

Agenda

Rio Hondo College – Planning Retreat – February 28, 2020 (9 AM – 3PM)

Item	Time	Presenter	Document(s)	Outcome
Welcome, Introductions, Overview of Agenda, and Retreat Outcomes	5 Minutes (9-9:10 AM)	Dr. Caroline Durdella and Diane White	Retreat Agenda	Understanding of agenda, purposes, and desired outcomes.
Overview – Key Planning Terminology	10 Minutes (9:10-9:20 AM)	Caroline and/or Diane	Glossary	Understanding of key terms.
Mission, Vision Values Definitions	10 Minutes (9:20-9:30 AM)	Caroline and/or Diane	1) Mission, Vision, Values definitions and guiding questions. 2) <i>Mission Statements: One More Time</i> 3) <i>Mission Statement Development Process Steps</i> 4) Accreditation Standard IA Crosswalk Questions	Understanding of mission, vision, values definitions and relationship to planning and accreditation.
Mission, Vision, Values Development Activity	Step 1: Identifying outcomes, roles, functions, and characteristics - 25 min. (9:30-9:55 AM) Step 1: Share Out – 15 min. (9:55-10:10 AM) [BREAK: 10:10-10:20 AM] Steps 5: Key Organizational Questions- 25 min. (10:20-10:45 AM)	Diane and/or Caroline	<i>Mission Statement Development Process Steps</i> Mission Statement – Key Organizational Questions	1. Identification of outcomes, roles, and functions, and basic characteristics of mission statement. 2. List of Themes for Mission Statement. 3. Draft Mission Statement. 4. Validation of Vision and Values Statements, or themes for edits.

	<p>Step 5: Share Out – 15 min. (10:45-11:00 AM)</p> <p>Step 6: Draft mission statement. (11:00-11:30 AM)</p> <p>“STRETCH BREAK”- 5 MINUTES</p>			
<p>Strategic Direction Development: Environmental scanning to discover emerging issues and challenges that require strategy changes.</p>	<p>Overview of Key Findings “Foundations” – Identified Gaps and Opportunities – 30 min. (11:35-12:05 PM)</p> <p>Review of Key Findings from External and Internal Data – 30 min. (12:05-12:35 PM)</p> <p>[LUNCH: 12:35-1:15 PM]</p> <p>Brainstorm Activity: SWOT and TOWS – 25 min. (1:15-1:40 PM)</p> <p>Share Out SWOT and TOWS – 15 min. (1:40-1:55 PM)</p> <p>“STRETCH BREAK”- 5 MINUTES</p> <p>Draft Strategic Directions – 40 Min. (2:00-2:40 PM)</p>		<ol style="list-style-type: none"> 1) EMP Foundations 2) Summary of Key Findings from External and Internal Data 3) SWOT and TOWS explanations and grids. 	<ol style="list-style-type: none"> 1. Understanding of key environmental conditions and trends. 2. Identification of SWOT’s. 3. Identification of Elements to “Turning Opportunities and Weaknesses into Strengths.” 4. Draft of Strategic Directions
<p>Closure</p>	<ul style="list-style-type: none"> • Next Steps • Items for Follow Up • Key Dates <p>(2:45-3:00 PM)</p>	<p>Caroline</p>		<ol style="list-style-type: none"> 1. List of next steps and follow up items. 2. Identification of key dates.

Definitions and Guiding Questions: Mission, Vision, Values

- **Mission Statement** - This statement delineates, in concise language, why the institution exists and what its operations are intended to achieve. It explains in one or two sentences what the institution seeks to accomplish, why it exists, and what ultimate result should be expected. Language in the mission statement is usually expressed using verbs in the infinitive (to increase, to improve, etc.) and should also identify any problems or conditions that will be changed.

Mission Statement Guiding Questions:

1. Who are we?
 2. Who do we serve?
 3. What single word captures the focus of our College?
 4. What is our mandate or need?
 5. How do we respond to this mandate or need?
 6. How do respond to stakeholders?
 7. What do we value?
 8. How are we distinctive?
 9. What is the intended outcome for students?
- **Vision Statement** – This is a clear description of what the institution intends to become within the timeframe of the strategic plan. Vision statements contain the specific characteristics or features that will define the organization in its future state. While the vision statement is used to motivate and inspire, it should also be achievable. Overall, effective vision statements are ones that are understood by members of the community, encompass a variety of perspectives, are broadly inspiring, and easy to communicate.

Vision Statement Guiding Questions:

1. To what do we aspire?
2. What is our dream/vision for our college?
3. What would we like to see change?
4. What issues or problems do we want to address and why?
5. What should we do differently in order to bring about needed changes?
6. What kind of college do we want to create?
7. What would success look like?

Vision Statement Validation Questions:

1. What elements of the current Vision Statement are still relevant, and why?
2. What new concepts or ideas should be incorporated into the Vision Statement, and Why?

- **Values Statement** – This statement explains what the institution stands for and the way in which it intends to conduct its activities. The values statement should make clear what characteristics the organization believes are important in how it goes about its work. Values are timeless and serve as the “rudder of the ship” to help the institution make decisions and in a manner that aligns with what the organization stands for.

Values Statement Guiding Questions

1. What does the institution stand for?
2. What behaviors and characteristic are most important in how we go about our work?

Values Statement Validating Questions

1. Does the current Values Statement effectively explain what the institution stands for and the way in which it intends to conduct its activities?
2. Does it make clear what characteristics the organization believes are important in how it goes about its work?

Done differently, these statements can be more useful to planning.

Mission Statements: One More Time

Don Detomasi

Yes, Virginia, mission statements are worthwhile. Or they can be. It is widely recognized that most college or university mission statements are embarrassingly vague, and largely comprised of academic pieties, dull platitudes, and odes of self-congratulation. In their 1991 article in this journal, two scholars who had done an empirical study on 114 college and university mission statements reported that “few colleges find much use for their mission statements,” that “few used the statement for strategic planning purposes,” that most of the statements were “amazingly vague, vapid, evasive, or rhetorical, lacking specificity or clear purpose,” and that a very high percentage were “full of honorable verbiage signifying nothing” (Newsome and Hayes 1991). Having read a number of institutions’ statements, I am inclined to agree with these findings.

However, I do not agree with their conclusion that these findings pretty much “de-

Don Detomasi is professor of economics and planning at the University of Calgary, Canada. A graduate of the University of Utah, where he also earned his Ph.D. in economics, he has published on regional economic development and community planning. At Calgary he has also served as dean of the Faculty of Environmental Design, and from 1989-94 as associate vice president for planning.

molish the idea” that planning should begin with a clear statement of mission. First, there are numerous good ideas that remain good in spite of flawed attempts to make them work. Democracy is one, justice is another, and winemaking is a third. Second, although mission statements may not be necessary conditions for successful planning, planning scholars from Andreas Faludi (1973) to John Friedman (1987) agree that successful planning efforts start with what George Keller (1983) calls “succinctly stated operational aims.” Well-conceived mission statements can be an effective way of enunciating a university’s primary aims. Third, mission statements are both product and process, and the latter is as important in advancing the objectives of planning as is the former.

Mission statements as products

As a product, the mission statement not only sets the objectives for planning, it is also a valuable public information and marketing document. And it can serve to differentiate a college or university from its competitors. There is clearly a tension between the need to assert clearly, plainly, and specifically the institution’s objectives for strategic planning purposes, and the need to inform and educate the larger external clientele whom the institution serves and upon whom it depends for support.

This tension probably does much to explain mission statement language. The more people whose needs must be attended to, the more vague and more rapidly rhetorical the statement becomes.

There is also a growing difficulty in specifying and achieving agreement upon institutional objectives because in recent years state and provincial governments have been increasingly demanding accountability, quality measures, performance indicators, and the like. Institutional objectives must reflect this and, indeed, some persons now argue that key performance indicators should precede the specification of the college's objectives, and should even drive their specification (Dolence 1994).

Further, I suggest that the structure of a mission statement, and the organization and flow of its content, are important to the planning process, yet organization and flow are often neglected. If a mission statement is to drive the institutional strategic plan, then it should be organized to serve this purpose, with categories of objectives that lend themselves to action, resource allocation, and implementation: students to be served, academic programs, the quality of teaching, athletics, the physical environment, research priorities, and whatever other elements of its life the institution deems especially important. The statement should not ramble, but point clearly and logically to areas requiring major strategic attention.

The sticky matter of process

In the previous three decades there has emerged a growing sense that widespread and inclusive participation can contribute to the preparation of good, or better, university mission statements and plans. The idea arose first in urban planning, but has now spread to university, architectural, economic, and other areas of planning.

There are several arguments for broad participation in planning. Philosophically, it is more fair; people who are affected by public decisions should be consulted. Participation brings fresh ideas, and mitigates against narrow thinking and sectarian actions. It provides healthy criticisms and

wiser views of what can actually be accomplished. Also, it is likely to lead to better, and certainly more acceptable, decisions, because it buys "ownership" of the plan.

I believe that wide discussions about the mission statement are important, and necessary to its effectiveness. A college or university has an unusually large number of stakeholders: faculty, students, alumni, governing boards, local community groups, government leaders, donors, and staff. Given the governance structure, the several sources of revenue, and the egalitarian

Well-conceived mission statements can be effective.

ethic of academocracy, university leaders have little choice but to consult widely. However, widespread consultation, although indispensable in higher education, is very time consuming, and it leads to a multiplicity of different and conflicting views and preferences.

How, then, can an institution that consults widely possibly arrive at a terse, specific, candid, and operationally useful mission statement?

This is the question we wrestled with at the University of Calgary a few years ago. What we achieved is not a model statement. It contains the usual academic pieties such as "our mission is to seek truth and disseminate knowledge," and "to pursue this mission with integrity..." But it did achieve a greater level of specificity than many other mission statements, and it articulated a set of objectives which served as a platform for the development of our strategic academic and financial planning efforts in the early 1990s. The process by which the statement was prepared contributed to the degree of specificity we were able to achieve.

The process required about 18 months, and it began, as is frequently the case, with the appointment of a new president who discovered that the institution had neither a mission statement nor a plan for its future development. He wanted a mission state-

ment that would provide clear objectives for the planning effort, but he also wanted the broadest possible endorsement, not just acceptance, of those objectives.

The president and his academic advisor, a senior faculty member with long institutional experience, prepared a first draft of an institutional mission statement. It wasn't very good, but it served to initiate the process quickly and to suggest some objectives. The draft was first circulated to the vice president, deans, and administrative heads of non-teaching units. They read it and sent in their comments, concerns, and suggestions for change. Not surprisingly, conflicting advice and suggestions for change emerged immediately. However, the differences were explored and negotiated, and a second draft was prepared.

At this point, the president appointed an associate vice president for planning (the author), who assumed responsibility for managing the mission statement and strategic planning process. The second draft of the mission statement became the first published version. It was printed in the campus and student newspapers with a call for comments, criticisms, and suggestions for change. It also went to all faculties (or schools) and academic departments, with a request that the deans and department heads discuss the draft with their associates and provide organized comments on the draft. This draft also was circulated to the Board of Governors, the alumni association, various community organizations, and the Senate.

The Canadian difference

In Canada's province of Alberta, the "Senate" is a non-academic, non-administrative body with no decision-making powers. Stipulated by the Universities Act, the Senate of each provincial university is composed largely of prominent citizens chosen from the geographic region served by the university, and generally, but not exclusively, connected to the party in power in government. Senior administrators and faculty make up a small minority of these senates. The Senate is thus more broadly

representative of the public than the Board of Governors. The Senate does elect the Chancellor and determines honorary degree recipients. It also has the capacity to make mischief through the power to inquire into any university matter deemed to be in the public interest. In the case of the mission statement, the Senate was the vehicle for obtaining public input.

Calgary's Senate had the draft published in the major and small town newspapers in the region. It organized a roadshow, and held town meetings in rural communities to receive reactions to the mission statement. From these meetings university officials learned a great deal about how the university was perceived, what the expectations were from various groups, of their concerns and criticisms, and what actions it might take to better serve the people in the region. But the region's residents also learned much about the university, particularly about the wide range of services it could provide to them, and about its larger purposes of knowledge-gathering and discovery.

The comments and reports of the Senate, the Board of Governors, and other

How can an institution that consults widely arrive at a terse, specific, and useful mission statement?

groups were synthesized and reflected in the third draft of the mission statement. This revised draft was also published widely; and faculty, students, and staff were asked to comment again, and to suggest further changes. This time there were fewer suggestions for substantive change, but there were numerous suggestions about the exact language of the statement. A fourth draft which attempted to reconcile the language discrepancies was prepared, and this version was given to the University Planning Committee, the major priorities and planning group of the General Faculties Council, or academic senate. It fell to

the University Planning Committee to validate the statement's content, to ensure that its structure provided a platform for the strategic planning that was to follow, and to improve or approve its language.

The Planning Committee succeeded in the first two tasks, but failed in the third. Attempts to reconcile conflicting viewpoints and member's suggestions for new wording tended to make the statement worse, more vague, vacuous, and long-winded. The statement reflected the process; it now read as if it had been written by a hundred hands to please a hundred different minds.

The president solved the problem of increasingly leaden prose by asking the General Faculties Council to approve the penultimate draft of the mission statement *in principle* and to authorize him to have the document rewritten in its entirety by a single, anonymous hand of his own choosing. The academic senate voted unanimously to approve both. Thus, the mission statement, which was threatening to become insipid, was rescued—at least in part.

Truths and consequences

The mission statement, judging from our experience, can serve two important purposes. One is educational. Calgary's process did much to educate many people about the university: what it is doing, how and why, what its aspirations are, and of the various ways it was serving the public. It also helped critics understand what a university is not, and why certain things are not done. The process helped educate the university too, about the public's criticisms, concerns, and expectations. Internally, the discussion of the university's mission forced faculty, staff, and students to think hard about the central purposes of the institution, and about its priorities for development.

The other important purpose of a mission statement is as a prologue to planning, as an indicator of an institution's objectives and priorities. Despite some fuzzy language and some obligatory sentences, the University of Calgary mission statement provided a policy framework and enunciated objectives for the institutional planning process that

directly followed. For instance, the mission statement's objective to "make instruction more effective" led to the establishment of a Teaching Development Office, which also became a priority for fund-raising. And the objective to "recruit academically-motivated

The president solved the problem of increasingly leaden prose.

students from outside the local area and encourage local students to study abroad" led to special purpose budget allocations for such recruiting activities, and to requests for the funding of undergraduate scholarships for these purposes in a fund-raising campaign that accompanied the strategic planning process. Finally, mission statement objectives directed major institutional investments to instructional computing and distance education technologies.

We believe the mission statement process, as well as its content, also helped with the university's first national fund-raising campaign, which exceeded its goal. People and potential donors knew what we were hoping to do. Contributions from many small donors, including students and faculty, was an important element in the success of the campaign.

The mission statement also asserted "the University's need for long-term financial stability." In the 1992-93 year, when the president sensed that the province would probably make major reductions in the government's operating grants, he called for all teaching and non-teaching units to prepare five-year contingency plans for reducing their budgets by 17 and 20 percent respectively. When the government initiated its major cuts a year later, the university had plans in place to address them. Although the cuts were larger than we had forecast—21 percent over three years—the financial plans of individual units were almost sufficient to meet them. It was not necessary to snatch money wherever it could be found,

and this helped to maintain the integrity and credibility of the planning process.

To be sure, there is much we would do differently if we were starting to define our mission today. We would attempt to make the statement even more specific. There would be less boiler-plate rhetoric and more details about academic priorities, finances, and technology. Where possible, the university's objectives would be couched in terms that lend themselves to measures of performance and achievement.

But mission statements are worthwhile. The apparent conflict between broad participation and a succinct, honest, and specific delineation of an institutional mission can be managed, at least to a large degree, by edu-

cation leaders who strongly insist on specific purposes over pleasing everybody. ■

REFERENCES

- Dolence, M., H. Lujan, and D. Rowley. 1994. *Implementing Performance-Based Strategic Planning in a State University*. Paper presented at the SCUP Annual Conference in San Francisco.
- Faludi, A. 1973. *Planning Theory*. Pergamon Press.
- Friedman, J. 1987. *Planning in the Public Domain: From Knowledge to Action*. Princeton University Press.
- Keller, G. 1983. *Academic Strategy*. Johns Hopkins University Press.
- Newsom, W. and C. R. Hayes. 1991. Are Mission Statements Worthwhile? *Planning for Higher Education* 19 (2): 28-30.

Successful business strategy is about actively shaping the game you play, not just playing the game you find.

Brandenburger, A. and B. Nalebuff. 1995. The Right Game: Using Game Theory to Shape Strategy. *Harvard Business Review* 73 (4): 59.

The only way a loser can become a winner, other than waiting for another's error, is to do something different.

Kaufman, R. and W. Swart. 1994. Beyond Conventional Benchmarking: Integrating Ideal Visions, Strategic Planning, Reengineering, and Quality Management. *Educational Technology* 35 (3): 12.

Figure 3 **Phase A of the Mission Statement Development Process**

Phase A:
Define Mission
Statement

- Step 1.** Compile a list of outcomes for the mission statement development process, including specific roles that will be required of the statement. It is important to specifically note those roles that may conflict and clearly understand where areas of compromise may be possible. The following steps will help identify and understand the competing forces that may be present:
 - a. Identify the roles and functions desired or required.
 - b. Observe the placement of the roles and functions on the Mintzberg continuum (see figure 2).
 - c. Place any new desired roles or functions on the continuum.
 - d. Approximate an average placement for the final statement on the continuum.
 - e. Develop a set of characteristics that describe the final statement (e.g., statement length, tone, language, content elements, any adjunct statements that may be used in parallel) based on its desired roles, functions, and placement on the Mintzberg continuum.
- Step 2.** Formally identify how the statement will be used within the strategic planning process (e.g., placement within the planning framework, linked KPIs, matrices).
- Step 3.** Compile formal and informal mandates. Make a list of required institutional purposes and functions and those imposed by local, state, regional, and national stakeholders.*
- Step 4.** Complete stakeholder analysis. Bryson has developed an exhaustive stakeholder analysis process that may be helpful to community colleges in identifying key stakeholders and understanding what level of engagement may be required while developing the mission statement (see Bryson 2004, pp. 107–113).*
- Step 5.** Answer six key organizational questions (Bryson 2004; Drucker 1974)*:
 - a. Who are we?
 - b. What is our social and political basis, mandate, or need?
 - c. How do we respond to this basis?
 - d. How do respond to stakeholders?
 - e. What do we value?
 - f. How are we distinctive?
- Step 6.** Draft mission statement.

Figure 4 **Phases B and C of the Mission Statement Development**

Phase B:
Reexamine
Mission
Statement

- Step 7.** Reexamine and redraft mission statement as planning group moves through the planning cycle based on input from the Scan and Plan stages.*
- Step 8.** Assess final draft of mission statement in light of the outcomes identified in Phase A, Step 1. Adjust or redraft mission statement to address gaps in outcomes.
- Step 9.** Gather feedback on the mission statement draft from key stakeholders. Edit the statement in response to feedback.
- Step 10.** Formally adopt the mission statement.
- Step 11.** Communicate the mission statement widely to all stakeholders.

ACCJC Standards Adopted June, 2014

Crosswalked Questions from Previous “Guide to Evaluating Institutions”

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

A. Mission

1A1. & 1A2

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)

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. (!.A.1)

- What does the institution's mission statement say about its educational purposes? Are these purposes appropriate to an institution of higher learning?
- Who are the college's intended students? How does the institution determine its intended population? Is the identified population a reasonable match for the institution's location, resources, and role in higher education?
- What processes does the institution use to foster college wide commitment to student learning? Does the mission statement express this commitment?
- Have discussions been held among key constituents regarding the relevance of the mission statement to student learning?
- What statements about student learning are included in the mission statement? How do these statements make explicit the purposes of the institution?
- How does the institution know that it is addressing the needs of its student population?
- What assessments of institutional effectiveness are undertaken?

December 2, 2019

RIO HONDO COLLEGE

EDUCATIONAL MASTER
PLANNING FOUNDATIONS

Diane M. White

Integrated Academic Solutions, LLC 

Table of Contents

Chapter 1: Introduction: Purpose and Approach to Planning Foundations	Page 2
Chapter 2: Vision, Mission, and Values	Page 3
Chapter 3: Institutional Goals and Objectives	Page 4
Chapter 4: Rio Hondo College District: Summary Background	Page 5
Chapter 5: Preliminary External Environmental Scan	Page 6-15
Chapter 6: Preliminary Internal Scan	Page 16-23
Chapter 7: Technology Inventory	Page 24-25
Chapter 8: Themes from Planning Session Dialogues (November 2019)	Pages 26-27
Chapter 9: Key Findings and Planning Implications	Pages 28-29

Chapter 1: Introduction: Purpose and Approach to Planning Foundations

In 2014, Rio Hondo College developed its Educational Master Plan, which established a framework for supporting academic and student-support programs as it implemented its mission and strategic directions. Included in this Educational Master Plan were specific objectives and measures to serve as a blueprint for what the college would become by 2019. The Educational Master Plan and its established objectives served as the basis for Rio Hondo College's Facility Master Plan and Technology Master Plan, which identified the resources required to fully implement the objectives of the Educational Master 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 overarching purpose of which is to improve students' access to higher education and ensure that more students attain their goals. Thus, in this more complex environment, Rio Hondo College's Educational Master Plan for 2020-2025 will need to provide a comprehensive and integrated framework, which will allow the College to effectively address students' instructional and support needs and the resources (technical and physical) that will ensure their success. Therefore, the purpose of this document is to provide a preliminary analysis of external and internal data, which the College will deploy as it considers an effective and efficient approach to integrated master planning.

Chapter 2: Vision, Mission, and Values

The vision statement, which articulates what the College wants to achieve through its mission, states:

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

The Rio Hondo College mission statement, which serves as the cornerstone of all planning by representing the College's most fundamental purposes, is as follows:

Rio Hondo College is committed to the success of its diverse students and communities by providing dynamic educational opportunities and resources that lead to degrees, certificates, transfer, career and technical pathways, basic skills proficiency, and lifelong learning.

Rio Hondo College's values, which articulate the College's operating philosophies and reflect its organizational ethos and most deeply-held beliefs, are grounded on the principles encapsulated 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. Rio Hondo College values the following:

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

Chapter 3: Institutional Goals and Objectives

Section 1: Background: Institutional Effectiveness (IE) Goals Framework

In 2014, the California legislature established a system of indicators and goals designed to foster greater institutional effectiveness at California community colleges. Accordingly, the Board of Governors (BOG) adopted the Year-Two goals framework in 2015 meeting to measure the ongoing conditions of community colleges' operational environment. Additionally, as a condition of receipt of Student Success and Support Program funds, each college was required to adopt and post goals, which at a minimum address the following four areas: student performance and outcomes, accreditation status, fiscal viability, and programmatic compliance with state and federal guidelines. The Chancellor also posts system wide goals adopted by the Board of Governors, which exist along with the locally developed and adopted college/district goals.

Thus, in June 2016, RHC Board of Trustees meeting, the 2016-2017 Institutional Effectiveness Partnership Initiative Goals Framework was adopted along with the following goals:

1. Student performance and outcomes: Successful Course Completion Rate – 68.5%
2. Student performance and outcomes: Basic Skills Math Remedial Rate – 29.4%
3. Accreditation status: Accreditation Status – Fully Accredited, No action
4. Fiscal viability: Fund Balance – 5% minimum
5. Compliance with local audit/State/Federal guidelines: Audit Findings – Unmodified

The following academic year, the College established its *2018-19 Institutional Goals*:

6. Rio Hondo College students will achieve their educational goals.
7. Rio Hondo College will continuously improve its effectiveness as an institution.
8. Rio Hondo College will optimize its resources to achieve fiscal responsibility.

Section 2: 2019-2020 Institutional Goals and Objectives

For the current academic year (2019-2020), the College will focus on Goal 1 and the objectives identified in Table 1 below.

Table 1: 2019-2020 Rio Hondo College Institutional Goals and Objectives

Goal One: Rio Hondo students will achieve their educational goals.	
Objective 1: Completion (VFS, approved 5/31/19)	1.1 RHC will increase the number of students completing Associate Degrees (including ADTs) from 1,230 in 2016-17 to 1,572 in 2021-22, an increase of 28 percent. 1.2 RHC will increase the number of students completing Chancellor's Office approved certificates from 525 in 2016-17 to 1,682 in 2021-22, an increase of 220 percent.
Objective 2: Transfer (VFS approved 5/31/2019; SEA approved 6/2019)	2.1 RHC will increase the number of students completing Associate Degrees for Transfer (ADTs) from 508 in 2016-17 to 686 in 2021-22, an increase of 35 percent. 2.2 RHC will increase the number of students who transfer to a UC or CSU from 847 in 2016-17 to 993 in 2021-22, an increase of 17 percent. 2.3 RHC will increase the total number of students who transfer from 1,220 in 2017- 18 to 1,398 in 2021-22, an increase of 15%.
Objective 3: Unit Reduction (VFS, approved 5/31/2019)	3.1 RHC will decrease the average units earned per completed Associate Degree from 92 in 2016-17 to 89 in 2021-22, a decrease of 3 percent.
Objective 4: CTE (VFS, approved 5/31/2019)	4.1 RHC will increase the percent of exiting CTE students who report being employed in their field of study from 62% in 2014-15 to 65% in 2021-22, an increase of 3 percentage points.
Objective 5: Equity (VFS, approved 5/31/2012)	5.1 RHC will increase the number of disabled students who transfer to a UC or CSU from 33 in 2015-16 to 54 in 2021-22, an increase of 64 percent. 5.2 RHC will increase the number of foster youth students who transfer to a UC or CSU from 0 in 2015-16 to 30 in 2021-22.

Chapter 4: Rio Hondo College District: Summary Background

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

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 “Rio 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 Rio 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, which still characterizes its student body.

The college expanded with three 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) and the El Monte Educational Center (EMEC), which opened respectively in 2010 and 2013. These centers offer general and continuing education courses. Today, Rio Hondo College enrolls nearly 20,000 students per semester at the main campus and at its three off-site locations.

Chapter 5: Preliminary External Environmental Scan

Section 1: State, County, and Local Demographic Characteristics and Trends

1.a. Comparative Population Trends: California, Los Angeles County, and Rio Hondo Service Area Cities

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 is similar to growth patterns evidenced from 2000 to 2010. Between 2000 and 2018, the total population of Los Angeles grew by a rate of 8 percent. By comparison, population growth in Rio Hondo College’s service area cities was significantly lower than 8% (i.e., ranging between 1.1% and 6%), except for Santa Fe Springs, which grew by 11.7% in this time period. However, population growth in Los Angeles County will outpace that of the state’s, as the California Department of Transportation’s population projections for 2018 to 2030 indicate an overall increase of 4.64% for Los Angeles County. ¹ As Table 2 shows, between 2019 and 2025, the timeframe encompassing the College’s next Educational Master Plan, the population of Los Angeles County is predicted to increase by 4.78%.

Table 2: California and Los Angeles County Population Projections – 2019-2025

Population	2019	2020	2021	2022	2023	2024	2025	% Change
California	40,144,770	40,467,295	40,787,577	41,110,032	41,431,252	41,749,822	42,066,880	4.8%
Los Angeles County	10,324,698	10,369,367	10,412,426	10,454,705	10,496,227	10,536,505	10,575,740	2.4%

1.b. Demographic Characteristics and Trends

1) 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 3 demonstrates, while the Hispanic population will grow by 4.2% over the next five years, the most notable increase will be the segment of the population that identifies as mixed or multiracial (non-Hispanic).

Table 3: 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	0.0%
Black (Non-Hispanic)	832355	835941	839478	843187	846714	850086	853265	2.5%
AIAN (Non-Hispanic)	20410	20599	20755	20914	21118	21294	21493	5.3%
Asian (Non-Hispanic)	1395377	1395413	1394948	1394148	1393295	1392229	1390531	-0.3%
NHPI (Non-Hispanic)	24597	24721	24840	24934	25010	25130	25224	2.5%
MR (Non-Hispanic)	213250	216875	220266	223737	227176	230526	233836	9.7%
Hispanic (any race)	5114541	5150482	5186269	5221923	5257303	5292636	5328248	4.2%

Source: California Department of Finance (2019)

¹ http://www.dot.ca.gov/hq/tpp/offices/eab/socio_economic_files/2017/LosAngeles.pdf

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 five primary service area cities for Rio Hondo College and Los Angeles County reflects a general pattern of ethnic diversity that characterizes the region. However, there are also notable differences: specifically, the percentage of Hispanic or Latino populations within the College’s service cities is significantly higher than that of Los Angeles County while the percentage of African American residents in these cities is notably lower than the County.

Table 4: Ethnic and Racial Composition of Los Angeles County with Five Service Area Cities (2018)

Race/Ethnicity	Los Angeles Co.	El Monte	South El Monte	Whittier	Pico Rivera	Santa Fe Springs
Black or African American alone	7.81%	0.536%	0.101%	1.26%	0.717%	3.89%
American Indian & Alaska Native alone	0.231%	0.088%	0.00966%	0.175%	0.378%	0.357%
Native Hawaiian & Other Pacific Islander Asian alone	0.242%	0.489%	0%	0.0737%	0.0784%	0.0283%
Asian alone	14.6%	29%	14.2%	4.31%	2.98%	5.13%
Two or More Races	2.21%	0.631%	0.0724%	0.906%	0.372%	0.413%
Hispanic or Latino	48.6%	65.2%	82%	67.6%	89.4%	79.4%
White alone, not Hispanic or Latino	26%	4.01%	3.6%	24.8%	5.95%	9.64%
Some Other Race Alone	0.29%	0.069%	0.0338%	0.829%	0.105%	1.16%

Source: Data USA

2) Age

Also noteworthy is the aging of California’s population, as the fastest growing segment of the population is over 65 years, which, according to the California Department of Finance is predicted to be 19% of the state’s total in 2030. As the table below illustrates, in the Colleges’ current planning timeframe, the 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 (-9.44%) and the age group 35 to 49 will also markedly wane.

Table 5: Los Angeles County Age Trends – 2019-2025

Age Group	2019	2020	2021	2022	2023	2024	2025	% Change
0-9	1205260	1182905	1161329	1137863	1114522	1091456	1091457	-9.44%
10-19	1328821	1332902	1335398	1339275	1341659	1342629	1342629	1.04%
20-34	2130888	2124242	2120926	2121706	2123736	2124319	2124319	-0.31%
35-49	2121885	2108075	2095554	2082456	2069727	2056405	2056405	-3.09%
50-65	2110313	2126018	2136940	2143081	2145898	2151641	2151641	1.96%
65+	1472200	1540304	1606579	1673868	1742986	1811314	1811314	23.03%

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 will carry implications for the high school pipeline upon which community colleges have generally relied for future enrollments.

3) Educational Attainment

As the data in Table 6 illustrates, in the five primary service area cities a significant percentage of residents between 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 Rio Hondo College. Additional data related to educational attainment by ethnicity and gender will be essential in the development of the Educational Master Plan for 2020-2025.

Table 6: Educational Attainment by Age – Service Area Cities

CITY AND EDUCATION LEVEL					
EL MONTE	18 - 24 years	25 - 34 years	35 - 44 years	45 - 64 years	65 years+
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%
Associates 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%	11.0%	4.5%
Associates 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%
Associates 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	37.0%	27.5%	29.9%	21.4%	16.1%
Associates 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%
Associates 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%

Section 1.c.: Service Area City-Snap Shot Data

Snap shot data provides an overview of the key characteristics of the nine cities Rio Hondo College serves, which carries significant implications for future plans. In sum, while the population levels of these cities vary, their marked similarities provide a high-level picture of these communities. Most notably:

- similar median ages (within the 30's) and household sizes point to a significant sector of the population of working age, who are commuting to jobs and raising families;
- many residents are foreign born;
- unemployment is relatively low (except for City of Industry), yet poverty rates in several cities are commensurate with or markedly higher than Los Angeles County (14.9%), according to the US Census Bureau); and,
- the majority have access to computers, but households with lower median incomes have lower rates of broadband.

Table 7: Nine City Snap Shot (2018)

	El Monte	South El Monte	Pico Rivera	Whittier	Santa Fe Springs	Norwalk	Downey	La Mirada	Industry	9 CITY AVG
Population	115,586	20,767	62,888	86,064	17,832	105,120	112,269	48,683	219	63,270
Median Age	35.4	34.3	36.3	36.8	36.4	34.9	34.6	39.1	30.8	
Avg Hshld Size	3.88	3.89	3.72	3.06	3.44	3.82	3.4	3.21	3.6	3.56
Median Hshld Income	\$43,504	\$44,651	\$61,586	\$69,058	\$63,540	\$63,669	\$68,162	\$87,400	\$74,464	\$64,004
Foreign Born	50.10%	43.30%	30.80%	17.10%	26.60%	35.10%	33.60%	23.20%	19.60%	31.04%
Poverty	22.60%	18.70%	10.60%	12.10%	13.90%	13.90%	10.70%	7.30%	6.90%	12.97%
Unemployment	4.1	4.20%	4.90%	4.50%	4.60%	4.60%	4.20%	4.40%	8%	4.9%
Travel Time (mins.)	30.7	29.5	30.9	32.7	30.5	30.5	30.2	31.8	29	30.6
Veterans	1.40%	2.30%	2.82%	3.50%	2.70%	2.60%	2.47%	4.40%	0.45%	2.52%
Computers	78.90%	76.90%	85.30%	88%	87.90%	88.10%	90.10%	92.70%	na	85.99%
Broadband	68.60%	65.10%	72.70%	78.30%	75.80%	73.90%	79.20%	84.50%	na	74.76%

Source: US Census Bureau Quick Facts

Section 2: Regional Economic and Labor Market Trends, and Rio Hondo College Programs

Section 2.a.: State and Los Angeles County Economic Indicator Summary

As noted in a September 2019 UCLA Anderson Center publication, while economic growth in the U.S. is slowing, the same cannot 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). Again, the numbers are perhaps a little high and will be revised, but they still raise the question as to why the disconnect? The answer is found in the growth areas in the state. California is outperforming the U.S.

for the same reason it has over the last decade; productivity gains through the employment of labor augmenting technology.”²

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.”³ Additionally, the LAEDC 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.*⁴

Furthermore, by October 2019 year-over employment gains in the Los Angeles-Long Beach-Glendale Metropolitan Division showed the largest numerical job growth of 61,700 jobs (1.4 percent).⁵ Other recent signs of California’s continued economic development include 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.”⁶ Moreover, as noted in this same report, since the recessionary low in February 2010, by the end of October 2019 California had added 3,377,900 nonfarm jobs.

However, employment status varies according to demographic groups, particularly by race and ethnicity, as the October 2019 unemployment rate for African Americans stood at 5.6 percent, 4.7 percent for Hispanics, but only 4.0% for whites. Moreover, the unemployment rate remains highest for young California residents aged 16-19 years. Thus, employment continues to be a challenge for younger ethnic minorities in the state.

Section 2.b.: Labor Market Trends and Rio Hondo College Programs

According to the California Employment Development Department’s forecasts for the Los Angeles-Long Beach- Glendale Metropolitan Division for 2014-2024, the area is projected to see “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.”⁷ However, several employment sectors are forecasted to grow more significantly in the coming years. Specifically, as the California Department of Transportation has recently noted regarding this metropolitan area, “[E]mployment growth will be led by education and healthcare, leisure and hospitality, information, and professional and business services.”⁸ The table below details the fastest growing occupations in Los Angeles County and correlations to Rio Hondo College degrees, which help prepare students for transfer to four year colleges and universities and degrees that provide them with pathways 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 data tables are ones that will provide program graduates with living wages in the region.⁹

² 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.

³ Retrieved at <https://laedc.org/wp-content/uploads/2019/02/LAEDC-2019-Economic-Forecast-Report.pdf>.

⁴ Ibid.

⁵ Retrieved at <https://www.labormarketinfo.edd.ca.gov/Publications/Labor-Market-Analysis/calmr.pdf>.

⁶ Retrieved at <https://www.labormarketinfo.edd.ca.gov/file/lfmonth/Employment-Highlights.pdf>.

⁷ [https://www.labormarketinfo.edd.ca.gov/file/indproj/LA\\$_highlights.pdf](https://www.labormarketinfo.edd.ca.gov/file/indproj/LA$_highlights.pdf)

⁸ http://dot.ca.gov/hq/tpp/offices/eab/socio_economic_files/2017/LosAngeles.pdf

Table 8: Fastest Growing Occupations Requiring Bachelor’s Degree and Rio Hondo College Programs

Occupational Title	2016 Employment Estimate	2026 Employment Estimate	Percent Change	Median Hourly Wage*	Median Annual Wage*	RIO HONDO PROGRAM
Software Developers, Applications	16,360	21,880	33.70%	\$54.00	\$112,991	AS-T Computer Science
Medical & Health Services Managers	9,280	11,850	27.70%	\$56.00	\$115,880	AS-T Business Administration
Operations Research Analysts	2,620	3,340	27.50%	\$44.00	\$92,123	AS-T Business Administration; AS-Business & Supervision; AS-T Math; AS-T Computer Science
Museum Technicians & Conservators	670	850	26.90%	\$24.00	\$50,652	AA-T Art/Studio Art
Market Research Analysts and Marketing Specialists	24,000	29,950	24.80%	\$35.00	\$72,667	AS-T Computer Science; AS-T Math; AS-T Business Administration; AA-T Communication Studies
Actuaries	470	580	23.40%	\$53.00	\$110,940	AS-T Math; AS-T Business Administration
Substance Abuse & Behavioral Disorder Counselors	2,190	2,700	23.30%	\$24.00	\$50,296	AA-T Psychology
Dietitians & Nutritionists	2,440	2,960	21.30%	\$35.00	\$72,210	AS-T Nutrition/Dietetics
Health Educators	2,530	3,030	19.80%	\$29.00	\$60,309	AS-T Biology; AS-T Chemistry; AS-T Nutrition/Dietetics
Forensic Science Technicians	690	820	18.80%	\$45.00	\$93,677	AS-T: Biology, Chemistry

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

⁹ Note: 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 6 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>.

Additionally, as illustrated in Table 9, Rio Hondo College offers several programs that prepare students for jobs in the fastest growing occupations, which require a post-secondary certificate or Associates degree. However, there are also 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.

Table 9: Fastest Growing Occupations Requiring Post-Secondary Certificate (non-degree) or Associates degree- Los Angeles County - 2016-2026 and Rio Hondo College Programs

Occupational Title	2016 Employment Est.	2026 Employment Est.	% Change	Median Hourly Wage	Median Annual Wage	Education Required	RIO HONDO PROGRAM
Massage Therapists	6,970	9,050	29.80%	\$20.00	\$40,805	Post-Secondary Cert.	NO
Veterinary Technologists & Technicians	1,560	1,810	16.00%	\$20.00	\$40,812	AA Degree	NO
Medical Assistants	21,540	27,380	27.10%	\$18.00	\$37,040	Post-Secondary Cert.	NO
Phlebotomists	4,320	5,460	26.40%	\$21.00	\$44,344	Post-Secondary Cert.	NO
Emergency Medical Technicians & Paramedics	4,150	5,190	25.10%	\$16.00	\$34,049	Post-Secondary Cert.	EMT yes; Paramedic No
Manicurists and Pedicurists	5,560	6,800	22.30%	\$12.00	\$25,139	Post-Secondary Cert.	NO
Barbers	NA	780	21.90%	\$18.00	\$38,069	Post-Secondary Cert.	NO
Hairdressers, Hairstylists, & Cosmetologists	13,610	16,320	19.90%	\$15.00	\$32,196	Post-Secondary Cert.	NO
Licensed Practical & Licensed Vocational Nurses	20,990	25,030	19.20%	\$25.00	\$52,622	Post-Secondary Cert.	YES
Skincare Specialists	1,950	2,310	18.50%	\$16.00	\$32,926	Post-Secondary Cert.	NO
Heating, Air Conditioning, & Refrigeration Mechanics and Installers	7,000	8,280	18.30%	\$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: <http://www.laalmanac.com/employment/em17a.php>

Moreover, a number of industries in Los Angeles County are also predicted to grow over the next five years, for which Rio Hondo College offers programs to prepare students for entry into these fields.

Section 3: K-12 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, there is predicted to be a waning in K-12 enrollments as well as high school graduation rates over the next ten years. 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. Thus, Los Angeles County is projected to see a 13.87% decrease in high school graduates. Table 10 below provides data illustrating this downward trend in K-12 enrollments in high schools within the College’s service area, which will also result in a corresponding decrease in the College’s capture rate for these local schools.

Table 10: Five Year Enrollment Changes – Service Area Feeder High School Districts

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

Furthermore, 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.¹⁰

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.”¹¹ Consequently, a combination of underlying demographic shifts, including a decrease in birth rates and the high costs of housing in the region, will likely reduce the pool of future college students in the communities which Rio Hondo College serves.

However, despite these general population and K-12 trends, as the Public Policy Institute of California notes, “[T]he slow growth in the number of school-age children is likely to lead to further increases in per student aid as the state budget grows...[and demand] for higher education should remain strong as ...a greater share of students complete a college preparatory curriculum.”¹² Moreover, as noted previously, the educational attainment levels of residents in the District’s service area cities also point to the presence of a pool of future students, particularly residents between 18 and 44 years-old who have high school diplomas but no college degrees.

Section 4: Planning Implications

Section 4.a.: Implications for Future Enrollments

- While the traditional pipeline of future students coming directly from area high schools may be declining, the population within Rio Hondo College’s service area will continue a general pattern of modest growth.
- The high school “pipeline” may be constricting, but as the Department of Finance observes, higher education will still be in demand due to the emphasis on completion and success.
- 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 18 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.

Section 4.b.: Implications of Labor Market Trends and Rio Hondo College Program Intersections

- Rio 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. Notably, a preponderance of projected openings

¹⁰ <https://www.nahb.org/en/research/housing-economics/housing-indexes/housing-opportunity-index.aspx>

¹¹ <https://www.forbes.com/sites/samanthasharf/2018/04/13/los-angeles-tops-our-list-of-the-worst-cities-for-renters-in-2018/#72d5ae3e5b6b>

¹² http://www.ppic.org/content/pubs/report/R_116HJ3R.pdf

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 Rio Hondo College does not currently offer programs that would provide graduates with entry into these fields, particularly programs leading to a certificate or Associates degree; thus, there are several areas of opportunity for the College to consider as it develops its next Educational Master Plan.

Chapter 6: Preliminary Internal Scan

Section 1: Student Characteristics and Demographics

Section 1.a.: Characteristics

1) Student Count—By the 2018-2019 academic year, Rio Hondo College enrolled 31,612 students, which notes a marked five-year increase from the total 2014-2015 enrollments of 27,749 – a 13.92% increase. Thus, while many community colleges have seen student counts steadily dropping since the economic recovery began in 2013, Rio Hondo College has experienced significant growth.

2) Enrollment Status—In 2018 the majority of students (40.44%) were continuing, followed by returning students at 20.32%, and first-time students at 18.39%. The smallest cohort of students in terms of enrollment status were dual enrolled students (7.33%).

3) Demographic Characteristics—The vast majority of Rio Hondo College students (71.46%) in 2018 were Hispanic/Latino, while the next highest percentages were White students at 8.56% and Asian students who comprised 7.18% of the student population.

4) Age—In 2018 the average age of the Rio 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%).

Therefore, considering all of these primary student characteristics, a significant segment of the Rio Hondo College student population are young adults of Hispanic/Latino ethnicity and continuing students.

Section 2: Instructional Program Assessment

Section 2.a.: Enrollment and Vitality Trend Analysis

The development of the College's Educational Master Plan (EMP) for 2020 and beyond requires an assessment of the vitality of instructional programs. To develop the narrative necessary for evaluating the status (+ or -) of each program being offered to students, the data categories used for program review include:

- Average Section Enrollment
- Fill Rate
- FTES
- WSCH
- FTES/FTEF (Program Efficiency)
- WSCH/FTEF (Instructional Efficiency)

Complete data tables with five-year averages for each of the above categories by location, program, and division, as well as comparisons with Rio Hondo College's five-year averages, appear in Appendix A (EMP Foundations Enrollment Data Profiles). The 2014-15 academic year served as the base year (i.e., Column 2 in spreadsheets) and continued with each consecutive academic year through 2018-19. The following calculation was applied 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.

Section 2.b.: Summary Observations

The information presented in this section provides a summary overview of the overall findings regarding the vitality of instructional locations and programs with an emphasis on notable 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 DATA OBSERVATIONS 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 notably 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.

Fill:

- Pico Rivera experienced greatest increase in five-year average.
- RHC Main saw the most significant decline in fill.
- Web/Online – stable, but no notable increase trend.

WSCH

- Most locations, including Web/Online, have seen a general upward trend in WSCH, which parallels notable increases in FTES over five-years for Web/Online; this underscores the need to analyze additional data regarding other Web/Online data, such as average section enrollments, for more contextualizing information regarding enrollments with this modality.
- RHC Main and Off Campus locations have experienced a general decline, with Off Campus being most significant.

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 most significant.

FTES/FTEF

- SFS Training Center, Pico Rivera, and El Monte are outpacing all other locations in terms of program efficiency.
- 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 most notable 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 notable.

PROGRAM ENROLLMENT DATA OBSERVATIONS

Average Section Enrollments

- Five of the programs 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

- More recent programs disciplines (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 5 years.
- Four programs have an over -30% decline (Entry Level Nursing, G.I.S., Photography, and Theater).

WSCH

- The same disciplines with robust 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 WSCH are represented by: 1) newer programs; 2) gateway courses; 3) job ready/career certification programs.
- Divisions that are growing faster in WSCH than RHC, include Library, 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.

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 Behavior Social Sciences are disproportionately represented among those below RHC's five-year FTES average. Similarly, technical programs also experienced notable declines in FTES.

FTES/FTEF

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

ENROLLMENT PATTERNS AND THEMES

As Tables 11 and 12 illustrate, many disciplines feature prominently in all six data categories as trending upward and exceeding College and Division five-year averages, which reveals dominant patterns regarding students' enrollment choices

Table 11: Synthesis of Program Enrollment Data and Patterns

Avg Sec. Enrollment	Fill Rate	WSCH	FTES	FTES/FTEF	WSCH/FTEF
Hospitality	Hospitality	Homeland	Homeland	Hospitality	Hospitality
Nutrition	First Year Seminar	Security	Security	Nutrition	Nutrition
First Year Seminar	Nutrition	Orthopedic Tech	Orthopedic Tech	Auto--Baccalaur	Auto--Baccalaureate
Orthopedic	Homeland	Hospitality	Hospitality	First Year Seminar	First Year Seminar
Technology	Security	Auto--Baccalaur	Auto--Baccal	Orthopedic Tech	Orthopedic Tech
Homeland	Orthopedic Tech	Nutrition	Nutrition	Health Sci (other)	Health Sci (other)
Security	Auto--	Human Svcs/Drug	Human Svcs/Drug	Homeland	Homeland Security
Human Svcs/Drug	Baccalaureate	Studies	Studies	Security	Fire Technology
Studies	Human Svcs/Drug	Astronomy	Astronomy	Fire Technology	Athletics
Health Sci (other)	Studies	Assoc Degree	Assoc Degree	Athletics	Human Svcs/Drug
Counseling	Voc. Nursing	Nursing	Nursing	Human Svcs/Drug	Studies
Music	Health Sci (other)	Athletics	Athletics	Studies	Heavy Equip Tech
Vocational	Fire Technology	Fire Technology	Fire Technology	Heavy Equip Tech	Admin of Justice
Nursing	Library	Chemistry	Chemistry	Admin of Justice	Graphic Design
Technical Educ	Counseling	Physics &	Physics &	Graphic Design	Entry-Level Nursing
Auto--Baccalaur	Athletics	Engineer	Engineer	Entry-Level	Chemistry
Admin of Justice	Assoc Degree	Speech	Speech	Nursing	Counseling
Automotive Tech	Nursing	Graphic Design	Graphic Design	Chemistry	Pre-Health Science
Animation	Mass	Accounting	Accounting	Counseling	Speech
Entry-Level	Communications	Automotive	Automotive	Pre-Health	English & Literature
Nursing	Automotive Tech	Technology	Technology	Science	Biology Majors
Speech	Speech	Animation	Animation	Speech	Animation
Fire Technology	Pre-Health Sci	Psychology	Psychology	English &	Electronics
Athletics	Chicano Studies	Pre-Health	Pre-Health	Literature	Economics
Pre-Health	Chemistry	Science	Science	Biology Majors	Psychology
Science	Business	Counseling	Counseling	Animation	Library
Chemistry	Management	Welding	Welding	Electronics	Humanities
Heavy Equip Tech	Psychology	Health Sci (other)	Health Sci (other)	Economics	Automotive Tech
English & Liter	English &	Mathematics	Mathematics	Psychology	Music
Humanities	Literature	English &	English &	Library	Sociology
Economics	Animation	Literature	Literature	Humanities	
Business	Economics	Economics	Economics	Automotive Tech	
Management	Humanities	Biology Majors	Biology Majors	Music	
Biology Majors	Gen Educ Biology			Sociology	
Graphic Design	Mathematics				
Sociology	Accounting				
Psychology	Sociology				
	Philosophy				
	Languages				
RHC 28.9	RHC -2.6%	RHC 1.3%	RHC 1.3%	RHC -2.0%	RHC -2.0%

Table 12: Programs Exceeding RHC Five Year Averages in All Six Enrollment Data Sets (By Division)

Division	Program(s)
Behavior Social Science	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

An examination of this data brings to light several dominant themes in students' choices, particularly 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).

Section 2.c.: WSCH Comparisons by Program and Future Space Allocations

As noted previously, a number of factors can impact enrollments (e.g., local economic conditions, state funding, enrollment management strategies, the availability of faculty, scheduling practices, available classrooms). Additionally, this combination of variables contributes 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. Accordingly, 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 Facility Master Plans allows for a comparative analysis of programs' WSCH growth. Specifically, 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 12 below categorizes programs as growing faster, slower, or the 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 13: Comparative 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	

Section 3: Instructional Program Completion Outcomes 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. The data available on the total number of degrees and certificates for five academic years (2014-2015 through 2018-2019) reveal a pattern of predominance of degrees and certificates in the following areas:

- AA/AS Degrees
 - ✓ General Studies: Social Behavior and Self-Development
 - ✓ General Studies: Social Science
 - ✓ General Studies: Science and Math
 - ✓ Business Management
- ADT's
 - ✓ Business Management
 - ✓ Psychology
 - ✓ Child Development and Education
 - ✓ Administration of Justice
- CO-Approved Certificates
 - ✓ Counseling
 - ✓ Child Development and Education
 - ✓ Automotive Technology
- Local Certificates
 - ✓ Child Development and Education
 - ✓ Automotive Technology

Thus, 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 for the next Educational Master Plan would allow for additional and relevant information regarding program demand, and help the College develop future goals and strategies around improving degree and certificate completion rates.

Chapter 7: Technology Inventory

To accomplish Rio Hondo College’s Institutional Goals and Objectives, including the 2018-2019 emphasis on Goal 1 (i.e., increasing the number of students who completed degrees and certificate), the College will need to integrate into its future Educational Master Plan with 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. Therefore, considering the central role of technology in all facets of the student experience, the table below 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 14: 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

Open Educational Resources [e.g., text, media, digital assets used for teaching, learning, assessment, or research]	Complete information not available.
Accessibility (re 508 standards) [e.g., computer hardware and software, websites, phone systems, and copiers, online courses platforms]	<ul style="list-style-type: none"> ○ Software: <i>Dragon Naturally Speaking</i> ○ <i>Read/Write</i> ○ <i>Sonocent</i> ○ <i>Kurzweil</i> ○ Canvas has 508 compliance tools ○ Phones for hearing impaired are purchased/used as needed
Anti-plagiarism Tools	<i>Vericite</i>
Lecture Capture	Not currently used.
Online Tutoring	<i>NetTutor</i>
Online Counseling	<i>Cranium Cafe</i>
Technology for capturing student usage of Support Services (e.g., student ID card linked to Banner record)	<i>SARS</i>
Degree audit	Ellucian Degree Works and Starfish/Hobsons Degree Planner
Financial Aid Management (e.g., Ellucian Banner Financial Aid)	Ellucian Banner Financial Aid
Web applications to allow exploration of career pathways - integrated with meta-majors	<ul style="list-style-type: none"> ○ <i>MyPath</i> – part of suite from CCC Chancellor’s Office. ○ Reported lack of integration with meta majors.
Catalog and Academic Program Management software	<i>Curricunet</i>
Printing	<i>eVisions</i>
Telephone and Videoconferencing	<ul style="list-style-type: none"> ○ Telephone: Cisco ○ Video Conference: <i>Zoom</i>
Mobile Applications	Not currently available.
Digital Signage	<ul style="list-style-type: none"> ○ Visix ○ mVix
Campus Safety Systems	<ul style="list-style-type: none"> ○ <i>Blackboard Connect</i> ○ <i>Singlewire Informacast</i>
IT Support/Help Desk	<i>Spiceworks</i>
Disaster Recovery and Business Continuity Systems	<i>Veeam</i> and <i>Microsoft Azure</i>
Computing and Infrastructure Refresh Cycles and Standards	Refresh cycle times depend on the type of equipment, but generally 4-6 years covers most equipment. The college, however, does not always meet these standards.
Technology Training – policies, procedures, activities for faculty, staff, students	<ul style="list-style-type: none"> ○ Students: RHC offers a wide array of classes for various technologies; but no comprehensive program for technology training and support. ○ Faculty and staff: College does not have a standard technology training program for all faculty and staff. Training varies greatly from one department to another.
<ul style="list-style-type: none"> • For Online Instruction <ul style="list-style-type: none"> ○ LMS ○ Fully Online and Hybrid Courses and Programs (e.g., how many courses of each type, what disciplines) ○ Data Re: Student Success, Retention, and Completion for all Online and Hybrid Courses and Programs ○ Online education accessibility (508) ○ Training for Online Faculty – policies, procedures ○ Training for Students – policies, procedures 	<ul style="list-style-type: none"> ○ LMS: Canvas ○ Online: 203; Hybrid: 51 ○ Online 508: Canvas tools provide this. ○ Faculty Training: POCR ○ Student Training: Online orientation ○ Student Success and Retention Data available through Office of Institutional Research and Planning and CCCC Datamart.

Chapter 8: Themes from Planning Session Dialogues (November 2019)

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) on November 18 and 19, 2019 for focused dialogue sessions. While the following questions framed the general discussions, conversations were wide-ranging and yielded a wealth of valuable insights, which will provide a useful foundation for future master planning:

- 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?
- Rio Hondo College is actively engaged in equity initiatives. What is your department 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 are have your industry advisory boards indicated as high priorities for your program?
 - What workforce needs have industry advisory board 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?

Striking recurring themes emerged from these conversations, most notably those that are captured below:

- Educational Centers are under-utilized, lack many critical services and technologies, and thus, do not meet accreditation standards; security at these sites is inadequate; scheduling at the Centers has not been strategic or data informed (i.e., "rolled" schedules), which results in low enrollments and course cancellations; several Centers are not generating sufficient apportionment (and cannot due to space limitations) to cover the total cost of ownership; existing limitations and costs warrant a full assessment of the Centers, which ideally would culminate in the creation of a in a comprehensive, integrated plan for off-campus programs.
- Guided Pathways are currently being conceptualized, but they offer an opportunity to reconsider and streamline both the curriculum and programs needed to meet student and labor market needs (e.g., reduce the number of required and unnecessary units in high demand programs, such as the Associate Degree of Nursing, develop technical certificates in areas such as theatre). Guided Pathways also offer opportunities to organize the College along a "success team" model, which would foster an integrated and collaborative approach to student success. Program discontinuance or revitalization would allow for the creation of clear curricular pathways to degrees, transfer, and employment.
- There is potential to grow many online programs, but professional development for faculty and additional supports for students are critical to the successful development of the online program.
- A "one-stop-shop" where students can access most or all of their service needs would significantly enhance students access to the support they need to succeed.

- There is a lack of faculty offices, particularly for adjunct faculty, who are the majority of faculty; attention to student equity will require the College to determine how to support adjunct faculty office hours and provide adjunct faculty with office spaces where they can provide students with the assistance they need to succeed.
- Facilities suffer from a long-standing lack of attention to critical maintenance and upgrades; some facilities are simply dilapidated and require demolition or complete remodeling in order to better serve instructional and support services (e.g., Nursing and Health Occupations, Art, Educational Centers).
- A number of instructional programs with significant growth potential are currently limited by available classroom and lab space, and thus, cannot grow (e.g., Graphic Design, Nursing, Administration of Justice, Fire Science, Nutrition).
- New programs with promising growth potential (e.g., medical assistant, construction and trades, which no regional competitor offers) will require new or renovated facilities.
- Other identified space or facility needs include large meeting/gathering/event space, faculty office space, student housing, art building, student services (“one-stop”).
- Lack of human resources (faculty and staff) are limiting program growth in many areas (e.g., Nursing and Health Occupations, non-credit curriculum development, Welding, Biology, Chemistry, MESA, Computer Science).
- Library and computer lab hours are limited, which impacts students’ access to these resources, which are essential to their academic success, and disproportionately impacts students who are un-housed or who do not have home access to the technology they need in a 21st century learning environment.
- Additional professional development for faculty (full time and adjunct) and staff will be critical to ensuring that the College is meeting its institutional goals.

Chapter 9: Key Findings and Planning Implications

The preliminary environmental scans offered in this document provide the basis for the initial planning of the next Rio Hondo College Educational Master Plan. The key findings presented here are centered upon service area population characteristics, student demographics, program vitality trends, and area employment and workforce trends, which will have a bearing on future students' access to and successful completion of the College's programs. Key Findings and implications are noted below.

1. Between 2000 and 2018 population growth in Rio Hondo College's service area cities ranged between 1.1% and 6%), except for Santa Fe Springs, which grew by 11.7%. Average five-year population growth for the nine cities the College serves stood at roughly .65%.
2. While the Hispanic population in Los Angeles County will grow by 4.2% over the next five years, the most notable 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 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. While the average median age of residents in Los Angeles County is 36.6, and 35 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. Moreover, the drop in the number of children in the County will lend 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. Specifically, the College will not only need to consider ways to deliver instruction and provide services to a substantial and growing population of adult workers as well as older populations in the service area, but also ways to reach high school students through an expansion of dual enrollment programs with local K12 districts.
4. In terms of educational attainment, in the five primary service area cities a significant percentage of residents between ages 18 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 Rio 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. In service area cities, similar median ages (within the 30's) 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 stymie residents' access to courses, services, and program completion.
6. 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. Rio 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, declining or flat 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 choosing to major in these fields of study.

8. There are several occupations in high demand in the region for which Rio Hondo College does not currently offer programs that would provide graduates with entry into these fields, which are areas of opportunity for the College to consider as it develops its next Educational Master Plan.

9. 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 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 notable 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 newer programs have shown the potential for future enrollment growth (e.g., Homeland Security, Hospitality, Architecture and Heavy Equipment Tech, 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), which 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. Overall, data suggests, and many participants in Planning Session Dialogues confirmed, that the lack of proper and adequate facilities, faculty and staff, state-of-the-art information technology, and culturally relevant, and robust professional development programs for faculty and staff are currently limiting the significant potential of many programs at Rio Hondo College.

11. 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.

EMP Foundations: Profile of Key Findings and Planning Implications

(EMP Foundations, Chapter 9)

The key findings are centered upon service area population characteristics, student demographics, program vitality trends, and area employment and workforce trends, which will have a bearing on future students' access to and successful completion of the College's programs.

1. Population
 - 2000-2018 population in Rio Hondo College's service area cities grew between 1.1% and 6%, except for Santa Fe Springs (+ 11.7%).
 - Average five-year population growth for the nine cities the College serves stood at roughly.65%.
2. Demographic Projections: Ethnicity
 - Most notable increase - population that identifies as mixed or multiracial (non-Hispanic).
 - Significant percentage of Hispanic or Latino populations within the service cities remains a key demographic feature.
 - Implications: RHC will need to continue developing culturally relevant approaches to outreach and the delivery of instruction and support services.
3. Age
 - Median Age - 35 the service area cities.
 - A decline in the number of children in the County will result in decreasing K-12 enrollments, which will reduce the "high school pipeline."
 - Implications: The College will not only need to consider ways to deliver instruction and provide services to adult workers, older populations, as well as high school students.
4. Educational Attainment in the Five Primary Service Area Cities
 - Significant percentage of residents between ages 18 and 44 years – HS grads and/or some college, but no degree.
 - Implications: These populations represent a potential pool of future students for Rio Hondo College.
5. Household Size, National Origins, Commutes, Income Levels in Service Area Cities
 - Median ages (within the 30's) and household sizes point to a significant population of working age, commuting to jobs, and raising families.
 - Many residents are foreign born. Unemployment is relatively low, but poverty rates in several cities are notably higher than Los Angeles County (14.9%).
 - Implications: Serving this segment of the population will require strategies for removing barriers that stymie access to courses, services, and programs.
6. Computing Technology and Broadband in Service Area Cities
 - Majority of households have access to computing technology and broadband; however, households with lower median incomes have lower rates of broadband service.
 - Implications: RHC will need to consider ways to provide all students with access to the informational technologies.

7. Occupational Trends and Rio Hondo College Programs
 - RHC offers programs that prepare graduates for employment in a number of the fastest growing occupations and which also offer living wages in the region (e.g., science, mathematics, and engineering, computer science, health sciences, and business).
 - Declining or flat enrollments in several program areas suggest that the need to examine underlying conditions that are preventing students from enrolling in courses or majoring in these fields of study.
 - Several occupations in high demand for which Rio Hondo College does not currently offer programs that would provide graduates with entry into these fields represent areas of opportunity for the College.

8. Enrollment and Program Vitality:
 - Student counts have increased substantially; however, data suggests that students are taking fewer units.
 - 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 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 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 notable 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).
 - Newer programs have shown the potential for future enrollment growth (e.g., Homeland Security, Hospitality, Architecture and Heavy Equipment Tech, Automobile Tech).
 - A number of programs that prepare graduates for employment in high-demand, high-paying occupations, which afford living wages, have weakened enrollments and efficiency (e.g., Welding, Engineering). This warrants further attention, as the College works to meet its goals of serving student as well as the long-range needs of regional employers.

9. The lack of proper and adequate facilities, faculty and staff, state-of-the-art information technology, and culturally relevant, and robust professional development programs for faculty and staff are currently limiting the significant potential of many programs at Rio Hondo College.

10. 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.

DRAFT

APPENDIX A: EMP FOUNDATIONS – ENROLLMENT DATA

DATA SET PRESENTATION NOTES

- Data presented is descending rank order by five-year average change.
- For comparison purposes the Rio Hondo College Totals are presented in the rankings.
- Legend - Fonts:
 - BLUE = GROWTH
 - RED = DECLINE
 - GREEN = LEVEL (</= to 2% +/-)
- Legend – Column
 - GREEN FILL = ABOVE RHC
 - GRAY FILL = 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%	-2.8%	4

By Discipline - 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			

By Division and Discipline – 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 - 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 - 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
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
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%			

DRAFT

DATA SET 3: WSCH

WSCH By Location – 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

DRAFT

By Program – 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
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			

By Division and Discipline – Faster/Slower/Same Compared to 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		Library	-1.3%		
			50.2%	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					
		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%		
				Reading & Vocabulary	-8.9%		
				English as a New Language	-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%		

Political Science 1.2%

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	-6.1%
			Drafting	-7.4%
			Electronics	-
			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%
			ART DIVISION	-2.0%
			Theatre	-3.2%
			Music	-3.6%
			Photography	-4.5%
DSPS -4.8%			Arts	-4.5%
			DSPS -4.8%	-4.8%
			Educational Development	-4.8%

DRAFT

DATA SET 4: FTES

By Location – 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

By Program – 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
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			

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	12,140.60	11,146.00	12,852.60	12,513.90	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
Educational 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
Orthopedic Technology				7.9	15.3	94.20%	94.20%	1
Nutrition				4.8	6.9	42.60%	42.60%	1
Associate Degree 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
Health Science (other)	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
Vocational Nursing	75.8	67.3	91.6	80.5	74.4	-1.90%	-0.50%	4
Entry-Level Nursing	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)

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

By Program – 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
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			

DRAFT

DATA SET 6: WSCH/FTEF (Instructional Efficiency)

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

By Program – 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
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			

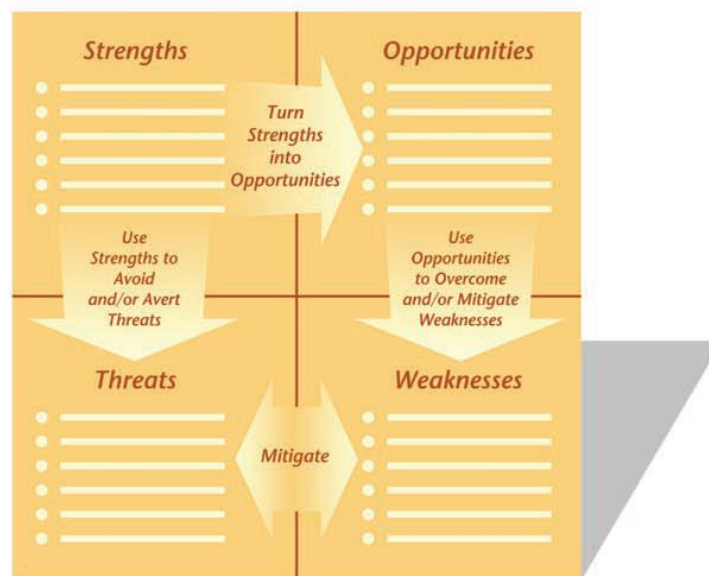
SWOT and TOWS

Quoted From: *A Guide to Planning for Change*, by Donald M. Norris and Nick L. Poulton (2010)

Environmental Assessment. Critically assessing the college and university environment is a vital element of every strategic planning process. This is called a SWOTC analysis (strengths, weaknesses, opportunities, threats, and challenges). Planners assess both external opportunities, threats, and challenges and evaluate critically the internal strengths and weaknesses of the institution. They then search for matches that can provide advantages when woven into strategies: (1) opportunities and strengths that can be **leveraged**, (2) problems (threats/weaknesses) that can be mitigated, and (3) constraints and vulnerabilities that can be **overcome**. These matches result in ideas for strategies that may achieve competitive advantage. A commonly used tool is TOWS (Turning Opportunities and Weaknesses into Strengths), shown in figure 3.3.

Figure 3.3

Turning Opportunities and Weaknesses into Strengths (TOWS)



Source: Adapted from Hunger and Wheelen 2007.