



Introduction



A. Introduction

College History

The Rio Hondo Community College District was established by election in October 1960, but first classes were not held until 1963-1964. Since the District's boundaries at that time were identical to those of the Whittier Union High School District, administration of the District was by the high school district Board of Trustees. Creation of the El Rancho Unified School District in 1962 required that Rio Hondo College establish its own Board of Trustees, and an election for that purpose was held in April 1962.

The new Board of Trustees appointed Dr. Phil Putnam as the founding Superintendent/ President in February 1963. In May 1963, the Board chose Rio Hondo as the name for the College. The name, long associated with the area surrounding the Rio Hondo River, means "deep river."

College classes were offered for the first time in the late afternoons and evenings in September 1963 at Sierra and El Rancho High Schools. Following selection of the present campus site, a \$12 million bond to build the College was approved by 80.1 percent of the district voters in October 1963. During 1964 and 1965, Rio Hondo College conducted classes for a limited enrollment at the former Little Lake School in Santa Fe Springs.

The present campus opened in the fall of 1966 with an enrollment of 3,363 day and 2,682 evening students. Measure A, a \$245 million bond passed by voters in 2004, provided new buildings and facilities upgrades campus wide as well as new off-site educational centers in South Whittier, El Monte, and Pico Rivera. Today, Rio Hondo enrolls approximately 20,000 students per semester.

Rio Hondo College is an open-access California Community College that serves nine cities, in whole or part, four distinct unincorporated communities, and a portion of one other unincorporated community of Los Angeles County within its district boundaries. The cities include El Monte, South El Monte, Pico Rivera, Santa Fe Springs, and Whittier. The District also serves portions of Norwalk, Downey, La Mirada, and the City of Industry; and the unincorporated communities within our District of Los Nietos, East Whittier, South Whittier, West Whittier, and a portion of Avocado Heights. School districts within the College boundaries are the Whittier Union High School District, El Rancho Unified School District, and the El Monte Union High School District.

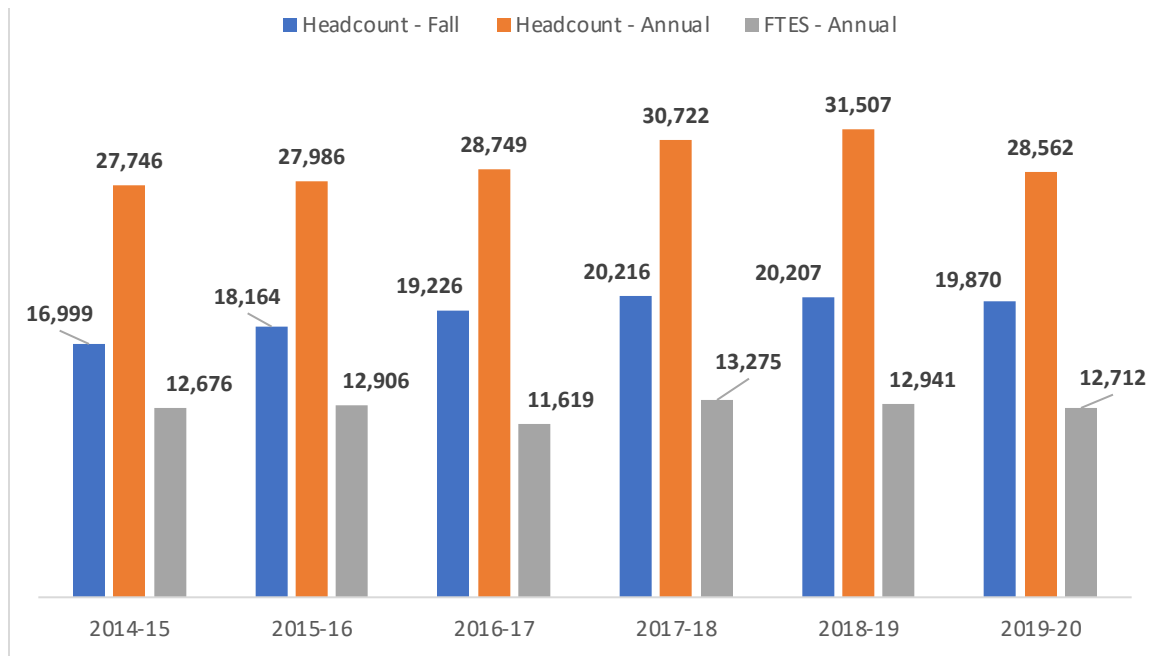
Students come to Rio Hondo seeking a variety of educational experiences. Rio Hondo's educational program includes courses for transfer to four-year colleges and universities, general education courses for greater understanding of individual and community life, career and workforce education, and courses for improving academic performance necessary for studying at a higher level.

The Rio Hondo College Foundation was established in 1992. The Foundation assists the College in meeting the needs of its students. The Foundation's focus is to secure financial and community resources to support Rio Hondo College students and student scholarships. The Foundation also supports innovative educational projects, teaching, and training support.

Student Enrollment Profile

During the 2019-2020 academic year, Rio Hondo College had a fall headcount of 19,870, and an unduplicated annual headcount of 28,562. The 2019-2020 number of Full-Time Equivalent Students (FTES) was 12,712. This number has increased slightly since 2014-2015, when FTES totaled 12,676, but declined from the previous year, (see Fig. I-1). During the six-year period 2014-2020, the averages at Rio Hondo College have been 19,098 for fall headcount, 29,212 for annual headcount, and 12,688 for FTES.

Fig. I-1: Five Year Enrollment History: Fall Headcount, Annual Headcount, and Annual FTES at Rio Hondo College, 2014-2020



Source: CCCCO Datamart.

As illustrated by Table I-1, sources of FTES have changed slightly over the past six years (2014-2020). The percentage of credit FTES among total FTES increased from 97.0% in 2014- 2015 to 98.9% in 2019-2020. Consistent with AB 705, the portion of FTES from transferrable courses increased from 75.2% to 86.3%, while the portion for courses defined by the Chancellor’s Office as Basic Skills decreased from 2014-2015 to 2019-2020—8.7% to 1.3% while those defined as Vocational increased from 2014-15 to 2019-20--27.2% to 30.0%. The percentage of FTES from Distance Education (DE) courses increased slightly, from approximately 14% in 2014-2015 to nearly 16% in 2019-2020.

Table I-1: Rio Hondo College Annual FTES (2014 to 2020)

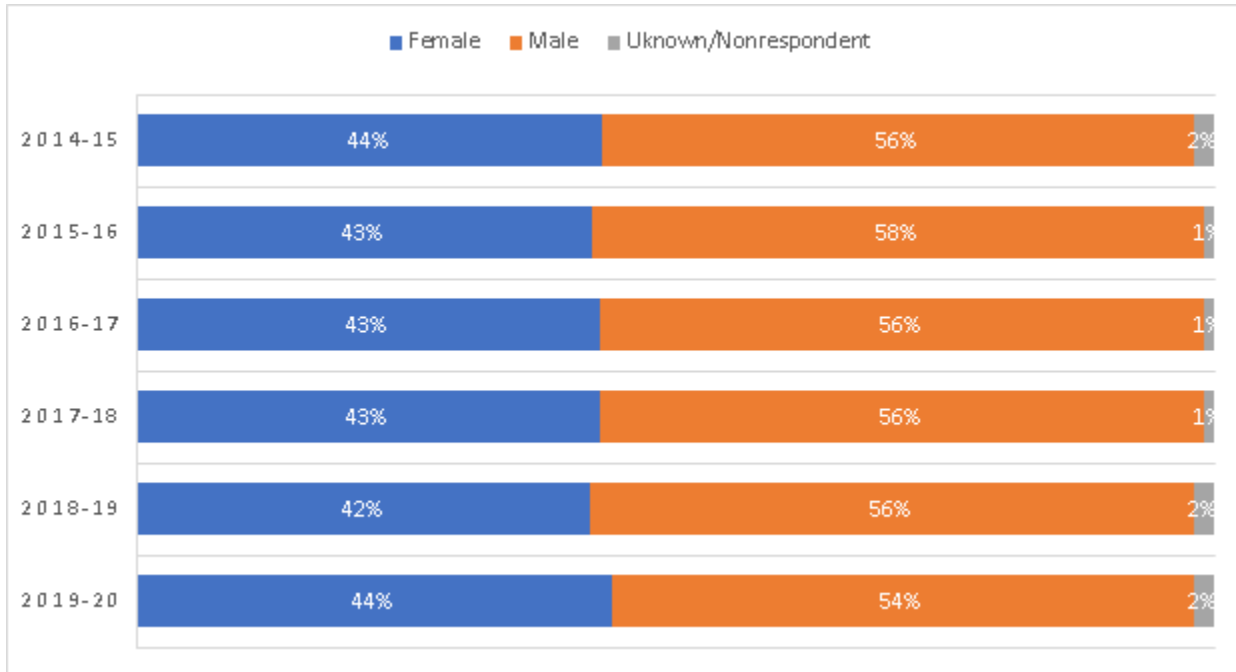
| | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Credit | 97.0% | 98.0% | 97.9% | 97.9% | 97.8% | 98.9% |
| Non-Credit | 3.0% | 2.0% | 2.1% | 2.1% | 2.2% | 1.1% |
| Transfer | 75.2% | 75.9% | 76.5% | 77.4% | 79.1% | 86.3% |
| Basic Skills | 8.7% | 8.5% | 7.9% | 7.6% | 5.0% | 1.3% |
| Vocational | 27.2% | 27.6% | 27.2% | 29.1% | 29.3% | 30.0% |
| Distance Ed | 12.9% | 12.5% | 13.0% | 13.3% | 14.4% | 15.9% |

Source: MIS

Demographic Profile

Over the last six years the demographic profile of the College has remained relatively stable, despite fluctuations in enrollment. In 2019-2020, 54% of the students were male, 44% were female, and 2% did not declare their gender identity or identified as non-binary. These figures are nearly similar to the six-year (2014-2020) averages of 55.7%, 42.8%, and 1.5%, respectively (see Fig. I-2 below).

Fig. I-2: Gender at Rio Hondo College (2014-2020)



Source: CCCCCO Datamart

Similarly, the six-year period (2014-2020) witnessed little change in ethnic composition among students declaring an ethnicity. One notable difference was the increase in Hispanic/Latinx students and the decline in white students. In 2014-2015 71.8% of students identified as Hispanic/Latinx compared to 76.1% in 2019-2020. In 2014-2015, 9.4% of students identified as white compared to 6.8% in 2019-2020 (see Table I-2).

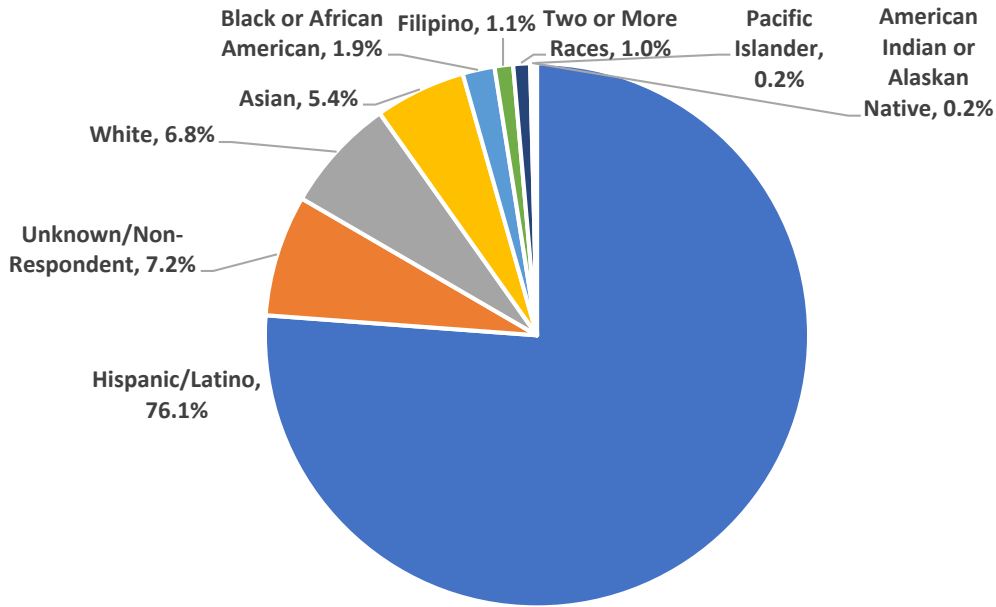
Table I-2: Ethnicity at Rio Hondo College (2014 to 2020)

| Ethnicity | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|-----------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Hispanic/Latinx | 71.8% | 73.6% | 74.2% | 72.2% | 72.5% | 76.1% |
| White | 9.4% | 8.6% | 8.4% | 8.1% | 7.8% | 6.8% |
| Unknown/Non-Respondent | 7.1% | 6.5% | 6.3% | 8.9% | 9.9% | 7.2% |
| Asian | 6.6% | 6.3% | 6.4% | 6.1% | 5.3% | 5.4% |
| Black or African American | 2.5% | 2.4% | 2.1% | 2.1% | 2.0% | 1.9% |
| Filipino | 1.3% | 1.2% | 1.2% | 1.2% | 1.2% | 1.1% |
| Two or More Races | 0.9% | 0.9% | 1.0% | 1.0% | 0.9% | 1.0% |
| American Indian or Alaskan Native | 0.2% | 0.3% | 0.2% | 0.2% | 0.2% | 0.2% |
| Pacific Islander | 0.2% | 0.2% | 0.2% | 0.2% | 0.2% | 0.2% |

Source: CCCCCO Datamart

During 2019-2020, 76.1% of students identified as Hispanic/Latinx; 7.2% did not identify; 6.8% identified as White; 5.4% identified as Asian; and 1.9% identified as African-American; the remaining 2.5% identified as Filipino, Multi-Ethnicity, American Indian/Alaskan Native, or Pacific Islander (see Fig. I-3 below).

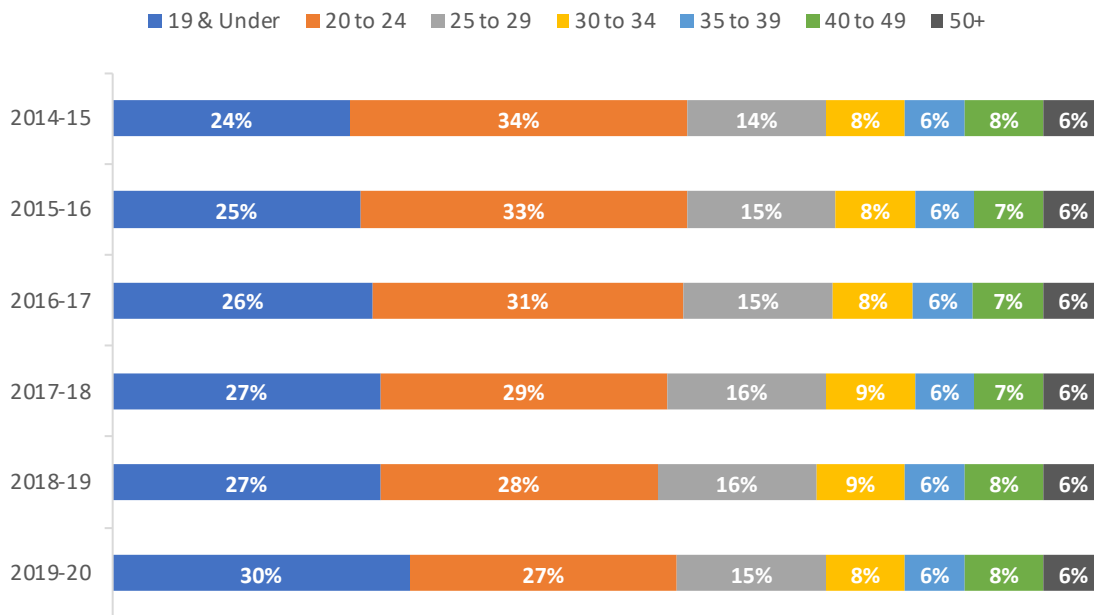
Fig. I-3: Ethnicity at Rio Hondo College (2019-2020)



Source: CCCCCO Datamart

Over the last six years, the age range of students has remained relatively stable. In 2014-2015 students aged 24 and under made up roughly 58% of the student population compared to 57% in 2019-2020, (see Fig. I-4).

Fig. I-4: Age Groups at Rio Hondo College by Percentage (2014-2020)



Source: CCCCCO Datamart

A breakdown of student age groups for 2019-2020 is shown in Table I-3.

Table I-3: Age Groups at Rio Hondo College by Count and Percentage (2019-2020)

| Age Group | 2019-2020 Student Count | 2019-2020 (%) |
|------------------------|-------------------------|---------------|
| 19 & Under | 8,549 | 30% |
| 20 to 24 | 7,788 | 27% |
| 25 to 29 | 4,314 | 15% |
| 30 to 34 | 2,384 | 8% |
| 35 to 39 | 1,691 | 6% |
| 40 to 49 | 2,166 | 8% |
| 50+ | 1,666 | 6% |
| Unknown | 4 | .01% |
| Rio Hondo Total | 28,562 | 100.0% |

Source: CCCCC Datamart

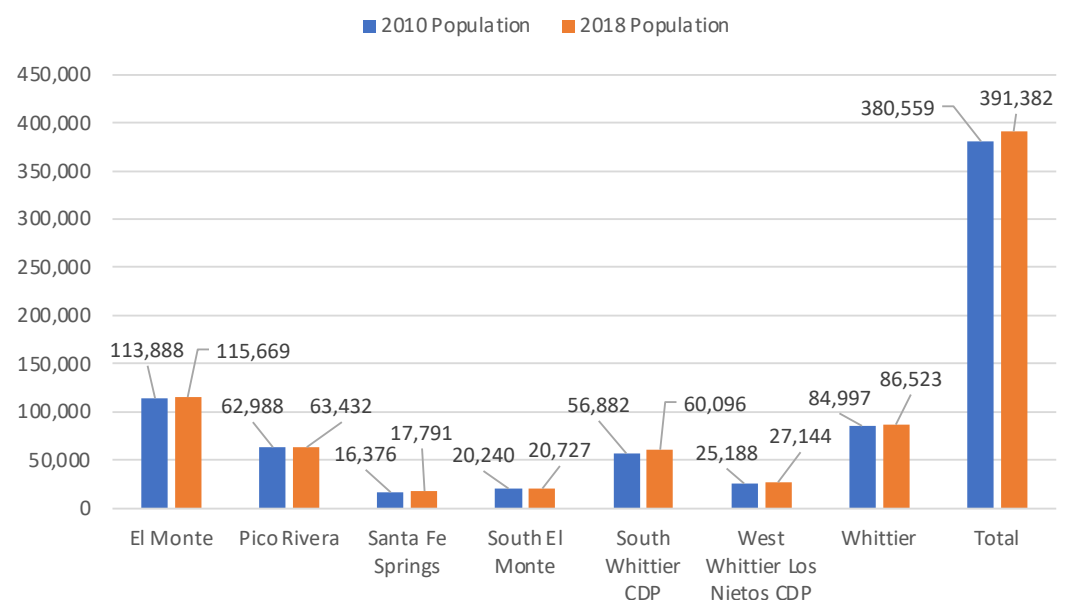
Service Area Profile

The Rio Hondo Community College District (RHCCD) serves an established area of southeastern Los Angeles County. This area was settled in the nineteenth century, and the nine cities in Rio Hondo’s service area were already incorporated when the College was founded in 1960. Over the past six years, the area has seen little change in terms of demographics and industries.

Demographics

The Census Bureau reports demographic data for the five primary cities (El Monte, Pico Rivera, Santa Fe Springs, South El Monte, and Whittier) and two Census-Designated Places, or CDPs (South Whittier, West Whittier-Los Nietos) within the RHCCD boundaries. As indicated in Fig. I-5 below, the service area population has grown slightly since the 2010 census. The combined population of the seven communities was 380,559 in 2010 compared to 391,382 in 2018—an increase of 10,823 since 2010 or roughly a 2.8% gain from the prior census.

Fig. I-5: RHCCD Service Area Population across Two Census Years

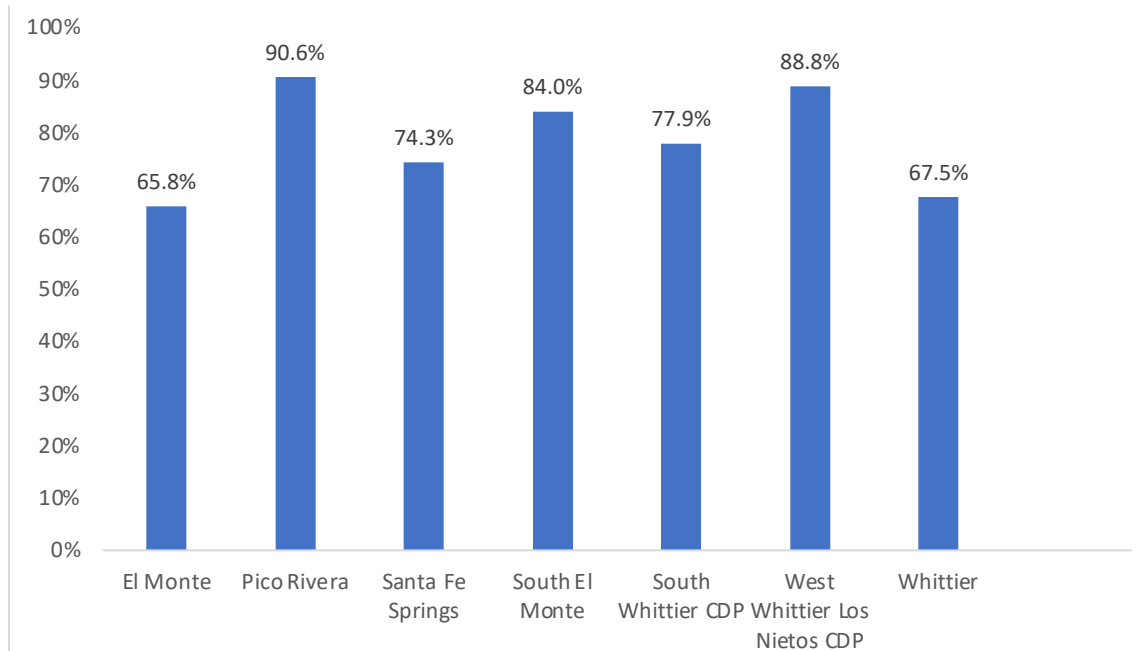


Source: U.S. Census Bureau 2018 American Community Survey 5-Year Estimates

The primary racial/ethnic identification within the service area is Hispanic/Latinx, comprising 75% of the population of the entire service area (see Table I-4). Within the service area, four of the seven communities (Pico Rivera, South El Monte, South Whittier CDP, and West Whittier-Los Nietos CDP) are more than 75% Hispanic (see Table I-4).

The next largest group is Asian (11.7%) followed by whites (10.9%) (see Table I-4 below). Substantial and growing populations of persons with Asian ancestry are reflected in the communities of El Monte (28.5%) and South El Monte (12.8%). The percentages of persons in the African-American, American Indian/Alaskan Native, Filipino, Multi-Ethnicity, and Other groups are generally similar across the seven communities.

Figure I-6: Percentage of Hispanic Residents in RHCCD Service Area Communities



Source: U.S. Census Bureau 2018 American Community Survey 5-Year Estimates

Table I-4: Ethnic Distribution among RHCCD Service Area Communities

| | American Indian and Alaska Native | Asian | Black/African American | Hispanic/Latino | Native Hawaiian and Other Pacific Islander | White | Two or more Races | Some other race |
|------------------------------|-----------------------------------|-------|------------------------|-----------------|--|-------|-------------------|-----------------|
| El Monte | 0.1% | 28.5% | 0.5% | 65.8% | 0.5% | 4.0% | 0.5% | 0.1% |
| Pico Rivera | 0.3% | 2.7% | 0.6% | 90.6% | 0.1% | 5.4% | 0.3% | 0.1% |
| Santa Fe Springs | 0.5% | 6.8% | 3.9% | 74.3% | 0.0% | 12.7% | 0.6% | 1.2% |
| South El Monte | 0.1% | 12.8% | 0.2% | 84.0% | 0.0% | 2.8% | 0.1% | 0.0% |
| South Whittier CDP | 0.3% | 4.9% | 0.8% | 77.9% | 0.4% | 13.7% | 1.2% | 0.9% |
| West Whittier Los Nietos CDP | 1.2% | 0.9% | 0.8% | 88.8% | 0.0% | 7.9% | 0.2% | 0.1% |
| Whittier | 0.3% | 4.5% | 1.0% | 67.5% | 0.1% | 24.7% | 1.0% | 0.9% |
| Total | 0.3% | 11.7% | 0.8% | 75.0% | 0.2% | 10.8% | 0.7% | 0.4% |

Source: U.S. Census Bureau 2018 American Community Survey 5-Year Estimates

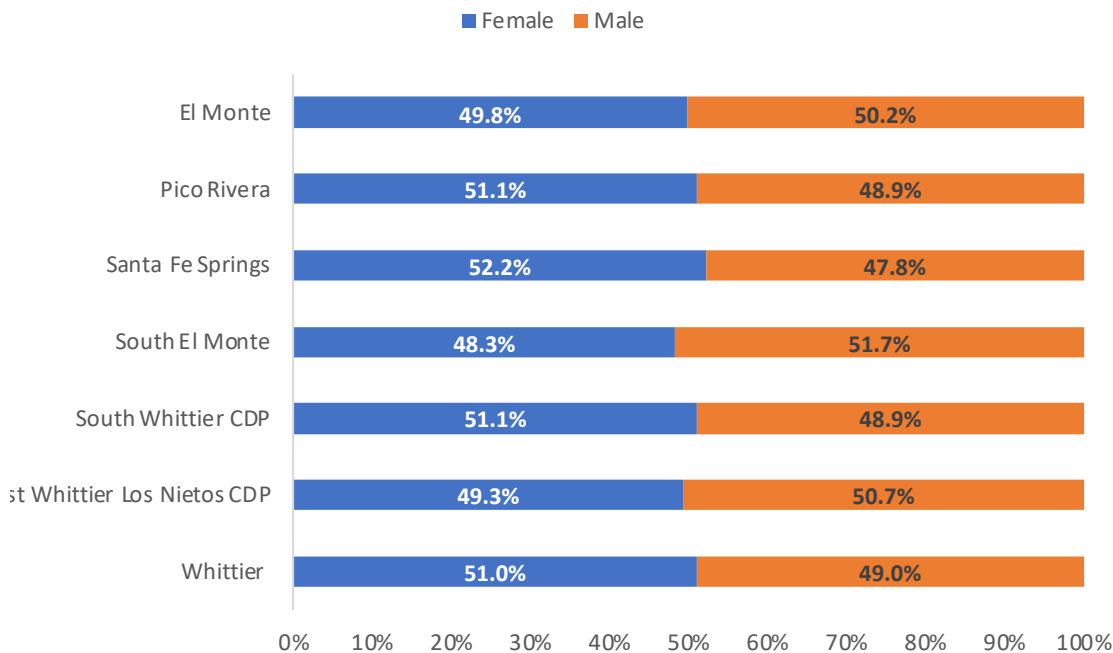
Age (Table I-5) and gender (Fig. I-7) distributions are generally consistent across the seven communities. The median age, by community, ranges from 33.5 years in South Whittier CDP to 37.9 in El Monte. The overall median age for the service area is 36.5. Gender distributions are generally even in each community. In Pico Rivera, Santa Fe Springs, Whittier, and the South Whittier CDP, the percentages of female residents are about 50%, with Santa Fe Springs slightly above 52%. In South El Monte residents identifying as male approach 51.7%.

Table I-5: Age Distribution among Residents in RHCCD Service Area Communities

| | 19 yrs & younger | 20 to 24 yrs | 25 to 34 yrs | 35 to 44 yrs | 45 to 54 yrs | 55+ yrs |
|--------------------------------|------------------|--------------|--------------|--------------|--------------|---------|
| El Monte | 26.3% | 8.1% | 15.4% | 13.0% | 13.0% | 24.4% |
| Pico Rivera | 26.2% | 7.5% | 14.2% | 13.4% | 13.1% | 25.7% |
| Santa Fe Springs | 25.6% | 7.8% | 14.3% | 13.6% | 12.3% | 26.4% |
| South El Monte | 27.4% | 7.9% | 16.5% | 12.3% | 12.3% | 23.6% |
| South Whittier CDP | 28.9% | 7.3% | 16.0% | 13.2% | 12.5% | 22.0% |
| West Whittier - Los Nietos CDP | 24.8% | 7.2% | 16.2% | 13.3% | 12.0% | 26.5% |
| Whittier | 26.2% | 7.1% | 14.4% | 14.1% | 12.8% | 25.3% |

Source: U.S. Census Bureau 2018 American Community Survey 5-Year Estimates

Fig. I-7: Gender Distribution among Residents in RHCCD Service Area Communities



Source: U.S. Census Bureau 2018 American Community Survey 5-Year Estimates

High School Profile

A total of 11 school districts serve K-12 students within RHCCD’s boundaries. There are eight elementary districts: East Whittier City, El Monte City, Little Lake City (in Santa Fe Springs and north Norwalk), Los Nietos, Mountain View (in El Monte), South Whittier, Valle Lindo (in South El Monte), and Whittier City. There is one unified district (El Rancho—ERUSD), as well as two high school districts (El Monte Union—EMUHSD and Whittier Union—WUHSD).

Eleven comprehensive high schools in three school districts serve the RHCCD community:

- El Rancho Unified School District (El Rancho, Ellen Ochoa Prep Academy)
- El Monte Union High School District (Arroyo, El Monte, Mountain View, and South El Monte)
- Whittier Union High School District (California, La Serna, Pioneer, Santa Fe, and Whittier)

Rosemead High School is a member of the El Monte Union High School District but lies outside RHCCD boundaries. Fig. I-8 below displays the 11 high schools in relation to RHCCD’s five trustee areas.

Fig. I-8: Rio Hondo Community College District (RHCCD) Feeder High Schools

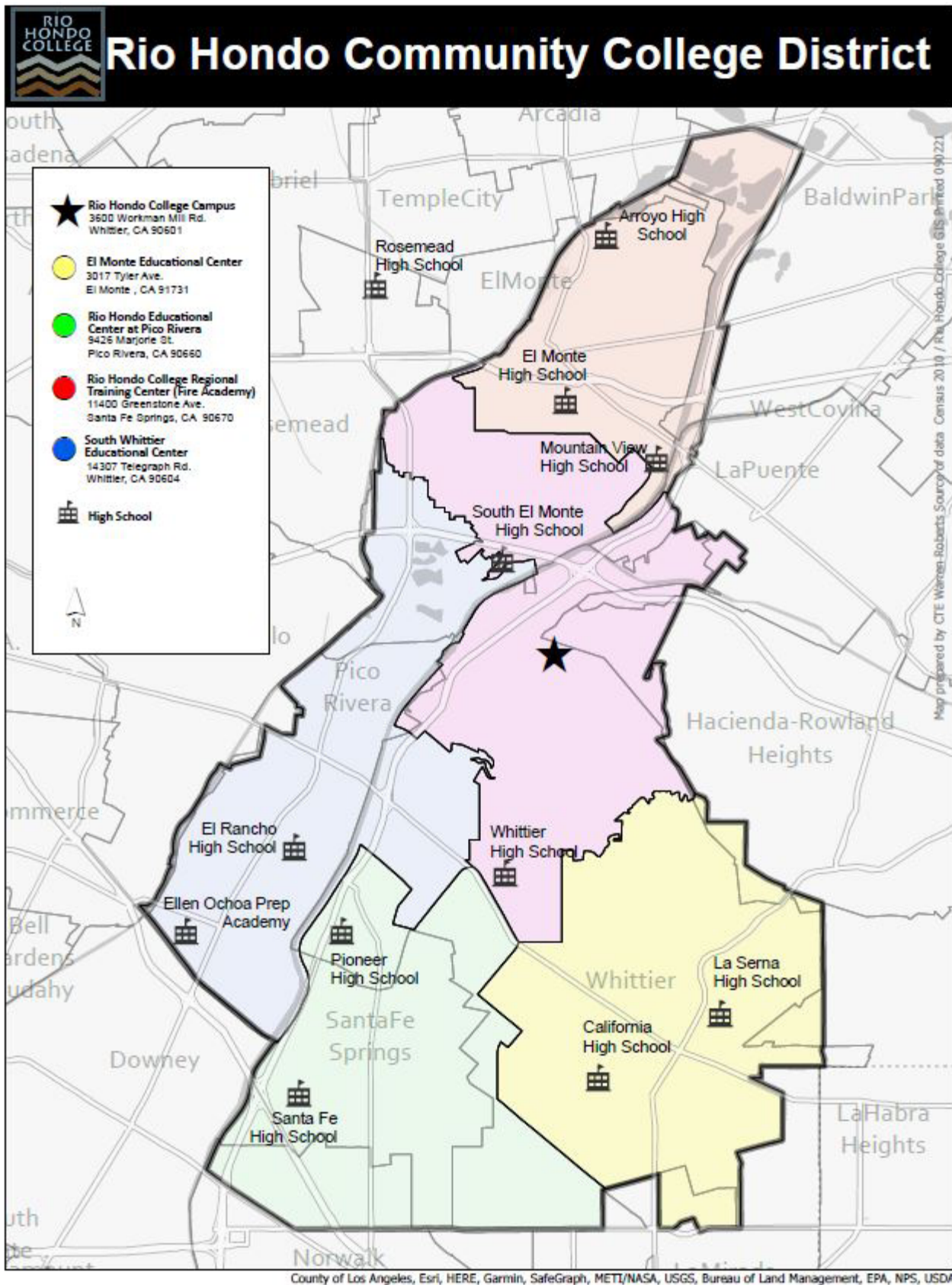


Table I-6, below, displays profile information for each of the eleven high schools in the RHCCD. Among these schools, El Monte and Mountain View—both in the EMUHSD—are noteworthy due to high percentages of students classified as English Learners (EL) and students qualifying for free-/reduced-price meals (FRPM). Each of ten high schools has a graduation rate near, or above, 90%. Ellen Ochoa Prep Academy has not been open long enough to report a four-year graduation rate.

As shown below in Table I-6, ten of the College’s eleven feeder high schools have more than 50% of students eligible for free- or reduced-priced meals. Significantly, five of the ten have over 80% of their students qualifying for free- or reduced-priced meals. Overall, 69.6% of the students at the eleven high schools are eligible, which represents an increase from 67.2% in 2012-2013.

Table I-6: Profile Information for High Schools within RHCCD Boundaries (2019-20)

| High School | District | Location | Enrollment | EL | FRPM | Grad Rate |
|--------------------------|----------|------------------|------------|-------|-------|-----------|
| Arroyo | EMUHSD | El Monte | 1,906 | 9.1% | 84.7% | 90.3% |
| California | WUHSD | Whittier | 2,813 | 11.7% | 72.0% | 97.8% |
| El Monte | EMUHSD | El Monte | 1,732 | 21.8% | 94.8% | 86.8% |
| El Rancho | ERUSD | Pico Rivera | 2,297 | 7.8% | 65.9% | 96.8% |
| Ellen Ochoa Prep Academy | ERUSD | Pico Rivera | 273 | 5.9% | 72.2% | N/A |
| La Serna | WUHSD | Whittier | 2,566 | 6.5% | 49.9% | 97.9% |
| Mountain View | EMUHSD | El Monte | 1,253 | 31.4% | 92.6% | 90.3% |
| Pioneer | WUHSD | Whittier | 1,181 | 11.9% | 83.7% | 97.3% |
| Santa Fe | WUHSD | Santa Fe Springs | 2,054 | 7.6% | 72.3% | 95.2% |
| South El Monte | EMUHSD | South El Monte | 1,198 | 18.0% | 89.7% | 92.3% |
| Whittier | WUHSD | Whittier | 1,831 | 6.1% | 74.9% | 97.1% |

Source: California Department of Education, FRPM and EL 2019-20; Graduation Rate 2018-19

Note: EL=English Learners; FRPM=Free/Reduced-Price Meals; Grad Rate=4 Year Adjusted Cohort Graduation Rate.

Socio-Economic Profile

Data from the Census Bureau contribute to RHCCD’s socio-economic profile. Census Bureau indicators of socio-economic status include median household income and percentages of persons living below the federal poverty line, owner-occupied housing units, and persons 25 years of age, or above, who have attained at least a Bachelor’s degree (see Table I-7 below). Figures vary among RHCCD communities in relation to figures for Los Angeles County and the state of California. Although five of the seven communities (Pico Rivera, Santa Fe Springs, South Whittier, West Whittier-Los Nietos, and Whittier) are above the county’s median household income (\$64,251), five communities (El Monte, Pico Rivera, Santa Fe Springs, South El Monte, and South Whittier) fall below the state median income (\$71,228). El Monte and South El Monte are above the county percentage of persons living in poverty (16.0%) and well above the statewide percentage of persons living in poverty (14.3%), El Monte is also below the county in owner-occupied housing (41.2%). Both El Monte and South El Monte are substantially below the state percentage (54.6%) of owner-occupied housing. Each of the seven communities is well below the Los Angeles County and state figures for persons with Bachelor’s degrees (32.7% and 33.9% respectively).

Table I-7: Socio-Economic Indicators for Residents in RHCCD Service Area Communities

| | Median Household Income | Living in Poverty | Owner-Occupied Housing | Bachelor's Degree or Higher |
|--------------------------------|-------------------------|-------------------|------------------------|-----------------------------|
| El Monte | \$47,121 | 20.8% | 41.2% | 11.9% |
| Pico Rivera | \$65,666 | 10.0% | 67.3% | 14.3% |
| Santa Fe Springs | \$65,518 | 13.3% | 65.0% | 19.1% |
| South El Monte | \$48,944 | 17.5% | 47.6% | 11.0% |
| South Whittier CDP | \$67,923 | 11.2% | 66.0% | 15.6% |
| West Whittier - Los Nietos CDP | \$72,041 | 8.8% | 71.6% | 16.7% |
| Whittier | \$73,517 | 10.8% | 56.9% | 26.7% |
| Los Angeles County | \$64,251 | 16.0% | 45.8% | 32.7% |
| California | \$71,228 | 14.3% | 54.6% | 33.9% |

Source: United States Census Bureau, 2018 American Community Survey Five-year Estimates

Labor Market Profile

Two trends significantly affect labor market information for the RHCCD service area. First, as with the rest of the state, this area is seeing the effects of the COVID-19 pandemic in its unemployment data. Second, similar to much of Los Angeles County, this area has transitioned from its twentieth-century economic base of agriculture, petroleum, and manufacturing to a twenty-first century economy based on the service and retail sectors -- sectors more affected by the COVID-19 pandemic. This is evidenced in the area's overall unemployment rate, which approaches that of Los Angeles County's (Table I-8). Two communities, El Monte and Pico Rivera, also have unemployment rates above that of the county.

Table I-8: Labor Force Data for Cities and Census Designated Places (CDP) in RHCCD Service Area Communities (October 2020 Preliminary)

| | Unemployment | | | |
|----------------------------|----------------|----------------|---------------|--------------|
| | Labor Force | Employment | Number | Rate |
| Los Angeles County | 5,089,800 | 4,476,400 | 613,400 | 12.1% |
| El Monte | 51,900 | 45,400 | 6,500 | 12.5% |
| Pico Rivera | 30,600 | 26,500 | 4,000 | 13.2% |
| Santa Fe Springs | 7,900 | 7,300 | 600 | 7.4% |
| South El Monte | 9,300 | 8,200 | 1,100 | 11.7% |
| South Whittier | 27,400 | 24,600 | 2,800 | 10.3% |
| West Whittier - Los Nietos | 12,100 | 11,100 | 1,000 | 8.3% |
| Whittier | 43,500 | 38,500 | 5,100 | 11.6% |
| RHCCD TOTAL | 182,700 | 161,600 | 21,100 | 11.5% |

Source: State of California, Employment Development Department

Note: These data are not seasonally adjusted.

The Rio Hondo campus is located at the junction of two distinct regions within Los Angeles County. To the north is the San Gabriel Valley; to the south are communities associated with the Gateway cities of southeast Los Angeles County. Although the data and analyses pre-date the effects of the COVID-19 pandemic, governmental and quasi-governmental agencies, as well as a regional university, have conducted economic analyses for the San Gabriel Valley and the Gateway Cities as recently as 2020. These analyses provide a foundational understanding of the labor market as it existed prior to the pandemic.

Published in 2020 by the Los Angeles Economic Development Corporation (LAEDC), the *San Gabriel Valley Economic Forecast and Regional Overview* presented data on a 30-city area, including the RHCCD cities of El Monte and South El Monte. Between 2012 and 2020, the health services industry emerged as the foremost source of jobs in the San Gabriel Valley (SGV). Professional and business services, leisure and hospitality, education, and retail trade round out the largest four job sectors of the valley. Overall, 12 of 14 industry sectors forecasted job growth for 2020. Some of the largest job gains during the period for the SGV were forecasted for health services, leisure and hospitality, and education.

Similarly, in 2015, the Sol Price School of Public Policy at the University of Southern California Center for Economic Development produced *Gateway Cities Region: Comprehensive Economic Development Strategy* for the Gateway Cities Council of Governments. This report captured economic and employment conditions in the three RHCCD cities south of the campus (Pico Rivera, Santa Fe Springs, and Whittier), as well as neighboring cities in the Gateway Region. More than half of the jobs in these cities were in the service sector, with 20% in the education and health services industry sector.

Produced in 2016, the *2014-2024 Los Angeles County Projection Highlights*, the California Employment Development Department (EDD) projected growth of 535,700 nonfarm jobs in the county. Nearly 75% of the growth was identified in three sectors:

- educational services, health care, and social assistance (208,800 jobs)
- leisure and hospitality (110,300)
- professional and business services (81,200)

The EDD also predicted that the occupations with the most job openings will be lower-skilled occupations, which do not require a college education. The EDD also predicted that seven skilled occupations will each produce more than 10,000 job openings:

- registered nurses
- general and operations managers
- accountants and auditors
- producers and directors
- nursing assistants
- teacher assistants
- licensed practical and licensed vocational nurses

With the exception of producers and directors and teacher assistants, five of these occupations are in fields in which Rio Hondo College offers an Associate's degree and/or certificate.

Sites

Since its beginning the College has expanded with four off-site centers. In 1997, the College acquired the Santa Fe Springs Training Center (SFSTC)—the primary instructional site for the Fire Academy, Fire Technology, and Emergency Medical Technician programs. In addition to the SFSTC, the College operates three other sites: South Whittier Educational Center (SWEC), the Educational Center at Pico Rivera, and the El Monte Educational Center (EMEC).

The broad purpose of these sites is to provide access to a college education and offer general education courses and non-credit instruction in the local communities. Today, Rio Hondo College enrolls nearly 20,000 students per semester at the main campus and at its four off-site locations.

Table I-9 presents the five-year enrollment trends as measured by FTES for the sites and the main campus. These data indicate the relative size of the sites as well as the overall historical growth patterns.

Table I-9: FTES by Location in Descending Order by Five-Year Average

| | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | Change | Average Change | Years |
|----------------|-----------|-----------|-----------|-----------|-----------|--------|----------------|-------|
| SFSTC | 95.05 | 176.45 | 305.51 | 384.32 | 287.95 | 203.0% | 50.7% | 4 |
| Pico Rivera | | 127.90 | 189.83 | 223.28 | 233.02 | 82.2% | 27.4% | 3 |
| South Whittier | 81.91 | 138.58 | 183.02 | 179.72 | 158.41 | 93.4% | 23.4% | 4 |
| El Monte | 90.84 | 126.60 | 166.46 | 151.79 | 148.92 | 63.9% | 16.0% | 4 |
| Web/Online | 1,512.93 | 1,071.63 | 1,470.22 | 1,671.20 | 1,806.00 | 19.4% | 4.8% | 4 |
| RHC Total | 12,140.56 | 11,146.00 | 12,852.84 | 12,513.90 | 12,459.21 | 2.6% | 0.7% | 4 |
| RHC Main | 9,588.83 | 8,866.56 | 9,697.93 | 9,278.89 | 9,232.73 | -3.7% | -0.9% | 4 |
| Off Campus | 771.01 | 638.28 | 839.87 | 624.69 | 592.19 | -23.2% | -5.8% | 4 |

Source: RHC Information Technology Services

Specialized Programmatic Accreditation

The College has several programs that are accredited by program specific agencies. Table I-10 presents a list of the programs at the College that hold specialized accreditation.

Table I-10

| Program | Accrediting Agency | Action Summary |
|--|--|--|
| Child Development Center | National Association for the Education of Young Children | Received accredited status (action occurred November 2020) |
| Police Academy | Peace Officer Standards & Training (P.O.S.T.) | Basic course certification Review of the Rio Hondo College Police Academy (visit occurred July 2021) |
| Fire Academy | Office of the State Fire Marshal Statewide Training and Education Advisory Committee | Continuance of accredited regional training program in the state fire training system (action occurred April 2017) |
| Emergency Medical Technician | Emergency Medical Services Authority of Los Angeles County | Emergency Medical Technician training program re-approval (action occurred March 2018) |
| Associate Degree in Nursing (RN) Program | California Board of Registered Nursing | Continue approval of Rio Hondo College Associate Degree Nursing Program (action occurred in 2016) |
| Licensed Vocational Nurse (LVN) | California Board of Psychiatric Technicians and Licensed Vocational Nurses | Continuance of full approval of Rio Hondo College Vocational Nursing Program through Nov. 14, 2021 |
| Certified Nursing Assistant (CNA) | California Department of Public Health: Nurse Assistant Training Program (NATP) | Approval of program through June 30, 2022 |
| Home Health Aide (HHA) | California Department of Public Health | Approval of program through June 30, 2022 |
| Automotive | Automotive Technician Training Standards (ATTS) | Approval of program through August 1, 2023 |
| Automotive/ Honda PACT | The Association of Technology Management and Applied Engineering (ATMAE) | Approval of program through 2024 |
| Automotive | Automatic Transmission Service Group (ATSG) | Approval of program through September 30, 2021 |
| Automotive | ASE Education Foundation Automotive | Approval of program through August 1, 2023 |
| Honda PACT | ASE Education Foundation Honda PACT | Approval of program through August 1, 2023 |



Presentation of Student Achievement Data and Institution-set Standards



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

Pass Rates and Employment

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

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

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

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

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

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

Table I-12 RHC Employment Rates for CTE Students

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

Source: MIS Perkins Core Indicator Report

Student Outcomes

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

Persistence

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

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

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

Source: Student Success Metrics Dashboard

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

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

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

Source: Student Success Metrics Dashboard

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

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

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

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

Source: Student Success Metrics Dashboard

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

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

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

Source: Student Success Metrics Dashboard

*Note. According to the Student Success Metrics Dashboard, groups with fewer than ten people or missing information are summed together and displayed in the “All Masked Values” for Suppression and Complementary Suppression purposes in accordance with FERPA.

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

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

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

Source: Student Success Metrics Dashboard

Success

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

Table I-18. RHC Course Completion Rate - Overall

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

Source: Student Success Metrics Dashboard

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

Table I-19. RHC Course Completion Rate by Gender

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

Source: Student Success Metrics Dashboard

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

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

Table I-20. RHC Course Completion Rate by Age

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

Source: Student Success Metrics Dashboard

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

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

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

Source: Student Success Metrics Dashboard

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

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

Table I-22. RHC Course Completion Rate by SES

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

Source: Student Success Metrics Dashboard

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

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

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

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

Source: Student Success Metrics Dashboard

*Note. Data from Student Success Metrics Dashboard includes all students who completed transfer-level math and English courses in their first academic year

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

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

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

Source: RHC Banner/Cognos

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

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

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

Source: RHC Banner/Cognos

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

Awards

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

Table I-26. RHC Certificate/Degree Completion

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

Source: RHC Banner/Cognos

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

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

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

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

Source: RHC Banner/Cognos

Transfer

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

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

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

Source: CCCCCO Datamart, CSU Analytic Studies Division, and UC System Infocenter

Table I-29. RHC Student Transfer by Sector

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

Source: CCCCCO Datamart, CSU Analytic Studies Division, and UC System Infocenter

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

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

Source: CSU Analytic Studies Division and UC System Infocenter

Institution-Set Standards

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

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

The process for evaluating and revising the institutional and aspirational standards has remained largely unchanged since the College's last comprehensive visit. By the spring of each academic year, IRP produces a report to the IEC on the College's progress on the standards during the previous year. The IEC reviews the report, considers the appropriateness of current levels, makes recommendations to adjust the standards and forwards the report to other shared governance groups and to the annual Institutional Planning Retreat. Prior year performance against the standards is reviewed at the institutional level during the Institutional Planning Retreat and provides retreat participants with the information needed to align institutional objectives with the institution-set standards.

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

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

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

Source: *Institutional Planning Retreat Documents April 2021*.



Organization of the Self Evaluation Process



C. Organization of the Self Evaluation Process

Work on the 2022 accreditation self-evaluation began in earnest in fall 2019. In collaboration with a newly appointed Superintendent/President, the Vice President of Academic Affairs, and a newly elected Academic Senate President, the Accreditation Liaison Officer developed a plan to begin work on the self-study. First, a broad-based accreditation structure was developed, inclusive of faculty, administrators, classified staff, and students. At Rio Hondo College, the organization for accreditation 2022 reflected a three-level structure, which included the Accreditation Leadership Team (ALT), the Accreditation Steering Committee (ASC), and Standards Teams (see table I-32).

Table I-32. Organizational Structure of Accreditation Rio Hondo College

| Rio Hondo College Accreditation Organizational Structure | |
|--|----------------------------------|
| Leadership | Accreditation Leadership Team |
| Oversight | Accreditation Steering Committee |
| Initial Response | Standards Teams |

At the highest level, the Accreditation Leadership Team, assisted in guiding the development of the ISER and functioned to keep the Superintendent/President informed as to its progress. The Leadership Team worked collaboratively with the Accreditation Steering Committee, and other stakeholders, to review and discuss elements of the ISER and ensure that it reflected an institution-wide perspective. The ALT included the ASC chairs and was organized and led by the VPAA and Senate President. The Accreditation Liaison Officer and the faculty writer/editor for the ISER also were members of the ALT (see table I-32 for a full list of committee and team members). The ALT met monthly to discuss any issues and challenges in developing the ISER.

At the second level, the ASC functioned to recruit standards team leaders, monitor the development of the ISER, and coordinate and produce drafts of the ISER in conjunction with the Accreditation Leadership Team and other stakeholders. The ASC was chaired by the ALO, the faculty writer/editor, and the CSEA President. In keeping with the participatory/shared governance model of the College, the ASC kept the College’s main participatory/shared governance body, the Planning and Fiscal Council, informed as to the progress of the ISER. The ASC also met monthly.

At the third, and perhaps most important level, standards teams were organized to develop the initial responses to the standards and gather supporting evidence for the ISER. The standards teams were organized to address each accreditation standard. Each standard team consisted of, at a minimum, representatives from each of the following areas: administration/management/confidential, faculty, classified staff, and students. Each accreditation standard, with the exception of Standard II, had a co-organizer model, with one administrator/manager/confidential, one faculty member, and one classified serving as the co-organizers. Standard II had three teams, one each for IIA, IIB, and IIC. Although only one member from each of the Standard II Teams was required to serve on the Steering Committee, in actuality, each of the three Standard II leaders attended the meetings of the Steering Committee. In total, there were a total of 18 co-organizers for the standards with each standard team establishing their own meeting schedule and timelines in accordance with the overall due dates set forth by the Accreditation Liaison Officer, Faculty Writer/Editor, and the ALT.

After the accreditation structure was finalized, the Accreditation Leadership Team, the Academic Senate President, and the CSEA President solicited faculty and staff members to serve as standards co-organizers. Using the protocols established for appointing faculty to reassigned time positions, the administration solicited applicants for the Accreditation Writer/Editor position. Interviews were held, and the Accreditation Writer/Editor was selected.

Once the co-chairs for all of the Standards Committees were set, they solicited volunteers to serve on the committees. Members consisted of both full-time and part-time faculty, administrators, classified staff, and students. The standards team co-organizers divided up tasks within their committees and oversaw work within their respective standards. Each committee was charged with the task of supplying responses to subsections within each Standard and identifying evidence. All information was deposited in a SharePoint site. Table I-32 describes the structure and membership of the Institutional Self-Evaluation participants.

Table I-32.

Accreditation Self Evaluation 2022

Accreditation Leadership Co-Chairs: Don Miller, Vice President Academic Affairs, and Kevin Smith/Dorali Pichardo-Diaz, President of Academic Senate

Accreditation Steering Committee Co-Chairs: Marie Eckstrom, Caroline Durdella, Sandra Rivera

Accreditation Liaison Officer (ALO): Caroline Durdella, Dean, Institutional Research and Planning (IRP)

Writer / Editor: Marie Eckstrom, Faculty, English/Reading

Administrative Support: Renee Gallegos (M/C), Angie Tomasich (M/C), James Sass (C), Sarah Cote (C), Connie Tan (C), Vivian Miu (C), and Isai Orozco (C)

| Standard | I. Institutional Effectiveness | II.A Student Learning, Instruction | II.B Student Learning, Library and Learning Support | II.C Student Learning, Student Support Services | III. Resources | IV. Leadership & Governance |
|------------|---|--|--|--|--|---|
| Organizers | Alice Mecom, Dean Communications and Languages | Vann Priest, Dean, Mathematics, Sciences & Engineering | Mike Garabedian, Dean, Library | Loy Nashua, Dean, Student Affairs & Student Financial Services | Mark Yokoyama, Dean, Public Safety | Mike Slavich, Dean, Career & Technical Education |
| | Rodolfo Rios, Faculty, Computer Information TechSystems | Brian Brutlag, Faculty, Sociology | Francisco Suarez, Assistant Dean, Adult Education | Julio Flores, Faculty, Counseling | Janet J. Cha, Faculty, Accounting | Adam Wetsman, Dean, Behavioral & Social Sciences |
| | Ruben Agus, Classified, GAD/GIS Specialist | Kathy Burdett, Classified, Articulation Specialist | Claudia Rivas, Faculty, Librarian Kathy Gomez, Classified, Senior Instructional Assistant | Deborah Lopez, Classified, FKCE/ YESS Program Specialist | Jeannie Liu, Faculty, Accounting John Salgado, Classified, Research Data Technician | Laura Verdugo, Classified, CARE Specialist |
| Members | Charlene Nakama (M/C) Markelle Stansell (M/C) Emily De Luna (S) | Melanie Fierro (F) Rebecca Green (F) Kevin Smith (F) Dawne Cisneros (S) | Cecilia Rocha (M/C) Regina Mendoza (M/C) DT Maxwell (S) | Lisa M. Chavez (M/C) Joyce Hsaio (C) Diego R. Silva (F) Eric Hart (S) | Gary Van Voorhis (M/C) Yolanda Emerson (M/C) Stephen Kibui (M/C) Mohamed Rassmy (C) Felix G. Sarao (M/C) Cynthia Nuñez (M/C) Lizette Perez (M/C) Angel Obregon (M/C) Mario Gaspar (M/C) Alonda Luna (S) | Rebecca Green (F) Markelle Stansell (M/C) Jason Reyes (S) |

In fall 2020, the timeline to guide the accreditation self-evaluation process was finalized (see Table I-33). The finalized timeline included quarterly progress reports to the Board of Trustees. Since then, the ALT and the ASC have met regularly, generally about once per month. The ASC co-chairs were responsible for ensuring that the accreditation process was progressing according to established timelines, setting meeting agendas, providing updates to the Board of Trustees, communicating to the campus community about the process, and troubleshooting during the self-evaluation process.

Beginning in spring 2021, information from the Standards Committees began being forwarded to the Accreditation Liaison Officer and the Accreditation Writer/Editor, who began the process of formalizing the information into drafts of the *Institutional Self Evaluation Report*. As the writing process began, extensive dialogue among the ALO, the writer/editor, and each of the standards team co-organizers occurred in order to clarify any ambiguous information and to supplement the information that was provided.

As the report was completed, it went through an extensive vetting process. Beginning in spring 2021, portions of the ISER were read by members of the Accreditation Steering Committee, as well as by ALT, the Institutional Effectiveness Committee, Outcomes Committee, Planning and Fiscal Council (PFC, the main participatory/shared governance committee on campus), Academic Senate, and the Board of Trustees. A campus-wide opportunity for review and input, via an electronic feedback form, was also provided during fall 2021. As recommendations for improvement came in, they were incorporated into the report. All told, over 50 of the campus community have directly contributed to this self-evaluation report (see Table I-32). Rio Hondo College is proud of the work that has been accomplished.

Table I-33.

Accreditation 2022

ISER Development Timeline Fall 20/Winter 21

| Fall 2020 | | | Winter 2021 | | |
|---|----------------------|--|--|------------------|---|
| Task | Due Date | Owner | Task | Due Date | Owner |
| Identify QFE Topics | November 24, 2020 | Durdella Eckstrom | Draft Standard II | January 29, 2021 | Vann Priest Brian Brutlag Kathy Burdett |
| Quarterly Report – BOT | December 9, 2020 | Durdella Eckstrom | Update Introductory Material | January 15, 2021 | Durdella |
| Draft Standard I | December 18, 2020 | Alice Mecom Rudy Rios Ruben Agus | Draft Standard IV | January 22, 2021 | Mike Slavich Adam Wetsman Laura Verdugo |
| Draft Standard III | December 18, 2020 | Mark Yokoyama Janet Cha/ Jeannie Liu John Salgado | Draft Introductory Material | January 29, 2021 | Durdella |
| Monthly Standard IV Meeting w BOT Subcommittee | December 2020 TBD | Board Committee Mike Slavich Adam Wetsman Laura Verdugo Caroline Durdella Marie Eckstrom Teresa Dreyfuss | All Standard Report BOT Study Session | January 27, 2021 | |

Accreditation 2022

ISER Development Timeline Spring 21/Summer 21

| Spring 2020 | | | Summer 2021 | | |
|--|----------------------|---|------------------------|----------------|----------------------|
| Task | Due Date | Owner | Task | Due Date | Owner |
| Monthly Standard IV Meeting w BOT Subcommittee * | February 2021 TBD | Board Committee Mike Slavich Rebecca Green Laura Verdugo Caroline Durdella Marie Eckstrom Teresa Dreyfuss | | | Dreyfuss |
| Complete First Draft ISER | March 2021 | Standards Team Leads | Initial Drafts QFEs | July 30, 2021 | Durdella Eckstrom |
| Monthly Standard IV Meeting w BOT Subcommittee * | March 2021 TBD | Board Committee Mike Slavich Rebecca Green Laura Verdugo Caroline Durdella Marie Eckstrom Teresa Dreyfuss | Cabinet Review of ISER | August 9, 2021 | Dreyfuss |
| Quarterly Report – BOT | April 22, 2021 | Durdella Eckstrom | | | |
| Update all organizational charts | August 25, 2021 | President's Office | | | |
| Monthly Standard IV Meeting w BOT Subcommittee * | May 2021 TBD | Board Committee Mike Slavich Rebecca Green Laura Verdugo Caroline Durdella Marie Eckstrom Teresa Dreyfuss | | | |

Accreditation 2022

ISER Development Timeline Fall 21/Spring 22

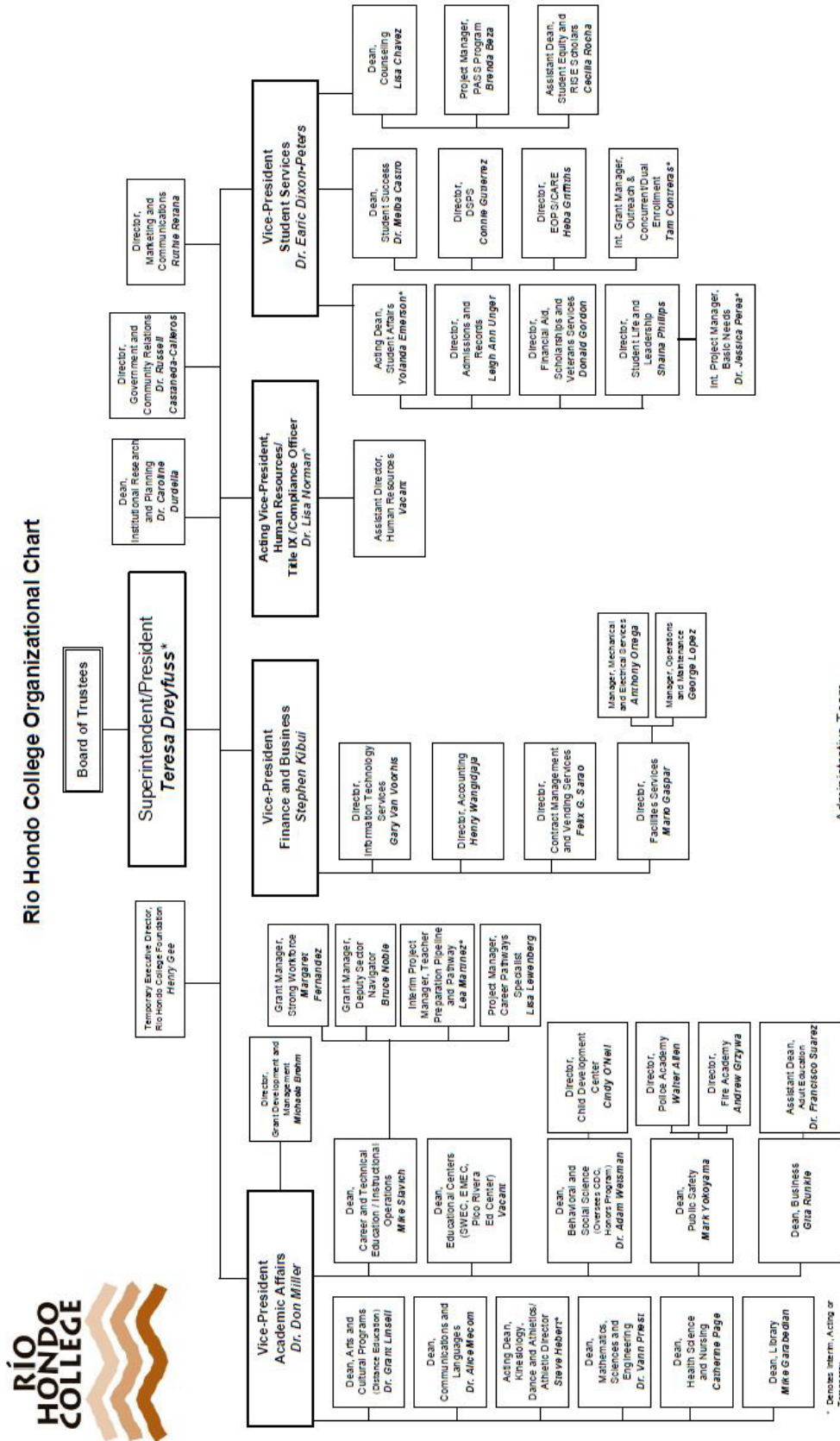
| Fall 2021 | | | Winter/Spring 2022 | | |
|--|----------------------------|---|--------------------------------------|------------------|--------------------------------|
| Task | Due Date | Owner | Task | Due Date | Owner |
| Flex Day Review Highlights Standards I – IV and QFEs | August 20, 2021 | Durdella Eckstrom | Notification of Public of Team Visit | February 1, 2022 | Durdella President's Office |
| Review of ISER by College Leadership Groups and Campus-wide online input | September 15-30, 2021 | Senate CSEA MCC RHCFA Durdella/Eckstrom | ACCJC Team Visit | March 14, 2022 | ALL |
| BOT Final Review of ISER Two Standards | October 13, 2021 | Durdella Eckstrom Standards Leads | | | |
| BOT Final Review of ISER Two Standards | November 10, 2021 | Durdella Eckstrom Standards Leads | | | |
| Revise and Finalize ISER Send to Graphic Design | November/ December 2021 | Durdella Eckstrom | | | |
| Submit ISER to ACCJC | December 15, 2021 | Durdella | | | |
| Finalize and Freeze Evidence | December 15, 2021 | Durdella | | | |



Organizational Information



D. Organizational Information



Eff. 09/10/21 at

Administrative Team

* Denotes Interim, Acting or Temporary



Certification of Continued Compliance with Eligibility Requirements



E. Certification of Continued Compliance with Eligibility Requirements

1. Authority

Rio Hondo College operates as part of the California Community College (CCC) system and is authorized to provide educational programs by the California Education Code. The College acts under the authority of the state of California, the Board of Governors of the California Community Colleges, and Board of Trustees of the Rio Hondo Community College District. Rio Hondo College is fully accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC).

Evidence of Meeting the Eligibility Requirement

[ER.1.01: WASC Accredited Institution Certificate](#)

2. Operational Status

Rio Hondo College is operational with students actively pursuing degrees and certificates through Rio Hondo's ongoing course offerings during the fall, spring, and winter intersession and summer sessions. According to the CCCCOC Datamart, in 2020-2021, the College educated an annual headcount of 23,871 students and 12,202 FTES.

Evidence of Meeting the Eligibility Requirement

[ER.2.01: ISER Introduction Fig. I-1, Five Year Enrollment History Rio Hondo College](#)

3. Degrees

The majority of Rio Hondo College educational offerings, as listed in the College catalog, are within programs that lead to degrees for students. The College catalog lists the degrees the College offers and identifies the courses required for completion of degrees and certificates. A significant number of Rio Hondo's students are enrolled in courses that lead to a degree. In 2019-2020, the College awarded 11 Baccalaureate degrees, 1,479 Associate degrees, 904 transfer degrees, and 1,216 certificates. The number of degrees and certificates granted each year is publicly available through the California Community Colleges Data Mart as well as the Rio Hondo College Office of Institutional Research and Planning.

Evidence of Meeting the Eligibility Requirement

[ER.3.01: Rio Hondo College Catalogue 20-21 Degree and Certificate Guidelines, pp. 55-58](#)

4. Chief Executive Officer

The Superintendent/President of Rio Hondo College is the Chief Executive Officer (CEO) hired by the Board of Trustees with the authority to administer board policies, as described in Board Policy 2430: Delegation of Authority. The current Superintendent/President is Teresa Dreyfuss who was re-hired in July 2020. The Superintendent/President may not serve as the chair of the Board of Trustees.

Evidence of Meeting the Eligibility Requirement

[ER.4.01: CEO Biographical Sketch](#)

5. Financial Accountability

Rio Hondo College annually undergoes and makes available an external financial audit conducted by an independent certified public accounting firm. The firm provides a presentation to the Board of Trustees in public session and explains any findings or recommendations of the audit. The most recent three Audited Financial Statements are available for review (see Standard III.D.5) in the Office of the Vice President of Finance and Business. Additionally, the College adheres to board-approved policies and administrative procedures governing allocation of funds to support educational programs and services and follows Title IV eligibility requirements.

Evidence of Meeting the Eligibility Requirement

[ER.5.01: Most Recent Three Audited Financial Statements](#)

[ER.5.02: Past and Current Adopted Budget](#)

[ER.5.03: ISER Standard III.D. 15 Financial Aid Cohort Default Rates](#)

Evidence List

[ER.1.01: WASC Accredited Institution Certificate](#)

[ER.2.01: ISER Introduction Fig. I-1, Five Year Enrollment History Rio Hondo College](#)

[ER.3.01: Rio Hondo College Catalogue 20-21 Degree and Certificate Guidelines, pp. 55-58](#)

[ER.4.01: CEO Biographical Sketch](#)

[ER.5.01: Most Recent Three Audited Financial Statements](#)

[ER.5.02: Past and Current Adopted Budget](#)

[ER.5.03: ISER Standard III.D. 15 Financial Aid Cohort Default Rates](#)



Certification of Continued Institutional Compliance with Commission Policies



F. Certification of Continued Institutional Compliance with Commission Policies

Rio Hondo College certifies that it continues to operate in compliance with the federal regulations noted below: Commission Policies on Rights and Responsibilities of the Commission and Member institutions; Institutional Degrees and Credits, Transfer of Credit; Distance Education and Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising; Student Recruitment and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV. The policies noted above are discussed throughout the *Self Evaluation Report*.

1. Public Notification of and Evaluation Team Visit and Third Party Comment

Regulation citation: 602.23(b).

The Accreditation Liaison Officer (ALO) announced at the August 11, 2021 Board of Trustees meeting that the accreditation peer review team would be visiting the College during the week of March 14, 2022. The College also posted the date of the evaluation team visit on the College's accreditation webpage. Finally, the College maintains an active link to the ACCJC Third Party Comment form on its Accreditation webpage. The College has actively engaged the Board of Trustees in open session with updates on the progress of the Institutional Self Evaluation Report and the Board approved the 2022 Rio Hondo College ISER on November 10, 2021.

2. Standards of Performance with Respect to Student Achievement

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

Standard I.B concerns student performance and achievement at Rio Hondo College and presents evidence that the College regularly reviews student achievement data. As stated in Standard I.B, the College's annual planning and program review processes integrate the evaluation of student achievement relative to ACCJC standards with institutional planning. Resource requests are also linked to identified needs as they relate to performance standards. The ACCJC institutional and aspirational standards are presented by the Office of Institutional Research and Planning (IRP) on the IRP website and are an integral part of program planning and review data sets. Progress toward meeting standards is reported to the broader campus community at least annually at the Institutional Planning Retreat. Finally, each year the Institutional Effectiveness Committee considers institutional performance on the standards and reviews and recommends the institutional and aspirational standards for the coming year. For programs that require licensure, the licensure examination pass rates for program completers are made available on the College's Accreditation website.

3. Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9

Credit hour assignments and degree program lengths are within the standards set forth by California regulations as outlined in the Program and Course Approval Handbook (PCAH). College C-ID and transfer degrees are in alignment with four-year institutions as stated on the Transfer Center webpage. The College catalog and curriculum documents comply with units, hours, rigor, and adherence to California Community College Chancellor's Office standards of practice, as documented in Standard II.A.5. Clock hour conversions correspond to Department of Education formulas, policies, and procedures, as described in Standard II.A.9. Degrees and credits comply with Commission policies, standards of practice for the California Community Colleges, and standards for institutions of higher education more generally. Fees for all programs are noted on the college website and evidence is also presented in Standard I.C.6.

4. Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

Evidence of the College's transfer policies is described in Standard II.A.10. As well, the College website and catalog accurately publish information on transfer policies, acceptance of transfer units, advanced placement, and other testing results.

5. Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38

Administrative Procedure 4105: Distance Education and the Distance Education Addendum to the Course Outline of Record set forth the procedures and practices for defining, developing, and validating distance-education coursework that is consistent with the California Community Colleges Online Education Initiative and U.S. Department of Education definition of online education, as described in Standard II.A.7. The College Distance Education Committee and Office of Distance Education, in conjunction with the Information Technology Department, assure that the technological needs of students and faculty are met in order to sustain distance education courses, as described in Standard III.C.1 and evidenced by the Distance Education website.

The Distance Education office provides technical support to the campus community for the learning management system (Canvas) and associated or embedded applications. Other support necessary for distance education is provided by the Information Technology Department. Examples of this support include but are not limited to campus hardware, user accounts, data storage/management, security, and software. The Information Technology Department works with the Distance Education Office to provide secure transmission of student records from the student information system to the learning management system and to maintain the background systems necessary for proper storage of student and faculty records.

The College Curriculum and Distance Education Committees establish standards requiring regular, effective, and substantive interaction between faculty and students and amongst students. The College requires faculty to complete three online, self-paced training courses designed by the Distance Education Office in consultation with the Distance Education Committee or the equivalent to ensure that faculty have the skills for effective online teaching. Technical support is provided to faculty and students through a direct link in Canvas (Canvas Help) available 24/7 and the Distance Education Support which is available during normal business hours. The Distance Education webpage includes links to resources to support students such as readiness tutorials, orientations, and frequently asked questions. The Faculty Resource Center located within Canvas provides numerous resources to faculty teaching online, links to Canvas Support, and the Distance Education Committee.

6. Student Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43.

The College Complaints and Grievances website and the Rio Hondo College catalog describe the procedures associated with student complaints. Student complaint files are available through the Office of Student Affairs in accordance with the procedures described in AP 5530 Student Rights and Grievances.

7. Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1)(vii); 668.6.

The Rio Hondo College website and catalog provide accurate, current, and appropriately detailed information to students and the public about its programs, locations, and policies and procedures. The ACCJC accreditation status of the institution is published on the College accreditation webpage, and programmatic accreditation is published on the College's Accreditation website.

8. Title IV Compliance

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

Rio Hondo College complies with this policy. The College performs an annual external audit as required by the OMB Circular A-133. The last audit for 2019-2020 included student financial aid and other applicable federal programs. There were no audit findings or internal control issues identified. The 2017 official cohort default rate was 8.6%, which is below the national average of 9.7%, and below the 30% default rate threshold for sanction. Information on the College's default rates are available online at the Federal Student Aid website, a division of U.S. Department of Education. The College does not have any contracts or agreements with non-accredited organizations for the delivery of credit-based instructional programs.