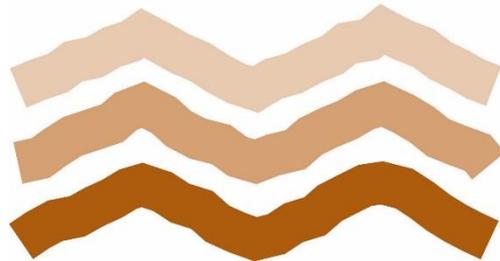


2014-2019 EDUCATIONAL MASTER PLAN



**RIO
HONDO
COLLEGE**





Vision, Mission, Values

Vision Statement

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

Mission Statement

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

Values Statement

As a teaching/learning community, we come together and strive to meet the needs, aspirations, and goals of our changing student population and communities. Since what we value forms the core of who and what we are, the college community – trustees, faculty, and staff – recognizes the importance of openly and candidly expressing the college's values. Rio Hondo College values the following:

1. Quality Teaching and Learning

The college is dedicated to excellence in instruction and student services to develop the intellectual and personal competence of each student. Rio Hondo College is committed to preparing students to adapt to the demands of a multicultural society.

2. Student Access and Success

Rio Hondo College recognizes the individual worth and potential of every human being. Accordingly, the college offers an open access, comprehensive educational program to its students including basic skills, vocational education certificates and degrees, general education and transfer courses, and, for its community, economic development opportunities.

At Rio Hondo College, students will have an opportunity to develop ethical values, learn the rights and responsibilities of citizenship, develop career skills, and understand the scientific, artistic and social achievements of various cultures including their own.

3. Diversity and Equity

Rio Hondo College remains committed to the diversity of students, faculty, staff, and management. Diversity can be defined in many ways including ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, learning styles, political beliefs, or other ideologies. Appreciation of diversity means the following:

- *Recognizing that each individual is unique and understanding individual differences.*
- *Recognizing the things that people have in common despite being members of diverse groups.*
- *Creating a safe, positive, and nurturing environment that cultivates respect for what these differences are.*
- *Moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity as a way of coming*

together as a community with a common purpose. The concepts of educational equity and student learning outcomes are central to the values of the College. Access to education and the opportunity for educational success for all students shall be provided, with particular efforts in regard to those who have been historically and currently underrepresented. Education should prepare students to adapt to the demands of a multicultural society.

4. Fiscal Responsibility

Rio Hondo College recognizes the importance of maintaining a fiscally sound, efficient, and effective college operation. It uses its resources – human, facilities, and financial – to the optimum benefit of its students, community, and staff.

5. Integrity and Civility

We value integrity, honesty, and respect in our actions and words.

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INTRODUCTION

I. Introduction

The Educational Master Plan is an essential document for a college's strategic planning process. Along with the Vision, Mission, and Values, as well as the Strategic Directions, the Educational Master Plan (EMP) forms the foundation of a college's five-year plan. The Vision, Mission, and Values distinguish the college by stating its purpose, intended population, and desired characteristics. The Strategic Directions, in response to the college's current state of operations, identify priorities for fulfilling the college's Mission within the guidelines of its Values.

An EMP provides a framework for implementing the Mission and Strategic Directions. Based on external and internal scans and the current plans of the college's programs and areas, the EMP is a road map for academic and student-support programs for the upcoming five years. It sets specific objectives and measures for what the college is to be five years from now.

Of a college's three master plans, the Educational Master Plan is central. Plans for the college's academic and student support programs form the basis of the Facilities Master Plan (FMP) and Technology Master Plan (TMP). The FMP and TMP identify and plan for resources necessary to implement and fulfill the EMP.

Sections

The 2014-2019 Rio Hondo College EMP document consists of four sections: (1) Introduction, (2) External and Internal Scans, (3) Master Plan, and (4) Implications and Conclusions. The Introduction, the current section, provides an overview to the document and a brief history of the college.

The External and Internal Scans provide the evidence base for the Master Plan itself. This section addresses six topics: three looking outward and three looking inward. The three outward-looking chapters document the conditions under which the college provides academic and student services. These conditions are the characteristics of the college's service area and its communities, community demographics and perceptions of the college, and employment-related information. The three inward-looking chapters capture the historic and current characteristics of the college. These chapters provide information on Rio Hondo's student demographics, enrollment trends, and achievement.

The Master Plan, building on the scans, set the college's educational directions and objectives for the next five years. The section begins with products of the college's collaborative planning activities during 2013-2014 and recent years. These are the Values, Mission, and Vision; Institution-Set Standards; Strategic Directions; student-support and academic programs; and Institutional Goals and Objectives. The Strategic Directions provide the current status and five-year outlook specific to several programs and initiatives. The Master Plan section concludes with College Projections. These are projections for the college's status in one, three, and five areas in terms of enrollment, student achievement, and budget.

The fourth section, Implications and Conclusions, identifies links to the TMP and FMP. These links provide implications for developing technology and facilities in order to support the implementation and achievement of the EMP. This section also includes directions for refining the EMP in coming years.

II. History of Rio Hondo College

Rio Hondo Community College District is a single-college district encompassing 65.5 square miles in southeastern Los Angeles County. The District contains nine cities, in whole or part, four distinct unincorporated communities, and a portion of another unincorporated community of Los Angeles County within our district boundaries. The cities include El Monte, South El Monte, Pico Rivera, Santa Fe Springs, and Whittier, as well as portions of Norwalk, Downey, La Mirada, and the City of Industry. The unincorporated communities include Los Nietos, East Whittier, South Whittier, West Whittier, and a portion of Avocado Heights.

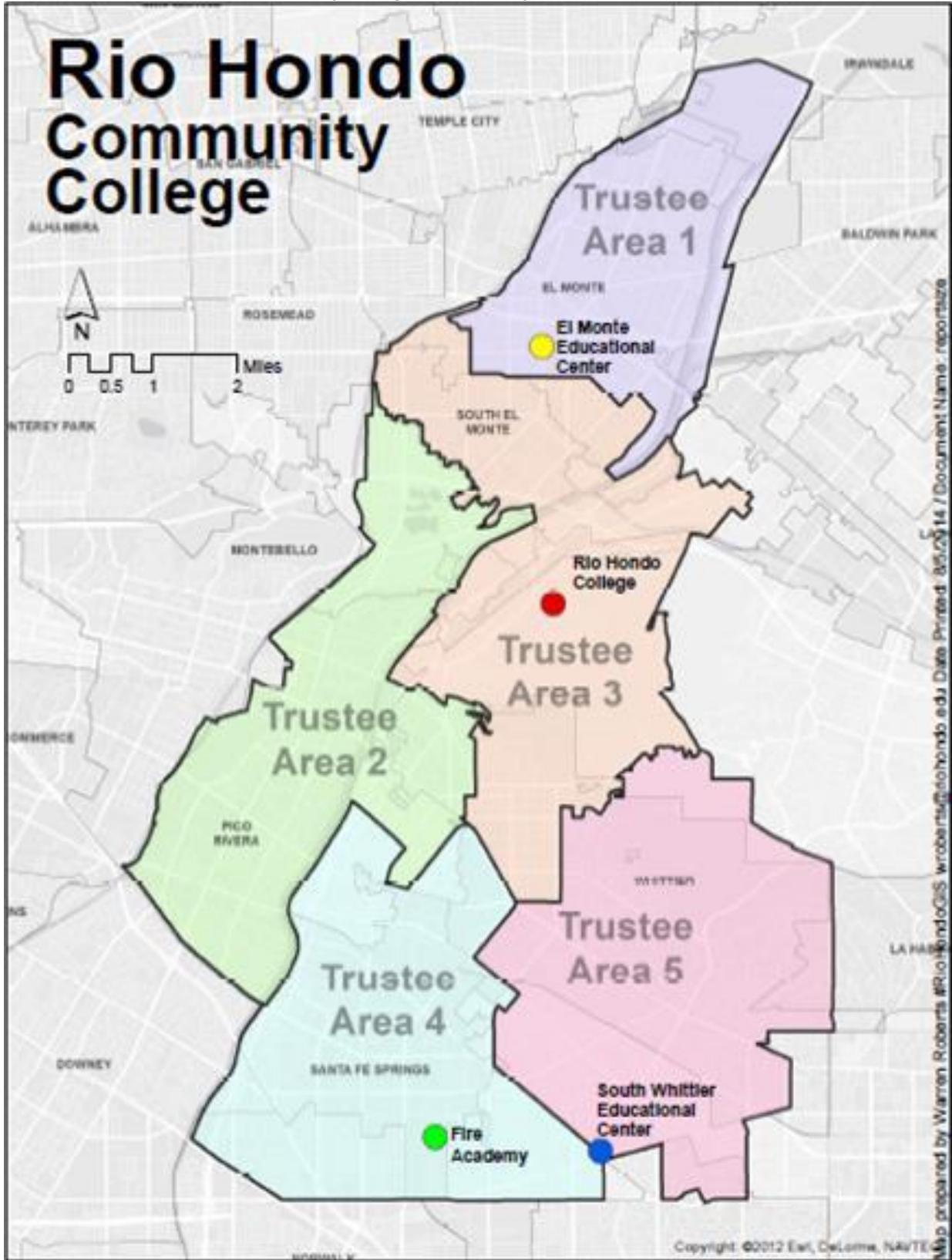
The establishment of a Whittier-area junior college district was approved by voters through an election in October 1960. Because the initial geographical boundaries of the then “Whittier Junior College” were identical to those of the Whittier Union High School District, oversight of the college district was managed by the high school Board of Trustees. Creation of the El Rancho Unified School District in 1962 required the college district to establish its own Board of Trustees, and an election for that purpose was held in April 1962. The newly elected Board of Trustees named Dr. Phil Putnam as the first superintendent/president of the College in December 1962.

The Board of Trustees voted for the name “Rio Hondo” in May 1963. This name, long associated with the area near the Rio Hondo River, means “deep river.” A founding trustee noted that the image of a deep river or deep waters reflects the purpose of higher education—“a depth of educational understanding.”

The college began offering classes at local public schools in September 1963. The hillside campus opened in September 1966 with an enrollment of 3,363 day and 2,682 evening students. Today, Rio Hondo College enrolls nearly 20,000 students per semester at the main campus and its three off-site locations. In May 1975, constituents of the El Monte Union High School District in South El Monte and the portion of El Monte south and east of the Rio Hondo River voted to join the Rio Hondo Community College District. .) In October 1975, the Los Angeles County Board of Supervisors adopted an order transferring territory from the El Monte Union High School District (EMUHSD) to the Rio Hondo Community College District. The addition of the El Monte communities modified the focus of the College, broadening it beyond the original Whittier population and impacting the diversity of the student body. With the addition of the El Monte communities, RHCCD established its permanent boundaries (see Exhibit II-1).

The college expanded with three off-site centers. The college acquired the Santa Fe Springs Training Center (SFSTC) in 1997. This center is the primary instructional site for the Fire Academy, Fire Technology, and Emergency Medical Technician programs. A 2004 bond issue funded the construction of the South Whittier Educational Center (SWEC) and the El Monte Educational Center (EMEC), which opened respectively in 2010 and 2013. These centers offer general and continuing education courses. Between its campus and the three centers, Rio Hondo currently enrolls approximately 20,000 students each semester.

Exhibit II-1. Rio Hondo Community College District Map



EXTERNAL & INTERNAL SCANS

III. Rio Hondo College Cities/Community

The Rio Hondo Community College District straddles two regions of Los Angeles County. To the north is the San Gabriel Valley, which includes the RHCCD cities of El Monte and South El Monte. To the south are communities associated with the Gateway Cities of southeastern Los Angeles County, which include the RHCCD cities of Pico Rivera, Santa Fe Springs, and Whittier. This chapter of the Educational Master Plan provides brief profiles of each city and two unincorporated communities south of the campus: South Whittier and West Whittier-Los Nietos.

The following community profiles use race and origin data from the United States Census Bureau. The Census Bureau categorizes race in terms of five groups: Black or African American, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and White.¹ Census results also include figures for “Two or More Races” and “Some Other Race.” The Census Bureau considers Hispanic to be an “origin,” rather than a race. Thus, persons who identify as Hispanic or Latino/Latina may be of any race.² Table III-1 and the community profiles report Hispanic origin as a distinct category, separate from race. The seven race categories total to 100% for each community; the Hispanic Origin column reflects the percentage of persons—irrespective of race—who identify as Hispanic.

Table III-1. Race and Hispanic Origin in RHCCD Communities

	African-American	American Indian/Alaskan Native	Asian	Native Hawaiian/Pacific Islander	White	Two or More Races	Other Race/Unknown	Hispanic Origin
El Monte	0.8%	1.0%	25.1%	0.1%	38.8%	3.2%	31.0%	69.0%
Pico Rivera	1.0%	1.4%	2.6%	0.1%	59.4%	3.7%	31.8%	91.2%
Santa Fe Springs	2.3%	1.4%	4.2%	0.2%	58.6%	4.2%	29.1%	81.0%
South El Monte	0.5%	1.2%	11.0%	0.1%	50.4%	3.4%	33.3%	84.9%
South Whittier	1.5%	1.3%	4.0%	0.3%	58.9%	4.1%	29.9%	77.1%
West Whittier-Los Nietos	1.0%	1.5%	1.5%	0.2%	59.4%	3.5%	32.9%	87.6%
Whittier	1.3%	1.3%	3.8%	0.1%	64.6%	4.4%	24.5%	65.7%
TOTAL SERVICE AREA	1.1%	1.2%	10.2%	0.1%	53.9%	3.8%	29.7%	75.8%

Source: United States Census Bureau 2010

Cities

El Monte. The city’s 2010 population was 113,475. Its two largest racial groups were White (38.8%) and Asian (25.1%), with 69.0% of the population being of Hispanic/Latino ethnicity. The median age was 32.8 and the average family size was 4.2. Housing density was 3,013 dwellings per square mile, with 42.2% owner-occupied. The median household income was \$41,861 and 22.8% lived below the federal poverty line. The percentage of residents 25 or older with a bachelor’s degree or higher was 11.7% and 47.9% of those 5 or older reported speaking English less than “very well.”

¹ “About Race,” US Census Bureau, retrieved from <http://www.census.gov/population/race/about/> on 5/29/2014.

² “Hispanic Origin,” US Census Bureau, retrieved from <http://www.census.gov/population/hispanic/> on 5/29/2014.

El Monte was established in the 1850s and incorporated in 1912. The city has a branch of the Los Angeles County Public Library. Its high school students primarily attend schools in the El Monte Union High School District. The Rio Hondo feeder high schools in El Monte are Arroyo, El Monte, and Mountain View. El Monte's largest employer in 2012 was the El Monte City School District with 838 employees. Four of its top five employers were in the public sector (three school districts and City of El Monte). Led by Longo Toyota with 475 employees and San Gabriel Transit with 361 employees, six of the top ten employers were businesses.

Pico Rivera. The city's 2010 population was 62,942. Its two largest racial groups were White (59.4%) and Asian (2.6%), with 91.2% of the population being of Hispanic/Latino ethnicity. The median age was 34.0 and the average family size was 4.1. Housing density was 1,926 dwellings per square mile, with 69.1% being owner-occupied. The median household income was \$57,044 and 13.4% of the residents lived below the poverty level. The percentage of residents 25 or older with a bachelor's degree or higher was 6.1% and 28.1% of those 5 and older reported speaking English less than "very well."

Pico Rivera incorporated in 1958 with the merger of two unincorporated communities: Pico and Rivera. Two branches of the Los Angeles County Public Library are located in this city. Its students primarily attend schools of the El Rancho Unified School District and El Rancho High School is a Rio Hondo feeder high school. Pico Rivera's largest employer in 2012 was the El Rancho Unified School District with 859 employees (which included some located outside the city). Two other public entities were among the top five employers (Los Angeles County Sheriff and City of Pico Rivera). Seven of the top ten were businesses, with four being major retailers (Wal-Mart, Target, Home Depot, Lowes).

Santa Fe Springs. The city's 2010 population was 16,223. The two largest racial groups were White (58.6%) and Asian (4.2%) with 81.0% being of Hispanic/Latino ethnicity. The median age was 35.3 and the average family size was 3.8. Housing density was 58.2 per square mile with 61% being owner-occupied. The median household income was \$54,551 and 8.4% of the residents lived below the federal poverty line. The percentage of residents 25 or older with a bachelor's degree or higher was 10.1% and 22.6% reported speaking English less than "very well."

Settled in the 1870s and established with an oil boom in the 1920, Santa Fe Springs was incorporated in 1957. The city has its own library. Its high school students primarily attend schools in the Whittier Unified School District and Santa Fe is a Rio Hondo feeder high school. Its two largest employers in 2012 were Vons Companies and McMaster-Carr Supply Company, with 762 and 736 employees respectively. Each of its top ten employers is a for-profit company.

South El Monte. The city's 2010 population was 20,116. Its two largest racial groups were White (50.4%) and Asian (11.0%), with 84.9% of the population being of Hispanic/Latino ethnicity. The median age was 30.4 and the average family size was 4.5. Housing density was 1,653 units per square mile, with 48.3% being owner-occupied. The median household income was \$48,056 and 20.6% of residents lived below the federal poverty line. The percentage of residents 25 or older with a bachelor's degree or higher was 8.5% and 41.8% of those 5 and older reported speaking English less than "very well."

South El Monte was settled in the 1860s and incorporated in 1958. A branch of the Los Angeles County Public Library is located in this city. Its high school students attend South El Monte High, which is part of the El Monte Union High School District and a Rio Hondo feeder. The city website states that South El Monte has become "a viable commercial and industrial base, with over 2,400 businesses." South El Monte does not publish a list of its major employers, but an independent website lists International

Medication Systems (Amphastar Pharmaceuticals), Plastic Dress-Up Company, Lawrence Equipment, and Vacco Industries as among its major employers. A city report listed the three industry groups producing the most sales tax revenue in the third quarter of 2013 as Business and Industry, Fuel and Service Stations, and Building and Construction.

Whittier. The city's 2010 population was 85,331. Its two largest racial groups are White (64.6%) and Asian (3.8%), with 65.7% of the population being of Hispanic/Latino ethnicity. The median age is 35.4 years and the average family size is 3.5. Housing density is 2,018 units per square mile, with 57.3% being owner-occupied. The median household income \$67,417 and 11.2% of the residents live below the federal poverty line. The percentage of residents 25 or older with a bachelor's degree or higher was 24.5% and 14.3% of those 5 and older reported speaking English less than "very well."

Whittier was founded in 1887 and incorporated in 1898. The city has its own library system, including a branch in East Whittier. Most of Whittier's high school students attend schools in the Whittier Union High School District. Two RHC feeder high schools are located within incorporated Whittier: La Serna and Whittier. Whittier's largest employer in 2012 was the Interhealth Corporation (PIH Health) with 2,600 employees. Eight of the top 10 employers were either in health care (e.g., Whittier Medical Center) or the public sector (e.g., Whittier Union High School District, U.S. Postal Service). Two of the top ten were businesses: Ralphs Grocery and Johnson Controls, each with fewer than 300 employees.

Census Designated Places

Census-Designated Places (CDPs), as defined by the United States Census Bureau, are "settled concentrations of population that are identifiable by name but are not legally incorporated." They serve as "statistical counterparts of incorporated places" (e.g., a city). Two CDPs are located within the RHCCD boundaries: South Whittier and West Whittier-Los Nietos. Although each has "Whittier" in its name, these CDPs are distinct places outside the city limits.

South Whittier. South Whittier is bounded by Whittier on the northeast, La Mirada on the southeast, and Santa Fe Springs on the west. Its 2010 population was 57,156. This CDP's two largest racial groups were White (58.9%) and Asian (4.0%), with 77.1% of the population being of Hispanic/Latino ethnicity. The median age was 32.0 and the average family size was 4.1. Housing density was 2,918 units per square mile, with 63.5% being owner-occupied. The median household income was \$65,815 and 11.4% of the population lived below the federal poverty line. The percentage of residents 25 or older with a bachelor's degree or higher was 13.0% and 23.2% of those 5 and older reported speaking English less than "very well."

South Whittier is the location of a Los Angeles County Public Library branch and the Los Angeles County Sheriff's STARS Center. The South Whittier School District has six elementary schools and one middle school. California High, which is part of the Whittier Union High School District and a Rio Hondo feeder, is located in South Whittier.

West Whittier-Los Nietos. West Whittier-Los Nietos is bounded by Whittier on the northeast, Santa Fe Springs on the south, and Pico Rivera on the northwest. Its 2010 population was 25,540. The CDP's three largest racial groups were White (59.4%), Asian (1.5%) and Native American (1.5%), with 87.6% of the population being of Hispanic/Latino ethnicity. The median age was 33.7 years and the average family size was 4.1. Housing density was 2,748.2 units per square mile, with 73.1% being owner-occupied. The

median household income was \$60,525 and 9.4% of the residents lived below the poverty line. The percentage of residents 25 or older with a bachelor's degree or higher was 10.3% and 24.5% of those 5 and older reported speaking English less than "very well."

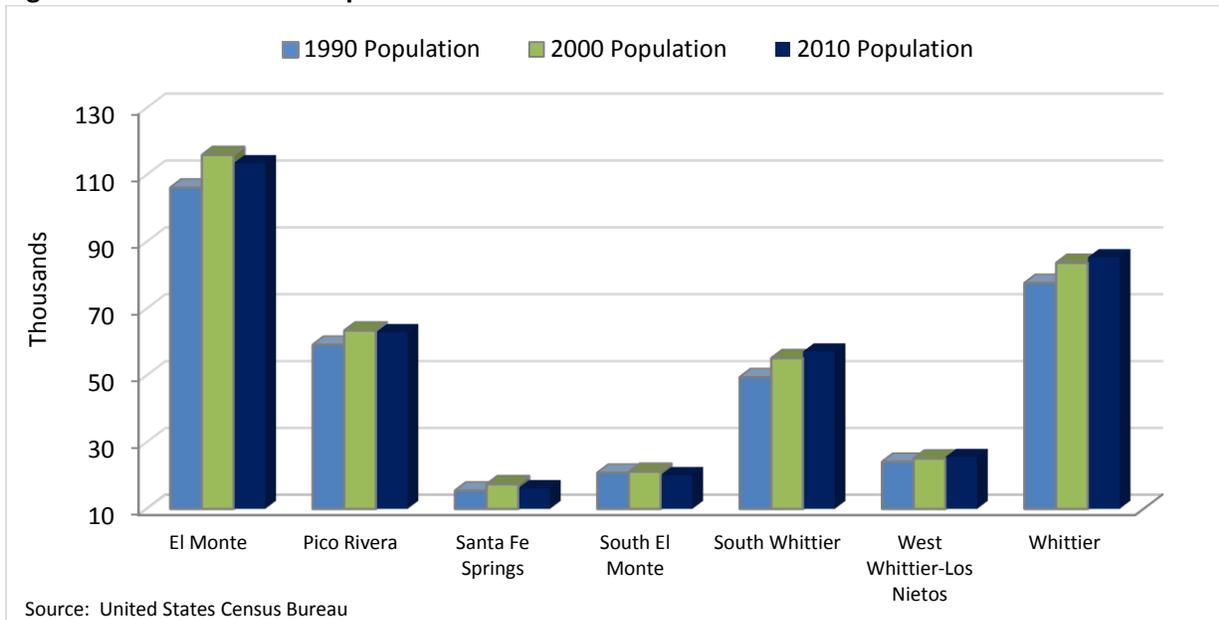
West Whittier-Los Nietos is the location of two Los Angeles County Public Library branches. It is served by the Los Nietos School District (California's oldest school district) and the Whittier City School District. Pioneer High, which is part of the Whittier Union High School District and a Rio Hondo feeder, is located in West Whittier-Los Nietos.

IV. Community Information

Community Demographics

The service area of the college is comprised of seven communities. Five of these areas are cities (El Monte, Pico Rivera, Santa Fe Springs, South El Monte, and Whittier) and two are designated by the Census Bureau as Census Designated Places (CDP), or unincorporated areas overseen by the county. The two CDPs are South Whittier and West Whittier-Los Nietos. Figure IV-1 presents the population of these service area communities across three census years spanning 20 years. Of note, South Whittier has seen the largest positive population shift, growing about 15% across the 20-year span. The city of Whittier has also seen a 10% rise in population.

Figure IV-1. Service Area Population across Three Census Years



The combined population of the seven communities increased by 8.2% (from 353,105 to 381,977) between 1990 and 2000. The combined population decreased by 0.3% (from 381,977 to 380,783) between 2000 and 2010. Overall, the seven communities had 27,678 more residents in 2010 than in 1990.

Demographics

Ethnicity. For the college to develop and maintain programs that are responsive to community needs, it is necessary to see the ethnic distributions of the communities it serves. Table IV-2 displays these distributions as determined by the 2010 Census. The categories are aligned to those reported by the state Chancellor's Office.

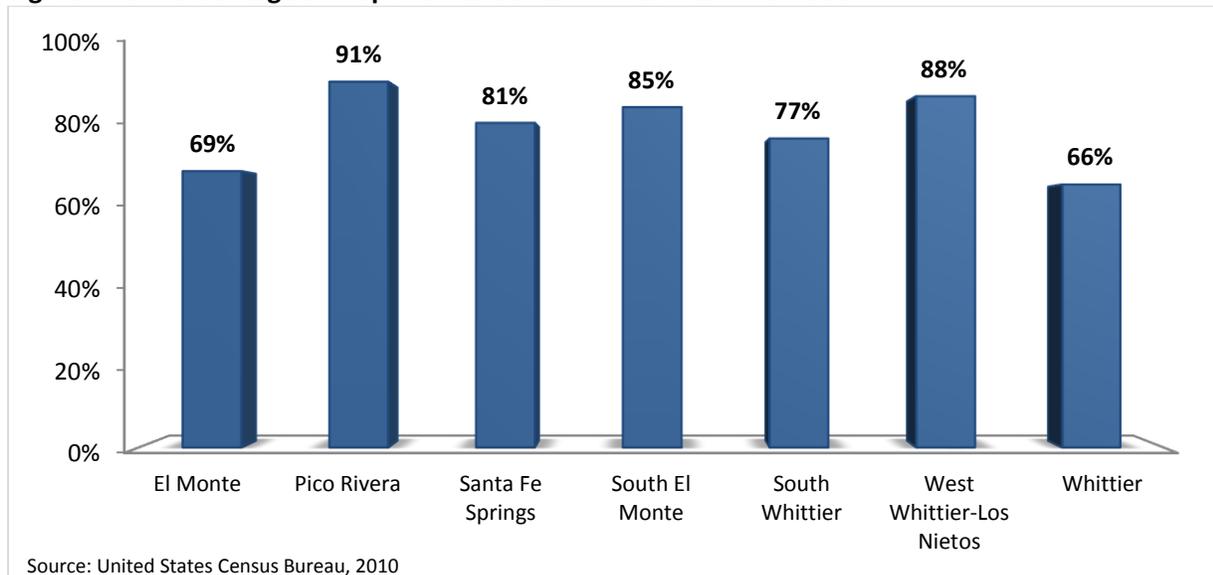
Table IV-2. Ethnic Distribution of RHCCD Communities

	African-American	American Indian/Alaskan Native	Asian	Filipino	Multi-Ethnicity	White	Unknown
El Monte	0.8%	1.0%	23.9%	1.2%	3.7%	38.8%	31.0%
Pico Rivera	1.0%	1.4%	1.3%	1.2%	4.2%	59.4%	31.8%
Santa Fe Springs	2.3%	1.4%	2.6%	1.6%	3.4%	58.6%	29.1%
South El Monte	0.5%	1.2%	10.5%	0.4%	4.1%	50.4%	33.3%
South Whittier	1.5%	1.3%	2.0%	2.0%	3.5%	58.9%	29.9%
West Whittier-Los Nietos	1.0%	1.5%	0.8%	0.7%	4.4%	59.4%	32.9%
Whittier	1.3%	1.3%	2.8%	1.0%	3.8%	64.6%	24.5%
TOTAL SERVICE AREA	1.1%	1.2%	9.0%	1.2%	3.2%	53.9%	29.7%

Source: United States Census Bureau 2010

The Chancellor’s Office includes Hispanic as an ethnic group in its total distribution of ethnicity demographics. The Census Bureau, however, reports the above groups as races while distinguishing Hispanic as an origin. Figure IV-3 displays the percentage distribution of Hispanic residents in the seven communities served by the college.

Figure IV-3. Percentage of Hispanic Residents in RHCCD Communities



Source: United States Census Bureau, 2010

The table and chart display several characteristics in the ethnicity data. El Monte (24%) and South El Monte (11%) have the largest Asian populations. Whittier has the largest White population (65%) and lowest Hispanic population (66%). While all of the RHC communities are largely Hispanic, the three communities above the median for Hispanic population are Pico Rivera (91%), West Whittier-Los Nietos

(885), and South El Monte (85%). The percentages of persons in the African-American, American Indian/Alaskan Native, Filipino, Multi-Ethnicity, and Unknown groups are generally similar across the seven communities.

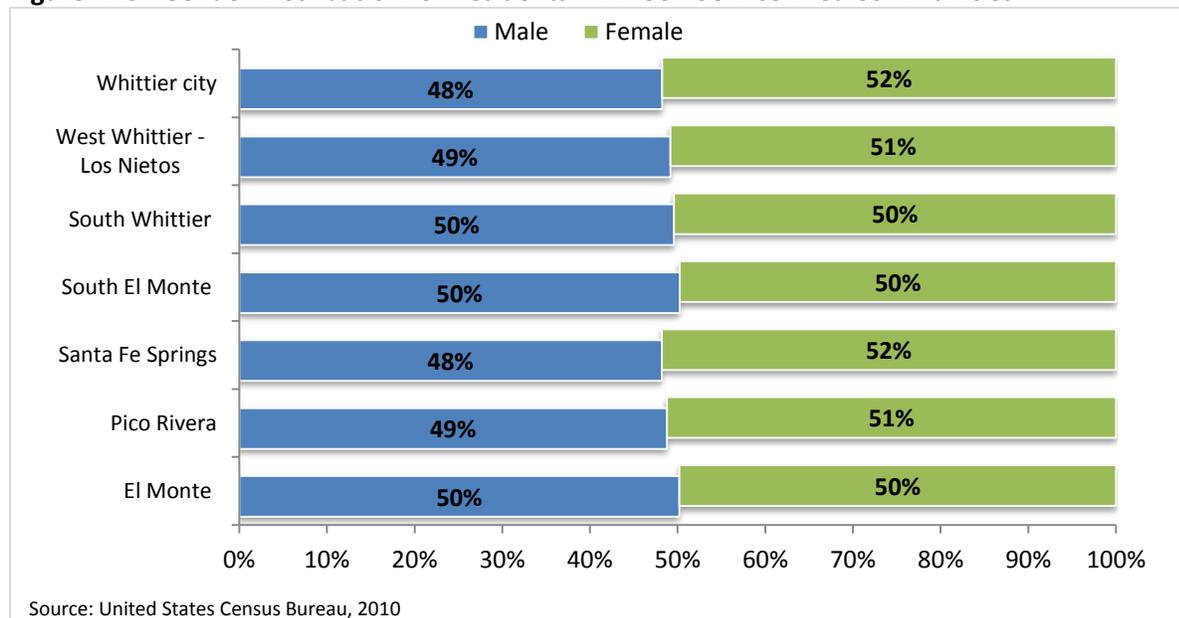
Age and Gender. The age and gender demographics are also important measures for the college to consider in planning that is responsive to the communities it serves. Table IV-4 and Figure IV-5 present this information.

Table IV-4. Age Distribution for Residents in RHCCD Service Area Communities

	19 yrs or less	20 to 24 yrs	25 to 29 yrs	30 to 34 yrs	35 to 39 yrs	40 to 49 yrs	50 + yrs
El Monte	32%	8%	8%	7%	7%	14%	25%
Pico Rivera	30%	8%	7%	7%	7%	14%	28%
Santa Fe Springs	30%	8%	6%	6%	7%	14%	30%
South El Monte	33%	8%	8%	8%	7%	13%	23%
South Whittier	32%	8%	7%	7%	7%	14%	24%
West Whittier - Los Nietos	30%	7%	7%	7%	7%	13%	28%
Whittier	29%	7%	7%	7%	7%	14%	29%

Source: United States Census Bureau, 2010

Figure IV-5. Gender Distribution for Residents in RHCCD Service Area Communities



Age distributions are generally consistent across the seven communities. Where there are differences between communities, they are typically at the opposite ends of the figure (19 years or less, 50+ years). South El Monte (33%), El Monte (32%), and South Whittier (32%) are higher in the 19 or less category,

while Santa Fe Springs (30%) and Whittier (29%) are higher in the 50+ category. As seen in Section III, the median age in South El Monte (30.4 years) is about 5 years below those in Whittier (35.4 years) and Santa Fe Springs (35.3 years).

Gender distributions are generally even in each community. In Santa Fe Springs and Whittier, though, the percentages of female residents approach 52%.

School Districts

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), 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) and two high school districts (El Monte Union—EMUHSD and Whittier Union—WUHSD).

Ten (10) comprehensive high schools serve the RHCCD community. These range in size from Pioneer (WUHSD) at 1,418 students to California (WUHSD) at 3,083 students. Table IV-6 displays profile information on each of these high schools. Among these schools, El Monte (EMUHSD) and Mountain View (EMUHSD) stand out due to high percentages of students classified as English Learners (EL) and qualifying for free/reduced-price meals (FRPM). Note: A fifth comprehensive high school in EMUHSD, Rosemead High School, is not within the RHCCD boundaries.

Table IV-6. Profile Information for High Schools within RHCCD Boundaries (2012-13)

High School	District	Location	Enrollment	EL	FRPM	Grad Rate	ELA	Math
Arroyo	EMUHSD	El Monte	2,370	14.2%	80.2%	98.5%	57.0%	68.0%
California	WUHSD	Whittier	3,083	10.1%	61.5%	96.3%	58.0%	67.0%
El Monte	EMUHSD	El Monte	1,904	28.8%	91.4%	89.2%	44.0%	53.0%
El Rancho	ERUSD	Pico Rivera	3,001	11.5%	48.7%	92.8%	52.0%	53.0%
La Serna	WUHSD	Whittier	2,816	6.7%	36.6%	95.2%	67.0%	63.0%
Mountain View	EMUHSD	El Monte	1,665	27.9%	93.3%	94.1%	49.0%	51.0%
Pioneer	WUHSD	Whittier	1,418	15.4%	74.2%	93.6%	48.0%	62.0%
Santa Fe	WUHSD	Santa Fe Springs	2,650	10.0%	63.9%	96.2%	63.0%	69.0%
South El Monte	EMUHSD	South El Monte	1,488	18.9%	88.5%	90.3%	55.0%	62.0%
Whittier	WUHSD	Whittier	2,441	7.5%	66.8%	95.2%	56.0%	58.0%

Source: Ed-Data (Education Data Partnership), 4/29/2014

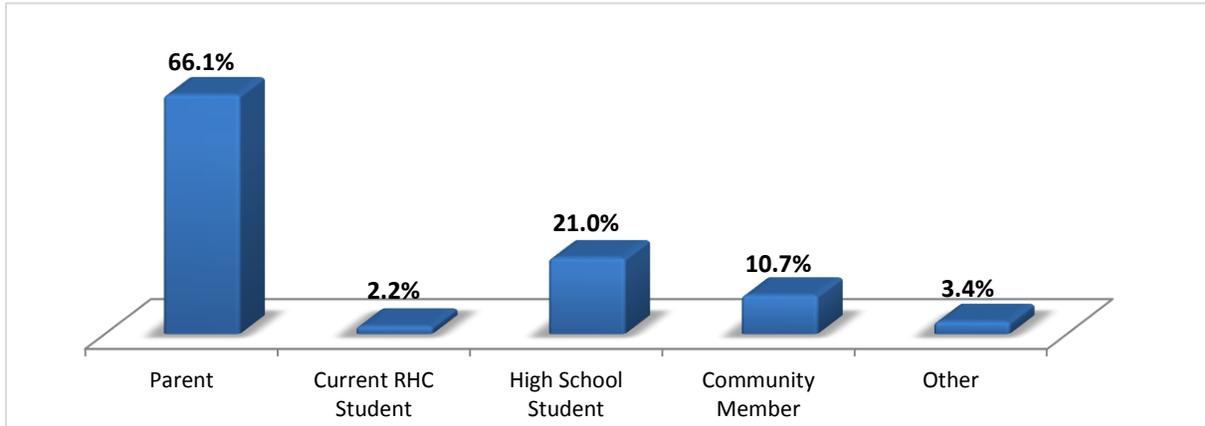
Note: EL=English Learners, FRPM=Free/Reduced-Price Meals, Grad Rate=4 Year Adjusted Cohort Graduation Rate, ELA=10th Graders Proficient & Above on CAHSEE English-Language Arts, Math=10th Graders Proficient & Above on CAHSEE Mathematics. Figures for FRPM and Grade Rate in 2012-13 are not yet available.

Community Perceptions

Between March and May 2012, the college held a Community Educational Forum in each of its five trustee areas. The events provided community members, especially parents of high school students, with an opportunity to learn more about Rio Hondo College and new state recommendations promoting student success. The college also gathered feedback from participants through a survey, roundtable discussions, and an institutional implications activity. All activities were conducted in both English and Spanish.

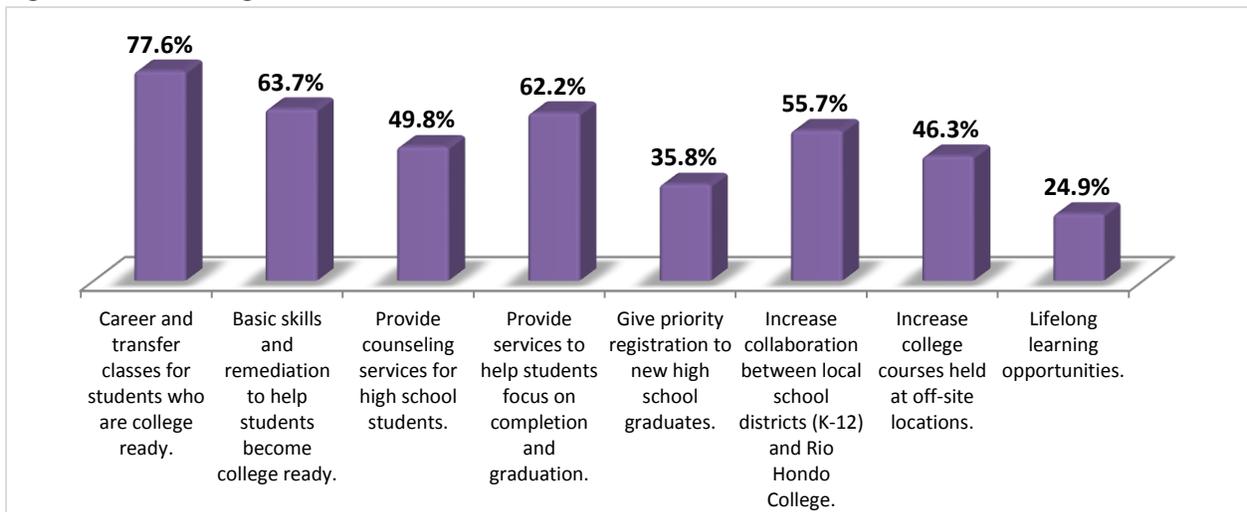
Across the five forums, a total of 237 persons completed surveys forms. Almost two-thirds (66.1%) identified themselves as parents. Other substantial groups within the population were high school students (21.0%) and community members (10.7%). The balance of survey respondents identified as current RHC students (2.2%) or “other” (3.4%). (Because some respondents chose more than one category, the sum is greater than 100%.)

Figure IV-7. Types of Survey Respondents



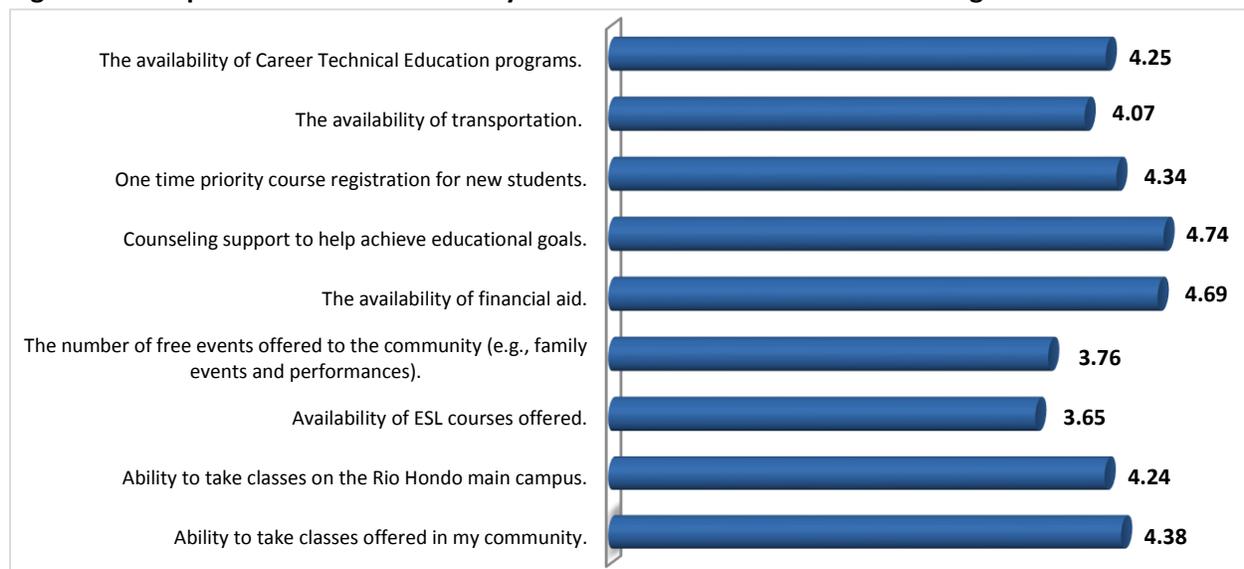
The survey included items on priorities for the college, importance of factors in a family’s decision to attend Rio Hondo, level of interest in specific fields of study, and time preferences for course offerings. Respondents could choose four of eight potential priorities for the college. Four options were chosen by more than 50% of the respondents: “career and transfer classes for students who are college ready” (77.6%), “basic skills and remediation to help students become college ready” (63.7%), “provide services to help students focus on completion and graduation” (62.2%), and “increase collaboration between local school districts (K-12) and Rio Hondo College” (55.7%). The four options chosen by fewer than 50% of the respondents were “provide counseling services for high school students” (49.8%), “increase college courses held at off-site locations” (46.3%), “give priority registration to new high school graduates” (35.8%), and “lifelong learning opportunities” (24.9%). (These percentages reflect the fact that some respondents chose more than four options.)

Figure IV-8. Rankings of Institutional Priorities



Respondents rated nine items on “how important the following would be in your family’s decision to attend Rio Hondo College.” They used a 1-to-5 scale with 1 meaning “Not at all Important,” 3 meaning “Somewhat Important, and 5 meaning “Very Important.” The two top-rated items were “counseling support to help achieve educational goals” (4.7) and “the availability of financial aid” (4.7). The two items with rating below 4.0 were “the number of free events offered to the community (for example family events and performances)” (3.8) and “availability of ESL courses offered” (3.7). Ratings for each of the nine items are in Figure IV-9.

Figure IV-9. Importance of Item for Family’s Decision to Attend Rio Hondo College



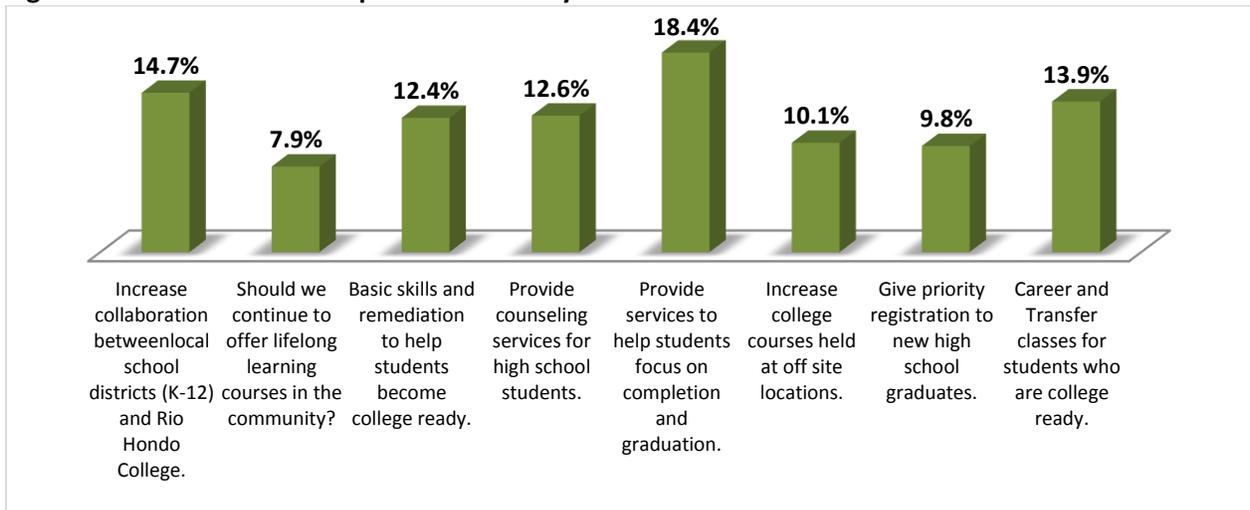
Respondents also rated their level of interest in three specific fields of study. They used a 1-to-5 scale with 1 meaning “Not at all Interested,” 3 meaning “Somewhat Interested, and 5 meaning “Very Interested.” Each of the three fields received an average rating above 4.0: 4.06 for “Health Professions (for example Dental Hygiene, Cardiovascular, Physical Therapy, X-Ray Tech, etc.),” 4.23 for “Sciences (for example Biotechnology, Technical Math, etc.),” and 4.19 for “Technology (for example Software Developer, Database Administrator, etc.)” For each of these fields, more than half of the respondents marked “Very Important.”

Roundtable discussion results. Forum participants gathered in groups to discuss six questions related to the college’s institutional priorities. Although the opinions expressed in these roundtable discussions are not amenable to being quantified, it was evident that participants generally supported four of the six priorities (“Should we maintain our commitment to offer courses in the community?” “Should we continue to offer college courses for High School students at school sites?” “Should we continue to offer online courses?” “Should we partner with K-12 to reduce the need for remediation?”). Responses to two questions displayed mixed opinions (“Should we give funding priority to remediation/basic skills, or to career transfer courses?” “Should we continue to offer lifelong courses in the community?”).

Institutional implications activity results. For this activity, participants voted on eight institutional priorities. RHC staff posted the eight priorities around the meeting room and participants used paper dots to cast their votes for the most important ones. Participants cast a total of 868 votes. The three highest rated priorities were “Provide services to help students focus on completion and graduation” (160 votes), “Increase collaboration between local school districts (K-12) and Rio Hondo College (128

votes), and “Career and Transfer classes for students who are college ready” (121 votes). The priority with the least votes was “Should we continue to offer lifelong learning courses in the community?” (69 votes). The numbers of votes for each priority are displayed in Figure IV-10. (Note: The “Career and Transfer classes for students who are college ready” priority was not available at the first forum meeting. Had those participants at the first forum been able to vote for this priority, it likely would have been the second highest in total votes.)

Figure IV-10. Institutional Implications Activity Results



Different priorities were popular in different trustee areas. In Area 1 (El Monte), the clear favorite was “Provide services to help students focus on completion and graduation.” In Trustee Area 2 (Pico Rivera), there were four priorities tightly clustered with the most votes: “Increase collaboration between local school districts (K-12) and Rio Hondo College,” “Basic skills and remediation to help students become college ready,” “Increase college courses held at offsite locations,” and “Career and Transfer classes for students who are college ready.” Results for Area 3 (South El Monte and northwestern Whittier) showed two priorities at the top of the voting: “Basic skills and remediation to help students become college ready” and “Provide services to help students focus on completion and graduation.” The priority receiving the most votes in Area 4 (Los Nietos, Santa Fe Springs, South Whittier, West Whittier and North Norwalk) was “Career and Transfer classes for students who are college ready.” In Area 5 (East Whittier, South Whittier), two priorities were at the top: “Increase collaboration between local school districts (K-12) and Rio Hondo College” and “Provide services to help students focus on completion and graduation.”

Summary. The purposes of these Community Educational Forums were to inform the community members about Rio Hondo College and solicit feedback from the community. The methods for gathering data were not designed to produce conclusive results that are generalizable to RHCCD community. Still, themes in participants’ responses do address priorities for the college to consider.

Six priority topics received positive responses across different data-collection activities. In no particular order, these were career and transfer classes for students who are college ready, services to help students focus on completion and graduation, counseling support to help achieve educational goals, collaboration between local K-12 districts and the college, offering courses in the community, and basic skills and remediation to help students become college ready.

V. Community Economic & Employment Information

A primary purpose of a community college is to serve as an economic engine for its service area and state. A community college provides programs and services to support community members in developing their employment potential. This includes young persons preparing to enter the workforce, currently employed persons attempting to advance, and currently unemployed persons working to reenter the workforce. As these community members achieve more of their employment potential and increase their income, they strengthen the local economy through making purchases and increasing the tax base.

Among the many expectations students bring to a community college, one is to improve their employability. They expect to leave the college with new knowledge and skills that will allow them to improve their place in the workforce and increase their financial stability. This applies to both career-technical and transfer-oriented students.

This chapter of the External and Internal Scans addresses Rio Hondo's economic and employment context. It begins with a summary of the state and local economic outlook. This is followed by a review of labor market information for the college's service area. Finally, there is a competitive scan of career-technical education programs offered by neighboring community colleges.

State and Local Economic Outlook

This Educational Master Plan comes at a transitional time for the funding of California's community colleges. The 2008 recession took a toll on the state and its community colleges. The state budget had a \$41.6B structural shortfall in 2009-10 and the community colleges endured five fiscal years without a cost-of-living adjustment. In a joint statement, the California Community Colleges Chancellor's Office and Community College League of California described these years as a time of "access lost; programmatic disinvestment; [and] increasing costs." Despite suffering budget cuts that led to course cuts, Rio Hondo College maintained fiscal stability and appropriate reserves through a conservative approach to budgeting.

The California economy is now growing at a slow but steady pace, the state has a balanced budget, and the 2013-2014 academic year was the first in five years without the threat of cuts from the state. The State of California Legislative Analyst's Office (LAO) projects similar progress through the years of the Educational Master Plan (2014-2019). In *The 2014-15 Budget: California's Fiscal Outlook*, published in November 2013, the LAO projected the state's annual budget surplus to increase until 2018 (with the sunset of Proposition 30) and then remain relatively stable at almost \$10M through 2020. The LAO projects annual increases in spending for education and health and social services during the coming years, ranging from a high of 4.8% in 2014-2015 to a low of 1.5% in 2018-2019. Funding for Proposition 98 (the major source of funds for California's elementary schools, secondary schools, and community colleges) is expected to increase by 4.1% in 2014-2015 and continuing growth beyond 2018- 2019.

Based on projections from the Governor's office, the LAO, and other sources, analysts close to the state's community colleges have offered cautiously optimistic outlooks for funding through at least 2019. Quoting official documents from the state government, the California Community Colleges Chancellor's Office and Community College League of California *Budget Webinar* of January 2013 predicted "modest to steady growth over the next 5 years" (p. 10) and "community college funding will grow significantly over the next several years" (p. 16). The School Services of California "Financial

Projection Dashboard” also indicates that apportionments should continue to increase during the course of this EMP. Although different forecasts may vary, relatively conservative estimates indicate increases of between 2% and 3% in each of the coming years. This rate of increase will be assumed as part of this EMP.

Unemployment figures in the RHCCD are very similar to that of Los Angeles County as a whole. According to the State of California Employment Development Department (EDD), the February 2014 unemployment rate was 8.9% for Los Angeles County and 8.8% for the seven RHCCD communities. As Table V-1 indicates there are differences in unemployment across the district, with incorporated Whittier having the lowest unemployment rate (6.3%) and El Monte and South El Monte having unemployment rates of 11.0% or above. The West Whittier—Los Nietos community joins the latter two cities as being the three places within the RHCCD service area that have unemployment rates above that of the county.

**Table V-1. Labor Force Data for Cities and Census Designated Places (CDP) – February 2014
Preliminary**

	Labor Force	Employment	Unemployment	
			Number	Rate
Los Angeles County	4,964,200	4,524,800	439,300	8.9%
El Monte city	52,500	46,700	5,800	11.0%
Pico Rivera city	29,500	27,000	2,400	8.2%
Santa Fe Springs city	7,900	7,400	600	7.4%
South El Monte city	9,600	8,500	1,100	11.3%
South Whittier CDP	28,200	26,000	2,200	7.8%
West Whittier-Los Nietos CDP	12,700	11,400	1,300	10.1%
Whittier city	44,400	41,600	2,800	6.3%
RHCCD TOTAL	184,800	168,600	16,200	8.8%

Source: State of California, Employment Development Department
Note: These data are not seasonally adjusted.

Employment & Industry Projections

The development of an Educational Master Plan in times of economic and budgetary growth provides the college with an opportunity to consider the expansion and addition of academic programs. This portion of Chapter V is a review of industry and employment projections for the RHCCD area. Although projections may differ by source and geographic area, they combine to identify some clear prospects for growth.

In its *2010-2020 Los Angeles County Projection Highlights*, the State of California Economic Development Department predicted growth of more than 590,000 non-farm jobs in the county. Almost three-quarters of that growth will be in four industry sectors: (1) educational services, health care, and social assistance (138,000 jobs); (2) professional and business services (113,100); (3) leisure and hospitality (95,200); and (4) retail trade (75,500). The three occupations predicted to have the most job openings over this time period are retail salespersons, cashiers, and personal care aides.

Although there are prospects for substantial job growth in Los Angeles County over the years of this Educational Master Plan, the EDD predicts that the large majority of these openings will be in lower-skilled occupations, which do not require a college education. Of an annual amount of 162,120 job openings, 114,590 (71%) will require a high school diploma or less. Positions requiring an AA/AS, certificate, or some college will comprise 14,080 (9%) of projected job openings. Positions requiring a bachelor's degree or higher will account for 33,450 (21%) of projected job openings.

Despite the trend toward job growth in occupations not requiring a college education, there are fast-growing occupations requiring various level of post-secondary education (see Table V-2). Considering new and replacement jobs in Los Angeles County between 2010 and 2020, the EDD predicts six occupations will each produce more than 10,000 job openings: (1) registered nurses (24,000 jobs); (2) general and operations managers (15,940 jobs); (3) accountants and auditors (15,230 jobs); (4) producers and directors (13,730 jobs); (5) nursing aides, orderlies, and attendants (13,050 jobs); (5) elementary school teachers, except special education (10,710 jobs); and (6) licensed practical and licensed vocational nurses (10,340 jobs). Each of these occupations is in a field in which RHC offers an associate's degree and/or certificate. Other high-growth occupations in which RHC can currently contribute to a student's occupational development include secondary school teachers, except special and career/technical education (9,920 jobs); market research analysts and marketing specialists (9,130 jobs); computer support specialists (6,810 jobs); and preschool teachers, except special education (5,330 jobs).

Table V-2. 2010-2020 Comparison of Growing Occupations by Entry Level Education, Los Angeles County

Fastest Growing (New Jobs from Industry Growth)	Entry Level Education	Largest Growing (New Jobs and Replacement Needs)
Biomedical Engineers (60.0% or 290 jobs) Market Research Analysts and Marketing Specialists (41.6% or 5,570 jobs) Meeting, Convention, and Event Planners (38.1% or 740 jobs) Logisticians (30.3% or 970 jobs) Health Educators (30.0% or 620 jobs)	Bachelor's Degree	Accountants and Auditors (15,230 jobs) Producers and Directors (13,730 jobs) Elementary School Teachers, Except Special Education (10,710 jobs) Secondary School Teachers, Except Special and Career/Technical Education (9,920 jobs) Market Research Analysts and Marketing Specialists (9,130 jobs)
Occupational Therapy Assistants (35.6% or 160 jobs) Medical Equipment Repairers (33.9% or 210 jobs) Physical Therapist Assistants (28.0% or 300 jobs) Veterinary Technologists and Technicians (27.0% or 300 jobs) Medical and Clinical Laboratory Technicians (20.3% or 1,170 jobs)	Associate's Degree	Registered Nurses (24,000 jobs) General and Operations Managers (15,940 jobs) Preschool Teachers, Except Special Education (5,330 jobs) Paralegals and Legal Assistants (2,470 jobs) Medical and Clinical Laboratory Technicians (2,290 jobs)

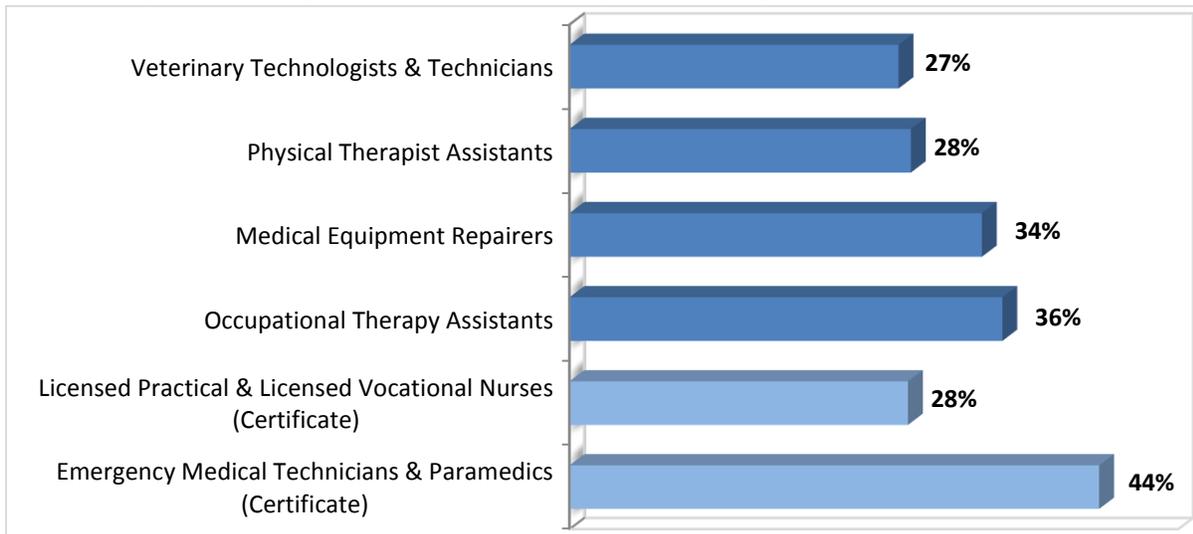
Continued Table V-2.

Fastest Growing (New Jobs from Industry Growth)	Entry Level Education	Largest Growing (New Jobs and Replacement Needs)
Emergency Medical Technicians and Paramedics (43.5% or 1,540 jobs)	Postsecondary Non-degree Award	Nursing Aides, Orderlies, and Attendants (13,050 jobs)
Licensed Practical and Licensed Vocational Nurses (27.8% or 5,270 jobs)		Licensed Practical and Licensed Vocational Nurses (10,340 jobs)
Nursing Aides, Orderlies, and Attendants (25.9% or 8,710 jobs)		Dental Assistants (3,630 jobs)
Medical Records and Health Information Technicians (22.3% or 1,100 jobs)		Hairdressers, Hairstylists, and Cosmetologists (3,380 jobs)
Skincare Specialists (21.9% or 600 jobs)		Firefighters (2,710 jobs)

Source: State of California, Employment Development Department

The EDD also provided projections for the fastest growing occupations in the “Los Angeles-Long Beach-Glendale Metropolitan Division.” As evidenced in Figure V-3, the fastest growth will be in the allied health field. Each of the six fastest-growing positions requiring a certificate or associate’s degree is in allied health. RHC currently offers certificates in two occupations requiring certificates (emergency medical technicians and paramedics, licensed practical and licensed vocational nurses). RHC does not currently offer programs for the occupations requiring associate’s degrees (occupational therapy assistants, medical equipment repairers, physical therapist assistants, veterinary technologists and technicians).

Figure V-3. Fastest Growing Occupations in Los Angeles County - Percent Change from 2010 to 2020 (Associate Degrees and Post-Secondary Certificates)



Source: State of California, Employment Development Department

This analysis also identified 12 fastest growing occupations requiring a bachelor’s degree (Table V-4). Some of these occupations (e.g., market research analysts and marketing specialists, logisticians,

environmental engineers) are closely aligned with current RHC programs. Other occupations provide potential opportunities for adding new programs or adapting current programs.

Table V-4. Fastest Growing Occupations in Los Angeles County (Bachelor’s Degrees)

Occupational Title	Employment % Change 2010 to 2020
Biomedical Engineers	60%
Market Research Analysts/Marketing Specialists	42%
Meeting, Convention, & Event Planners	38%
Logisticians	30%
Health Educators	30%
Training & Development Specialists	30%
Vocational Education Teachers, Postsecondary	29%
Cost Estimators	29%
Credit Analysts	28%
Museum Technicians & Conservators	28%
Agents/Business Managers of Artists, Performers & Athletes	28%
Environmental Engineers	27%

Source: State of California, Employment Development Department

The Rio Hondo campus is located at the junction of two distinct areas 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. Within recent years, the Los Angeles County Economic Development Corporation (LAEDC) conducted economic analysis for each of these areas.

Published in 2012, the *San Gabriel Valley Economic Forecast & Regional Overview* presented on a 30-city area, including the RHCCD cities of El Monte and South El Monte. Between 2001 and 2011, the health services industry emerged as the San Gabriel Valley’s (SGV) foremost source of jobs. In 2011 alone, this industry added 2,263 new jobs to the SGV. Overall, 9 of 14 industries saw job growth in 2011. Other industries showing large job growth in the SGV during 2011 were wholesale trade (1,252 jobs), leisure and hospitality (776 jobs), public administration (773 jobs), and transportation and utilities (627 jobs).

The report also noted other industries showing potential for job growth in the coming years. These included medical device and biomed firms, professional and business services, food processing, aerospace contractors, metal product fabricators, and travel and tourism.

The SGV is home to many colleges and universities. Cal Tech and Cal Poly Pomona, the report states, are of particular note in contributing to the development of green technologies. Still, the LAEDC reports a skills gap in the area.

Many in the local business community report they cannot find workers with the necessary skill sets to fill the kinds of jobs being created in the Valley. Business leaders, universities and community colleges need to work together to close this “skills gap.” Boosting educational attainment is a clear imperative for the medium- and long-run health of the economy (p. 15).

In 2010, the LAEDC produced *Industry Clusters, Employment Forecast, Target Industries and Occupation Analysis* for SASSFA (Southeast Area Social Services Funding Authority). This report captured economic and employment conditions in the five RHCCD communities south of the campus (Pico Rivera, Santa Fe Springs, South Whittier, West Whittier – Los Nietos, and Whittier), as well as three neighboring communities.

Over half (52.1%) of the jobs in this area were in five occupations groups. These were office and administrative support occupations (810,200), sales and related occupations (415,400), food preparation and serving related occupations (323,940), production occupations (316,470), and transportation and material moving occupations (297,860).

This report also provided employment analysis by industry. It identified five industry clusters as the major sources of employment in the area: (1) materials and machinery (14,777 jobs), (2) wholesale trade (14,240 jobs), (3) retail trade (10,818), (4) health services and biomedical (10,486 jobs), and (5) construction (9,246 jobs). LAEDC also applied “location quotient” to determine which industries were most concentrated in the area. The top three were paper manufacturing, primary metals manufacturing, and warehousing and storage. LAEDC also identified several industry sectors having both potential for employment growth and positions requiring a “community college education or technical training.” These were professional, scientific and technical services; health care (ambulatory health care, hospitals and nursing and residential care); and manufacturing (selected products).

These two LAEDC reports highlight two trends in RHCCD’s employment environment. First, there are growth industries in Los Angeles County that are also displaying growth in and around the RHCCD service area. These include health care, business and professional services, wholesale trade, and retail trade. Second, there are industries that are not growing throughout Los Angeles County, but are growing in and around the RHCCD service area. These include metals manufacturing, medical device and biomed, and food processing.

Educational Scan

Rio Hondo College does not operate in isolation. The greater Los Angeles area has many community colleges offering similar programs and students have several options for enrollment. Many students take classes at multiple community colleges, sometimes sequentially and sometimes simultaneously.

A thorough Educational Master Plan must include consideration of the programs offered at nearby community colleges. Program availability is an important factor in decisions to expand or add programs. This part of Chapter V features a scan of program offerings at nearby community colleges. As complementary to the employment scan, this scan identifies areas where “competition” might interfere with program development. Data for this scan came from CCCCCO Curriculum Inventory and covers nine neighboring colleges: Cerritos, Citrus, Cypress, East Los Angeles, Fullerton, Los Angeles Trade-Tech, Long Beach City, Mount San Antonio, and Pasadena.

Although most of Rio Hondo’s programs are also offered at many neighboring colleges, some are offered by only a few (if any) nearby colleges (see Table V-5). Those RHC programs offered at the degree or certificate level by three or fewer community colleges are environmental science, environmental technology, management and supervision, logistics management, mass communications (mass media), fitness specialist, alternative energy technology, heavy equipment maintenance specialist, alternative fuels and advanced transportation technology, civil design and drawing, photography, philosophy,

corrections, wildland fire technology, and geographic information systems. Depending on the employment outlook for these fields and each program’s vitality, these are programs that could be ripe for expansion.

Table V-5. RHC Programs Offered at Nearby Community Colleges

Offered at 3 or fewer Community Colleges	Offered at 4 - 6 Other Community Colleges	Offered at 7+ Other Community Colleges
<ul style="list-style-type: none"> • Automotive Technology - Heavy Equipment Maintenance Specialist • Civil Design and Drawing • Environmental Technology • Wildland Fire Technology • Environmental Science • Geographic Information Systems • Logistics Management • Mass Communications: Mass Media • Management and Supervision • Alternative Energy Technology • Alternative Fuels and Advanced Transportation Technology • Corrections • Fitness Specialist • Philosophy • Photography 	<ul style="list-style-type: none"> • Automotive Collision Repair and Painting • Biology • Chicano Studies • Drug Studies • Electronics Technology • Fire Technology • Vocational Nursing • Animation • Commercial Art • General Studies: Arts and Human Expression • Liberal Arts and Sciences, General • Physics • Art • Business Administration • Computer Information Technology • International Business • Kinesiology • Mass Communications: Print Media • Retail Management • Small Business/Entrepreneurialism • Welding Technology 	<ul style="list-style-type: none"> • Architectural Design and Drawing Technician • Business Marketing • Engineering Design Drafting Technician • Sociology • Administration of Justice • Art History • Automotive Technology • Child Development/Early Care and Education • Communication Studies • General Studies: Science and Mathematics • Music • Nursing • Psychology • Theatre Arts • Accounting • English • Mathematics

Employment analyses by EDD and LAEDC identified occupations likely to exhibit employment growth in the coming years. Table V-6 provides a list of community college programs that support these growing occupations, but are not currently offered by Rio Hondo. The table includes a count of the number of nearby community colleges already offering programs in each area. Those programs offered at the degree or certificate level by three or fewer community colleges are registered veterinary technology, biotechnology and biomedical technology, film production, computer support, engineering technology (general), biomedical instrumentation medical laboratory technology, health information technology, and community health care worker. These are fields in which Rio Hondo has the potential to develop a successful niche serving community economic needs. The common themes across most of these fields are healthcare and technology.

Table V-6. RHC Growth Programs and Nearby Community Colleges

Offered at 3 or fewer Community Colleges	Offered at 4 - 6 Other Community Colleges	Offered at 7+ Other Community Colleges
<ul style="list-style-type: none"> • Biomedical Instrumentation • Registered Veterinary Technology • Film Production • Engineering Technology, General • Sheet Metal and Structural Metal • Medical Laboratory Technology • Community Health Care Worker • Biotechnology and Biomedical Technology • Computer Support • Health Information Technology 	<ul style="list-style-type: none"> • Television (including combined TV/film/video) • Manufacturing and Industrial Technology • Dental Assistant • Paralegal 	<ul style="list-style-type: none"> • Office Technology/Office Computer Applications

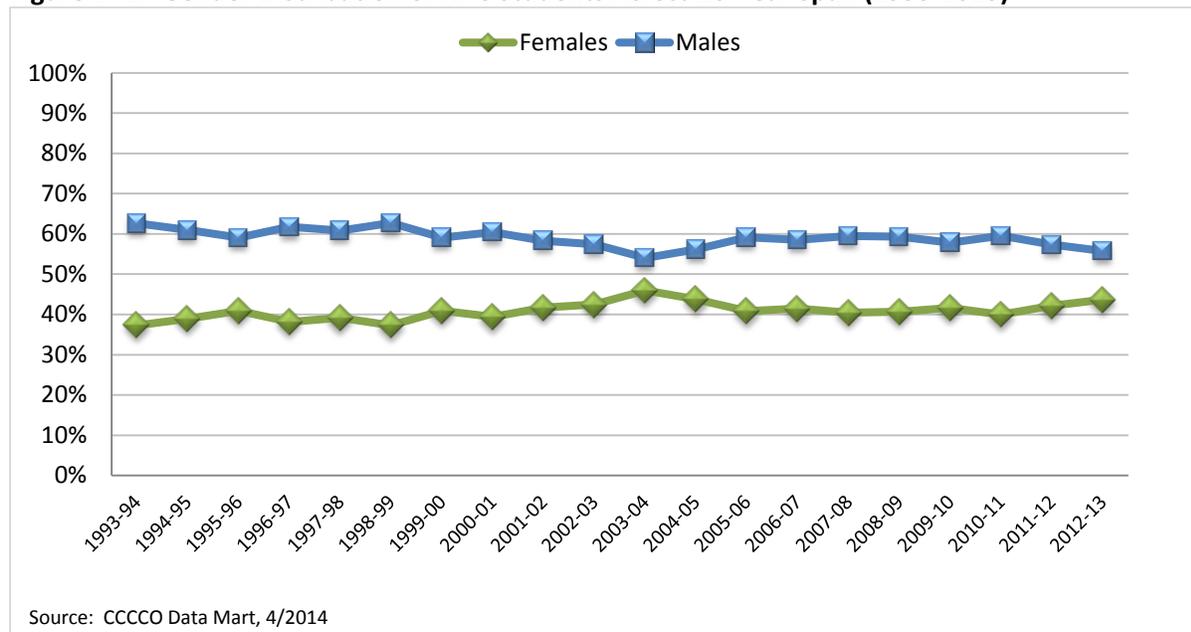
VI. Student Demographics

Although the college has experienced enrollment growth over the past 20 years, student demographics have remained relatively stable. Today’s “typical student” would be a Hispanic male between 20 and 24 years of age, while in 1993-1994 that student would have been a Hispanic male between 25 and 29. The most noteworthy change has been that the student population is getting younger.

Gender

The majority of the college’s students are male. Over the past 20 years, the ratio of male to female students has remained about 3 to 2 (60% to 40%). The highest percentage of male students was 62.7% in 1998-1999. Recent years have seen a trend toward balance. In 2012-2013, 55.8% of the students were male. The college has also seen an increase in students of unknown/undeclared gender, from below 0.1% in the 1990s to almost 0.6% in 2012-2013.

Figure VI-1. Gender Distribution of RHC Students Across 20-Year Span (1993-2013)



Note: The annual percentages of students of unknown/undeclared gender accounted for less than 1% of the total annual distributions and could not be adequately displayed in the figure.

In having a majority of male students, Rio Hondo is unusual among California community colleges. Statewide, for the 2012-2013 school year, the community college student population consisted of 53.0% females, 45.9% males, and 1.1% unknown/undeclared.³ Rio Hondo’s high proportion of male students is primarily due to have a large Public Safety division. The programs (e.g., Police Academy, Fire Technology Emergency Medical Technician, Corrections) enroll about three male students for each female student (i.e., 76.1% of the 7,241 students in 2012-2013 were male).⁴ Excluding the students who enrolled only in Public Safety courses, Rio Hondo’s 2012-2013 for-credit student population consisted of 50.4% males.

³ CCCC Datamart (Student Count), retrieved on 5/08/2014.

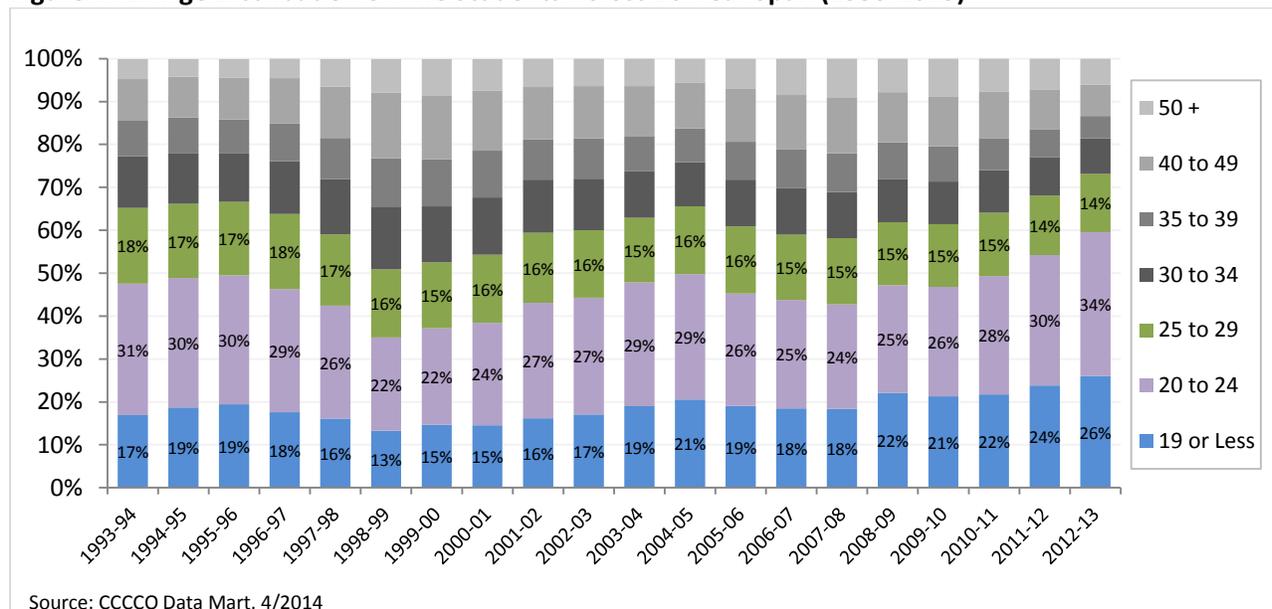
⁴ Banner/Cognos (Person Detail), retrieved on 4/28/2014.

Excluding the students who enrolled only in Public Safety academy courses, but including those who enrolled in Public Safety degree and certificate courses (e.g., Fire Technology, Administration of Justice), the college’s 2012-2013 for-credit student population was 51.5% male. The division with the highest proportion of female students in 2012-2013 was Health Science and Nursing. Four in five (80.1%) of its 548 students were females.

Age Group

The most apparent area of demographic change is in age; the RHC student population is getting younger. The California Community College Chancellor’s Office (CCCCO), on its Data Mart, reports student age in groups: 19 or less, 20 to 24, 25 to 29, 30 to 34, 35 to 39, 40 to 49, 50 or more, and Unknown. For each of the past 20 years, the largest age group has been 20 to 24, usually comprising 25% to 30% of enrollment. For the past two years, the median age has fallen within this group. Before that, the median age group was 25 to 29. Historically about 6 in 10 students have been below 30 years age.

Figure VI-2. Age Distribution of RHC Students Across 20-Year Span (1993-2013)



Note: The annual percentages of students of unknown/undeclared age accounted for less than 1% of the total annual distributions and could not be adequately displayed in the figure.

Consistent with the trend of students getting younger, more than 73% of students in 2012-2013 were below 30. Considering 20 years of age data, RHC had its highest percentages of students 19 or less (26.0%) and 20 to 24 (33.5%) in 2012-2013. At the same time, the college had its lowest percentages of students in the 25 to 29, 30 to 34, 35 to 39, and 40 to 49 age groups.

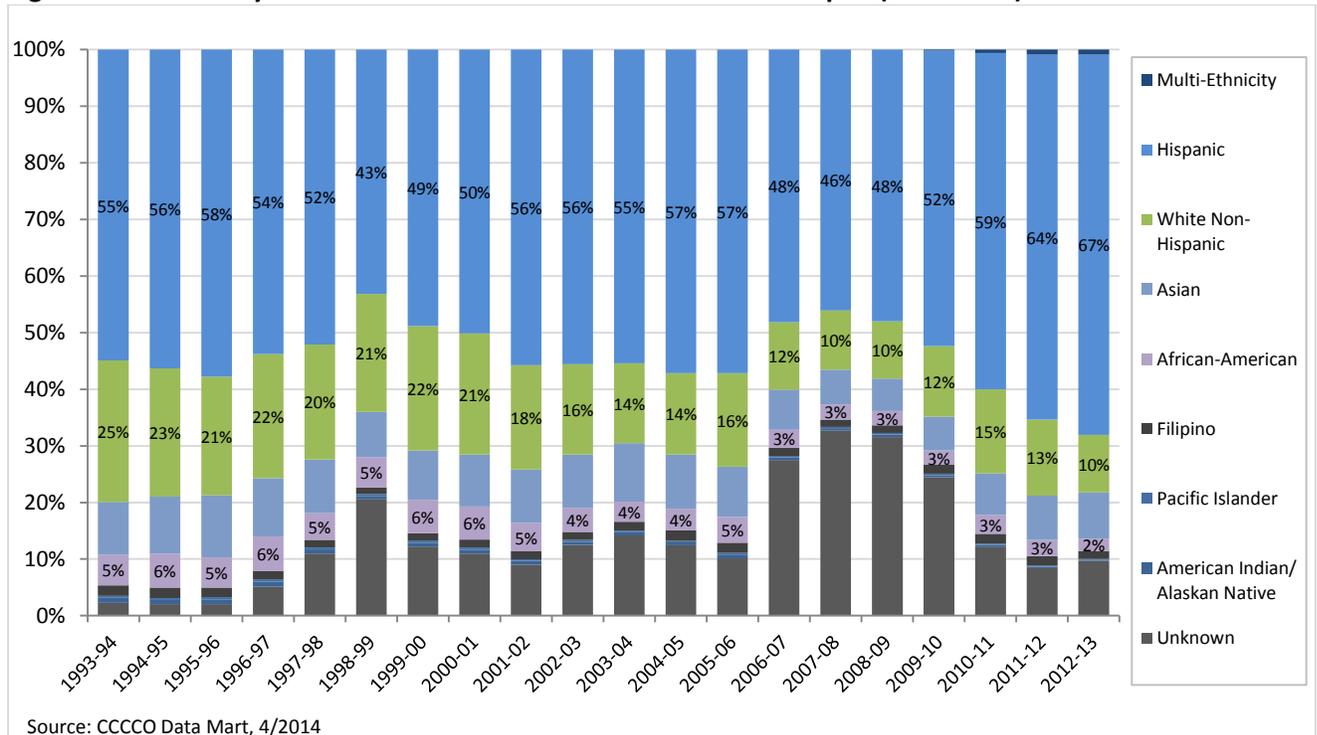
Ethnicity

Consistent with the surrounding Los Angeles area, Rio Hondo College has seen an increase in its Hispanic population over the past two decades. This increase was accompanied by decreases in White Non-Hispanic and African-American students.

The percentage of students reporting Hispanic ethnicity increased from 54.9% in 1993-1994 to 67.2% in 2012-2013. Over the same period of time, the percentages of African-American students decreased from 5.5% to 2.2% and White Non-Hispanic decreased from 25.0% to 10.2%. The CCCCO introduced the Multi-Ethnicity category in 2009-2010; as of 2012-2013 almost 1 in 100 RHC student identified in this category. Percentages of other ethnic groups have remained relatively stable: about 8% of students report being Asian and below 2% report being Filipino. Below 1% of students reported being American Indian/Alaskan Native or Pacific Islander.

In contrast to gender and age group, year-to-year comparisons in ethnicity are complicated by dramatic fluctuations in the numbers of students classified as “Unknown.” Typically, about 1 student in 10 is in the Unknown category. Due to changes in definitions and reporting procedures, that percentage temporarily leaped from 2006-2007 to 2009-2010. During that period between 1 in 3 and 1 in 4 students were in the Unknown category.

Figure VI-3. Ethnicity Distribution of RHC Students Across 20-Year Span (1993-2013)



Feeder High Schools

The college has two sources of data on new students' high schools: one for historic data and one for recent data. The source of historic data is the California Postsecondary Education Commission (CPEC). Until the State of California eliminated this commission in November 2011, CPEC provided annual data on the high schools of new RHC students. These updates ended with the 2009-2010 school year. CPEC, though not current, provides comprehensive data for new Rio Hondo students in previous academic years.

During the final five years reported by CPEC, 8 high schools within RHCCD boundaries were among the college's top 10 feeder high schools (see Table VI-4). The 2 remaining high schools within RHCCD, La Serna and Arroyo, were the 11th and 13th respectively. Two out-of-district high schools in Montebello (Montebello and Schurr) were consistently among the top 10.

Table VI-4. RHC Student Count from Feeder High Schools

Feeder High School	2006	2007	2008	2009	2010	TOTAL
Whittier High, Whittier	115	115	129	126	124	609
El Rancho High, Pico Rivera	125	100	99	99	91	514
Montebello High, Montebello	69	80	112	136	97	494
California High, Whittier	83	74	89	92	77	415
Santa Fe High, Santa Fe Springs	59	63	83	54	57	316
Schurr High, Montebello	84	50	61	58	48	301
Pioneer High, Whittier	58	39	74	69	56	296
Mountain View High, El Monte	54	56	58	42	65	275
South El Monte High, South El Monte	50	49	60	60	49	268
El Monte High, El Monte	46	57	65	51	43	262
La Serna High, Whittier	33	35	49	57	66	240
Los Altos High, Hacienda Heights	39	42	47	45	27	200
Arroyo High, El Monte	31	47	36	36	46	196
Sierra Vista High, Baldwin Park	34	34	43	45	27	183
Bell Gardens High, Bell Gardens	41	31	33	32	31	168

Source: California Postsecondary Education Commission (CPEC), 4/30/2014

The second source is CCCApply (online application) data. The college began collecting these data for the Fall 2012 semester. Because this information is collected only for students applying to the college, many continuing students do not have a high school on file. The percentage of students with a high school of record has increased each semester since Fall 2012, with 59.0% of the Spring 2014 for-credit students having a high school of record. The most complete data, though, are for new students.

RHC had 4,683 new students (including first-time college students and new transfer students) in Fall 2013 and had a high school listed for 3,928 (83.9%) of those students. Table VI-5 displays the college's top 25 feeder high schools for the new students of Fall 2013. Consistent with the historic data, Whittier and El Rancho were the two high schools sending the most students to Rio Hondo. Two El Monte schools, El Monte and Arroyo, moved up to third and fourth, respectively. Overall, high schools within

the RHCCD boundaries were 10 of the top 12 feeders. The 2 out-of-district schools in the top 12 were Montebello (#3) and Schurr (#11). Most of the other out-of-district high schools in the top 25 were located in the San Gabriel Valley.

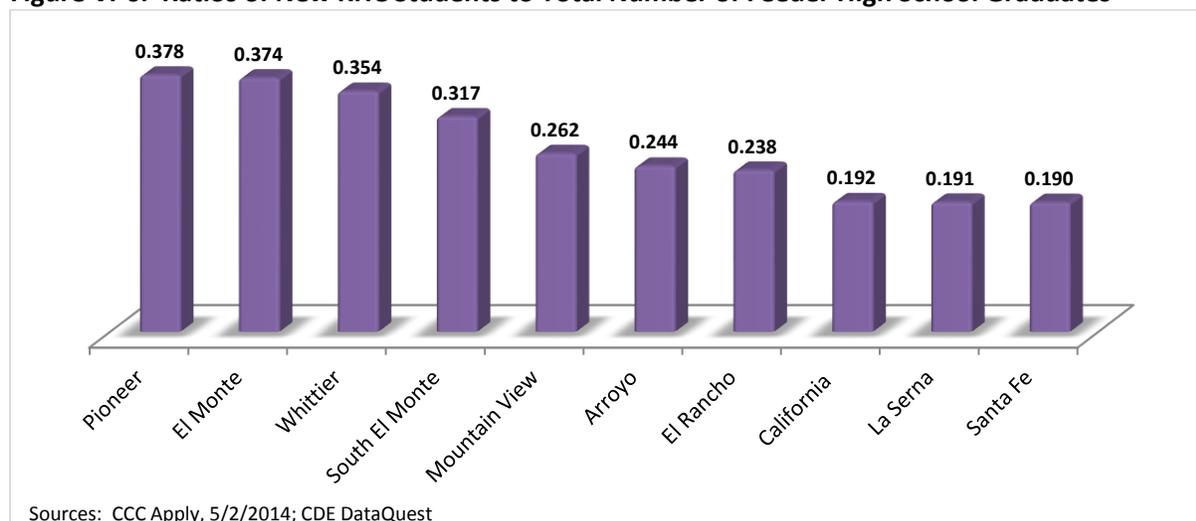
Table VI-5. Top Feeder High Schools for Fall 2013 New RHC Students

Feeder High School	Count	Feeder High School	Count
Whittier High	177	Rosemead High	69
El Rancho High	155	Downey High	64
Montebello High	145	Warren High	50
El Monte High	142	San Gabriel High	47
Arroyo High	126	Bell Gardens High	43
California High	122	Nogales High	42
La Serna High	119	Sierra Vista High	41
Pioneer High	110	La Puente High	41
South El Monte High	107	Bell Senior High	41
Santa Fe High	107	Bassett High	40
Schurr High	102	Glen A. Wilson High	39
Mountain View High	85	James A. Garfield High	34
Los Altos High	71		

Source: CCC Apply, 5/2/2014

The number of students a high school sends to Rio Hondo is a function of the high school's size. The larger high schools within RHCCD (California, El Rancho, La Serna) enroll and graduate about twice as many students as the smaller high schools (Pioneer, South El Monte, Mountain View). Figure VI-6 presents the 10 high schools within RHCCD in terms of the proportion of students it sent to Rio Hondo. The schools are ranked according to a ratio, which is the number of new students enrolling at Rio Hondo in Fall 2013 divided by the school's number of graduates in 2013. The three high schools with the highest proportion of students enrolling at Rio Hondo were Pioneer, El Monte, and Whittier.

Figure VI-6. Ratios of New RHC Students to Total Number of Feeder High School Graduates



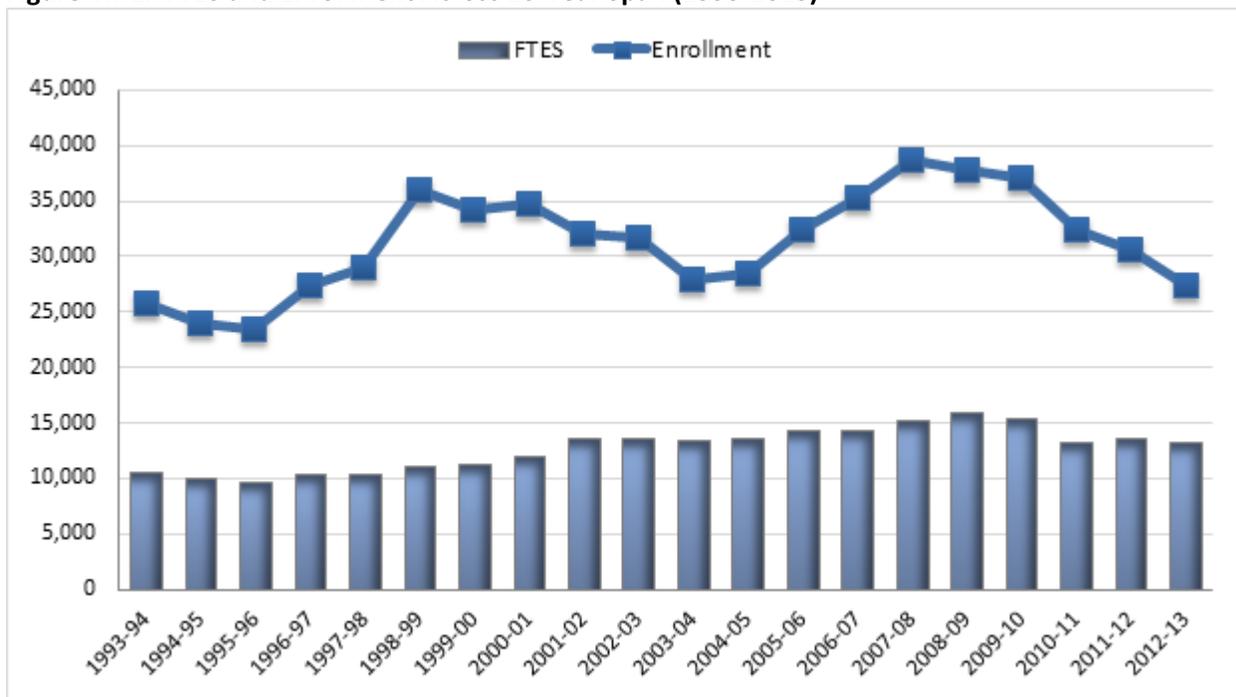
VII. Student Enrollment Trends

Rio Hondo College has experienced growth in student enrollment and full-time equivalent students (FTES) over the past 20 years. Total enrollment has fluctuated over the years, while FTES have increased at a fairly steady pace. The college reached its highest levels of enrollment and FTES between 2007 and 2010. This period was followed by noteworthy decreases due to the 2008 recession.

The college's average enrollment since 1993-1994 has been 31,318, with a low of 23,441 in 1995-1996 and a high of 38,714 in 2007-2008. Rather than increasing on a smooth curve, enrollment has shown two peaks and two downturns. Enrollment showed a sharp increase to 36,062 in 1998-1999. This was followed by years of decrease, reaching a low point of 27,962 in 2003-2004. This, in turn, was followed by years of increase. The college had above 37,000 students enrolled for 2007-2008, 2008-2009, and 2009-2010. This peak was followed by a sharp drop due to the recession. Total enrollment for 2011-2012 and 2012-2013 was below the 20-year average.

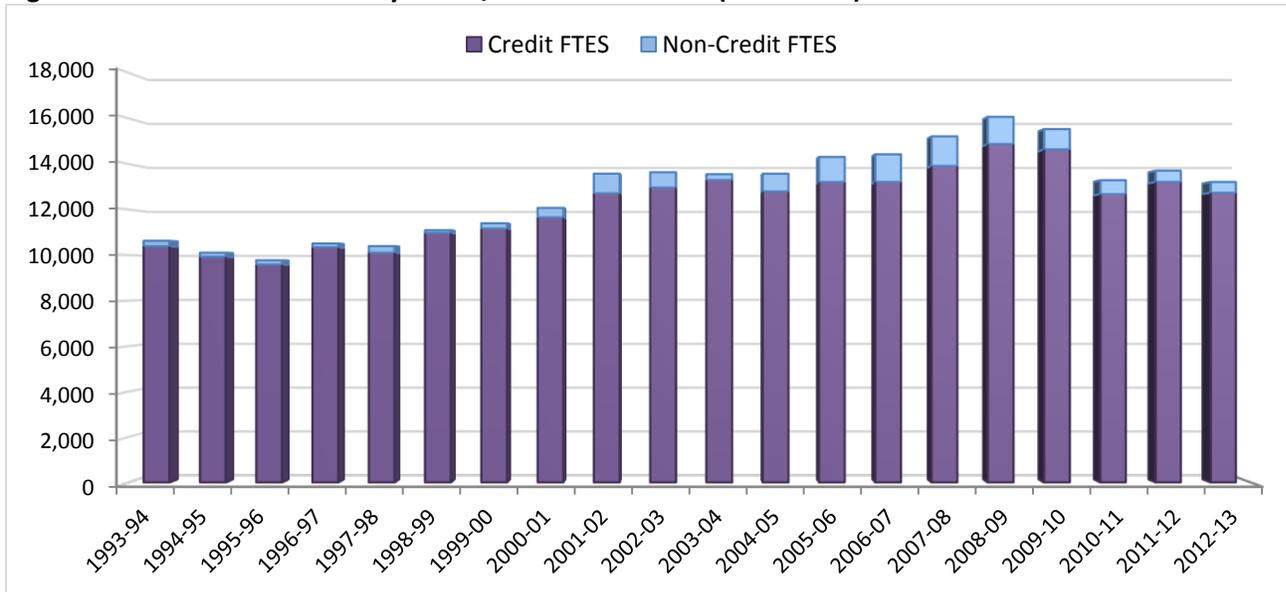
The college's average FTES since 1993-1994 has been 12,801, with a low of 9,774 in 1995-1996 and a high of 16,067 in 2008-2009. There was an increase almost every year between these two years. Although FTES dropped appreciably after 2009-2010, the college remains above its 20-year average. The total FTES for 2012-2013 was 13,208.

Figure VII-1. FTES and Enrollment Across 20-Year Span (1993-2013)



Over the 20 years, 4.6% of FTES has come from non-credit courses. Non-credit FTES has averaged 586 annually, with a low of 186 in 1994-1995 and a high of 1,300 in 2007-2008. After four years of non-credit FTES above 1,110, there has been a decrease in each of the four most recent academic years. Non-credit FTES for 2012-2013 was 476.

Figure VII-2. FTES Distribution by Credit/Non-Credit Status (1993-2013)



The CCCCO classifies students by “Enrollment Status,” which captures students’ enrollment history at their current college. For virtually every academic term over the past 20 years, the largest enrollment status has been Continuing Rio Hondo Students (who enrolled in the previous semester and enrolled again in the current semester). For most terms, the numerical majority of RHC students have been in the continuing category. For the Fall 2012 semester, 53.4% of students were Continuing Rio Hondo Students, 18.7% were First-Time College Students, 15.9% were Returning Students (returning to RHC after a break of at least one semester), 10.4% were First-Time Transfer Students (first semester at RHC after having been enrolled at another college) and below 2% were Special Admit Students or Uncollected/Unreported. This pattern is typical for fall semesters, with Returning Students surpassing First-Time College Students as the second most populous category in many summer and spring semesters.

VIII. Student Achievement Information

This chapter addresses student achievement in terms of the Student Success Scorecard, degrees and certificates, and transfers to four-year institutions. Across these measures, the college has exhibited increases in such areas as students progressing from basic skills math to completing a transfer-level course, new students earning at least 30 units, associate degrees awarded, and RHC students transferring to four-year colleges and universities. Areas of decrease included completion rates and transfers to CSU campuses. Many measures did not exhibit a clear pattern of change over the past ten years.

Student Success Scorecard

The CCCCO Student Success Scorecard is the second generation of the Accountability Reporting for the Community Colleges (ARCC) initiative, which was established by the state legislature in 2004. The CCCCO converted to the Scorecard format for 2013, providing a common set of measures aligned with the recommendations of the Student Success Task Force. The measures include both longer-term outcomes (e.g., graduation, transfer) and intermediate outcomes or “momentum points” (e.g., three-semester persistence, earning 30 units, starting in basic skills and passing a transfer course in the same discipline). The purpose of the Scorecard is to allow each college to measure its own progress across time.

CCCO Data Mart currently reports Scorecard outcomes data for eight cohorts. Results are tabulated six years after the cohort began. Thus, the most recent cohort began in 2007-2008 and completed their six years in 2012-2013. Table VIII-1 provides the results for each of the eight cohorts. Some of the rows include the terms “Prepared” and “Unprepared.” In the CCCCO’s definitions, a “Prepared” student did begin English and/or Math courses at the basic skills level. An “Unprepared” student took at least one basic skills course in English and/or Math. The “Overall” rate is the combination of Prepared and Unprepared.

The Scorecard provides an operational definition of each measure. Thumbnail summaries of those definitions follow here. *Persistence* means that a student enrolled for two consecutive semesters after his or her first semester at a community college. *30 Units* involves earning at least 30 units. A student would be counted as achieving *Completion* if that student earned a degree or certificate, transferred to a four-year school, and/or earned “Transfer Prepared” status. The *Remedial* measure indicates that a student began taking courses at the basic skills level in English, Math, or ESL and passed a college-level course in that discipline. *CTE* refers to a student with a concentration in a career-technical education program who meets one of the criteria for Completion. *CDCP* (Career Development and College Preparation) means that a student who started with specific non-credit courses meets one of the criteria for Completion.

Table VIII-1. Scorecard Measures for Cohorts From 2001 to 2008

	2000- 2001	2001- 2002	2002- 2003	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008
Persistence - Overall	68.0%	67.2%	66.7%	71.9%	68.3%	69.7%	71.2%	67.3%
Persistence - Prepared	48.1%	42.7%	46.8%	61.2%	63.6%	65.7%	72.1%	67.2%
Persistence - Unprepared	71.1%	70.6%	69.6%	73.4%	69.0%	70.3%	71.1%	67.9%
30 Units - Overall	60.9%	57.3%	58.6%	60.7%	61.6%	63.1%	63.4%	63.1%
30 Units - Prepared	51.9%	45.1%	52.8%	52.8%	57.7%	57.3%	67.1%	60.8%
30 Units - Unprepared	62.3%	59.0%	59.5%	61.8%	62.3%	64.0%	62.7%	63.5%
Completion - Overall	44.6%	39.0%	39.0%	42.9%	43.0%	42.6%	41.5%	37.9%
Completion - Prepared	65.1%	61.2%	59.3%	65.9%	62.5%	65.3%	66.1%	60.8%
Completion - Unprepared	41.3%	35.9%	36.0%	39.5%	39.7%	39.0%	37.1%	34.0%
Remedial - English	42.4%	40.8%	38.9%	41.1%	40.7%	38.6%	41.7%	38.0%
Remedial - ESL	53.5%	53.3%	58.5%	51.1%	52.1%	51.6%	53.0%	45.7%
Remedial - Math	22.2%	19.2%	19.7%	24.7%	26.1%	26.8%	27.3%	27.7%
CTE	63.0%	49.2%	48.2%	52.0%	49.6%	48.7%	51.5%	51.0%
CDCP	NA	NA	NA	NA	NA	NA	10.0%	9.7%

Source: CCCC Data Mart, 4/2014

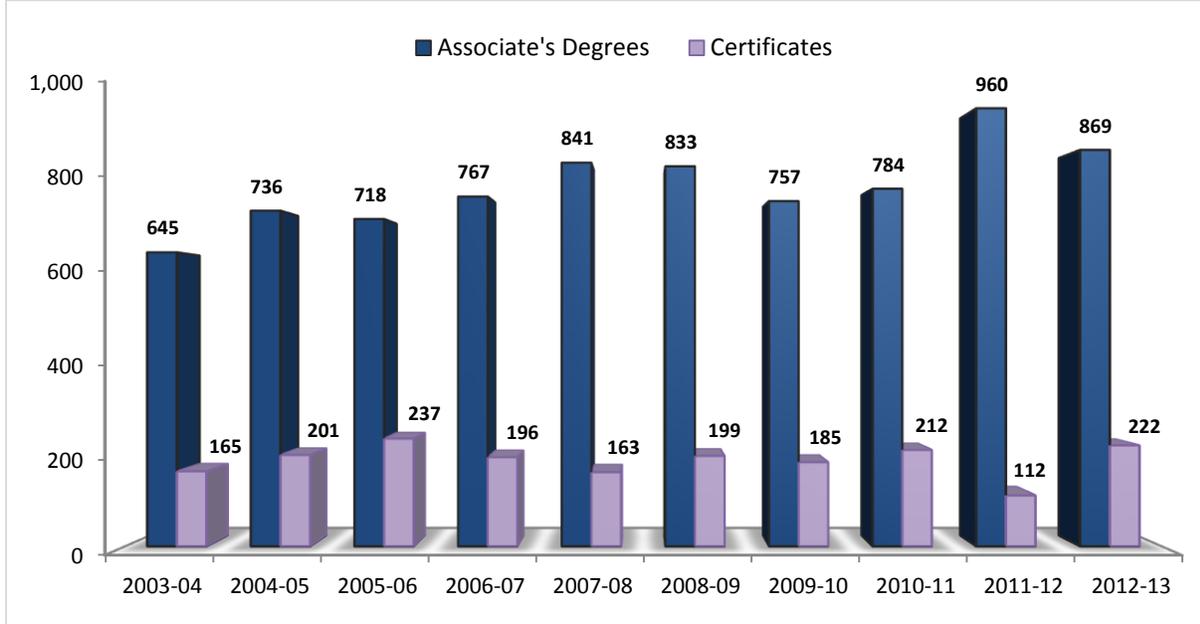
There is no single trend or pattern among the results in Table VIII-1. There are some measures that have exhibited improvement over time. These are Persistence by prepared students, 30 Units by all students, and basic skills progression in Math. The later measure has seen an increase in each academic year since 2001-2002, increasing from 19.2% to 27.7%. On the other hand, Completion rates decreased from 2000-2001 to 2007-2008. Results for other measures either remained relatively level or showed considerable fluctuation across the eight cohorts.

Degrees and Certificates

Rio Hondo College has increased the total number of program awards (degrees and Chancellor-approved certificates) over the past 10 years, growing from a low of 810 in 2003-2004 to a high of 1,091 in 2012-2013. Except for a dip in 2009-2010, each academic year has seen an increase in awards. The college has averaged 980 awards annually over the past 10 years.

The yearly increase in program awards has largely been due to increase in associate degrees rather than increases in certificates (see Figure VIII-2). The number of degrees has increased most years, with a low of 645 in 2003-2004 and a high of 960 in 2011-2012. The 10-year average is 791 degrees per year. The total number of Chancellor-approved certificates has fluctuated around the annual average of 189. The low was 112 in 2011-2012 and the high was 237 in 2005-2006. Although there is no pattern in the year-to-year changes in certificates awarded, two of the three most recent years have been above the 10-year average.

Figure VIII-2. Program Awards Across 10-Year Span



Source: CCCC Data Mart, 4/2014

Associate of Arts Degrees. The largest number of awards in most years is for Associate of Arts (AA) degrees. The college has awarded a total of 4,158 AA degree over the past 10 years, for an annual average of 416. The number AAs awarded has increased over this time period.

The most popular area within the AA degree is classified by the CCCC as “Interdisciplinary Studies” with 3,122 degrees. (Traditionally, this area has included majors in General Education Transfer and Liberal Arts. Since 2010, the college has seen growth in the numbers of students graduating with one of the four emphases in the General Studies major: Arts and Human Expression, Science and Mathematics, Social Behavior and Self-Development, and Social Sciences.) Among traditional disciplines, the two most popular areas have been Business and Management (Business Administration) with 727 and Public and Protective Services (Administration of Justice) with 1,246.

Associate of Science Degrees. The college has awarded 3,684 Associate of Science (AS) degrees over the past 10 years, with an average of 368. Although there has been some fluctuation in year-to-year totals, the college has definitely increased the number of AS degrees during this time period.

The most popular area has been Public and Protective Services (Administration of Justice, Fire Technology) with 1,246 AS degrees. This was followed by Health (Registered Nursing) with 914 and Family and Consumer Sciences (Child Development, Early Childhood Education) with 697.

Transfer Degrees. During 2011-2012, the RHC began awarding Associate in Arts for Transfer (AA-T) and Associate in Science for Transfer (AS-T) degrees in four subjects: Communication Studies (AA-T), Mathematics (AS-T), Psychology (AA-T), and Sociology (AA-T). The college has awarded a total of 68 transfer degrees, with the most popular being Psychology (33 degrees).

Certificates requiring 30 or more units. The college has awarded 457 of these certificates over the past 10 years. Yearly totals have usually been close to the average of 46. The college has not exhibited growth in these awards.

The majority of these certificates have been in Health (Licensed Vocational Nursing) with 233. Other popular categories have been Engineering and Industrial Technologies (Automotive Technology) with 73, Public and Protective Services (Drug Studies) with 68, and Business and Management (Accounting) with 47.

Certificates requiring fewer than 30 units. Most of the certificates awarded by Rio Hondo College require at least 18 units, but fewer than 30. The college has awarded 1,423 of these certificates over the past 10 years. The numbers of these certificates have tended to fluctuate from year to year, but most years have been fairly close to the 142 average. The college has not exhibited growth in these awards.

The most popular category for these certificates has been Public and Protective Services (Fire Technology) with 674. Other popular categories have been Family and Consumer Sciences (Child Development) with 400, Engineering and Industrial Technologies (Engineering Design Drafting) with 111, and Architecture and Related Technologies (Architectural Design and Drawing) with 90.

Rio Hondo offers one Chancellor-approved certificate requiring fewer than 18 degrees: Alternative Energy Technology (16 units). The college began awarding these certificates in 2010-2011 and has awarded a total of 12.

Conclusion. As evident in Table VIII-3, there are some patterns related to the majors in which students are earning degrees and certificates. The most common set of majors involves general studies or liberal arts AA degrees. Other areas recur in lists of majors popular among those earning awards. These were Nursing, Business Administration and Management, Fire Technology, Child Development, Administration of Justice. Other popular majors were Automotive Technology, Accounting, Architectural Design and Drawing, Engineering Design Drafting, Drug Studies, and Architecture.

There are three categories of students that account for seven of every eight awards conveyed by the college. The first consists of students earning an interdisciplinary AA (General Education Transfer, Liberal Arts, General Studies). These students earned almost one-third (31.9%) of the awards conveyed by RHC in the past 10 years. The second consists of students earning AS or AA degrees in a relatively short list of career-technical subjects (e.g., Registered Nursing, Child Development, Business, Administration of Justice). These students accounted for more than one-third (34.5%) of the RHC's awards over the 10 years. The third consists of students earning certificates. More than one-fifth (20.8%) of the college's awards were certificates. The large majority of certificates were in three majors (Fire Technology, Child Development, Vocational Nursing).

Table VIII-3. Program Awards by Category over 10-Year Period (2003-2013)

	# Awards		# Awards
Associate of Arts (A.A.) degree	4,158	Certificate requiring 30 to < 60 semester units	457
Business and Management	727	Business and Management	47
Fine and Applied Arts	52	Engineering and Industrial Technologies	73
Humanities (Letters)	24	Environmental Sciences & Technologies	15
Interdisciplinary Studies	3122	Health	233
Public and Protective Services	227	Information Technology	8
Social Sciences	6	Media and Communications	13
		Public and Protective Services	68
Associate of Science (A.S.) degree	3,684	Certificate requiring 18 to < 30 semester units	1,423
Architecture and Related Technologies	143	Architecture and Related Technologies	90
Biological Sciences	7	Business and Management	81
Business and Management	219	Education	33
Engineering and Industrial Technologies	161	Engineering and Industrial Technologies	111
Environmental Sciences and Technologies	51	Family and Consumer Sciences	400
Family and Consumer Sciences	697	Information Technology	32
Fine and Applied Arts	134	Public and Protective Services	674
Health	914	Social Sciences	2
Information Technology	83	Certificate requiring 12 to < 18 units	12
Law	1	Engineering and Industrial Technologies	12
Mathematics	6		
Media and Communications	22		
Public and Protective Services	1,246		
Associate in Science for Transfer (A.S.-T) Degree	12		
Mathematics	12		
Associate in Arts for Transfer (A.A.-T) Degree	56		
Humanities (Letters)	8		
Psychology	33		
Social Sciences	15		

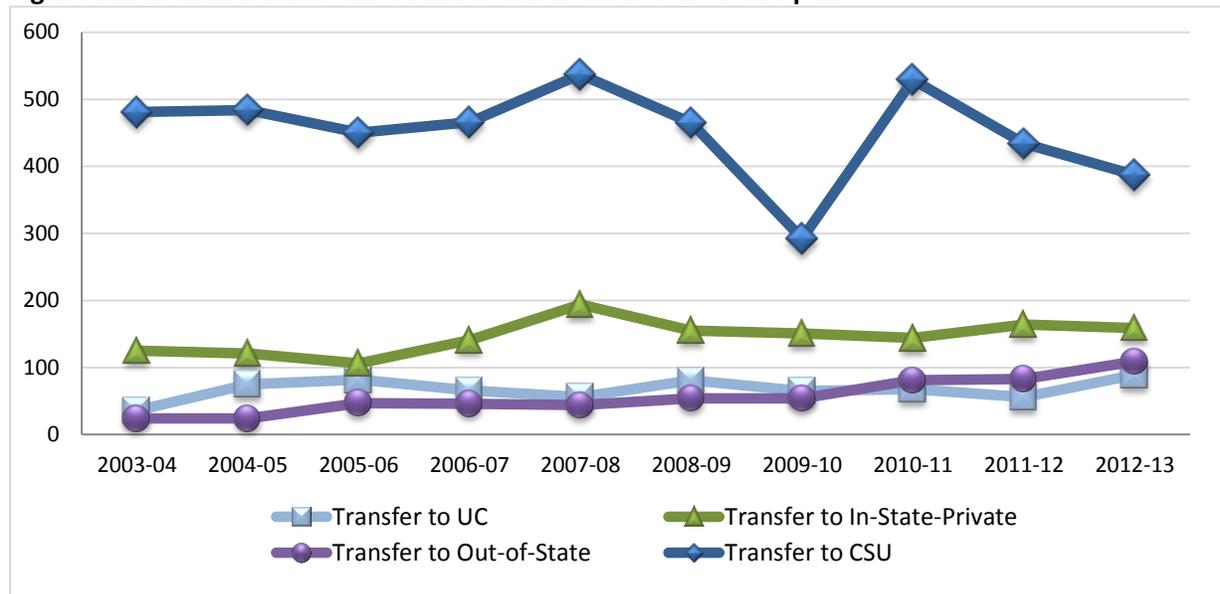
Source: CCCC Data Mart, 4/2014

Transfers

Because many students enroll in a community college with plans to transfer to a four-year institution, the numbers of transfers serve as an important indicator of student achievement. This indicator is distinct from awards as many students graduate from RHC without transferring and many others transfer without graduating. Transfer figures are reported here in terms of the four sectors used by the Chancellor's Office: California State University (CSU) system, University of California (UC) System, in-state-private (ISP) colleges and universities, and out-of-state (OOS) colleges and universities.

Overall, the college has increased the number of students transferring over the past 10 years. Although there has not been a consistent pattern of growth, there is a clear difference across (see Figure VIII-4). The average number of graduates per year in 2003 to 2006 was 685 and the average for 2010 to 2013 was 768.

Figure VIII-4. Transfer Patterns of RHC Students across 10-Year Span



Source: CCCCO Data Mart, 4/2014

The CSU system is the primary destination for RHC transfers. In each of the past 10 years, the majority of RHC students transferring to a four-year school enrolled at a CSU. The numbers of RHC transfers to CSU campuses have varied greatly, from a low of 292 in 2009-2010 to a high of 537 in 2007-2008. Overall, the trend has been toward a decrease in the numbers of students the college is sending to CSU campuses each year. The CSU campuses most popular for RHC transfers are Los Angeles, Fullerton, Pomona, Long Beach, and Dominguez Hills.

Almost 1 in 10 RHC transfer students enrolls at a UC campus, an average of 67 per year. The numbers of RHC students transferring to UC schools has increased, from a low of 36 in 2003-2004 to a high of 89 in 2012-2013. The UC campuses most popular for RHC transfers are Los Angeles, Irvine, and Riverside.

In-State-Private institutions are second to CSUs in being a destination for RHC transfers. A yearly average of 146 RHC students have transferred to ISPs, with a low of 106 in 2005-2006 and a high of 194 in 2007-2008. Despite a brief downward trend between 2008 and 2011, the college has increased the number of ISP transfers over this 10-year period. The ISP campuses receiving the most RHC transfers have been University of Phoenix, University of La Verne, Azusa Pacific University, Whittier College, DeVry University, and ITT Technical Institute.

The number of Rio Hondo students transferring to out-of-state institutions has grown rapidly over the past 10 years, from a low of 24 in 2003-2004 to a high of 109 in 2012-2013. Most years have shown an increase over the previous year. Although the 10-year average of 57 places ISPs below the UC system, Rio Hondo has placed more students in ISPs than UCs in each of the past three years. The ISPs receiving the most RHC transfers have been Ashford University, Union Institute & University, and University of Maryland—University College. It is important to note that each of these is a distance-learning university and RHC transfers are likely not leaving the state to attend. Brick-and-mortar campuses popular with RHC transfers have been Grand Canyon University, Arizona State University, and University of Nevada—Las Vegas.

MASTER PLAN

IX. Introduction to Master Plan Section

The Master Plan section of this document contains seven chapters on four general topics: foundational statements, student success and support programs, academic and vocational programs, and college projections. The chapters on student success and support programs (Chapter XIV) and academic and vocational programs (Chapter XV) largely consist of profiles of individual programs and units of the college. Each profile includes a summary of the program or unit's current status, which is followed by a five-year outlook. Chapter XVI, on college projections on Full-Time Equivalent Students (FTES) and enrollment, also has a structure of current status and five-year outlook.

Chapters X-XIII present a set of four foundational statements: Mission, Vision, and Values; Strategic Directions; Institution-Set Standards; and Institutional Goals and Objectives. These statements, developed in different contexts within the RHC planning process, present the college's aspirations and plans for fulfilling those aspirations.

Developed through participatory governance and approved by the Board of Trustees, the Vision, Mission, and Values (Chapter X) distinguish the college by stating its purpose, intended population, and desired characteristics. The college revised its Mission Statement during the summer and fall of 2013 as a kick-off of the new Educational Master Plan process. As a result of discussion at the Institutional Planning Retreat in April 2013, the college formed a Mission Statement Task Force. Guided by the Student Success Initiative and ACCJC Standard IA, the task force drafted a statement emphasizing the college's focus on student outcomes. After review by campus constituencies and the Board of Trustees, the task force edited the draft to create the Mission Statement that was forwarded by the Planning and Fiscal Council (PFC) and approved by the Board on November 18, 2013.

The college's Strategic Directions (Chapter XI) were formed at the 2014 Institutional Planning Retreat. Retreat participants engaged in a two-step process of brainstorming actions to advance the college and voting on the most important actions. This process resulted in a total of eight Strategic Directions, two for each of the college's four areas: Academic Affairs, Student Services, President, and Finance and Business.

The college established its current Institution-Set Standards in February 2014. Chapter XII provides a table of the standards and a detailed explanation of their development.

During the spring and summer of each year, the college reviews and updates its Institutional Goals and Objectives (Chapter XIII). This process begins in early spring with the Institutional Research and Planning office compiling the college's progress over the past year on each of the objectives and a list of suggestions on improving the goals and objectives. At the Institutional Planning Retreat, teams of faculty, administrators, classified staff, and students review the goals and objectives and recommend improvements in content and phrasing. The Institutional Effectiveness Committee (IEC) makes edits and the revised goals and objectives are approved by PFC and the President before presentation to the Board in fall. Chapter XIII shows the final 2014-2015 Institutional Goals and Objectives.

X. Vision, Mission, and Values

Vision Statement

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

Mission Statement

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

Values Statement

As a teaching/learning community, we come together and strive to meet the needs, aspirations, and goals of our changing student population and communities. Since what we value forms the core of who and what we are, the college community – trustees, faculty, and staff – recognizes the importance of openly and candidly expressing the college's values. Rio Hondo College values the following:

1. Quality Teaching and Learning

The college is dedicated to excellence in instruction and student services to develop the intellectual and personal competence of each student. Rio Hondo College is committed to preparing students to adapt to the demands of a multicultural society.

2. Student Access and Success

Rio Hondo College recognizes the individual worth and potential of every human being. Accordingly, the college offers an open access, comprehensive educational program to its students including basic skills, vocational education certificates and degrees, general education and transfer courses, and, for its community, economic development opportunities.

At Rio Hondo College, students will have an opportunity to develop ethical values, learn the rights and responsibilities of citizenship, develop career skills, and understand the scientific, artistic and social achievements of various cultures including their own.

3. Diversity and Equity

Rio Hondo College remains committed to the diversity of students, faculty, staff, and management. Diversity can be defined in many ways including ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, learning styles, political beliefs, or other ideologies. Appreciation of diversity means the following:

- *Recognizing that each individual is unique and understanding individual differences.*
- *Recognizing the things that people have in common despite being members of diverse groups.*
- *Creating a safe, positive, and nurturing environment that cultivates respect for what these differences are.*
- *Moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity as a way of coming together as a community with a common purpose. The concepts of educational equity and student learning outcomes are central to the values of the College. Access to education and the opportunity for educational success for all students shall be provided, with particular efforts in regard to those who have been historically and currently underrepresented. Education should prepare students to adapt to the demands of a multicultural society.*

4. Fiscal Responsibility

Rio Hondo College recognizes the importance of maintaining a fiscally sound, efficient, and effective college operation. It uses its resources – human, facilities, and financial – to the optimum benefit of its students, community, and staff.

5. Integrity and Civility

We value integrity, honesty, and respect in our actions and words.

XI. Strategic Directions

- ❖ Increase the visibility and awareness of learning support resources and continue to innovate in this area: i.e., tutoring, assessment preparation, library, learning communities, honors, accelerated/modularized courses.
- ❖ Use Ed Plan information to enhance strategic/collaborative scheduling of classes:
 - offer additional sections of high demand courses
 - explore concentration/models of basic skills courses
 - provide more tutorial support to increase retention and success
 - to increase completion rates
- ❖ Focus on degree/transfer completion pathways.
 - With assistance in identifying majors
- ❖ Retain students
 - Assess counseling department now
 - Counseling that is effective, friendly, accessible, and accurate
- ❖ Develop an all-inclusive advertising/marketing/outreach campaign
- ❖ Develop an “in-reach” student service campaign utilizing social media and “cross-training” and/or emerging technology.
- ❖ Provide leading edge technological solutions to support student success, operational efficiency, and facilitate training for faculty and staff.
- ❖ Assess and evaluate funding opportunities that promote enrollment growth and student retention.

XII. Institution-Set Standards

The College began developing institution-set standards in response to an 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 Institutional Research and Planning (IRP) office in conjunction with the Institutional Effectiveness Committee (IEC), this initial group of standards was presented to the Board in March and to the Institutional Planning Retreat participants in April.

Between November 2013 and February 2014, the College advanced its institution-set standards initiative. During this period, IEC reviewed the current performance of the College, updated the ACCJC required institution-set standards, and developed additional standards in response to campus feedback. The feedback was related to two campus developments in late 2013: the College updated its mission statement and found more uses for the new Student Success Scorecard than for the previous ARCC report. Most of the outcomes in the new mission statement (“associate degrees, certificates, transfer, career and technical pathways, basic skills proficiency, and lifelong learning”) were aligned with Scorecard measures and IEC saw the value of developing Scorecard-type measures for progress in fulfilling the mission. At the same time, faculty members questioned the usefulness of the Scorecard. They were seeking data on recent cohorts, rather than students who began their time at the college six or more years ago. IEC decided to apply a Scorecard-type metrics to each outcome in the mission and set standards for three-year cohorts where appropriate.

With guidance from IEC, IRP staff members drafted two sub-sets of institutional standards: one for those required by ACCJC and one for those mission and Scorecard outcomes not addressed by the ACCJC-required standards. In each case, the priority was to foster alignment between the RHC standards and Scorecard metrics. For example, the College used fall-to-fall Persistence for its 2013 ACCJC Annual Report, but converted to three-semester Persistence (as used in the Scorecard) for 2014 and the future. For the five standards then required by ACCJC (course completion, persistence, certificate completion, degree completion, and transfer), IEC reviewed results for the past five years and factors that could have affected results in particular years. IEC set the level for each standard at or near the five-year median. This sub-set of standards addresses three outcomes from the mission statement: degree completion, certificate completion, and transfers. (RHC’s standards are listed in Table XI-1.)

Table XI-1. Institution-Set Standards and Sources

Standard	Level	Source
Successful Course Completion	68%	ACCJC
Degree Completion	850	ACCJC
Transfer to CSU & UC	750	ACCJC
Certificate Completion	185	ACCJC
Completion Rate	15%	Scorecard
Persistence (3-Semester)	57%	ACCJC
30 Units	36%	Scorecard
Remedial (ENGL)	36%	Scorecard
Remedial (ENLA)	34%	Scorecard
Remedial (MATH)	25%	Scorecard
Remedial (READ)	42%	Scorecard
CTE (Completion)	34%	Scorecard

Measures for the first sub-set of standards are yearly counts and rates. They allow for direct year-to-year comparisons. The second set of standards has measures of cohorts' yearly progress, and newer cohorts tend to have lower rates than earlier cohorts. For example, on the Scorecard's Completion measure (formerly known as "SPAR"), the Fall 2012 cohort had a 1.0% Completion rate while the Fall 2010 cohort had a 15.1% rate and the Fall 2008 cohort had a 25.1% rate. (The longer the cohort has been in college, the more time the members have to achieve Completion.) This raised questions about setting appropriate levels for the standards and choosing the cohort to be compared to the standards. Following the procedures for the first sub-set, IEC placed the institution-set standards at or near the median. In response to faculty requests to use recent cohorts, the priority was to choose a cohort that had been at the college the least amount of time, but still enough time to provide for significant progress on the measures. IEC determined this was the cohort that had been at the College for three years (i.e., Fall 2010 cohort for the 2013-2014 analysis). For the 2014-2015 analysis, the cohort for comparison will be the one that began at RHC in Fall 2011. These standards address the "career and technical pathways" and "basic skills proficiency" outcomes of the mission, as well as two Scorecard-specific measures of progression.

Three institution-set standards are currently under development. One mission outcome, "lifelong learning," is not currently among the institution-set standards. The College is discussing appropriate ways of measuring lifelong learning as an outcome. For its 2014 Annual Report, ACCJC added licensing examination pass rates and job placement rates to its list of required institution-set standards. The College reported pass rates for those licensing exams that are publicly reported and will develop procedures for collecting job placement data. The College intends to set standards for these three topics during the 2014-2015 academic year. RHC's institution-set standards include two Scorecard progression measures that are not part of the mission statement: 30 Units and Completion. The 30 Units measure is a momentum point; students who achieve at least 30 units tend to progress and complete their community college education. The Chancellor's Office casts Completion (of a degree, certificate, or transfer-related outcome) as the ultimate measure of community college success.

Procedures for placing students into Scorecard-type cohorts generally followed Scorecard guidelines. Development of the Basic Skills and Career Technical Education cohorts followed Scorecard procedures exactly. Creating cohorts for three standards involved adapting the criteria. For the Persistence, Completion, and 30 Units measures, the Scorecard defined cohort members as first-time college students who earned at least six units and attempted a math or English course in their first three years in the California community college system. Because some of the RHC cohorts consisted of students who had not yet been in college for three years, the College defined members of these cohorts as first-time college students who attempted at least nine units in their first semester.

These institution-set standards will be used and monitored in multiple ways. By the spring of each academic year, IRP will produce a report to the IEC on the College's progress on the standards during the previous year. (This timing will allow for the inclusion of persistence, certificate and degree completions, and transfer data, which become available during the fall semester.) The IEC will review the report, consider the appropriateness of current levels, and forward the report to the Planning and Fiscal Council. A cover memo from IEC will recommend adjustments to the standards' levels for the coming academic year. (Especially in the early years, the standards will be a "living document." As additional data become available, the College will make corrections to ensure that the standards are realistic and practical.) The annual report on institution-set standards will also be provided to the Board of Trustees. The spring-semester timing of the report will allow it to inform the activities at the annual Institutional Planning Retreat. It will provide retreat participants with the information needed to align institutional objectives with the institution-set standards.

XIII. Institutional Goals & Objectives

2014-2015 INSTITUTIONAL GOALS

- GOAL 1: Rio Hondo College will provide excellent instruction in general education and major requirement courses leading to increased student degree completion and successful university transfer.
- GOAL 2: Rio Hondo College will provide instruction in career technical education, leading to certificates, degrees and job placement/job enhancement.
- GOAL 3: Rio Hondo College will provide effective instruction in basic skills leading to increased completion of Basic Skills sequences.
- GOAL 4: Rio Hondo College will meet the lifelong learning needs of the community.
- GOAL 5: Rio Hondo College will promote a student-centered climate that contributes to increases in retention & persistence, and improves student success through collaboration that values diversity.
- GOAL 6: Rio Hondo College will respond to the region's educational and workforce needs.
- GOAL 7: Rio Hondo College will act responsibly, ethically, efficiently, and in an accountable manner, including actively seeking outside sources of funding, to preserve fiscal solvency.
- GOAL 8: Rio Hondo College will recruit, hire, develop, and evaluate highly qualified and diverse administrators, faculty, and classified staff.
- GOAL 9: Rio Hondo College will meet the ever-changing technological needs required to support the educational process and to enhance student access and success.
- GOAL 10: Rio Hondo College will design, modernize, and maintain a physical infrastructure, both on and off site, that meets the changing needs of students, staff, and the College's instructional and student support programs while valuing and enhancing the aesthetic beauty of the college.
- GOAL 11: Rio Hondo College will provide students and employees with an engaging and rewarding campus life.

2014-2015 INSTITUTIONAL GOALS & OBJECTIVES

- GOAL 1:** Rio Hondo College will provide excellent instruction in general education and major requirement courses leading to increased student degree completion and successful university transfer.
- Objective 1a: By 2018, the number of degrees the College awards will increase five percent over the previous five-year average (2008-2009/2012-2013).
- Objective 1b: The Distance Education Committee will investigate best practices for increasing student success in online courses by Spring 2015.
- Objective 1c: The College will improve success and retention rates in online courses by 1% annually through 2018.
- Objective 1d: By 2018, the College will increase the number of students who have transferred to four-year institutions or earned Transfer Prepared status by five percent over the previous five-year average (2008-2009/2012-2013).
- Objective 1e: The office of Government and Community Relations will develop a survey to identify which faculty members currently incorporate service learning components in their curriculum. Data results from the faculty survey will be utilized to establish a service learning program plan by Fall 2015.
- GOAL 2:** Rio Hondo College will provide instruction in career technical education, leading to certificates, degrees and job placement/job enhancement.
- Objective 2a: The College will increase from 90 to 96 the number of certificate and/or degree programs (both locally approved and Chancellor's Office approved) offered by 2015.
- Objective 2b: The College will increase by 7% the number of certificates and degrees (both locally approved and Chancellor's Office approved) awarded between 2012 and 2017.
- Objective 2c: The College will review/renew curricular alignment (articulation) with secondary schools and ROPs and increase the number of requests by 10% from 2013 to 2017.
- Objective 2d: The College will increase the number of students who apply for college credit through articulation (Secondary Schools / ROPs) by 5% from 2014 to 2017.
- Objective 2e: The College will increase by 10% the number of CTE students transferring to four-year colleges within two years of leaving Rio Hondo College from 2013 to 2017.

- GOAL 3: Rio Hondo College will provide effective instruction in basic skills leading to increased completion of Basic Skills sequences.**
- Objective 3a: The College will institutionalize best-practice program models by 2016.
- Objective 3b: The College will improve success in basic skills course sequences by 3% by 2016.
- Objective3c: The percentage of first time students who begin their assessed math course in the first semester at Rio Hondo and continue through the sequence without interruption will increase by 1% annually through 2018.
- Objective 3d: The College will increase the three-year developmental progression rate by 1% annually through 2018. The three-year developmental progression rate is the percentage of students starting a basic skills sequence who complete a transfer-level or degree-required course in the same subject within six primary semesters.
- GOAL 4: Rio Hondo College will meet the lifelong learning needs of the community.**
- Objective 4a: The College will continually offer courses based on community interests as indicated through annual survey data.
- Objective 4b: The College will work with its AB86 partners to create a dynamic, regional approach to adult education.
- Objective 4c: The College will continue to integrate and cross-market credit courses with fee-based classes using web-based and printed materials.
- Objective 4d: The Continuing Education program will align its English as a Second Language program with the college for credit English as a New Language program to create pathways into academic and vocational programs.
- GOAL 5: Rio Hondo College will promote a student-centered climate that contributes to increases in retention & persistence, and improves student success through collaboration that values diversity.**
- Objective 5a: The College will submit the Student Success and Support Plan and the Student Equity Plan in the Fall of 2014. The implementation of these plans will be evaluated annually.
- Objective 5b: The Student Life and Leadership Department will partner with the Associated Students of Rio Hondo College to plan activities with enhanced student involvement.

Objective 5c: By July 2015, the College will require all new students, including online students, to meet with a counselor to identify a specific college goal and complete a comprehensive education plan outlining classes needed to achieve that goal prior to the end of the second semester.

Objective 5d: The College will increase the three-semester persistence rate from 69% to 75% by 2018.

GOAL 6: Rio Hondo College will respond to the region's educational and workforce needs.

Objective 6a: The College will analyze the level of participation with partners from service area business, industry, government and non-profit organizations by establishing a database by May 2015.

Objective 6b: The College will update the regional occupational needs survey to better align programs and course offerings with community needs by Fall 2015.

Objective 6c: The College will develop a process for evaluating outreach educational activities in K-12 schools annually within the district service area by Spring 2015.

GOAL 7: Rio Hondo College will act responsibly, ethically, efficiently, and in an accountable manner, including actively seeking outside sources of funding, to preserve fiscal solvency.

Objective 7a: The College will maintain a minimum unrestricted general fund balance of 5% annually.

Objective 7b: The College will maintain no more than 85% expenditures on salaries and benefits in comparison to general fund operational budget annually.

Objective 7c: The College will ensure that the annual restricted general fund - including categorical and grant funds - will be a balanced budget (i.e. revenues = expenses).

Objective 7d: The College will write and submit 10 new grant proposals to raise a minimum of six million dollars by 2019.

Objective 7e: The College will work collaboratively with the Rio Hondo College Foundation and its Board of Directors to raise restricted and unrestricted funds in support of students and college programs.

- GOAL 8: Rio Hondo College will recruit, hire, develop, and evaluate highly qualified and diverse administrators, faculty, and classified staff.**
- Objective 8a: The College will form an EEO (Equal Employment Opportunity) Advisory Committee to evaluate and make recommendations concerning diversity in our hiring process by December 2014.
- Objective 8b: The College will assess and revise the evaluation process for administrators, confidential, faculty, and classified staff by Fall 2014.
- Objective 8c: 75% of those who participate in staff development activities will report an enhanced ability to perform their jobs and/or serve the campus community.
- Objective 8d: The College will pursue restoration of funding from the State to fully fund Staff Development by Fall 2015.
- GOAL 9: Rio Hondo College will meet the ever-changing technological needs required to support the educational process and to enhance student access and success.**
- Objective 9a: The College will meet the objectives of the current plan to upgrade and replace its distribution network by the end of Fall 2016.
- Objective 9b: Prior to the beginning of the Fall 2015 planning cycle, instructional technology will provide an inventory of the age and status of computer, audio visual technology and related peripherals by division.
- Objective 9c: The College will assess the costs and options for developing and implementing a technology disaster recovery plan by Spring 2015.
- Objective 9d: The College will replace aging Banner hardware and migrate software to a new environment by the end of Fall 2015.
- GOAL10: Rio Hondo College will design, modernize, and maintain a physical infrastructure, both on and off site, that meets the changing needs of students, staff, and the College's instructional and student support programs while valuing and enhancing the aesthetic beauty of the college.**
- Objective 10a: The College will expand and modernize facilities based on the five-year Facilities Master Plan schedule.
- Objective 10b: The College will annually evaluate fleet management procedures and policies to ensure the safety of students, faculty and staff and to minimize college liability exposure as it pertains to the college fleet.

- Objective 10c: The College will increase accessibility and safety through bond construction improvements of pedestrian ways and lighting levels by summer 2015.
- Objective 10d: The College will acquire Leadership in Energy Efficiency Design (LEED) certification for all new buildings that exceed construction costs of 15 million dollars through Summer 2018.
- Objective 10e: The College will develop and disseminate expanded emergency procedures for existing and future construction, including access for Special Needs population by Fall 2015.
- Objective 10f: The College will increase the number of remote day parking permit dispensers from 3 to 4 by Fall 2015 to reduce traffic congestion, ensure convenience for students and visitors, and increase staff efficiency.
- Objective 10g: The College will assess costs and options for developing a disaster recovery plan by Fall 2015.

GOAL 11: Rio Hondo College will provide students and employees with an engaging and rewarding campus life.

- Objective 11a: The College will increase student satisfaction and participation with co-curricular activities by 3% as compared to 2013, by 2015.
- Objective 11b: The College will improve participation in the governance process for classified staff, faculty, students, and administrators by Spring 2015.
- Objective 11c: The College will create two new opportunities for social interaction and positive communication among Academic Senate, RHCFA, CSEA, ASRHC, and the Management & Confidential employees by Fall 2015.

XIV. Student Success & Support Programs

Strategic Direction – Student Services

Current Status. The Student Services area continues to work hard to support student success. Previously, the entire area identified best practices, reviewed current practices, and worked collectively with faculty, staff and students on the Student Success Initiative, and in particular the Student Success and Support Program Plan. One of the strengths of the Student Services area are the faculty and staff members dedicated and committed to the success of our students. As we look at the holistic approach for our students, we are committed to assisting students reach their individual educational goals, be that transfer, certificate, AA/AS degree, or personal or professional development. Some areas identified and being aligned with the Student Success Initiative include:

1. Multiple Measures Pilot for math placement;
2. ACCUPLACER math placement testing;
3. Orientation options, including an on-line system, COMEVO, to be launched June 1st;
4. Educational Planning via a Counseling 105 course approved by the Curriculum Committee and the State Chancellors Office;
5. At-Risk/Follow Up Services, with Counselors adopting a two-tier probation model;
6. MIS Data reporting – working with IT to develop a 1st year student data base to monitor the 1st year student cohorts

Five-Year Outlook. Given that the 2013/14 year is the official planning year for the Student Success Initiative and the Student Equity Plan, the 5-year outlook is one of planned growth of programs and services with particular focus on the areas of Student Success Indicators given; they are:

1. Access;
2. Course Completion;
3. ESL and Basic Skills Completion;
4. Degree and Certificate Completion;
5. Transfer;
6. Student Success and Support Services

It is not enough to increase services, but rather, we must utilize data to identify specific groups of students and target them with intentional and responsive counseling interventions as part of the Student Success Initiative and the Student Equity Plan. We must also plan on ensuring that our MIS data systems are in place to collect all the required student success elements listed. We must closely examine staff and services to fully implement a well-coordinated and evidence-based model to meet the demands of the approximately 8000 students from these mandated service groups. Additionally, we must continue to strengthen our partnerships with service and non-service area school districts to promote college readiness, access, and success. We also must enhance the “seamless” pipeline for our service area school districts in accordance with the Student Success Initiative.

Finally, given the implementation of both the Student Success Plan and the Student Equity Plan, we must truly examine space and staff needs and make recommended changes accordingly.

i. Assessment

Current Status. The Assessment Center provides comprehensive testing services for the Rio Hondo College community including test proctoring at the Rio Hondo College and educational centers in El Monte and South Whittier. The MDTP and Accuplacer instruments have been found to provide valid and reliable placement in math, reading, English, and ENLA courses. The center continues to see an

increase in the number of students being assessed, especially through on-site high school testing in collaboration with High School Outreach and Educational Partnerships. As a pilot site for the state-wide Common Assessment Initiative, Rio Hondo College launched Phase I and II of pilot testing in Spring 2016.

Five-Year Outlook. The Assessment Center will continue to meet the needs of the college and surrounding community through expanded testing at feeder high schools and a continued presence at the community education centers, including the anticipated center in Pico Rivera. In the next five years the Assessment Center will fully implement the Common Assessment and corresponding platform CCCAssess. Additionally, the Assessment Center will continue its work with the Learning Assistance Center providing pre and post-test resources and assistance.

ii. Center for Career & Re-Entry Services

Current Status. The dual mission of the Center for Career and Re-Entry Services (CCRS) at Rio Hondo College is to assist individuals in making confident career and life decisions by providing them with resources and career counseling services. In addition, the CCRS provides comprehensive and targeted support for adult learners.

Career Services

Many students graduate from college without ever taking advantage of their school's career center. Yet, outside of the academic realm, job seekers pay hundreds, even thousands of dollars for the very same services that are available to RHC students with the cost of tuition and fees.

CCRS staff help students discover their goals, evaluate educational and career choices, develop strong resumes and practice interviewing. Students can also take advantage of individualized assistance, workshops, an online job and internship board, career assessments, experiential field trips and the CCRS career library. The CCRS also partners with external resources to enhance student career awareness and provides an annual Job and Internship fair as well as targeted job hiring events for local employers. Finally, the CCRS works closely with instructional faculty and academic divisions to provide discipline-specific career and major information and activities to enhance the informed goal process for education planning purposes.

Re-Entry Services

The CCRS is also committed to fostering an environment of success for all of our students and realize that our adult learners enter college with a unique set of challenges and strengths. The Center for Career and Re-Entry Services is dedicated to helping adult learners succeed through the provision of comprehensive educational counseling services via an intrusive counseling model, targeted support activities and advocacy.

Five-Year Outlook. In collaboration with the Student Services area, align and increase CCRS to support the Student Services Initiative objectives; increase our on-line presence and at the same time, increase community partnerships, especially with local Chambers. Increase and formalize an internship program and the tracking of students who participate in those internships.

iii. Counseling Center

Current Status. The Division of Counseling and Student Success is comprised of the Counseling Center, Transfer Center, Center for Career and Re-Entry Services, First Year Success Center, and High School Outreach and Educational Partnerships. The introduction of the two latter centers has increased the

division's capacity to deliver core services of assessment, orientation, education planning, and follow-up to entering students while also strengthening support during their first year and beyond.

Moving toward a more institution-initiated contact model, the Counseling Center has implemented Basic Skills classroom presentations in the math and English disciplines, Post-Assessment Workshops for first-time students, in-person and on-line Probation workshops, and targeted outreach to students lacking education plans. The division maintains compliance in providing mandated counseling services for new students and follow-up services for at-risk students. Collaboration with departments throughout campus has resulted in strategic efforts to identify these students to provide required services.

The Counseling Center meets twice a month with the division to examine current practices and develop innovative strategies to support the Student Success and Support Program implementation.

Five-Year Outlook. Over the next five-years the division will continue to make improvements to the student experience by increasing the number of Counseling faculty and by implementing CCCC initiatives including Multiple Measures and new software platforms. The growing number of Counseling faculty allow for a greater presence throughout the campus and surrounding community. This is apparent in the establishment of the Counseling Suite on the 2nd floor of the Administration building and Counselor presence at the educational centers in El Monte, South Whittier, and the anticipated center in Pico Rivera.

Introduction of new software is expected for Fall 2017; it features a student dashboard and degree audit among other benefits. As a state-wide pilot implementation team on Multiple Measures beginning Fall 2015, Counselors will take a more holistic view of entering students' academic history when deciding placement in math, English, and reading resulting in greater access and completion for students.

The division continues to provide intentional and responsive counseling interventions to meet the needs of students, while at the same time ensuring that MIS data systems are in place to collect required student success data elements. This is accomplished through the efforts of the Data Team which meets weekly and consists of representatives from Counseling, Admissions and Records, Financial Aid, Information Services, and Institutional Research and Planning.

Over the next five years, the division will continue to make investments in human and physical capital to fully implement a well-coordinated and evidence-based Counseling Model which includes services that meet the demands of the approximately 8,000 students in the mandated-services groups.

iv. Financial Aid

Current Status. The Financial Aid Office supports the mission and vision of Rio Hondo College, by assisting students in accessing financial aid resources for higher education. The Financial aid Office is dedicated to serving students in a fair, sensitive, and confidential environment, regardless of race, culture, background, or economic need.

The Financial Aid Office at Rio Hondo College adheres to the principals and practices prescribed by the U.S. Department of Education, California Student Aid Commission, and Rio Hondo College's policies, in determining eligibility for federal and state financial aid programs.

The Financial Aid Office at Rio Hondo College participates in the following federal and state financial aid programs:

Federal Grant Programs

- Federal Pell Grant

- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Federal Work-Study Program

Federal Loan Programs:

- Federal Direct Loan Program (Subsidized and Unsubsidized)

State of California Aid Programs

- Board of Governor’s Fee Waiver (BOG)
- Cal Grants
- Chafee Grants

The Financial Aid Office is serving more students than ever, evident by the volume of aid awarded. The following statistics illustrate the amount of financial aid disbursed in 2014-15:

2014-15 Financial Aid Disbursed:

- Federal Pell Grants \$17,488,589.00
- FSEOG \$370,175.00
- Federal Work Study \$311,599.00
- Cal Grant B \$1,520,961.00
- Cal Grant C \$25,397.00
- Chafee Grants \$152,500.00
- BOG Fee Waivers \$26,793,320.00

Areas for improvement include being under-staffed and under-resourced, due to the complexity and the volume of financial aid applications reviewed. Financial aid processing is not quick and regulations surrounding the verification process are cumbersome and require attention to detail, which may delay a student’s financial aid file. As a result, the average financial aid processing time-frame is 8-12 weeks. In 2014-15, only (6) financial aid staff members were available to review the following financial aid applications:

- Total FAFSA Applications Received: 60,203
- Total California Dream Act Applications Received: 662
- Verified Population: 7,004
- Rejected FAFSA Population: 672

Student aid programs are undergoing drastic regulatory which impact student eligibility. As a result, students are requiring more assistance from financial aid staff. Staff is spending more time providing student advisement and answering general questions, such as changes to the BOG fee waivers. Another area for improvement is greater support from our IT Department, as the Financial Aid Office is not adequately supported, due to the limited staffing in IT.

Five Year Outlook. Our mission is to assist students in accessing financial aid resources for higher education and our vision is for all students to have the financial freedom and opportunity to obtain a higher education. Having adequate staffing will allow us to offer high-quality service and timely disbursement of financial aid funds, in support students’ academic success. However, more financial aid awareness is needed, coupled with online financial aid information sessions, to keep students informed of the changes to financial aid regulations and eligibility requirements. The purchasing of Financial Aid TV is recommended to offer financial aid videos for students.

Another recommendation is to merge Outreach staff with the Financial Aid Office to efficiently maximize staff. This merge would allow outreach staff to be more engaged with financial aid processes, provide

financial aid presentations to local feeder high schools and assist the Financial Aid Office during peak periods.

As previously mentioned the Financial Aid Office is in need of technology resources, in the form of a Financial Aid Technician or designated IT programmer, to enhance, customize and troubleshoot the financial aid management system and expedite financial aid services to students.

v. Special Programs

CalWORKs

Current Status. The CalWORKs program served 292 students in the 2012-2013 academic year. The program served 204 CalWORKs students in the fall 2013 semester. The CalWORKs program is currently collaborating with Financial Aid to develop a CalWORKs work study program. Currently, there are 13 CalWORKs students in the CalWORKs work study program. The CalWORKs program established a spring 2014 semester CalWORKs Scholarship. The CalWORKs Program consists of: one full time CalWORKs Counselor/Coordinator, one full time Clerk III, one part-time Clerk II, one full time Student Services Assistant, two part-time counselors, and 6 student workers.

Five-Year Outlook. The CalWORKs Counselor/Coordinator anticipates that the program will continue to grow over the next five years. The program experienced a 10 % increase in student enrollment from 286 students in 2013-2014 to 316 student in 2014-2015. CalWORKs staff agree that expanding work study placements in alignment with student requests or in their career field will make students more marketable. In order to prepare students for the job market, students will be offered career-enhancing opportunities, the ability to develop skills relevant in any career and hands on experience in their career field. The CalWORKs Program needs additional counseling support to assist with counseling services and student employment activities as the needs of the program continue to grow. With the increased funding the program has experienced, the program should be able to a full time counselor to assist with outreach, workshops, and other support services.

Disabled Students Programs & Services

Current Status. Disabled Students Programs & Services (DSPS) provides disability related support services and specialized instruction for a very diverse group of students with disabilities. DSPS served 1,059 students in the 2012-2013 academic year. In the Fall semester of 2013 DSPS served 713 students, an increase of more than 21% over Fall semester 2012. Program staff currently includes: DSPS Director; one full-time secretary; two 11 month Instructional Aides; one 11 month 80% Interpreter Coordinator; one 11 month Alternate Media Specialist; two full -time DSPS Specialists/Instructors; and two full-time DSPS Counselors.

Staffing of this program continues as the strength of this program. The hiring of a new Director in 2012 and filling staff vacancy have stabilized the program and supported the updating of DSPS systems and processes. Adding these elements to a staff of highly dedicated, passionate, and experienced professionals continues the tradition of excellent service provisions to students with disabilities.

The addition of resources from the Student Mental Health Grant has enabled the program to introduce activities such as a peer mentoring program to support the retention and success of first year students entering college for the first time. These activities have also supported a well-coordinated outreach program that works with high school seniors participating in special education and resources specialist programs from area schools. These programs help facilitate access to DSPS services for incoming students.

Five-Year Outlook. Through the Fall semester of the 2013-2014 academic year, DSPS continues to grow as the trend Statewide has been one of declining enrollment. Parents, rehabilitation agencies and other community groups are actively seeking postsecondary education opportunities particularly for students with Intellectual Disabilities and Autism. This trend will continue for DSPS and make our work even more challenging in the years to come. Certain gaps in service and needs of the program include:

- Very limited disability related, specialized academic counseling services. This service is a critical piece in support of the Student Success Initiative.
- Additional staffing to support the "high touch" services needed by an increasing number of students with Intellectual Disabilities and Autism. This will increase retention and success for a rapidly increasing segment of our student population.
- Long overdue updates to assistive technology (i.e., software - JAWs, Read and Write Gold, ZoomText)
- Update computer lab (i.e., hardware - computers, scanners, CCTV, Victor Readers) 20

EOP&S/CARE

Current Status. The Extended Opportunity Programs & Services provides “over and above” services to students from economically and educationally disadvantaged backgrounds. The Program supports the enrollment, retention and transfer of students and helps facilitate the successful completion of their educational goals. EOP&S served 1076 students in the 2014-2015 academic year. A supplemental component of EOP&S is Cooperative Agencies Resources for Education (CARE). CARE specifically assists EOP&S students who are single head of welfare households with young children by offering supportive services so they are able to acquire education, training and marketable skills needed to transition from welfare-dependency to employment and eventual self-sufficiency for their families. CARE served 85 students in the 2014-2015 academic year. For the Fall 2015 EOP&S served a total of 958 students, an increase of 18% from Fall 2014.

Program staff currently includes: EOP&S/CARE Director; full-time CARE Specialist; full-time secretary; full time Evaluator; two full-time Clerk Typist III; four full-time counselors; one 50% counselor; one 15% counselor; and one adjunct counselor.

Five-Year Outlook. EOP&S/CARE received a 40% budget reduction in 2009-2010 academic year. The Program was restored 23% of its funding in 2013-2014 academic year and to full-funding for the 2015-2016 year. With the budget restoration, the Program is on track for growth for the next five years. Goals have been set to grow the program to 1200 students for 2015-2016, 1400 students for 2016-2017 and to 1500 students for the 2017-2018 year. To support the increase in students and continue to provide “over and above” services the program has increased its staffing by hiring an additional full-time counselor, an adjuncts counselor, an additional Clerk Typist III as well as increasing the CARE specialist to 12 months.

PASS Program – Personal and Academic Support Services (TRIO SSSP)

Current Status. The Pass Program mission is to provide personal and academic support services in a compassionate, encouraging, and supportive manner that challenges students to succeed academically, and helps them to push through the personal barriers that impede on their educational success. The PASS Program reaches out to students who identify as first-generation, economically and academically disadvantaged, and students with disabilities to support their growth by addressing their non-cognitive

development and their persistence to complete their educational goals of transfer and/or certificate of degree completion.

Five-Year Outlook. The TRIO Office goal is to secure an additional TRIO funded grant by applying for the Upward Bound (Classic) grant when the RFP is released. We plan to expand our Financial Literacy activities in order to create a comprehensive Financial Literacy program that allows our students to attend a series of Financial Literacy workshops and activities that will enable them to earn a certificate of achievement in Financial Literacy through the PASS Program. This project will include both on and off-campus collaborations, and meets the federal objectives for TRIO SSSP Programs. The Program will also revamp our Tutoring Services, provide ongoing Academic Success Workshops, and establish a student club that will help PASS program participants and their peers to be more engaged with the PASS Program.

Puente

Current Status. The Rio Hondo College Puente Program mission is to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn college degrees, and return to the community as mentors and leaders to future generations. The program is interdisciplinary in approach, with writing, counseling and mentoring components. The Puente program is a model for other successful programs at the state and national level since its inception at Chabot College in 1981.

Five-Year Outlook. With the formation of a Puente Club, the club will prove to be a growing resource to students and provide leadership opportunities for its members. Additionally, adding a new webpage will bring more visibility to the program as we look to expand the program itself and the success stories of its students. Course completion, degree and transfer, along with growing numbers of success stories will only enhance the reputation and success of the Puente program in the years ahead.

Veterans Services

Current Status. The Rio Hondo College Veterans Service Center (VSC) one-stop shop facilitates veteran's transition from the military to higher education. The VSC's mission is to offer support services to veterans and their family members to promote their academic and career success.

The VSC services close to 500 veterans and their family members. The VSC currently offers a one-stop shop that allows service members to obtain priority registration, academic counseling, new student orientation, certification for payment as well as financial aid in one designated area. The VSC currently certifies six VA chapters totaling more than 2 million dollars per year. In addition, the VSC monitors students' academic progress that allows the center to make sure students are progressing throughout the semester. The VSC also ensures that the students are still attending and succeeding in their coursework by providing the resources needed. The VSC coordinates with resources both off and on the campus. The VSC ensures students success by offering assistance by multiple resources.

Five-Year Outlook. The VSC student population is consistently increasing from year to year. Similarly, the number of students with Service Connected Disabilities (SCD) has also increased and is projected to continue to rise. Although the VSC would like to maintain its current service offerings, this will most likely not be feasible, due to the increasing number of students requesting services and the obstacles outlined below:

- No funds allocated in the College's budget for the operation of the VSC
- Limited student counseling hours during summer and intersession

- Restricted office space

As a result, the VSC requests the following resources, to continue to service veteran students:

- Program budget for operating expenses
- Summer and intersession counseling hours for Program Coordinator and Counselors
- Larger office space to accommodate the growing veteran student population

vi. Student Equity

Current Status. The Student Equity Plan is now in year two of implementation with a 15-16 budget allocation of \$1,603,301. As of January 2016, the program has a full-time Student Equity faculty coordinator and a grant manager. Their primary role is to help advance and integrate the RHC Student Equity Plan with the support of administrators, faculty, and staff, and the Student Equity Committee. An updated Student Equity plan was approved by the RHC Board of Trustees and submitted to the Chancellor's office in December 2015. The plan outlined updated data analysis on the RHC disproportionately impacted student populations and the college's plan to best serve these populations.

Five-Year Outlook. The goal by 2021 is decrease the disproportionate impact of our identified student groups as it relates to access, course completion, Basic Skills and ESL sequence completion, degree and certificate completion, and transfer rates. We will meet our Student Equity goals through continued collaboration with Academic Affairs and Student Services faculty, administrators, and staff to research, develop, and implement high impact student academic interventions and pedagogical best practices, and advance the institutional and community commitment to provide equity in education and educational justice for all students.

vii. Student Health & Psychological Services

Current Status. The Rio Hondo College Student Health & Psychological Services goal is to contribute to the educational and health objectives of students by promoting their physical, emotional, mental, & social wellbeing. The center continues to provide adequate services year round, by way of one full-time faculty coordinator, one 11-month Student Services Specialist, 5 part-time nurses, and a part-time physician. Student Health & Psychological Services serves over 2,000 students each year and offers a convenient location, hours of operation to serve evening students, a facility staffed by experienced nurses and providers who continually update their knowledge and skills by attending ongoing professional conferences, and resource referrals with community partners for services beyond the center's scope of practice.

The medical staff strives to provide increased primary care services. The services that are available are:

- First aid care for accidents and other emergencies
- Diagnosis and treatment of short-term medical problems
- Prescription medication services being dispensed as ordered by our doctor or nurse practitioner
- Over-the-counter medications available for minor illnesses
- Laboratory test
- Low cost immunizations
- Hearing/Vision screening test
- Blood pressure checks, height and weight measurement
- Gynecology clinic offering pap smears, breast exams and contraceptive counseling

- Health consultation (i.e., nutrition, exercise, stress and time management) and education; cardiovascular risks reduction: BP Monitoring, Cholesterol Management
- Routine Physical examinations
- A vending machine to provide rapid access to frequently requested OTCs
- Blanket Accident policy

Psychological Services is located within the Student Health Center. A full-time clinical psychologist and psychology graduate interns are available for students to assist with personal problems. Psychological Services offers short-term counseling for students who are struggling with issues such as family and social relationships, romantic relationships, life transitions, sexuality, grief, stress, trauma, anxiety, or depression. In addition to individual counseling, other services provided include: Crisis Intervention; Outreach and Presentations; Group Counseling; and Faculty & Staff Consultations. All services are confidential and free to enrolled students.

Five-Year Outlook. The strategic direction for Student Health & Psychological Services is to continue to provide comprehensive, quality, affordable, and effective health care to our students. Currently there is no front desk coverage during the evening hours, which provides a high demand on the nurses (and/or physician) to serve patients, while providing adequate customer service at the front desk. We look forward to addressing this need in the future. In addition, Student Health & Psychological Services plans to expand outreach and marketing services to include: health and mental health promotion, education, illness and injury assessment and treatment, self-care, and preventive care for students.

The majority of students are still not aware of the services that are available; nor are they receiving adequate health and wellness education through the Center and its activities. Most of our students seen in the health center do not have health insurance and more are underinsured. Many students rely on our services as their sole source of health care. Currently, due to limited staffing we are unable to make classroom presentations or host educational workshops for students to promote preventative care. An educational specialist will be instrumental in helping to move us in this direction. In addition, we are not currently staffed to be a mobile response team; staff will respond and do what they can, given limited coverage. The medical staff would like to be able to provide this support and assistance to the campus community in the future.

The demand for mental health services is continuing to increase. The strategic direction for psychological services is to continue to educate faculty, staff, and students on how to identify students in distress and more importantly, how to effectively make a referral to our services. By increasing campus awareness, the need for services will continue to increase; therefore, the college psychologist will increase the number of graduate interns from two to three within the next couple of years. Hiring a post-doctorate or part-time therapist will be critical to expanding services because this licensed individual will be able to provide training and supervision of the graduate interns. Since only short-term counseling is available, it will be essential to continue to expand and develop further community partnerships with county and community agencies/organizations who will support long term needs and provide low cost services to our students. Student Health & Psychological Services also intends to provide on-going and increase services to Veteran students, an increasing population with mental health needs. Providing a peer mentoring/peer health educator program will also benefit RHC students and support the efforts of Student Health & Psychological Services.

viii. Student Life & Leadership

Current Status. Rio Hondo College's Student Life & Leadership department's goal is to develop students holistically by providing quality co-curricular programming. Our programming and services are driven by our four Guiding Values: Student Success & Degree Completion, Cultural Diversity, Social Responsibility,

and Leadership Development. Our department prides itself on the campus-wide collaborations with both academic and student service programming to ensure that students are developing socially, emotionally, and academically.

One of our strengths is our programming. Currently we offer robust, quality programming which includes, but is not limited to, the Associated Students of Rio Hondo College which is the student constituency of participatory governance at the college, the Student Leadership Institute (SLI) which is a non-credit certificate program in partnership with California State University, Fullerton, the Student Ambassador Program, the Inter-Club Council and Club Programming, the Hispanic Scholarship Fund scholar chapter, Cultural Diversity Programming, a variety of philanthropic programming, and several scholastic based events.

Our programming is strengthened by our location in the Student Union, which is centrally located on campus providing students with access and convenience to our services or the Student Lounge. The Student Lounge atmosphere in our department provides a comfortable and safe environment for students to study, eat, relax, and socialize. Music is always playing in the lounge, and we often have events or film screenings for the students to enjoy.

The biggest strength that we have is our student leaders who are hard-working volunteers who assist with programming, and inspire their peers in the process. Our programming focuses not only on reaching the general student, but to provide leadership opportunities for students.

Our areas for improvement include being understaffed. Often we have to limit the number of students we take to events or activities we can host to ensure that we have a workload that our staff can manage. The office could benefit from having an additional Student Activities Assistant or a Student Services Assistant. The staff could also benefit from having fewer but better quality programming and better utilizing assessment and SLOs.

Five-Year Outlook. Our goal is to grow our programming. In order to achieve this, we will need additional staffing. Having adequate staffing will allow us to offer more programming to reach more students. Statistics and data prove that students who are more engaged on campus tend to be more successful. In order to have enhanced programming, an additional staff member will help us to reach a goal of servicing more students. Some outcomes of having more staff would be offering more training and excursion opportunities for our student government, taking on more Student Ambassadors, and being able to graduate more SLI students.

Another goal is to increase our Student Ambassador budget. We currently have \$8,000 for the fiscal year which limits the amount of students that we can hire as well as the amount of hours that we can assign them to events since they are paid by the hour. As we move forward we will return to paying stipends in order to provide more service to the campus and Foundation while opening our doors to more students for this wonderful experience.

Associated Students of Rio Hondo College (ASRHC)

Current Status. The Associated Students of Rio Hondo College (ASRHC) Mission statement that was adopted in spring 2014 currently reads: "We, the Associated Students of Rio Hondo College, are committed to representing our diverse student constituents by providing an inclusive environment that empowers students through educational programming and pursuing collaborations that promote and advocate for student success." In addition to the mission statement, the ASRHC is guided by the Student Life & Leadership Guiding Values of: Student Success & Degree Completion, Cultural Diversity, Social Responsibility, and Leadership Development. The strength that the ASRHC has is in its many changes and

how it has progressed within the last few years. The students have been open to change, motivated to positive progress, and have great relationships with faculty, staff, and administrators.

The ASRHC has gone through many changes since Fall 2011 when a task force was created of students along with Student Activities Staff to benchmark the ASRHC against other student government bodies within the region. Additionally, consultation with the California Community College Student Affairs Association (CCCSAA) was used to create recommendations for the updated Constitution, Bylaws, and Standing Operating Procedures.

In the Spring 2012 the ASRHC changed their elections procedures to take place each spring semester as opposed to staggered elections in fall and spring in order to have a full ASRHC to plan events and discuss student issues and resolutions during the summer. The structure was changed to have three branches: Executive – President, Vice President, Treasurer, Secretary, Attorney General; Legislative – Senator of Campus Engagement, Senator of Community Service, Senator of Cultural Diversity, Senator of Legislative Affairs, Senator of Public Relations, Senator of Sustainability, and 12 Senators-at-Large; Judicial – Chief Justice, 4 Court Justices. In light of the recent Student Success Act, the ASRHC removed the Senator of Public Relations in spring 2014 and replaced it with the Senator of Student Success to be elected for the 2014-2015 term.

The ASRHC will be working this summer to identify signature events, areas for opportunity to collaborate with other departments, and overall working on having quality events vs. a high quantity of events. Finally, the ASRHC will focus more on the function of participatory governance and the role of the student at campus-wide committees. The biggest area of improvement for the ASRHC includes maintaining academic excellence as a student group to continue to be model students and continuing to define their purpose and goals to make Rio Hondo College a better place for students to succeed.

Five-Year Outlook. The ASRHC hopes to have a strong presence at campus-wide committees by reframing how follow up of these meetings is given at ASRHC meetings and how the ASRHC utilizes this information to work toward making the campus a better place through methods within their purview.

The ASRHC also hopes to become more involved with local community of our district by attending and collaborating on events that can promote the college. The ASRHC hopes to become a constituency that is known less for their campus-wide events, and more for funding programs, clubs, and activities that enhance the college. The goal is that their time is better spent speaking to students about how they can continue to make the campus better, being advocates of the student body, educating themselves on local and state legislation that impacts the college or community college students, and pursuing resolutions that have been passed at ASRHC meetings but have not moved forward. Those resolutions include: Reinstating the College-Hour, waiving parking fees for eligible Veteran Students, and various resolutions to support student success initiatives.

ix. Student Success and Support Program

Current Status. The goal of the Student Success and Support Program (SSSP) is to increase student access and success by providing students with core services in Assessment, Orientation, Education Planning, and Follow-up services to at-risk students to assist them in achieving their educational and career goals. These core services are available at the Rio Hondo College campus, the educational centers in El Monte, South Whittier, and at local feeder high schools. Select services, such as counseling and orientation and follow up services, are also delivered through an on-line platform. The SSSP Grant Manager is responsible for identifying target populations and delivering mandated services. The SSSP Committee, comprised of faculty, staff, and administrators meets regularly to evaluate the effectiveness of current practices and to identifying strategies that facilitate student success.

Assessment

Assessment testing in math, reading, and English is required for all first-time college students. Assessment testing methods include ACCUPLACER testing for English and Reading placement and Math Diagnostic Testing Placement (MDTP) and ACCUPLACER testing for math placement. Assessment testing is conducted on campus in a brand new state of the art Assessment Center located in the Learning Resource Center, onsite at two Educational Centers: South Whittier and El Monte, and onsite at 25 local partner high schools.

Orientation

My Online Orientation was successfully launched in July 2014 and is available to all students via their AccessRio student portal. Students have unlimited access to their My Online Orientation and may revisit all or part of the orientation modules at any point during their academic pathway. Rio Hondo College contracts with ComEvo as the Online Orientation Content Management and Learning Management System. A team of counselors and staff periodically meet and review the content to ensure full compliance of SSSP mandates.

Educational Planning Services

All entering students must be provided at least an abbreviated student education plan (SEP) and all students must develop a comprehensive SEP by the end of the third term but no later than completion of 15 units. The College has instituted a proactive approach in providing counseling, advising, and other education planning services. The matriculation model for first-time students allows them to meet with a Counselor to develop an abbreviated education plan immediately after completing their assessment and orientation. The Counseling department works closely with Information Services to identify students who have completed between 15-30 units but have not completed a comprehensive educational plan. Those students are then contacted by phone to schedule an appointment to do so. Additionally, counseling faculty have integrated the development of a comprehensive education plan into their curriculum.

Follow Up for At-Risk Students

The college meets the state mandates in notifying students of their probationary status, when they are at risk of becoming ineligible for priority registration or the Board of Governor's (BOG) fee waiver, and when they have exceeded, or are close to exceeding 100 units. Those who have lost priority registration or the BOG waiver are notified about the appeal process. Students who are on Tier 1 probation are recommended to attend an in-person or on-line probation workshop while Tier 2 probation students are required to complete the workshop. Dismissal students are required to meet in-person with a Counselor. Students who are uncertain of their academic goals or program of study can attend a workshop at the Center for Career and Reentry Services or meet with a Counselor to clarify their goals. Counselors also conduct Basic Skills presentations. These are designed to explain the Basic Skills course sequence, the importance of continuing the sequence through each semester by connecting their educational goal to the timely completion of the Basic Skills sequence, and provides students with an overview of campus resources.

Five Year Outlook. Under the guidance of the Common Assessment Initiative (CAI) steering committees and work groups, the College is assisting with the development of the Common Assessment System (CAS). As a pilot site for the state-wide initiative, Rio Hondo College launched Phase I and II of pilot testing in spring 2016. Full implementation is anticipated to begin testing in fall 2016 for spring 2017 placement. Additionally, the college is contributing to current efforts of the Multiple Measures Assessment Project (MMAP). In spring 2015 the college implemented multiple measure recommendations to fourteen Counseling 105 classes offered at our local area high schools. Multiples

measures is now an option to all students that provides valid and reliable placement and is anticipated to increase access to college level math, English, and reading courses.

In addition, the existing on-line Orientation for first-time students, a continuing student orientation is under development to provide students who have completed 30 units information on 'next-steps' on their path toward program completion. Content develop is underway in spring 2016 and is expected to launch, incrementally, in fall 2016.

Introduction of new software from the CCCC is expected in fall 2017. It is fully compatible with the existing Banner system and includes a student dashboard, a degree audit and education planning tool, an appointment scheduler, and, most relevant to follow-up services, an Early Alert module.

x. Transfer Center

Current Status. The Rio Hondo College Transfer Center mission is to ensure a campus-wide transfer culture by providing comprehensive support services and resources as well as counseling services to empower students seeking transfer to four-year colleges and universities. The functions and services offered through the center, but are not limited to the following: individual counseling, application workshops, university transfer fairs, college campus tours, EOP&S transfer workshops, computer lab resource, summer residential program at UCI, class presentations, and transfer admissions guarantee agreements with UC's, CSU's and privates as well.

Five-Year Outlook. The Transfer Center is poised to grow within the next 3-5 years. Due to impaction, enrollment limitations and changes in transfer requirements implemented by CSU and UC systems, students will have to be informed well in advance of transfer preparation options. Working to implement the Student Success Initiative focus areas will enhance our ability to meet the growing counseling needs of the students, especially with the anticipated growth in students indicating transfer as their goal.

XV. Academic and Vocational Programs

i. Strategic Directions – Academic Affairs

Current Status. Currently, the area of Academic Affairs is comprised of ten major academic and vocational programs at Rio Hondo College, as well as ten affiliated offices, programs, and educational centers. The mission of Academic Affairs is to deliver high quality instructional services to a diverse community of students pursuing academic, career, and personal enrichment goals. In keeping with the mission of the College, our programs offer students educational opportunities that lead to degrees, certificates, transfer, basic skills proficiency, and lifelong learning. We serve our local communities by offering classes at our main campus and at four off-site educational centers (Santa Fe Springs, SWEC, EMEC, and soon Pico Rivera), as well as at several local high schools and other facilities. The Academic Affairs team—currently consisting of 156 full-time faculty members, 340 adjunct faculty members, 113 hourly faculty members, 100 Classified staff, and 13 administrators—work collaboratively to promote our students’ academic success.

The Office of Academic Affairs oversees the administration of ten divisions, each of which is supervised by an academic dean:

- Arts and Cultural Programs
- Behavioral and Social Sciences
- Business
- Career and Technical Education
- Communications and Languages
- Health Sciences and Nursing
- Kinesiology, Dance, and Athletics
- Library and Instructional Support
- Math and Sciences
- Public Safety

In addition, the Office of Academic Affairs oversees the following campus offices and programs, which are overseen by deans, directors, coordinators, or advisors:

- Evening/Weekend College
- Office of Instructional Operations
- Office of Online Education
- Office of Student Retention and Success (Basic Skills)

- Office of Continuing Education/Contract Education
- Office of Staff Development/FLEX
- Office of Grants Management and Development
- Honors Program
- Alpha Gamma Sigma Honor Society (AGS)

(Details on the current status and five-year outlook of each the above divisions and many of the offices will follow the “Strategic Directions” section.)

The central administrative office for Academic Affairs is located within the President’s Office suite in A101. The Vice President of Academic Affairs (VPAA) serves as the Chief Instructional Officer (CIO) of the College and is supported by a Senior Administrative Assistant. The VPAA serves as the direct supervisor of the academic deans, who meet weekly in an Academic Deans Council. Once per month, a joint Deans/Directors meeting is held in conjunction with Students Services deans and directors to discuss shared topics of interest. A shared meeting with the academic deans and the Dean of Counseling, Dean of Institutional Research and Planning, and the Director, Information/Technology Services occurs on a monthly basis.

At present, most classes are conducted on the main campus of Rio Hondo College among 182 classrooms equipped with multimedia/Internet technology. Rio Hondo's Fire Training Center, in nearby Santa Fe Springs, provides specialized classrooms, labs, and other training facilities for programs in Fire Technology, EMT, and Wildland Fire. Five classrooms/labs are also available at South Whittier Educational Center (SWEC) and four at El Monte Educational Center (EMEC). Many divisions offer after-school classes at area high schools in El Monte, Pico Rivera, Whittier, Montebello, Downey, Hacienda La Puente, and Santa Fe Springs, as well as at specific high schools participating in the Early College Academy (ECA). Continuing Education courses are offered at multiple sites throughout local communities.

Other types of campus facilities offer instructional space beyond the traditional classroom. The Learning Resource Center (LRC) houses the campus Library, as well as the Learning Assistance Center (LAC), which provides one-on-one peer tutoring for students in most disciplines taught at the College. In addition, the Writers’ Resource Center, operated by Student Equity funds, provides free writing consultation for students in any discipline from English faculty members. Several departments operate computerized lab facilities for students enrolled in discipline-specific courses, such as the Math Science Center (MSC), Writing Center, Reading Lab, Language Lab, Psychology Lab, Digital Arts Labs, and Health Sciences Lab. Students in Arts and Cultural Programs utilize rehearsal and performance spaces in the Wray Theatre and Black Box Theatre, as well as a ceramics studio and visual art exhibition space in the Art Gallery. Many students enjoy state-of-the-art facilities in our new P.E. Complex, which features a Fitness Center, tennis courts, softball field, soccer field, baseball field, dance studios, and gymnasium. Other unique instructional facilities include a shooting range, Forensics squad room, and astronomical observatory.

At present, Rio Hondo College offers 69 degrees—including 21 Associate Degrees for Transfer (AD-T) approved by the Chancellor's Office—and 61 certificates. The number of students completing Chancellor’s Office-approved degrees and certificates in the past five academic years has dramatically increased, from 996 in 2011 to 1,388 in 2015. When including non-Chancellor’s Office approved

certificates to the total, the number increases from 1,087 in 2011 to 1,424 in 2015—an increase of 31% in just five years. These increases are due to a dedicated effort in Academic Affairs to increase the number of associate degrees, associate degrees for transfer (AT-T degrees), certificates, and even the new bachelor of science degree (in Automotive Technology).

Table XV.a: Five Years of Degree/Certificate Completion at Rio Hondo College, 2010-2015

	Annual 2010-2011	Annual 2011-2012	Annual 2012-2013	Annual 2013-2014	Annual 2014-2015
Associate in Science for Transfer (A.S.-T) Degree	0	2	10	21	170
Associate in Arts for Transfer (A.A.-T) Degree	0	14	42	64	128
Associate of Science (A.S.) degree	370	399	367	372	439
Associate of Arts (A.A.) degree	414	545	450	535	426
Certificate requiring 30 to < 60 semester units	53	10	43	47	36
Certificate requiring 18 to < 30 semester units	158	98	172	151	164
Certificate requiring 12 to < 18 units	1	4	7	20	25
Degrees & CO-Approved Certificates	996	1,072	1,091	1,210	1,388
Certificate requiring 6 to < 18 semester units	91	28	66	53	36
Other Credit Award, < 6 semester units	0	0	1	0	0
Certificates Not CO-Approved	91	28	67	53	36
Grand Total	1,087	1,100	1,158	1,263	1,424

Source: CCCC Data Mart

Nationally, Rio Hondo College ranks 87th on the Top 100 list of associate degrees awarded in all disciplines to minority students, and 39th in degrees awarded specifically to Hispanic students. Our college ranks 29th on the Top 50 list of colleges awarding associate degrees in homeland security, law enforcement, firefighting, and related protective services.

Among Academic Affairs’ ten divisions, hundreds of credit courses are offered each semester in over 60 disciplines. Courses are delivered primarily in traditional semester-long, on-site, face-to-face lecture format but increasingly in alternative formats that include online, hybrid, short-term, late-start, accelerated, and modularized formats. Some course credits may be earned through lab, internship, directed study, and learning community environments. Non-credit courses, enhanced non-credit courses, and apprenticeships round out the full range of educational offerings at Rio Hondo College.

At present, most courses are offered during Fall and Spring semesters, with a smaller number during multiple short-term Summer sessions and winter Intersession (last offered in January 2010 and resumed in January 2014). As seen below, the number of course sections over the past six academic years has ranged from 2870 sections to 3399 sections per semester*:

Table XV.b: Section Offerings per Academic Year* at Rio Hondo College, 2010-2016

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Fall	1423 sections	1454 sections	1709 sections	1494 sections	1621 sections	1646 sections
Spring	1454 sections	1416 sections	1486 sections	1598 sections	1778 Sections*	1568 Sections*
TOTAL	2877 sections	2870 sections	3195 sections	3092 sections	3399 sections	3214 sections

Source: Banner, based on number of discrete CRNs

*Fall and Spring semesters only; Spring 2014 and 2015 include Intersession sections

The significant decrease in sections between Fall 2012 and Spring 2013 reflects a campus-wide effort, at that time, to reduce the number of planned class sections in order to address budgetary limitations and over-cap FTES. In the last two years, the overall number of sections per academic year has risen, in the face of decreasing enrollment and an attempt to regain FTES. The latest Chancellor’s Office Scorecard reports current FTES at 12,575.

Among students enrolled in classes at Rio Hondo College, the rates of both retention and success have increased over the past five academic years. The lowest rate of retention was in 2011-12 (85%), rising to over 89% during the two most recent academic years (2013-14; 2014-15). The lowest rate of success was also in 2011-12 (67.7%), rising to over 69% during the two most recent academic years (2013-14; 2014-15).

Table XV.c: Rates of Retention and Success at Rio Hondo College, 2010-2015

		2010-11	2011-12	2012-13	2013-14	2014-15
Retention	Count	98,117	96,459	92,609	93,383	96,261
	Rate	86.0%	85.0%	87.6%	89.5%	89.1%
Success	Count	77,712	76,846	72,073	71,962	75,393
	Rate	68.1%	67.7%	68.1%	69.0%	69.8%

Source: Rio Hondo College, Office of Institutional Research and Planning (IRP)

Campus awareness of the Chancellor’s Office Scorecard and campus-wide involvement in devising our College’s Student Success and Support Plan (SSSP) and Student Equity Plan have helped to focus campus efforts on boosting rates of student success and retention.

Five-Year Outlook. Over the next five years, the divisions and programs within Academic Affairs will collectively address the changing demands of higher education, industry, and the economy, as well as the challenge of decreased enrollment and other factors that may negatively impact the College. (Details on the five-year outlook for each of the divisions and many of the offices in Academic Affairs will follow this “Strategic Directions” section.)

Strategic Direction 1 – Academic Affairs

Innovative scheduling practices will continue to be implemented or refined at Rio Hondo College to increase student enrollment and to promote successful completion of degrees and certificates, transfer, career and technical education, basic skills proficiency, and lifelong learning. Academic Affairs will lead these efforts in the following ways:

- FTES targets will be set early, in tandem with instructional budgets, to facilitate a two-year process for attaining each semester’s enrollment goals
- Typically offered course patterns will be promoted and communicated on an ongoing basis, to promote students’ educational pathways and achievement of their educational goals, and to position Rio Hondo College more strategically and competitively among area colleges in terms of scheduling practices
- Data from students’ comprehensive educational plans will inform the strategic scheduling of classes within divisions by identifying high-demand courses to be scheduled
- A “block schedule” will be developed campus-wide to facilitate more efficient class scheduling
- A “classroom inventory” will be conducted to facilitate more efficient class scheduling
- Innovative delivery of basic skills instruction and/or implementation of alternative basic skills models (e.g., concentration, acceleration, modularization) will be promoted through the class schedule

- Learning community cohorts will be developed and scheduled as part of The Avance Project, designed to improve student completion at Rio Hondo on a substantial scale
- A Fast Track AD-T will be developed and scheduled across the curriculum allowing college-prepared students to complete their degree in two years

Strategic Direction 2 – Academic Affairs

As Transfer Model Curricula (TMCs) continue to be developed statewide in disciplines, faculty members at Rio Hondo will continue to design additional Associate Degrees for Transfer (ADTs)—as well as other transferrable degrees. At the same time, the College will review the viability of existing, new, and revitalized programs in conjunction with the annual Program Review process and emerging industry trends/labor market data.

Strategic Direction 3 – Academic Affairs

Academic Affairs will continue to play a leadership role in CCC’s baccalaureate degree pilot program through its implementation of a Bachelor’s degree in Automotive Technology by Fall 2016 and continued involvement in efforts to expand baccalaureate offerings at all community colleges statewide. At the same time, Rio Hondo College will work to become a nationally recognized educational center in the field automotive technology.

Strategic Direction 4 – Academic Affairs

Academic Affairs will continue to collaborate with Student Services to increase the availability and effectiveness of student learning support resources through implementation of Rio Hondo’s Student Success and Support Program (SSSP) and Student Equity Plan (SEP).

Strategic Direction 5 – Academic Affairs

To better inform academic program planning, the institution will capture completion data for a wider range of student educational goals, which may include not only traditional transfer and degree/certificate completion, but also job skill attainment, gainful employment, and other measurable lifelong learning goals relevant to Academic Affairs planning.

Strategic Direction 6 – Academic Affairs

Course delivery at Rio Hondo will strategically incorporate new mobile learning and online technologies. Similarly, development and scheduling of distance education courses will be more directly linked to student educational goals, employment trends, and community needs. Both efforts will be aligned with CCC’s Online Education Initiative (OEI, for which Rio Hondo College serves as a pilot college), as well as ongoing recommendations from our campus Online Education Committee (OEC) and Instructional Technology Committee (ITC).

Strategic Direction 7 – Academic Affairs

In partnership with local K-12 districts and ROPs, Academic Affairs will continue to play an instrumental role leading the Rio Hondo Adult Education Consortium to help shape future delivery of adult education in California.

Strategic Direction 8 – Academic Affairs

A comprehensive review of non-credit and “enhanced” non-credit curriculum will be conducted in order to expand non-credit offerings and certificates of completion/competency for students, while increasing FTES.

Strategic Direction 9 – Academic Affairs

In partnership with local K-12 districts and ROPs, Academic Affairs will continue to play an instrumental role in scheduling courses at area high schools, creating dual enrollment courses, and offering other learning opportunities at area elementary and middle schools.

Strategic Direction 10 – Academic Affairs

While administration of Rio Hondo's off-site educational centers and course offerings at local high schools will be moved to the President's Office area (under the supervision of a Dean of Educational Centers), course offerings at all off-site facilities will be expanded to address community demand for general college class offerings and specific community-oriented educational needs. Collaboration between the new dean and the academic deans within Academic Affairs will be essential in achieving these goals.

Strategic Direction 11 – Academic Affairs

The Office of Grants Management and Development will continue to pursue innovative grant funding opportunities for institutional programs across the campus of Rio Hondo—especially through increased participation in regional and consortium-based funding opportunities encouraged by the Chancellor's Office and from federal funding sources.

Strategic Direction 12 – Academic Affairs

Several major facilities projects are slated to enhance instruction at our campus, as outlined in the recent Facilities Master Plan and Instructional Technology Master Plan. The following projects—all included in the five-year plan on file with the State Chancellor's Office—will greatly benefit Rio Hondo's academic and vocational programs:

- Library Tower renovation will allow administrative offices (including the Office of Academic Affairs) to be relocated to the Library Tower, resulting in room for expanded and technologically upgraded classroom space in the Administration Building
- Renovation of the Business Building will provide upgraded classroom space for students in the Division of Business, as well as other divisions
- Demolition of the Campus Inn and subsequent construction of the Fine Arts Building will address deficiencies in existing instructional space for students in Arts and Cultural Programs
- Renovation of the Music Building and Wray Theatre will provide improvements in the Rio Hondo College Performing Arts program
- Addition of a third educational center, in Pico Rivera, will make Rio Hondo classes more immediately accessible to students living in or near that community

Other potential facilities projects outlined in the Facilities Master Plan would offer the following benefits for Rio Hondo's academic and vocational programs:

- Possible expansion of Nursing and Health Sciences facilities would accommodate growing demand for entry-level nursing programs, such as Home Health Aide (HHA), Certified Nurse Assistant (CNA), and Acute Certified Nurse Assistant (ACNA) programs
- Possible renovation of the Science Building would offer additional classroom/lab space
- Renovation of the AJ Annex would expand the use of these revenue-generating student training facilities

ii. Division of Arts and Cultural Programs

Current Status. The Division of Arts and Cultural Programs consists of two departments: Visual Arts and Performing Arts. Visual Arts programs include Ceramics, Art History, Painting, Drawing, 2-D and 3-D Design, Digital Animation, and Graphic Design. Performing Arts includes Music and Theatre Arts programs. The primary mission for all programs in the division is for students to earn AA or AS degrees and to prepare students for upper division study, as well as to provide portfolio preparation for vocational training and accessible lifelong learning opportunities within the foundational fine and performing arts.

The Visual Arts program underwent program review in 2013, receiving praise for its clarity and thoroughness. Ongoing curriculum changes have been largely completed, bringing most of our courses in line with Transfer Model Curriculum (TMC) requirements. The degrees and certificates currently available from the Division of Arts and Cultural Programs are as follows:

- Animation (AA & certificate)
- Art History (AA-T)
- Graphic Design (AS)
- Game Development (certificate)
- Music (AA)
- Photography (AA)
- Studio Arts (AA-T)
- Theatre Arts (AA-T)

Current completion data for students in Arts and Cultural Programs, according to the most recent data available, exceeds the overall Rio Hondo College numbers by +4.6% (Spring 2015). The division's retention rate for the same semesters also exceeds College rates by +2.9% and +0.2%, respectively. This positive trend has occurred despite aging facilities, challenges in scheduling due to limited classroom space, and a reduction in class sections, which has decreased our division's overall FTES. The drop in FTES is being addressed via strategic enrollment, scheduling, and a thoughtful collaboration among program areas to share, recruit, and engage all students in the division.

The program in Animation has been actively working on articulation agreements with both a local high school (Montebello) and several CSU campuses (Fullerton, Long Beach, and Los Angeles). SLOs have been created for every class offered in the division and continue to be assessed each semester. Degree SLOs were established in 2011 and last assessed in 2012.

The Campus Inn, which has been used as additional classroom space by both the Theatre and 3D Art programs, is due to be converted to swing space for the pending L Tower construction project. Faculty and staff have been working with the Director of Facilities to ensure that the move out of the Campus Inn happens smoothly and that sufficient steps are taken to mitigate the loss of this important space.

Five-Year Outlook. Most of the division's efforts toward growth and development of programs over the next five years are ultimately dependent on the construction/renovation of its facilities. The Fine Arts Building, as currently planned, will have technological and physical capacity to sustain growth of multiple programs for many years, placing Rio Hondo College in the top tier of Visual Arts programs in the Los Angeles Basin. Renovations planned for the Music Building and Wray Theater will greatly improve the technological resources available to the performing arts programs. Physical space will still be fairly restricted, however, which will have an impact on long-term growth. It is the belief of the Performing Arts faculty and staff that, due to lapse of time, renovation plans for the performing arts facilities will greatly benefit by a review in light of changing technologies, educational methodologies, and the changing workplace.

Several important changes are underway that will affect programs in the Visual Arts over the next five years:

- The Commercial Arts program has revised its name and degree to “Graphic Design” to more accurately reflect the program. It is developing a cross-disciplinary approach to teaching traditional visual arts in tandem with newer digital arts and design, as follows:
 - Courses will be developed in digital media, including graphic design and digital imaging
 - Computer labs will be upgraded to include new software and improved printing capacity
 - Curriculum will be revised or developed to address emerging technologies and industry needs
 - Faculty in commercial arts will collaborate with other disciplines (photography, television, business, computer science, etc.) to devise learning communities and other innovative teaching approaches
 - Outreach and articulation agreements will be established with local high schools and local employers
- Over the next five years, the Digital Photography program will focus equally on degree/ transfer and commercial/vocational preparation as it pursues a transition from traditional to digital photography and plans for the movement of photography into an integrated “digital arts” (commercial arts, film, and television) approach
- Studio Arts faculty will continue to incorporate foundational Visual Arts courses into Animation and Digital Media programs. Simultaneously, they will incorporate the use of digital tools into

traditional arts classrooms (e.g., digital painting equipment, other imaging technologies). The Sculpture and Printmaking programs will be revived as new facilities become available.

Several curricular changes are also underway that will affect programs in the Performing Arts over the next five years:

- An AA-T degree is currently being developed in Film, Television, and Electronic Media to spearhead the development of an interdisciplinary program that incorporates television, digital arts, technical theatre, and film studies
- Curriculum is being revised to develop a strong Applied Music program focused on preparing students for transfer to a four-year institution, including an AA-T degree in Music. To be successful, the program must not only complete and articulate a transfer degree, but secure resources and create an infrastructure of large and small ensembles and individual lessons. The program may develop regional partners (an applied music consortia) to share associated costs and resources
- Development of a more robust and integrated performing arts production program is an ongoing goal, whose successful achievement will be determined by several benchmarks:
 - Development of transfer curriculum in all areas of performing arts production
 - Integration of theatre technology courses/students in all areas of performing arts production (theatre, music, dance, video/digital media)
 - Expansion of the theatre curriculum to create a unique and comprehensive regional touring theater program
 - Acquisition of technological resources for “hands-on” training in modern lighting, audio, costuming/makeup, scenography, and projections
 - Creation of an entertainment industry advisory committee

iii. Division of Behavioral and Social Sciences

Current Status. The mission of the Division of Behavioral and Social Sciences (BSS) is to create, maintain, and deliver high quality educational courses in our academic transfer and vocational areas. Programs in the division include Anthropology, Chicano/a Studies, Child Development/Education, Economics, History, Humanities, Philosophy, Political Science, Psychology, Sociology, and Human Services/Drug Studies. BSS courses deal with social and cultural aspects of human behavior, allowing students to examine relationships between themselves and society, as well as their relationships to other people. BSS courses help students better understand and successfully interact with the multiple and diverse communities of which they are a part.

Degrees and certificates offered by BSS include the following:

- Anthropology (AA-T)

- Chicano/a Studies (AA)
- Child Development (AS/certificates in Child Development and Preschool Teacher)
- Drug Studies (AS/certificate)
- History (AA-T)
- Human Services (certificate)
- Philosophy (AA and AA-T)
- Political Science (AA-T)
- Psychology (AA-T)
- Sociology (AA-T)

The division also administers two support programs: the campus Pre-school Laboratory and the Foster Kinship Care and Youth Development Services program (although this latter program will soon be transitioned to the area of Student Services). The Rio Hondo College Pre-school Laboratory, located at the Child Development Center, provides Child Development students and other Rio Hondo College students with a laboratory to observe pre-school development and to demonstrate the principles of developmentally appropriate practices as defined by the National Association for the Education of the Young Child (NAEYC). The laboratory also provides an educational program for pre-school children based on current research and best practices in the field of Child Development/ Education. Finally, the Child Development Center supports Rio Hondo students, staff, and community parents in pursuing their educational, occupational, and personal growth goals by providing a safe and nurturing environment for their children.

The Foster and Kinship Care Education program provides ongoing quality education and support opportunities to the community with a focus on caregivers of children and youth in out-of-home care so these providers may meet the educational, emotional, behavioral, and developmental needs of children and youth in the foster care system. The mission of the Youth Development Services program is to educate, support, and provide foster youth ages 16-21 life skill classes aimed at assisting them to successfully transition into adulthood, find employment, attain their educational goals, and prevent homelessness.

The mission of Youth Empowerment Strategies for Success (YESS) is to educate and support former foster youth, ages 16-21, as they transition successfully into self-sufficiency and adulthood by providing living skills training and individual attention, mentors, and resources. YESS provides services that focus on life skills training and academic performance with the goal of foster youth achieving self-sufficiency, college degree or certificate completion, and employment. Recent discussions have taken place regarding the transfer of the FKCE program to the Student Services area. It is the hope that such a move would allow the current Interim Counselor/Coordinator of the Guardian Scholars program to be housed with the FKCE/YESS Program Specialist, thereby creating a focused student center to serve foster youth and foster families.

Five-Year Outlook. Over the next five years, the number one goal of the eleven academic/vocational programs within the Division of Behavioral and Social Sciences (BSS) is to sustain the delivery of quality education while developing new courses to address unmet needs. Creation of new AA-T degrees remains a priority, with BSS faculty acknowledging that these transfer degrees offer our students the best chance of transferring to four-year universities. Three upper division courses from Behavioral and Social Sciences are also being developed for inclusion in the new Auto Technology baccalaureate degree.

In addition, the follow specific goals are a focus for the division over the next five years:

- It will be a focus of the Political Science Department to increase student participation in the Political Science Internship Program. Professor Manuel Baca coordinates the program, having placed interns with the City of Whittier, Congresswoman Judy Chu's District Office, and the state Chancellor's Office in Sacramento. Program credit for students was earned through the College Work Experience (CWE) program. This Internship Program continues to offer opportunities for growth and the strengthening of college/community governmental relationships.
- There is tremendous opportunity for growth in Human Services and Drug Studies. According to the EDD, Human Services Assistant positions will increase by 18% in the next 7 years. Per the Chancellor's Office website, Human Services is one of the top ten programs in units completed among community college students. Given the current economic condition of California, many service providers are relying on para-professional workers to fill vital social service positions. The goal is to continue to support and expand this program to meet the needs of our students and increase the number of students earning certificates and degrees. Fortunately the Human Services Department in our division has received approval to hire the first-ever full-time faculty member for Human Services. The new degree in Human Services will also provide students with additional opportunities in this area.
- The Psychology Department recently established a student cohort program. The "Emerging Professionals in Psychology" cohort will involve approximately 20 students who enroll simultaneously in four of the core classes for the Psychology transfer degree. The students will meet monthly with a Psychology faculty mentor and receive information regarding internships, career options, and transfer information in the field of psychology.

iv. Division of Business

Current Status. The mission of the Division of Business is to provide accessible, high quality learning opportunities in the theories, practices, tools, skills, and technologies of business and industry. Programs in this division include Accounting, Business Management, and Computer Information Technology (CIT).

The following degrees and certificates are offered within the Division of Business:

- Accounting (AS/certificates in Accounting, Computerized Accounting, Income Tax Preparer)
- Business Administration (AA)

- International Business (AS/certificate)
- Business/Management and Supervision (AS/certificate)
- Business Marketing (AS/certificate)
- Computer Information Technology (AS/certificate in Computer Systems)
- Computer Information Technology (AS/certificate in Microcomputer Specialist)
- Logistics Management (AS degree/certificate)
- Retail Management (certificate)
- Small Business /Entrepreneurialism (AS/certificate)

The major strength within the Division of Business is its dedicated faculty and staff, many of whom have strong ties with local industry partners. This ensures that division curriculum is current and student job skills match career pathways and local needs. The division's programs align closely to local, regional, and national workforce demands in viable business career fields, giving students many options to pursue entry-level jobs, degrees in higher education, and advanced career pathways.

In 2015, the Business Division completed its third iteration of participating in the Internal Revenue Service's Volunteer Income Tax Service (VITA) program, in which faculty and students from Business volunteered to provide free income tax preparation for underprivileged individuals and families. The VITA program is comprised of one for-credit course in income tax preparation, with additional training credited by the IRS and the California Board of Equalization (BOE) that certifies students as tax preparers. The program has grown by over 40% since its inception in 2013, and the Division of Business has taken steps to incorporate VITA into its annual program planning to ensure that future students may benefit by obtaining related workforce certification that facilitates immediate employment as well as service to the community.

Currently, the Accounting Department is revising curriculum to enhance current courses in addition to exploring the addition of an ethics course to the basic degree structure. The Computer Information Technology Department has revised degree and certificate curriculum to align with industry employment practices.

Five-Year Outlook. Over the next five years, the Division of Business will continue to analyze the complex demographic features of local and state industry, particularly the implications of immigration, the aging workforce, returning Veterans, non-traditional prospective students, economically disadvantaged youth, and the decline in the general population. Given California's current and expected population shifts, business programs must meet the educational and technical skill demands of a diverse group of students, many of whom are not proficient in English or who may be first in their family to attend college. The impending retirements of the Baby Boom generation, coupled with a reduced growth rate in the 35-54-year-old cohort and growth in the 20-34-year-old cohort, underscore the importance of making sure workforce-age residents are equipped to enter and energize the economy.

Over the next five years, the Division of Business will prepare students for occupations and other high-growth, high-demand careers. Business students need opportunities to earn valuable working credentials through degrees and certificates that meet real-world preparation for employers and

secondary education. These credentials will be designed to be “stackable,” allowing students the ability to start and complete skills/credentials to gain entry level employment along a “learn & earn” pathway. Curriculum for these degrees and certificates must be rigorous and carefully sequenced, yet flexible while preparing students for emerging careers in such fields as business management, accounting, tax preparation, international business, logistics, computer technology (in support of all career fields), business law clerks, marketing, and computer security (eventually homeland security support, too). Within the CIT Department, for example, the following certificate and degrees were recently recommended by the CIT Advisory Committee to be developed within the CIT program:

- PC Repair Technician – Career Certificate
- Desktop Technician – Career Certificate
- System Technician – Certificate of Achievement
- System Administrator Option – Certificate of Achievement
- System Administrator Option Plus General Ed Courses – AS Degree
- Entry Network Technician – Career Certificate
- Network Technician – Certificate of Achievement
- Network Administrator Option – Certificate of Achievement
- Network Administrator Option Plus General Ed Courses – AS Degree

The Division of Business will continue to emphasize professional relationships between students, teachers, employers, and higher education through work-based learning experiences, mentoring programs, and collaborative endeavors. The division will also be expanding its advisory groups in an effort to better link between curriculum and industry needs via the creation and recognition of industry certifications to academic/program coursework.

The Division of Business is exploring the creation of a course specifically to create applications for various media devices in partnership with Microsoft employees. The plan is to start a student club to add to the course as an educational requirement for the AS degrees in Business. The development of curriculum will include linking academic credit to industry qualifications to enhance workforce development. Beta testing of the “students competing in industry” competitions has proven successful, with the ultimate goal of broadening support for student competition.

The division is also in the process of creating curriculum for a computer technology-based program in Integrated Technology Security. When the Division of Public Safety completes its AS degree in Homeland Security, the Division of Business will explore linking its CIT-Security certificate program to the Homeland Security degree, providing a specialized option in Homeland Security.

The Division of Business is also exploring the possibility of hosting more international students in summer camps related to various business majors, with the hope of drawing them to the campus for eventual study as full-time students.

Finally, scheduled renovation of the Business Building (as outlined in the Facilities Master Plan) will facilitate the expansion of current Business programs and enhance pedagogy through facilities designed

to support division growth of 25%. The new facilities will have larger computer labs and a lecture hall, offering state-of-the-art pedagogical spaces to make instruction more efficient and effective.

v. Division of Career and Technical Education

Current Status. The mission of the Division of Career and Technical Education (CTE) is to provide industry-linked programs and services that enable students to reach their career goals in order to achieve economic self-sufficiency, compete in a global marketplace, and contribute to California's economic growth. CTE's programs include Architecture, Civil Engineering, Design, and Drafting/CAD (ACEDD); Automotive Technology; Advanced Transportation Technology/Energy Center; CTE Transitions; Electronics; Geographic Information Systems (GIS); and Welding/Fabrication. Most of these programs have internal and external accreditation standards that meet strict industry standards. Degrees and certificates currently offered by CTE include the following:

- Advanced Engine Performance (AS/certificate)
- Advanced Engine Performance – Technician (certificate)
- Alternative Energy Technology (AS/certificate)
- Alternative Fuels and Advanced Transportation Technology (AS/certificate)
- Architecture (AS)
- Architecture Design & Drawing (AS); Architecture Design & Drawing Technician (certificate)
- Automotive Technology (AS); Certificates in General Automotive Service, Brake and Suspension Service, Diesel Fuel and Emission Systems, Engine Repair, and Transmission Service, General Service Technician, Fuel Injection Systems, and Safety, Comfort and Convenience Systems
- Civil Design Technology (AS/certificate); Civil Design and Drawing, & Surveying, Mapping and Drawing (certificate)
- Electronics Technology (AS/certificate)
- Engineering Design Drafting (AS); Engineering Design Drafting Technician (certificate)
- Geographic Information Systems (certificate with focus areas in Facilities Management, Crime Mapping, and Environmental Technology)
- Heavy Equipment Technology (AS); Heavy Equipment Service Technician Specialist (certificate)
- Honda Professional Career Training Program Specialization (PACT) (AS); Certificates in Honda/Acura Air Conditioning and Supplemental Restraints Systems, Honda/Acura Brakes, Suspension, and Electronic Systems, Honda/Acura Engine Repair and Chassis Electrical Systems, Honda/Acura Power Train and Transmission Systems
- Welding Technology (AS/certificate)

The major strength within the Division of CTE is the dedicated faculty and staff who bring industry standards into the classroom. Nearly all departments have strong ties with local industry partners that ensure that the curriculum, career pathways, and student job skills meet local needs. As a result, Rio Hondo's CTE programs are closely aligned to local, regional, and national workforce demands in STEM and other viable career fields. CTE's programs give students many options for pursuing entry-level jobs,

degrees in higher education, and advanced career pathways that lead to employment, continued learning, and the ability to “learn while earning.”

Per California Education Code, section 78016, Rio Hondo College’s career/technical programs conduct required biennial evaluations that include assessment of size, scope, and quality to meet business and industry needs and labor market demands. Continuation of any career/technical program depends on how the program meets criteria for high skill, high wage, or high demand occupations of professions.

With the passing of Senate Bill (SB) 850 in 2014, fifteen Community College districts were selected to pilot a Baccalaureate Degree program of study. Each district accepted into the pilot program is allowed to offer one Baccalaureate program of study not already offered by the CSU or UC. Rio Hondo College was one of the fifteen districts selected, undergoing a rigorous review process in 2015 of its proposed Bachelor of Science in Automotive Technology. With Board of Governor’s approval and subsequent approval of a Substantive Change Proposal by ACCJC, the CTE Division looks forward to welcoming the first cohort of students into this program in Fall 2016.

The Division of CTE also continues to support “CTE Transitions,” a collaboration involving area secondary school districts and regional occupational programs (ROPs) that support CTE pathways. With CTE Transitions, high school instructors identify a CTE course at Rio Hondo that is comparable in rigor to a CTE course taught at the high school or ROP.

Five-Year Outlook. Over the next five years, CTE will continue to work to bring the world of careers into the classroom and get students out of the classroom to “learn by doing.” This model uses practical applications, problem-based learning, laboratory and field work, simulations, mentoring programs, and work-based learning experiences. Learning in the 21st century must also include financial, economic, business, entrepreneurial, civic, health, and environmental literacy, as well as global awareness. CTE will strategize on how to engage students with different learning styles more effectively, since seat time and lecturing every day curbs the interest of many career-oriented students.

“Learning by doing” becomes a reality only through collaboration. To this end, CTE will work to build relationships between students, teachers, employers, and higher education in general. All should be on the same page with an understanding of the skills that students need to be successful. Similarly, CTE will continue to support transitions from secondary to post-secondary education by providing each CTE student with a road map and skills for success. CTE will develop articulation and dual-enrollment opportunities to provide students with comprehensive guidance, personalized career development, and structured transitions to provide a clear path from secondary to CSU/UC, if desired.

Over the next five years, CTE certificates will increasingly be “stackable,” allowing students the ability to start and complete skills/credentials to gain entry level employment along the “learn and earn” pathway. For example, CTE will develop stackable certificates that lead students more quickly to our AS degree and certificate in Electric Vehicle and Fuel Cell Technology, currently the only such associate degree in alternative fuel technology in the region.

Increasingly, CTE will prepare students for STEM occupations by creating STEM-focused education programs that will strengthen the STEM workforce/student. Alignment with K-12 CTE/STEM programs—as well as Common Core curriculum standards—and immersion into applied academics are critical. CTE has also acquired funding from the National Science Foundation/Advanced Technological Education (NSF/ATE#1501735) to advance the Hybrid/Electric Vehicle program and introduce Fuel Cell Technology into our alternative fuels program. The short term goal is to create an Associate of Science degree for this technology. With the mentoring of the NSF/ATE Foundation, Rio Hondo hopes to be established as a Hydrogen Fuel Cell training center by 2018. Long-term—2017-2021—Rio Hondo hopes to acquire status

as the General Advance Technological Education regional training center in California. Currently, there are only three of these centers in the nation. Rio Hondo would be the first with Fuel Cell Technology integrated with a STEM-based curriculum that ends in an Associate of Science degree.

vi. Division of Communications and Languages

Current Status. The Division of Communications and Languages is comprised of six academic departments: English and Literature, English as a New Language (ENLA), Languages (including Chinese, French, Japanese, Spanish, and American Sign Language), Mass Communications (including Journalism, Radio, and Mass Media), Reading, and Speech (including Forensics). The division also oversees the campus Study Abroad program, three instructional labs, and a campus-wide Learning Assistance Center (LAC) that provides tutorial services for students enrolled in classes from many disciplines across campus. Members of the English faculty also staff the recently established Writers' Resource Center, which is funded through the Student Equity Plan and offers writing consultation for students in any discipline.

Courses in Communications and Languages are offered at developmental and college levels of instruction, and through a variety of instructional formats, such as learning communities, online modalities, and community-based offerings. Many courses in English, Literature, Spanish, and Speech are designated as Honors courses. Degrees offered in Communications and Languages include the following:

- Communication Studies (AA-T)
- English (AA-T)
- English and Literature (AA)
- Journalism (AA-T)
- Mass Communications (AS/certificate in Mass Media)
- Mass Communications (AS/certificate in Print Media)
- Spanish (AA-T)

Faculty and staff in the division oversee three important campus publications: *El Paisano* (newspaper), *La Cima* (magazine), and *River's Voice* (literary/art journal). The division also sponsors the annual Writes of Spring, a two-day festival that celebrates the written word. This even has recently grown to incorporate the annual River Deep Film Festival (in collaboration with the Division of Arts and Cultural Programs). The Division has begun hosting an annual lecture/campus event series, involving reading festivals, guest lectures, and foreign film screenings. Finally, through participation in the Rio Hondo Forensics Speech and Debate Team, forensics students interact and compete with other college students at the state, local, and national levels. Other extracurricular activities include the Creative Writing Club, French Club, Chinese Club, Journalism Club, and Puente Program.

Five-Year Outlook. Over the next five years, the Division of Communications and Languages is committed to providing clearer and more tangible academic pathways for students to be guided toward completion, particularly toward the new AA-T degrees in English, Journalism, and Spanish. Learning

support resources will also be enhanced to support these pathways by extending tutoring services and expanding innovative formats, such as integrated (Gateway) tutoring and online tutoring (see also the section “Tutoring” below). Faculty members will develop new strategies to promote their disciplines as potential majors for students, such as departmental information sessions, social media forums, and community-based campus events. To promote academic development at basic skills levels, division members will continue to lead campus efforts through the Office of Student Success and Retention, many of which are outlined in the annual Basic Skills Action Plan and in the “Basic Skills” section (see below) and participate in The Avance Project.

Based on rising industry demand for sign language interpreters, the Department of Languages hopes to expand its American Sign Language (ASL) program in the future. Currently, two levels of ASL instruction are offered. Development of third and fourth levels will lead to an ASL proficiency certificate. This would require additional sections of first and second levels to be offered, as well as a lab component, and possible partnerships with outside agencies (such as K-12 schools for the deaf) to establish practicum-based service learning opportunities for Rio Hondo ASL students. Expansion of this program would also require development of an industry-based ASL Advisory Board.

vii. Division of Health Science and Nursing

Current Status. The Division of Health Sciences and Nursing strives to meet the needs, aspirations, and goals of our changing student population and health care needs of the community. The division features three different programs: an Associate’s degree in Nursing (ADN) program, a Vocational Nursing (VN) program, and an entry-level nursing program.

The Associate’s degree in Nursing (ADN) program prepares students for the Registered Nurse (RN) licensing examination. The Vocational Nursing (VN) program prepares the VN student for licensure as a Licensed Vocational Nurse (LVN). Graduates from the ADN Program and VN Program have high pass rates on state board exams, exceeding the state and national average pass rates. Partnerships established with several area higher educational institutions provide seamless educational pathways. Many of the graduates continue their education earning their BSN through these partnerships.

The entry-level nursing programs provide important health sciences pathways as a Pre-certified Nursing Assistant (CNA). Students completing the CNA course may continue in their studies to receive a certificate as a Home Health Aide (HHA) or Acute Care Certified Nursing Assistant. These programs are designed to provide students with a career ladder, moving from a Certified Nursing Assistant to LVN, and from LVN to ADN.

Over the past six years, the CNA program has tripled in student applications and promises to remain in steady demand. Like the HHA program, the CNA program is approved by the State of California Department of Public Health (CDPH). Due to its length of only 16 weeks, CNA students can also work, if needed. CNA students are also able to take prerequisites for the VN and ADN programs while taking courses in the entry-level programs. The cost of this program is less than \$500, making Rio Hondo’s one of the lowest-cost CNA programs among Southern California area programs in which College credit is awarded. Upon completion of the program, CNA students have a high chance of gaining employment.

Five-Year Outlook. Over the next five years, the Division of Health Sciences and Nursing will continue to review and revise its programs in response to changes in nursing and health care, as well as from input provided by our affiliates through the Advisory Council. The division will revise and update the ADN and VN curricula to maintain currency, while reducing the number of program units. This curriculum revision

will enable the programs to be more competitive with surrounding similar programs and become better aligned with standards established by the Accreditation Commission for Education in Nursing (ACEN). The division is committed to actively pursuing ACEN accreditation. As part of the curriculum revision, the division will also explore the feasibility of offering courses twice per year rather than just once per year. This change will enable students to enter the program in the fall and spring semesters. The semester offering of courses will also decrease the wait time for students attempting to re-enter the program.

The division is cognizant of the 80/20 rule from the Institute of Medicine's plan for the Future of Nursing, which states that 80% of all RNs will have their BSNs by the year 2020. We are seeking additional partnerships with universities to increase opportunities for students to smoothly transition from our ADN program into a BSN program. When students enter our ADN program, we are very clear it is an academic stepping-stone toward their goal of becoming a registered nurse.

The division will continue to seek additional clinical sites and clinical opportunities for its students. Identification of clinical sites has been—and will continue to be—a major challenge that threatens the successful operation of Rio Hondo's nursing programs, given that some area hospitals have re-evaluated the number and type of students they agree to host for learning opportunities and have invited only BSN programs to continue as affiliates at their facilities. One result is that the clinical focus of Rio Hondo's VN program has been redirected to the outpatient community setting in long-term care facilities, rehabilitation units, and home health programs. In months to come, we will further review the ramification of limited clinical sites on the future of our LVN and ADN programs.

Over the next two-four years, the division will continue to offer HHA courses at least twice a year, accepting 30 students per semester. These courses will continue to be offered to high school students during the summer for college credit. There will be continued availability and use of the CNA/HHA lecture and Skills Center for students, as well as increased simulated experiences in the Simulation Center.

As health care changes, so do the vocational programs needed to address those changes. The Division of Health Sciences and Nursing will conduct a needs assessment into other health care-related vocational programs in our area to see the feasibility of offering other such programs. The health care field is larger than nursing alone. Many of the growing occupations in our region are in healthcare, but not nursing. The Five-Year Outlook will address the potential for expanding the scope of the division.

The division will also continue to look for additional grant opportunities to allow us to create programs which are state-of-the art and provide sufficient support personnel. We will investigate opportunities to expand other health science programs and thus establish increasing resources for all of our students.

viii. Division of Kinesiology, Dance, and Athletics (KDA)

Current Status. The Division of Kinesiology, Dance, and Athletics (KDA, formerly known as the Division of Physical Education) strives to be an integral part of the education of all students at Rio Hondo College. We emphasize the importance of lifelong fitness, a healthy lifestyle, teamwork, and career opportunities in the athletic, kinesiology, and dance fields. The division also guides participation of students in skill advancement, lifelong fitness, activity, and lifestyle management.

At the foundation of KDA is a dedicated group of professional educators with more than 80 years of cumulative teaching experience. All faculty members have an MA in Kinesiology, or MFA in Dance, and

are highly trained and recognized in their respective fields. Current faculty members have additional training and certification in Laban Movement Analyst (CLMA), Pilates, and Yoga, as well as other somatic work, including Body/Mind Centering. One faculty member is completing her PhD in Dance, and one has earned a Ph.D. in Organizational Leadership. KDA's Athletic Trainer just completed an EdD in Educational Leadership with emphasis in community colleges. The division also employs supportive and caring equipment attendants, fitness center clerks, and an administrative assistant in the dean's office.

The division has seen a tremendous amount of administrative turnover during the past few years. Since 2008, the division has had two permanent deans and two interim deans. The current (third permanent) dean assumed the position in January 2013. Stability in the dean position has enabled the division to concentrate efforts on striving for student success.

KDA offers comprehensive programs in Health Education, Fitness Certification, Dance, Activity, and Athletics. The division has successfully transitioned into its permanent new home in the P.E. Complex after being housed in temporary quarters in the L Tower for three years. Over the years, KDA's curriculum and student learning outcomes have become more diverse and responsive to the needs of the student population. KDA has developed certificates for a Fitness Specialist, and an AA-T degree in Kinesiology was approved by the state Chancellor's Office in Spring 2013. A local AA in Dance is under development, as well as certificates in Coaching and Yoga. Within these programs, KDA's course offerings serve a diverse range of student needs:

- Health Education assists in educating students on the importance of lifelong fitness, dietary information, and their ability to sustain an individual's quality of life
- The Fitness Center offers one non-credit and two credit options, making it an excellent choice for students and community members throughout their lifetime
- Fitness Specialist Certificate courses help to meet the area's workforce needs for highly trained and educated fitness specialists
- Dance classes include both performance and social components, with classes offered in two beautiful new studios within the P.E. Complex
- Activity courses teach students skills, teamwork, and the importance of daily activity to the body, soul, and mind
- Student athletes have 14 different athletic programs to choose from as they look to transfer, gain scholarships, or just learn the importance of community college athletics. The division currently operates 14 intercollegiate athletic programs and is a member in good standing with the California Community College Athletic Association (CCCAA). Rio Hondo's athletic teams are known as the "Roadrunners." Student athletes compete on a new softball field and aquatics facility with electronic scoring systems. In December 2015, construction is being finished on a new soccer complex with an NCAA compliant all-turf field. These facilities and others in the new P.E. Complex offer great potential for improved athletic recruitment.

Five-Year Outlook. The mission of the Division of Kinesiology, Dance, and Athletics (KDA) is to create a student-centered educational environment that will focus on increasing the success of the students we serve. To accomplish this, KDA staff will work to enrich and expand students' views and attitudes toward

kinesiology at a time of potential de-valuing of kinesiology and lifetime fitness throughout the state of California because of decreased emphasis on physical education at the high school level.

To better serve students and the community over the next five years, KDA has identified key areas of importance: comprehensive facilities and equipment, curriculum development, degree development, and increased staffing levels. KDA's new facilities will assist in its efforts to increase student enrollment, community service, and student recruitment. KDA hopes to add key courses in all its programs to enhance the learning environment on campus. This includes the development of additional degrees and certificates to promote the structured progression of students through a course of study. However, remaining construction timetables to complete the P.E. Complex facility will affect progress in all these areas in both positive and negative ways.

The program in Athletics will see continued benefit from the completion of the new P.E. Complex. Still pending are completion of the soccer/track renovation and approval to convert the baseball field playing surface to artificial turf in order to drastically reduce maintenance time, improve appearance, and offer a more eco-friendly facility.

Six sports are currently suspended due to budgetary constraints, including men's and women's golf, men's and women's cross country, and men's and women's track and field. The possibility of restoring the track and field programs is limited with the re-modeling of the track to a six-lane facility and no area for field events. Without track and field programs, we do not anticipate being able to attract top cross country athletes as potential students, which makes re-instatement of cross country also unlikely. There is chatter at the CCCAA that women's wrestling may be a new sport offered within the next five years. We will pay close attention and consider offering this sport to our students if it is adopted by the CCCAA.

In November 2015, Rio Hondo's athletic program was officially re-conferenced to the South Coast Conference. The Foothill Conference was eliminated due to many concerns that occurred after two schools departed in 2013. This new conference placement will enhance our teams in many ways, including the ability to compete with teams/schools much closer to our campus and re-establish rivalries with some of those schools, to reallocate funds that were associated with distant travel, and to prevent our student athletes from suffering through long road trips during the week while attending class. We are excited to be joining the South Coast Conference.

The program in **Kinesiology** has identified the following specific goals to be accomplished over the next five years:

- Further development of comprehensive program offerings tied to current degree and/or certificate programs
- Potential development of certificates in Coaching and Yoga, and improved course offerings in the Fitness Specialist certificate program to promote transfer/articulation
- An increase in the annual number of Fitness Specialist certificates earned, with a goal of 15 certificates awarded annually by the end of the next five-year period (2014-2019)
- Incorporation of a national certificate test in the Fitness Specialist program for improved workforce opportunities

The program in **Dance** has identified the following goals to be accomplished over the next five years:

- Successful completion of an AA in Dance
- Continued expansion of a visual and music library to enhance Dance instruction
- Continued achievement of high rates of retention and success in all Dance classes
- Expanded performance opportunities for students in technique classes, as well as for those in the touring dance company
- Development of scholarships for dancers attending Rio Hondo
- Implementation of a series of master dance classes to enhance curriculum offerings
- Student participation in the American College Dance Festival
- Performance in the Gala Concert at the American College Dance Festival (regional)
- Performance at the Kennedy Center in Washington for the National American College Dance Festival
- Increase fundraising opportunities by hosting more events on campus

The program in **Athletics** has also identified the following goals to be accomplished over the next five years:

- Increased visibility in the community through local service groups, speaking engagements, CCCAA involvement, and recruiting visits
- Hiring of a Sports Information Director
- Hiring of an additional Athletic Trainer
- Assignment of a full-time academic counselor to KDA with input from KDA faculty
- Increased counseling and tutoring assistance for student athletes
- Improved campus participation in athletic programs
- Improved alumni relations
- Increased rates of retention, success, and transfer for student athletes
- Expansion of our facilities' rental services to provide greater outreach to local athletes
- Resurrection of some suspended athletic programs or offer new intercollegiate sports to take advantage of new facilities in order to capture additional FTES
- Increased funding for our athletic teams by establishing an annual athletic department fundraiser

- Creation of a “Hall of Fame” in the foyer of the gymnasium to pay tribute to former Roadrunners

ix. Division of Library and Instructional Support

Current Status. The Rio Hondo College Library provides academic research tools and materials to students taking coursework at various levels. Library resources include print collections, reserve books, online research databases, and library guides. Library services include class orientations, research workshops, and reference/research assistance. Regular scheduling of the course, Library 101: Fundamentals of Library Research, promotes information competency by introducing students to resources available in an academic library, including books, online catalogs, online research databases, and Web sources. On average, about 1,000 students use the library each day. There are 45 computers available for student use. More student seating and collaborative workspaces are needed. Librarians also maintain and preserve historical College-related documents/artifacts in the College Archives.

Five-Year Outlook. Over the next five years, several goals have been identified by the Library, all of which are vital to supporting student learning and success:

- Increase library services at the off-campus educational centers SWEC, EMEC, and PREC, as well as better support for online classes; implementation of online interactive tutorials and establishing an e-book collection will aid in achieving this goal
- Acquire additional databases, including streaming media such as *Films on Demand*
- Provide more collaborative spaces for students by repurposing existing Library space into student presentation/practice rooms and additional group study rooms
- Add additional seating and study carrels
- Expand instruction in information competency to reach more students at Rio Hondo
- Digitize important archival documents for the College, such as the complete run of *El Paisano* since its first issue in the 1960s, both for preservation and for online access
- Continue ongoing collaboration with other instructional departments, such as participation in learning communities and embedding of librarians in courses, particularly online, with a research component incorporated to provide better student support

x. Division of Mathematics and Sciences

Current Status. The division consists of three departments: Biological Sciences, Physical Sciences, and Mathematics. The disciplines represented in Biological Sciences are biology, environmental science, and environmental technology. Physics, astronomy, chemistry, geology, and geography make up the Physical Sciences department.

During the 2014-2015 academic year and the 2014 summer session, the division offered approximately 540 sections with a head count of 20,500 students, which generated 2,700 FTES.

Our students' goals include earning an associate degree or certificate, transfer to a four-year university or college, job placement, and development of foundational mathematical skills. The division offers AA-T degrees in mathematics and physics, with one in biology now being evaluated by the Chancellor's Office. Also offered are associate degrees in biology, environmental science, and environmental technology. In addition to a certificate in environmental technology, three more stackable certificates were recently approved locally and are now waiting for approval from LAOC Regional Consortium and the Chancellor's Office.

An integral part of the division is our nationally recognized student services programs: Math, Engineering, and Science Achievement (MESA) and TRiO/SSS STEM. The goal of these programs is to provide support for historically underrepresented students to develop academic and leadership skills, increase educational performance, and gain confidence in their ability to compete professionally in STEM fields. Success rates for the programs' students are up to 28% higher in STEM courses than among non-program students.

Five-Year Outlook. The primary goals of the Division of Mathematics and Sciences for the next five years are as follows: to increase the number of degrees and certificates awarded, to expand educational offerings, to enhance their quality, and to increase student success.

To achieve the first two goals, the division has developed several objectives. It will continue to revitalize the engineering program. The faculty will develop an Associate Degree in engineering and AA-T degrees in geography, geology, chemistry, and public health. They will investigate offering a materials science program and study the feasibility of a new vocational program that builds on the division's strengths. The *College Catalog* will include new courses in engineering and material sciences. To help area high school students, faculty are developing non-credit certificates of completion that certify that a student has completed a course of study in secondary basic skills. The division will also offer a new upper level geography course in support of the Bachelor of Science degree in Automotive Technology.

So that the students have the highest quality education and are better able to succeed, the division will emphasize curricular and pedagogical reforms in all of its disciplines. The division will scale up use of the computer-based ALEKS system utilized in certain sections of the developmental math courses. The mathematics faculty will research and initiate a plan to develop two developmental math tracks—one designed for STEM majors and the other for non-STEM students. The second pathway will have as its terminal course statistics. This reform movement will inform the transfer-level math courses.

The science faculty will explore changes in pedagogy along with related modification to the instructional laboratory facilities. Enhancing and maintaining the instrumentation and lab equipment is necessary for students to enjoy the highest quality education. Scheduling and classroom usage are formidable obstacles faced by the division. In keeping with Rio Hondo's *Facilities Master Plan*, the anticipated move of the campus bookstore from its current location to the Administration Building will allow for additional classroom and computer lab space for math and science courses on the first floor of the Science Building. However, even more classrooms and computer labs are needed to meet the increasing demand for the division's courses. Given the success of the MESA/TRiO SSS STEM programs in helping our students succeed, the division will work with the other administrative units, particularly the Office of Grant Development and Management, to research ways to bring services to a larger number of the College's students.

xi. Division of Public Safety

Current Status. The Public Safety Division is comprised of two major programs: Administration of Justice (AJ) and Fire Technology (FT). The Administration of Justice and Corrections programs offer courses primarily at Rio Hondo's main campus in the AJ Building and the AJ Annex facilities. FT offers courses primarily at the Rio Hondo College Fire Safety/Fire Training Center in nearby Santa Fe Springs. Both AJ and FT offer many of their courses online.

The Administration of Justice (AJ) Program is comprised of eight subprograms, which offer AS degrees, certificates, or professional certificates as indicated below:

- Administration of Justice (AS/certificate)
- Corrections (AS/certificate)
- Police Academy (certificates/professional certificates, including Basic Course, Extended Basic Course (Police Academy), Requalification Course, PC 832 (Laws of Arrest and Firearms), and Regional Skills Training Center (Driving Simulators, Force Options Simulators))
- Forensic Identification (certificate)
- Advanced Officer Training (professional certificates, including POST Classes and Dispatcher Academy)
- Weapons Range Operations (includes Contracts Oversight and Lead Control Program)
- Instructional Service Agreements
- Contract Classes

Police Academy courses are certified by the California Commission on Peace Officer Standards and Training (POST). The Basic Program (Police Academy) is currently offering two classes a year but expects to offer three to four classes a year within the next three to five years. The College will closely monitor the labor market and increase course offerings to match employment opportunities. The Advanced Officer Training (AOT) program and Regional Skills Training Center are operating at optimum level as they continue to meet POST and industry needs. The Corrections program is operating at minimal level, per campus enrollment management considerations. Currently, division deans are working with the California Department of Corrections and Rehabilitation to increase online offerings to state correctional officers.

The Fire Technology program is comprised of nine subprograms, which also offer AS degrees and/or certificates as indicated below:

- Fire Technology (AS)
- Fire Technology (AS/certificate)
- Wildland Fire (AS/certificate)
- Fire Academy (certificate)
- Emergency Medical Technician (certificate)

- Advanced Officer Training
- Instructional Service Agreements
- Online Program
- Contract Classes

Rio Hondo’s Fire Academy courses are certified by the California State Fire Marshal’s Office, which recertified the Academy for five years (2011-16). The Fire Academy’s Basic Program, intensive format, offers two Academy classes per year. The Basic Program, extended format, is offered as needed. State Fire Marshal Classes are operating at minimal level, per enrollment management program considerations.

Regional Homeland Security Training Center courses are offered as needed and certified by one or more of the following: POST, State Fire Marshal, CalEMA, FEMA, or County of Health Services. Similarly, Truck Academy courses are offered as required. Wildland Fire Academy courses—offered in one academy per year—are certified by the U.S. Department of Forestry. Emergency Medical Technician courses are offered in two academic per year and certified by the County Department of Health Services. First Aid and CPR courses—presented as required—are certified by the American Heart Association and American Red Cross.

Academic courses in Administration of Justice, Corrections, Fire Technology, and Wildland Fire Technology are offered per the current campus enrollment strategy. Currently, programs throughout the Division of Public Safety Division are operating at an average of 400 sections per semester below optimal levels (as compared to the period prior to the economic crises of 2007-08). This is a direct result of the division responding to the elasticity of the District’s enrollment management program. When FTES are required, Public Safety provides seven parts-of-term, during which courses can be presented on a year-round basis. When FTES are not required, the division cuts from its program delivery.

Though the Division of Public Safety no longer awards Associate of Arts degrees, the Division awarded 76 degrees from 2009 to 2012. The Public Safety Division has consistently awarded a few degrees shy of one-third of all Associate of Science degrees at the College from 2009 to 2012. The key recognition earned for the District has been Public Safety’s consistent ranking in *Community College Week’s* Top 50 Colleges for the past 10 years, awarding degrees in the category of Criminal Justice and Corrections, and the category of Homeland Security, Law Enforcement, Firefighting, and Related Protective Services.

The ranking and success of Public Safety’s vocational programs have made Rio Hondo College a leader in training public safety professionals on a national and international level. Rio Hondo College operates state, county, and federally certified professional programs in law enforcement, fire services and homeland security. The District is home to Los Angeles County’s flagship Regional Homeland Security Training Center.

The Division of Public Safety also manages Instructional Service Agreements (ISAs) with public organizations and has the capability to do the same with select private organizations in the future. Due to the economic crises of 2008 and resulting impact on District enrollment management, ISAs have been reduced over the past four years.

Five-Year Outlook. According to program plans within the Division of Public Safety, developed in accordance with the District's institutional planning/review process, the faculty and staff in Public Safety see growth of their programs as a means to increase capacity to match capabilities by taking advantage of the Public Safety Division's unique standing within the District. This includes expanding into a Chancellor's Office recognized Educational Learning Center.

Faculty and advisory boards desire to create an Associate of Science degree in Homeland Security. The limited number of faculty and current projects prevents the degree from being designed at the present moment.

The Administration of Justice programs at the California State University (CSU) institutions in or near Rio Hondo College are impacted and would provide the best for area students looking for careers in the larger field of administration of justice.

Pending the need for the Division of Public Safety to respond to the elasticity of the District's enrollment status, the following would be the division's Five-Year Outlook.

Administration of Justice, Corrections, Fire Technology, Wildland Fire Technology:

- Offer academic courses per the division's enrollment strategy.

Police Academy – Courses certified by the California Commission on Peace Officer Standards and Training (POST):

- Basic Program (Police Academy) – Present three classes per year.
- Basic Program (Police Academy) – Extended modular. One class per year.
- Advanced Officer Training (AOT) – Operate at optimum level meeting POST and industry needs, increasing program delivery by 10%.
- Regional Skills Training Center (RSTC) – Operate at optimum level meeting POST and industry needs, increasing program delivery by 10%.
- LA County Street Services Academy – Present one to two classes per year.

Corrections Programs:

- Develop a three-part Correctional Officers certificate program, increasing correctional classes by 10% per year over a consecutive five-year period.
- Articulate with the California Department of Corrections and Rehabilitation to present three Correctional Officer Academy classes per year.

Fire Academy – Courses certified by the California State Fire Marshal's Office:

- Basic Program, intensive format – Offer two academy classes per year.
- Basic Program, extended format – Offer as needed.
- State Fire Marshal Classes – Operate at minimal level per enrollment management program.

Regional Homeland Security Training Center – Courses certified by one or more of the following: POST, State Fire Marshal, CalEMA, FEMA, or County of Health Services:

- Increase program delivery by 5% per year over a consecutive five-year period.
- Present an Associate of Science Degree in Homeland Security.

Truck Academy – Present two to three academy classes per year.

Wildland Fire Academy – Courses certified by the Department of Forestry (Federal):

- Present two academy classes per year.

Emergency Medical Technician – Courses certified by the County Department of Health Service:

- Offer four academy classes per year.

First Aid and CPR – Courses certified by American Heart Association & American Red Cross:

- Present courses as required.

Instructional Services Agreements (ISA) – Maintain ISAs to a range of 10% of overall division FTES generated.

xii. Office of Instructional Operations

Current Status. In November 2013, the administrative scope of the CTE division was expanded to include oversight of the Office of Instructional Operations, which provides administrative support for the campus Curriculum Committee and oversees the development of the campus class schedule production timeline and publication of the Rio Hondo *College Catalog*. Since then, many much-needed improvements have been made in the production timeline for the Rio Hondo class schedule and the *College Catalog*. A revitalized Catalog Committee has brought all players to the table in the production process, including Admissions and Records, Marketing and Communications, Instructional Technology, Human Resources, Instructional Operations, and representatives from academic divisions. The Dean of CTE, in conjunction with the VPAA, works with deans in their preparation of class schedules within their divisions.

Five-Year Outlook. Instructional Operations will continue to improve the curriculum process on campus and work with leaders of the Curriculum Committee to achieve full implementation of Curricunet. Efforts have begun to identify staffing needs, and a position has been requested as part of the Program Review/Planning process for 2016-17. The office has also requested the Articulation Officer to be part of Instructional Operations personnel.

Plans are also underway to produce a printed schedule for sale and distribution, in conjunction with the Office of Marketing and Communications and Student Services. Efforts have also begun to identify and address Banner-related load sheet issues, which will hopefully lessen the number of errors that occur in preparation of the 320 Report. These initial efforts will be evaluated and refined over the next few years.

xiii. Office of Online Education

Current Status. The mission of the Online Education program at Rio Hondo College is to extend educational opportunities to a diverse population of students through alternative methods and delivery formats. These approaches to instruction outside the traditional classroom setting provide students an array of courses, programs, training, and associated services via technology.

Rio Hondo College is committed to providing high quality learning experiences for our online learners. Rio Hondo’s pioneering history in online education dates back to the mid-1990s when online course delivery was being explored by forward-minded faculty members in various divisions, such as Public Safety and Social Sciences. The Virtual College was formally launched in January 1998 when Rio Hondo was designated one of four regional centers in the state to offer the first online classes for the California Virtual Campus. As part of this responsibility, Rio Hondo collaborated with other colleges in the Los Angeles area, providing training and technical assistance. In 2001, early online instructors in English, Arts, and Economics even traveled to Borough of Manhattan Community College to disseminate Rio Hondo’s approach to distance education.

Today, despite the widespread availability of online education courses and programs at other schools, Rio Hondo continues its strong commitment to online education. Through its delivery of curriculum through entirely Web-based courses, as well as hybrid courses and Web-enhanced on-ground classes, the College is committed to providing the type of high caliber, academically sound, well organized online learning environment that the online learner has come to demand in the 21st century.

As the table below illustrates, during the spring 2013 semester, 17.2% of Rio Hondo College for-credit course enrollments were in online courses. By spring 2015 the data shows a dip in online enrollment to 13.89%. This parallels a downward enrollment trend in all classes at Rio Hondo during this time.

Table XV.d. Enrollment in Online Courses at Rio Hondo College, Spring 2012-Spring 2015

Rio Hondo College Total Enrollment									
Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015
49,511	13,996	47,919	43,857	13,297	46,230	44,771	14,181	46,293	47,507

Online Education Total Enrollment									
Spring 2012	Summer 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015
6,724	3,376	8,312	7,529	3,962	8,317	7,262	3,964	7,132	6,599

Great strides have been made recently to ensure that the Rio Hondo College online learning environment is optimal for student success and retention. In Fall 2013, the campus approved the development of the campus Distance Education Committee (DEC) as a distinct committee from the Instructional Technology Committee. This committee—recently renamed the Online Education Committee (OEC)—will continue to make recommendations to Academic Senate on matters relating to classroom and online software and hardware. The OEC is comprised of twelve faculty representatives, two academic administrators, two classified staff, and the IT Director and charged with the following tasks that pertain directly to online pedagogy and delivery concerns:

- developing and recommending quality standards for online education

- developing best practices to ensure regular and effective contact for distance education
- making recommendations to ensure online instruction conforms to legal requirements, including Title V, California Education Code, Section 508 of the Americans with Disabilities Act, and other applicable provisions
- recommending training standards for faculty teaching via online education
- providing input regarding the selection of the course management system

Five-Year Outlook. Recently, the Online Education Committee (OEC) approved a three-module online teaching certification program that was negotiated with the RHCFA. All online teaching faculty were required to complete the training program by September 30, 2015 in order to be eligible to teach in spring 2016. Nearly all active online faculty members have met this goal. In addition, the College recently established a repository for “Course Expectation Letters” for every online course to allow students to make more informed enrollment decisions. The OEC worked diligently to develop local definitions for “regular and effective contact” between the student and online instructor. As a recommending body, the OEC has forwarded these recommendations to Academic Senate for further consideration and implementation.

Of special concern to members of the OEC, as well as many online faculty members campus-wide, are the lower rates of retention and success in online classes as compared to on-ground classes. According to the California Community College Chancellor’s Office Data Mart, the student success rate in online classes is generally 8.4% lower than in traditional classes. Rio Hondo’s Office of Institutional Research and Planning (IRP) has found that students’ success rates in online courses at Rio Hondo are about 15% lower than equivalent on-ground courses. It is the OEC’s hope that the items listed above will be effective strategies for improving student success in the online classroom environment.

In keeping with the Instructional Technology Master Plan, Rio Hondo College has also served as a pilot college for the Chancellor’s Office Online Education Initiative (OEI). Beginning Fall 2016, the College plans to offer classes taught by OEI-approved instructors from Rio Hondo via the statewide Online Exchange. Through our College’s participation as a pilot, we hope to assist students statewide to enroll in the classes necessary to achieve their individual academic goals. Beyond the OEI, our focus will be on training faculty to be successful online educators as we continue to investigate new strategies to increase student success in the online classroom.

xiv. Office of Student Retention and Success (Basic Skills)

Current Status. Basic skills completion became a statewide issue of concern in 2010 due to the release of an *EdSource* report commissioned by the state Chancellor’s Office, entitled *Something’s Got to Give: California Can’t Improve College Completions without Rethinking Developmental Education at Its Community Colleges*. According to the *EdSource* report’s findings, most basic skills students enrolled in the CCCs were failing to achieve their educational goals. This stimulated many new strategies for basic skills assessment and instruction statewide. Around the same time, implementation of the Statewide Basic Skills Initiative (BSI)—which had been established in 2006 as part of the state’s strategic planning process—initially provided a significant funding source and support network throughout California for many new programs promoting student access and success at the community college level. These were

the educational and legislative currents leading to the creation of Rio Hondo’s Office of Student Success and Retention (Basic Skills) in 2009, which is administered by the Division of Library and Instructional Support.

With the Office of Student Retention and Success (Basic Skills), Rio Hondo joined statewide efforts to address students’ basic skills needs through targeted programs and educational opportunities. The office is also responsible for coordinating yearly campus-wide basic skills action plans and expenditure reports predicated upon best practice as defined by the Chancellor’s Office. An Assistant Dean of Student Success and Retention works closely with a basic skills faculty coordinator as co-chair of the Basic Skills Committee, which meets monthly and is comprised of diverse stakeholders. Since the inception of this office, the assistant dean also has assumed project leadership for the Title V Grants awarded to Rio Hondo College in 2010 (I.D.E.A.S.) and subsequently in 2015 (The Avance Project).

For decades prior to the creation of the Office of Student Retention and Success, basic skills instruction has been offered at Rio Hondo College within the Math, English, Reading, and ENLA (formerly called ESL) programs. Courses in these disciplines are taught at multiple levels below transfer through several instructional formats.

Institutional data provide insight regarding the critical nature of basic skills within the campus-wide instructional framework. For example, assessment data reveal that students pervasively place into basic skills courses through the assessment process except in the subject area of ESL/ENLA, most likely as a consequence of significant changes made to course curriculum and course sequences in 2012. It is also important to note that around that time, the transition was being made to *Accuplacer* as the current assessment instrument for all subject areas: English and ESL/ENLA (transitioned in 2009 from a locally developed written essay test), Reading (transitioned in 2010 from the Nelson-Denny test), and Mathematics (transitioned most recently in 2013 from the Math Department Placement Test). Comparing 2008-09 and 2010-11 academic years to 2014-15, students have placed into basic skills instructional levels at the following rates:

Table XV.e: Basic Skills Placement Rates (2008-09 to 2010-11 and 2014-15)

Basic Skills Subject	Students Tested	Students Tested	Students Placing Below Transfer Level	Students Placing Below Transfer Level	Percentage Placing Below Transfer Level	Percentage Placing Below Transfer Level
	2008-09 to 2010-11	2014-15	2008-09 to 2010-11	2014-15	2008-09 to 2010-11	2014-15
English	15,761	6,032	4,972	3,370	31.5%	55.9%
ESL/ENLA	267	741	143	132	53.6%	18.1%
Mathematics	14,703	7,344	13,885	7,033	94.4%	95.8%
Reading	13,752	6,993	8,361	5,000	60.8%	71.5%

Source: Banner/Cognos, 21 September 2011 and 11/16/2015

Overall, campus-wide course completion rates within basic skills instructional levels dipped slightly to 59.6% in Fall 2014 (compared to 63.1% in Fall 2013), trailing behind the relatively steady 67.1 % course

completion rate at transfer level in Fall 2014 (compared to 67.5% in Fall 2013), as seen in the table below:

Table XV.f: Success Rates by CCCC Course Type, including Basic Skills (Fall 2013 and Fall 2014)

Course Type	Students Enrolled Fall 2013	Students Enrolled Fall 2014	Students Successful Fall 2013	Students Successful Fall 2014	Success Rate Fall 2013	Success Rate Fall 2014
Basic Skills	4,959	5,121	3,128	3,054	63.1%	59.6%
Degree Applicable	39,899	38,067	26,638	25,164	66.8%	66.1%
Transferable	33,318	32,562	22,494	21,847	67.5%	67.1%
Vocational	12,701	11,066	9,801	8,301	77.2%	75.0%

Source: CCCC Data Mart, 06/10/2014 and 11/11/2015

As demonstrated in the table below, student success rates within basic skills courses show a relatively recent increase in English, moderate declines in Math and ENLA, and relative consistency in Reading. ENLA success rates decreased immediately after a new assessment instrument was implemented and placed many students higher than they would have placed through the previous assessment format. It is likely that much of this decline can be attributed to the changes in course composition with the new assessment. Data for the 2014-2015 year is not yet available.

Table XV.g: Success Rates for Basic Skills Courses (2010-11 to 2012-13)

SUBJECT	2010-2011	2011-2012	2012-2013
English Basic Skills	58.1%	60.3%	69.2%
ESL/ENLA Basic Skills	86.3%	87.9%	74.5%
Math Basic Skills	47.1%	49.1%	46.1%
Reading Basic Skills	71.0%	71.4%	71.6%

Source: CCCC Data Mart, 3/17/2014

In summary, relatively recent student success rates have fluctuated in basic skills English, ENLA, and Math while remaining relatively steady in Reading. Lower overall student success rates are evident at basic skills levels in comparison to transfer level student success rates. These figures are generally consistent with statewide trends and continue to reflect the realities of limited academic preparedness among California community college students.

In addition, the BSI statewide funding level was dramatically cut in 2010, resulting in Rio Hondo's BSI allocation to be severely downsized from an average of \$500,000 to approximately \$170,000 annually.

Despite reduced funding, Basic Skills Initiative (BSI) action and expenditure plans continue to be developed and submitted to the Chancellor's Office on an annual basis, and these reports continue to guide the enhancement of several successful and ongoing student success programs and initiatives. For

Rio Hondo, the Basic Skills Initiative has funded and/or guided innovative basic skills programs, including the following:

- The **Gateway Tutoring** program provides an integrated tutoring model in which trained tutors are assigned to specific instructors and basic skills courses, observing all class lectures and then facilitating group study sessions that directly supplement corresponding coursework. Gateway Tutors are an enhancement to the traditional one-on-one, small-group, or rotating tutoring models already in place in the Learning Assistance Center (LAC) and the Math and Science Center (MSC).
- The comprehensive **Summer Bridge** program has steadily grown each year with approximately 80 students at its inception in 2010 to 340 in 2015. In guiding a smooth transition from high school to college for new first-year students, the Summer Bridge program currently features academic preparation workshops in Math as well as Math re-assessment and an opportunity for higher Math course-level placement, abbreviated educational planning with a counselor, an introduction to myriad student services and campus resources, campus tours, and peer-networking activities that allow incoming students to gain insight into college life as a Rio Hondo student.
- Similarly, the **Springboard** program offers a Math academic workshop during the winter Intersession to provide opportunity for re-assessment and possible higher Math course-level placement, as well as to enhance students' Math course success in the subsequent spring semester. In 2015, the Springboard program was extended from a one-week to a two-week format in order to provide sufficient time for student learning, application, and practice.
- The **Fast-Track Math Program** (MATH 033, 053, 073) provided a piloted alternative pathway through the basic skills math sequence, allowing students to work and advance accordingly to individual skill mastery with regular use of instructional technology and completion of supplemental written critical thinking activities. These courses constituted three instructional basic skills levels, which students could complete within two semesters, as opposed to the traditional three-semester timeframe. However, due to low success rates, the Math faculty decided to discontinue the program to allow for further analysis.
- The **Learning Communities** program supports interdisciplinary teaching and learning with focus on integrated curriculum and co-curricular activities, enhanced interaction among participating faculty and students, and a faculty "team approach" in supporting student retention and success. As a result of the program's growing reputation in increasing the rates of student success and retention, Rio Hondo expanded its Learning Communities offerings beyond basic skills to include college-level courses as well. While the program has been eagerly anticipated each semester, occasional challenges in maximizing student enrollment in learning community cohorts has resulted in the course pairings being dramatically cut in the subject areas of English/Literature, Reading, ENLA, and History. However, new cohorts that include basic skills and college-level Math courses have been introduced with successful results.

- To complement the aforementioned programs that were funded and/or guided by the Basic Skills Initiative, Rio Hondo was awarded in September 2015 with a new five-year \$2.6 million **Title V (HSI) Grant** by the Department of Education. A major portion of the grant is allocated through the Office of Student Success and Retention toward the advancement of student success to establish a comprehensive and integrated program for first-year students. Named “The Avance Project,” this program is designed to provide both in- and out-of-classroom student success supports, including a Summer Math Academy, a prescribed/guaranteed First-Year Schedule which will include a First-Year Seminar course, an Avance Center for student success, and faculty professional development. In direct support of accelerating basic skills course completion, the Summer Math Academies will provide two focused workshop strands—STEM and non-STEM—to enable students to prepare for and complete the basic skills math sequence in fewer semesters. The Title V grant also entails an annual report (APR) which captures Rio Hondo’s progress toward yearly grant objectives, performance indicators, allocation of funds, and progress toward long-term grant goals. The Assistant Dean of Student Retention and Success serves as Title V (Grant) Project Director, working in collaboration with an implementation team of key personnel specified in the grant.
- Submitted in October 2014, Rio Hondo’s initial **Student Success and Support Programs (SSSP) Plan** was implemented to provide five core services (formerly known as “matriculation”) for each student, as prescribed by the California Community College Chancellor’s Office: assessment, orientation, educational planning, counseling/advising, and at-risk follow-up. With a FY 2014-15 SSSP budget allocation of approximately \$1.9 million, the College proved to be very successful in designing effective methods for providing these core student services in addition to efficiently scaling up to impact a high number of both first-time and continuing students, well above the targeted number. Although the majority of core services provided were under the purview of Student Services, collaboration with the area of Academic Affairs—in particular the Basic Skills programs—was equally important. This collaboration included strategies such as math re-assessment, success coaching, and educational planning embedded within the Summer Bridge program as well as in-class counseling presentations in all basic skills courses. Furthermore, later in that same year, the Student Equity Plan (SEP) was also developed and implemented by a task force involving continuing collaboration between Student Services and Academic Affairs. Designed to support the SSSP Plan by addressing equity gaps among disproportionately impacted groups, Rio Hondo’s 2014-15 SE Plan was allocated approximately \$843,000, of which a number of academic support activities were successfully implemented, including targeted tutoring services, MESA workshops, and the Writers’ Resource Center. The development and implementation of the SSSP Plan, SE Plan, and Basic Skills Plan continue to be a focal point of collaborative discussion among key stakeholders, including the Basic Skills Committee, which continues to provide input and recommendations that help support the coordination of all three plans.

Five-Year Outlook. The overriding five-year goal in relation to basic skills is to continue to assess, enhance, expand, and institutionalize student success programs implemented to address students’ basic skills needs.

Several of these programs primarily have been sustained through categorical (soft) funds and require permanent funding sources to ensure long-term sustainability. The Summer Bridge and Gateway Tutoring are examples of such programs, which at some point will be identified as long-term resource needs in the annual campus strategic planning process. Meanwhile, the Office of Student Success and Retention (Basic Skills) will continue primarily to leverage available categorical funds to expand the capacity of these increasingly popular and successful programs in order to meet the growing demand.

Other basic skills programs have been able to infuse current academic divisions' infrastructures and general funding sources. Learning Communities, for instance, have been offered through participating academic divisions with linked courses either offered as two consecutive eight-week courses or as two co-enrolled full-term courses. The participating faculty members, full-time and adjunct, from respective disciplines have become vested in these instructional formats; in fact, course curriculum often involves specially arranged field trips and/or interactive presentations in collaboration with community organizations. Although expansion of this program is not expected within the next five years due to the challenges of maximizing enrollment in each learning community course, the learning community pedagogical philosophy will likely carry over and influence the design and implementation of the new First-Year Seminar course as part of the 2015-20 Title V Avance grant project.

Apart from these student success initiatives, basic skills course offerings will continue to constitute a substantial segment of all academic offerings. However, three significant factors are anticipated to have a profoundly positive impact on basic skills course placement at Rio Hondo:

- First, the combination of math preparation workshops and re-assessment offered through programs, such as Summer Bridge / Summer Math Academy and Springboard, will result in an increased number of students placing at a higher math course level.
- Second, the Fall 2016 implementation of the Multiple Measures Assessment Pilot (MMAAP) will also result in an increased number of students placing at a higher Math or English course level based on their high school transcripts.
- Third, the Math department faculty is expected to embark on the development of a Pre-Statistics course that requires no math pre-requisite, thus allowing non-STEM pathway students to complete their transfer-level math requirement in two semesters.

Essentially, as a greater number of students are eligible to enroll at higher math and/or English course levels through one of these three mechanisms, there will be less demand for basic skills course sections at the lower levels and greater demand for those at degree-applicable or transfer level.

Basic skills sections will continue to be offered at both on campus and off-site locations, including the El Monte Educational Center, South Whittier Educational Center, and forthcoming Pico Rivera Educational Center, as well as included among the list of offerings for Intersession 2016. Furthermore, student success data of online basic skills courses will continue to be tracked and monitored to inform the scheduling process. As noted above, success rates for online basic skills courses have typically lagged behind transfer-level counterparts. Based on these figures, only a very limited number of basic skills course sections will continue to be offered online.

Rio Hondo's 2015-16 Student Success and Support Programs (SSSP) Plan was submitted to the Chancellor's Office in late November 2015, followed thereafter by submission of Rio Hondo's 2015-16 Student Equity Plan (SEP) in December 2015. The 2015-16 budget allocations for each plan significantly exceed those awarded during the previous year, as follows: \$4.2 M for SSSP (220% increase), and \$1.6

M (53% increase) for SEP. Provided that Rio Hondo will continue to maintain or increase its SSSP and SEP annual performance, based largely on annual data submitted to the Chancellor's Office, Rio Hondo's SSSP and SEP funding outlook remains bright, given that future statewide funding is anticipated to continue at significant levels for at least the next four years. As activities for each plan are being evaluated and updated, coordinating efforts have become a high priority among the committee co-chairs and project managers for SSSP, SEP, and BSI in order to foster integration of services, avoid duplication, evaluate outcomes, and leverage funding sources as appropriately and efficiently as possible.

In summary, the College's ongoing commitment to student success, together with the recent statewide initiatives through the California Community College Chancellor's Office, require the exploration, development, and implementation of evidence-based best practices, almost invariably with a significant level of support or involvement from the Office of Student Success and Retention (Basic Skills). As such, with ongoing leadership, collaboration, and support, the five-year basic skills outlook appears promising.

xv. Tutoring Services

Current Status. Beyond special tutorial support programs administered by the Office of Student Retention and Success (Basic Skills) in the previous section, tutoring services at Rio Hondo College remain widely available in multiple locations and formats. The Learning Assistance Center (LAC) is housed within the Learning Resource Center (LRC), providing peer tutoring services in a variety of disciplines, across instructional levels, and is available to all students. The LAC offers one-on-one, small group, and classroom integrated (supplemental instruction-based) tutoring formats. The LAC is equipped with computers and instructional software, primarily at developmental levels, for self-guided review and remediation. Tutoring efforts tied to specific programs, such as EOPS, DSP&S, CalWORKS, TRIO, Athletics, and Gateway, among others, have received training, support, and space resources from the Learning Assistance Center.

The Math Science Center (MSC), located near the main office of the Division of Mathematics and Sciences in the Science Building, provides tutoring to students enrolled in math and science courses to reinforce course instruction in these areas. The MSC is also equipped with computers and online software programs that allow students to complete self-paced, modularized math coursework.

The LAC and MSC collaborate regularly to share materials, such as tutor handbooks and referral forms. Furthermore, an instructional assistant and several tutors have worked in both the LAC and the MSC. Pilot programs, including online tutoring, are being established in both the LAC and MSC in an effort to meet the changing learner needs of Rio Hondo's diverse student population.

In addition, the Writers' Resource Center (WRC), operated by Student Equity funds, provides free writing consultation for students in any discipline from English faculty members. Established in Spring 2015, newly released usage data shows the following target groups served (with percentage of total students served) during Summer 2015:

- Ages 25-49 (40%)
- Hispanic (79%)
- Filipino/Pacific Islander (14%)
- Unknown Ethnicity (7%)

- Disabled Students (9%)
- Foster Youth (7%)
- Female (67%)
- Male (30%)

As mentioned in the Academic Affairs introduction, several academic departments also operate computerized lab facilities providing tutorial support for students enrolled in discipline-specific courses, such as the Writing Center, Reading Lab, Language Lab, Psychology Lab, Digital Arts Labs, Health Sciences Lab, and AJ's Learning Assistance Center.

Five-Year Outlook. Over the next five years, the LAC and MSC will continue to collaborate and share resources. Regular meetings between key staff members from each tutoring resource center will be established. Furthermore, experimental tutoring formats, such as integrated (Gateway) tutoring and online tutoring will continue to be developed and institutionalized to serve the needs of all students.

In the coming semesters, the LAC will also work closely with the Assessment Office to provide systematic pre-assessment support to incoming students. It is promising that the Student Success Initiative may provide augmented funding levels for tutoring, allowing these services to reach and impact a larger segment of the overall student population.

Funding for the Writers' Resource Center (WRC) appears secure for at least the next four years through continued, or expanded, resources provided through the Student Equity Plan.

xvi. Office of Continuing Education

Current Status. The mission of Rio Hondo's program in Continuing Education is to provide captivating and useful programs to our community that empower students of all ages to achieve educational, career, and personal goals in order to meet life's opportunities and challenges. The high quality instructional programs directly reflect the needs of the community and are held on campus and at many off-site locations within the College's service area.

The California state budget crisis that developed in 2009 led to significant reductions in funding in adult education for community colleges, which resulted in Rio Hondo's Continuing Education program eliminating a few sections of some classes while eliminating all sections of other classes entirely. However, the passing of Prop 30 in late 2012 stabilized the state apportionment that is granted for non-credit courses. The creation of the Rio Hondo Region Adult Education Consortium (RHRAEC) in 2013 brought a regional, collaborative approach to adult education. Additional legislative changes in 2014 and 2015 have further improved the financial footing of our non-credit programs with enhanced funding levels for vocational and/or transitional programs. We are also benefiting from increased funding for student services through SSSP. Based upon this improving outlook, the goal of the Continuing Education is to undertake significant growth over the next 3-5 years.

Continuing Education markets its classes through the campus website, email blasts, and a separate class schedule (still published in hard copy form). Through the Adult Education Block Grant (ABEG), the RHRAEC has allocated funding support for increased outreach and marketing of our non-credit and not-for-credit programs. Additionally, the RHRAEC has created a consortium website which links to Rio Hondo's programs. Students are able to enroll in Continuing Education courses in person, over the

phone, and online. The Office of Continuing Education also relies on its off-site location partners to market its classes to their clients and visitors.

Five-Year Outlook. The outlook for Continuing Education at Rio Hondo is to increase the number of course offerings, particularly in the areas of English as a Second Language (ESL), short-term career-vocational programs, and transitional courses leading from non-credit into regular college programs. Working with our consortium partners, K-12 schools, and community-based organizations, the Continuing Education program will identify areas of need, create and/or revise curriculum and offer classes on campus, in the community, and online. Existing courses identified in the RHRAEC plan will continue to be offered through Rio Hondo's Continuing Education program, as they remain a valuable resource to the community. A greater emphasis will be placed on the following areas:

- creating a clear pathway from high school through local adult education programs into regular community college courses
- identifying and creating short-term vocational courses, including certificates of achievement
- developing new apprentice and pre-apprenticeship programs with regional employers and labor groups
- enhancing collaborations with businesses and local/regional non-profits to create work-based learning opportunities for adult students

Consortium-wide collaborative scheduling and marketing of programs, alignment of student service resources (especially assessment and counseling), and close cooperation with non-educational organizations (social service providers, labor unions, and business and civic groups) will play an increasingly important role.

Another long-term goal will be to develop programs that will allow credit, non-credit, and community service (fee-based) students to participate in the same class. With the elimination of repeatability for most activity courses, students are unable to repeat studio classes such as ceramics, painting, or musical instrument instruction. In response, the Office of Continuing Education is planning to develop a program that will allow these students to-participate on a fee-for-service basis.

xvii. Office of Contract Education

Current Status. After several years of reduced revenue, Contract Education has stabilized revenue for the current fiscal year and is on track to grow revenue throughout the next fiscal year (2015-16). As state and national economies continue to recover, Rio Hondo's Contract Education program has seen a resurgence of interest in workforce development training as companies realize they need to invest in their employees in order to remain competitive. Rio Hondo College has taken several steps to take advantage of this, including setting growth targets, improving our Web-based marketing materials, and improving coordination with the Division of Career and Technical Education (CTE), which also provides contract training.

Five-Year Outlook. Contract Education has forged strategic partnerships with private and public organizations that have proven lucrative. Combined with growth in the economy, these partnerships have resulted in increased revenue for the current fiscal year. We predict modest but continued growth for both on campus and workplace-based training throughout 2015-16, limited only by the availability of

classroom space and other resources on campus. The College has demonstrated a commitment to grow Contract Education by allocating additional resources. Specifically, Continuing Education has assigned a part-time employee the responsibility of securing additional training opportunities. Revenue from Contract Education has increased for the last two fiscal years, and that trend is expected to continue.

In addition to the actions outlined above, Contract Education will focus on the following actionable items over the next five years:

- Improve and expand the use of Web-based and social media marketing and outreach
- Increase presence at area Chambers of Commerce, WIBs, and other business forums
- Coordinate marketing and outreach with local Chambers to more effectively leverage resources
- Develop additional strategic partnerships with third-party organizations that are also involved in workforce development trainings
- Incentivize RHC faculty, staff, and administrators to promote Contract Education among their network of contacts and, whenever possible, to facilitate meetings
- Create and execute a promotional campaign that is targeted to small- and mid-sized companies in the College service area, and involve our Curriculum Coordinator to work with the Business Retention Manager of each city to identify companies that may be in need of training

xviii. Lifelong Learning

Current Status. The Office of Continuing Education currently offers a vigorous mix of non-credit and fee-based classes for lifelong learners in our communities. Rio Hondo offers many opportunities for personal enrichment, including classes in language, music, arts and crafts, health and fitness, and adventure travel.

Five-Year Outlook. As described in the Continuing Education section above, legislative changes to the funding model and priorities of adult education on a statewide level will require us to change the classes we offer and the ways we offer them. More of the programs designated as “lifelong learning” will be offered as fee-based community services courses. Instructors for these courses receive a portion (generally 40%) of the gross revenue (i.e., the class fee) plus any material fees. Rio Hondo’s overhead costs and any profit must come out of the balance. This will impact which courses the Continuing Education program will be able to offer in several ways. Because there will be a direct cost to students for a number of classes that were previously free, we anticipate a short-term loss of enrollment. It is also expected that competition with civic, non-profit, and for-profit course providers will have a significant impact on course offerings. Courses will have to be competitively priced and carefully scheduled for the convenience of potential students. Market research will need to be conducted to identify likely consumers and target personal enrichment courses for their needs, such as jewelry making, chorus, and creative writing.

Ultimately, a cooperative model blending Rio Hondo Community Service courses with civic and non-profit recreation programs seems the most likely outcome. In order for Rio Hondo’s Continuing Education programs to be economically viable, it makes the most sense to cooperate with other

providers to eliminate redundancies and share resources (especially facilities). Fortunately, Rio Hondo maintains strong relationships with our local cities and area school districts upon which to build.

xix. Office of Staff Development/FLEX

Current Status. The Office of Staff Development/FLEX seeks to provide the Rio Hondo College community with opportunities for professional growth and renewal in order to foster improved morale, increased efficiency, and greater institutional effectiveness. Our work is predicated on the belief that supporting the realization of individual potential is essential in achieving shared excellence and promoting student success.

The Office of Staff Development/FLEX performs the following functions:

- Organizes activities for individuals, work groups, and the campus community to enhance professional skills and knowledge, in conjunction with the Staff Development/FLEX Committee
- Offers grant funding for individuals, groups, and departments who self-identify professional development projects, which can include travel to off campus conferences, workshops, and trainings
- Organizes events to improve collegiality and morale, including “Reflection and Renewal” sessions and retreats
- Organizes/advertises on-campus workshops and discussion groups and disseminates information about off-campus professional development opportunities
- Organizes all aspects of pre-semester “FLEX” Days and creates and analyzes evaluation results from FLEX Day and other staff development events
- Verifies FLEX obligation loads, reviews & credits submitted individual and group FLEX activities, and generates reports utilizing online "FLEX REPORTER" system
- Collaborates with partner colleges in the regional SanFACC consortium to expand professional development and leadership training opportunities
- Participates in creating and delivering curriculum for the Leadership Academy, and providing financial and clerical support for the academy
- Supports the Title V grant by developing and implementing an enhanced schedule of faculty development workshops and by monitoring faculty stipend projects
- Representative Staff Development/FLEX committee of faculty, staff, & management- twice monthly meetings Participates as Board Member for the Statewide Staff Development Association (4CSD)

Although the Office of Staff Development/FLEX takes pride in maintaining as many growth opportunities as possible for the Rio Hondo College community, the office’s operating budget severely reduced in

2011. This reduction has led to a significant drop in the amount and number of grants that individuals and departments can access, and has greatly limited the ability to bring speakers and trainers to the campus, thereby lessening ability of the Office of Staff Development/FLEX to support individual and institutional effectiveness.

Five-Year Outlook. A Spring 2015 staff survey identified the following professional development needs that, if funding were restored, could be addressed over the next five years:

- establishing a Classified Staff semester “FLEX Day”
- offering a yearlong Leadership Academy cohort experience on a bi-annual basis
- institutionalizing the Teaching for Learning Institute established as part of a prior Title V grant to include regular offerings to enhance and refresh faculty teaching skills
- establishing/investing in the resources necessary for a robust, full-time faculty orientation program that allows for in-depth exploration of logistics, pedagogy, and the time/means necessary to fully integrate new colleagues into the campus community
- implementing professional development for faculty participating in creating and teaching First-Year Seminars, which are part of the current Title V grant
- developing a calendar of workshops (2-3 per semester) to address topics identified for staff and managers in the professional development survey
- offering a regular calendar of sessions to update/enhance/refresh much-needed technological proficiencies
- designing a permanent Professional Development space which not only houses the coordinator and clerk, but which has space for hard copy and online resources and small group meeting space
- seeking out coordination of Student Equity and SSI-related professional development efforts

In order to realize the above goals—and in order to fulfill the mandate enshrined in AB 2558 requiring that all employees be engaged in professional development—the baseline budget for the Office of Staff Development/FLEX would need to be returned to a minimum of pre-2011 levels), further enhanced by funds leveraged from Student Equity, SSI, and other statewide funds earmarked for professional development, as appropriate. In addition, coordination and staff support for the Office of Staff Development/FLEX would need to be institutionalized at full-time levels.

xx. Office of Grant Development and Management

Current Status. The mission of the Office of Grant Development and Management (GDM) is to enhance student success by assisting the College community in the strategic pursuit of external funding opportunities that align with the College’s mission, values, and goals. The program seeks to support innovative and sustainable excellence in instructional and student support services, along with a firm commitment to fiscal accountability and programmatic compliance.

The Office of Grant Development and Management (GDM) is comprised of two key functions: grant development and grant management. **Grant Development** provides leadership for pre-award coordination of all grant applications for the College. The GDM office works with College staff to identify and evaluate funding opportunities. Once the funding opportunity is deemed appropriate, GDM works with the content expert to develop and submit the grant application. GDM ensures grant funding requests align with the Institutional Goals and Objectives, and Strategic Directions identified in the Educational Master Plan, Student Success and Support (SSSP) Plan, and Student Equity Plan. **Grant Management** includes post-award support for faculty in charge of grant-funded projects. Once the grant application is funded the content expert usually serves as the project director responsible for implementation and administering said grant funded project, with assistance from the GDM office.

GDM services include:

- Assisting with the interpretation of regulations, and/or administrative matters, pertaining to grant programs
- Researching OMB Circulars for latest pronouncements applicable to grants awarded to the District and to colleges
- Scheduling regular meetings with grant project directors throughout the course of their grants
- Scheduling meetings with project directors upon conclusion of a grant to discuss the grant closeout process and record retention requirements specific to each funding agency
- Facilitating the submission of compliance reports (i.e., Progress, Final, and/or APR) to ensure reporting is done in a timely and accurate manner
- Meeting with Accounting on a quarterly basis to ensure projects maintain fiscal accountability
- Assisting with programmatic compliance of grant-funded programs to ensure programs meet grant compliance requirements
- Maintaining systems for accurate record retention and centralized database of grant projects
- Corresponding with funding agency monitors, as needed

During the 2014-15 year, the GDM monitored 22 active projects for a fiscal- year funding level of \$3,978,090. These grants had a total funding level of \$8,401,298. Of the 22 active projects, four (4) were federally-funded, sixteen (16) were state-funded, and two (2) were from private or other sources of funding.

In addition, the GDM coordinated and/or submitted 17 applications and proposals for a first-year request of \$6,112,473. These applications had a total request of \$20,266,341. Of the 17 applications coordinated/submitted, seven (7) were to federal sources, nine (9) were to state sources, and one (1) was to private or other sources of funding. Of the 17 applications, 12 were funded, and 5 were not awarded. (Note: "First-year requests" refers to grants that are multi-year; for example, a \$2 million grant over five years has a \$400,000 *first-year request* while the *total request* is \$2 million.)

Five-Year Outlook. Over the next five years, the Office Grant Development and Management (GDM) will continue to provide comprehensive, quality services to the College community. Specifically, GDM will:

- Become more proactive in seeking grant opportunities that match division, department, and program needs
- Conduct workshops to teach staff how to turn their innovative ideas into problem-solving grant opportunities

- Facilitate post-award trainings for existing project directors on an annual basis
- Subscribe to grant opportunities databases and train more staff to use them
- Obtain a permanent director who will stay current on regional, state, and federal funding trends and initiatives

Specifically, the 2014 Program Review Committee suggested the GDM should assist in the development of a “grant-seeking culture” on campus. They noted that grant development and management is the realm of a select few individuals and often the result of individual initiative, not a program’s or unit’s strategic direction. Changing the culture of an institution is a long-term effort and a staff-intensive one that requires additional investments. The hiring of a permanent Director would be an important step toward these efforts. Other recommended steps—such as improving our use of technology in both the management of grants and as a way to engage the campus community—coupled with investments in staffing resources like professional development could increase the capacity and efficiency of the GDM.

Currently, Rio Hondo College has about 10-12 experienced project directors, half of whom are faculty. If we are to pursue a “grant-seeking” culture on campus, we must go beyond just increasing the amount of grant funds brought to the campus but also focus on increasing the number of content experts motivated and committed to pursuing grant funding. We should also make investments that make the grant-seeking endeavor a team effort in the program or division, spelled out clearly through our existing planning process. We must invest in recruiting, developing, and supporting project directors and content experts. Campus divisions should also set aside resources, such as release time and staff and faculty mentoring/partnering resources, as ways to develop content experts.

A precursor to changing the culture is to create awareness. To that end, GDM will be developing an awareness campaign that will allow current project directors to share knowledge, enthusiasm, and success with grant development projects with the rest of the campus.

XVI. College Projections

A. Budget Outlook

Current status. Rio Hondo Community College's financial health and outlook is closely tied to the budget status of the State of California as apportionments and property taxes allocated to the District from the State represent approximately 80% of total District revenue. Most experts believe that the economy is improving and most economic indicators are largely positive, however surveys shows most Americans are still pessimistic. Although showing some slight improvement over the past year or so, unemployment remains chronically high in California and household income has been relatively stagnant. The most recent California projection indicated continued projected growth in the economy however the Governor established a relatively conservative and restrained budget for the 2013-14 fiscal year.

Five-year outlook. The California Legislative Analyst's Office (LAO) fiscal outlook for the State of California for the next five years reflects continued improvement in the State's finances. Though the Governor of California urged financial restraint for fiscal year 2013-14, with continuing increased State revenues, the budget situation for fiscal year 2014-15 and thereafter is encouraging. Based upon the LAO forecast, under current laws and policies, the State would end 2014-15 with a multibillion dollar reserve. Nonetheless, continued caution is needed, as forecasted surpluses are dependent on many assumptions that may not come to pass. Just as quickly as the State's economic forecast has improved, an economic downturn within the next few years can quickly turn surpluses into deficits. As such, Rio Hondo will move forward with a continued conservative economic strategy, preserving any reserve (as has been done in the past) for potential future economic downturns, while maintaining existing programs and committing incrementally to additional budget obligations that support Rio Hondo's stated Mission, Values, and Goals.

B. FTES & Enrollment

Current Status. Over the past six years, Rio Hondo College has seen a fluctuation in enrollment and FTES generation. At its highest, Rio Hondo College's FTES generation for both credit and noncredit was experienced in the 2008/2009 academic year with 16067.49 FTES being reported to the State Chancellor's Office. The most recent data mart information shows a significant decline in FTES with a total credit and non-credit FTES generation for 2012/2013 of 13207.73. To separate out our distance education classes we see a similar decline in FTES generation over the same time period. For academic year 2008/2009, the college reported a total of 2433.26 FTES being generated through online education compared with 1949.08 for academic year 2012/2013.

Our student headcount numbers reflect the recent decline in FTES generation. This is to be expected due to the course reductions experienced by the college in response to the state budget crisis. The highest fall enrollment in recent years was experienced in Fall 2009 with a student count of 22,224 compared to a Fall 2013 student count of 17,567.

Five-Year Outlook. A May 2013 report, published by the Public Policy Institute of California, charts a community college system staggering under the weight of unprecedented funding cuts: \$1.5 billion from 2007-08 to 2011-12, considerably larger than those during past economic downturns.

The state's 112 two-year colleges are the nation's largest system of public higher education, serving about 2.4 million students each year. The system has been criticized in recent decades for a weak record of student success, with many ill-prepared students stuck in remedial courses or dropping out. But its inability in recent years to serve the numbers of students who want to study should be of equal concern, said Sarah Bohn, a Public Policy Institute research fellow and coauthor of the report. "All of the conversation has been focusing on student success and rightly so, but the most dramatic result is the participation rate," she said. "Access to higher education is really important to consider in tandem with student success."

The report found that between 2008-09 and 2011-12, overall participation rates — students per 1,000 state residents age 15 or over — declined by 21% to levels not seen since the early 1990s. During roughly the same period, total enrollment declined by more than 500,000 students. First-time students and those returning after an absence of one or more semesters suffered the sharpest declines in enrollment as priorities shifted to favor continuing students seeking degrees or transfer to a four-year university.

Recently adopted policies that give registration priority to new students who participate in orientation sessions and develop an education plan will improve access, said Paul Feist, the community college system's vice chancellor for communications. "But this report is correct in warning that it's going to take many years to regain the footing we once had," he said.

Growth Projections for FTES and Enrollment

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
1.70%	3%	2.50%	3%	2%

IMPLICATIONS & CONCLUSIONS

XVII. Link to Technology Plan

Information technology provides an essential foundation for many Student Services and Academic Affairs activities that promote student success. Since the time of the most recent Educational Master Plan, the college's Information Technology office has made important steps forward in engaging the campus in decision making, upgrading software, and improving infrastructure. The current Educational Master Plan provides additional and specific areas where information technology can support educational programs. These areas include improvements to current functions and an integral role in upcoming initiatives.

Ongoing Improvement. Information technology is an integral part of the education operations at Rio Hondo College. For example, faculty members teach in "smart" classrooms supported by the IT office and use the AccessRIO Portal to manage information for their classes. This Educational Master Plan highlights many ways that information technology will support the improvement of services in Academic Affairs and Student Services.

Among the strategic directions for Academic Affairs area are plans for strategic incorporation of mobile learning and online technologies into traditional course delivery. Plans for distance education include ensuring compliance with the Americans with Disabilities Act and other requirements for accommodation. Within Academic Affairs units and programs, the Arts division plans to create an integrated digital arts program with broad use of information technologies, the Computer Information Technology program will consider many possibilities for expanding its certificate and degree offerings, and the Library plans to offer online interactive tutorials and increase digital resources.

Academic Affairs will partner with other offices (i.e., Admissions and Records, Information Technology, and Institutional Research and Planning) to refine and improve enrollment processes. Specifically, the offices will work on creating enrollment projections and using data to make adjustments in current course offerings in order to increase achievement of enrollment targets.

Programs in Student Services also identified areas for additional support from the IT office. Disabled Students Programs and Services listed many needs for updates related to assistive technologies and its computer lab. Financial Aid seeks additional IT support, especially in programming software for financial aid services.

New Initiatives. While ongoing improvements will continue to provide implications for technology planning, new initiatives primarily emanating from the Chancellor's Office will lead to a much greater role for information technology in educational programs and services. Foremost among these new initiatives are the Student Success Initiative and Student Equity Plan, the statewide Online Education Initiative pilot, and local plans for master scheduling.

Implementation of the Student Success Initiative and the Student Equity Plan will in many ways change how the college does business. Information technology will be central to many of these changes, which will include providing services through technology, informing decisions by service providers, and mandatory reporting to the Chancellor's Office.

Student Services has begun the provision of services to new students through the use of technology. Orientation for new students, with RHC-created modules managed through COMEVO software, is now

available on the RHC website. The Assessment Center is now implementing ACCUPLACER Math Placement Testing with support from the IT office.

Information technology will support revitalization of at-risk and follow-up services. Counseling faculty adopted a two-tier probation model. Information technology will be used to identify the students eligible for the services related to each tier; counselors will use DegreeWorks and Banner to record the products of their work with these students. A vital step in preventing students from becoming eligible for probation services will be the Early Alert System. Technological resources will be vital to identifying and contacting students in need of these services before they are placed on probation.

Proper use of student-information data will be foundational to state reimbursement, as well as the provision of student success and equity services. In addition to providing an array of services to new and at-risk students, the college must document these services and report them to the Chancellor's Office. Accurate reporting will be necessary to receive state funding for counseling and related student-success services. Use of data will also be necessary for making adjustments and improvements, especially during the early years of implementing these services.

The college will develop a master class schedule and interactive online pathways based on data collected for the Student Success Initiative. The content of students' educational plans will assist deans in identifying high-demand courses and planning appropriate numbers of course sections. The master schedule and related innovations will ensure that more sections of courses are available that students need for graduation and transfer. The college website will support the master schedule by providing interactive online pathways. Students will be able to use the website to plan their academic programs and courses. These advances combine to streamline students' journeys from enrollment to completion.

The Chancellor's Office, through its Online Education Initiative, plans to increase completion rates by facilitating students' enrollment in online courses from community colleges throughout the state (i.e., an online course exchange). Rio Hondo intends to become a pilot college in this initiative and is in the process of aligning distance-education delivery with this initiative. Information technology resources will be successful for the successful implementation of these advances in online education.

XVIII. Link to Facilities Plan

As this Educational Master Plan is being finalized, the district is in the latter stages of an extensive construction initiative. With community support through a \$245 million bond initiative, the district has added two office site centers (South Whittier Educational Center and El Monte Educational Center) and four building/complexes (Learning Resources Center, Administration of Justice Building, Student Services/Student Union complex, and Physical Education complex). These new buildings have met many of the college's previous needs for educational facilities. In this document, programs in both Student Services and Academic Affairs cited the many benefits derived from these new facilities.

Projections in this Educational Master Plan do not indicate the need for extensive new construction or expansion. Consistent with other California Community Colleges, Rio Hondo has seen a light decrease in headcount and FTES during recent years. Noting the volatility of enrollment projections under current economic state government conditions, Chapter XVI (College Projections) only present plans for college modest growth. Similarly, the section of this document focusing on academic and vocational programs does not project the development of a substantial number of new programs.

The facilities needs addressed in this document, although crucial to the ongoing improvement of the college, are of a smaller scale. Academic and vocational programs are looking forward to upcoming renovation and expansion projects. Programs in both Student Services and Academic Affairs have projected growth needs that could require additional space.

Planned Construction. The five-year outlooks for academic and vocational often addressed the benefits to be derived from five currently planned construction projects on the main campus. The Arts division wrote of the value in the new construction of the Fine Arts Center, and the renovation of the Music Building and Wray Theatre. These projects will increase and improve classroom and performance/rehearsal space. The Business division anticipates the renovation of the Business building, which will occur after the Arts division moves to the Fine Arts Center. This renovation will lead to instructional improvements and a 25% capacity in the Business division. Renovation of the Library Tower will allow for renovation of the Administration building. This would almost double the amount of classroom and faculty offices space available in the Administration building, which currently houses classroom and offices for the Communications and Languages division and the Behavioral and Social Sciences division.

Potential Construction. The 2006 Facilities Master Plan also includes potential construction projects. The new Educational Master Plan indicates that the projects could benefit academic and vocational programs. Renovation of the Administration of Justice Annex would allow for the provision of additional specialized, revenue-generating courses in Public Safety. Renovation of the Science building, after the bookstore moves to the Administration building, could provide additional and improved classroom and laboratory spaces for the Health Science and Nursing division and the Mathematics and Sciences division. The Kinesiology, Dance, and Athletics division anticipates completion of the Physical Education complex, which would include renovation of the soccer/track area, remodeling of the wrestling/fitness studio, and possibly the conversion of the baseball field to artificial turf. The proposed Pico Rivera Educational Center would provide the college with additional classroom space.

This Educational Master Plan also includes plans for expansion and/or improvement by units in both Student Services and Academic Affairs. In projecting the five-year outlook for its strategic directions, the Student Services area emphasizes the importance of examining space and staff needs in response to

implementation of the Student Success Initiative and the Student Equity Plan. The development of services responsive to the needs of the new and at-risk students could lead to expanding and/or reconfiguring current Student Services spaces. Another area of potential expansion would be hiring additional counselors. The Counseling division, EOP&S/CARE/CalWORKs, and Veterans Services each recommended the hiring of additional counseling faculty, which could require additional office space. Three offices within Student Services (Financial Aid, Veterans Services, Student Life and Leadership) presented the need for additional staff space in order to maintain quality of services and meet their potential for growth.

Three Academic Affairs programs presented potential need for facilities improvement or expansion. The Arts division, while noting that new construction and renovation will sustain space needs for many years, the division's future space will remain limited and restrict long-term growth. The Business division addressed the potential to develop many new programs in Computer Information Technology, which could require additional lab space. The Library addressed the need to improve its physical environment in order to provide additional seating and promote reading.

XIX. Conclusions

Rio Hondo College maintained its programs and staffing through the recent economic downturn. The college now faces the prospect of moving forward and growing in times when statewide initiatives and the recovering economy create an unpredictable external environment. This Educational Master Plan has addressed many strong academic, vocational, and student services programs; environmental factors; and opportunities for growth. Most importantly, the EMP has provided steps for moving forward and creating the future for the college and its students. This chapter concludes the EMP by addressing two topics: recurring themes and ongoing review.

Recurring Themes

This document describes the current state and desired status for many aspects of the college. Prominent among these aspects are academic programs, vocational programs, student services, and enrollment/FTES. Factors such as the state economy, local labor market, community characteristics, and student demographics create a complex environment for the college's plans. Despite the diversity of topics and information, a set of themes recur throughout this EMP. These themes are student completion, statewide initiatives, the changing labor market, and growth in a context of uncertainty.

Student Completion. The revised Mission Statement, with its focus on completion, served as the foundation for this EMP. The previous Mission Statement focused on place ("a collaborative center") and process ("educational offerings"). In contrast, the new statement casts "educational opportunities and resources" as leading to student outcomes: "associate degrees, certificates, transfer, career and technical pathways, basic skills proficiency, and lifelong learning." The new Mission Statement emphasizes the college's purpose and its commitment to students achieving their goals.

The Mission Statement identifies five types of student completion: degrees, certificates, transfer, employment, and proficiency in basic skills. The college realizes that students also bring personal goals that are less concrete. As noted in Chapter XIV on student success and support programs, the college plans to incorporate individual goals into educational plans and continue supporting students in achieving those goals. Also in support of student completion, the college's institution-set standards (Chapter XII) allow the college to track cohorts' progress and make responsive adjustments to support completion.

Statewide Initiatives. As the college developed this EMP, it also addressed new legislation and CCCC initiatives in such areas as adult education, distance education, career and technical programs, and placement assessments. Throughout the EMP, the college incorporated plans for rising to meet these new challenges while maintaining its distinctive characteristics and responsiveness to students.

The most significant of these new initiatives have been the Student Success Initiative and Student Equity Plan. The college's activities in developing its Student Success Plan and reconstructing its Student Equity Plan greatly informed the development of this EMP. The Student Success Initiative and Student Equity Plan will bring substantial change to the everyday operations of California Community Colleges. This EMP presents the steps the college has taken and is taking to meet the goals of these initiatives.

Changing Labor Market. During Rio Hondo's early years, manufacturing, agriculture, and petroleum were industries that defined the region. Today's labor market information projects most of Los Angeles County's job growth to be in the healthcare, retail, and service sectors. Within district boundaries, there

also are projections of growth in biomedical, wholesale trade, and metals manufacturing industries. Among positions requiring four-year degrees, engineering, accounting, elementary education, and marketing are likely to have a large proportion of opportunities.

To fulfill their role of supporting local and state economies, community colleges must adjust their program offerings to meet local employment needs. This Educational Master Plan documents early steps in Rio Hondo adapting to its changing labor market. Chapter XV, Academic and Vocational Programs, includes prospects for developing new programs in response to labor-market needs (e.g., human services, allied health). The labor market has implications for the development or restructuring of many academic and vocational programs, as well as the student services that are essential to students completing those programs.

Growth in a Context of Uncertainty. California's community colleges, including Rio Hondo, suffered significant cuts in the wake of 2008's Great Recession. In 2014, the California economy is recovering and community college budgets are in the early stages of being restored. Still, this forward movement is unpredictable on a monthly basis; five-year outlooks are by nature laden with uncertainty.

The best available projections cast community college budgets as increasing by about 2% to 3% in each of the next five years. The college fully intends to increase enrollment and FTES to match these budgetary prospects. Efforts to increase enrollment are offered throughout the Student Services and Academic Affairs chapters. Some of these efforts include outreach and recruitment, enhanced services to new students, counseling for at-risk students, increased tutoring, and program expansion to meet student needs. The college is clearly dedicated to enrolling more students, increasing their persistence, and supporting them through completion.

Ongoing Review

A cycle of implementation, review, revisions, and evaluation will follow the publication of this document. Although these processes will be ongoing, the college has scheduled this process for one, three, and five years from 2014.

One-Year Review & Revision. During the 2014-2015 academic year, the college will engage in review and revision of this EMP. A central activity in this phase will be greater integration of information from different sections of the document. Before the beginning of the 2015-2016 academic year, the college will produce a revised version of this EMP, which will feature greater integration and specificity.

Three-Year Review & Evaluation. In 2017, the college will complete a three-year review and evaluation of this EMP. A primary activity during the first three years will be to align the college's Institutional Goals and Objectives with the priorities stated in the EMP. During this time, the college will also implement the plan. The three-year review will address the practicality of the plan in relation to environmental conditions. The three-year review will also feature an evaluative component. The three-year evaluation will involve consideration of specific metrics and feedback on progress toward implementing and accomplishing those priorities.

Five-Year Evaluation & Update. The five-year review will be foundational to Rio Hondo's next EMP. During the 2018-2019 academic year, the college will engage in formal evaluation of the EMP in terms of three aspects: implementation, accomplishment, and college outcomes. The evaluation results will be foundational as Rio Hondo updates its EMP in 2019-2020 and prepares for an ACCJC visit in 2020.



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