program faculty intentionally embed into coursework.</p> | <p><input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p> | <p>Progress to date:</p> <ul style="list-style-type: none"> • Annual study abroad opportunities. • Internships, clinical placements, etc. primarily occur based on individual program needs/ mandates i.e. nursing, child development, and apprenticeship programs. • In some cases individual faculty have implemented these types of opportunities for students within their area of expertise. For example, Physics professor, Chris Vaca, has launched the UCLA Rio Hondo College Scientific Exchange Program which selects 6 students each year to conduct novel research in biophysics and chemistry with UCLA faculty <p>Term, if <i>at scale</i> or <i>scaling</i>:</p> | <p>Next steps:</p> <p>Timeline for implementing next steps:</p> |

| Guided Pathways Essential Practices | Scale of Adoption at Our College | Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i> | Next Steps Toward Implementing Practice at Scale & Timeline |
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| d. Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs. | <input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale | Progress to date: <ul style="list-style-type: none"> All programs have learning outcomes in TaskStream and an assessment cycle. Term, if at scale or scaling: | Next steps: <ul style="list-style-type: none"> Continual improvement of outcomes assessment. Timeline for implementing next steps: |
| e. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts. | <input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale | Progress to date: <ul style="list-style-type: none"> Results of learning outcome assessments are evaluated by faculty in their respective disciplines in the annual program review process. Term, if at scale or scaling: | Next steps: <ul style="list-style-type: none"> Outcome data analysis and efforts towards improvement will be aligned with the college planning process. Timeline for implementing next steps: Fall 2020 |
| f. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts. | <input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale | Progress to date: <ul style="list-style-type: none"> Faculty work with students on a case by case basis. Term, if at scale or scaling: | Next steps: <ul style="list-style-type: none"> Not planned at this time. Timeline for implementing next steps: |
| g. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development. | <input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale | Progress to date: <ul style="list-style-type: none"> The college participated in the SENSE survey for the first time during the Fall 2018 term. Term, if at scale or scaling: | Next steps: <ul style="list-style-type: none"> The results of the survey will be shared with the campus and used to develop recommendations for improving the student experience and next steps in the Guided Pathways effort. Timeline for implementing next steps: |





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