

## B. Presentation of Student Achievement Data and Institution-set Standards

### Pass Rates and Employment

Rio Hondo College (RHC) students continue to do well in licensure pass rates. Rio Hondo College nursing students continued to post pass rates above 90% for national certification exams (see Table I-11). In 2019-2020, 69% of Emergency Medical Technical (EMT) students passed the certification exam, which was above the institution-set standard for this measure.

**Table I-11: RHC Pass Rates for Licensure and Certification**

	2017-2018	2018-2019	2019-2020	Multi-Year Average	Institution-Set Standard	Stretch Goal
<b>NREMT Examination – Emergency Medical Technician</b>	61%	72%	69%	67%	68%	73%
<b>NCLEX Examination – Registered Nursing</b>	97%	93%	99%	96%	85%	87%
<b>NCLEX Examination – Licensed Vocational Nursing</b>	96%	95%	93%	95%	85%	87%
<b>CA State Certification Examination – Certified Nursing Assistant</b>	-	-	98%	-	85%	87%

Sources: California Board of Registered Nursing, Los Angeles County Health Services, California Board of Vocational Nursing and Psychiatric Technicians

\*Note. Certified Nursing Assistant exam pass rates were not reported for previous years because pass rates were not part of the ACCJC report until 2019-2020

The overall pattern of employment indicates that students tend to gain employment. Employment rates for most career and technical education (CTE) students was consistently near or above 80% (see Table I-12).

**Table I-12 RHC Employment Rates for CTE Students**

	2017-2018	2018-2019	2019-2020	Multi-Year Average	Institution-Set Standard	Stretch Goal
<b>Associate Degree Nursing</b>	89%	84%	95%	89%	91%	95%
<b>Automotive Technology</b>	87%	81%	78%	82%	80%	81%
<b>Child Development</b>	76%	83%	83%	81%	83%	86%
<b>Environmental Technology</b>	100%	63%	89%	84%	80%	99%
<b>Human Services</b>	83%	100%	92%	92%	93%	95%
<b>Licensed Vocational Nursing</b>	89%	80%	90%	86%	88%	92%

Source: MIS Perkins Core Indicator Report

## Student Outcomes

Persistence and course completion rates comprise all students enrolled at RHC, including those students in the Public Safety Advanced In-Service Training (PSAIST) courses. The PSAIST student population tends to have different demographics and educational goals than the general education student population at RHC. PSAIST students tend to be male, older, incumbent workers, and may only be required to take one course to satisfy work requirements. Therefore, some of the differences in persistence and course completion rates by various demographics could be partially explained by the inclusion of PSAIST students in the denominator. For example, this may result in lower persistence rates but higher course completion rates for male and older students.

## Persistence

Overall, two-semester persistence rates, or those students retained from fall to spring, for all RHC students remained relatively stable when comparing the 2015-2016 and 2019-2020 cohorts (65% to 63%) (see Table I-13).

**Table I-13. Persistence of Students from Fall Term to Spring Term - Overall**

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Multi-Year Average
<b>Persistence of students from Fall to Spring</b>	65%	64%	65%	66%	63%	65%

Source: Student Success Metrics (SSM)

Persistence rates appeared somewhat higher for female students compared to male students. Over the span of five years, from 2015-2016 to 2019-2020, on average, there was a nine-percentage point difference between female and male students (see Table I-14). As mentioned above, this may in part be explained by the inclusion of PSAIST students.

**Table I-14. Persistence of Students from Fall Term to Spring Term by Gender**

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Multi-Year Average
<b>Female</b>	70%	70%	71%	71%	68%	70%
<b>Male</b>	62%	60%	62%	63%	60%	61%
<b>All Masked Values*</b>	30%	51%	48%	42%	43%	43%

Source: SSM

\*Note. "All Masked Values" in this chart includes subgroups: Non-Binary, Multiple Values Reported, and Unknown/Non-Respondent. According to the SSM, groups with fewer than ten people or missing information are summed together and displayed in the "All Masked Values" for Suppression and Complementary Suppression purposes in accordance with FERPA.

Rio Hondo College students who are less than 20 years old posted the highest two-semester persistence rates (consistently above 78%). Persistence rates for students in the 20- to 24-year group were also high, around 69% to 72% (see Table I-15). Persistence rates of 25- to 49-year-old students, ranged from roughly 44% to 59%. Persistence rates for the oldest group of students (50 years or older), also ranged from 43% to 62% across the years reported.

**Table I-15. Persistence of Students from Fall Term to Spring Term by Age**

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Multi-Year Average
<b>19 or less</b>	80%	79%	80%	80%	79%	80%
<b>20 to 24</b>	72%	69%	68%	70%	70%	70%
<b>25 to 29</b>	58%	57%	58%	58%	59%	58%
<b>30 to 34</b>	52%	51%	56%	56%	52%	53%
<b>35 to 39</b>	47%	53%	55%	58%	47%	52%
<b>40 to 49</b>	44%	50%	54%	53%	44%	49%
<b>50 and Older</b>	50%	58%	62%	58%	43%	54%

Source: SSM

Two-semester persistence rates ranged from 44% to 76% for all racial/ethnic groups, except for the category “All Masked Values” (see Table I-16). The two-semester persistence rate for Hispanic/LatinX students, RHC’s largest racial/ethnic group, was consistently near or slightly above 70%.

**Table I-16. Persistence of Students from Fall Term to Spring Term by Race/Ethnicity**

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Multi-Year Average
<b>American Indian/Alaska Native</b>	54%	56%	56%	58%	63%	57%
<b>Asian</b>	67%	72%	72%	75%	60%	69%
<b>Black or African American</b>	44%	55%	56%	53%	44%	50%
<b>Filipino</b>	53%	70%	75%	76%	57%	66%
<b>Hispanic/LatinX</b>	71%	69%	71%	70%	69%	70%
<b>Pacific Islander or Hawaiian Native</b>	54%	62%	52%	75%	42%	57%
<b>White</b>	53%	49%	54%	56%	51%	53%
<b>Two or More Races</b>	65%	66%	56%	62%	68%	63%
<b>All Masked Values*</b>	20%	22%	28%	35%	25%	26%

Source: SSM

\*Note. According to the SSM, groups with fewer than ten people or missing information are summed together and displayed in the "All Masked Values" for Suppression and Complementary Suppression purposes in accordance with FERPA.

The two-semester persistence rates for RHC students who received a Pell Grant stayed consistently between 72% to 74%. Whereas RHC students who have never received a Pell Grant posted two-semester persistence rates ranging from 56% to 61% (see Table I-17).

**Table I-17. Persistence of Students from Fall Term to Spring Term by SES**

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Multi-Year Average
<b>Received Pell Grant</b>	74%	72%	73%	72%	72%	73%
<b>Never Received Pell Grant</b>	57%	58%	60%	61%	56%	58%

Source: SSM

### Success

Overall, RHC course completion rates (students passing a course with a “C” or better) over the past five years have remained relatively stable, with a multi-year average of 72%. Course completion rates showed an increase from 2018-2019 to 2019-2020, which saw an increase of six percentage points to 76% (see Table I-18). Many students received “Excused Withdrawal” grades in spring 2020 as a result of the COVID-19 pandemic. Those grades were excluded from the denominator of success rates and are likely a contributing factor in higher course success rates in 2019-2020 than in prior years.

**Table I-18. RHC Course Completion Rate - Overall**

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Multi-Year Average	Institution-Set Standard	Stretch Goal
<b>Course Completion Rate</b>	69%	71%	72%	70%	76%	72%	72%	74%

Source: SSM

Male students and students in the “All Masked Values” category appeared to have higher success rates than female students. Looking back over the last five years, female course completion rates were 67% for the academic year 2015-2016 compared to 73% for 2019-2020, while rates were 71% and 78% for male students and 73% and 79% for students in the “All Masked Values” category (see Table I-19).

**Table I-19. RHC Course Completion Rate by Gender**

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Multi-Year Average
<b>Female</b>	67%	68%	69%	67%	73%	69%
<b>Male</b>	71%	73%	75%	73%	78%	74%
<b>Nonbinary</b>	-	-	-	-	100%	-
<b>All Masked Values*</b>	73%	74%	78%	82%	79%	77%

Source: SSM

\*Note. "All Masked Values" in this chart includes subgroups: Non-Binary, Multiple Values Reported, and Unknown/Non-Respondent. According to SSM, groups with fewer than ten people or missing information are summed together and displayed in the "All Masked Values" for Suppression and Complementary Suppression purposes in accordance with FERPA.

Rio Hondo College's course completion rates generally display a positive relationship with age group; as age increases, so does the success rate (see Table I-20). In 2019-2020, the two youngest age groups (19 or less and 20 to 24) recorded course completion rates of 70% and 74%, respectively. In comparison, the two oldest age groups (40 to 49 and 50 and older) recorded course completion rates of 90% and 92%, respectively.

**Table I-20. RHC Course Completion Rate by Age**

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Multi-Year Average
<b>19 or less</b>	63%	65%	65%	61%	70%	65%
<b>20 to 24</b>	67%	68%	69%	68%	74%	69%
<b>25 to 29</b>	72%	73%	74%	75%	80%	75%
<b>30 to 34</b>	79%	81%	82%	80%	84%	81%
<b>35 to 39</b>	82%	84%	86%	86%	88%	85%
<b>40 to 49</b>	85%	88%	89%	88%	90%	88%
<b>50 and Older</b>	89%	90%	90%	91%	92%	90%

Source: SSM

Course completion rates for almost all racial/ethnic groups increased from 2015-2016 to 2019-2020 (see Table I-21). Hispanic/LatinX students increased by three percentage points from 2015-2016 to 2017-2018 (from 66% to 69%). In 2018-2019 their course completion rates had declined by two percentage points to 67%; however, course completion rates showed an increase by six percentage points in the following year (2019-2020). Asian and White students increased by six percentage points over the five-year period as did Black or African American students. Course completion rates for smaller racial/ethnic groups, such as Native Americans and those of multiple ethnicities exhibited greater variation.

**Table I-21. RHC Course Completion Rate by Race/Ethnicity**

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Multi-Year Average
<b>American Indian/Alaska Native</b>	69%	77%	67%	72%	74%	72%
<b>Asian</b>	81%	82%	82%	81%	87%	83%
<b>Black or African American</b>	74%	77%	76%	76%	80%	77%
<b>Filipino</b>	83%	84%	84%	81%	88%	84%
<b>Hispanic</b>	66%	68%	69%	67%	73%	69%
<b>Pacific Islander or Hawaiian Native</b>	79%	87%	82%	95%	86%	86%
<b>White</b>	82%	85%	85%	85%	88%	85%
<b>Two or More Races</b>	63%	72%	73%	74%	81%	73%
<b>All Masked Values*</b>	96%	96%	98%	98%	93%	96%

Source: SSM

\*Note. According to SSM, groups with fewer than ten people or missing information are summed together and displayed in the "All Masked Values" for Suppression and Complementary Suppression purposes in accordance with FERPA.

Course completion rates for RHC students who received a Pell Grant showed an increase of seven percentage points from 2015-2016 to 2019-2020. Course completion rates for RHC students who have never received a Pell Grant showed an increase of five percentage points (see Table I-22).

**Table I-22. RHC Course Completion Rate by SES**

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Multi-Year Average
<b>Received Pell Grant</b>	66%	67%	68%	66%	73%	68%
<b>Never Received Pell Grant</b>	74%	75%	76%	75%	79%	76%

Source: SSM

With the implementation of AB 705 in fall 2019, RHC dramatically reduced its offerings in basic skills math and pre-collegiate English. Consistent with the Guided Pathways model, RHC monitors the percentage of students who enroll in at least one credit course who successfully complete transfer level math and English requirements in their first year. As described in Table I-23, the percentage of students successfully completing English increased by 14 percentage points while those completing math increased by 11 percentage points. Those students completing both subjects by the end of their first year increased by nine percentage points.

Although RHC completed an initial evaluation of AB 705 in spring 2020, the results are deemed somewhat preliminary as only one semester of data was available before the pandemic. As more data become available, RHC will monitor success rates of students placed into the various forms of transfer level math and English courses.

**Table I-23. RHC Students Successfully Completing Transfer Level Math and English Courses Within Their First Year of Study**

SUBJECT	2015-16	2016-17	2017-18	2018-19	2019-20	Multi-Year Average
<b>Transfer English</b>	13%	18%	20%	21%	27%	20%
<b>Transfer Math</b>	2%	4%	5%	8%	13%	6%
<b>Both</b>	1%	3%	4%	6%	10%	5%

Source: SSM

\*Note. Data from SSM includes all students who completed transfer-level math and English courses in their first academic year

More than 80% of students have been successful in CTE courses. These success rates have increased slightly over the five-year span (see Table I-24).

**Table I-24. RHC Course Completion Rate: CTE Courses - Overall**

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Multi-Year Average
<b>Course Completion Rate: CTE Courses</b>	85%	86%	88%	88%	89%	87%

Source. RHC Banner/Cognos

Although there did not appear to be large differences in CTE course completion rates by gender, there was a pattern of narrowing over time between female and male RHC students—from a five-percentage point difference in 2015-2016 to a two-percentage point difference in 2019-2020 (see Table I-25).

**Table I-25. RHC Course Completion Rate: CTE Courses by Gender**

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Multi-Year Average
<b>Female</b>	81%	82%	85%	84%	88%	84%
<b>Male</b>	86%	88%	89%	89%	90%	88%
<b>Non-binary or Not reported*</b>	97%	95%	96%	95%	94%	95%

Source. RHC Banner/Cognos

\*Note. Groups with fewer than ten people or missing information are summed together and displayed in the "Non-binary or Not reported" category

### Awards

Across four of the five years, RHC awarded more degrees than certificates (Table I-26). Except for 2017-2018, the percentage of degrees was nearly 70% or higher of the total awards. During the period, the number of degrees awarded increased by 85% while certificates increased by 174%.

**Table I-26. RHC Certificate/Degree Completion**

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Multi-Year Average	Institution-Set Standard	Stretch Goal
<b>Certificate/Degree completion: Certificate</b>	457	297	2,376	1,016	1,253	1,080	1,093	1,240
<b>Certificate/Degree completion: Associate Degree</b>	1,314	1,543	1,821	2,390	2,422	1,898	2,200	2,480
<b>Certificate/Degree completion: Bachelor's Degree</b>	-	-	-	11	11	11	12	15

Source. RHC Banner/Cognos

\*Note. RHC began awarding B.S. degrees in 2018-2019 so the average is based on two years (2018-2019 and 2019-2020)

The largest number of Associate degrees, including AA, AS, and ADT, (N=2,422) was awarded in 2019-2020, and the largest number of certificates (N=2,376) was in 2017-2018 (see Table I-27).

**Table I-27. RHC Certificate/Degree Completion by Awards**

	2015- 2016	2016- 2017	2017- 2018	2018- 2019	2019- 2020
<b>Bachelor's Degree (BS)</b>	-	-	-	11	11
<b>Associate's Degree for Transfer (ADT)</b>	476	556	622	777	916
<b>Associate's Degree (AA/AS)</b>	838	987	1,199	1,613	1,506
<b>Chancellor's Office Approve Certificate 16+ Units</b>	303	208	1,582	787	1,032
<b>Chancellor's Office Approve Certificate 12-15 Units</b>	108	33	733	159	196
<b>Local Certificate</b>	46	56	61	0	2
<b>Noncredit Certificate</b>	0	0	0	70	23
<b>Total Awards</b>	1,771	1,840	4,197	3,417	3,686

Source. RHC Banner/Cognos

## Transfer

Rio Hondo College saw an average of 976 students transfer to four-year institutions in the past five years (see Table I-28). Each year, the majority transferred to the California State University (CSU) system (see Table I-29). Transfer to CSU and University of California (UC) generally posted gains during the five-year period. Transfers to in-state private institutions have generally declined over the years. Transfers to out-of-state institutions have also declined over the years, except for 2019-2020. During the period, the number of CSU transfers increased by 41% and the number of UC transfers increased by 38%. As shown in Table I-30, the most common CSU campuses where students transferred were CSU Los Angeles, CSU Fullerton, and CSU Long Beach while the most common UC campuses where students transferred were UC Los Angeles, UC Irvine, and UC Riverside.

**Table I-28. RHC Student Transfer to a Four-Year Institution**

	2015- 2016	2016- 2017	2017- 2018	2018- 2019	2019- 2020	Multi- Year Average	Institution -Set Standard	Stretch Goal
<b>Transfer Count</b>	853	980	970	984	1,094	976	1,265	1,290

Source. CCCC Datamart, CSU Analytic Studies Division, and UC System Infocenter

**Table I-29. RHC Student Transfer by Sector**

Transfer Sector	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<b>CSU System</b>	532	670	671	670	750
<b>UC System</b>	78	98	110	110	108
<b>In-State Private</b>	112	101	87	76	90
<b>Out-of-State</b>	131	111	102	128	146
<b>Total</b>	853	980	970	984	1,094

Source. CCCC Datamart, CSU Analytic Studies Division, and UC System Infocenter



**Table I-30. RHC Student Transfer to CSU and UC Campuses**

CSU	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Los Angeles	176	234	264	218	235
Fullerton	96	115	85	116	111
Long Beach	78	99	94	109	142
Pomona	66	108	103	109	107
Dominguez Hills	62	74	73	73	93
Northridge	22	4	9	7	6
San Francisco	6	10	7	7	12
UC	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Los Angeles	22	25	28	27	21
Irvine	17	29	24	18	28
Riverside	7	12	23	17	17
San Diego	6	12	5	16	11
Berkeley	10	6	7	8	8
Davis	6	6	6	9	10
Santa Cruz	2	2	14	6	7
Santa Barbara	6	5	3	7	4
Merced	2	1	0	2	2

Source. CSU Analytic Studies Division and UC System Infocenter

### **Institution-Set Standards**

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

Since that time, the College has advanced its implementation of the ACCJC institution-set standards by developing aspirational standards in addition to the institutional standards and integrating both sets of standards with its annual planning and program review processes. This integration is achieved by displaying the institutional and aspirational standards submitted each year in the ACCJC Annual Report, on various data visualizations that are part of the annual planning and program review processes, and by asking programs each year to examine their performance in relation to the ACCJC standards.

The process for evaluating and revising the institutional and aspirational standards has remained largely unchanged since the College's last comprehensive visit. By the spring of each academic year, IRP produces a report to the IEC on the College's progress on the standards during the previous year. The IEC reviews the report, considers the appropriateness of current levels, makes recommendations to adjust the standards and forwards the report to other shared governance groups and to the annual Institutional Planning Retreat. Prior year performance against the

standards is reviewed at the institutional level during the Institutional Planning Retreat and provides retreat participants with the information needed to align institutional objectives with the institution-set standards.

Progress on institutional and aspirational standards at the program level is reviewed annually through the annual planning and resource allocation process. As well, those programs scheduled to undergo program review, complete a more in-depth review of their performance relative to the standards during the program review process. Table I-31 presents the ACCJC Institution Set Standards for 2019-2020.

**Table I-31. 2019-2020 RHC Institution-Set Standards**

Standard	Institution-set Standard	Aspirational Standard	Actual Performance
<b>Successful Course Completion</b>	72%	74%	76%
<b>Certificate Completion</b>	1,093	1,240	1,253
<b>Associate Degree Completion</b>	2,200	2,480	2,422
<b>Bachelor Degree Completion</b>	12	15	11
<b>Transfer</b>	1,265	1,290	1,094

Sources: Institutional Planning Retreat Documents April 2021.