

# Planning and Fiscal Council Minutes

## Tuesday, April 13, 2021, 2:30pm-4:00pm, via Zoom

**Members Present:** Alice Mecom (Co-Chair and Acting VPAA), Kevin Smith (Co-Chair and President, AS), Stephen Kibui (Vice President, Finance & Business), Caroline Durdella (Dean, Institutional Research and Planning), Dorali Pichardo-Diaz (1st VP, AS), Jorge Huinquez (2nd VP, AS), Angelica Martinez (Secretary, AS), Dana Arazi (Parliamentarian, AS), Sheila Lynch (ASCCC Rep, AS), Rudy Rios (President, RHCFA), Juana Mora (Faculty), Grant Tovmasian (Faculty), Sandra Hernandez (President, CSEA), Jim Sass (CSEA), Mark Yokoyama (Dean, Public Safety), Loy Nashua (Executive Dean, Student Affairs), Kayla Cruz (ASRHC Vice President), Bryan Vargas (ASRHC Senator Chair of Student Success)

**Members Absent:** Michelle Bean (Past President, AS), Lisa Sandoval (CSEA), Jason Reyes (ASRHC President)

### 1. Opening Items

**A. Call to Order** - The meeting was called to order at 2:32pm.

**B. Approval of Minutes** - The March 23, 2021 minutes were approved as presented.

**C. Superintendent/President's Report** - Superintendent/President Dreyfuss welcomed Dr. Earic Dixon-Peters, new Vice President of Student Services. She reported that she asked Russell Castañeda-Calleros to implement a COVID-19 vaccine survey to learn what percentage of our workforce is vaccinated, or intends to become vaccinated. Knowing this information is helpful to the College's efforts to safely reopen in Fall 2021 or beyond.

**D. ASRHC Report** - There will be another special election to fill additional vacancies on the ASRHC Executive Board.

**E. Co-Chair's Report** - Alice Mecom reported that enrollment is down roughly 17% for summer. We have been coming up with ideas to encourage students to register and stay on their path. One of the ideas is to share a PowerPoint slide with faculty that includes registration dates with the hope that faculty will put it up on Canvas or share with students to remind them to register. Alice and Kevin Smith will be reporting to the Board of Trustees tomorrow on the Course Prioritization process. The plan is to have the Fall 2021 schedule live for viewing only by Friday.

Kevin reported that faculty who teach Quantitative Reasoning courses will be reaching out to the departments to deal with mapping of those areas; this is a shift for us in terms of Guided Pathways. The intention is to map a recommended course for various areas. He also reported that Academic Senate created a taskforce to look at the feasibility of offering Distance Education courses in a condensed 4-week session. Additionally, Senate has gone through a lot of Outcomes recommendations that are coming forward to PFC today. Finally, Kevin thanked everyone for what they're doing for students during the COVID pandemic; their efforts say a lot about the Rio family and how we do things.

Veronica Holbrook asked about the COVID Taskforce and asked how the institution plans to address faculty concerns about what Fall 2021 might look like. Alice said that when we have identified a list of classes for potential on-ground instruction, we will be better able to share with the COVID Taskforce how many classes we hope to bring back. The consultant will assist in prepping areas to make them CDC compliant and will help identify which areas to work on first. At this point, nothing is set in stone regarding which courses may come back, it's just a way to strategize. Part of the concerns are a Senate/Union split. The Union is responsible for safe working conditions, but from a Senate perspective, it was imperative that faculty decide which courses may be returning for in-person instruction.

**F. Public Comments** - None.

### 2. New Business

**A. ILO Recommendations** - Alyson Cartagena shared that we have been focused on improving the quality of our outcomes statements so that we can have them publicly available in our schedule of classes. This will demonstrate to our accreditation team that we're a culture of assessment. It provides transparency to current and prospective students about what our outcomes are. We've also been working on the feedback for programs undergoing review for Fall 2021 and this is a new process we implemented this past fall. To this end, we've shifted a little so that we're really doing more of a "feed forward"; instead of a feedback where we give recommendations after the program review has happened, we're doing these recommendations looking at the strengths and the weaknesses of programs *before* the programs go into review in the fall. We are also establishing and reinforcing connections between curriculum and outcomes.

Institutional level outcomes (ILOs) are evaluated at the midpoint in the Rio Hondo College Strategic Plan's six-year cycle. Based on these evaluations, the Outcomes Committee makes recommendations that are then forwarded to Academic Senate as well as the Institutional Effectiveness Committee (IEC). This evaluation is ACCJC-required, but it is also an opportunity to make suggestions for College-wide changes to teaching to improve student learning. In addition to general recommendations for all courses, recommendations may be specific to a division, discipline, or program to which the ILOs are mapped. The ILO report and recommendations are presented to Senate and IEC and then forwarded to Planning and Fiscal Committee (PFC). From PFC, recommendations are then submitted to the Vice President of Academic Affairs. The VPAA, as the Area Manager for the instructional areas, Page 2 of 5 Rev. 04/07/2021: AC and MG is responsible for developing strategies with stakeholders to address the

recommendations and is supported by various initiatives such as Guided Pathways, and committees such as Professional Development, Equity, and Distance Education.

An analysis for Fall 2017 through Fall 2020 shows that proficiency rates have increased in all ILO Areas. ILO Area V ("Develop Personal and Career Goals") has the highest proficiency rates (89.6%) across the ILO assessment. Within Area V, ILO V.D. ("Maintain and Improve Their Personal Health, Wellness, and Performance") and ILO V.B. ("Utilize College Resources to Support Their Educational Goals") have the highest overall rates at 90.2% and 90.1%, respectively. ILO Area I ("Think Critically") has the lowest proficiency rates (81.1%) across the ILO assessment. Within Area I, ILO I.D. ("Demonstrate the Ability to Use Mathematics") has the lowest overall rate, at 73.9%. It should be noted that although this is the lowest proficiency rate within the area and across the ILOs, the proficiency rates have made continuous gains during the assessment cycle. Compared to academic year 2017–2018, the Summer and Fall 2020 rates improved from 76.8% to 82.5%. This marks a +5.7 gain in ILO I.D. ("Demonstrate the Ability to Use Mathematics").

To examine the affect the pandemic had on ILO rates, comparisons were made assessing outcomes data from academic year 2018–2019 as well as outcomes data from the Summer and Fall 2020 terms. The 2018–2019 AY data was the most recent academic year not influenced by the COVID-19 pandemic. It also was the first full academic year in which course-level outcomes (CLOs, also known as student learning outcomes, or SLOs) were mapped to the ILOs. The Summer and Fall 2020 data reflect fully remote instruction during the pandemic.

Of the 17 ILOs, 13 ILOs improved. The greatest increase was the outcome "Feel a Sense of Connection to the College"; there was a + 10.1 gain here, with growth demonstrated by an increase from 89.3% to 99.4%. Of the 17 ILOs, four ILOs decreased. The greatest decrease was the outcome "Demonstrate an Understanding of Diversity in Culture, Ethnicity, Religion, Sexuality, Political Background, and Other Areas." There was a -0.7 loss here, with growth demonstrated by a decrease from 84.1% to 83.4%.

Four recommendations were presented to PFC for consideration. These include specific ILO areas and outcomes. Also included are general recommendations regarding ILO practices:

1. **Recommendation:** Establish aspirational proficiency standards for each of the five ILO areas. Current rate averages range from 81.1% (Area I) to 89.6% (Area V).
2. **Recommendation:** Investigate through the summary of findings and interviews what activities can be implemented and resources needed to continue to make gains in the area of I.D. ("Demonstrate the Ability to Use Mathematics"). To be considered are the kinds of instructional styles, methods, and/or activities that are working for faculty making gains. Although continuous gains have been made during this assessment cycle, I.D. remains the lowest proficiency rate for the College, and efforts should be made to continue to focus on this area.
3. **Recommendation:** Continue to invest in programs and resources that have influenced the high proficiency rates (89.6%) in ILO Area V. ("Develop Personal and Career Goals"). The obstacles students continue to face at the College that affect their success should also be taken into consideration. Support in this area would continue the success in areas utilizing College resources to support educational goals (ILO V.B.), which is directly linked to Guided Pathways efforts as well as maintaining and improving personal health, wellness, and performance (ILO V.D.). It should be noted that this recommendation links both the instructional and non-instructional experiences to improve student learning.
4. **Recommendation:** During Spring 2021, division deans in collaboration with faculty should facilitate mapping all courses that are not mapped; as well as ensure that all new courses be mapped to the ILOs.

#### ***PFC reached consensus regarding the ILO Recommendations.***

**B. Fine-Free Library** - Robert Graham conducted several months of research on the idea of fine-free libraries and found that this is a trend that strives to help address equity and affordability. Instead of being punitive, we want to build a welcoming and friendly place. Research indicates that the idea of owing something can hold people from seeking out those services in the first place. Other libraries that have removed fines have seen great benefits in building a sense of community and increased access to information. For some, there's a shame factor when they incur fines. We are not trying to remove consequences for people who borrow things and never return it, but to simply make it more welcoming.

What are financial ramifications of going fine free? The average amount of fines collected per year average about \$3,000, or less than 1% of the Library's total budget. Out of the 600 or so libraries that have moved to become fine-free, the rate of return has actually increased and the removal of fines didn't cause an uptick or a decrease in the amount of people returning things. When it comes to retention and achievement, this is where the emphasis is rightfully placed.

As a point of clarification, fines are generated by returning late items, not for lost and unreturned items. Fines are different from fees for: new cards, lost or damaged items, photocopies, and processing costs. The fine-free library concept is only concerned with eliminating fees for things that are returned late. Why? To reinforce the enrichment of more equitable access to beneficial learning aids and library services. Fines primarily affect those below the poverty line, which deters usage. In his presentation, Robert included the following quote: "*Overdue fines are a regressive method of raising revenue, they hurt the most those who can afford them the least, create stress-filled interactions, and require significant amounts of staff time to manage*" – David Seleb from the Oak Park Public Library (as cited by Unrein, 2020)

#### ***PFC reached consensus to support the fine-free library initiative.***

**C. AB 1460 & Timeline of Events re: Ethnic Studies Requirement** - Juana Mora spoke about Assembly Bill 1460, which was signed into law by Governor Newsom in August 2020. This bill requires that every California State University offer Ethnic Studies at their campus starting in Fall 2021. The bill, commencing with students graduating in the 2024–25 academic year, requires the CSU to require, as an undergraduate graduation requirement, the completion of, at minimum, one 3-unit course in ethnic studies. Another thing that AB 1460 did was to clearly define Ethnic Studies: "Ethnic studies is an interdisciplinary with special focus: Native Americans, African Americans, Asian Americans, Latino/Latina Americans."

In section 2 of the bill, the California State University was required to collaborate with the California State University Council on Ethnic Studies and the Academic Senate of the California State University to develop core competencies to be achieved by students who complete an ethnic studies course. The council and the academic senate agreed on five core competencies, which are as follows:

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.
2. Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.
3. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.
4. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler colonialism, multiculturalism, language policies.
5. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities to build a just and equitable society.

Once there was an agreement as to what the core competencies were going to be, the CSU worked feverishly toward implementation since the bill was signed into law in August 2020 and they needed to be ready to go in fall of 2021. This new requirement doesn't add units toward graduation. Instead, it creates an entirely new area (Area F) and actually takes three units from Area D to be applied to Area F. For any course to qualify for any course to be considered an ethnic studies course, it does need to meet three of the five core competencies. Obviously, those of us in the community college system are also impacted.

What does this mean for Rio Hondo? Rio Hondo is actually in a pretty good position because faculty from the Behavioral and Social Sciences division have been working on establishing a new Ethnic, Gender, and Sexuality Studies program for nearly two years. As part of this process that the BSS faculty have been engaged in, they put forth and curriculum has approved the following courses: EGSS 110: Introduction to Ethnic Studies; EGSS 120: Introduction to Women's Studies; EGSS 130: Introduction to LGBTQ+ Studies; and EGSS 135: Philosophy of Social Justice. As part of this new program, EGSS 110: Introduction to Ethnic Studies meets the new requirement.

Sheila Lynch praised Juana and her colleagues for the work they have been doing on this and getting ahead of it before being demanded by the State of California to do this.

**D. Institutional Recommendations** - Caroline Durdella went over a few highlights from the Fall 2020 Program Review Institutional Recommendations. With regard to instructional outcomes, we need to strengthen our existing processes and make sure that our connections between different processes are strong and clear. For example, the relationships between the schedule, outcomes, course review, new courses need to be clearly defined, and we need to make those connections clear to new faculty or adjunct faculty who are coming on board. Non-instructional outcomes are another area of improvement for the College.

With respect to enrollment management, during the program review process, there were some concerns that came forward regarding how we go about canceling classes: making recommendations with respect to when is it appropriate to cancel a class and what that looks like in terms of low enrollment. There were also questions about how much growth we expect to see for specific types of programs. When is a program like stable? When is it in growth mode? Is there ever a situation where it's just constant and continued growth? As an institution, we also need to develop a rotation or a sequence of courses with respect to degrees and certificates, which speaks to some of the work that the Guided Pathways team is undertaking, making sure that students know and have clear pathways with the understanding that if I'm a full-time or part-time student, I can expect to complete my degree in this amount of time if I follow a particular course pattern, etc. We should also focus on creating clear publications for students with regard to late-start classes, eight-week courses, etc.

Based on feedback from Dana Arazi and additional dialogue, we will remove the word "full" from the following sentence: **Full integration with Curriculum and publication of outcomes are required by ACCJC accreditation standards.**

**3. Unfinished Business** - None.

#### **4. Committee Reports**

##### **A. PFC Subcommittees**

**Accreditation Steering Committee** - ACCJC Annual Report was attached.

**IEC** - The committee met today and went over equity measures that were presented to the Board, ACCJC Annual Report, and institution set standards and aspirational standards. They are also getting ready for the planning retreat and moving toward integration of all the things they're doing. The Planning Retreat is April 30.

**Program Review** - None.

**PPC** - The March 25 meeting was canceled due to low participation. The next meeting will be Thursday, April 22.

**Safety/Facilities** - None.

## **B. Other Committees**

**Basic Skills** - None.

**Black Lives Matter / Anti-Racist Conversations** - Grant Tovmasian reported that this Friday will be the last "Anti-Racist Conversation" for this academic year. The focus will be "Things Done Right." They are hoping to present a summary of their activities and findings/suggestions to the Academic Senate, PFC, and the Board of Trustees at a future date. Sheila said that the the interdisciplinary dialogue group exploring anti-racism has decided to extend the amount of time that they're going to be meeting. Juana suggested that we can remove the first bullet point under this list of committees ("Subcommittee on Joining the California Community College Equity Leadership Alliance") because that ship has sailed. Juana mentioned that they are in the process of outreach and recruitment for the Black Scholars Program. Invitations were sent to students to participate in focus groups to help us develop the program.

**Distance Ed** - The Distance Ed Committee voted to amend their bylaws. The amendments are minor, but they allow the Distance Ed Coordinator to serve two terms instead of just one, and the second term would only be after an election by the committee. As many of you know, the Distance Ed Committee is one of the two groups on our campus that has an elected chairperson that is part of the DAP (the other being the Curriculum Committee). The second change in the bylaws is that they are growing the size of the Distance Ed Committee by six. Membership is currently at 14 and they want to move to 20. With the gigantic increase in the amount of courses that are currently being offered via distance ed and the huge increase in the number of students that are involved, they want to make sure that they have a diversity of viewpoints on the committee and more faculty involved. There will be a larger announcement about that coming out from the DE Committee.

**Guided Pathways** - Written report was attached.

**Outcomes** - Yeah, we spoke about a lot with the outcome statements work and the program reviews and the curriculum cycle. Weekly trainings are continuing for outcomes statements work and program reviews and curriculum cycle. The one that faculty are starting to get really excited about is the utilization of Canvas to gather the outcomes data for faculty. Managers have been doing a great job of encouraging faculty that have outlying 'Close The Loop' reports to get this completed and we're getting really close to being done.

**Staff Development** - None.

**Student Equity** - The next Café Con Libros will be on Thursday, May 6 from 6:30pm-7:30pm. The book selection is [The Fire This Time: A New Generation Speaks about Race](#) edited by Jesmyn Ward. Juana sent out a campus-wide e-mail with the Zoom link.

There will be a 15-minute introduction happening next week on April 22 to culturally responsive teaching and the brain. The link to register is on the Staff Development website.

Professor Paul Ortiz, author of [An African American and Latinx History of the United States](#) has agreed to be a guest lecturer in our lecture series for the fall of 2021 on September 13.

**SSSP** - Lisa Chavez shared a link for the new landing page for support programs that will go live in the summer. Lydia Gonzalez and Melba Castro will present on this at the April 27 PFC meeting. The next SSSP meeting is on Friday at noon.

## **4. Closing Items**

**A. Announcements** - None.

**B. Adjournment** - Meeting adjourned at 3:41pm.



ACCREDITING COMMISSION FOR  
COMMUNITY AND JUNIOR COLLEGES  
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## 2021 Annual Report REVIEW

Rio Hondo College  
3600 Workman Mill Road  
Whittier, CA 90601-1699

### General Information

| #  | Question                                 | Answer                              |
|----|--|-------------------------------------|
| 1. | Confirm your College Information         | <b>Confirmed</b>                    |
| 2. | Name of individual preparing report:     | <b>Caroline Durdella</b>            |
| 3. | Phone number of person preparing report: | <b>562-908-3412</b>                 |
| 4. | E-mail of person preparing report:       | <b>cdurdella@riohondo.edu</b>       |
| 5. | Type of Institution (select one)         | <b>California Community College</b> |

### Headcount Enrollment Data

| #   | Question   | Answer   |
|-----|--|--|
| 6.  | Total unduplicated headcount enrollment:   | 2017-18: <b>30,722</b><br>2018-19: <b>31,507</b><br>2019-20: <b>28,562</b> |
| 6a. | Percent Change 2017-18 to 2018-19: (calculated)<br>Percent Change 2018-19 to 2019-20: (calculated) | <b>3%</b><br><b>-9%</b>  |

#### 6. Additional Instructions and Data Definitions:

For the purposes of this report, unduplicated headcount is defined as the total number of students (credit and non-credit) enrolled at the end of the general enrollment period (also referred to as first census date). The academic year should include leading summer, fall, winter, and spring terms. If your institution calculates the academic year differently for the purposes of monitoring annual enrollment, you may respond using your local calculation and describe your method in Question 20.

|    |  |  |
|----|--|--|
| 7. | Total unduplicated headcount enrollment in degree applicable credit courses: | 2017-18: <b>26,095</b><br>2018-19: <b>26,511</b><br>2019-20: <b>24,620</b> |
|----|--|--|

7a. Please list any individual program which has experienced a 50% increase or decrease in the last year.

**N/A**

#### 7. Additional Instructions and Data Definitions:

Per federal regulations, ACCJC is responsible for monitoring for significant program growth (or decline) that may

potentially impact an institution's ability to meet Accreditation Standards. ACCJC does not determine what constitutes a program for colleges. For the purposes of this report, you may define degree-applicable credit programs as appropriate for the context of your institution's unique mission.

## Distance Education and Correspondence Education

| #   | Question   | Answer   |
|-----|--|--|
| 8.  | Total unduplicated headcount enrollment in distance education in last three years: | 2017-18 <b>6,893</b><br>2018-19 <b>7,330</b><br>2019-20 <b>7,466</b> |
| 8a. | Percent Change 2017-18 to 2018-19: (calculated)                                    | <b>6%</b>  |
|     | Percent Change 2018-19 to 2019-20: (calculated)                                    | <b>2%</b>  |

### 8. Additional Instructions and Data Definitions:

Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.

**IMPORTANT NOTE REGARDING DATA FROM SPRING 2020:** When calculating total DE enrollment for 2019-20, please include 100% online courses from summer 2019, fall 2019, and winter 2020. For Spring 2020, please include only courses that were originally scheduled as 100% online. Omit any courses that shifted to a distance modality due solely to the COVID-19 pandemic.

|    |  |           |
|----|--|-----------|
| 9. | Do you offer Correspondence Education? | <b>No</b> |
|----|--|-----------|

### 9. Additional Instructions and Data Definitions:

Correspondence education is defined as education in which (1) the institution provides instructional materials (and examinations on these materials), by mail or electronic transmission (including transmission via learning management system) to students who are separated from the instructor; and where (2) interaction between the instructor(s) and the student is limited, is not regular and substantive, and is primarily initiated by the student. Online courses or online portions of courses which primarily involve "paperwork" (e.g., reading textbook and other materials posted by the instructor, taking examinations, and submitting assignments) will fall within the definition of correspondence education rather than distance education. If the online portion of a class meets the definition of correspondence education, then even if the class also meets on site, it will be considered a correspondence education course for Title IV qualification purposes. Correspondence education is not considered distance education within the U.S. Department of Education definition (see question 8, above).

## Federal Data

| #   | Question   | Answer   |
|---|--|--|
| 10.   | List the Graduation Rate per the US Education Department College Scorecard   | <b>17 %</b>  |
| <b>10. Additional Instructions and Data Definitions:</b><br>The US Education Department College Scorecard can be accessed at <a href="https://collegescorecard.ed.gov/">https://collegescorecard.ed.gov/</a> . Enter your institution's name in the search box to find the current graduation rate. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who graduated within 8 years of entering this school for the first time." |  |  |
| 11.   | If your college relies on another source for reporting success metrics, please identify the source (select one).                         | <b>CCCCO Student Success Metrics dashboard (Scorecard)</b>   |
| 12.   | Please provide a link to the exact page on your institution's website that displays its most recent listing of student achievement data. | <b><a href="https://www.riohondo.edu/irp/research/">https://www.riohondo.edu/irp/research/</a></b> |

### 12. Additional Instructions and Data Definitions:

ACCJC will include a link to this page in your institution's entry in the ACCJC Directory of Accredited Institutions (<https://accjc.org/find-an-institution>). This reporting and monitoring requirement supports ACCJC's recognition by the

Council of Higher Education Accreditation (CHEA) and is aligned with ACCJC's Accreditation Standard I.C.3 and Eligibility Requirement 19.

### Institution Set Standards for Student Achievement

| #  | Question  | Answer  |         |         |         |       |       |       |
|--|---|---|---------|---------|---------|-------|-------|-------|
| <b>Course Completion Rates</b>   |   |   |         |         |         |       |       |       |
| 13.  | List your Institution-Set Standard (floor) for successful student course completion rate: | <table border="1"> <thead> <tr> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>68 %</td> <td>72 %</td> <td>72 %</td> </tr> </tbody> </table>    | 2017-18 | 2018-19 | 2019-20 | 68 %  | 72 %  | 72 %  |
| 2017-18  | 2018-19   | 2019-20   |         |         |         |       |       |       |
| 68 %   | 72 %  | 72 %  |         |         |         |       |       |       |
| 13a.   | List your stretch goal (aspirational) for successful student course completion rate:      | <table border="1"> <thead> <tr> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>0 %</td> <td>74 %</td> <td>74 %</td> </tr> </tbody> </table>     | 2017-18 | 2018-19 | 2019-20 | 0 %   | 74 %  | 74 %  |
| 2017-18  | 2018-19   | 2019-20   |         |         |         |       |       |       |
| 0 %  | 74 %  | 74 %  |         |         |         |       |       |       |
| 13b.   | List the actual successful student course completion rate:                                | <table border="1"> <thead> <tr> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>72 %</td> <td>70 %</td> <td>76 %</td> </tr> </tbody> </table>    | 2017-18 | 2018-19 | 2019-20 | 72 %  | 70 %  | 76 %  |
| 2017-18  | 2018-19   | 2019-20   |         |         |         |       |       |       |
| 72 %   | 70 %  | 76 %  |         |         |         |       |       |       |
| <p><b>13. Additional Instructions and Data Definitions:</b><br/>           For the purposes of this report, the successful course completion rate is calculated as the number of student completions with a grade of C or better divided by the number of students enrolled in the course. If your institution calculates successful course completion differently, you may respond using your local calculation and describe your methodology in Question 20.</p> |   |   |         |         |         |       |       |       |
| <b>Certificates</b>  |   |   |         |         |         |       |       |       |
| 14.  | Type of Institute-set standard for certificates (Please Select Number or Percentage):     | <b>Number of certificates</b>   |         |         |         |       |       |       |
|  | If Number-Other or Percent-other, please describe:  |   |         |         |         |       |       |       |
| 14a.   | List your Institution-Set Standard (floor) for certificates:                              | <table border="1"> <thead> <tr> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>200</td> <td>318</td> <td>1,093</td> </tr> </tbody> </table>     | 2017-18 | 2018-19 | 2019-20 | 200   | 318   | 1,093 |
| 2017-18  | 2018-19   | 2019-20   |         |         |         |       |       |       |
| 200  | 318   | 1,093   |         |         |         |       |       |       |
| 14b.   | List your stretch goal (aspirational) for certificates:                                   | <table border="1"> <thead> <tr> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>334</td> <td>1,240</td> </tr> </tbody> </table>       | 2017-18 | 2018-19 | 2019-20 | 0     | 334   | 1,240 |
| 2017-18  | 2018-19   | 2019-20   |         |         |         |       |       |       |
| 0  | 334   | 1,240   |         |         |         |       |       |       |
| 14c.   | List actual number or percentage of certificates:   | <table border="1"> <thead> <tr> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>2,400</td> <td>1,008</td> <td>1,239</td> </tr> </tbody> </table> | 2017-18 | 2018-19 | 2019-20 | 2,400 | 1,008 | 1,239 |
| 2017-18  | 2018-19   | 2019-20   |         |         |         |       |       |       |
| 2,400  | 1,008   | 1,239   |         |         |         |       |       |       |
| <p><b>14. Additional Instructions and Data Definitions:</b><br/>           For purposes of this report, include only those certificates which are awarded with 16 or more units.</p>   |   |   |         |         |         |       |       |       |
| <b>Associate Degree (A.A./A.S.)</b>  |   |   |         |         |         |       |       |       |
| 15.  | Type of Institute-set standard for degrees awarded (Please Select Number or Percentage):  | <b>Number of degrees</b>  |         |         |         |       |       |       |
|  | If Number-Other or Percent-other, please describe:  |   |         |         |         |       |       |       |
| 15a.   | List your Institution-Set Standard (floor) for degrees:                                   | <table border="1"> <thead> <tr> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>1,000</td> <td>1,824</td> <td>2,200</td> </tr> </tbody> </table> | 2017-18 | 2018-19 | 2019-20 | 1,000 | 1,824 | 2,200 |
| 2017-18  | 2018-19   | 2019-20   |         |         |         |       |       |       |
| 1,000  | 1,824   | 2,200   |         |         |         |       |       |       |
| 15b.   | List your stretch goal (aspirational) for degrees:  | <table border="1"> <thead> <tr> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>2,025</td> <td>2,480</td> </tr> </tbody> </table>     | 2017-18 | 2018-19 | 2019-20 | 0     | 2,025 | 2,480 |
| 2017-18  | 2018-19   | 2019-20   |         |         |         |       |       |       |
| 0  | 2,025   | 2,480   |         |         |         |       |       |       |
| 15c.   | List actual number or percentage of degrees:  | <table border="1"> <thead> <tr> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>1,824</td> <td>2,392</td> <td>2,383</td> </tr> </tbody> </table> | 2017-18 | 2018-19 | 2019-20 | 1,824 | 2,392 | 2,383 |
| 2017-18  | 2018-19   | 2019-20   |         |         |         |       |       |       |
| 1,824  | 2,392   | 2,383   |         |         |         |       |       |       |

**Bachelor's Degree (B.A./B.S.)**

|          |   |  |         |         |         |          |           |           |
|----------|---|--|---------|---------|---------|----------|-----------|-----------|
| 16.      | Does your college offer a Bachelor's Degree (B.A./B.S.)?  | <b>Yes</b>   |         |         |         |          |           |           |
| 16a.     | Type of Institute-set standard for bachelor degrees awarded (Please Select Number or Percentage): | <b>Number of degrees</b>   |         |         |         |          |           |           |
|          | If Number-Other or Percent-other, please describe:  |  |         |         |         |          |           |           |
| 16b.     | List your Institution-Set Standard (floor) for bachelor degrees:                                  | <table border="1"> <tr> <td>2017-18</td> <td>2018-19</td> <td>2019-20</td> </tr> <tr> <td><b>0</b></td> <td><b>12</b></td> <td><b>12</b></td> </tr> </table> | 2017-18 | 2018-19 | 2019-20 | <b>0</b> | <b>12</b> | <b>12</b> |
| 2017-18  | 2018-19   | 2019-20  |         |         |         |          |           |           |
| <b>0</b> | <b>12</b>   | <b>12</b>  |         |         |         |          |           |           |
| 16c.     | List your stretch goal (aspirational) for bachelor degrees:                                       | <table border="1"> <tr> <td>2017-18</td> <td>2018-19</td> <td>2019-20</td> </tr> <tr> <td><b>0</b></td> <td><b>15</b></td> <td><b>15</b></td> </tr> </table> | 2017-18 | 2018-19 | 2019-20 | <b>0</b> | <b>15</b> | <b>15</b> |
| 2017-18  | 2018-19   | 2019-20  |         |         |         |          |           |           |
| <b>0</b> | <b>15</b>   | <b>15</b>  |         |         |         |          |           |           |
| 16d.     | List actual number or percentage of bachelor degrees:   | <table border="1"> <tr> <td>2017-18</td> <td>2018-19</td> <td>2019-20</td> </tr> <tr> <td><b>0</b></td> <td><b>10</b></td> <td><b>11</b></td> </tr> </table> | 2017-18 | 2018-19 | 2019-20 | <b>0</b> | <b>10</b> | <b>11</b> |
| 2017-18  | 2018-19   | 2019-20  |         |         |         |          |           |           |
| <b>0</b> | <b>10</b>   | <b>11</b>  |         |         |         |          |           |           |

**Transfer**

|            |  |  |         |         |         |            |              |              |
|------------|--|--|---------|---------|---------|------------|--------------|--------------|
| 17.        | Type of Institute-set standard for transfers(Please Select Number or Percentage):                                  | <b>Number of transfers</b>   |         |         |         |            |              |              |
|            | If Number-Other or Percent-other, please describe:   |  |         |         |         |            |              |              |
| 17a.       | List your Institution-Set Standard (floor) for the number of students who transfer to a 4-year college/university: | <table border="1"> <tr> <td>2017-18</td> <td>2018-19</td> <td>2019-20</td> </tr> <tr> <td><b>800</b></td> <td><b>1,307</b></td> <td><b>1,265</b></td> </tr> </table> | 2017-18 | 2018-19 | 2019-20 | <b>800</b> | <b>1,307</b> | <b>1,265</b> |
| 2017-18    | 2018-19  | 2019-20  |         |         |         |            |              |              |
| <b>800</b> | <b>1,307</b>   | <b>1,265</b>   |         |         |         |            |              |              |
| 17b.       | List your stretch goal (aspirational) for the number of students who transfer to a 4-year college/university:      | <table border="1"> <tr> <td>2017-18</td> <td>2018-19</td> <td>2019-20</td> </tr> <tr> <td><b>0</b></td> <td><b>1,309</b></td> <td><b>1,290</b></td> </tr> </table>   | 2017-18 | 2018-19 | 2019-20 | <b>0</b>   | <b>1,309</b> | <b>1,290</b> |
| 2017-18    | 2018-19  | 2019-20  |         |         |         |            |              |              |
| <b>0</b>   | <b>1,309</b>   | <b>1,290</b>   |         |         |         |            |              |              |
| 17c.       | List actual number or percentage of students who transfer to a 4-year college/university:                          | <table border="1"> <tr> <td>2017-18</td> <td>2018-19</td> <td>2019-20</td> </tr> <tr> <td><b>934</b></td> <td><b>1,105</b></td> <td><b>1,097</b></td> </tr> </table> | 2017-18 | 2018-19 | 2019-20 | <b>934</b> | <b>1,105</b> | <b>1,097</b> |
| 2017-18    | 2018-19  | 2019-20  |         |         |         |            |              |              |
| <b>934</b> | <b>1,105</b>   | <b>1,097</b>   |         |         |         |            |              |              |

**Licensure Examination Pass Rates**

|     |   |                               |                                      |                                 |                   |                   |                   |
|-----|---|-------------------------------|--------------------------------------|---------------------------------|-------------------|-------------------|-------------------|
| 18. | Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study: |                               |                                      |                                 |                   |                   |                   |
|     | Program   | Exam (National, State, Other) | Institution set standard (%) (Floor) | Stretch (Aspirational) Goal (%) | 2017-18 Pass Rate | 2018-19 Pass Rate | 2019-20 Pass Rate |
|     | <b>Emergency Medical Technician</b>   | <b>National</b>               | <b>68 %</b>                          | <b>73 %</b>                     | <b>61 %</b>       | <b>72 %</b>       | <b>69 %</b>       |
|     | <b>Registered Nursing</b>   | <b>National</b>               | <b>85 %</b>                          | <b>87 %</b>                     | <b>97 %</b>       | <b>93 %</b>       | <b>99 %</b>       |
|     | <b>Licensed Vocational Nursing</b>  | <b>National</b>               | <b>85 %</b>                          | <b>87 %</b>                     | <b>96 %</b>       | <b>95 %</b>       | <b>93 %</b>       |
|     | <b>Certified Nursing Assistant</b>  | <b>State</b>                  | <b>85 %</b>                          | <b>87 %</b>                     | <b>0 %</b>        | <b>0 %</b>        | <b>98 %</b>       |

**18. Additional Instructions and Data Definitions:**

Report only those programs for which a license or other similar examination is required before students can qualify for employment in their chosen field of study, and where there were at least 10 students who completed the program in the designated year.

**Employment rates for Career and Technical Education students**

|     |  |                                      |                                 |                            |                            |                            |  |
|-----|--|--------------------------------------|---------------------------------|----------------------------|----------------------------|----------------------------|--|
| 19. | Job placement rates for students completing certificate programs and CTE (career-technical education) degrees: |                                      |                                 |                            |                            |                            |  |
|     | Program  | Institution set standard (%) (Floor) | Stretch (Aspirational) Goal (%) | 2017-18 Job Placement Rate | 2018-19 Job Placement Rate | 2019-20 Job Placement Rate |  |



|                                    |             |             |              |              |             |
|------------------------------------|-------------|-------------|--------------|--------------|-------------|
| <b>Associate Degree Nursing</b>    | <b>91 %</b> | <b>95 %</b> | <b>89 %</b>  | <b>84 %</b>  | <b>95 %</b> |
| <b>Automotive Technology</b>       | <b>80 %</b> | <b>81 %</b> | <b>87 %</b>  | <b>81 %</b>  | <b>78 %</b> |
| <b>Child Development</b>           | <b>83 %</b> | <b>86 %</b> | <b>76 %</b>  | <b>83 %</b>  | <b>83 %</b> |
| <b>Environmental Technology</b>    | <b>80 %</b> | <b>99 %</b> | <b>100 %</b> | <b>63 %</b>  | <b>89 %</b> |
| <b>Human Services</b>              | <b>93 %</b> | <b>95 %</b> | <b>83 %</b>  | <b>100 %</b> | <b>92 %</b> |
| <b>Licensed Vocational Nursing</b> | <b>88 %</b> | <b>92 %</b> | <b>89 %</b>  | <b>80 %</b>  | <b>90 %</b> |

**19. Additional Instructions and Data Definitions:**

For the purposes of the Annual Report, Job Placement Rate is defined as the percentage of students who are employed in the year following completion of a CTE (career-technical education) certificate or degree program. (This means that the denominator for the 2019-20 job placement rate will be the number of students who completed the program in 2018-19.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2018-19, you do not need to report a job placement rate for 2019-20. Report only those programs for which reliable data are available. If your institution has defined its job placement rate differently than what is described above, you may complete this question using your local definition provided that you describe this definition in Question 20.

**Other Information**

|     |   |
|-----|---|
| 20. | Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit).<br><input style="width: 100%; height: 20px;" type="text"/> |
|-----|---|

Go To Question #:

The Annual Report must be certified as complete and accurate by the CEO (Ms. Teresa Dreyfuss). Once you have answered all the questions, you may send an e-mail notification to the CEO that the report is ready for certification.

Only the CEO may submit the final Annual Report.

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