Dance
Program Review
Executive Summary
November 24, 2008

Program: Dance
Co-chair Present: Marie Eckstrom and Josh Rosales
Committee Members Present: Belen Torres-Gil, Rebecca Green, Delmira Miovsky
Guests: Alyson Cartagena and Rory Natividad

Commendations
- Commendations on excellent expansion of the Dance Program, including adding three new courses, Introduction to World Dance.
- Commendations on innovative programs such as January Jumpstart and participation in National Dance Week.
- Commendations on creating a Dance Program Brochure.

Program Recommendations
- Continue to explore creating a certificate program in Dance.
- Explore additional funding sources to purchase additional capital equipment.
- Explore articulation of Dance course to four-year universities.
- Explore “pairing” courses such as World Dance and Latin Dance with similar courses in the Music Department.
- Explore creating a hybrid Dance Appreciation course.

Institutional Recommendations
- Fund a 100% position for an Articulation Officer/Specialist to attend to the details necessary to ensure smooth articulations with four-year institutions.
- Purchase capital equipment (DVR recording equipment) for the Dance Department.
- Hire one additional full-time dance instructor
Rio Hondo College
Announces an opening for

ARTICULATION OFFICER/COUNSELOR

Full-time, 10 month
Tenure track
Position

REVISED

Position Number: # 10-71
Closing Date: February 07, 2011
Starting Date: Fall 2011
EXTENDED TO: March 11, 2011

Office of Human Resources
3600 Workman Mill Road
Whittier, CA 90601-1699
(562) 908-3405
www.riohondo.edu
AN EQUAL EMPLOYMENT OPPORTUNITY EMPLOYER
POSITION

ARTICULATION OFFICER/ COUNSELOR Full-Time #10-71
The Counselor/Articulation Officer (AO) position is a full-time tenure track faculty position that reports directly to the Dean of Counseling & Student Development and assumes the major responsibilities for initiating and maintaining articulation agreements that promote intersegmental cooperation to facilitate the transfer of students from Rio Hondo College to four-year colleges and universities.

SALARY
Dependent upon academic background and educational experience. Please visit our website at www.riohondo.edu/hr to see the faculty salary schedule.

MINIMUM QUALIFICATIONS
Master’s degree in Counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development (A license as a Marriage, Family, and Child Counselor is an alternative qualification for this discipline, pursuant to Title 5, Section 53410.1). OR
A valid California Community College Counselor Credential OR
The equivalent. The equivalency is: A Masters degree in a Social Science or Education, that includes a minimum of 24 graduate units in Counseling courses, which must include a graduate level Counseling practicum or internship.
AND
Demonstrated knowledge of specific discipline; knowledge of instructional needs of community college students AND
Ability to relate well with peers and other co-workers; to communicate effectively both verbally and in writing, and to be flexible in a changing environment AND
Demonstrate a sensitivity to, and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

EXPERIENCE REQUIRED
- Demonstrated knowledge and experience in the multifaceted functions of articulation including the creation of articulation agreements and major preparation for transfer to UC, CSU, private and out-of-state institutions.

DESIRABLE QUALIFICATIONS
Preference will be given to candidates demonstrating expertise in the following areas:
1) Minimum of two years Full Time or equivalent experience as a community college counselor with a focus on transfer articulation.
2) Demonstrated knowledge in state-wide articulation policies, procedures, and regulations and best practices to effectively advocate for students
3) Ability to facilitate and coordinate the complex articulation process between community colleges and four-year colleges and universities.
4) Demonstrated oral and written skills to effectively communicate with counselors, faculty, administrators, staff, students and other institutions.
5) Demonstrated experience working with students of diversity in socioeconomic, cultural and ethnic backgrounds, including those with different levels of academic preparation and varying physical and learning abilities.
6) Knowledge of ASSIST and other online counseling and articulation resources
7) Attention to detail
8) Prior experience and participation in campus wide committees (i.e. course development, academic senate, transfer)
9) Demonstrated experience and knowledge of the structure and regulations governing community college curriculum to effectively articulate courses and programs between high schools, community colleges and baccalaureate institutions.
10) Demonstrated experience with computer software and technology to facilitate articulation, transfer, student services or instruction.
PLEASE NOTE:
Any degree from a country other than the United States, including Canada and Great Britain, must be evaluated by an Evaluation Service prior to the closing date.

REPRESENTATIVE DUTIES
The Counselor/AO position is a vital faculty role requiring an academic knowledge base, good communication skills and the ability to facilitate and coordinate the various aspects of detailed transfer and articulation processes. This function requires the ability to quickly analyze, comprehend and explain the nature of articulation/transfer issues to the representative parties, diffuse conflict and diplomatically negotiate and implement resolutions. Duties include, but are not limited to, the following: Direct the daily operations of articulation, including the researching of course articulation matters, preparation of course articulation requests, coordination of college and university articulation meetings, maintaining the college’s articulation webpage, supervision of publication and dissemination of articulation materials and digitization of articulation information. Promote and support intersegmental cooperation to facilitate the transfer of students to CSU/UC and private out-of-state colleges and universities including the initiation, development, distribution and maintenance of written and computerized general education/breadth, major preparation and course-to-course agreements. Provide advocacy and consultation resource information to the counselors, faculty, instructional deans and other college representative on course and program articulation issues, especially as related to the review, revision and development of courses with transfer preparation and articulation potential. Manage and update campus transfer and articulation information and data on regional and state-wide initiatives and projects (e.g. ASSIST, LDTP, IGETC, etc.); serve as campus liaison to the segmental system-wide offices as it relates to the dissemination of policy changes and information updates. Participate on the college’s Curriculum Committee as an advocate for students on transfer & curriculum related issues, assist in the development of the college catalog and represent the college on district, regional and state-wide articulation activities and organizations. Serve as an advocate for four-year institutions with respect to accurately communicating and conveying information and concerns about those institution’s transfer policies and curriculum to Rio Hondo College counselors, faculty and students. Develop and coordinate articulation workshops, departmental presentations and staff development. Work collaboratively with articulation specialist to ensure accurate dissemination of information in a timely manner. Maintain articulation files, prepare and disseminate curriculum and articulation reports and prepare the year-end articulation report to the State Chancellor’s office as required. Perform other related duties as assigned by the college.

The Immigration Reform and Control Act requires the District obtain documentation from every individual who is employed which verifies identity and authorizes his/her right to work in the United States.

Successful candidate is responsible for verifying all prior work experience and providing all academic transcripts for purposes of salary placement.

As a condition of employment, the selected applicant must provide a set of fingerprints (at the applicant’s expense) taken by an official Livescan agency.

Applicants who are protected under the Americans with Disabilities Act and require accommodations for completing the application process, testing (if required for the position), or the interview, due to a disability, please notify the Office of Human Resources.

A copy of this announcement will be provided in Braille to visually impaired applicants upon request.

METHOD OF APPLICATION
A complete application will consist of:
1. District Application Form
2. Resume
3. Answers to Supplemental Questions
4. Copies of Transcripts
Please note: It is your responsibility to make sure that all requested information is provided on this supplemental questionnaire. Only complete supplemental questionnaires will be considered.

RESPONSES TO THE REQUESTED INFORMATION WILL BE REVIEWED, EVALUATED, AND SCORED. THEREFORE, IT IS VERY IMPORTANT THAT YOU PROVIDE A THOROUGH RESPONSE. PLEASE PROVIDE TYPED OR WORD-PROCESSED RESPONSES ON SEPARATE PAGES.

1. List your highest degree held, and highlight them on your transcripts.

2. List any Community College Credentials held.

3. Please describe your experience as a community college counselor with a focus on transfer articulation.

4. Please describe your knowledge and experience in the multifaceted functions of articulation including the creation of articulation agreements and major preparation for transfer to UC, CSU, private and out-of-state institutions.

5. Describe your knowledge of ASSIST and other online counseling and articulation resources.

6. Describe in detail your experience and knowledge of the structure and regulations governing community college curriculum to effectively articulate courses and programs between high schools, community colleges and baccalaureate institutions.

7. Please describe your experience maintaining a college webpage.

8. Please describe the experience you have had providing academic advisement and counseling for a) high school students and/or b) college students. What types of advising related computer technology tools/programs are you familiar with?

9. Describe your training and/or experience that demonstrates your sensitivity to, and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

*Please note, if you are applying under equivalency please highlight the graduate level counseling practicum or internship courses on your transcripts.

Please print your name
Counseling & Student Development

Special Note
Counseling & Student Development is interested in collaborating with academic departments and other program on campus. If you are interested in making a presentation or you have information you would like to distribute contact Aracely Tamayo (interim department Secretary) at extension 3467.

Notes from the Dean of CSD
Historically, whenever fiscal times get tough many colleges and universities throughout the country search for ways to operate leaner; oftentimes Student Services is called upon to take cuts. The reason stems from the notion that the academic departments sometimes see their role as driving the mission of the institutions. There is truth in that. However, without comprehensive student services, especially those falling within the matriculation process, student would be lost; without orientations and Counseling courses we go backwards as it relates to the college’s goal of fostering academic success. The SSTF suggests that Counseling in particular should become more prevalent in the coming years. It is my hope that it will.

Fall 2012 promises to be a grand stage for the politics of our colleges, the state and the country. The presidential election is huge in terms of the direction our Washington policy makers will judge the value and vitality of education in the United States given the direct and collateral damage caused by the current budget crisis.

In California, the challenge of balancing the budget and maintaining educational quality has taken center stage. The political shift in community college education has seemingly moved from an emphasis on “Access” to that of “Student Success.”

The Taskforce for Student Success, made up of representatives from community colleges throughout the state, have advanced SB 1456, the Student Success Act of 2012. This legislation is ambitious and focuses heavily on the role Counseling can play in helping students succeed. The challenge for the bill, which is currently on the Governor’s desk, will be how to fund the changes and ensure equity from college to college.

Of course, funding for colleges is the specter that looms above all the efforts educators engage in to help students succeed.

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The Politics of Student Success

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The massive Proposition 30, Sales & Income Tax Increase is the barrier that stands between our schools and colleges and a $6 billion shortfall for this year. For Rio Hondo this means a cut of about $5 million and a drastic reduction in course offerings and program services.

For Counseling & Student Development this represents a reduction in counselor availability, limited assessment services, and reduced transfer & career services. For the college it may represent the elimination of up to 500 course sections if the bill is not passed on the November ballot.

It is in the hands of Californians and our representatives for whom our payroll deductions support to spread the word about what is best for the future of education in the state. It is the obligation of college educators to openly discuss the Politics of Student Success and the directions certain political decisions and platforms can lead our students.

We must stay vigilant in our efforts to probe into the intent of our leaders through a free exchange of ideas and collegiality.

It is my hope that our future will see a balance between community college access and student success.
Career & Transfer Centers
The Career Development and the Transfer Centers have merged locations, but continue to offer comprehensive independent services for students

Transfer Center
The fall transfer season is now in full-swing with several key activities and events scheduled to keep our RHC transfer students right on track. The recent transfer fair was a hit, featuring more than 30 representatives from various colleges and universities. Special thanks to members of our campus community who got in the spirit by sporting alma mater gear and referring students to the event.

TAG workshops have begun and will continue throughout September. UC and CSU application sessions will be held in October and November for fall 2013 transfers. College and university representatives are scheduled to be available on campus to meet with students throughout the fall semester.

Please continue to refer transfer students to the Transfer Center for guidance and resources.

Important Deadlines:
* UC TAG September 30
* CSU Application October 1-November 30
* UC Application November 1-30

College Tours
USC September 28
CSUDH October 20
UCR October 26
CSULA November 2
UCLA November 9

Career Center
Blast Off to Your Future: The Transfer & Career Conference
The Transfer and Career Centers are partnering to offer students a wonderful opportunity to gain knowledge about both Transfer and Career issues at the conference identified below. The conference will be limited to the first 300 students who register.

Please consider offering your students extra credit for attending. They can register online at either the Career or Transfer Center websites.

Workshops will cover a variety of topics including transferring to CSU, UC and private universities, business networking, major selection and fine-tuning your resume among other topics.

If you are interested in serving as a workshop facilitator speak with Belen Torres-Oil, Counselor/Career Center Coordinator.

Registration for the conference online began on September 1 (go to http://www.riohondo.edu/students/transfercenter/registration_form.asp to register).

Please remind all of your students to attend and visit the Career & Transfer Center in the Student Services Building SS250 or call Ext 3407 or 4619 for more details!

EOPS Book & Calculator Loan Program Helps Students
This fall 2012 semester we are serving 628 EOPS & TAG students. 471 are continuing from spring 2012 and we accepted 157 new students.

EOPS & TAG was able to assist 284 students. 45% of our students, with our Book and Calculator Loan Program. 38 of these students borrowed a calculator only; 62 students borrowed textbooks and a calculator; and 184 students borrowed textbooks only.

A total of 521 textbooks were borrowed and 100 calculators were borrowed with the breakdown as follows: 43/Scientific Calculators; 1/Accounting Calculator; 51/TI-83 Plus Graphing Calculators; and 5/TI-84 Graphing Calculators.

The students served were those who were not eligible for the EOPS & Book Service program, or they only received half of the Book Service because they were new or they did not meet the requirements for the full Book Service amount.

Articulation
NEWLY ARTICULATED COURSES WITH THE UC
Once a year, every community college, including Rio Hondo, has the opportunity to submit courses to be considered for transfer credit to the University of California.

Seventeen Rio Hondo courses received UC-transferable status this year, to be effective fall 2012. Most were new courses, but a couple were existing courses that transferred into the UC effective fall 2012. Most were new courses, but a couple were existing courses that transferred into the UC.

These 17 courses include ARCH 235, 236, ART 104, 234, BIOL 105, 206, ANT/HG 111H, 121H, ART 142H, 151, 159, 174, MUS 138, PE 256, THTR 153, 154, 159, and 174.

All of these courses can now be considered as part of the minimum 60 units required to transfer to the UC.

If you have questions @extension 7587, you can contact the Counseling Office, Song Le Graham.

Annual Goals for CSD

Strengthen the counseling partnership to work closely with Career Services.

Develop emergency protocols for CSD

Build in time for counseling collaboration & training and create a mechanism for collaboration with other departments

Further develop the RHC Orientation

Redeﬁne some departmental paper processes

Upgrade the webpage

Puente Program Mentors Needed!
The RHC Puente Program is working towards establishing its Mentor Program component. We are seeking mentors from off and on-campus to help with our group of 28 students. Every constituency group on campus is welcome.

Michelle Bean (Communications & Languages) is the new Coordinator for the program and she is working with veteran counselor, Jose Rodriguez, to move the mission of student success forward in Puente.

Stay Tuned for the Puente webpage coming soon!

FALL MENTOR ACTIVITIES

Sept. 15—DEADLINE to APPLY to be a mentor

Sept. 26—MENTOR TRAINING at 6:30pm OR Sept. 27 at 1:00 p.m.

Oct. 10—Students MEET MENTORS at 6:30pm

Nov. 16—Family and Mentor Student Portfolio Night at 7 pm

For more information call Ext. 7010
Program's Mission Statement

Counseling and Student Development (CSD) is committed to providing quality academic and career advisement for the diverse student population at Rio Hondo College. CSD is dedicated to providing "above and beyond" services to all students and establishing itself as a "Center of Excellence" at the college. As a program within CSD, General Counseling's mission is in alignment with the unit's mission and the college's overarching mission to foster student success and retention.

Program's SAO Information

SAO - General Counseling Area

SAO: CSD will provide comprehensive counseling services by appointment and/or on a walk-in basis at times and in locations that are convenient for RHC students.

A. The CSD Satisfaction Survey is administered throughout the academic year and students are prompted to express their thoughts about the services in the area. The survey asked the students to rate their satisfaction with the services in six different categories: (1) Hours of operation, (2) Courtesy and Professionalism of the Counter Staff, (3) Courtesy and Professionalism of the Counseling Staff, (4) Wait time, (5) Assistance with academic/personal concerns and (6) location of the General Counseling Office. The rating were on the following satisfaction scale: Very Satisfied, Satisfied, Dissatisfied, and Undecided. Students were also given space at the bottom to provide comments.

B. The survey results for program year 2012-2013 indicated the following: Overall students were generally satisfied with the services being offered in the general counseling area; (1) Hours of Operation: 96% of the respondents were either very satisfied or satisfied with the
Initiative (BSI). Counseling courses have been enlisted as cohorted "learning communities" as a part of the inaugural "First-Year-Experience" program and a full-time general counselor has taken on the role as Program Coordinator for the BSI.

Additionally, General Counseling has successfully employed the services of a full-time, tenure-track Articulation Officer.

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**Program's Weaknesses**

**Weaknesses**

Presently, there is a vacancy in General Counseling after the retirement of a senior counselor who was also a key member of the staff.

The AccessRIO implementation is introducing two new student software programs for use in the department and elsewhere: My Educational Plan (formerly Degree Works) and SARS-GRID. Each of these programs present a challenge to counselors and classified staff who must be able to navigate them in order to schedule and assist students. Degree Works has been upgraded, yet up until now student do not have access to it.

Additionally, cuts to the Matriculation budget and the college's general fund have/will continue to have adverse long term effects on the delivery and availability of services in the near future.

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**Program's Opportunities**

**Opportunities and Threats**

**Early Alert System**

The Early Alert System (EAS) is an excellent early alert tool used to identify students who are struggling in their course work. EAS has been a function of counseling in the past with less than adequate buy-in from the teaching faculty (only about 1/3 of the faculty participate in the program). Currently, EAS is in the process of being reworked to focus on developmental courses (math, English and reading); these courses offer diagnostic assessment and frequent test for mastery in the early stages of the classes.

**Articulation**

Articulation continues to be an overarching issues for the college as it attempts to create a transfer culture at Rio Hondo. The institutionalization of the Articulation Officer position ensures that the faculty has an advocate for the development of courses and the articulation of existing courses to college and universities. In addition, this individual functions as a liaison to CSD and the college on the Curriculum Committee.

**My Educational Plan & SARS-GRID**

The implementation of "My Educational Plan" as a replacement for the old legacy...
Program's Accomplishments and Recommendations for Improvement

Evaluation of Performance

General Counseling has made tremendous strides towards achieving its mission to provide comprehensive academic and career counseling to the students of Rio Hondo College. The program's variety of services and course offerings are tantamount to the success of a large percentage of students at the college. Counseling in specialty areas in the department and in remote locations gives evidence that the General Counseling program is willing to go above and beyond to service the needs of students on and off the campus. The last Program Review for General Counseling took place in 2002. The following list of accomplishment will reflect only the past three academic years.

Accomplishments

- **General Counseling hired a full-time Articulation Officer/Counselor**
- The CSD unit was reconfigured and now includes Articulation, CalWORKS and Matriculation
- General Counseling has validated revisions to Counseling 101 for inclusion in the CSU Area E requirement as well as revisions to Counseling 151 for transfer credit for the University of California
- Counseling contacts have increased by nearly 17% from last year
- **The Articulation Officer/Counselor was elected as the Vice Chair for the California Intersegmental Articulation Council; General Counselor was selected to serve on the Statewide Academic Senate**
- Both the coordinators for the Basic Skills Initiative and the South Whittier Educational Center have been selected from General Counseling
- General Counseling has launched the new student academic audit system, “My Educational Plan”
- General Counseling successfully launched the Early Alert System (EAS) to target underperforming student in basic skills math, English and reading
- **Articulation has created a web presence and an Articulation Manual on the college’s website.**
- General Counseling has made over 45,000 contacts with students over the past four years (not including special events and classroom instruction)

Recommendations
As the State budget becomes tighter and the competition for students to enter local CSU's increases it can be assumed that the student populations at community colleges will continue to increase. As the college institutionalizes mandatory assessment/orientation over the next three years the Matriculation process will mandate non-exempt student advisement. In addition, it will be necessary to expand Counseling course offerings to meet the needs of these students and there will also be a need to develop new courses that meet the needs of certain student populations (e.g. foster youth).

In the near future it will become increasingly important for the General Counseling to increase it's technological capacity and upgrade its delivery of services. The "My Educational Plan" software must also become accessible to student in the near future.

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**Program's Staff Development**

**Staff Development**

In addition to regular staff meetings (once a month) and in-service training (once a month), the general counselors are actively involved in staff development that includes conference attendance, regional & statewide committees and specialized training.

**Conferences**

The counseling faculty annually participate in the following conferences:

- California State University Counseling Conference
- University of California Counseling Conference
- University of Southern California Counseling Conference
- California Intersegmental Articulation Council
- Cal State University Conference
- TAP Conference (Honors)
- CSU Long Beach Counselor's Conference

**Regional**

- Region 8 Matriculation Committee
- **Region 8 Articulation Officers Committee**
- UCI Consortium

**Training**

- In-service training provided on an on-going basis in the department
- Strong Interest Inventory Training