

## 2014-15 Program Review

Name of Program: Art  
Name of Unit: Arts & Cultural Programs  
Name of Area: Academic Affairs  
Date Completed: 10/18/2013

---

### Program's Mission Statement

---

The primary mission for all programs in the visual arts is for our students to earn an Associate of Arts or Associate of Science degree and/or to prepare students for transfer to upper division study at a four year college, university or art institution. Secondary objectives include portfolio preparation for vocational training programs and, eventually, the opportunity to obtain a vocation. Finally, we are committed to providing the extended community with accessible life long learning opportunities within the foundational fine arts, commercial arts, animation, ceramics, photography, film and art history programs.

---

### Program's SLO Information - Assessment Results (1a)

---

Assessment results show that students are meeting the benchmark for all courses.

In Art History, while students are meeting the benchmark for success in basic outcomes, there are still areas for improvement in writing and critical thinking skills.

In Studio Arts students are meeting benchmarks for success in technical areas (design, painting, drawing and three dimensional design). It is worth noting that students' verbal and written communication skills are, in general, not up to college level.

In both Art History and Studio Arts negative attendance appears a major factor in the attainment of student success related to SLOs.

Although SLOs in studio work are meeting the benchmark levels, a lack of facilities and dedicated classrooms have made meeting those benchmarks difficult.

---

## Program's SLO Information - Changes in Instruction (1b)

---

In many Studio Arts courses, a museum visit and written analysis of a work of art is now required. Handouts and class sessions devoted to the topic of writing and art analysis have been developed and implemented. Critiques give students an opportunity for verbal communication, peer review, and discussions of their own art. These activities have been added to the courses not as assessed activities, but rather to reinforce basic communication skills--"writing across the curriculum."

In Art History, in addition to museum visits and written analysis, library research workshops, web resources on art writing, and in-class peer review of written assignments have been provided. Our Program Learning Outcome emphasizes formal analysis and appropriate use of art terms and vocabulary in all courses.

In both Art History and Studio Art classes stricter attendance policies have been implemented and clearly posted on all syllabi.

The studio arts areas have addressed the facility deficiencies by having less sections when more are needed and eliminating offerings such as in printmaking and sculpture.

---

## Program's SLO Information - Requested Resources (1c)

---

While no resources have been requested to implement the above changes, (with the exception of facilities) additional support in the following areas would improve student learning outcomes in all studio and art history courses:

1. increased involvement from DSPS area in identifying and providing specialized services for students struggling to succeed
2. improvement of existing classrooms and additional dedicated classroom space

---

## Program's SLO Information - Assessment Reports (2)

---

Assessments reports and SLOs have been completed for every regularly-scheduled course in the area. During this review we learned that many instructors were unaware that multiple SLOs were necessary and have been asked to provide at least three for each course. This has now been completed.

---

### Program's SLO Information - Online Results (3)

---

Art 108 (The Art of Mexico) and Art 115 (The Art of Film) are offered online each semester. Assessments results have not revealed any differences in achievement of student learning outcomes.

---

### Program's SLO Information - Degrees and Certificates (4)

---

An A.A. in Studio Art is currently offered. An AA-T in Art History and an AA-T in Studio Arts are currently in development and expected to be approved by the end of this academic year.

Student Learning Outcomes have been developed for each course within these degrees and a Program Student Learning Outcome has been in place since last Program Review.

The Program Student Learning Outcome has been recently activated in the SLO software and linked to each course. It should be noted that the option to link and assess Program SLOs was just recently created in the SLOutions software and unavailable prior to this semester. Therefore Program SLO assessments will begin this semester, Fall 2013.

---

### Program's Characteristics, Performance and Trends

---

\*\*Updated Data for: 2014-2015 Program Year\*\*

Rio Hondo College Total Enrollment									
Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011
21,573	52,560	59,943	17,891	54,301	52,162	16,515	50,296	47,114	15,476

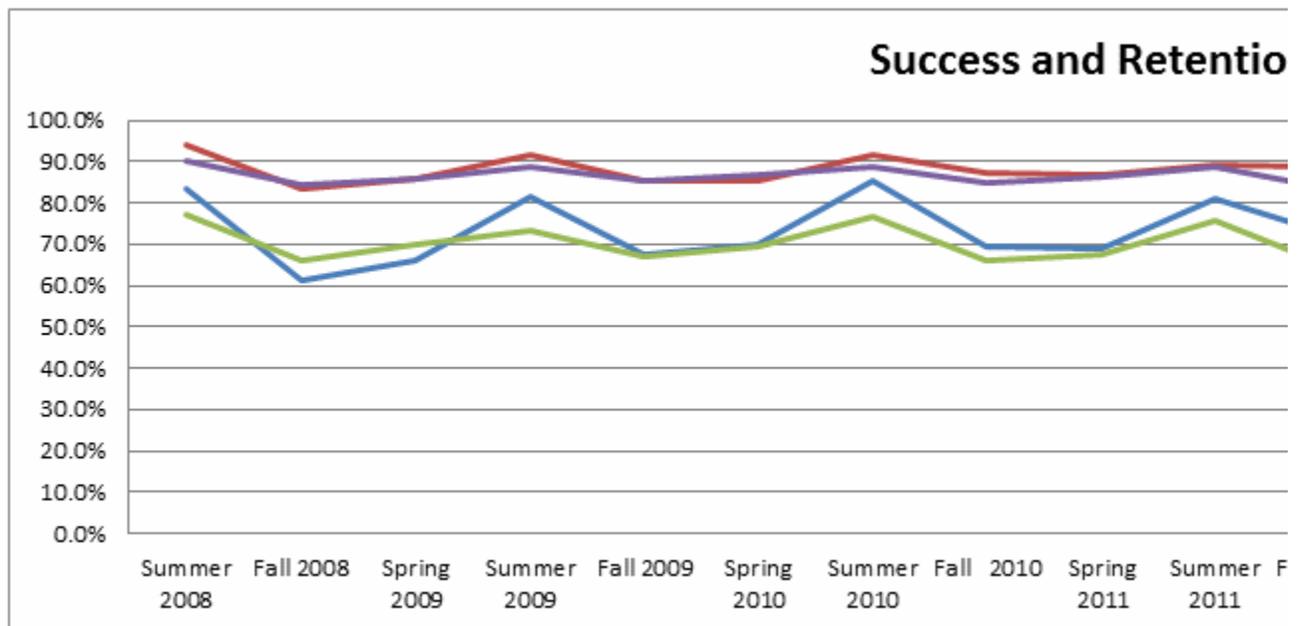
Visual Arts Total Enrollment									
Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011
257	1,205	1,253	352	1,326	1,328	336	1,372	1,314	337

Visual Arts Enrollment By Course									
Course	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011
ART101		118	105	33	98	84	25	88	85
ART104									
ART105	71	116	110	93	92	137	40	135	142
ART105H			27						21
ART106	48	117	110	41	172	79	75	175	93
ART106H						22			
ART107		33			43			49	
ART108		133	132		153	122	34	144	131
ART110	25	141	133	31	140	134	36	84	170
ART112			41			45			
ART113			21		45	34		34	27
ART115						31		39	62
ART120	20	38	28		50	27		59	25
ART121		14	17		26	27		27	29
ART130	25	109	94	22	75	110	19	67	85
ART131	9	9	30	5	7	23	6	17	18
ART135	21	73	76	23	87	85	24	86	68
ART136		11	15	1	12	16		12	18
ART140	24	134	139	42	150	139	43	117	118
ART141	2	3	11	5	10	24	2	14	11
ART142								26	25
ART150			6						
ART164		41	19	19	36	18	24	37	20
ART165		11	4	5	10	7	6	15	7
ART169				13					
ART172			20			23			24
ART175		21	25		24	25		21	23
ART178	12	29	41	18	48	52		50	58
ART180								17	
ART185		3	2		10	16		13	16
ART230		29	18		20	17		19	11
ART231		8	9		6	7		6	4
ART232		1	3		3	5		3	8
ART233								2	2
ART234									
ART235		5	4		2	8		7	3
ART236		2	1		2	2			2
ART242		5	5	1	5	6	1	7	5

Visual Arts									
FTES									
Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011
48.8	269.2	289.1	81.9	283.8	232.5	51.9	228.7	227.3	49.8

Visual Arts Success and Retention								
	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010
<b>Program Success</b>	83.3%	61.2%	66.2%	81.5%	67.6%	70.0%	85.4%	69.6%
<b>Program Retention</b>	93.8%	83.2%	86.0%	91.8%	85.4%	85.3%	91.7%	87.1%

Rio Hondo College								
	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010
<b>College Success</b>	77.2%	66.3%	69.7%	73.5%	67.0%	69.3%	76.6%	65.9%
<b>College Retention</b>	90.0%	84.4%	86.0%	88.5%	85.3%	86.6%	88.7%	85.1%



Visual Arts Grade Distribution										
Grade	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	S
A	108	238	342	137	322	351	151	378	416	
B	71	289	305	106	337	339	93	364	305	
C	33	207	177	43	231	231	41	210	178	
CR	2	4	5	1	0	0	0	0	0	
D	14	74	61	6	90	55	9	67	72	
F	13	181	186	28	145	143	12	164	154	
I	0	7	0	0	0	0	0	0	0	
IA	0	0	0	0	0	0	0	0	0	
IC	0	0	0	0	0	0	0	0	0	
ID	0	0	0	0	0	0	0	0	0	
IF	0	0	0	0	0	0	0	0	0	
NC	0	2	2	2	0	0	0	0	0	
NP	0	0	0	0	1	5	0	9	5	
P	0	0	0	0	7	9	2	3	10	
W	16	203	175	29	193	195	28	177	174	
<b>Grand Total</b>	<b>257</b>	<b>1205</b>	<b>1253</b>	<b>352</b>	<b>1326</b>	<b>1328</b>	<b>336</b>	<b>1372</b>	<b>1314</b>	

Visual Arts % Grade of Distribution										
Grade	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	S
A	42.0%	19.8%	27.3%	38.9%	24.3%	26.4%	44.9%	27.6%	31.7%	3
B	27.6%	24.0%	24.3%	30.1%	25.4%	25.5%	27.7%	26.5%	23.2%	3
C	12.8%	17.2%	14.1%	12.2%	17.4%	17.4%	12.2%	15.3%	13.5%	1
CR	0.8%	0.3%	0.4%	0.3%						
D	5.4%	6.1%	4.9%	1.7%	6.8%	4.1%	2.7%	4.9%	5.5%	
F	5.1%	15.0%	14.8%	8.0%	10.9%	10.8%	3.6%	12.0%	11.7%	
I		0.6%								
IA										
IC										
ID										
IF										
NC		0.2%	0.2%	0.6%						
NP					0.1%	0.4%		0.7%	0.4%	
P					0.5%	0.7%	0.6%	0.2%	0.8%	
W	6.2%	16.8%	14.0%	8.2%	14.6%	14.7%	8.3%	12.9%	13.2%	1
<b>Grand Total</b>	<b>100.0%</b>	<b>1</b>								

<b>Visual Arts Section Delivery</b>									
<b>Time Taught</b>	<b>Spring 2010</b>	<b>Summer 2010</b>	<b>Fall 2010</b>	<b>Spring 2011</b>	<b>Summer 2011</b>	<b>Fall 2011</b>	<b>Spring 2012</b>	<b>Summer 2012</b>	<b>Fall 2012</b>
Day	27	7	29	28	8	30	29	6	29
Evening	10	4	10	10	3	8	10	3	9
Weekend	3	0	2	2	0	2	2	0	1
Online	1	0	2	2	1	1	2	1	2
Other	5	1	2	3	2	3	1	0	0

Course	Visual Arts Success By Course								
	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011
ART101		61.9%	59.0%	51.5%	73.5%	78.6%	76.0%	80.7%	80.0%
ART104									
ART105	74.6%	45.7%	67.3%	83.9%	70.7%	70.8%	85.0%	77.8%	53.5%
ART105H			81.5%						76.2%
ART106	83.3%	45.3%	58.2%	87.8%	62.2%	62.0%	84.0%	63.4%	81.7%
ART106H						86.4%			
ART107		57.6%			46.5%			46.9%	
ART108		59.4%	50.0%		58.2%	52.5%	85.3%	58.3%	48.9%
ART110	88.0%	45.4%	69.2%	90.3%	53.6%	70.9%	69.4%	50.0%	61.2%
ART112			82.9%			82.2%			
ART113			61.9%		51.1%	44.1%		52.9%	70.4%
ART115						64.5%		71.8%	67.7%
ART120	90.0%	63.2%	78.6%		70.0%	74.1%		83.1%	88.0%
ART121		85.7%	70.6%		88.5%	92.6%		88.9%	93.1%
ART130	80.0%	78.9%	58.5%	90.9%	84.0%	74.5%	100.0%	76.1%	78.8%
ART131	88.9%	88.9%	86.7%	80.0%	85.7%	87.0%	100.0%	88.2%	94.4%
ART135	85.7%	65.8%	57.9%	95.7%	67.8%	65.9%	95.8%	77.9%	75.0%
ART136		81.8%	73.3%	100.0%	66.7%	87.5%		83.3%	77.8%
ART140	91.7%	70.9%	74.8%	71.4%	79.3%	74.1%	93.0%	73.5%	78.8%
ART141	100.0%	66.7%	90.9%	60.0%	70.0%	66.7%	100.0%	92.9%	54.5%
ART142								76.9%	68.0%
ART150			83.3%						
ART164		75.6%	73.7%	84.2%	72.2%	77.8%	79.2%	73.0%	60.0%
ART165		72.7%	75.0%	100.0%	70.0%	100.0%	100.0%	93.3%	100.0%
ART169				92.3%					
ART172			60.0%			82.6%			70.8%
ART175		47.6%	76.0%		58.3%	56.0%		61.9%	73.9%
ART178	91.7%	86.2%	63.4%	83.3%	85.4%	63.5%		64.0%	56.9%
ART180								76.5%	
ART185		66.7%	0.0%		50.0%	37.5%		7.7%	50.0%
ART230		72.4%	72.2%		85.0%	82.4%		73.7%	81.8%
ART231		75.0%	88.9%		100.0%	85.7%		66.7%	100.0%
ART232		100.0%	100.0%		100.0%	100.0%		100.0%	100.0%
ART233								100.0%	100.0%
ART234									
ART235		60.0%	75.0%		100.0%	62.5%		100.0%	100.0%
ART236		50.0%	100.0%		100.0%	100.0%			100.0%
ART242		80.0%	80.0%	0.0%	60.0%	66.7%	100.0%	85.7%	100.0%
ART260									
ART260									

<b>Visual Arts Degrees &amp; Certificates</b>					
	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>*2012-13</b>
Associate of Arts	6	2	5	9	8
Associate of Science	4	3	7	7	6

\*NOTE: At the request of Visual Arts program review team, awards for 2012-13 were updated on 10/16/2013 with figures from CCCCCO Data Mart.

<b>Visual Arts Enrollment Management</b>			
<b>Indicator</b>	<b>Summer 2012</b>	<b>Fall 2012</b>	<b>Spring 2013</b>
# Sections	10	41	41
Fill Rate	88%	105%	93%
# Students Over-/Under-Enrolled	-40	69	-91
Section Cap (Average)	33.8	31.6	32.3
# Sections Over-/Under-Enrolled	-1.2	2.2	-2.8
% FTEF Part-Time	N/A	48%	53%

The Visual Arts enrollment is trending higher than the overall college enrollment, while the retention and completion data is on par with the rest of the College. Despite a 10% cutback in sections in the arts department, we continue to maintain our high enrollment, which could be higher still if we had adequate facilities and budget to support the demand. Online courses in high enrollment lecture courses and distribution of day, evening, and weekend section delivery have assisted us increase FTES while enduring section cutbacks.

The data shows the program's enrollment has increased from 2.3% to 3.0% of the total College enrollment. The program is growing at a faster rate than the College's enrollment and continues to trend upward. The number of AA degrees awarded has been consistent and trending upwards as well.

Program success rates are higher than the overall college success rate. The data also show recent fluctuations in success rates for Intermediate and Advanced Studio courses. This may be a result of combination classes with limited enrollment, and a lack of facilities and faculty in some sections.

Although the State requirement ratio for full-time to part-time faculty is 75%:25%, 50% of the courses in our program are taught by part-time faculty. This high percentage of adjunct instructors reflects the need for full-time faculty replacements and additions. The loss of full-time faculty and the increase of part-timers has been a growing trend and should be reversed for optimal instructional delivery and improved Program SLOs.

---

## Program's Strengths

---

The Visual Arts department continues to expand and grow our curriculum and programs in order to address the changing needs of our student populations and industry demands. The general areas of strength are detailed below:

### Curriculum:

The Visual Arts' curriculum is geared toward providing foundational courses first and foremost. Where we do offer certificates, they are grounded in the foundational understanding of art history, studio art practices and theory.

Our newest program, animation, was developed with these guiding principles and reflects the values of foundational training, incorporated with the technical courses required by the industry. While this program was developed by the Visual Arts Division, it is now an independent program. Many of the Visual Arts courses are the foundation and core courses that serve as prerequisites and/or advisories for the animation , photography and digital arts programs.

To this end, all art majors are required to take the same core classes and all general education students are provided with foundationally sound training in overall art practices, theory and history.

Each program area is designed to lead to an Associate of Arts or an Associate of Science degree. Specific courses have been grouped together to provide students who want to specialize in advanced levels of the visual arts the opportunity to obtain a specialization and associates degree. The courses are discussed in detail by program area in the appendices at the end of this document.

### Faculty:

The Visual Arts faculty are all experts in their areas, professionals who have burgeoning careers outside of the college, and committed instructors who take time to advise, encourage, instruct, and provide professional and curricular activities to enhance the classroom experience.

### Staff:

The staff in the visual arts area provide essential support services to students, faculty and administrators. Support for campus wide cultural events, curriculum, scheduling, technical support, and information is vital to the functioning of the department.

### Cultural Events:

The Cultural Events are an integral part of our offerings in the Visual Arts. The art gallery provides opportunities for students to meet professional artists, view their work and meet them via lectures and master classes. Our events and lecture series target specific course needs, provide exposure to historical and diverse artistic worlds, and enrich classroom learning through the hands-on application of skills studied in department courses. In addition, our cultural events program serves the College and its surrounding community with an array of public exhibitions, lectures and performances.

---

## Program's Weaknesses

---

Currently the Visual Arts Department requires additional support in four areas: facilities and equipment, software, staffing, and general maintenance. Specific needs are discussed in the respective programmatic appendices at the end of this document.

In the course of this review several weaknesses continue to be identified: lack of replacement of retiring full-time faculty in the Digital Arts and Film/TV areas, sufficient support staff, classroom maintenance, IT support and upgrades of MAC computers and software, dedicated classrooms with SMART Room Systems and one central facility to house all the arts program. The Division and the program area are spread around the campus making communication and sharing of educational opportunities difficult.

The budget for classroom speakers and visiting professionals has been cut, leaving less opportunities to invite guests to work with and meet our students.

---

## Program's Opportunities

---

The Visual Arts Department believes strongly in helping students build on their acquired knowledge, enabling them to succeed in an advanced degree program, vocational trade, or fine arts profession.

Portfolio development and review, student exhibitions and critique provide evidence of student proficiency in all areas of the visual arts. Because of our close proximity to Los Angeles and Orange Counties, the Visual Arts Department has an excellent opportunity to expose our students to world class lecturers, venues and professional opportunities -- all of which we do via our professional art gallery, field trips, lecture series, and cultural events.

Our two MAC labs in the LRC have provided access to new technology in the arts. Our new computer animation courses and digital photography courses were added in these labs and the response has been tremendous. This success confirms our data research and goal of expanding the digital media program to enhance our foundational art courses.

The faculty has researched the viability of integrating digital technology into the fine arts curriculum. Courses such as Color Theory, 2D Design, 3D Design, Drawing and Art History could all benefit from the introduction of digital arts software currently used by creative artists and designers in industry. It is hoped a new course, Introduction to Digital Painting, can be offered in the next academic year. And it is further hoped the drawing and painting classes can introduce the I-pad as an art tool, and the art history classes as a research tool. This is all providing funding to support this learning opportunity can be met.

Our request for a new visual arts building has been submitted as a FPP to the state with the projected completion date unknown. The Visual Arts Department has met several times with architects to plan the new Visual Arts building. This proposed 22 million dollar building would add an additional 12,000 square feet to the current square footage and be able to house all the visual arts in one central location. Additional facilities would add an assembly hall and media room for art history plus two additional all-purpose lecture rooms, dedicated painting rooms

and drawing rooms, space for the ceramics program including separate throwing and hand-building rooms, a wood-shop and additional classroom for the 3D design, sculpture and printmaking classes and three new computer labs for a new digital media program that would interface with video/film, photography and commercial art. This opportunity for a new building alone would serve to solve many of the program's current weaknesses and threats. The newly submitted AA-T Film degree is an opportunity for our program and the College to meet the high demand across the region for courses and training that will prepare students for internships and jobs in the film and entertainment industry. These courses and its related degree will also prepare students for transfer to four year institutions.

---

## Program's Threats

---

1. Course offerings have been pared down to a minimum leaving our program less competitive with other schools.
2. The substandard facilities present Rio Hondo College as a poor choice for an incoming high school student looking at local community colleges to study art.
3. Our inability to offer more sections or courses due to lack of facilities and equipment has left us with many students migrating to other campuses, such as Cerritos, East Los Angeles, and Fullerton Community.
4. Cerritos College, Pasadena City College and East Los Angeles College have new, state-of-the-art arts complexes, and Mount San Antonio College also has a newly refurbished and expanded arts facility. Rio Hondo College is unable to provide the same level of services in the arts as these schools.
5. Loss of studio art course repeatability and our inability (or failure) to provide more classes means RHC's Art program will be failing to help students succeed in their development of a portfolio suitable to gain entrance into a four year college, university or art school BFA program.
6. Lack of clerical and technological support for the faculty with ever increasing work loads of specialized reports threatens our ability to improve teaching preparation and working toward real educational planning.

---

## Program's Accomplishments and Recommendations for Improvement

---

### ACCOMPLISHMENTS

After two years of working under first a part-time Dean and then an Interim Dean the Division completed the hiring process and helped to hire a new Dean. This is an opportunity to restore the damage done after two years of neglect. Other accomplishments are listed below.

1. New courses developed and/or being offered in Watercolor Painting (ART 234), Digital Painting (ART 260), Life Drawing for Animators (ART/ANIM 260), Freehand Drawing III (ART 233), Color Theory (ART 250), The Art of Film (ART 115), Introduction to Ceramic Handbuilding (ART 142) and Art of the Ancient Americas (ART 104).
2. Major course revisions of Art 109 (Art of the Americas: Colonial to the Present), Introduction to Sculpture (ART 141), and Introduction to Printmaking (ART 150).

3. Continued participation in Learning Community pairing Art 110 with architecture classes
4. Continued participating in the Honors Program by offering an honors Survey of Western Art during the spring semester
5. AS-T Film, Television, and Electronic Media is being developed and will undergo curriculum and state review as an interdisciplinary program.
6. AA-T Art History has been developed and is undergoing curriculum and state review.
7. AA-T Studio Arts has been developed and is undergoing curriculum and state review.
8. Title V Instructional Development workshops: Art History faculty offered a campus-wide series of three 90-minute workshops on incorporating visual-arts social media and online technologies into any curriculum.
9. Title V Instructional Development workshop: to be offered, November 2013, in Digital Painting.
10. Continued collaboration between Art Gallery Director and art history faculty in development of exhibitions and writing exhibition catalogs. Every Rio Hondo College Gallery exhibition is now documented with a full-color printed catalogue.
11. Sheila Lynch (Art History), along with the Division of Communications & Languages, inaugurated the "River Deep Student Film Festival" in spring 2011. "River Deep" is an annual festival that showcases RHC students' short films and micro-short films selected through a campus-wide competition. The CEO of Synn Labs, Adam Sadowsky, was the guest speaker at the 2012 festival. RHC alumna Cheyann Regan was the guest speaker at the 2013 festival. "River Deep" is held in conjunction with the annual "Writes of Spring" event and is currently funded by the Division of Communications & Languages.
12. Sheila Lynch (Art History) continues to serve as the arts editor of "River's Voice: A Journal of Art and Literature," a publication featuring works by members from all areas of the campus community and sponsored by the Division of Communications & Languages .
13. Continued to participate in Early College Academy in Spring 2013 with one ART 108 course offered at each of the following local area high schools: Pioneer H.S., Mountain View H.S. and El Rancho H.S.
14. Ron Reeder (2D and 3D Design) with Rio Hondo College students painted a mural for Howard's Appliance regional headquarters.
15. Rio Hondo students are transferring in greater numbers into CSU's BFA programs, UC's and art schools using portfolios developed at the college. This is now a requirement to earn entrance into BFA programs.
16. Instituted an annual student awards program for outstanding art students.
17. Developed and updated a Division of Arts and Cultural Programs website and promotional materials.
18. Installation of student art work around the campus and community (i.e. the President's office, Human Resources offices, Small Boardroom, Rose Hills Mortuary).
19. Development of community outreach activities connecting art students with non-profit and charitable organizations.
20. More RHC art students are involved in internships and finding employment in arts related and industry jobs.

## RECOMMENDATIONS

### Facilities and Maintenance:

1. Dedicated classrooms for art history, painting, drawing, 2D and 3D design/sculpture courses
2. Replace and repair student lockers

3. Additional exhibition space in area hallway: including locked cases, installation of exhibition walls
4. Studio classroom improvements for optimal learning and safety (ventilation fans, alarms, telephone, locks)
5. More custodial services to maintain cleanliness and safety of classrooms

#### Staffing:

1. Two Full-time replacements of retired faculty- Graphic Art/Digital Arts and Film/Television
2. Permanent Studio Techs - 2 at 70% each (for support of ceramics kiln, gallery, all studio classrooms and tool room).
3. Clerical staffing increase from 1.5 to 2 full-time, office is under staffed
4. Gallery Director position increase to 40-50% load (currently under 20%)
5. Increase part-time pools in studio and art history or hire more full-time faculty to offer more sections in highly impacted courses and maintain quality

#### Software and Equipment (technology maintenance and purchases):

1. Annual software maintenance strategic budgeting
2. Purchase of classroom technology- SMART Room Systems in each art classroom.
3. iPads (30-with cart) for digital painting class and use in all studio classes
4. iPads (45) for art history classes
5. Ceramic decal printers and 3D printers
6. IT department assistance for regular maintenance and upgrade of MAC computers
7. Camtasia software for screen-capture and lecture recording
8. Continued subscription of ARTStor
9. Subscription to JSTOR
10. Respondus test-creation software for distance-ed and web-enhanced instruction
11. Annual subscription to Voice Thread

---

## Program's Strategic Direction

---

Our desired aspiration and vision for the Visual and Performing Arts Division is to integrate and heighten the sense of collaboration between all arts areas, bringing under one roof traditional studio arts, digital arts, commercial art, photography, animation, video and film, art history, gallery programs, as well as nearby music, theatre and dance. We are working to be a fully functioning arts division with quality and competitive facilities, the highest quality instruction, and the addition of technological advancements in the arts providing students the opportunity to transfer and/or earn an Associates of Arts degree or obtain employment in the many arts fields available in the Southern California region.

The major goals for the Visual Arts Department in the next five years are as follows:

1. Continue to upgrade current facilities to enable expansion of existing programs and facilitate future growth until our building is completed
2. Secure funding and begin construction on a new visual arts building- FPP plan 2013-2016
3. Develop and locate the facilities for new courses in all program areas
4. Expand current program offerings, addressing industry trends and transfer needs

5. Expand tenured faculty to meet program needs
6. Secure additional classified support for all studio areas and digital labs
7. Plan annual budget for program support. This includes software upgrades, equipment repair and replacement, faculty furniture and adequate office space, and classroom modification and maintenance
8. Continue to keep our adjunct pool fresh in all areas, including areas of specialization
9. Provide professional development opportunities for faculty to ensure continued growth in new technologies and teaching pedagogy
10. Use Blackboard for posting most course materials, thereby saving printing costs.

---

## Program's Staff Development

---

### STAFF DEVELOPMENT:

#### PROFESSIONALISM:

The full-time faculty of the Visual Arts, in addition to being committed teachers, are all working professionals dedicated to their vocation in the arts. Each full-time faculty member produces work in their respective discipline for exhibition and/or publication. (See Appendix E for a fuller list of selected exhibitions, publications, presentations, workshops, honors, awards, etc.)

The involvement of each faculty member in his or her art career not only enhances each instructor's ability to teach our curriculum, it defines our Visual Arts program. Students greatly benefit from their contact with instructors who are working professionals in their field of study. Students come to Rio Hondo College specifically to work with instructors whose reputation is known in the region.

Since our last program review, several full-time faculty members have become tenured, so that now all are tenured. In addition, each faculty member is either at the top rung of our academic rank or is steadily advancing towards it.

#### CONFERENCES & WORKSHOPS:

Many of our faculty (both full-and part-time) have attended professional conferences in their disciplines: College Art Association; Online Teaching Conference; F.A.T.E. Conference, CA Community College Honors Teaching Conference, CA Mission Studies Association conference, C-ID workshops.

Some have received Staff Development Travel Grants that pay for registration and help defray the expense of traveling to these conferences.

Many of our faculty have led workshops for the college, both on- and off-campus, for which FLEX hours and/or Professional Development or Title V stipends were offered to attendees. Examples include:

FLEX Day breakout sessions; semi-annual Reflection & Renewal Retreats; Title V Collegial Training Workshops; Title V Technology Grant to bring a Guest Speaker to lead a faculty workshop on digital painting; Glassmaking workshop for staff and faculty

Some of our faculty have presented at academic conferences or led professional workshops in their disciplines: National Endowment for the Humanities Conference; Painting Workshops in Italy & France; Huntington Library Conference; California Mission Studies Conference; Workshops and Demonstrations in art departments at universities, etc.

In addition to leading workshops, most of our faculty have attended workshops, both on- and off-campus, that expand upon their knowledge and skill in the arts and in teaching: Learning Community Professional Development workshop; Online Teaching Conferences, Digital Painting classes

Some have received Staff Development Travel Grants that pay for registration and help defray the expense of traveling to these conferences or Title V stipends for work produced as a result of attending workshops. (See Appendix E for a sampling.)

#### POSSIBLE FUTURE PROJECTS:

- A. Explore developing roundtables/workshops, to offer to the campus, related to art history (with a coordinator stipend to art-history faculty)
- B: Explore developing an online arts journal to be published each semester (with a coordinator stipend to art-history faculty)
- C. Workshops with guest lecturers in studio art and art history lecture courses (with an honorarium for the speakers)
- D. Create video tutorials on specific art-historical artifacts and concepts, which would be made available to all art-history instructors in the department (full-time and adjunct). These tutorials would be posted on Blackboard for web-enhanced and distance-ed classes and would greatly defray the cost to students of purchasing publisher's supplemental materials. Consider this for a summer 2014 Title V stipend project under the Title V grant objective of "infusing technology into the classroom to improve student success."
- E. Create a series for the campus of lecture/presentations by art studio faculty of developments in their artwork

#### RECOMMENDATIONS:

The Staff Development budget was cut by 50% in the 2012-2013 academic year and has not since been increased. Thus, the opportunities for the school to provide stipends and to pay for travel and registration to workshops and conferences has become highly competitive. In addition, the California Student Success Initiative has a Staff Development component that requires more widespread participation among members of the campus in the area of Staff Development. When the District budget allows, the Staff Development budget should be restored to its previous amount, at the very least, if not increased from that level to offset inflation.

---

## Program Review - Executive Summary

---



---

## Program Review - Response to the Executive Summary

---



---

<b>Goal #1</b>	Short term (1 year)	Corresponds with Institutional Goal	Status: in progress
# 10			

---

### Description of Goal

Facility and Equipment upgrades are needed to keep the art department competitive other community colleges in the area.

Our goal is also to provide art students safe, clean classroom facilities, adequate space for more class offerings and access to technology to provide a pathway for transfer to 4 year colleges or the job market.

### Evaluation of Goal

Student evaluations, increased FTE's in area programs. Review of transfer rates.

All of the Visual Arts classrooms suffer from maximum classroom saturation, aging facilities, reduction of faculty, staff and office space, and reduction in much-needed storage space.

Programs operate at maximum capacity, but despite the fact that our growth rate exceeded the college at large, we cannot sustain further growth without more facility support.

---

### Objective #1.1

Status: in progress

upgrades to existing painting/drawing facilities:  
 move 3D design into Blackbox Theatre  
 renovate B11 into a drawing room  
 move 2D design into Campus Inn

---

**Resources Needed: Additional Budget****Requested Item:** refurbish and build out 3 classrooms**Required for How Long:** 1 time**Requested Amount:** \$50,000.00**Description:**

Build out and refurbish classrooms B11 and B12, and blackbox, including ventilation systems and storage spaces for three classrooms.

**Supporting Rationale**

Lack of dedicated classrooms has cut instructional time during each class meeting, forcing students and instructors to move furniture in and out of the room at the beginning and end of each session. The over use of the painting and drawing classroom (B12) has made maintenance and cleaning almost impossible. The use of B11 as a 2D classroom and a 3D classroom has placed students of one group around dangerous equipment they are not trained to use. The rooms all need proper ventilation, and upgrades for safety. Dedicated classrooms is both an instructional need and a safety issue.

---

**Resources Needed: Additional Space or Changes to Facilities**

Requested Amount: \$0.00

Description of the project. Be as specific and thorough as possible.

locate additional classroom space for expansion of painting/drawing, 3D and sculpture curriculum

1. What is your unit's most compelling reasons for this request. Please include recommendations and supporting information from the Program Review Committee and or your program plan.

additional space as dictated by demand

2. Where is the physical location of the space (room number is preferred)?

We suggest the Campus Inn as a temporary measure

Services Required:

Electricity, Water, Special Heat or Air Conditioning, Waste Disposal (sewer connection)

---

**Objective #1.2**

Status: in progress

lockers for art students

---

**Resources Needed: Additional Budget****Requested Item:** art lockers**Required for How Long:** 1 time**Requested Amount:** \$20,000.00**Description:**

20 banks of 4 lockers for storage of art materials

**Supporting Rationale**

lockers are aging and inadequate for art supplies and student portfolios. We have been using cast off lockers from P.E. Department which are unsuitable for art storage leaving students frustrated and unable to store supplies. Poor lockers have led to thefts and loss.

---

**Objective #1.3**

Status: in progress

purchase and installation of display cases for student art work

---

**Resources Needed: Additional Space or Changes to Facilities**

Requested Amount: \$7,000.00

Description of the project. Be as specific and thorough as possible.

purchase and install display cases in the hallway of the Visual Arts area and hanging walls.

1. What is your unit's most compelling reasons for this request. Please include recommendations and supporting information from the Program Review Committee and or your program plan.

Student work should be on displayed and secured at all times. We have had theft of student work on display in the hallways of the art area and as a result have had to stop hanging work. More lockable cases are needed.

2. Where is the physical location of the space (room number is preferred)?

Visual Arts hallway

Services Required:

None

---

**Objective #1.4**

Status: in progress

provide students current, industry standard equipment for the ceramics area

---

**Resources Needed: Additional Budget**

**Requested Item:** Ceramic Decal Printer

**Required for How Long:** 1 time

**Requested Amount:** \$7,000.00

**Description:**

This printer will allow students to create their own ceramic decals

**Supporting Rationale**

This technology will teach students the use of new equipment that is currently used in industrial applications and for artistic expression .

---

**Objective #1.5**

Status: in progress

provide current industry standard equipment in art studio classes to introduce digital technology to 2D, painting and drawing art students, provide art history student with current technology in the classroom

---

**Resources Needed: Additional Budget**

**Requested Item:** Trexall classroom media console

**Required for How Long:** 1 time

**Requested Amount:** \$15,000.00

**Description:**

A classroom media console for art history classroom

**Supporting Rationale**

To improve classroom instruction in the art history classes instructors require this equipment to enable movement between various media platforms; DVD, digital overhead projection, internet, powerpoint, etc. This console servers as a control for screen sharing and monitoring student computer and I-pad use during class activities.

**Requested Item:** Additional Software for faculty use

**Required for How Long:** Ongoing

**Requested Amount:** \$1,000.00

**Description:**

Purchase of:

Respondus software licenses (2) (art history)

Camtasia software licenses (6) (4- art history, 2 studio arts)  
VoiceThread annual subscription (2) (art history)

### **Supporting Rationale**

Online teaching requires technology to assist instructors in maintaining "regular and substantive contact" with students. Camtasia will assist both art history and studio arts faculty to record and capture presentations and demonstrations that students can access via Blackboard. This technology will be used in our efforts to improve student learning outcomes and success rates.

### **Resources Needed: Additional Technology**

#### **Technology Classification: Computer Hardware**

**Requested Amount:** \$25,000.00

**Description:**

purchase a storage cart and 45 iPads for art history classroom use

**Reason:**

Provide art history students with in-class technology to assist them in research, close examination, analysis and discussion of works of art. This technology will enable faculty and student to investigate and use the increasing number of e-textbooks, digital image libraries and article databases and online resources related to the history of art.

**Location:** A230

**New or Replacement:** New Installation

**Services Required:** Electricity, Internet Access, Software Support, Hardware Support

#### **Technology Classification: Computer Hardware**

**Requested Amount:** \$19,000.00

**Description:**

30 iPads and charging cart with loaded software, Sketchbook Pro and other apps for drawing, painting and 2D design classroom use.

**Reason:**

This technology will introduce the Studio Arts student to digital art making, which is a trend in creative expression and more importantly becoming an industry standard for future arts related jobs. This will support a new Digital Painting course that will be offered in the next year.

**Location:** B12

**New or Replacement:** New Installation

**Services Required:** Electricity, Internet Access, College Network Access, Software Support, Hardware Support

---

### Objective #1.6

Status: in progress

Purchase a 3D Multi Material Printer for use by students in both Ceramics and 3D classes

---

Resources Needed: Additional Technology

### **Technology Classification: Computer Hardware**

**Requested Amount:** \$40,000.00

**Description:**

3 D Printers allow artists and industry to create sculptures from computer generated drawings.

**Reason:**

Introduce students to this new technology, helping them become competitive in the current job market.

**Location:** clean room to be located where 3D Design will be

**New or Replacement:** New Installation

**Services Required:** Electricity, Internet Access, Software Support, Hardware Support

---

### Objective #1.7

Status: in progress

Increase the number of transfers to four year institutions via the TMC and articulation agreements with upgraded and revised course offerings. Offer a variety of classes to help students prepare portfolios for acceptance into four year university art programs, art schools and to earn scholarships.

---

### Objective #1.8

Status: in progress

Upgrade the College Art Gallery through the purchase of equipment and refurbishing the current space to provide quality modern exhibitions to the campus and the community.

## Resources Needed: Additional Space or Changes to Facilities

Requested Amount: \$65,000.00

Description of the project. Be as specific and thorough as possible.

Projector mounted in the center of gallery.

Flat screen TV 55" LCD

Removable rolling walls (the gallery needs 2 a small one and a large one.

Alarm System

New track lighting.

New floor due to the current floor is tile that is painted over. (asbestos)

New screens for the doors to keep the light out.

New pedestals to display work

A proper room to store art work

Shelving for the current storage room. Our old shelving was destroyed when they took my room away to make the elevator room.

Working air in the gallery.

Electrical outlets in the gallery floor.

1. What is your unit's most compelling reasons for this request. Please include recommendations and supporting information from the Program Review Committee and or your program plan.

Maintenance and repairs and updates to the gallery have not been completed in years.

Storage space was taken by Facilities for their own use, leaving the gallery with inadequate storage. The gallery lighting system is antiquated. The facility needs technological improvements in order to offer a high level of gallery programming.

2. Where is the physical location of the space (room number is preferred)?

Current gallery

Services Required:

Electricity, Special Heat or Air Conditioning

---

### Objective #1.9

Status: in progress

Improve painting and drawing classroom instructional supplies

---

### Resources Needed: Additional Budget

**Requested Item:** Chalkboard for B12

**Required for How Long:** 1 time

**Requested Amount:** \$500.00

**Description:**

The current chalkboard for drawing demonstrations is broken, falling over frequently causing a safety hazard.

### **Supporting Rationale**

A chalkboard is necessary to demonstrate drawing techniques, and one that does not fall over is helpful. Because of the inadequate space it needs to be portable and able to move around the classroom.

**Requested Item:** Anatomical figure of human muscles

**Required for How Long:** 1 time

**Requested Amount:** \$1,500.00

**Description:**

Anatomytools.com , Purchase two 1:3 human male models. An anatomical model for artists to study human anatomy.

### **Supporting Rationale**

Our students need to study the musculature of the human figure for the life drawing classes. Having a 3D model in the classroom will help in lectures, demonstrations and for independent study.

**Requested Item:** new painting and drawing props

**Required for How Long:** Ongoing

**Requested Amount:** \$500.00

**Description:**

Purchase of props, (fruit, flowers, vessels, boxes, plaster casts, etc) for instructors to upgrade and purchase new props for classroom use, giving students a variety of changes still life items to draw and paint.

### **Supporting Rationale**

Props and fabrics break or are damaged and need to be restocked. Each semester, fruits and flowers need to be purchased for class projects. A small annual prop budget is needed to keep the props current, clean and in repair.

---

## **Objective #1.10**

Status: in progress

Provide all necessary communications equipment and locks for the safety of our students:

Install an emergency telephone in each of the program areas' classrooms

Install alarm speakers in each of the program areas' classrooms

Install lock, or deadbolts in each of the program area's classrooms

## Resources Needed: Additional Space or Changes to Facilities

Requested Amount: \$15,000.00

Description of the project. Be as specific and thorough as possible.

Install an emergency telephone in each of the program areas' classrooms  
 Install alarm speakers in each of the program areas' classrooms  
 Install lock, or deadbolts in each of the program area's classrooms

1. What is your unit's most compelling reasons for this request. Please include recommendations and supporting information from the Program Review Committee and or your program plan.

Student and instructor safety is the most compelling reason.  
 The studio classrooms cannot hear any school alarms. Recent 10/17 drill proved once again the alarms cannot be heard at all.  
 Because there are no phones or SMART Systems in the classrooms, instructors have no ability to get notifications of danger on campus and have no ability to call for help without leaving the students and the classroom unattended. Our personal cell phones do not work in the classrooms and are usually not kept in the classroom with us because the materials used in the class make it unsafe to carry a phone.  
 And finally, instructors cannot lockdown the classroom without going outside the classroom to lock the door.

2. Where is the physical location of the space (room number is preferred)?

B011, B012, B010, B110 and A230

Services Required:  
 Electricity

---

Goal #2	Long term (2-5 years)	Corresponds with Institutional	Status: in
Goal # 8			progress

---

### Description of Goal

Secure additional classified support staff for all studio areas

### Evaluation of Goal

Performance reviews of support staff conducted regularly

Lab Technician support: Traditionally a department of our size would have at least one full time or two part time technicians to assist in maintenance of the kiln area and provide classroom facility support for faculty. This position would assist in the operations of ceramics kilns, art gallery display, 3D workshop tool room management and painting/drawing program assistance for duties such as art installation, lighting, packing and display. The position exists at other community colleges of our size and is sorely needed at RHC.

Clerical Office Support: Traditionally a department of our size would have at least two full time classified office staff. We currently have 1.5 . The part-time position is dedicated to working in the Cultural Programs area.

## Objective #2.1

Status: in progress

hire two 70% time lab technicians:

- 1) Ceramics/and gallery 70%
- 2) Studio arts/and photo 70%

## Resources Needed: Additional Personnel

### **Position Classification: Classified**

Required for How Long: Ongoing

Position Title: lab technicians

Basic Position/Job Description:

lab technician for studio arts and gallery maintenance and quality control

Estimated Salary Excluding Benefits: \$45,000.00

Supporting Rationale: Identify the basic need. Include specifically how your Program Review, Strategic Plan, Master Plan, Accreditation or other external review processes support this position. For permanent positions indicate what percentage you are recommending, i.e. this is a permanent position in Weekend College for 37.5%.

The studio classrooms are working labs in need of constant maintenance and skilled oversight. In example, a student or student worker cannot be left to load, fire a kiln or change chemicals in Photo labs. The gallery with changing exhibitions of valuable art housed in its space also requires a skilled person to help maintain its functioning. This lack of support for faculty and the program area has caused damage to equipment, loss of tools and employee burn out. This failure to assist the faculty run labs can be identified as an accident waiting to happen. A program of our size should have at least 1.5 time permanent skilled techs.

---

**Objective #2.2**

Status: in progress

Upgrade from part-time to full-time the clerical staff for the Cultural Programs and the art office

---

**Resources Needed: Additional Budget****Requested Item:** create a Full-time clerical support position**Required for How Long:** Ongoing**Requested Amount:** \$30,000.00**Description:**

Increase the part-time to a full-time position

**Supporting Rationale**

The Division is lacking enough support staff to have a full time presence in the office to assist students coming into the office. We currently have a work study student covering the front desk. Additional clerical support is need to increase department efficiency and productivity.

---

**Goal #3** Long term (2-5 years) Corresponds with Institutional  
Goal # 1Status: in  
progress

---

---

**Description of Goal**

Increase number of Rio Hondo College studio-arts & art-history degrees awarded and transfers to 4-year colleges, universities and art schools in 2-5 years.

---

**Evaluation of Goal**

Data from IRP will demonstrate success.

---

**Objective #3.1**

Status: in progress

Develop and implement AA-T in Art History and Studio Arts by 2015-16.

---

**Existing Resources**

Faculty is developing these degrees with the help of Articulation Officer.

---

### Objective #3.2

Status: in progress

Promote and advertise degrees to the campus community through counseling department, promotional material, and the RHC website.

---

### Impact of Objective on Other Programs, Units, and/or Areas

#### **Impact on the Unit: Information & Technology Services**

Art Faculty will meet with IT staff to inform them about new degrees and requirements to update website.

#### **Impact on the Unit: Counseling and Student Success**

Art Faculty will meet with Counseling Dept to inform them about new degrees and requirements.

---

Goal #4 Short term (1 year) Corresponds with Institutional Goal  
# 9

Status: in  
progress

---

### Description of Goal

Provide excellent instruction in all areas of the Visual Arts program and maintain the viability of all instructional areas.

---

### Evaluation of Goal

Completion of hiring, full-time faculty and part-time. Improve the ratio of FT to PT faculty. Peer reviews and student evaluations.

---

### Objective #4.1

Status: in progress

Assist in the hiring of full-time instructors in Commercial Art and Graphic Design (Digital Arts) discipline and Film/Television.

Impact of Objective on Other Programs, Units, and/or Areas  
**Impact on the Unit: Arts & Cultural Programs**

Improve the course offerings in the Arts area.

Resources Needed: Additional Personnel

**Position Classification: Full Time Faculty**

Required for How Long: Ongoing

Position Title:

Basic Position/Job Description:

FT Instructor for Film/Video/TV program

Estimated Salary Excluding Benefits: \$100,000.00

Supporting Rationale: What are your most compelling reasons for this request? Include recommendations and documentation from recent program review or program plans to support your rationale.

There no longer is a full-time faculty in this area. All classes are currently being taught by adjunct faculty. A complex lab must be maintained. Curriculum must be updated. SLO's must be assessed regularly. Program planning and review must be maintained.

**Position Classification: Full Time Faculty**

Required for How Long: Ongoing

Position Title: Commercial Art/Graphic Design

Basic Position/Job Description:

Teach Digital and Graphic Arts. Full-time replacement of retired faculty from 2011.

Estimated Salary Excluding Benefits: \$100,000.00

Supporting Rationale: What are your most compelling reasons for this request? Include recommendations and documentation from recent program review or program plans to support your rationale.

There is no full-time faculty in this area. All classes are currently being taught by adjunct faculty. A complex computer lab must be maintained. Software must be continually updated. Curriuculum must be updated. SLO's must be assessed regularly. Program planning and review

must be maintained.

## Objective #4.2

Status: in progress

Continue to maintain adjunct pools in all discipline areas and increase number of adjunct faculty in areas that are currently lacking adjunct pools.

## Resources Needed: Additional Personnel

### **Position Classification: Adjunct Faculty**

Required for How Long: Ongoing

Position Title: Instructor of Sculpture

Basic Position/Job Description:

Instruct classes in sculpture and participate in Visual Arts Program

Estimated Salary Excluding Benefits: \$20,000.00

Supporting Rationale: What are your most compelling reasons for this request? Include recommendations and documentation from recent program review or program plans to support your rationale.

Curriculum is being developed through course revision in this area to compete with area community colleges, to match transfer model curriculum, and to increase opportunities for student success in the arts. Currently we have no adjunct pool in sculpture.

### **Position Classification: Adjunct Faculty**

Required for How Long: Ongoing

Position Title: Instructor of Printmaking

Basic Position/Job Description:

Instruct printmaking classes and participate in Visual Arts Program

Estimated Salary Excluding Benefits: \$20,000.00

Supporting Rationale: What are your most compelling reasons for this request? Include recommendations and documentation from recent program review or program plans to support your rationale.

Curriculum is being developed through course revision in this area to compete with area community colleges, to match transfer model curriculum, and to increase opportunities for student success in the arts. Currently we have no adjunct pool in printmaking.

### **Position Classification: Adjunct Faculty**

Required for How Long: Ongoing

Position Title: Instructor of Digital Painting

Basic Position/Job Description:

Instruct Digital Painting classes and participate in Visual Arts Program

Estimated Salary Excluding Benefits: \$20,000.00

Supporting Rationale: What are your most compelling reasons for this request? Include recommendations and documentation from recent program review or program plans to support your rationale.

Curriculum is being developed through a new course in this area to compete with area community colleges, to match transfer model curriculum, and to increase opportunities for student success in the arts. This subject requires instructors with knowledge of industry-standard software and specialized training that our full-time faculty currently lack.

---

### **Objective #4.3**

Status: in progress

Bring arts professionals, writers, scholars, curators, gallerists, artists, to speak, present, or demonstrate in art history or studio classes on a regular basis. A speakers budget for each area in our program is necessary to accomplish this goal.

---

### **Resources Needed: Additional Budget**

**Requested Item:** Guest speakers' stipends

**Required for How Long:** Ongoing

**Requested Amount:** \$1,500.00

**Description:**

Give \$500 per semester to each area to invite one or more speakers each semester

3D/Ceramics

2D/Painting & Drawing

Art History

### **Supporting Rationale**

Exposing our students to arts professionals will encourage them to pursue careers in the arts, inspire them to graduate, transfer and further their arts education.

---

## Appendix A

---

### Painting, Drawing and Design

The Drawing, Painting and Design Program offers the student traditional foundation skills through an understanding of color theory, composition and design elements in both two and three dimensional art. Students develop skills in problem solving, use of materials and diverse media, and critical thinking skills.

All fundamental classes are transferable for non-art and art majors. Fundamentals of visual art are necessary for student success in any creative profession including life long learning. Faculty brings industry professionals to campus and provides students professional career experience through internships and self-directed study.

In addition, we have tried to provide a robust art program giving the art major a variety of class offerings to assist with portfolio development, currently necessary for acceptance in both private art schools and for acceptance in the Bachelors of Fine Art degree program at Cal State Fullerton and Cal State Long Beach.

#### Courses Offered

\*\*Added since last program review

ART 101 Introduction to Art  
 ART 120 2 Dimension Design  
 ART 121 3 Dimensional Design  
 ART130 Freehand Drawing I  
 ART131 Freehand Drawing II  
 ART 135 Beginning Painting  
 ART 136 Intermediate Painting  
 ART 146 Sculpture (course revision sent to curriculum, facilities needed to continue)  
 ART 150 Beginning Printmaking (suspended, due to budget and facility constraints)  
 ART 151 Intermediate Printmaking (suspended, per above)  
 ART 160 Rendering and Illustration (currently not offered)  
 ART 161 Advanced Rendering and Illustration (currently not offered)  
 ART 252 Advanced Printmaking (suspended, per above)  
 ART 233 Freehand Drawing III\*\*  
 ART 234 Watercolor Painting \*\*  
 ART 235 Advanced Painting 2  
 ART 230 Beginning Life Drawing  
 ART 231 Intermediate Life Drawing  
 ART 232 Advanced Life Drawing  
 ART 250 Digital Painting (new course currently in curriculum process)  
 ANIM 260 Figure Drawing for Animators \*\*  
 ART 299 Directed Study Art  
 ART 290 Cooperative Work Experience/Internship for Arts Related Fields\*\*

#### Course Content

Each of these classes introduces the student to the language of visual arts. Students learn to paint, draw and design both from observation and imagination while learning historical and

contemporary art concepts. These skills create a strong foundation making it possible for the student to move from one art discipline to another. Students develop eye hand coordination; develop an understanding good design, using the principals and elements of art, critical thinking skills and technical expertise in a variety of media. Courses within this program as well as all Visual Arts classes complement each other by the use of the same visual language, i.e. composition, line, color, shape, form, etc. while using different media and critical thinking skills. Prerequisites are designed to ensure student success in the subsequent courses.

All foundation art courses are transferable to UC campuses and many private institutions. The foundation courses meet the Transfer Model Curriculum. The process for the AA-T Degrees in art are currently in process and the department continues to work toward articulation agreements with several state and private institutions. The art courses of this program are beneficial (if not required) for photography; commercial art/graphic design, animation, and art history and architecture transfer students. Students who complete the Associate of Arts degree are prepared for transfer to an advanced institution and/or entry level position in many different art professions, such as scenic painters, gallery assistant/manager, graphic design, illustration or professional fine artist.

### Goals

- 1.The construction and completion of the new arts building.
- 2.Locate more on campus spaces to allow for program expansion until the new construction is completed.
- 3.Purchase and install new student lockers, as well as repairing old and broken lockers.
- 4.Upgrade current classroom facilities to compete with area community colleges, for program expansion and classroom safety.
- 5.Expand existing course offerings to broaden the student educational experiences, help with portfolio development, and to compete with area community colleges (providing space can be located)
- 6.Find ways to bring a digital component into the painting, drawing and design studios (providing equipment can be purchased).
- 7.Complete the process to have Associate in Arts for Transfer (AA-T) in Studio Art approved. Paperwork had been sent to Curriculum Committee.
- 8.Introduce and update courses; i.e. Sculpture, Digital Painting, Color Theory, Oil Painting, Figure Painting. Broaden the offerings for students.
- 9.Continue to increase number of visual art transfer students and work toward awarding more AA degrees in Art. Ties in with better facilities and course offerings.
- 10.Articulation Liaison with four-year colleges and universities and art schools, to make them aware of RHC students offering our students transfer and scholarship opportunities
- 11.Expand guest-artist opportunities on our campus
- 12.Make the RHC art program visible at professional conferences i.e. F.A.T.E., and the College Art Association Conferences (Chicago 2014 and New York in 2015)
- 13.Encourage the continued growth of the Art Guild.
- 14.Create a sustainable annual art student awards fund.
- 15.Work with the RHC Foundation to manage the Art Student scholarships currently on record and to create better reporting and management of the funds and then to assist in growing support for art student scholarships.
- 16.Continue to find more opportunities for students in art related internships and jobs.

### Accomplishments

1. At the last Program Review the area had three full-time faculty, and only one was tenured.

Now all faculty in this area have earned tenure.

2. One of our tenured faculty has successfully completed sabbatical project, bringing new ideas and enrichment to the program, faculty, and students.
3. The program continues to invite numerous well-known artists, arts materials representatives and art schools: Samantha Fields, Alexander Grant, Annie Buckley, Christopher Perez, Kim Kanel, Cole Case and Kiel Johnson, Glen Vullpu, Richard Houston, Linsley Lambert, Otis College of Art & Design, Art Center and the Chicago Art Institute, Licutex, and Windsor Newton all gave presentations, master classes, artist lectures, and/or critique to students in the classroom.
4. Successfully transferred students to numerous CSU and UC campuses, as well as nationally known art schools such as Cal Arts, Art Center School of Design, and Laguna College of Art and Design.
5. Successfully transferred students to highly impacted B.F.A. programs at (i.e. Cal State Long Beach) through portfolio review.
6. An Associate in Arts for Transfer (AA-T) in Studio Art is now in development and is expected to be approved by the State Chancellor's Office by the end of the 2013-14 school year, which will allow us to begin offering this degree in the 2014-15 school year.
7. Three Dimensional Design, which was once taught as a combination class, has been developed into a stand-alone class and is ready to add another section.
8. Development of an ongoing musical instrument project in the Three Dimensional Design class bringing crossover applications with Music, Physics, and Psychology. Guest speakers from these departments of the college, visit the class to speak and demonstrate about the connections between their field and the arts.
9. The instructors are all professional artists highly regarded in the art community. Faculty members have kept a presence in the art world participating in solo and group exhibitions in major galleries in our region and throughout the U.S. They have worked as curators or jurors for exhibitions, presented papers or spoke on art related panels and conferences, appeared in publications and reviews in throughout the US.
10. An updated part-time pool of highly specialized instructors, in drawing and painting has strengthened the program.
11. The quality of teaching is strong and student learning outcomes and the quality of student work produced at the college show a strong educational program.
12. The area presented three annual public exhibitions at Rose Hills Mortuary.
13. Created a student designed and painted mural for Howard's Appliance Stores regional headquarters.
14. Student paintings hang in the college small Boardroom, the Human Resources offices, Presidents office and other offices around campus.
15. Student designed note cards were produced and sold during student holidays exhibitions
16. Successfully placed students in art related jobs, i.e. gallery positions, and commissions for paintings.
17. Successfully hired one additional full-time faculty member in a new area for our program, and worked to implement an Animation program which is now running as an independent program.
18. Improvements were made to meet HAZMAT standards in two classrooms. We installed a parts washer and a wastewater tank system which is removed and replaced on a regular basis, thereby alleviating the small amount of the hazardous chemicals in artist paints, inks, etc., thus helping to create a Greener campus.
19. Purchased various hand tools (compressor, nails guns, and hand drills) and a drill press for the 3D studio also used by other classes in need of woodworking tools. Also purchased hand drawing tools for the Two Dimensional classes (compasses and templates).

20. For the past three years faculty raised funds through theater ticket sales and donations holding an annual "Outstanding Student Awards" event giving outstanding students recognition for their success in the program.

21. The Painting, Design and Drawing instructors have supported the RHC Art Guild (serving as advisors). The Guild and its advisors have been awarded several certificates of achievement awards for being one of the most active clubs on campus. The advisors have taken the Guild members as well as other Rio Hondo students to many museums, galleries and artist's studios. The advisors helped create an annual chalk festival at the college. In addition advisors have taken students to National Portfolio Day in San Diego, and an arts and cultural trip to New York City.

### Program Weaknesses

1. We lack basic facilities for many class offerings that are transferable classes and would help students build a competitive portfolio. In example, sculpture and printmaking classes, once offered at the college, are no longer offered due to lack of facilities and we cannot offer oil painting due to lack of classroom space and poor ventilation.

2. We lack the classroom space to offer more class sections; even those needed for general education or graduation.

3. We lack enough student lockers, many are broken and cannot be repaired and many were brought over from the P.E. area, they are the wrong size and shape and unsuitable for art supplies.

4. Most studio classes are initially over enrolled to accommodate the number of students wanting our classes, causing educational challenges for students and hurting the student's learning outcomes.

5. Because we lack dedicated classrooms suitable for the subject being taught in them, (i.e. Freehand Drawing, Painting and Life Drawing all taught in the same room) each class starts ten to fifteen minutes late and ends ten to fifteen early so that the students can move the excess furniture outside then inside the room. This is unfair to the students and presents a safety concern.

6. Due to lack of space and college support, classes of different levels are often combined causing educational challenges for students and challenging the student's learning outcomes in the intermediate and advanced levels.

7. Classrooms are so overbooked with back-to-back classes, it is difficult to have rooms properly cleaned and maintained.

8. Equipment for the 3-D classes are sorely lacking. A dedicated classroom and proper tool room with tech support is needed to run this area properly and ultimately support future sculpture classes.

9. Our Cultural Events program (for the entire campus) is missing guest visual artists, critics and curators.

10. Because we lack trained technical assistants for maintaining the classroom equipment and tools, we are continually spending funds to fix damages to equipment and replace lost tools and equipment.

11. The change in policy to no longer allow repeatability in skills based classes will change the students ability to create a viable portfolio that can compete for transfer into art programs and both public and private art schools. This could be helped by writing more classes in a "family" to give the student the chance to raise their skill level, and we have done so where possible, but we do not have the room to hold more classes.

### Program's Opportunities

1. After two years of working under first a part-time Dean and then an Interim Dean the Division completed the hiring process and helped to hire a new Dean. This is an opportunity to restore the damage done after two years of neglect.
2. As the economy improves, it is hoped we can begin again to restore some of closed sections and the setbacks that have harmed our area due to budget cuts.
3. It is hoped that the college will support this program as a vital part of the College and help to build the Arts Complex. This will revitalize the program help it grow into the future delivering quality educational opportunities to our students. Further, the creation of an Arts Complex, with gallery space and state of the art classroom facilities will keep RHC competitive and make the college a cultural center for community it serves.

#### Program Threats

1. Course offerings have been pared down to a minimum leaving our program less competitive with other schools.
2. The substandard facilities in this program area (Painting, Drawing & Design) present Rio Hondo College as a poor choice for an incoming high school student looking at local community colleges.
3. The lack of sculpture courses and printmaking make Rio Hondo less desirable than other area community colleges.
4. Our inability to offer a proper sculpture program, due to lack of facilities and equipment, has left us with many students migrating to other campuses such as Cerritos, East Los Angeles, and Fullerton Community. Colleges and Universities want this as a foundational course and we have not been able to offer it for many years.
5. Cerritos College has a new Arts complex, East Los Angeles College has a new arts complex and the Vincent Price Museum/Gallery, and Mount San Antonio College also has a newly refurbished and expanded arts facility. Rio Hondo College is unable to provide the same level of services in the arts as these schools.
6. Loss of repeatability and our inability (or failure) to provide more classes means RHC's Art program will be failing to help students succeed in their development of a portfolio suitable to gain entrance into a four year college, university or art school BFA program.
7. We are already losing students to other campuses because we lack diverse course offerings and the facilities.
8. Lack of clerical and technological support for the faculty with ever increasing work loads of specialized reports threatens our ability to improve teaching preparation and working toward real educational planning.

#### Program Needs

1. New facilities for 3-D and sculpture classes, a dedicated room.
2. A studio support woodshop.
3. A dedicated classroom for 2-D Design and Intro to Art.
4. A dedicated classroom for Painting with proper venting for all painting mediums.
5. A dedicated classroom for Drawing.
6. Smart classrooms, with retractable screens.
7. I-pads for students/drawing tablet for instructor in the drawing room.
8. More funds for visiting artists, exhibition cases allowing space in the hallways and throughout the campus, more visibility on and off campus. Satellite art courses in the community.
9. Clerical support is needed to assist faculty in reporting and working with data management.
10. College computer programs that are supported on all platforms.
11. An IT department that updates of all software and operating systems on a regular

systematic basis.

12. Instructors need laptops replaced that are capable of using software in current use.

13. B11 and B12 computer carts need monitors.

---

## Appendix B

---

### Art History

The Art History program provides an examination of cultural development in the visual arts throughout history and across cultures through a variety of courses that may be taken in a series or independently. Critical thinking skills, proficiency in visual analysis, and an understanding of the diversity of visual language are fostered in each course. All Art History courses encourage students to visit museums and galleries and usually provide field trips during the semester. The Art History program strives to enrich students' awareness of the visual culture in which they live and to expose them to a cultural heritage that is worldwide and timeless.

As new courses were added between 2008-2012, the Art History program was also strengthened by an updated part-time faculty pool with specializations in Photography, Mexican art, Asian art, and Western art.

The Art History program and students have also benefitted from the addition of distance-education course offerings: Art 108 and Art 115. By doing so, we have met the 2008 Program Review Executive recommendation that we return to offering distance-education courses in Visual Arts.

As stated above, the Art History program's potential for growth is ultimately reliant upon additional and improved classroom facilities. While some art history courses are temporarily offered in available classrooms throughout the campus, an additional smart classroom dedicated to art history with reliable audio/visual equipment, tiered seating, and convenient access to art department resources is essential.

An Associate in Arts for Transfer (AA-T) in Art History is now in development and is expected to be approved by the State Chancellor's Office by the end of the 2013-14 school year, which will allow us to begin offering this degree in the 2014-15 school year. The courses required for the degree will include:

AA-T in ART HISTORY (proposed and pending approval by State Chancellor's Office)

REQUIRED CORE COURSES (9 UNITS):

ART 105 OR ART 105H\* Survey of Western Art: Prehistory through the Middle Ages (3 units)

ART 106 OR ART 106H\* Survey of Western Art: Renaissance to Modern (3 units)

ART 130 Freehand Drawing I (3 units)

LIST A: NON-WESTERN ART HISTORY COURSES - Choose one course from the following list (3 units):

ART 104 Art of the Ancient Americas (3 units)

ART 107 The Art of Asia (3 units)

ART 108 The Art of Mexico (3 units)

LIST B: ART STUDIO COURSES - Choose one course from the following list (3 units):

ART 120 Two Dimensional Design (3 units) (recommended)

ART 121 Three Dimensional Design (3 units)

ART 135 Beginning Painting (3 units)

ART 140 Introduction to Ceramics (3 units)

ART 230\* Beginning Life Drawing (3 units)

PHTO 190 Beginning Photography (3 units)

LIST C: Choose one course from the following list (3 units):

ART 109 Art of the Americas: Colonial to the Present (3 units)

ART 112 Art in the Modern Era (3 units)

ART 113 The History of Photography (3 units)

ART 115 The Art of Film (3 units)

ANTH 103 Introduction to Archaeology (3 units)

HIST 101 History of World Civilization to the 17th Century (3 units)

HIST 102 History of World Civilization: 1500 to the Present (3 units)

Required Subtotal = 18 units

\* Prerequisite

#### COURSES OFFERED IN ART HISTORY CURRICULUM

Each course currently offered in the Art History Program satisfies general education requirements for the Rio Hondo College A.A. and A.S. degrees, as well as meeting IGETSE requirements. In addition, two of the courses—ART 105/105H: Survey of Art History from Prehistoric through Medieval Periods and ART 106/106H: Survey of Art History from the Renaissance to the Present—are major requirements for four Rio Hondo College degrees: the A.A. Degree in Art; the A.S. Degree in Commercial Art; the A.S. Degree in Photography; and the A.S. Degree in Animation.

ART 104: The Art of the Ancient Americas \*

ART 105 & 105H: Survey of Art History from Prehistoric through Medieval Periods

ART 106 & 106H: Survey of Art History from the Renaissance to the Present

ART 107: The Art of Asia

ART 108: The Art of Mexico

ART 109: The Art of the Americas: Colonial to Modern \*

ART 110: Understanding Visual Art

ART 112: Visual Art in the Modern Era

ART 113: The History of Photography \*

ART 115: The Art of Film \*

ART 299: Directed Study: Art

\* These four courses are new to our curriculum since our last program review in 2008.

The average class size is 35-45 students. Each semester, 12-20 art history sections are offered, including late-start and off-site classes.

The course distribution is usually as follows for both Spring and Fall:

1 section of ART 104: Art of the Ancient Americas  
 2-4 sections of ART 105: Survey of Western Art: Prehistoric to Gothic  
 2-4 sections of ART 106: Survey of Western Art: Renaissance to Modern)  
 1 section of Honors Art History (offered in the Spring, alternating ART 105 and ART 106)  
 1 section of ART 107: The Art of Asia (offered in the Fall)  
 2 sections of ART 108: The Art of Mexico (one section online)  
 2-3 sections of ART 110: Understanding Visual Art (1 Spring learning community)  
 1 section of ART 112: Art in the Modern Era (offered in the Spring)  
 1 section of ART 113: History of Photography (offered in the Fall)  
 2 sections of ART 115: The Art of Film (one section online)

Of the 12-20 sections offered each semester, 10-14 are day classes. Evening sections of, ART 105, ART 106, ART 108, ART 110, ART 112, and ART 113 are distributed Monday-Thursday. Saturday sections of ART 105, ART 106 and ART 110 are sometimes offered, up to one per semester.

Summer offerings include ART 105, ART 106, ART 110, and an online ART 115. Day (Monday-Thursday) and evening (Monday/Wednesday and/or Tuesday/Thursday) sections are offered in the summer. A few additional Art History courses exist that have not been offered in several years and are under consideration for revision.

#### ART HISTORY COURSE CONTENT

Art history courses complement art studio courses by providing historical and contextual background to processes taught in the studio. In art history, students have the opportunity to explore works in greater depth by artists who have mastered materials and techniques the students themselves are learning to manipulate. In addition, art history courses examine the influences of society in shaping artistic trends, giving students greater insight into factors that influence their own work. Art history courses complement courses outside the Visual Arts Department wherever a cultural understanding of a time period is of interest. The study of art through history is the examination of the visual record of civilizations, societies, and individuals. Documenting events, commemorating achievements, drawing attention to injustices, giving form to the imagination, and building monuments, shrines, and dwellings—only a short list of art's terrain—all speak to nearly every discipline in the campus curriculum.

#### ART HISTORY CLASS SCHEDULING

The Art History curriculum is offered throughout the schedule—mornings, afternoons, evenings, weekends—during each session including all summer sessions. Within the Visual Arts Department, the Art History program serves the greatest number of students with the widest range of courses. All Art History program courses are introductory-level courses that transfer to the CSU/UC systems and that satisfy General Education requirements. In addition, all Art History program courses satisfy major requirements for the Associate of Arts Degree in General Studies with an Emphasis in Arts and Human Expression.

#### ART HISTORY COURSE DEVELOPMENT

Among new lecture courses being considered, two have been identified as priorities: World Cinema and History of Film. These courses will become part of the AS-T in Film, Television, and Electronic Media that is currently in development. Another consideration in development is to create a laboratory component to ART 110 that formalizes the current use of the RHC art gallery by students of ART 110 by giving them laboratory credit for their visits. In this way too, there would be greater assurance that the adjunct faculty teaching ART 110 take

advantage of the resources offered by the art gallery program.

#### ALTERNATIVE MODALITIES IN ART HISTORY COURSE DELIVERY

In addition to conventional lecture classes, the Art History program offers two honors courses—Art 105H and ART 106H—providing one “pure” honors section each semester year, alternating between the two annually. Also, each year, one of the sections of Art Appreciation is offered as part of a learning community with two architecture courses. Since the last program review, the Art History program has increased its distance-education course offerings and now offers ART 108 and ART 115 online regularly. Both art history instructors received staff development grants to attend the Online Teaching Conference in San Jose, California in June of 2012 and in Long Beach, California in June of 2013. Both full-time art history instructors received a Title V Faculty Development Grant to present a Fall 2012 workshop entitled, Engaging Conversations: Using Art and Social Media to Get Them Talking and Keep Them Engaged. This included a series of three workshops that introduced participants to art resources and technology used in the visual arts classroom.

#### PREREQUISITES

At present, all courses in the Art History program have advisories and no prerequisites. The advisories suggest that students be able to read and write at the college level before enrolling in the course. This is a campus standard for general-education lecture courses and the Art History courses comply with this standard. However, without requiring a prerequisite that assures a student’s ability to read or write in English, the level of written assignments one can expect of the student is reduced.

#### EXTRA-CURRICULAR OPPORTUNITIES FOR STUDENTS OF ART HISTORY

Both full-time and most adjunct lectures in Art History make every effort to organize field trips to local art museums each semester as a component of their courses, where students experience art firsthand for research, observation, and enrichment. Among the museums visited are the Getty Center, Getty Villa, Norton Simon Museum, Los Angeles County Museum of Art, Huntington Library and Gardens, Hammer Museum, Orange County Museum of Art, and Museum of Contemporary Art, Los Angeles.

Occasionally guest speakers are invited to share their expertise on a specific topic with students in any one of our art history/appreciation courses. Art History Honors students are invited to attend the annual Honors Conference at UC Irvine each spring.

#### GOALS

- Increase number of art history transfer students and majors
- Obtain approval of TMC AA-T Degree in Art History
- Liaison with arts institutions such as the Getty, LACMA, MOCA, the Hammer, the Huntington, Norton Simon to increase their awareness of RHC's commitment to the study of art history and to greater involve students in their programs, as well as to expand guest-speaker opportunities on our campus
- Develop an art-history intern program
- Create a professional studies course that informs students of the array of career opportunities in the visual arts
- Create an arts-touring course, perhaps in combination with theater
- Continued integration of art history curriculum with RHC gallery exhibitions and

events by encouraging all art and art history instructors to develop assignments related to gallery exhibits

- Revise ART 110 to include the RHC art gallery as a lab (modeled after art-studio

labs)

- Increase visibility of RHC Art History program at College Art Association

Conferences (Los Angeles conference in 2009)

- Increase participation of Honors Program students of art history at annual UCI

Honors Conference and other undergraduate art history conferences

- Encourage the establishment of an art history club and sponsor it

- Create art history roundtables for the campus that meet once or twice a semester

(FLEX for all faculty)

## ACCOMPLISHMENTS

### PROGRAM

- Completed all required course revisions in the past two years

- AA-T in Art History degree in development

- Launched new course, The Art of Film, Spring 2010;

- Began offering ART 115 online, Spring 2011.

The course has drawn many students who transfer to 4-year institutes as film majors. This interest helped inspire the sabbatical proposal to research film programs, which has lead to the development of the AS-T in Film, Television, and Electronic Communication (currently in progress).

• "River Deep Student Film Festival," inaugurated in 2011 as part of the Writes of Spring festival (co-founded by Sheila Lynch, Visual Arts, and Tom Callinan, Communications & Languages). "River Deep" is an annual film festival whose purpose is to showcase Rio Hondo College student talent in filmmaking. It has been held each spring since its inception.

### OUTREACH

• Students regularly attend College Nights and programs at LACMA, Norton Simon Museum, The Getty Villa, and The Getty Center

• ART 108: The Art of Mexico is offered on high school campuses (Mountain View H.S., Pioneer H.S., El Rancho H.S.)

• Continue to offer a learning community between Art (ART 110) + Architecture (classes vary) annually after grant-funding ceased

## FACULTY PROFESSIONAL DEVELOPMENT

CYNTHIA LEWIS, Assistant Professor of Art History

Received tenure: Fall, 2010

• "Serra's Painter: José de Páez" (article published in Fall 2013 edition of Boletín: The Journal of the California Mission Studies Association)

• "Between Worlds: Junípero Serra and the Paintings of José de Páez" (paper presented at the Huntington Library, San Marino, September 2013 conference Junípero

Serra: Context and Representation 1713-2013)

- "Serra's Painter: José de Páez" (paper presented at California Mission Studies Association Conference, Santa Barbara, February 2013)
- Faculty, National Endowment for the Humanities Summer Institute, July 2013, "The Fourteenth Colony: Native Californians, Missions, Presidios, and Colonists on the Spanish Frontier 1769-1848; The Art of Mission San Miguel" (tour and lecture)
- Ron Reeder exhibition catalogue essay, Fall 2013
- "Finding Shibui," Yosh Nakamura exhibition catalogue essay, Fall 2012 curatorial assistance and writing for SUR Biennial 2013 (in progress)
- Online Teaching Conference, Summer 2012 and Summer 2013 (both full time instructors attended)
- "Engaging Conversations: Using Art and Social Media to Get Them Talking and Keep Them Engaged" (organized by Sheila Lynch; both full time art history instructors and one part time art history instructor participated)
- Honors Teaching Conference, Saddleback College, February 2013
- RHC Faculty Travel Grant, 2009, research, artist studio visits, gallery visits and contemporary artist roundtable conducted in Mexico City (Colección Jumex); resulted in essay and conference paper, "From the Center: Contemporary Art in Mexico City"
- RHC Faculty Travel grant, College Art Association conference, Los Angeles, 2009

SHEILA LYNCH, Professor of Art and History

- Lead Faculty, Fall 2008 London Study Abroad Program (RHC/Citrus)
- Art Editor, "River's Voice: A Journal of Art & Literature" each spring semester
- College Art Association Conference, Los Angeles, 2009 (both full-time art history instructors attended) (received RHC Prof Development Travel Grant)
- "Power of Story" workshop, Flagstaff, AZ, June 2009 (participant) (received RHC Prof Development Travel Grant)
- College Art Association Conference, Chicago 2010 (attendee) (received RHC Prof Development Travel Grant)
- "An Account of Paintings and Colors" (catalog essay for Crystal Maes: Selected Work, 2003-2010), 2010
- Sabbatical Leave to research feasibility of film program at RHC, 2011-12

- Annual Gathering of Formation Facilitators, Richland, Texas, Oct 2012 (participant) (received RHC Prof Development Travel Grant)
- Florence International Film Festival, Italy, November 2011 (attendee)
- Online Teaching Conference, Summer 2012 and Summer 2013 (both full time instructors attended) (received RHC Prof Development Travel Grant)
- Co-facilitator, Reflection & Renewal retreats each semester (except when abroad)
- "Engaging Conversations: Using Art and Social Media to Get Them Talking and Keep Them Engaged," Fall 2012 at Rio Hondo College (organized by Sheila Lynch; both full-time art-history instructors and one part-time art-history instructor presented in this series of workshops)

Adjunct art history faculty professional development list here

#### ART HISTORY FACILITIES

Dimming track lights were installed in Room A230, a much-appreciated and much-anticipated enhancement.

#### PROGRAM NEEDS

The Art History program is staffed by two full-time instructors who teach approximately 60% of the art history classes offered throughout the course of an entire year, while adjunct instructors teach the rest. There is sufficient enrollment, especially at peak hours, to offer Art History classes simultaneously, but there is only one dedicated classroom for Art History.

An additional room could potentially increase enrollment by as much as 35-50% during the high-demand hours (Monday through Thursday mornings into early afternoon). With an expansion of this sort in art history offerings, the addition of a third full-time art history instructor would be warranted.

Ideally the computers that operate the digital slides would be housed in a permanent workstation where the wiring does not interfere with traffic. In the best situation, seating would be raked to create a theater-like setting for viewing slide shows.

The Art History classroom is located two buildings away from the art department office and classrooms. As a result, Art History students have much less exposure to weekly student-art displays, encounters with art majors, and other art department activities. Given the appropriate space, the Art History program would benefit from having its classroom(s) near the other art department facilities.

#### RECOMMENDATIONS

1. Art History lecture series open to the campus and community
2. Begin Art 110 Gallery Lab projects and programming for 2014-15

3. Smart cart and highest quality projector for classroom(s)
4. Promote new AA-T degree in Art History
5. iPads and software for student use in art history classroom(s)
6. Launch an Art History Journal written and produced by students. Especially useful to develop for students majoring in the AA-T in Art History, as well as Honors Art History students. (Students could propose articles they publish in the Art History Journal to be delivered as papers at the annual Honors Conference.)
7. Create video tutorials on specific art-historical artifacts and concepts, which would be made available to all art history instructors in the department (full-time and adjunct). These tutorials would be posted on Blackboard for web-enhanced and distance-ed classes and would greatly defray the cost to students of purchasing publisher's supplemental materials. Consider this for a summer 2014 Title V stipend project under the Title V grant objective of "infusing technology into the classroom to improve student success."
8. Camtasia and Respondus software programs are valuable tools for use in Art History course preparation. Each full-time faculty should have a copy of this software, with another copy on the computer for adjunct faculty to use.
9. JSTOR is an online database that is valuable for research projects in art history. We urge the RHC Library to subscribe to it so that our students are better served in this capacity.
10. Guest speakers in art-history classes each semester (with honoraria offered)
11. VoiceThread software improves instructor-to-student and student-to-student contact in online courses. VoiceThread operates on an annual subscription-based fee. Each art history instructor that teaches online should have an annual subscription. Currently only the two full-time instructors in art history teach online.
12. Provide bus transportation at least once a school year to museums that are more than 20 miles from campus (e.g. Getty Center, Getty Villa) in order to open participation to students who do not have their own means of transportation. This could be a field trip open to all art-history students that semester.

---

## Appendix C

---

### Ceramics

The Ceramics Program offers the students of Rio Hondo a unique hands-on experience while fulfilling a General Education goal. Courses focus on ceramics created on the pottery wheel, offering successive courses that build the students' technical levels while consistently challenging them in their artistic expression. Each course builds on the preceding course offering the students ever expanding technical knowledge and a myriad of solutions to finish their creations. The program was designed to fulfill part of a General Arts requirement, as well as giving the students the knowledge needed to transfer as a Ceramic major. At present the Ceramic Program is one of only two courses in the Visual Arts area that allow the students to experience art in three dimensions. In the last three years we have added Introduction to hand building. This class is a beginning class that introduces ceramic materials and methods that challenge the student to explore and achieve in skill development, problem solving and creative expression off the wheel.

#### Courses Offered

ART 140 Ceramics I

ART 141 Ceramics II

ART 242 Advanced Ceramics

ART 142 Introduction to Hand-Building

#### Course Content

The Ceramics program offers unique opportunities for students to experience different types of learning through both lecture and demonstrations. Students not only receive subject matter in the written form from the instructor-generated handouts, but also visually through demonstrations of the various assignments. The program fits the rigor of a college level art course that prepares the students to transfer as either General Arts Majors or Ceramic Majors. The program acknowledges the need for life long learning and the importance of a diverse student population in age, gender and cultural backgrounds. We actively encourage students to interact, share information and techniques and even act as student tutors to their peers.

At present we have one full time instructor who is a tenure faculty instructor. Our adjunct faculties have the appropriate master degrees and are diverse in background and teaching styles.

The Ceramics program is part of the Associate of Arts Degree offered at Rio Hondo and consists of a Beginning Ceramics course that focuses on technical skill and aesthetic judgment, and intermediate courses that build on the technical skills from the first course. Both refine the students' skills and build other skills necessary in the ceramics program while consistently refining students' artistic expression and aesthetic judgment. The last course offered is Advanced Ceramics; this class is no longer repeatable. The course is designed to give the students access to a variety of technical, aesthetic and artistic expression solutions, addressed via a number of specific projects.

The Beginning course in ceramics meets the general education requirement for both Rio Hondo and the CSU campuses. All ceramic courses transfer to both CSU and UC art programs. All courses have an advisory prerequisite of Reading 022 to insure proficiency in reading instructor-generated handouts. The second semester of Ceramics and Advanced Ceramics have prerequisites to ensure the student has the skill level necessary to successfully perform in the class.

Because the ceramics program articulates with both the UC and CSU systems, the students are assured that they will not lose units or have to register for other courses when transferring.

The Ceramics program is a stand alone group of courses at Rio Hondo that interact within the Visual Arts area by providing a three dimensional activity that allows students to express themselves in a dimensional format.

#### Goals

- 1.To provide students with a life long love of the ceramic arts and a technical and aesthetic background to appreciate the hand made qualities of art.
- 2.To foster an interest in museum or gallery attendance and appreciate the visual qualities of the art they observe.
- 3.To develop new curriculum for the Intermediate and advanced hand-building class.
- 4.To develop a second level advanced throwing class.
- 5.To meet the needs of the art transfer student in providing a three dimensional means of expression.

#### Achievements

- 1.Every year we have a Student Christmas Ceramic Sale; a portion of the money is used to fund visiting ceramic artists for workshops for our ceramic students. We have expanded the sale to include all art departments.
- 2.We have ceramic workshops every year for our students, scheduled on Fridays or week ends so all students can attend, if desired.
- 3.The ceramic instructor will attended the yearly NCECA conference for staff development and continues to attend ceramic workshops throughout Los Angeles and Orange Counties for increased knowledge and staff development.
- 4.Course revisions have been completed for the entire ceramics program.
- 5.Creation if a new area in ceramics – hand-building
- 6.Overseeing installation of new kilns
- 7.A new green policy to recycle 80% of the clay that was thrown out.
- 8.Removal of toxic materials with new more environmentally friendly materials.
- 9.Out-reach to the local community: Chili bowl fundraiser. Students have volunteered to make bowls that are then sold to help displaced family's to get back into homes.
- 10.We are working on intermediate and advanced hand-building curriculum.
- 11.We recycle clay for local elementary schools.
- 12.The ceramics instructors continue to create and show their work nationally.

#### Program Needs/Challenges

The ceramics area would like to expand more into the area of hand-building, Ceramic

Sculpture and even life modeling. We have constraints in the size of our facility;

Ceramics had two full time faculties and now only have one. It is the goal of the ceramics program that when the new Visual Arts building is in place the Ceramics program will expand the current program offerings. We have been asked to add more classes but cannot as we are at full capacity.

In the past, ceramics has been given the support it has needed to continue being a thriving and integral part of the visual arts department.

In the next few years Ceramics will need the following equipment or upgrades:

1. Pottery-wheels will need to be replaced over the next five years.
2. Pug-mill, which is used for recycling clay, will need to be replaced in the next five years.
3. A ceramic decal printer will enable our students to have the technical expertise, which will relate to jobs in the field and make students more desirable to transfer to Cal State and UC schools.
4. Ceramic 3D printer: This will be invaluable for our school in keeping up with technology in industry and the art world. Multiple departments could use this.
5. Ceramics department is desperate for a Lab Tech. To be complete with the colleges around us, i.e. Mt SAC that has a full time Lab Tec and Cerritos which has a part time lab tech. We need more support to keep up with the volume of work that the students create. We have even lost are student workers with the budget cuts. Student workers are semester-to-semester; this makes it very difficult to train them in the short time. We would recommend that be hired on a year-to-year contract.
6. Without a lab tech it is impossible to add more classes, which limits our competitiveness with surrounding colleges.
7. In the ceramics area we also have to replace our kiln shelves on almost a yearly basis because of their constant use. For the ceramic area to add new classes we need the new Visual Arts building to happen.

---

## Appendix D

---

### Art Gallery

The Rio Hondo College Art Gallery is a non-commercial gallery exhibiting the art of established and emerging professional contemporary artists with the purpose of bringing the fine art world onto campus for the education and enrichment of students, staff, and the community. For each professional exhibit, a gallery talk is held at which one or more of the exhibiting artists address the public audience. The Rio Hondo College Art Gallery strives to produce compelling museum-quality exhibitions by renowned artists in its compact space.

In addition to the professional art exhibits mounted each semester, the SUR Biennial, the RHC Art Gallery holds an annual exhibit of selected works by students, as well as a Student art sale, from the art department and a biannual art-department faculty exhibit.

### Course Offered

ART 180: Art Gallery Display Design is the only course directly attached to the Art Gallery program at present. Students of this 2-unit transferable course learn basic principles of handling and displaying art and receive practical experience mounting exhibitions throughout each semester. Enrollment in this course has increased greatly over the past 5 semesters.

### Course Content

The RHC Art Gallery provides the opportunity for art students to view professional artwork firsthand without leaving campus. In this way, the gallery serves as a laboratory for lessons on formal issues and techniques taught in studio and art history classes. Beyond these art-specific areas of interest, the gallery exhibitions often raise broader social, political, or ideological concerns that resound with the campus community and the general public, stimulating dialogue and reinforcing the role of the school as an institution of higher learning. Diverse viewpoints and often strong positions are presented through the artworks displayed in the RHC Art Gallery. From time to time, the content of an exhibition warrants additional programming beyond a gallery talk to include panel discussions, screening of documentary films, or other opportunities to further discuss the ideas presented by the artworks on display. In the past several years the art gallery has seen a greater attendance than ever before, in part due to the content of the programming such as the SUR Biennial, but also due to outreach to the campus at large and encouragement of student attendance by new faculty.

Since the last program review, an artist-in-residence series was established and it has truly taken off, as well as the Art Gallery exhibition program. In addition to mounting a solo show in the art gallery along with an accompanying gallery talk and art opening, an artist-in-residence gives a slide-lecture about his/her work or career path, a master class teaching or demonstrating a lesson related to his/her art, and is invited to a department luncheon or dinner to celebrate the occasion. The artist-in-residence series was initiated in 2007 by Sheila

Lynch when she was the art gallery coordinator and is wonderfully successful. This series gives students and faculty alike the chance to work closely with a well-regarded artist and to develop a rapport that may ensue. It also raises the regard for the Rio Hondo College Visual Arts Department among the Southern California arts community.

#### ARTISTS EXHIBITED UNDER THE CURRENT ART GALLERY COORDINATOR:

##### 2011-2012 Gallery Season

- Loads and Allowances:

Oona Gardner, Rebecca Niederlander and Christian Tedeschi

- SUR Biennial:

Is the first art exhibition in Los Angeles to focus on local contemporary artists who have decended, lived, works south of the border.

- SUR Artists panel discussions:

Rio Hondo/ Cerritos/ Standard Hotel

- Holladay student art sale

- Faculty Biennial art show

- Artist In residence: Martin Durazo

- Student art show:

##### 2012-2013 Gallery Season

- I'm here are you there: Ann Faison

- Retrospective: Yoshio Nakamura

- Holiday student art sale:

- Super-Natural: Paul Paiement and Todd Brainard

- Rio Hondo College Student Show

##### 2013-2014 Gallery Season

- It's about time: Ron Reeder

- SUR Biennial: Collaboration between Cerritos College, Rio Hondo and the Torrance Art museum

- Holliday student art sale:

- Faculty biennial art show:

- Undercurrents: The paintings of Cole Case and Joan Kahn

#### GOALS

- Continue to produce compelling museum-quality exhibitions by renowned artists

- Create catalogs for all shows

- Continue new artist-in-residence series

- Increase the reassigned time for the art gallery coordinator or create an additional position of Art Exhibitions Curator at 20% reassigned time

- Increase the storage space to its 1999 dimensions

- Fix sink in outside storage area for gallery use

- Replace track-lighting system

- Install lighted signage outside building to direct visitors to art gallery



---

## Appendix E

---

### VISUAL ARTS FACULTY PROFESSIONAL ACTIVITIES 2008-2013

ADA PULLINI BROWN, Associate Professor, Painting & Drawing:

• EXHIBITIONS & PUBLISHED WORK:

GROUP EXHIBITIONS

- Brewery Artwalk, Los Angeles, CA, 2013
- The Red Dot Tour, Los Angeles, CA, 2013
- Interpretation of the Figuration, Studio C Gallery, Los Angeles, CA, 2013
- Portraits of the Fallen Memorial, USC Hillel Center Art Gallery, Los Angeles, CA. (catalogue), 2013
- Art for Clare, Bergamot Station, Santa Monica, CA, 2013
- Brand 41, Works on Paper: Memories, Associates of Brand Library & Art Center, Glendale, CA, 2012
- A Mid- Winters Dream: Paintings from France, Brentwood Art Center Gallery, Los Angeles, CA, 2012
- 5x5 Invitational, Westmont Museum of Art, Santa Barbara, CA, 2011
- One Night Only, an exhibition benefiting Free Arts for Abused Children, Malibu CA. Curator, Deborah Diane, 2011
- Mujer: art=genesis + power. An exhibition from the Latin American Museum of Art collection of prints from Self-Help Graphics. Consulate General of Mexico, Los Angeles, CA, 2011
- Memories, Postcards, and Quiet Spaces, Schomburg Gallery, Bergamot Station, Santa Monica, CA, 2011
- Nel Vostro Spazio/In your Space, Giacomo Projects, P.O.S.T, Los Angeles, CA, 2011
- The Brewery Drawing Group, I-5 Gallery at the Brewery, Los Angeles, CA, 2010
- A Prayer for Juarez Exhibit , Casa 0101 Space, Los Angeles, CA, 2010
- Nel Vostro Spazio/In your Space, Giacomo Projects, Venice, Italy. Curator, Dawn Arrowsmith, 2010
- Trade Show, T.C. Ziraat Bankasi. A.S, Ankara, Turkey, 2010
- Self Portraits in the Age of MyFaceSpaceBook, i-5 Gallery, Los Angeles, CA. Curators Mat Gleason, Marla Koosed, 2009
- The Brewery Drawing Group, Roark, Los Angeles, CA, 2009
- Paintings from the Lake, Brentwood Art Center Gallery, Los Angeles, CA, 2008
- A Mid-summrs Dream of Umbria, Scoula di San Antonio. Assisi, Italy, 2008
- HausGuests, The Brewery Project, Los Angeles, CA, 2008
- Women in the Arts: Reflections, Division 9 Gallery. Riverside, CA. Curator Beatriz Mejia-Kumbein, 2008
- Nice Work if You Can Get It, Faculty Show, Rio Hondo College, Whittier, CA, 2007

• PRESENTATIONS GIVEN TO RHC CAMPUS:

- Presented two Flex Day Workshops on Drawing

- PRESENTATIONS GIVEN AT CONFERENCES OR WORKSHOPS (other than RHC):
  - Panelist, "A Discussion: Women Artists...Where Do We Go From Here?" moderator, Dr. Betty Brown. Gallery C, Los Angeles, CA, May 19th and June 15th, 2013
  - Instructor, ArTravel, Artist Workshop Program (see "Posts" below):
    - Assisi, Italy, Summer 2014
    - Lake Como, Italy 2013
    - Veneto, Italy 2012
    - Haute Savoie, France 2011
    - Haute Savoie, France 2010
  
- WORKSHOPS OR CONFERENCES ATTENDED:
  - Digital Painting class, Korpus School of Art, 2012
  - College Art Association Conference, Los Angeles, 2012
  - FATE: Foundations in Art: Theory and Education conference, Portland, OR, 2010
  - College Art Association Conference, Chicago, 2010
  - Many webinars and online workshops:  
(i.e. Proko.com, Apple-online workshops, Glen Vilppu, etc.)
  
- HONORS/AWARDS/GRANTS/POSTS:
  - Owner and Director of ArTravel LLC, Art Workshop Travel Program
  - Wrote Title V Grant for "Digital Painting Workshop" for Nov 2013
  - Sabbatical Leave to research Digital Painting for Visual Arts curriculum at RHC, 2012-13
  - RHC Faculty Travel grant to attend College Art Association conference, Los Angeles, 2012
  - Juror, Hillcrest Festival of Fine Arts, Hillcrest Congregational Church, La Habria Heights, CA
  - RHC Faculty Travel Grant, for FATE conference, 2010
  - RHC Faculty Travel grant to attend College Art Association conference, Chicago, 2010
  
- MARGARET GRIFFITH, Associate Professor, Painting & Drawing:
  - EXHIBITIONS & PUBLISHED WORK:
    - SOLO EXHIBITIONS
      - "Permanence as Fiction," New Media Gallery, Ventura College, Ventura, CA, 2013
      - "Installation," Ruth Bachofner Gallery, Santa Monica, CA, 2012
      - "Local Intersections," Ruth Bachofner Gallery, Santa Monica, CA, 2011
      - "Corners," Ruth Bachofner Gallery, Santa Monica, CA, 2009
    - GROUP EXHIBITIONS
      - "Paper," Andrew Shire Gallery, Los Angeles, CA, 2013
      - "Big Mess," Western Project, Los Angeles, CA, 2013
      - "VA Ders," Weingart Gallery, Occidental College, Los Angeles, CA, 2013
      - "Obscured Lines: Contemporary Drawing in Los Angeles," LA Valley College, CA, 2011
      - "Telephone," Torrance Art Museum, Torrance, CA, 2011
      - "Laws of Attraction," Eagle Rock Center for the Arts, Los Angeles, CA, 2011

- "Welcome to Anywhere: Southern California Abstraction," Southwestern College Art Gallery, Chula Vista, CA, 2011
- "Incognito," Santa Monica Museum of Art, Santa Monica, CA, 2011
- "Sweet Subversives," Long Beach Museum of Art, Long Beach, CA, 2009
- "Rebus," Museo Archeologico di Amelia, Amelia (TERNI), Italy, organized by John O'Brien & Cielo Pessione, 2009
- "Sizeable," Fluxco Gallery, Los Angeles, CA, 2009
- "Fourth of July," Jancar Gallery, Los Angeles, CA, 2009
- "White Show," Ruth Bachofner Gallery, Los Angeles, CA, 2009
- "Nice Work if You Can Get It," Faculty Show, Rio Hondo College, CA, 2007

Whittier,

• PRESENTATIONS GIVEN TO RHC CAMPUS:

- Curator, "Loads and Allowances," RHC Art Gallery, Fall 2011

• WORKSHOPS OR CONFERENCES ATTENDED:

- FATE: Foundations in Art: Theory and Education conference, OR, 2010
- College Art Association conference, Los Angeles, February 2009
- College Art Association conference, Dallas, February 2008

Portland,

• HONORS/AWARDS/GRANTS/POSTS:

- RHC Faculty Travel Grant, for FATE conference, 2010
- RHC Faculty Travel Grant, for CAA conference, 2009
- RHC Faculty Travel Grant, for CAA conference, 2008

CYNTHIA LEWIS, Associate Professor, Art History:

• EXHIBITIONS & PUBLISHED WORK:

- "Serra's Painter: José de Páez" (article published in Fall 2013 edition of Boletín: The Journal of the California Mission Studies Association)
- Ron Reeder exhibition catalogue essay, Fall 2013
- "Finding Shibui," Yosh Nakamura exhibition catalogue essay, Fall 2012
- Curatorial assistance and writing for SUR Biennial 2013 (in progress)
- "From the Center: Contemporary Art in Mexico City," essay and conference paper, 2009

• PRESENTATIONS GIVEN TO RHC CAMPUS:

- "Engaging Conversations: Using Art and Social Media to Get Them Talking and Keep Them Engaged," Rio Hondo College, Fall 2012

• PRESENTATIONS GIVEN AT CONFERENCES OR WORKSHOPS (other than RHC):

- "Between Worlds: Junípero Serra and the Paintings of José de Páez," paper presented at the Huntington Library, San Marino, conference "Junípero Serra: Context and Representation 1713-2013," September 2013
- "The Fourteenth Colony: Native Californians, Missions, Presidios, and Colonists on the Spanish Frontier 1769-1848; The Art of Mission San Miguel," presentation and tour as faculty scholar, National Endowment for the Humanities Summer Institute, July 2013,
- "Serra's Painter: José de Páez," paper presented at California Mission Studies

Association Conference, Santa Barbara, February 2013

• WORKSHOPS OR CONFERENCES ATTENDED:

- Online Teaching Conference, Summer 2012 and Summer 2013
- Honors Teaching Conference, Saddleback College, February 2013
- College Art Association conference, Los Angeles, February 2009

• HONORS/AWARDS/GRANTS/POSTS:

- RHC Faculty Travel Grant to attend Online Teaching Conference, San Jose, 2012
- RHC Faculty Travel Grant, 2009, research, artist studio visits, gallery visits and contemporary artist roundtable conducted in Mexico City (Colección Jumex); resulted in essay and conference paper, "From the Center: Contemporary Art in Mexico City"
- RHC Faculty Travel grant to attend College Art Association conference, Los Angeles, 2009

SHEILA LYNCH, Professor, Art History:

• EXHIBITIONS & PUBLISHED WORK:

- "Dot Net: APS (Art Positioning System)" group exhibition, Fringe of the Venice Biennale, Venice, Italy, 2011
- "For Roland," group exhibition, Bunny Gunner, Pomona, 2010
- "Chain Letter," group exhibition, Shoshona Wayne Gallery, 2010
- "An Account of Paintings and Colors" (catalog essay for Crystal Selected Work, 2003-2010), 2010
- "Rio Hondo College Faculty Art Exhibition," group exhibition, Rio Hondo College, Whittier, CA, 2009

• PRESENTATIONS GIVEN TO RHC CAMPUS:

- Co-facilitator, Reflection & Renewal retreats each semester (except abroad) when
- "Engaging Conversations: Using Art and Social Media to Get Them Talking and Keep Them Engaged," Rio Hondo College, Fall 2012

• WORKSHOPS OR CONFERENCES ATTENDED:

- Dwell On Design Conference, Los Angeles, Summer 2013
- Online Teaching Conference, Long Beach, Summer 2013
- Online Teaching Conference, San Jose, Summer 2012
- Florence International Film Festival, Italy, November 2011
- College Art Association Conference, Chicago, 2010
- "Power of Story" workshop, Flagstaff, AZ, June
- College Art Association Conference, Los Angeles, 2009

• HONORS/AWARDS/GRANTS/POSTS:

- Art Editor, "River's Voice: A Journal of Art & Literature" each spring semester
- RHC Faculty Travel Grant to attend Online Teaching Conference, San Jose, 2012
- Sabbatical Leave to research feasibility of film program at RHC, 2011-12
- RHC Faculty Travel grant to attend Annual Facilitators Gathering for

CRWHE, Richland, TX 2012

- RHC Faculty Travel grant to attend College Art Association conference, Chicago, 2010

2010

- RHC Faculty Travel grant to attend "Power of Story" conference, Flagstaff, AZ, 2009

AZ, 2009

- RHC Faculty Travel grant to attend College Art Association conference, Los Angeles, 2009

Angeles, 2009

- Lead Faculty, London Study Abroad Program (RHC/Citrus), Fall 2008

ROBERT MILLER, Assistant Professor, Ceramics & Gallery Director:

• EXHIBITIONS & PUBLISHED WORK:

- "Kiln Opening," group exhibition, American Museum of Ceramics Art

• PRESENTATIONS GIVEN TO RHC CAMPUS:

- Glass-making workshop for faculty, staff, and administrators

• PRESENTATIONS GIVEN AT CONFERENCES OR WORKSHOPS (other than RHC):

- Juror, Beverly Hills Art Show (annually in the fall)

- Ceramics Workshop/Demonstration of Large-Scale Throwing, CSUF, Spring 2014

Spring 2014

- Ceramics Workshop/Demonstration of Large-Scale Throwing, Otis College of Art and Design, Fall 2013

Art and Design, Fall 2013

• WORKSHOPS OR CONFERENCES ATTENDED:

- National Conference of Ceramic Art, Spring 2014

• HONORS/AWARDS/GRANTS/POSTS:

- UCLA Optimist Campaign Hall of fame

RON REEDER, Associate Professor, 2D & 3D Design:

• EXHIBITIONS & PUBLISHED WORK:

- "It's About Time," solo exhibition, RHC Art Gallery, August 28- September 27, 2013

27, 2013

- "The Compelling Work of Ron Reeder," solo exhibition, Richard A. Lopez Studio, Upstairs Gallery, May 5 – 31, 2013

Studio, Upstairs Gallery, May 5 – 31, 2013

- "Love is Blind," group exhibition, Michael Stearns Studio 347, February 2013

2013

- "Nice Work if You Can Get It," Faculty Show, Rio Hondo College, Whittier, CA, 2007

CA, 2007

• PRESENTATIONS GIVEN TO RHC CAMPUS:

- Gallery Talk for "It's About Time," RHC Art Gallery, September 5, 2013

- Panelist, Native American Heritage Month Panel Discussion, November 2012

• HONORS/AWARDS/GRANTS/POSTS:

- Board Member, Whittier Historic Society

- Board Member, Advisory Board for the Okla Chata Clan, non-profit group of the Choctaw People

Choctaw People



---

## Individuals Who Participated in Developing this Plan

---

The following people acknowledge that they participated in the development of or reviewed this plan.

<b>Name</b>	<b>Role</b>
1. Brown, Ada	Review Manager
2. Reeder, Ronald	Participant
3. Miller, Robert	Participant
4. Lynch, Sheila	Participant
5. Lewis, Cynthia	Participant
6. Griffith, Margaret	Participant

## 2014-15 Program Review

Name of Program: Business Management  
 Name of Unit: Business & Economic Development  
 Name of Area: Academic Affairs  
 Date Completed: 10/17/2013

### Program's Mission Statement

The mission of the Rio Hondo College Department of Business Management is to provide current and future managers and their organizations the knowledge, skills, and tools they need to improve business performance, adapt to a changing workplace, and prosper in a competitive and complex business world.

**Vision:** The vision of the college as being an exemplary institution meeting the needs of its changing population is in harmony with the activity of the business management program. We have significantly increased the number of different courses offered by the management program in the last 4 years. Eleven classes in all, thus providing a broader base, and satisfying a more diverse range of interests in our community and student population. We offer five different courses available online. We have also begun offering hybrid versions of management courses to fulfill that niche—all this in response to the growing number of distance learners seeking to take our courses. All the while, we have sought to maintain the quality and integrity of our offerings.

**Mission:** With our college emphasis on lifelong learning, challenge, innovation, and quality, the management program has been working toward that end with a variety of offerings, delivery methods, computer aided instruction, and extensive use of job-based learning experiences. The skills and knowledge gained from the management program is lifelong and provides the basis for professional and career success. Our program has continued to expand into the job based educational experiences with professional partnering, internships, and contract education.

**Goals:** Out of the many goals of Rio Hondo College, the most relevant to the management program is the college emphasis on quality instruction. Our effort in the management department extends far beyond the campus or classroom. Our faculty are active advisors in both international clubs and well known national business organizations. Through their tutoring and guide these organizations have received local and national recognition. Those experiences and skills will live on forever in the personality of our students. Constant upgrading of our professional skills through conferences and presentations at professional activities has helped us to bring the most current information and skills from the business community to the classroom.

### Program's SLO Information - Assessment Results (1a)

In 2013, the business management department currently has 37 active courses that are being taught on a regular basis, according to our two-year scheduling cycle. Most of these courses are offered yearly; others only once every other year. All of these courses have at least one active student learning outcome, where most courses have two to six or more outcomes. This semester, our department met to expand the number of SLO's for each of our most popular courses (i.e. MGMT 101, BUSL 110, MRKT 170 etc.). Two or more of these SLO's will now be assessed yearly where previously we had only been assessing one SLO per course. This will certainly allow us to assess different aspects of these courses every year and make corrective changes when necessary. Given all the assessment reports that have been created since 2008, most courses have met the 70% proficiency standard that was established as we began this process. With many of our courses, the proficiency standard has been increased to 85% and still most courses meet this standard. Two courses that have not met this standard are MGMT 140 and MGMT 141. The performance in these two classes was in the high sixty percent range, which is close to our standard of 70%.

### Program's SLO Information - Changes in Instruction (1b)

One challenge that we have experienced with SLO creation, assessment, and reporting is the constantly moving target or standard. With only two full-time faculty members to manage SLO reporting of 37 courses, this constantly proves to be a time consuming process. In terms of actual changes in instruction, few changes have been implemented. The majority of our courses are not overly technical in nature and as a result, students generally don't perform poorly in these classes as a result of poor teaching methodologies. Poor performance is usually attributed to lack of

udent preparation and the amount of time each students invests in studying and preparing for graded assignments and tests. In nearly every course we teach, a 70% or greater SLO achievement has been met on a regular basis. We have made some minor changes with our adjunct faculty who teach some of these courses. Sometimes, student success can be linked to the quality and preparation of the instructor. Several changes have been made to ensure that our students receive quality instruction from well-prepared instructors. We anticipate that these changes will help with student achievement; however, most of these changes have been made within the last year and it is too soon to know the impact of these changes.

---

### Program's SLO Information - Requested Resources (1c)

---

At this time, our department has not requested any special funds to deal with specific issue that result from SLO reporting with the exception of an additional full-time faculty member. It is anticipated that an additional full-time faculty member could assist with the creation, assessment, and reporting of SLO's within our department. With seven active programs overseen by two full-time faculty members, this SLO maintenance task can be overwhelming. Certainly, this new full-time faculty member would have other responsibilities, but the help with SLO's would be welcomed.

---

### Program's SLO Information - Assessment Reports (2)

---

There are many new courses that have been developed since the SLO reporting process began in our department (2008). These courses are primarily in the area of business marketing, logistics, and project management. There are many of these courses that have not been offered enough times to warrant two assessment reports. The largest failing has been the participation and cooperation of part-time faculty. The full-time faculty has petitioned our dean to engage these part-time faculty to teach and train them about their responsibility to participate in submitting assessment data and writing assessment reports. To date, this has been met with limited results. For example, several courses that have been offered at least twice during the last five years have no assessment data reported. These courses include MRKT 172, MRKT 174, and MRKT 175. These course have only been taught by part-time faculty. No assessment data, nor assessment reports have been created for these three courses. Certainly, this presents us with an opportunity in the future. Also, MRKT 173 has no reported data. Although this class has been offered once a year for many semesters, it generally does not get enough interest from students to have the class make...it is usually cancelled. The same is largely true for MGMT 143. When offered, this class doesn't get sufficient enrollment.

---

### Program's SLO Information - Online Results (3)

---

Our department offers the following courses online: MGMT 101, BUSL 110, MRKT 170, MRKT 171, MRKT 175, MGMT 140, MGMT 141, MGMT 143, MGMT 146, and MGMT 150. One would assume that there might be a significant difference in SLO assessment data between on-ground and online classes. To date, we have not collected any data to suggest that online course offerings yield different results than on-ground classes across the board. Generally, student SLO achievement in online classes is slightly lower than on-ground classes, but only modestly lower, if lower at all. Some of these discrepancies can be attributed to who instructs the class. Generally, we have learned that our full-time faculty do a better job of attending to the needs of online student learners than some of our part-time faculty. Changes in instructors have been made to help ensure a more consistent student experience.

---

### Program's SLO Information - Degrees and Certificates (4)

---

We have created program-level SLO's for each of our programs offered within our department. These program-level SLO's have been linked with the individual courses. At the time of this writing, we are still trying to make these connections more seamless. We have been working with the campus SLO coordinator to work through some problems/issues with the software platform. We hope to have these issues resolved before the end of the fall semester 2013.

---

### Program's Characteristics, Performance and Trends

---

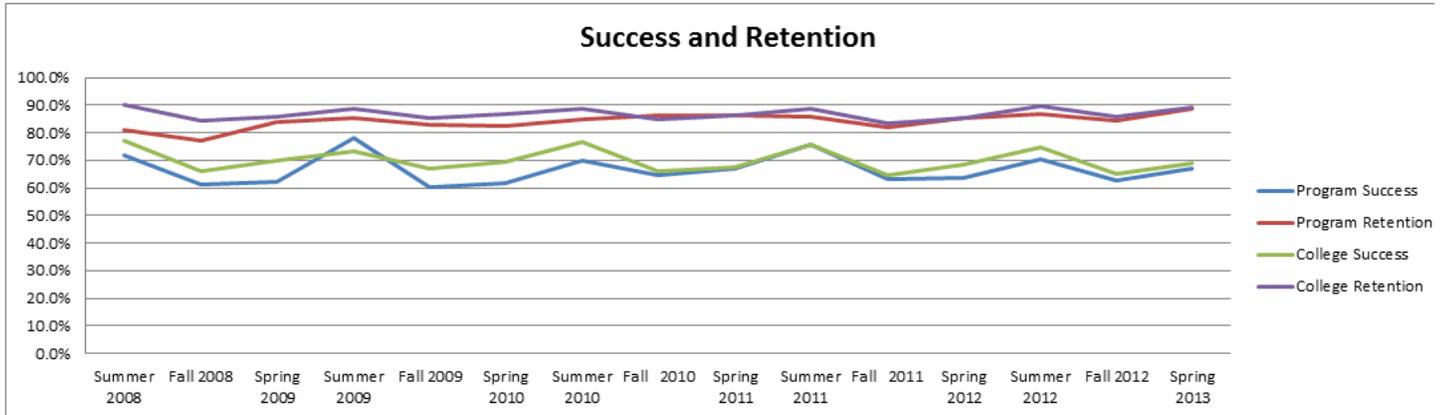
\*\*Updated Data for: 2014-2015 Program Year\*\*

Business Management																
Enrollment By Course																
Course	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	
BUSL110	110	246	294	132	291	270	135	297	251	153	323	266	138	324	288	
LOG101		32						28			34			37		
LOG105			14					21				28		20		
LOG110			16						29			19			38	
LOG115		24							28					24	26	
LOG120					21						25				21	
LOG125											24				14	
LOG135						22						17				
MGMT052		18														
MGMT101	61	234	224	80	264	272	70	304	272	81	359	252	67	378	252	
MGMT105		29			34	28		42	41		35	37		41	38	
MGMT108		54	52		63	66		63	61		78	60		66	60	
MGMT120		26			40	18		45			47	41		48		
MGMT130		50	71		41	80		64	67		61	63		69	41	
MGMT140		21	27		41		21	31	65	37	38	52	35	42	82	
MGMT141		21				42		22			34			39		
MGMT142					26			31			25			32		
MGMT143			19			17			21			20			25	
MGMT144						20			24		14					
MGMT146		27	29		27	17		25	39		48	38		42	73	
MGMT150	32	46	38	42	56	42		79	64		85	43		85	38	
MGMT155						19						47				
MGMT290		6	6		6	8		6	12	6	4	2	19	10	4	
MGMT299					5											
MRKT170		30	64		45	90		67	91		44	101		39	102	
MRKT171								29			33			36		
MRKT172									33			38			47	
MRKT174									30			29			37	
MRKT175											31			20		

Business Management														
FTES														
Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013
22.4	95.3	89.9	21.7	102.9	102.3	19.9	124.0	120.5	28.3	147.2	116.6	25.9	145.1	124.1

Business Management Success and Retention															
	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013
Program Success	71.9%	61.1%	62.4%	78.3%	60.5%	61.6%	69.9%	64.5%	67.1%	75.5%	63.0%	63.6%	70.3%	62.5%	67.2%
Program Retention	80.8%	77.0%	83.7%	85.4%	82.8%	82.7%	85.0%	86.5%	86.4%	85.9%	82.2%	85.3%	86.9%	84.2%	88.9%

Rio Hondo College															
	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013
College Success	77.2%	66.3%	69.7%	73.5%	67.0%	69.3%	76.6%	65.9%	67.5%	75.6%	64.5%	68.3%	74.6%	65.3%	69.1%
College Retention	90.0%	84.4%	86.0%	88.5%	85.3%	86.6%	88.7%	85.1%	86.1%	88.8%	83.4%	85.3%	89.6%	85.7%	89.0%



Business Management Grade Distribution															
Grade	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013
A	60	225	167	71	216	241	90	295	308	112	328	274	107	345	322
B	64	172	209	101	237	227	50	275	277	63	316	262	61	320	281
C	22	131	157	27	128	153	18	173	171	32	201	197	14	180	193
D	11	45	68	11	48	69	6	73	59	3	79	86	8	102	86
F	7	92	112	7	166	144	28	181	157	26	178	164	35	191	171
IC	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0
IF	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
NC	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0
NP	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0
P	0	0	0	0	0	0	0	1	1	2	0	0	0	0	1
W	39	199	139	37	165	175	34	156	153	39	239	170	34	214	132
<b>Grand Total</b>	<b>203</b>	<b>864</b>	<b>854</b>	<b>254</b>	<b>960</b>	<b>1011</b>	<b>226</b>	<b>1154</b>	<b>1128</b>	<b>277</b>	<b>1342</b>	<b>1153</b>	<b>259</b>	<b>1352</b>	<b>1186</b>

Business Management % Grade of Distribution															
Grade	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013
A	29.6%	26.0%	19.6%	28.0%	22.5%	23.8%	39.8%	25.6%	27.3%	40.4%	24.4%	23.8%	41.3%	25.5%	27.2%
B	31.5%	19.9%	24.5%	39.8%	24.7%	22.5%	22.1%	23.8%	24.6%	22.7%	23.5%	22.7%	23.6%	23.7%	23.7%
C	10.8%	15.2%	18.4%	10.6%	13.3%	15.1%	8.0%	15.0%	15.2%	11.6%	15.0%	17.1%	5.4%	13.3%	16.3%
D	5.4%	5.2%	8.0%	4.3%	5.0%	6.8%	2.7%	6.3%	5.2%	1.1%	5.9%	7.5%	3.1%	7.5%	7.3%
F	3.4%	10.6%	13.1%	2.8%	17.3%	14.2%	12.4%	15.7%	13.9%	9.4%	13.3%	14.2%	13.5%	14.1%	14.4%
IC						0.2%									
IF											0.1%				
NC			0.2%												
NP									0.2%						
P								0.1%	0.1%	0.7%					0.1%
W	19.2%	23.0%	16.3%	14.6%	17.2%	17.3%	15.0%	13.5%	13.6%	14.1%	17.8%	14.7%	13.1%	15.8%	11.1%
<b>Grand Total</b>	<b>100.0%</b>														

Business Management Section Delivery										
Time Taught	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013
Day	14	2	12	22	5	16	18	7	15	13
Evening	7	1	11	11	2	12	11	2	9	11
Weekend	0	0	0	0	0	0	0	0	0	0
Online	5	4	8	6	4	9	5	4	10	5
Other	0	0	4	0	0	5	0	0	8	3

Business Management Success By Course																
Course	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013	
BUSL110	80.9%	64.6%	69.0%	82.6%	61.9%	67.8%	79.3%	67.0%	71.3%	81.0%	68.1%	64.3%	76.1%	70.4%	72.6%	
LOG101		43.8%						75.0%			55.9%			64.9%		
LOG105			71.4%					76.2%				53.6%		75.0%		
LOG110			81.3%						86.2%			57.9%			78.9%	
LOG115		62.5%							78.6%					83.3%	76.9%	
LOG120					71.4%						84.0%				57.1%	
LOG125											70.8%				57.1%	
LOG135						45.5%						76.5%				
MGMT052		44.4%														
MGMT101	60.7%	59.0%	54.0%	81.3%	58.3%	60.3%	62.9%	58.6%	59.9%	69.1%	61.6%	61.5%	74.6%	64.0%	65.5%	
MGMT105		86.2%			55.9%	53.6%		83.3%	53.7%		60.0%	70.3%		53.7%	71.1%	
MGMT108		74.1%	80.8%		84.1%	75.8%		76.2%	86.9%		76.9%	61.7%		66.7%	61.7%	
MGMT120		84.6%			80.0%	72.2%		77.8%			68.1%	80.5%		75.0%		
MGMT130		40.0%	50.7%		26.8%	51.3%		50.0%	65.7%		42.6%	57.1%		42.0%	73.2%	
MGMT140		42.9%	48.1%		53.7%		33.3%	45.2%	58.5%	70.3%	39.5%	55.8%	28.6%	54.8%	56.1%	
MGMT141		52.4%				50.0%		59.1%			52.9%			56.4%		
MGMT142					57.7%			71.0%			68.0%			62.5%		
MGMT143			57.9%			76.5%			66.7%			65.0%			52.0%	
MGMT144						50.0%			70.8%		71.4%					
MGMT146		77.8%	69.0%		63.0%	64.7%		84.0%	79.5%		83.3%	76.3%		71.4%	69.9%	
MGMT150	62.5%	56.5%	55.3%	59.5%	53.6%	66.7%		67.1%	73.4%		60.0%	67.4%		52.9%	63.2%	
MGMT155						63.2%						66.0%				
MGMT290		66.7%	66.7%		66.7%	75.0%		83.3%	50.0%	50.0%	50.0%	100.0%	89.5%	70.0%	75.0%	
MGMT299					100.0%											
MRKT170		53.3%	60.9%		53.3%	51.1%		53.7%	61.5%		63.6%	61.4%		41.0%	74.5%	
MRKT171								55.2%			45.5%			50.0%		
MRKT172									63.6%			57.9%			59.6%	
MRKT174									63.3%			65.5%			48.6%	
MRKT175											38.7%			20.0%		

Business Management Degrees & Certificates					
	2008-09	2009-10	2010-11	2011-12	*2012-13
Associate of Arts	63	63	81	92	64
Associate of Science	21	8	10	13	6
Certificate (18-30 Units)	12	8	5	8	8

\*NOTE: Because Spring 2013 graduation records were not yet complete on the date these figures were tabulated (8/05/2013), the actual number of 2012-13 graduates might be higher than the figures reported here.

Business Management Enrollment Management			
Indicator	Summer 2012	Fall 2012	Spring 2013
# Sections	13	42	32
Fill Rate	52%	81%	85%
# Students Over-/Under-Enrolled	-252	-328	-204
Section Cap (Average)	40.4	41.0	43.4
# Sections Over-/Under-Enrolled	-6.2	-8.0	-4.7
% FTEF Part-Time	N/A	54%	41%

1.The goal of the management program is to provide our students with the basic knowledge and business skills to both be successful at an entry level position and/or transfer to the four-year university. Our program, unlike many others on campus, has to serve two interests. One- is the interest of the business community with students that are employable and can perform within their businesses. Two- to provide a core of classes that can serve as the basis to transfer to the university. To that end, we offer certificates of achievement, employable associate of science degrees, a transferable associate of arts degree, and a fully articulated bachelors of science degree in business management in conjunction with the University of La Verne.

The layout of the curriculum in our certificate of achievements provides the core or basis for the associate degree in those areas and/or in the business management degree. These certificates are the building blocks that we work off of to bring the students from an interest in our topic to achieving a degree. We have carried this same strategy into the strategic relationship that we created with the University of La Verne. The concept of a seamless curriculum into the bachelors degree has developed into a very productive relationship benefiting our students and our program. This program continues to be successful; however, it could become even more successful with a coordinated, continuous, dialogue between the two institutions in regards scheduling and student recruitment.

Our program has a good track record across the college in creating productive relationships with other programs and departments in the pursuit of helping our students develop a good educational experience. We have crossed our curriculum with the economics department within the international business certificate, helping them to create an international economics class as part of our program. We have taught classes in conjunction with the fitness center for those students wishing to own or run a small business. We have developed learning communities with other departments and/or programs that include but are not limited to: philosophy, reading, writing, ESL, accounting, CIT, math, etc. Our newly approved marketing program has utilized courses from several existing programs (international business, logistics, and management and supervision) including introduction to GIS which is a career and technical education program. We are also in discussion with other campus constituents in regards to creating a pathways program for our business administration transfer degree. In theory, this program would create student cohort groups that would take all program courses together. This might have a positive affect on student completion rates.

The management program has good success in offering our classes online within the Virtual College. We currently offer five classes fully online and have incorporated two more classes into the hybrid format. As you will see later in this program review, we have also had very good success integrating our program/classes into the business community. Teaching job based programs, in conjunction with state and local professional training partnerships has given our program both local and state wide recognition. These programs include our retail management, logistics, project management programs, and proposed programs in insurance and human resources management.

2. Presently, we offer 25-30 sections each term (Fall and Spring), and 4-7 in the Summer term. Our offerings are split between the day program and the evening program. This ratio is approximately 60/40 as we have a strong evening program. We also offer classes on the weekend and in satellite locations throughout our service area. We offer multiple sections of many classes to meet the demand from our students and rotate the specialty classes from one semester to another and from the day program to the evening program. We offer our program mainly on ground with supplemental offerings online. Our online classes are offered during the Fall, Spring, and Summer terms. Our student population has requested more online class offerings. This certainly presents a growth opportunity for our department.

The following is a breakdown of how our many courses are offered.

- MGMT 050—Business English—was offered once each semester as an evening class but currently is not being offered due to budget constraints.
- MGMT 052—Business Math—is offered once every two years, in sequence with the other ten classes of the Retail Management program. This is an evening class that is usually taught on-site at the Smart and Final corporate headquarters in Commerce
- MGMT 101—Introduction to Business—is offered each semester and during the summer term as both day and evening classes as well as online.
- MGTM 105—Elements of Supervision—is offered each semester. An evening class one semester and a day class the following semester.
- MGMT 108—Business Communication—is offered in two sections each semester. One section is a day class and the other is an evening class.
- MGMT 120—Human Relations in Business—is offered once a year during the fall semester as a day class and once every two to three years as an evening class at S&F headquarters as part of the retail management program.
- MGMT 130—Small Business Management—is offered each semester as both a day and evening class. This class may be offered as an online class in the future.
- MGMT 140—Introduction to International Business—is offered each semester as an online class. This class is also taught in the classroom every other semester.
- MGMT 141—International Marketing—is offered in sequence with the other 6 international business classes. This class is offered in both the day and evening as well as online.
- MGMT 142—International Management—is offered in sequence with the other 6 international business classes. This class is offered in both the day and evening as well as online.
- MGMT 143—Import and Export Business—is offered in sequence with the other 6 international business classes. This class is offered in both the day and evening as well as online.
- MGMT 144—International Banking and Finance—is offered in sequence with the other 6 international business classes. This class is offered in both the day and evening as well as online.
- MGMT 145—International Business Law—has not been offered in many semesters. It will be offered in sequence with the other 6 international business classes. It could be offered in any format as requested by students in the international business program.
- MGMT 146—Human Resources Management—is offered each semester as an evening class. When offered as a day class, it is usually cancelled due to low enrollment. It is also offered every two to three years at the S&F headquarters as part of the retail management program.
- MGTM 149—International Business Internship—is being replaced in the international business curriculum with our more generic MGMT 290 internship class.
- MGMT 150—Principles of Management—is offered online each semester. It is also offered each fall semester as a day class.
- MGMT 155--Principles of Leadership--course is offered day and evening once every two years as part of a sequence of eight courses.
- MGMT 160--Principles of Project Management-- course is offered evenings once every two years as part of a seven course sequence in project management.
- MGMT 162 --Project Cost and Schedule Management--course is offered evenings once every two years as part of a seven course sequence in project management.
- MGMT 164-- Project Risk Management-- course is offered evenings once every two years as part of a seven course sequence in project management.
- MGMT 166-- Project Management Practicum--course is offered evenings once every two years as part of a seven course sequence in project management.
- MGMT 290--Cooperative Work Experience for Business Management--This internship course is offered every semester and most summers.
- MRKT 170—Principles of Marketing—is offered each semester as an online class. It is also offered as a day class each spring semester.
- MRKT 171--Consumer Behavior--this class is part of a new marketing program and is being offered online each fall semester.
- MRKT 172--Advertising and Promotion--this class will be offered each spring semester as a night class.
- MRKT 173—Principles of Selling—is currently being offered each fall semester; however, it is usually cancelled due to low enrollment. This class is part of the new marketing program.
- MRKT 174--Small Business Marketing and Advertising--this class is offered as a night class each fall semester as part of the marketing program.
- MRKT 175—Retail Management—is offered once every two years, in sequence with the other ten classes of the retail management program at the S&F headquarters. It is usually offered as an evening class. This class is also part of the new marketing program and has recently been added to our fall semester line-up as an online class.
- BUSL 110—The Legal Environment of Business—is offered in multiple sections each semester and during the summer term as both day and evening classes

s as well as online.

LOG 101--Supply Chain Management-- course is offered day and evening once every two years as part of an eight course sequence in logistics management.

LOG 105--Purchasing Management-- course is offered day and evening once every two years as part of an eight course sequence in logistics management.

LOG 110--Warehouse Management-- course is offered day and evening once every two years as part of an eight course sequence in logistics management.

LOG 115--Inventory Management-- course is offered day and evening once every two years as part of an eight course sequence in logistics management.

LOG 120--Transportation Management-- course is offered day and evening once every two years as part of an eight course sequence in logistics management.

LOG 125-Contract Management-- course is offered day and evening once every two years as part of an eight course sequence in logistics management.

LOG 130-Computerized Logistics-- course is offered day and evening once every two years as part of an eight course sequence in logistics management.

LOG 135--Quality Management Concepts-- course is offered day and evening once every two years as part of an eight course sequence in logistics management.

During the past few semesters, our department has carefully begun the process of adding additional sections of some of these classes to offer greater availability of these classes to our students. We have offered extra sections of BUSL 110 and MGMT 101 during the fall and spring semesters. However, due to budget cuts, some of these class sections have now been eliminated. As our budget situations becomes better, it is anticipated that we will expand these offerings once again. This coming spring semester, we will add back at least two additional sections of our most popular classes. Our international business program has begun to grow as well. We have introduced two new sections of some of the specialty courses in this discipline during the spring 2008 semester and continue to offer this expanded program when student demand exists. Each of these classes made with an average enrollment of 20 students each. New courses in business marketing have been offered as well with strong enrollments of 25-45 students per section. There is still room for additional growth with this program so that offered sections reach their student maximum capacity.

The BUSL 110 and MGMT 101 classes usually have a maximum student capacity of 40-45 students per section. Each of the other specialty courses has a student enrollment of 25-45 students which varies from semester to semester.

The logistics management program has been in existence for six years. These classes have averaged 20-30 students per semester. Night classes have seemed to fill better than day classes. Day classes have been offered for the past two years. Because of poor enrollment, the day classes will be discontinued but the night classes will proceed as usual.

Project managers are in high demand today. Our advisory committee approved the development of a new certificate of achievement in project management. All the courses have been approved by the Curriculum Committee. The certificate paperwork is being prepared and will be submitted within the next month.

3. Our current schedule caters to the needs of the majority of our students with both day, evening, and online offerings. As we reach out to under-represented populations in industry, distance learners, and diverse learners, we have developed multiple methods of delivery. Contract education, job-based educational classes, hybrid classes, learning community classes, online classes, and internships are some of the methods that we use to deliver our program. Our new project management program was created to cater to some of these special needs, especially the needs of business professionals to continue their education.

We have seen over the years that most all of the programs in the business department and some in the technology department overlap and use classes to provide some of the core or even the specialty classes in a given program. One of the strategic moves by our faculty is to cross disciplines in a program as to interest students and to replicate industries cross functional structure. Our international program uses general management classes, our logistics program uses management and business classes, and our retail management program uses a variety of both business and management classes.

As our program and population continue to grow with limited resources, it stresses the importance of creatively developing new methods of delivery and strategic partnering in industry to maintain the success that we have had over the years.

Also with respect to rotation, we have developed a draft of a two-year schedule in which all of our "specialty" courses are offered at least once. Because of their specialized content, they cannot be expected to draw enrollment at the same levels as our core classes so we do not intend to offer them with the same regularity. These specialty classes are offered on a rotation that allows for a timely completion and the two-year schedule helps with student planning.

4. Our enrollment over the past many years has kept paced with the college enrollment numbers.

Our FTES have also increased over the same period of time showing constant growth in the department's many programs despite having made several cuts to course offerings. Since spring and fall semesters of 2009, our FTES growth has been approximately 40%. We have been incredibly efficient with the courses that we have offered.

The success numbers have remained rather constant for the last several years with some variation from semester to semester. With many of our students in the workplace, we see movement in working schedules and student commitment that has challenged our retention numbers at times. We try very hard to hold our students on the roll through difficult times and some fail to complete courses.

Our staff has maintained a good balance of both gender and ethnicity which has also reached into the adjunct faculty. On two separate occasions since our last program review we have conducted an official search for part-time, adjunct faculty. Two separate teaching pools have been created in four disciplines to ensure that we have sufficient, qualified instructors that are able to teach in our program.

One trend that is alarming is quantity of our courses that are being taught by part-time faculty. Due to several retirements, without replacements, would probably be the main reason for this trend. For this reason, the hiring of an additional full-time faculty member is a high priority.

Our department continues to be one of the top producing degree departments on campus. We have seen over a 20% increase in the amount of A.A. and A.S. degrees awarded by our department over the last five years. This year, it appears that we are on pace to surpass the 105 associate degrees that were earned last year.

---

## Program's Strengths

---

- Quality faculty
- Industry-driven curriculum
- Flexible formats for course offerings
- Corporate partnerships that allow for on-site classroom instruction

Academic partnerships that allow bachelor degree access for our student population through the University of La Verne  
 Student tracking capability through our business division counselor  
 Engaging extra curricular activities such as mini career oriented workshops and our bi-annual career success conference.  
 Strong advisory committee  
 New certificate and degree programs that meet continuing education requirements for business professional

### Program's Weaknesses

Technology updates  
 Maintaining in-class technology  
 Only two full-time faculty  
 Inability to adequately grow our programs due to budgetary constraints  
 Lack of consistent support from college administration

### Program's Opportunities

Creation of smart classrooms for better teaching delivery (work-in-progress)  
 Curriculum enhancements to offer more and better classes and programs that meet student's needs  
 Additional industry partnerships to ensure specialty program success  
 Creation of additional part-time teaching pools to service our international business, marketing, project management, and logistics programs  
 Additional articulation agreements with both high schools (tech prep) and universities  
 Partnering with four-year institutions to create directly articulated classes and programs  
 Pursue business trend curriculum in logistics, small business, gaming, sports marketing, entertainment  
 Hire new full-time faculty members to add stability and ownership to our many programs  
 Enhance, repair, modernize, and update our aging business building to make it consistent with the new construction and modernization process currently underway on campus  
 Create a transfer model curriculum (TMC) pathway for our transfer students

### Program's Threats

Competition from other institutions.  
 Not having the support of the college to grow our online delivery format to stay competitive with other institutions

### Program's Accomplishments and Recommendations for Improvement

- o Created a strategic partnership with the University of La Verne thus providing a Bachelors of Science degree in Business Administration
- o Revised the international business certificate and degree programs
- o Developed the retail management program in partnership with the Western Association of Food Chains (WAFC) and established a partnership with Smart and Final where this program is taught on-site at their corporate offices
- o Upgraded two business classes to transfer levels to comply with the local four-year universities.
- o Offered six additional online classes to bring our total to ten (over the course of five years)
- o Began offering hybrid courses. (These classes have proved to be less desirable to our student population)
- o Created new brochures for our business marketing and international business programs
- o Executed a search to expand the part-time lecturer pool; added 11 new instructors to this pool (on two occasions)
- o Successfully reduced class size to 45 on all lecture based classes in the business management program
- o Wrote SLO assessment plans, rubrics, assessment reports, and evaluations for all current business management, marketing, logistics, and business law courses
- o Drafted a program level SLO for each program
- o Revised all business management classes that were over five years old
- o Created Management 290 work experience/internship class
- o Integrated business management classes into other discipline programs
- o Installed computer aided instructional equipment in all lecture based management classes; made some smart classrooms
- o Upgraded teaching/technology equipment in some existing rooms
- o Two of our full time faculty have obtained their doctorate degrees in business
- o Developed curriculum partnerships with international universities
- o Have met and developed articulation agreements with both the local high schools and four-year universities
- o Successfully presented four business career success conferences
- o Developed a new business club that is nationally affiliated and has already received industry recognition for their accomplishments (Phi Beta Lambda)
- o Created a business management website
- o Hired a business counselor

Accomplishments since 2012 include:

- o Received Chancellor's Office approval of our International Business Associates Degree, our Logistics Management Certificate of Achievement and Associates Degree, and our Business Marketing Associates Degree and Certificate of Achievement.
- o Our international business degree program has been articulated with the University of La Verne to fulfill the prerequisite for their bachelors degree in business administration.
- o A new program in the area of project management has been created with a certificate program. This program will use some existing curriculum along with some new curriculum to train our students in becoming effective project managers.

- o New brochures in the area of marketing, international business, and logistics management have been created to help promote both of these programs to future students.
- o Our new marketing course are averaging 35-40 students per class.
- o The Business Management Department continues to excel in preparing students for new careers and transfer opportunities. Students from our department earned more associates degrees during the previous academic year than any other academic department on campus. (95 to 134 respectively)

---

### Program's Strategic Direction

---

The courses in our business program are tailored to help the students develop an understanding of business exercises and tools necessary to pursue a degree in either business administration or to further grow in becoming a global business management professional. Still, there is room for program improvement, especially with respect to success rates and full faculty SLO compliance. The process of self-evaluation has brought to our attention the need for improving our current classes delivery methods and continuing to write new curriculum which enables us to keep our students on the cutting-edge of the business industry. For example, in 2007, six new courses centering in Logistics were added to offer enrollment for fall 2008. In addition to new program offerings, the recent trend in the fall semester 2007 identified that we have more students being recruited to the International Business program and the majority of the students are residents who are currently working in the international business trade and global management operation related jobs. Both of these trends have continued and our international business and logistics management programs are both maintaining steady growth. Both of these programs are now beginning to have program completers. Our new business marketing program was launched in fall 2010 with MRKT 171 Consumer Behavior. Two additional elective classes were offered in the spring 2011 semester. Both the business marketing certificate and degree programs have been approved locally by our college curriculum committee and school board and have now been approved by the chancellor's office as well. State approval was also granted for associate degrees in logistics and international business during the spring of 2012.

According to this data, the business management program is doing very well with respect to FTE generation. Our commonly offered courses are averaging thirty-seven students per section from 2003 to 2012. Overall, given this more stable assessment cycle for SLO's, we will begin to consider to offer more sections of classes, expand curriculum across disciplines, create a unique identity for certain courses, hire more part-time instructors, and identify and acquire additional funding. More importantly, we believe that collaboration between and among disciplines is necessary to make this work in our business management programs. The biggest challenge moving forward will be finding a way to hire one or two additional full-time faculty members to replace those instructors who have retired or where reassigned in another area of campus.

The business division in general will require a fully dedicated dean to drive this strategic direction. For over four years, we have had an interim dean from another campus discipline. While this strategy has worked effectively on a short-term basis, having our own dean moving forward is an absolute requirement.

Our division has tremendous growth potential. . Our partnership with the WAF (Western Association of Food Chains) and their endorsed retail management program affords us many opportunities to grow our course offerings through our virtual college format. Currently we offer 3 of the 10-class program online. In a recent state-wide advisory meeting, this organization discussed the growth of this program nation-wide. The tens of thousands of employees in this industry have gravitated toward online course offering due to their convenience with a hectic retail work schedule. With new or improved programs in logistics, marketing, and international business, similar partnership opportunities may exist that could be exploited to stimulate program growth as well. Growth in online educational opportunities presents the most cost effective way to deliver many of our course offering to a diverse population.

---

### Program's Staff Development

---

Our faculty members attend industry conferences to stay current with the latest trends and information in the area of business management and marketing. Many faculty members serve on state-wide or local advisory committees with industry partners to forge collaborative relationships and to expand career pathways for our students.

Faculty have attended the following conferences:

- \*Business State-wide Advisory Conference (BSAC)
- \*Marketing Educator Association Annual Conference
- \*Southern California Online Teacher Training Conference
- \*Harvard Business School Entrepreneurship Conference
- \*Michigan State International Business Conference

---

### Program Review - Additional Comments

---



---

### Program Review - Executive Summary

---

Program: Business Management  
Date: November 8, 2013

The Business Management program offers 39 unique courses that support eight certificates and six degree programs. Course offerings are designed to enable students to cultivate the knowledge, skills, and tools they need to improve business performance, adapt to a changing workplace, and prosper in a competitive and complex business world.

Committee Members Present: Ruben Argus, Marie Eckstrom, Howard Kummerman, Jeannie Liu, Kathy Pudelko, James Sass,  
Program Members Present: Gene Blackmun, Julie Huang, Mike Slavich, Jon Whitford

#### Commendations

- Commendations on a clear and concise Mission Statement.
- Commendations on offering and maintaining diverse certificate programs and degrees
- Commendations on cultivating in-house counseling/advising for your program.
- Commendations on a cohesive faculty, who are focused on student success, which has resulted in the College's top producing division in the number of awarded certificate and degrees.
- Commendations on working with the economics department to create an international economics course, which is part of the International Business Certificate of Achievement.

#### Program-Level Recommendations

- Work toward making the campus more aware of the alliances the Business Division has with universities, such as the University of La Verne.
- Revise Program Review document to integrate more SLO data (course, degrees, and certificates) more thoroughly in narrative and expand on the Staff Development section; and revise Goal and Objectives section.
- Hire full-time faculty.
- Continue with plans to offer the certificate in Retail Management entirely online.
- Because Business English is not currently being offered, consider working with the English department to offer business students the opportunity to improve the grammar and usage through English 125: Grammar and Usage.

#### Institutional-Level Recommendations

- To support the Division that produces the highest number of degrees and certificates, hire a Business Division Dean/Manager.
- Hire at full-time faculty.
- Update Business Division facilities.

---

### Program Review - Response to the Executive Summary

---



---

**Goal #1** Short term (1 year) Corresponds with Institutional Goal # 8

Status: in progress

#### Description of Goal

- o Add one full-time faculty member to the business management department.

#### Evaluation of Goal

In progress...we will continue to lobby the administration to make the addition of at least one additional full-time faculty member in our department. Our department services 37 unique classes that feed 7 degree and certificate program of study. With only two full-time faculty members, the management of these programs is a challenge.

#### Objective #1.1

Status: in progress

Lobby the administration to make this a priority.

---

**Goal #2** Long term (2-5 years) Corresponds with Institutional Goal # 10

Status: in progress

#### Description of Goal

Update existing classrooms. At the end of our 8-10 year campus-wide construction project, the business building will be the only building that did not receive any modifications or updates. To the best of our understanding, no plans have been created to refurbish or update our facilities. We feel this should be a college priority. We serve the largest group of students per capita on campus and we feel these students should learn in contemporary learning environments. We would be happy to collaborate with management to come up with a cost-effective plan. This plan would include:

\*Modernization of classroom facilities which would consist of new smart-classroom technology in each classroom. Classrooms could also be updated with new fixtures and furniture, new teacher-teaching stations etc.

\*Upgrade division office, purchase new office furniture, and create an appropriate front door to the business division.

#### Evaluation of Goal

We would like to begin planning this project immediately. We, as a department/division feel as though we have been left out of this process.

**Objective #2.1**

Status: in progress

Our goal is to remain competitive with other institutions in offering modern facilities in which our students will learn.

**Goal #3 Short term (1 year) Corresponds with Institutional Goal # 6**

Status: in progress

**Description of Goal**

Hire a business division dean

**Evaluation of Goal**

For five years, we have had borrowed leadership for our division. Having administrators manage divisions outside their area of expertise is an acceptable short-term solution; however, this should never be a long-term fix. Our division requires an area manager who can spend time associating with our students to get to know their unique needs and helping to find ways to better serve them. The business division is also unique in that having a good working relationship with area businesses can be a key to students success and even job placement. Our division dean needs to be able to attend a variety of community functions like advisory committee and chamber of commerce meetings to facilitate strategic relationships. These kind of activities are necessary for the future growth of both our department and division.

**Objective #3.1**

Status: in progress

College administration has to become convinced that this is a real need and dedicate the required funding to make this happen.

**Impact of Objective on Other Programs, Units, and/or Areas****Impact on the Business & Economic Development Program: Computer Information Technology Systems**

Certainly this department of the business division would benefit as well.

**Impact on the Business & Economic Development Program: Accounting**

Certainly this department of the business division would benefit as well.

---

Appendix A

---

---

### Individuals Who Participated in Developing this Plan

---

The following people acknowledge that they participated in the development of or reviewed this plan.

<b>Name</b>	<b>Role</b>
1. Research, Research	Review Manager
2. Whitford, Jon	Participant
3. Shield, Rick	Participant
4. Nguyen, Quoc Tim	Participant
5. Huang, Julie	Participant
6. Blackmun, Eugene	Participant

## **2013-14 Program Review**

Name of Program:       Calculus  
Name of Unit:           Math & Sciences  
Name of Area:          Academic Affairs  
Date Completed:        10/17/2013

---

### Program's Mission Statement

---

#### Program Mission Statement:

The Calculus program delivers curriculum specifically designed to allow students to transfer to a four-year university. Many students taking courses in the Calculus program choose majors in the “hard” sciences, engineering, finance, business administration (many MBA programs now require a full year of Calculus), and the medical sciences, to name a few.

All the courses in the Calculus Program promote and improve skills in reading, written communication, and critical thinking. These skills are stressed throughout the various courses in the program as students must be able to apply their mathematical knowledge in order to solve problems.

---

### Program's Overarching Outcomes - SLOs / SAOs

---

All of the Calculus courses provide the student with the mathematical knowledge necessary to support the overarching program-level SLO:

Given a real-world application, students should be able to apply appropriate techniques from Calculus-sequence courses to find the solution to the problem.

Each course in the program has at least one course-level SLO which is assessed each semester. These can be referenced in the individual course syllabi, and on Slolutions.

We're currently having a discussion among the program faculty to revise our SLOs. To be direct, the data we've gotten from SLOs to-date hasn't been particularly useful. So we've been working with the SLO coordinator (Matt Koutroulis) to revise our SLOs, so that they 1) yield useful data, 2) better reflect what program faculty are actually teaching and assessing when we interact with our students, and 3) are not burdensome (to faculty, primarily).

We believe it is possible to partially automate the collection of SLO data, either using OCR software on a scanner (or special Scantron-type forms), and over the next several years we will work to implement that. We think that we can collect illuminating, useful, and meaningful data from student responses, assess it consistently (with thorough analysis of the responses), and directly pass the data to the SLO data repository.

---

## Program's Characteristics, Performance and Trends

---

\*\*Updated Data for: 2013-14 Program Year\*\*

<b>Rio Hondo College Total Enrollment</b>									
<b>Summer 2007</b>	<b>Fall 2007</b>	<b>Spring 2008</b>	<b>Summer 2008</b>	<b>Fall 2008</b>	<b>Spring 2009</b>	<b>Summer 2009</b>	<b>Fall 2009</b>	<b>Spring 2010</b>	<b>Summer 2010</b>
18,887	47,267	54,472	21,570	52,558	59,942	16,722	54,291	50,473	1

<b>Calculus Total Enrollment</b>									
<b>Summer 2007</b>	<b>Fall 2007</b>	<b>Spring 2008</b>	<b>Summer 2008</b>	<b>Fall 2008</b>	<b>Spring 2009</b>	<b>Summer 2009</b>	<b>Fall 2009</b>	<b>Spring 2010</b>	<b>Summer 2010</b>
110	225	303	102	253	317	117	327	306	

<b>Calculus Enrollment By Course</b>									
<b>Course</b>	<b>Summer 2007</b>	<b>Fall 2007</b>	<b>Spring 2008</b>	<b>Summer 2008</b>	<b>Fall 2008</b>	<b>Spring 2009</b>	<b>Summer 2009</b>	<b>Fall 2009</b>	<b>Spring 2010</b>
<b>MATH 175</b>	43	81	137	40	105	132	47	111	101
<b>MATH 180</b>	36	56	70	29	60	68	37	56	68
<b>MATH 190</b>	31	50	53	33	51	48	33	87	47
<b>MATH 191</b>		12	22		26	32		36	54
<b>MATH 250</b>		16	10		11	16		13	19
<b>MATH 260</b>		10						24	
<b>MATH 270</b>			11			21			17

<b>Calculus</b>									
<b>FTES</b>									
<b>Summer 2007</b>	<b>Fall 2007</b>	<b>Spring 2008</b>	<b>Summer 2008</b>	<b>Fall 2008</b>	<b>Spring 2009</b>	<b>Summer 2009</b>	<b>Fall 2009</b>	<b>Spring 2010</b>	<b>Summer 2010</b>
13.85	31.40	41.11	15.09	35.26	44.83	15.22	45.18	48.50	15.80

<b>Calculus Grade Distribution</b>								
<b>Grade</b>	<b>Summer 2007</b>	<b>Fall 2007</b>	<b>Spring 2008</b>	<b>Summer 2008</b>	<b>Fall 2008</b>	<b>Spring 2009</b>	<b>Summer 2009</b>	<b>Fall 2009</b>
A	16	36	41	15	35	61	27	50
B	17	35	52	27	31	50	30	70
C	22	48	56	20	45	70	26	59
CR	0	0	0	2	1	0	3	0
D	5	26	25	4	32	20	6	33
F	12	22	39	14	17	42	11	26
NC	0	0	0	1	0	0	0	0
NP	0	0	0	0	0	0	0	0
P	0	0	0	0	0	0	0	0
W	38	58	90	19	92	74	14	89
<b>Grand</b>	<b>110</b>	<b>225</b>	<b>303</b>	<b>102</b>	<b>253</b>	<b>317</b>	<b>117</b>	<b>327</b>

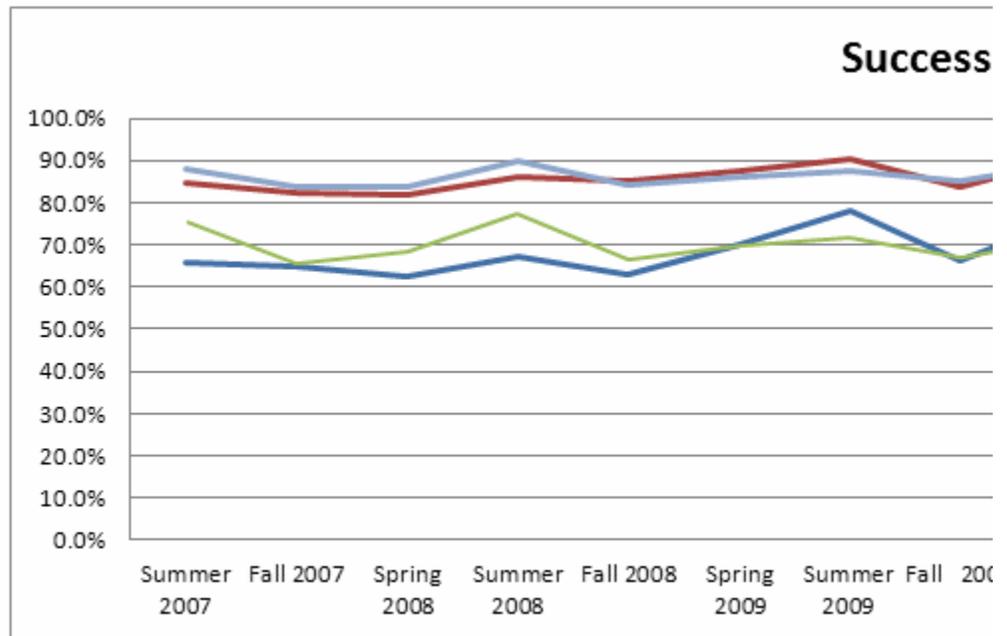
<b>Calculus % Grade of Distribution</b>								
<b>Grade</b>	<b>Summer 2007</b>	<b>Fall 2007</b>	<b>Spring 2008</b>	<b>Summer 2008</b>	<b>Fall 2008</b>	<b>Spring 2009</b>	<b>Summer 2009</b>	<b>Fall 2009</b>
A	14.55%	16.00%	13.53%	14.71%	13.83%	19.24%	23.08%	15.29%
B	15.45%	15.56%	17.16%	26.47%	12.25%	15.77%	25.64%	21.41%
C	20.00%	21.33%	18.48%	19.61%	17.79%	22.08%	22.22%	18.04%
CR				1.96%	0.40%		2.56%	
D	4.55%	11.56%	8.25%	3.92%	12.65%	6.31%	5.13%	10.09%
F	10.91%	9.78%	12.87%	13.73%	6.72%	13.25%	9.40%	7.95%
NC				0.98%				
NP								
P								
W	34.55%	25.78%	29.70%	18.63%	36.36%	23.34%	11.97%	27.22%
<b>Grand</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>	<b>100.00%</b>

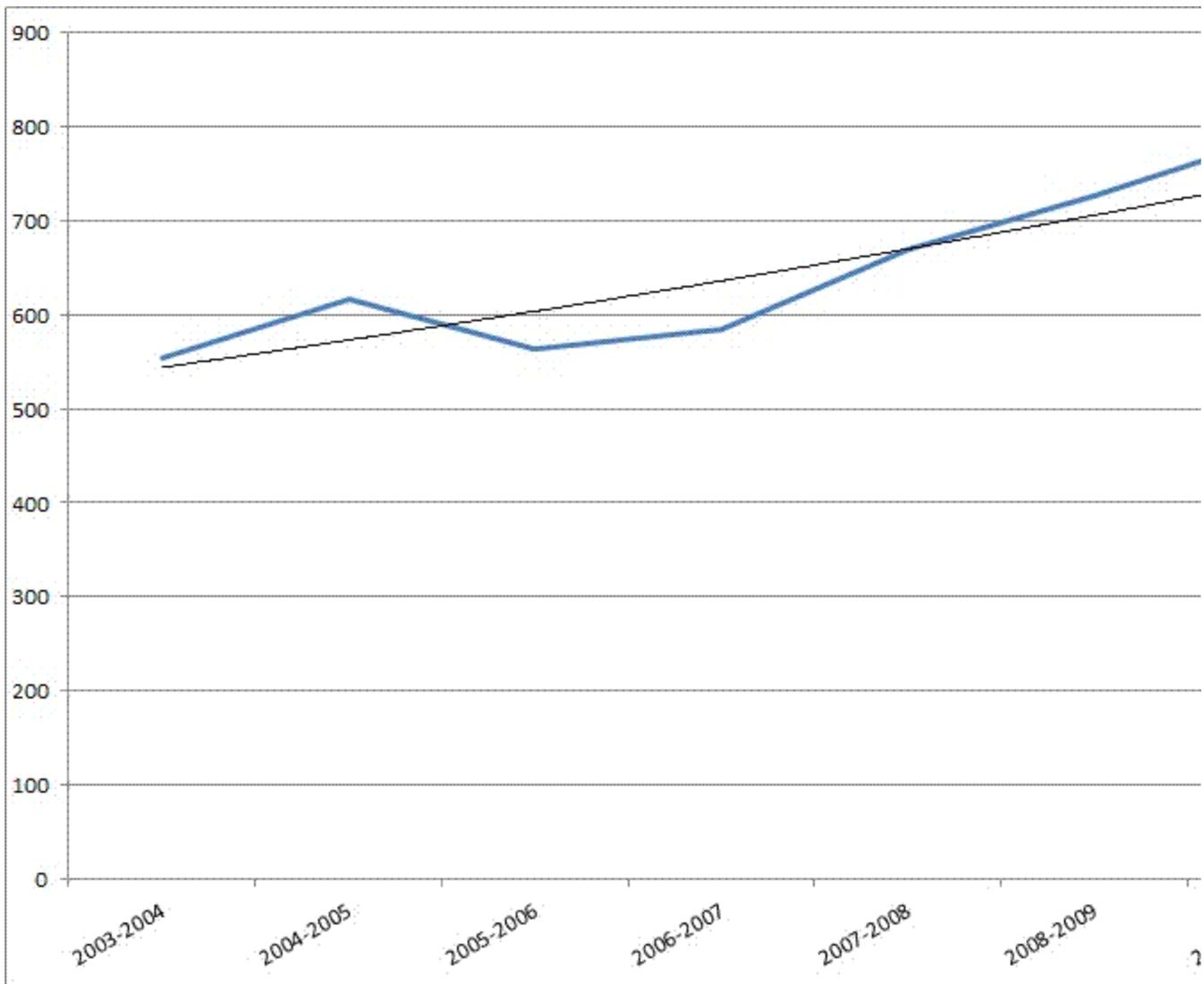
<b>Calculus (MATH) Section Delivery</b>							
<b>Time Taught</b>	<b>Spring 2010</b>	<b>Summer 2010</b>	<b>Fall 2010</b>	<b>Spring 2011</b>	<b>Summer 2011</b>	<b>Fall 2011</b>	<b>Spring 2012</b>
Day	9	3	9	9	3	9	10
Evening	2	0	1	1	0	2	1
Weekend	0	0	0	0	0	0	0
Online	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0

<b>Calculus Success By Course</b>									
<b>Course</b>	<b>Summer 2007</b>	<b>Fall 2007</b>	<b>Spring 2008</b>	<b>Summer 2008</b>	<b>Fall 2008</b>	<b>Spring 2009</b>	<b>Summer 2009</b>	<b>Fall 2009</b>	<b>Spring 2010</b>
<b>MATH 175</b>	53.49%	51.85%	52.55%	67.50%	41.90%	54.55%	72.34%	63.96%	64.30%
<b>MATH 180</b>	52.78%	55.36%	38.57%	62.07%	46.67%	72.06%	83.78%	39.29%	48.53%
<b>MATH 190</b>	41.94%	46.00%	37.74%	57.58%	31.37%	45.83%	63.64%	59.77%	72.34%
<b>MATH 191</b>		33.33%	63.64%		50.00%	37.50%		36.11%	46.30%
<b>MATH 250</b>		68.75%	90.00%		100.00%	81.25%		61.54%	73.68%
<b>MATH 260</b>		80.00%						54.17%	
<b>MATH 270</b>			63.64%			61.90%			70.53%

<b>Calculus Success and</b>							
	<b>Summer 2007</b>	<b>Fall 2007</b>	<b>Spring 2008</b>	<b>Summer 2008</b>	<b>Fall 2008</b>	<b>Spring 2009</b>	<b>Summer 2009</b>
<b>Program Success</b>	66.0%	64.7%	62.7%	67.1%	62.8%	70.1%	78.1%
<b>Program Retention</b>	84.8%	82.2%	82.1%	86.0%	85.2%	87.5%	90.4%

<b>Rio Hondo Coll</b>							
	<b>Summer 2007</b>	<b>Fall 2007</b>	<b>Spring 2008</b>	<b>Summer 2008</b>	<b>Fall 2008</b>	<b>Spring 2009</b>	<b>Summer 2009</b>
<b>College Success</b>	75.3%	65.8%	68.2%	77.2%	66.3%	69.7%	71.8%
<b>College Retention</b>	88.0%	83.5%	83.8%	90.0%	84.4%	86.0%	87.7%





The following courses make up the program: Math 175, Trigonometry; Math 180 Pre-calculus; Math 190, Calculus I; Math 190H, Calculus I Honors, Math 191, Calculus II; Math 250, Calculus III; Math 260, Linear Algebra; Math 270, Differential Equations.

As you can see from the graph and charts above, enrollment has been steadily increasing over the last decade. For the 2011-2012 academic year, there were 840 students enrolled in the courses that make up the Calculus Program, up from our previous peak in 2009-2010. Ten years ago (2002-2003 academic year), there were only about 500 students enrolled in the program. For a time-- roughly, 2005-2006 to 2009-2010-- the program enrollment was increasing around 8% per year, on the average. Since that time, the poor economic climate and collapsing state budget seem to have taken a toll, and enrollment has grown more slowly. Even so, the average annual growth rate over the last decade, ending with the Spring 2012 term, has still been 5.35%. This, while the college has experienced decreasing enrollment (in the last two or three years). However, as you will read in other sections of this review, we've experienced a sea change in this program with respect to enrollment, and the enrollment growth now presents us with some problems.

One of our long-term goals has been to increase the number of sections offered for each of the courses in the sequence, and we've been partially successful at realizing that. We recently added a partial section of Calculus I Honors (Math 190H). Like other honors sections, it is attached to a regular section of the parallel non-honors course-- in this case Calculus I (Math 190)-- for a number of reasons. In addition, for the last year or so (from Fall 2011 until now) we have offered two sections of Calculus II (Math 191), each semester, and they have both filled. For years, we offered only one section of that course each semester. Calculus III (Math 250), is still offered only once per semester. Presently, the Linear Algebra offering (Math 260) is still limited to the fall semester, and the Differential Equations offering (Math 270) is still limited to the spring semester of each year. We still have a goal of offering multiple sections of Calculus II, Calculus III, and possibly others, day and night, each semester, on a consistent basis. We also want to offer Linear Algebra and Differential Equations each semester, instead of once per year. Trigonometry, Pre-calculus, and Calculus I are well-established in the summer session, and the demand has been very healthy. We hope to see enrollment continue to increase in summer sessions, and we want to gradually expand the summer course offerings to include Calculus II and Calculus III. At present, for most of the courses in the sequence, it seems that just about anything we offer below the 200-level will fully enroll, so we believe that "If we build it, they will come," meaning that there is sufficient demand to support additional sections being offered. Cuts at competitor institutions with larger fiscal problems than Rio Hondo have almost certainly provided collateral benefits for this program.

The curriculum in the three main courses of the sequence-- Calculus I, II, and III-- was recently realigned, to make the distribution of material more equitable. A small amount of material was shifted from Calculus II (applications of the integral: area between two curves, volume, solids of revolution) to Calculus I, and a small amount of material was shifted from Calculus III to Calculus II (introduction to vectors: coordinates in three-space, vector products). The course outlines for all the courses have been recently updated.

Additionally, we increased the contact time in our Trigonometry course. Our data shows that students who are unsuccessful in that course on their first attempt have a much lower probability of success on subsequent attempts (in comparison to students taking the course for the first time), and increasing the contact time in other courses has improved success and retention rates. At this point we have seen a significant uptick in the success rate for that course (for example, the success rate for Fall 2010/Spring 2011 averaged 58.6%, which was prior to the change, and the success rate for Fall 2011/Spring 2012 averaged 67.6%), but it's only been a year or so since the change. We're also pursuing a \$1 million NSF grant for an intervention program that will target students in Trigonometry and Precalculus both at Rio Hondo and at the local high schools.

The Calculus Program has a unique opportunity in partnering with the Math Engineering Science Achievement (MESA) program, and the consensus opinion among the faculty is that both programs have benefitted tremendously from this partnership. MESA is designed to get more students, from groups that are typically underrepresented, interested in attaining a four-year degree in math or science. The program faculty encourages students to participate in weekly Academic Excellence Workshops that are geared for students in Trigonometry, Pre-calculus, Calculus I, Calculus II, Calculus III, and Linear Algebra. These workshops provide the students with study skills, tutoring, and supplementary instruction. The faculty of the Calculus Program actively encourages students to get involved in this excellent program, which is now in its fourth year and well-established. We see this as a win-win situation for

both students and program faculty. Knowledge of Calculus is critical for students who would pursue engineering and the other hard sciences, and the critical thinking skills that students gain from this program have wide application.

The MESA program is complemented by the Science, Technology, Engineering and Mathematics student support service program (STEM program), as well. This program effectively collaborates with the Calculus program in that it supports many students who are enrolled somewhere in our Calculus sequence. It offers them contact time with an educational/academic advisor, an education plan to help them navigate the semester wisely and efficiently, and financial aid information/assistance. Collectively, these services represent a significant carrot to motivate and help students enrolled in the Calculus sequence to succeed. Additional incentive has been provided in the form of a recently-received NSF grant that provides scholarships of \$4000 to \$6000 per year to students pursuing STEM majors. The first round of these STARSS scholarships were just awarded to selected students for the 2012-2013 academic year, and by the time this Program Review is submitted, the recipients will have been matched with volunteer faculty mentors from the Mathematics and Science Division.

As you can see from the chart above, student retention and success rates have been increasing gradually over the last five years or so. The average retention rate in the Calculus Program courses has increased from around 60% seven years ago to around 85% currently. We'd like you to note that we've achieved higher average retention and success rates than the college as a whole. Some of the credit clearly belongs to the students, but the faculty also deserve some recognition for their contribution. Part of this increase is almost certainly due to the increased contact time and the effectiveness of the MESA/STEM partnership, but please keep in mind that these courses cover some of the most abstract, conceptually difficult material that is taught here at Rio Hondo.

---

## Program's Strengths

---

Our program has a number of strengths—hard-working, dedicated, innovative faculty; healthy growth, and supportive administration.

To help sustain the health of our program, we've made some changes, and we're currently making some more changes. Some years ago (spring semester 2008), we surveyed eighteen of our local competitor institutions, and we found that a majority are offering the Calculus sequence in a longer, more user-friendly format than we used to do. Previously, we ran each of the three parts of the sequence in a four-unit/four-hours per week format. Some of our competitor institutions are using this format, but most are running one or more parts of the sequence in a four-unit/five-hour or five-unit/five-hour format. We believed that changing our delivery to a four-unit/five-hour format would produce a commensurate increase in our retention and success rates, just as it did when we made a similar change with two of our widely-offered pre-baccalaureate courses (Elementary and Intermediate Algebra, Math 050 and Math 070). So we changed that. Starting in the Fall 2009 semester, we began to offer Math 190/191/250 in a four-unit/five-hour format, and we have seen significant improvement in both the success and retention rates since then. We believe this demonstrates the wisdom of

this change, even if there may be confounding factors-- for example, MESA was inaugurated around the same time that we increased the amount of contact time-- which could account for part of the increase, but not all the students taking classes in the program are in MESA, so clearly some collateral benefit was accrued by increasing the contact time. (On the average, about 65% of the students taking Calculus I and II are not enrolled in the MESA program.)

In addition, we recently realigned the course outlines for Calculus I/II/III to make the material more evenly distributed between the three courses, and we increased the contact time for our Trigonometry course by approximately 30%.

Program faculty are continually working to improve our serve, so to speak, and these are just a few high-visibility examples of how we collaborate to better serve our students.

---

## Program's Weaknesses

---

Our program has many strengths, but we also have some areas where we could improve various aspects of the program.

In the past, one problem we struggled with was consistently maintaining a predictable offering of the entire spectrum of courses in the program. Over the the last decade, we occasionally canceled various sections due to low enrollment. Just a few years ago (Fall 2008), we had to cancel our annual section of Linear Algebra (Math 260) for this reason. However, in the intervening years since our last review, this has ceased to be a problem, and we now have a different, but somewhat related, problem. Currently the course sections in our program are filled, in part because competitor institutions have cut their programs in recent years, and our program is full to capacity. In the Spring semester of 2012, for example, we had 385 seats available in 11 sections, and 378 of those seats were taken (i.e., 378 students enrolled). So a new weakness has emerged: our enrollment growth is effectively stopped, because the state's continued fiscal problems make it exceedingly difficult to add new sections.

A significant weakness is caused by inadequate access to technology in the classroom. We do not have LCD projectors installed in every classroom used by instructors teaching courses for this program. While we do have a number of portable LCD projectors available on carts, these are shared by all the instructors in the Mathematics and Science Division, and there is constant (and increasing) demand for these, to the point where it is sometimes impossible to get access to a functional LCD projector, because there are more instructors wanting to use projectors than there are projectors. In addition, we do not have desktop computers installed in our classrooms. Some program faculty have aging laptops-- for example, this writer has a Gateway laptop which was issued in 2004-- but some faculty have no laptop, and likewise, our division does not have functional laptops that can be borrowed. So if an instructor wants to do a demonstration, say, showing features of the graph of a function in three-space to a Calculus III class, they must first secure an LCD projector. Assuming they have a laptop, and assuming they have purchased any required software (this writer dropped almost \$300 out-of-pocket for a copy of Mathematica a few years ago), they can show this demonstration in class.

We have another weakness related to technology access: our current lab in S301 (aside from the fact it was in full-time use for Banner/AccessRio training in recent years, and is now being used mainly for basic skill mathematics courses) can only accommodate 24 workstations,

whereas most of our Calculus Program courses enroll up to 35 students. This seemingly minor logistical problem has made it very difficult to make consistent use of the lab for Calculus Program courses. Ideally, we need to have a lab with at least 40 workstations, plus someone who works in the lab and supervises students who are using the lab. The use of such a lab would not necessarily be limited to students in the Calculus program; we also have a healthy statistics offering, and students who are enrolled in statistics are also forced to use graphing calculators for the course, instead of more powerful (and user-friendly) computer software, though we have to admit in the same breath that the other factor which has hampered the use of the lab is the cost of software. A few years ago, we got a quote for a site license for Mathematica (a computer algebra system widely used for teaching and doing mathematics), for example, which was in excess of \$6500.00. The only way we can remedy this situation would be a larger room with more computer workstations-- we're hopeful that we might be able to make part-time use of the space currently occupied by the college bookstore, once they move to their new location, as a mathematics & science-oriented computer center/lab, or other comparable spaces as they become available-- and money to spend on hardware and software (from grants or from the college itself).

Another weakness is the concentration of courses during the morning and afternoon. We don't offer many sections in the evening, when many full-time workers look for classes, and it is widely believed among program faculty that were we able to offer evening sections of courses at the Precalculus (Math 180) level and above, they would fully enroll. We offered such courses in the past, and there was a great demand at that time.

---

## Program's Opportunities

---

The two biggest opportunities for Calculus are the steady enrollment growth and our partnership with the MESA/STEM programs.

With regard to the former, as our enrollment grows, so does the overall health of the program. A healthy program offers far greater benefits to students (both direct and collateral benefits) than an unhealthy program. For example, a healthy program offers more flexibility: more choices with respect to class sections, meeting times, and instructors. A healthy program typically offers students more opportunity to interact with and learn from each other, and in some cases, to get paid for that. Case in point: two students who recently spoke at a STARSS reception both mentioned how dramatically their situations improved when they were hired as tutors for the MESA program. When a program is healthy, it's a win-win for everyone, and healthy, vibrant academic programs are naturally attractive to students, who can easily gauge the health of a program by word-of-mouth, or simply by looking at the schedule of classes. In our experience, there are only good reasons for seeing a large number of sections associated with a program or a field of study in a schedule of classes.

With regard to the latter, now that MESA/STEM has become more established and accepted at Rio Hondo, our science and engineering students have specialized counseling and career education, the opportunity to operate within a cohort, and additional academic support. Too, the director of the MESA/STEM programs is a member of the mathematics faculty who is a seasoned instructor of calculus-sequence courses, and this makes the MESA/STEM programs mesh especially well with the Calculus program.

Another great opportunity for us comes in the form of the space that will become available in the Science building when the bookstore moves to their new location. The Calculus program could greatly benefit from access to more space, especially computer lab space.

Finally, the lack of program courses during the evening hours clearly offers an opportunity for continued enrollment growth, provided we can offer additional sections.

---

## Program's Threats

---

The state budget collapse makes it very difficult to continue growing the program as we have in recent years. This semester (Fall 2012), just about all of our sections were either fully enrolled or close to being fully enrolled. If we're unable to put additional sections into the schedule, growth will be effectively halted in the foreseeable future, because our current offerings are within a few seats of being fully enrolled. For example, in the Spring 2012 semester, we ran 11 sections total, and we filled 378 out of 385 seats available. It's impossible to know how many, but it's a certainty that prospective students were turned away. This fall, our annual section of Linear Algebra (Math 260)-- a course which was cancelled due to low enrollment just a few years ago-- started with 33 students officially enrolled, and the instructor gave out several add codes after the first meeting.

The cutbacks have hit indirectly, as well. For example, the budget of the MSC has been reduced, which means it's harder for us to hire qualified tutors (and keep them around).

The continued lack of computer access is another threat to the program, both for faculty and students. Currently, we require students to use graphing calculators in program courses because we are not able to offer sufficient computer access. The reality is that no one will hire a person because they can run a graphing calculator. However, experience with computer algebra systems like Mathematica is a very marketable skill, and something which would greatly help our students transition more smoothly to degree programs at four-year institutions, where the use of such software is more common. The use of such software also offers opportunities that graphing calculators simply can't match, in terms of computing power and the ability to make highly conceptual, abstract material come alive. You can't even graph a three-dimensional surface on a TI-84, but you can graph it, rotate the graph, and fine-tune the image using Mathematica. There is no question that the programs run by the Mathematics department-- basic skills mathematics, statistics, and calculus-- can supply a critical mass of students to keep a large computer lab busy morning, noon, and night. But the lack of such a facility has a disproportionate impact on a program like this one. This threat is compounded by a lack of faculty access to computer technology in the classroom, as previously detailed.

---

## Program's Accomplishments and Recommendations for Improvement

---

Starting with the summer of 2003, we began to offer Pre-Calculus (Math 180) during the

summer. We found that student demand for this course was as strong in the summer as during the fall and spring semesters. As a result of our experience with summer sessions of Pre-Calculus, we decided to offer Calculus I (Math 190) starting in the summer of 2006. Student demand for this course has also been strong, and sometime in the future we will offer Calculus II (Math 191) during the summer. We've been very pleased at how well our summer offerings have been received by students, many of whom come from competitor institutions during the summer, seeking open Calculus-sequence courses (as you're probably aware, many of our competitor institutions have recently been cutting summer course offerings). Summer sections are a great way to introduce the college and its faculty to students that we would not otherwise be able to serve.

We've been able to add a section here and there, to the extent it is possible in this fiscal climate: an additional section of Calculus II each semester, a partial section of Honors Calculus. We've increased contact time by up to 33% in selected courses, and seen significant increases in retention and success rates as a result.

We calculate that annual enrollment in the program has increased at an average rate of 5.35% per year over the last decade or so, and this growth has continued during a period of time where the overall enrollment in the college has decreased dramatically. If the program continues to grow at this rate, we will enroll an annual total in excess of 1,000 students by the 2016-2017 academic year, provided we can add sections as needed to sustain the growth.

We've applied for a number of grants—some of which we got (MESA, STEM, STARSS), and some of which we did not (WeBWorK)— and will continue to actively pursue outside sources of funding that we can use to improve our service and our program. For example, we are currently pursuing a \$1 million NSF grant that will, if funded, establish an intervention program for students in Trigonometry and Precalculus courses.

We've used various ancillaries—mainly software— that help students to be more successful. For example, we've adopted homework delivery systems like WeBWorK, WebAssign, ALEKS, MyLab & Mastering, and WileyPlus to deliver personalized assignments via the Internet to students. These systems all employ algorithms that can create similar versions of a problem (essentially the same problem with different numbers) for each student, making plagiarism all but impossible, and they impartially hold students accountable to submit all their homework in a timely fashion. An added benefit is that they also offer immediate feedback that helps students to monitor their progress and understanding.

Finally, our success rate has impressively surpassed the overall success rate for the college as a whole.

#### Recommendations:

\* As the budget situation permits, we'll add a stand-alone section of honors Calculus, Math 190H. The MESA/STEM program has created demand for this offering.

\* As the budget situation permits, we'll add a section of Math 191 (Calculus II) to the summer session.

\* As the budget situation permits, we'll add night sections of the program courses to meet demand.

- \* We need LCD/Data projectors installed in every room that is used for courses in the program. Currently we only have a handful of these projectors in the division, and even the portable ones are constantly in demand. Sometimes it is impossible to get one, as other instructors are already using them. Local high schools have these projectors installed in nearly every classroom, and one can't help but to wonder why we don't. As the budget situation permits, we'll purchase/install additional LCD projectors.
- \* In addition, we urgently need laptop computers. Some instructors have aging laptops that they can bring for demonstrations (for example, this writer was last issued a Gateway laptop back in 2004, and it is still limping along, which is clearly a small miracle), but some do not, especially our recent hires. Many of the laptops purchased during the last decade have stopped working, or can no longer be updated. Like teachers everywhere, program faculty do spend their personal funds to buy things they need, but it's unreasonable to expect faculty to purchase their own laptops. As the budget situation permits, we'll purchase/install additional laptop computers.
- \* We need a site license for Mathematica (a computer algebra system which is useful for teaching courses in this program) just for faculty usage, and we need Mathematica installed on the laptops of program faculty. Graduates won't get hired somewhere because they can run a graphing calculator, but Mathematica skills are highly marketable, and the software is also very useful for helping students to visualize things in many courses from the program. If you want students to use the software, you have to get the faculty using it first. As the budget situation permits, we'll purchase/install Mathematica on faculty computers.
- \* Along those lines, we need greater opportunities for professional development of program faculty. Part of that is out of our hands (fiscal climate), but part of that is our fault, too. However, the college could easily support professional development on a local level, simply by letting faculty work as needed on Flex days, if they wish to do so.
- \* We also need computer lab access which permits an entire class of 35+ to be accommodated at once.
- \* We need a site license for Mathematica or some equivalent computer algebra system to be installed in whatever computer lab we have access to.
- \* The transition for mathematics students from lower-division mathematics courses to upper-division mathematics courses can be quite a difficult one. Lower-division mathematics courses (100-level in CSU parlance) are generally of a computational nature. Upper-division mathematics courses (200-level and above) are much more theoretical and involve proving results rather than just computing results. This is a well-known fact to which Rio Hondo mathematics instructors and former Rio Hondo mathematics students can attest. Unfortunately, the Rio Hondo mathematics program does not currently have a "bridge" course that could ease this transition, a practice which is common elsewhere, such as at the CSU. In order to ease this transition we will begin studying the feasibility of offering such a course. Given the current budgetary constraints, it may be that this course cannot be offered immediately. To avoid proliferation of units, it might be that this class would be offered as a one-unit course or even in an independent study format.
- \* Finally, a primary objective for the implementation of Student Learning Outcomes in the

Calculus courses is to encourage collaboration and foster discussion among Calculus instructors. This objective has been partially accomplished. As stated previously, one result of those collaborations was the recognition of the need to more evenly distribute the calculus sequence content. All of the course outlines have been revised and the instructors and students are benefitting from the more even distribution of material in the classes.

We would like to note that the introduction of Student Learning Outcomes and their implementation has been an evolving process. As it was initially understood by the Calculus program instructors, Student Learning Outcomes were to be a synthesis of some or all of the skills learned in a particular course. As a result, the Calculus program instructors decided to test one particular application. When students are given these questions, it usually takes a significant amount of testing time. In other words, it is not feasible that students be tested on multiple questions to assess the ability to synthesize the information. What we have discovered from the process of testing SLOs on simply one application is that we have only two groups. Students either cannot begin for lack of knowledge of being able to set up the equation needing to be solved or the student completes the problem with little or no errors. Thus, there is very little in between to discuss.

We are now working to revise our SLOs to reflect not just one synthesis question, but instead, test on multiple standard skills. This, we believe, would give us better information of the skills a student gained or did not gain from the course. It would allow for greater discussion, because of the greater number of problems to analyze. It will also yield a better assessment of the essential skills acquired.

\* We could use some support for our SLO revisions. That might include, but not be limited to, support for conference attendance, training, and hardware/software purchase.

---

## Program's Strategic Direction

---

While the college has seen enrollment decline over the past few years, we have watched our enrollment grow at an average annual rate of 5.35% over the last decade, and if it continues to grow at this pace, the program will be approximately 25% larger in four or five years. Unfortunately the only way that growth can be sustained is if new sections are added. Without new sections, the growth of the program will be plateaued, as we are effectively full. Please recall, in the Spring 2012 semester, we ran 11 sections of program courses, meaning there were 385 seats available. Total enrollment in that semester was 378, meaning we were at 98.2% of our capacity, and there is no doubt whatsoever that students were turned away, unable to get a seat. So one primary strategic direction is adding sections as circumstances permit. We want to sustain our growth, as growth brings so many collateral benefits to all the parties: faculty, students, and college.

Another important strategic pursuit is access to/wise use of technology. This has to be a top-down thing, meaning we have to provide the faculty with reasonable access to technology (hardware, software, and professional development support) first. Clearly, you can't get the students using technology like Mathematica unless you first get the faculty using it. On a practical level, there is an urgent need for new laptops, software to run on them, and LCD

projectors to share these resources with students. In addition, there needs to be some support for professional training with respect to the software. The learning curve for a program like Mathematica is steep enough that it is unreasonable to simply expect faculty to become proficient on their own. Some of the program faculty have knowledge and experience that can be shared, but it is more or less premature to attempt sharing it now, in light of our current situation.

Finally, we need to continue our partnership with MESA/STEM.

---

## Program's Staff Development

---

To maintain current functionality:

Teaching Calculus and related courses is not the same today as it was ten or twenty years ago. Technology is playing a much larger role than it has in the past. For example, ten years ago, there were no Web-based illustrations of important concepts in these courses. Now, an instructor can choose from a wide array of dynamic illustrations for many concepts, such as the derivative, the integral, vector fields, and so forth. Graphing calculators, which were once an important innovation, will eventually be replaced by hand-held computers (smart phones, tablet PCs). In other words, Calculus teachers are using technology now more than ever in their courses. For example, you need to regularly display three-dimensional images and their animations in a Calculus III course. In order to accomplish this task, computers need to be upgraded. To display these graphs, a laptop or desktop with a current operating system is absolutely essential. Many of the Web-based illustrations of the concepts require an up-to-date web browser, which, in turn, requires an up-to-date operating system that then requires the needed hardware. We are finding that some of the department laptops are no longer supported to display the needed graphics for a particular concept (that is, the laptops still run, in this case using an older version of Apple's OS X, but since the OS is no longer being updated, it is no longer possible to run certain software, as the software requires a more recent version of OS X). This can drastically impede the student's potential in understanding a mathematical concept. It was once the case that all students were required to visualize a concept without the use of a computer image. Now with the use of the technology, a student is able to see it displayed immediately. However, if Rio Hondo Calculus instructors do not have the ability to demonstrate these concepts, it will put Rio Hondo students at a decided disadvantage. It is already the case that Rio Hondo students do not have access to programs such as Mathematica. Mathematica or a similar program is available to all university-level students and many other community colleges. If, in addition, we do not upgrade the display abilities for

classroom demonstrations this will be yet another disadvantage for our students.

To keep this program competitive, we need to be able to offer training and growth opportunities to faculty (and students). It is very possible that some of the training could be provided by on-campus sources. However there are other things which would probably need to be sourced from off-campus sources. For example, Wolfram offers online courses for Mathematica training.

Conferences are also useful for faculty who are looking to keep current with what is happening at competitor institutions and/or gain exposure to new technology, new software, and new ways of doing business. There are a number of conferences that are of interest to faculty teaching in the Calculus sequence: California Mathematics Council for Community Colleges (a.k.a. CMC<sup>3</sup>); American Mathematical Association for Two Year Colleges (AMATYC); Wolfram Technology Conference (Mathematica); American Mathematical Association (AMA) annual conference, et al.

To grow beyond current functionality and strategically meet future demands:

The above-mentioned conferences are also useful for growth opportunities. Anyone who teaches in the program can provide anecdotes of things they now incorporate in their teaching which they learned about at a conference. Unfortunately, the cost of attending a conference can be considerable, even when they are local, and given the current budget climate, it is typically being borne entirely by individual faculty.

Even software purchases are often covered by individual faculty working in the program; for example, the writer of this plan has paid out-of-pocket for Mathematica licenses, MathType licenses, and an Adobe Acrobat license (in total, more than \$600 over the last several years).

We faculty could use more support on those two fronts: hardware/software purchases and conference attendance/training.

---

## Program Review - Additional Comments

---

---

## Program Review - Executive Summary

---

Program Review Executive Summary

Calculus Program  
November 2, 2012

Program Participants in Attendance: Ryan Bronkar, Cameron English, Lydia Gonzalez, Leah Griffith, Karen Koos, Mark Littrell, Krysia Mayer, Greg Miller, Firouz Mosharraf, Matt Pitassi, George Wang

Program Review Committee Participants in Attendance: Ruben Agus, Fran Cummings, Marie Eckstrom, Mark Gutierrez, Matt Koutroulis, Howard Kummerman, Jim Matthis, Barbara Salazar

The Calculus Program consists of eight courses: Trigonometry (175), Pre-calculus (180), Calculus I (190), Calculus I Honors (190H), Calculus II (191), Calculus III (250), Linear Algebra (260), and Differential Equations (270). The highly-qualified and dedicated calculus faculty continually review and improve their skills, curriculum, and teaching methods. However, the Rio Hondo College Calculus Program needs financial support to bring state-of-the-art technology into their program. With this support, the Calculus Program can be exemplary and highly competitive with our sister institutions (both two-year and four-year) and can train our students to be among the best and well-trained student mathematicians.

### Commendations

- Commendations on the program's supportive internal Calculus instructor mentoring system, whereby seasoned calculus instructors work with those less experienced in teaching calculus at Rio Hondo. This mentor system is an exemplary model that other academic programs could adapt.
- Commendations on recognizing the needs of calculus students and increasing the contact time by approximately 30% in the classroom as a means of addressing those needs. This, in turn, has resulted in improved retention and success rates in the calculus sequence of courses.
- Commendations also are deserved for the recent realignment of the Calculus sequence course outlines in efforts to make the content more evenly distributed.
- Commendations on the Calculus Programs continuing progress in SLO formulation, assessment, and analysis.
- Commendations on the steady growth of the program, at an average rate of 5.35% per year.
- Commendations on successful efforts to win grants to support STEM and specifically mathematics programs.

### Program-Level Recommendations

- Consider offering more calculus courses during the evening hours.
- Continue to work with the Director of Grants to secure funding to enhance the mathematics programs.
- Continue pursuing the possibility of a "bridge course," which aims at assisting students' transition from computational to theoretical mathematics courses.

### Institutional-Level Recommendations

- Increase Staff Development budget to afford opportunities for Mathematics and all faculty to attend conferences and bring in professional experts for specialized training.
- In recognition of the steady growth and innovative advances of the three Mathematics Programs (Basic Skills, Transfer-Level, and Calculus), the College needs to

support these programs financially and logistically so that they can become up-to-date and competitive with our sister institutions and can attract/retain students who will eventually earn degrees and transfer. Specifically, funding should be directed toward the following areas.

1. Secure physical space(s) on campus to create computer labs specifically dedicated to the mathematics programs.
2. Retrofit all mathematics classrooms to be “smart” (computer, LCD projector, screen).
3. Purchase institutional site licenses and individual licenses for instructors of appropriate mathematics software (MatLab, Mathematica, SPSS, etc.).
4. Support the implementation of mathematics software with ongoing staff development and specialized training.
5. Supply all mathematics instructors with up-to-date laptops.
6. Hire an additional instructional assistant for the Math Science Center (MSC).
7. Hire a part-time STEM counselor.

---

## Program Review - Response to the Executive Summary

---



---

**Goal # 1** Short term (1 year) Corresponds with Institutional Goal # 1 Status: complete

---

### Description of Goal

Revision of all the course outlines.

### Evaluation of Goal

The revisions will be completed by February 2012 and submitted to the Curriculum Committee.

---

### Objective #1.1

Status: complete

Revision of Course Outlines, addition of Math 190H course.

---

Goal #2 Long term (2-5 years) Corresponds with Institutional Goal # 8 Status: abandon

---

### Description of Goal

Hiring a supervisor for the Computer Lab in S301.

### Evaluation of Goal

The lab supervisor is hired.

---

Objective #2.1 Status: abandon

Hiring of a supervisor for the Computer Lab in S301.

---

Goal #3 Long term (2-5 years) Corresponds with Institutional Goal # 9 Status: in progress

---

### Description of Goal

We will explore the feasibility of installing a computer algebra system like Mathematica in our computer lab.

In the past we have explored the feasibility of installing a computer algebra system like Mathematica in our computer lab, but it has been prohibitively expensive. However, we are hopeful that at some future point the combination of Calculus program students and statistics students will make the fiscal obstacles to a mathematics-oriented computer lab more manageable.

### Evaluation of Goal

A Mathematica site license will be purchased.

---

**Objective #3.1**

Status: in progress

Install Mathematica software in computer labs.

**Resources Needed: Additional Budget****Requested Item:** Mathematica site license**Required for How Long:** 1 time**Requested Amount:** \$10,000.00**Description:**

Mathematica site license for 35 workstations.

**Supporting Rationale**

A site license for 35 workstations, plus tax, is approximately \$10000.

---

**Goal #4** Short term (1 year) Corresponds with Institutional Goal  
# 1

Status: in  
progress

---

**Description of Goal**

Hire a part-time STEM counselor.

**Evaluation of Goal**

A counselor is hired.

**Objective #4.1**

Status: in progress

Hire a part-time STEM counselor.

**Resources Needed: Additional Personnel****Position Classification: Classified Hourly**

Required for How Long: Ongoing

Position Title: Part-time STEM program counselor

**Basic Position/Job Description:**

A part-time STEM counselor will meet with students enrolled in the STEM program to provide long-term educational plans (meaning longer than a single semester) and academic advising.

Estimated Salary Excluding Benefits: \$40,000.00

Supporting Rationale: Identify the basic need. Include specifically how your Program Review, Strategic Plan, Master Plan, Accreditation or other external review processes support this position. For permanent positions indicate what percentage you are recommending, i.e. this is a permanent position in Weekend College for 37.5%.

---

<b>Goal #5</b>	Short term (1 year)	Corresponds with Institutional Goal	Status: in progress
# 1			

---

### Description of Goal

Maintain and improve the display of Calculus concepts through the use of technology.

### Evaluation of Goal

New laptops (running the Apple OS or Windows, as desired) for program faculty are purchased.

Individual Mathematica For The Classroom licenses for program faculty are purchased.

Individual MathType licenses for program faculty are purchased.

Purchase additional LCD projectors.

Professional development funds to enable faculty to enroll in online Wolfram Research Mathematica training courses is provided.

---

<b>Objective #5.1</b>	Status: in progress
-----------------------	---------------------

New laptops are purchased.

### Resources Needed: Additional Budget

**Requested Item:** New laptops are purchased for program faculty.

**Required for How Long:** 1 time

**Requested Amount:** \$18,200.00

**Description:**

Purchase six Apple MacBook Pro laptops and four Windows-only laptops for current program faculty.

### Supporting Rationale

Six 15" Apple MacBook Pro laptops @ \$1800 each, plus four 15" Windows-only laptops @ \$1500 each, plus tax, totals approximately \$18200.

---

### Objective #5.2

Status: in progress

Individual Mathematica For The Classroom licenses are purchased for program faculty.

---

### Resources Needed: Additional Budget

**Requested Item:** Purchase ten Mathematica For The Classroom copies.

**Required for How Long:** 1 time

**Requested Amount:** \$2,200.00

**Description:**

Purchase ten Mathematica For The Classroom licenses for program faculty.

### Supporting Rationale

Ten licenses at \$200 each, plus tax, totals approximately \$2200.

---

### Objective #5.3

Status: in progress

Purchase MathType licenses for program faculty.

---

### Resources Needed: Additional Budget

**Requested Item:** Purchase MathType licenses for program faculty.

**Required for How Long:** 1 time

**Requested Amount:** \$620.00

**Description:**

Purchase ten MathType licenses for program faculty.

## Supporting Rationale

Ten licenses at \$57 each, plus tax, totals approximately \$620.

---

### Objective #5.4

Status: in progress

Purchase additional LCD projectors.

---

#### Resources Needed: Additional Budget

**Requested Item:** Purchase additional LCD projectors

**Required for How Long:** 1 time

**Requested Amount:** \$2,200.00

**Description:**

Purchase five additional LCD projectors.

## Supporting Rationale

Five projectors, at \$400 each, plus tax, totals approximately \$2200.

---

### Objective #5.5

Status: in progress

Provide professional development for program faculty.

---

#### Resources Needed: Additional Budget

**Requested Item:** Purchase access to Wolfram, other training courses

**Required for How Long:** 1 time

**Requested Amount:** \$5,300.00

**Description:**

Purchase access for program faculty to take appropriate training courses from Wolfram Research for Mathematica use.

## Supporting Rationale

The intro Mathematica course is available online for \$225/person. A more advanced class ("Mathematica: A First Course") is typically \$1100/person. If three program faculty took the "First Course" at \$1100 each, and the remaining seven took the intro course, plus tax, the total is approximately \$5300.

---

Goal #6 Long term (2-5 years) Corresponds with Institutional  
Goal # 1

---

Status: in  
progress

---

### Description of Goal

Create Calculus Program/Mathematics computer lab in site currently occupied by the bookstore, once the bookstore is relocated.

---

### Evaluation of Goal

A computer lab dedicated to Calculus Program usage (as well as other Mathematics Department courses) is established.

---

### Objective #6.1

Status: in progress

A computer lab dedicated to Calculus Program courses (and other Mathematics Department courses) is established in the location currently used by the bookstore.

---

### Resources Needed: Additional Space or Changes to Facilities

Requested Amount: \$150,000.00

Description of the project. Be as specific and thorough as possible.

Once the bookstore has relocated, the space would be renovated and computer workstations would be installed.

1. What is your unit's most compelling reasons for this request. Please include recommendations and supporting information from the Program Review Committee and or your program plan.

There is tremendous pent-up demand for computer lab access for Calculus Program and Mathematics Department courses. For the Calculus Program, we currently have no suitable location to take a class of 35+ for any kind of computer-based instruction.

2. Where is the physical location of the space (room number is preferred)?

Bookstore location (after relocation).

Services Required:

Electricity, Special Heat or Air Conditioning

---

Goal #7 Long term (2-5 years) Corresponds with Institutional  
Goal # 1

---

Status: in  
progress

---

### Description of Goal

Add additional course sections during the regular semester and the summer session.

### Evaluation of Goal

We clearly have demand for additional sections in the regular semester (both day and evening sections) and the summer session. In particular, we need to offer:

- \* A stand-alone section of Calculus I Honors (Math 190H);
- \* An evening section of Precalculus (Math 180);
- \* An evening section of Calculus I (Math 190);
- \* An evening section of Calculus II (Math 191);
- \* A summer section of Calculus II (Math 191);
- \* An evening section of Calculus III (Math 250);
- \* A section of Linear Algebra (Math 260) each semester;
- \* A section of Differential Equations (Math 270) each semester;
- \* A section of a bridge course;

---

### Objective #7.1

Status: in progress

A stand-alone section of Calculus I Honors (Math 190H) is offered.

---

### Objective #7.2

Status: in progress

An evening section of Precalculus (Math 180) is offered.

---

**Objective #7.3**

Status: in progress

An evening section of Calculus I (Math 190) is offered.

---

**Objective #7.4**

Status: in progress

An evening section of Calculus II (Math 191) is offered.

---

**Objective #7.5**

Status: in progress

A summer section of Calculus II (Math 191) is offered.

---

**Objective #7.6**

Status: in progress

An evening section of Calculus III (Math 250) is offered.

---

**Objective #7.7**

Status: in progress

A section of Linear Algebra (Math 260) is offered each semester instead of annually.

---

**Objective #7.8**

Status: in progress

A section of Differential Equations (Math 270) is offered each semester instead of annually.

---

**Objective #7.9**

Status: in progress

A section of a bridge course is created/designed, approved by Curriculum, and offered at least annually.

---

## Individuals Who Participated in Developing this Plan

---

The following people acknowledge that they participated in the development of or reviewed this plan.

<b>Name</b>	<b>Role</b>
1. Littrell, Mark	Review Manager
2. Bronkar, Ryan	Participant
3. English, Cameron	Reviewer
4. Wang, George	Reviewer
5. Pitassi, Matthew	Reviewer
6. Vu, Nguyen	Reviewer
7. Okelberry Gonzalez, Lydia	Reviewer
8. Mosharraf, Firouz	Reviewer
9. Miller, Gregory	Reviewer
10. Mayer, Krysia	Reviewer
11. Griffith, Leah	Reviewer
12. Botello, Robert	Reviewer
13. Archambault, Alan	Reviewer

## **2011-12 Program Review**

Name of Program: English & Literature  
Name of Unit: Communications & Languages  
Name of Area: Academic Affairs  
Date Completed: 9/9/2011

---

### Program's Mission Statement

---

The English and Literature Program at Rio Hondo College strives to provide innovative, challenging, and quality coursework in these areas: developmental and transfer-level composition; English language; literature of diverse genres, historical periods, and cultures. The English and Literature Program serves a growing and changing community of learners to promote basic skills development, career training completion, college transfer preparation, and lifelong learning.

---

### Program's Overarching Outcomes - SLOs / SAOs

---

- 1.) By studying English composition and language, Rio Hondo College students will acquire the critical thinking, writing, research and presentation skills to succeed in college coursework that leads to an AA or AS degree, career training certification, college transfer, and lifelong education.
- 2.) By studying literature at Rio Hondo College, students will identify and appreciate the diversity of cultural expression that represents individual and community identities. Students will also be able to understand and discuss the interaction of historical, economic, political, philosophical, technological, cultural, and artistic trends that impact literary production.
- 3.) For those students whose aim is lifelong learning, courses in the English and Literature Program will improve their core competencies in reading, writing, and speaking and enhance their appreciation of their own and others' diverse creative expression.
- 4.) For all students at Rio Hondo College, courses in the English and Literature Program will promote a collaborative learning environment in which students have the opportunity to develop a personal voice, interact intellectually with their peers, produce technology-supported essays and presentations, and build a sense of community.

---

## Program's Characteristics, Performance and Trends

---

### CHARACTERISTICS

#### ENGLISH COURSES

The English and Literature Program offers a variety of courses in English composition, critical thinking, language, grammar, and linguistics. The Program's core composition courses are designed to improve students' ability to read, write, think, and communicate successfully at the college level. The emphasis in all English (ENGL) courses is on written expression, information competency, and analytical thinking.

Currently, the English and Literature Program offers fourteen ENGL courses:

ENGL 030: Introductory Composition for Developing Writers

ENGL 030W and 035W: Writing Workshop

ENGL 035: Intermediate Composition for Developing Writers

ENGL 101: College Composition and Research

ENGL 103: Tutoring Skills in Composition

ENGL 105: Tutoring Skills in English as a Second Language

ENGL 125: Grammar and Usage

ENGL 126: Languages of the World

ENGL 127 and 127H: Language Structure and Language Use: Introduction to Linguistics

ENGL 131: Creative Writing

ENGL 201 and 201H: Advanced Composition and Critical Thinking

(\*H designates Honors)

All of these English courses are taught by 18 full-time instructors and part-time instructors drawn from a consistent pool of 35.

#### LITERATURE COURSES

The Literature portion of the program offers twenty-eight literature courses (LIT) over a two-year cycle. The ten courses that are accessible to the general student population are the following:

LIT 112: Children's and Adolescent Literature

LIT 117: Mexican Literature

LIT 130: Women and Literature

LIT 141: Introduction to Poetry

LIT 143: Introduction to Shakespeare

LIT 144 A & B: Masterpieces of Literature

LIT 147: Cinema as Literature

LIT 148: Introduction to Drama  
 LIT 149: Chicano Literature

Additional literature courses are available in both general and Honors versions, making a total of 18:

LIT 102 & 102H: Introduction to Literature  
 LIT 112 A & B, LIT 112 AH & 112BH: American Literature  
 LIT 120 & 120H: Postcolonial Literature  
 LIT 140 & 140H: Introduction to the Novel  
 LIT 143 & 143H: Exploring Authors  
 LIT 144 & 144H: Introduction to the Short Story  
 LIT 145 A & B, LIT 145 AH & BH: British Literature

Two of these courses, LIT 120 and 130, are new courses developed during Fall 2008. Three literature courses are also offered in online versions: LIT 102, LIT 112, and LIT 147.

All of these literature courses are taught primarily by 18 full-time faculty and occasionally by a few part-time instructors.

## CLIENTS

Courses in the English and Literature Program as well as all ancillary services and features tailor instruction for a wide range of student abilities that represent the diverse Rio Hondo College District. Outreach efforts take the English and Literature Program off campus into the feeder communities surrounding Rio Hondo, both for instruction and cultural exchange. Although most RHC students have attended high school, some have not, and it is possible to take courses for credit without a secondary school diploma or G.E.D. Additionally, the current RHC population includes a significant number of military veterans.

## OFF-CAMPUS LOCATIONS

Most courses in the English and Literature Program are held on the Rio Hondo College campus. Core English courses are also offered at several area high schools. In addition, online courses are available through the Virtual College during the Fall and Spring semesters and Summer sessions.

\* The South Whittier Educational Center (SWEC) opened in August 2010. English 35 and 101 are being offered at this new location Fall 2010. English 101 and 201 will be offered there in Spring 2011, along with the co-requisite writing workshops and labs.

\* La Serna High School, Whittier High School, El Rancho High School, Santa Fe High School, and California High School are sites where English 35, 101, and occasionally 201 are offered Fall and Spring semesters, and some Summer sessions. The requisite workshops and labs are also offered at these school sites.

## CURRICULUM

Faculty collaborate on the curricular development and revision of all courses in

the English and Literature Program in order to maintain the program's academic integrity and pedagogical effectiveness. Maintaining curricular currency also ensures that Rio Hondo's English and literature courses articulate to four-year campuses and remain eligible for placement on relevant general education (GE) lists, such as the Intersegmental General Education Transfer Curriculum (IGETC) for the University of California (UC) and California State University (CSU) systems. In order to maintain curricular currency, faculty seek to revise the course descriptions, advisories and/or prerequisites, course materials, and course content of all English and literature courses at least once every five academic years.

## PROGRAM SERVICES and ANCILLARY FEATURES

### WRITING CENTER

The Writing Center is an essential component of the English and Literature Program that assists students to develop their composition skills. Located in the new Learning Resource Center (LRC 124), the Writing Center has 75 work stations, 45 computers, and 3 discrete areas for individual conferences. It is open 14 hours a day, Monday through Thursday, as well as 6 hours on Friday. A Faculty Coordinator with 15% release time, Classified Instructional Assistants, and Student Workers serve a variety of personnel roles in the Writing Center.

### ENGLISH 30/35W – My Writing Lab

The ENGL 30 and 35 Workshop serves developmental writing students enrolled in ENGL 30 and 35 by providing a computer lab environment and guided writing. In the LRC students can generate writing assignments using Word and increase grammar and usage competence using MyWritingLab. The Workshop also mandates five writing conferences per semester, in which English faculty meet individually with students to brainstorm assignments and give feedback on written work.

ENGL 30W and 35W became hybrid courses in 2009-10. These courses are taken 49% on campus and 51% online, thereby allowing students to work off campus while they process their writing assignments and improve their grammar and usage skills. The online workshops attached to online English courses also offer individual conferences between students and faculty in cyberspace.

MyWritingLab was piloted by the English and Literature Program in 2008-09 and adopted for developmental writers throughout the program in Fall 2009. Owned and maintained by Pearson Publishers, its website describes MyWritingLab as “a complete online learning program [that] provides better practice exercises to developing writers.” This program is geared towards helping Developmental Composition students to improve in all aspects of the writing process.

After English 30W/35W students complete a diagnostic test, the MyWritingLab program creates an individualized Study Plan for each student that gives lessons in the areas that need improvement. Over the course of one academic semester, English 30/30W and 35/35W students must master--by showing 75% proficiency--at least 26 lessons in the MyWritingLab program to partially meet the requirements for the workshop class.

English 30/35 instructors can monitor their students' progress through their My Writing Lab account. Instructors can also add extra assignments or read certain compositions assigned by the program.

### ENGLISH 101/201 CompClass

The English 101/201 lab operates a similar space for transfer-level composition students in the Writing Center. The computers in LRC 124 are available for students on a walk-in basis to conduct online research and produce writing assignments for their English courses. Four individual writing conferences are mandated for students taking English 101 and 201 during a semester.

Fall 2010 is the first semester that all English 101 and 201 students have been required to use CompClass as an integral part of their 101/201 lab. CompClass is owned and maintained by Bedford/St. Martins Publishers. Their site describes CompClass as “an online space . . . with composition in mind.”

Unlike MyWritingLab, CompClass is aimed at college-level writers. Since CompClass is built on Angel LMS (now owned by Blackboard), it has more the feel of a Virtual Learning Environment (VLE) than MyWritingLab. It gives instructors many resources at their disposal. The current version of CompClass being used in the English and Literature Program has been customized for our students. Faculty on point worked closely with publishers to develop eighteen (18) modules/lessons that will take the students approximately one hour to complete. In addition, English 101/201 instructors have the liberty to modify certain modules, create their own, or use resources from the vast library that CompClass provides.

English 101 and 201 instructors have their own gradebook and can monitor the progress of their students. English 101/201 students must complete all eighteen (18) modules with a passing score of 70%.

The Writing Center has seen an increase in hours used, due partly to its relocation in Fall 2009 to new headquarters in the Learning Resource Center. Approximately 2,660 students utilized the Writing Center during the Spring 2010 semester. In this new location, all of the students in the English 30, 35, 101 and 201 classes utilize the same site. This is a shift from past years when the Writing Center was housed in two separate locations, the 5th floor of the old Library and the College Computer Lab in B107/8.

The new central location offers more stability to students, more accessibility to English instructors, and a seamless transition to the next course in the composition sequence. Students progressing from English 35 to English 101 are already familiar with the services and opportunities that the Writing Center provides.

The data presented suggest that the Writing Center is successfully meeting the academic needs of English 30, 35, 101 and 201 students. Upwards of 20,000 visits to the Writing Center are made by students each semester, with approximately 4,000 conferences conducted.

The hours of operation are comprehensive, but even more hours of operation would benefit more students. As the Writing Center expands, the need for more student conferences is expected, as well as the need for more instructors. More computer and work space availability

would increase the opportunities for students to work and study in the Writing Center.

## ASSESSMENT

### Mandatory

Assessment in the English and Literature Program ensures that students are directed to the appropriate level composition course: pre-college--English 30 or English 35 or college--English 101. It includes the mandatory English Placement Test (EPT) and the Common Final examination for English 30, English 35, and ESL 198. In addition, faculty and students in their classes participate in the voluntary Common Midterm examination for English 35 and ESL 198 and the Portfolio Project for English 30, English 35, ESL 197, and ESL 198 through the Assessment Program.

### English Placement Test (EPT):

Assessment Tool: Accuplacer, Sentence Builder; a multiple choice exam

Schedule: Available to students in the Assessment Center at posted times

Scoring: Scored by the Accuplacer software

Current Discussion: Following much discussion of possible options, the English faculty voted to have Accuplacer: Sentence Builder software replace the holistically-scored student writing sample, in order to expedite the reporting of scores to students. To address concerns about the accuracy and appropriateness of placement using Accuplacer, a committee reviewed information available from comparable colleges to determine cut scores for placement. In addition, the faculty decided to require an in-class writing sample using a prompt like the ones formerly used for the EPT during the first week of the semester, in order to compare the placement accuracy of both instruments. Upon review of the data gathered from all English 30, 35, and 101s in 2010-11, the faculty will determine whether or not Accuplacer will continue as the English placement instrument. Discussion of the relationship with and implications for the Common Final end-of-semester examination will continue.

Participation: Approximately 1000 students per semester

### Common Final Examination

English 30 and English 35 and ESL 198

Assessment Tool: A student writing sample; an essay written in response to a prompt, within a specific time limit

Schedule: Usually during the final week of instruction of the session during class time in a classroom with computers. Some variation in scheduling the exam is required for short-term and summer session classes.

Scoring: Holistically scored by faculty, using the rubric agreed upon by faculty in the English and Literature Program

Current Discussion: The issues under discussion include the relationship with and implications because of changing the EPT from a holistically scored exam to Accuplacer; continual evaluation of the holistic scoring process; possible changes to

require portfolios and/or a reading-based writing sample, including any cost implications to making such changes.

Participation: Approximately 700 students per semester

## Voluntary

### Common Midterm for English 35 and ESL 198

Assessment Tool: A student writing sample; an essay written in response to a prompt based on a reading selection, within a specific time limit

Schedule: During the seventh week of instruction (semester sessions only) during in regular class time

Scoring: Holistically scored by the faculty who have chosen to have their class(es) participate, using the rubric agreed upon by faculty in the English and Literature Program

Participation: The number of faculty members (both full-time and part-time) who have chosen to have their students participate in the voluntary common midterm during the academic years 2008-09 and 2009-10 and the fall semester 2010 has been fewer than ten, usually eight. The number of classes participating has been around 10. The number of students participating has been consistently around 200. Depending on the number of sections of English 35 and ESL offered per semester, the total number of students in these classes fluctuates so the percentage of students may vary from as few as 10% to as high as 30% of all the students taking these classes any given semester.

### Portfolio Project for English 30, English 35, and ESL 198

Assessment Tool: A portfolio of student work that includes two representative essays and a formal letter providing rationale for the student's advancement to the next level composition course

Schedule: Submitted in class during the fourteenth week of instruction in semester sessions only

Scoring: Holistically scored by the faculty who have chosen to have their class(es) participate, using the rubric agreed upon by faculty in the English and Literature Program

Participation: The number of faculty members (both full-time and part-time) who have chosen to have their students participate in the Portfolio Project during the academic years 2008-09 and 2009-10 and the fall semester 2010 has been fewer than ten, usually eight. The number of classes participating has been around 10, and the number of students participating has been fewer than 200. Because the number of sections of these courses offered each semester varies and the courses chosen by the faculty to participate varies by semester, the percentage of students participating in the portfolio project fluctuates too much to provide useful data.

## BASIC SKILLS

Through the Gateway Tutoring program, which is funded and organized by the Basic Skills Initiative, several of the developmental English classes have tutors who meet with instructors,

attend classes, and hold tutoring sessions two hours a week. In Fall 2010 there are three sections of English 35 and one of ESL 198 which use Gateway Tutors. Eleven faculty members from Communications and Languages have participated in the Gateway Tutoring Program since its inception in Fall 2009. They have accounted for over 30 sections in English, ESL, Reading, and Speech.

The Summer Bridge Program was run by program coordinators and Communication and Languages adjunct instructors. It also involved one hour of English review taught each day by Mary Ann Pacheco, and featured a guest lecture by Carmen Rodriguez on Interpersonal Communication.

Ten members of the Basic Skills Initiative Committee continue to serve on the Basic Skills Committee, representing faculty, administrators and classified staff from English, ESL, Speech, Reading and the Learning Assistance Center.

## CAL-PASS

### Characteristics

Cal-PASS is a statewide program founded to improve the transition of high students to college by aligning secondary and post-secondary curricula. Faculty from elementary schools, middle schools, high schools, community colleges, and universities meet in monthly discipline-based Professional Learning Councils (PLC). These regional councils discuss curricula, best teaching practices, and transition data. Rio Hondo's English department has been represented in the local English PLC by one or two faculty members since the 2009 Spring semester. Rio Hondo students are recipients of the program, enjoying better preparation for Rio Hondo as a result of Cal-PASS participation by local high school teachers. An exact number of recipients is impossible to generate, since data reflecting Cal-PASS participation by secondary school instructors are unavailable.

Average attendance at the local English Professional Learning Council, which meets at California State University, Los Angeles, has grown from 6-8 instructors to 10-12. The PLC features a balance of secondary and post-secondary instructors. Rio Hondo has provided the only representation from the community college level. Most of the council instructors who were present in early 2009 have continued to attend. Cal-PASS sponsored a conference for all English PLCs in June, 2009, at the Ontario Marriott. For three days secondary and post-secondary English instructors ironed out curricular incongruences and discussed strategies to improve assessment at the college level.

As matriculating college students continue to struggle in freshman English courses, and as students and faculty continue to note inaccuracies in assessment, Cal-PASS is growing in membership. The sustained attendance of veteran members of the local English PLC suggests that council discussions have produced more effective teaching in high school classrooms and a greater sensitivity to problems of assessment among college instructors. The steady influx of newcomers to the English PLC also indicates that the local council has a momentum that should carry it into the next several years.

## RIVERS VOICE

River's Voice is the prestigious literary journal of the Rio Hondo College. The journal provides students, faculty, and staff a forum to publish their original creative work. The project grew out of an event called Celebration of the Arts, a collaborative endeavor of the Communications and Languages Division and the Performing and Visual Arts Division. This event spurred the idea to sponsor a student creative writing contest, which led to a discussion of creating a vehicle for promoting student writing. Thus began the process of developing the first volume of River's Voice: A Journal of Art and Literature in the spring of 2000. Beginning with Volume II, the entire Rio Hondo College campus family--students, staff, administration, and faculty--were invited to submit work in one of five genres: poetry, fiction, one-act drama, memoir, and visual art. Judges for the journal consist of full- and part-time faculty, as well as students enrolled in creative writing or literature courses.

## WRITES OF SPRING

The English and Literature Program mounts a two-day festival of the written and spoken word called the Writes of Spring. Held in the Wray Theater, this event brings students, faculty, and community members to interact with professional writers and artists. Over two days and approximately ten sessions, writers of memoir, poetry, fiction, and screenplay, along with film directors, columnists, and humorists read from their published work, share their writing-in-progress, screen their films, and offer Question and Answer exchanges with the audience. The Writes of Spring will convene in April 2011.

The Writes of Spring was held at the Wray Theater on April 28 and 29, 2010. A significant increase in the representation of students, faculty, staff, and community members was evident on both days of the event.

## CREATIVE WRITERS CLUB

The Creative Writers Club is in its second year of operation at Rio Hondo College. Its mission is to increase awareness of the art of creative writing; to encourage students to take the RHC creative writing class and the RHC literature classes; and to create a positive and supportive environment for creative writers to share and critique their writings.

Currently, the CWC has 15 active members and 4 elected officers—President, Vice President, ICC Representative/Secretary and Web Master, a faculty Advisor and an Alternate Faculty Advisor. The club meets every Thursday from 1:00 to 2:15 pm in A206. On the first three Thursdays of the month, students meet to share their work which includes musical lyrics, poetry, short stories, fiction and non-fiction. They make use of the overhead projector in the classroom to project the words for all members to read as the writer presents his or her work. The last Thursday of each month is reserved for the business of the club, when plans and goals are discussed and agreed upon, and official minutes taken.

## STAFF DEVELOPMENT

### Round Table

Round Table convenes the 1st Thursday of each month and offers a forum for Part-time and

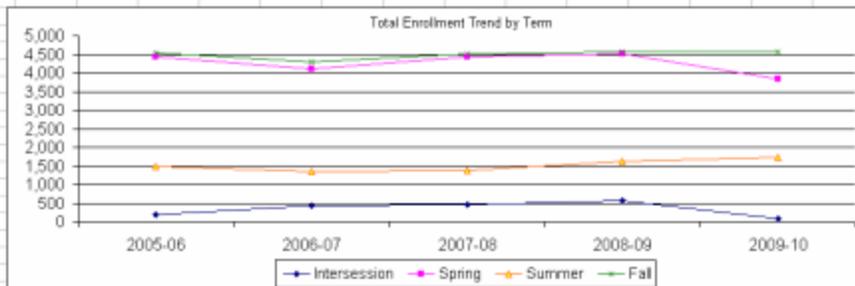
Full-time English instructors to their best teaching practices and other matters that develop pedagogy and strong teaching. This regular feature of English and Literature Program offerings is flexible enough to target any issues that arise in the Division as they relate to the subject matter or teaching of this program.

### Conferences

We have a very active group of instructors in the English Department who regularly attend national, regional, and local conferences on topics in English Education and literature.

**\*\*Updated Data for: 2011-2012 Program Review\*\***

ENGLISH AND LITERATURE																					
ENROLLMENT BY COURSE																					
Course Name	Sum 05	Fall 05	Inter 05	Spring 06	Sum 06	Fall 06	Inter 07	Spring 07	Sum 07	Fall 07	Inter 08	Spring 08	Sum 08	Fall 08	Inter 09	Spring 09	Sum 09	Fall 09	Inter 10	Spring 10	
ENGL030	63	255	0	206	58	198	0	189	53	210	0	200	59	196	0	193	77	209	0	153	
ENGL030W	66	269	0	240	63	194	0	214	59	209	0	233	74	196	0	196	73	187	0	127	
ENGL035	205	883	0	742	175	836	62	698	160	844	61	776	237	876	90	798	226	934	0	568	
ENGL035W	221	962	0	819	182	760	59	671	179	850	60	736	231	866	111	763	253	901	0	525	
ENGL101	484	1263	88	1466	503	1324	168	1431	554	1330	198	1529	605	1339	173	1500	641	1167	60	1440	
ENGL125	0	0	0	25	0	0	0	24	0	0	0	28	0	0	0	28	0	0	0	28	
ENGL126	0	0	0	0	0	0	0	17	0	0	0	0	0	0	0	0	0	0	0	0	
ENGL127	0	20	0	0	0	20	0	0	0	10	0	0	0	17	0	0	0	18	0	0	
ENGL127H	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	0	0	
ENGL131	0	29	0	30	0	27	0	17	0	30	0	28	0	0	0	31	0	27	0	28	
ENGL201	334	609	83	611	321	660	122	588	314	721	152	623	366	757	168	637	383	688	9	610	
ENGL201H	23	25	0	29	25	23	0	26	16	26	0	24	20	29	0	42	19	46	0	46	
UT102	104	79	17	75	37	23	27	20	41	39	0	36	49	27	16	47	67	38	0	15	
UT102H	0	18	0	0	0	23	0	0	0	16	0	0	0	18	0	0	0	17	0	13	
UT110	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	16	
UT110H	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	
UT112A	0	17	0	0	0	21	0	0	0	22	0	0	0	22	0	0	0	21	0	0	
UT112AH	0	13	0	0	0	15	0	0	0	8	0	0	0	10	0	0	0	10	0	0	
UT112B	0	0	0	26	0	0	0	17	0	0	0	17	0	0	0	17	0	0	0	16	
UT112BH	0	0	0	30	0	0	0	15	0	0	0	15	0	0	0	15	0	0	0	9	
UT114	0	35	0	34	0	66	0	64	0	63	0	61	0	60	0	59	0	65	0	60	
UT117	0	0	0	0	0	0	0	11	0	0	0	0	0	0	0	17	0	0	0	0	
UT140	0	11	0	0	0	10	0	0	0	2	0	0	0	14	0	0	0	21	0	0	
UT140H	0	8	0	0	0	8	0	0	0	12	0	0	0	10	0	0	0	7	0	0	
UT141	0	0	0	0	0	0	0	16	0	0	0	0	0	0	0	17	0	0	0	36	
UT142	0	0	0	0	0	20	0	0	0	0	0	0	0	15	0	0	0	0	0	0	
UT143	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	51	0	0	
UT143H	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	25	0	0	
UT144A	0	17	0	0	0	16	0	0	0	21	0	0	0	19	0	0	0	32	0	0	
UT144B	0	0	0	17	0	0	0	23	0	0	0	0	0	0	0	29	0	0	0	33	
UT145	0	0	0	12	0	0	0	5	0	0	0	11	0	0	0	9	0	0	0	10	
UT145H	0	0	0	1	0	0	0	15	0	0	0	14	0	0	0	18	0	0	0	17	
UT146A	0	22	0	0	0	0	0	0	0	18	0	0	0	14	0	0	0	23	0	0	
UT146AH	0	0	0	0	0	0	0	0	0	13	0	0	0	13	0	0	0	16	0	0	
UT146B	0	0	0	30	0	0	0	0	0	0	0	22	0	0	0	16	0	0	0	24	
UT146BH	0	0	0	0	0	0	0	0	0	0	0	14	0	0	0	10	0	0	0	11	
UT147	0	24	0	26	0	26	0	25	0	66	0	55	0	58	0	58	0	63	0	44	
UT149	0	0	0	16	0	0	0	12	0	0	0	0	0	0	0	13	0	0	0	0	
TOTAL	1,500	4,549	188	4,435	1,364	4,290	428	4,107	1,376	4,510	471	4,422	1,631	4,573	558	4,513	1,739	4,574	89	3,833	

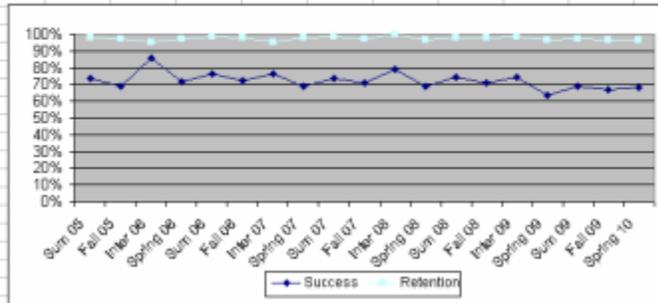


ENGLISH AND LITERATURE																			
SUCCESS																			
	Sum 05	Fall 05	Inter 06	Spring 06	Sum 06	Fall 06	Inter 07	Spring 07	Sum 07	Fall 07	Inter 08	Spring 08	Sum 08	Fall 08	Inter 09	Spring 09	Sum 09	Fall 09	Spring 10
A,B,C,P, CR	879	2256	136	2062	802	2312	246	1939	782	2242	250	2046	886	2261	280	1887	904	2207	2011
%	74%	89%	86%	72%	76%	72%	76%	69%	74%	71%	79%	69%	75%	71%	74%	64%	69%	67%	68%

ENGLISH AND LITERATURE																			
RETENTION																			
	Sum 05	Fall 05	Inter 06	Spring 06	Sum 06	Fall 06	Inter 07	Spring 07	Sum 07	Fall 07	Inter 08	Spring 08	Sum 08	Fall 08	Inter 09	Spring 09	Sum 09	Fall 09	Spring 10
A,B,C,D, F,P,CR, NC,I	1,168	3,174	151	2,791	1,035	3,118	307	2,737	1,046	3,073	316	2,861	1,164	3,125	373	2,862	1,275	3,184	2,862
%	98%	97%	95%	97%	99%	96%	95%	98%	99%	97%	100%	97%	96%	96%	99%	97%	97%	97%	97%

Success: A student succeeds in the course.  
 Numerator = Sum of A, B, C, CR  
 Denominator = Sum of A, B, C, D, F, CR, NC, I, W

Retention: A student is retained in the course to the end of a term.  
 Numerator = Sum of A, B, C, D, F, CR, NC, I  
 Denominator = Sum of A, B, C, D, F, CR, NC, I, W



ENGLISH AND LITERATURE																				
GRADE DISTRIBUTION																				
GRADE	Sum 05	Fall 05	Inter 06	Spring 06	Sum 06	Fall 06	Inter 07	Spring 07	Sum 07	Fall 07	Inter 08	Spring 08	Sum 08	Fall 08	Inter 09	Spring 09	Sum 09	Fall 09	Inter 10	Spring 10
A	214	431	60	422	225	469	78	452	281	453	69	446	228	506	65	488	304	468	33	535
B	224	470	53	494	202	488	72	440	176	479	78	464	203	503	78	511	221	557	13	546
C	129	314	23	363	118	341	45	295	119	322	30	346	122	320	35	341	128	328		380
P or CR	312	1041	0	783	257	1014	51	752	206	988	73	790	333	932	102	547	251	854		550
D	38	94	7	91	28	97		90	26	110	10	93	25	98	9	102	30	85		115
F	110	276	7	227	98	239	24	277	94	260	24	330	95	330	31	294	91	296		273
INC				7		6				9		8			0	9		0		0
NP or NC	140	543	0	404	105	464	33	426	142	452	31	384	153	431	53	570	247	596	0	459
W	22	87	8	81	15	75	15	66	11	96	0	99	23	75		98	33	114	0	92
TOTAL	1190	3261	159	2872	1050	3193	322	2803	1057	3169	316	2960	1187	3200	378	2960	1308	3298	56	2954

ENGLISH AND LITERATURE																				
% OF GRADE DISTRIBUTION																				
GRADE	Sum 05	Fall 05	Inter 06	Spring 06	Sum 06	Fall 06	Inter 07	Spring 07	Sum 07	Fall 07	Inter 08	Spring 08	Sum 08	Fall 08	Inter 09	Spring 09	Sum 09	Fall 09	Inter 10	Spring 10
A	18%	13%	38%	15%	21%	15%	24%	16%	27%	14%	22%	15%	19%	16%	17%	16%	23%	14%	59%	18%
B	19%	14%	33%	17%	19%	15%	22%	16%	17%	15%	25%	16%	17%	16%	21%	17%	17%	17%	23%	18%
C	11%	10%	14%	13%	11%	11%	14%	11%	11%	10%	9%	12%	10%	10%	9%	12%	10%	10%	7%	13%
CR	26%	32%	0%	27%	24%	32%	16%	27%	19%	31%	23%	27%	28%	29%	27%	18%	19%	26%	2%	19%
D	3%	3%	4%	3%	3%	3%	1%	3%	2%	3%	3%	3%	2%	3%	2%	3%	2%	3%	5%	4%
F	9%	8%	4%	8%	9%	7%	7%	10%	9%	8%	8%	11%	8%	10%	8%	10%	7%	9%	4%	9%
INC	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
NC	12%	17%	0%	14%	10%	15%	10%	15%	13%	14%	10%	13%	13%	13%	14%	19%	19%	18%	0%	16%
W	2%	3%	5%	3%	1%	2%	5%	2%	1%	3%	0%	3%	2%	2%	1%	3%	3%	3%	0%	3%
TOTAL	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

ENGLISH AND LITERATURE														
SUCCESS BY COURSE														
Course Name	Sum 05	Fall 05	Spring 06	Sum 06	Fall 06	Spring 07	Sum 07	Fall 07	Spring 08	Sum 08	Fall 08	Spring 09	Sum 09	Fall 09
ENGL030	69.5%	47.6%	33.7%	61.1%	50.8%	45.5%	45.1%	50.5%	42.2%	74.1%	61.0%	40.4%	68.3%	49.8%
ENGL030W	67.8%	33.9%	35.6%	74.1%	38.5%	36.3%	47.8%	36.4%	33.6%	43.3%	28.2%	17.1%	12.3%	17.7%
ENGL035	67.7%	53.6%	48.1%	60.1%	55.3%	49.2%	60.0%	52.1%	46.8%	66.7%	51.3%	45.1%	58.0%	50.6%
ENGL035W	58.8%	44.3%	38.6%	68.4%	53.0%	39.9%	52.7%	46.0%	41.0%	58.3%	38.9%	18.9%	33.8%	29.8%
ENGL101	63.9%	54.4%	55.6%	64.6%	57.3%	51.8%	66.0%	50.5%	50.9%	65.5%	54.2%	53.5%	66.4%	58.9%
ENGL125			84.0%			73.9%			70.4%			32.1%		
ENGL126						43.8%								
ENGL127		79.0%			68.4%			80.0%			76.5%			38.9%
ENGL127H														75.0%
ENGL131		51.7%	63.3%		77.8%	76.5%		43.3%	67.9%		44.4%	76.7%		77.8%
ENGL201	71.8%	63.1%	59.3%	65.7%	63.5%	67.0%	68.0%	61.7%	59.8%	70.1%	62.4%	63.3%	73.5%	63.3%
ENGL201H	76.2%	56.0%	62.1%	90.9%	85.2%	84.6%	81.3%	50.0%	70.8%	57.9%	58.6%	57.5%	57.9%	56.5%
LIT102	51.6%	51.3%	62.5%	74.3%	52.4%	55.8%	55.9%	67.6%	72.7%	68.9%	52.0%	64.9%	71.7%	75.7%
LIT102H		83.3%			95.2%			81.3%			83.3%			81.3%
LIT112A		87.5%			80.0%			68.2%			59.1%			71.4%
LIT112AH		76.9%			80.0%			100.0%			70.0%			100.0%
LIT112B			72.0%			70.6%			82.4%			82.4%		
LIT112BH			63.3%			60.0%			73.3%			73.3%		
LIT114		48.4%	72.4%		51.9%	48.2%		64.4%	61.1%		61.1%	42.3%		60.7%
LIT117						45.5%						64.7%		
LIT140		63.6%			77.8%			50.0%			50.0%			40.0%
LIT140H		75.0%			87.5%			83.3%			90.0%			85.7%
LIT141						56.3%						35.3%		
LIT142					76.9%						33.3%			
LIT143														50.0%
LIT143H														80.0%
LIT144A		76.5%			81.3%			57.1%			72.2%			50.0%
LIT144B			52.9%			50.0%						58.6%		
LIT145			41.7%			100.0%			72.7%			77.8%		
LIT145H						93.3%			64.3%			77.8%		
LIT146A		90.9%						77.8%			57.1%			60.9%
LIT146AH								69.2%			53.9%			81.3%
LIT146B			46.7%						59.1%			87.5%		
LIT146BH									92.9%			70.0%		
LIT147		45.8%	38.5%		48.0%	41.7%		43.6%	31.7%		37.0%	47.3%		31.2%
LIT149			43.8%			33.3%						53.9%		

ENGLISH AND LITERATURE																				
SECTION DELIVERY																				
GRADE	Sum 05	Fall 05	Inter 06	Spring 06	Sum 06	Fall 06	Inter 07	Spring 07	Sum 07	Fall 07	Inter 08	Spring 08	Sum 08	Fall 08	Inter 09	Spring 09	Sum 09	Fall 09	Inter 10	Spring 10
Hybrid							7	1			7				7	4	7	5		
Online	14	16		16	11	17		16	12	16		19	14	19		19	14	19		
Morning	29	61	7	64	27	89	10	95	29	90	8	91	27	89	9	62	26	59	5	58
Afternoon		22		27		39		41		43		44	1	41		31	1	26		28
Evening	10	30		27	9	43		40	8	41		40	11	43		26	9	30		24
Total	53	129	7	134	47	188	10	192	49	190	8	194	53	192	9	138	50	134	5	110

Morning classes are classes with a regular start time before 12:00 pm.  
 Afternoon classes begin between 12:00 pm and 4:30 pm.  
 Evening classes have a regular start time from 4:30 pm and later.

ENGLISH AND LITERATURE														
FTES														
Sum 05	Fall 05	Spring 06	Sum 06	Fall 06	Spring 07	Sum 07	Fall 07	Spring 08	Sum 08	Fall 08	Spring 09	Sum 09	Fall 09	
158.86	395.91	437.01	142.52	440.54	484.38	172.06	480.41	530.00	144.98	512.66	450.84	225.27	432.12	

TRENDS

**\*\*Note:** “Success” is defined differently by various constituents on campus. For instructors, the students considered “successful” are those who have completed the semester and earn a passing grade or one that allows transfer of credits. However, in the report, the final data is calculated based on the number of students captured at the census date, whether or not they drop the class in the period between census and the end of the semester. As such, the percentages listed on the “Success by Course” chart appear lower when calculated by the latter process.

The data that describe the English and Literature Program over the last six years portray a thriving program. Most recently, the percentage of available seats to enrolled students shows an average of 1.03 seats available per class in Fall 2009 or 103% of available seats filled. In Spring 2010 the number shows at 0.95 seats available per class or the English and literature classes are filled to 95% capacity. These figures indicate that the English and Literature classes are quite full or enrolling students.

Looking at the overall numbers of students enrolled per course reveals that English 30 and 35 numbers are declining in enrollment, while the English 101 and 201 numbers are increasing. This pattern suggests that the number of students enrolled in college-level English is experiencing an uptick. Rio Hondo College demographics may reflect a statewide pattern as more college-ready students complete their GE requirements at the California community colleges, instead of beginning post-secondary studies at the four-year campuses. Historically the Fall enrollment is generally higher than Spring in the same academic year. There may be any number of reasons for this pattern. It may be that recent high school graduates begin attending the first semester after graduation, or some students may transfer out by Spring, or decide to take an extra fall semester to finish their academic work and place in a job. These would be good data to collect and study, going forward.

The highest number of class sections in the English and Literature Program was offered in 2008-09, with 190 sections in Fall and 194 in Spring. Fall 2008 held steady at 192, but by Spring 2009 the combined number of English and literature classes was down to 134, a large decrease over the previous year, because Division cuts were made in response to the state budget shortfall. All measures indicate that students enrolled in Intercession sections have noticeably reduced between 2008-09 and 2009-10, owing, at least in part, to the class reductions in English and literature sections. Cuts were made in Intercession in order to reduce the number of cut sections during Spring 2009 and Fall 2010, necessary changes to balance the Division budget.

Some of the data that require explanation in the English and Literature Program include the difference between ENGL 30 and ENGL 30W outcomes and the ENGL 35 and ENGL 35W outcomes. These -W courses are two separate lab or workshop courses worth 1 unit, co-requisite with the developmental Englishes. The success rate for the -W classes fell significantly in Fall 2008, and since that time has hovered below 25%, measuring as low as 12.3% in Summer 2009. The English 30 and 35 courses have maintained a consistent success rate near the 55% range. The reason for this drop in English 30/35W the Fall of 2008 is that the number of required hours for students to work in the lab tripled from 18 hours per semester to 54 hours. This increase in mandatory hours was introduced by our new Dean in order to meet course outline specifications for the courses, as they were approved by the Chancellor's Office. Previously these workshop courses had been out of compliance with the course outlines, and the situation needed rectification. Since that time the grammar and

composition software program, MyWritingLab, has been officially adopted in Fall 2010, allowing students to work off-campus for 28 of the required hours, while their workshop requirement has been reduced to 26 hours. Hopefully this change will help students to complete the lab time and incorporate the benefits from their work in lab into their English 30 and 35 classes. We anticipate an increase in Success rates for English 30W and 35W.

English 201H also shows a pattern of consistently lower Success rates since Summer of 2008. As there are only 2 sections offered in the Fall and Spring semesters and one in summer, individual differences among instructors are more significant; this can account for the shift in rates of Success, as the instructor assignments have changed. Those who have been teaching English 201H most recently have noted weaker entry-level skills among their enrolled students. The English 201 Honors Success rates measure in the high 50%, lower than the success rate in the literature classes with Honors cohorts, which average from the mid- 60% to the 90%. The literature courses with Honors cohorts included in the class may show higher Success rates, as Honors students may be more confident learners and have keener motivation; Honors students may have better skill to excel in literature coursework. The literature courses without the Honors cohort--Lit 114, 141, 142, 143, 144A/B, and 147--show Success rates in the 50% or less. The one exception is Lit 147, with Success rates in the 30%; this is a course which students may anticipate as "easy" when in fact the academic rigor is commensurate with college-level film survey and theory.

Another significant difference between Honors students taking a literature class and the other enrolled literature students is that English 101 is required for admission to the Honors Program. The students who succeed in literature then may be the Honors students who have passed their college-level English course and are prepared to read, write, and critically think through the issues presented in a transfer-level literature class. Since English 101 is not the standard prerequisite for Literature courses, students may not be adequately prepared for the course work. They may be more likely to drop, resulting in a lower Success rate. It is difficult to analyze and make predictions about literature courses exclusively, because on most of the charts and graphs, the data for the literature and English courses are combined.

Viewing the success and retention data from Fall 2006 through Summer 2009, some puzzling patterns emerge that require analysis. For one, the Intercession and Summer session students show higher success and retention rates than those students who take 16-week semester courses. This pattern holds true for English and literature courses, as well as across the Rio Hondo divisions at large. Some of the explanations to consider in exploring this pattern relate to the shorter units of time during Intercession and Summer, which may provide stronger consistency of instruction and assessment. During these shorter terms, students may be better able to manage the variables that impact their outcomes, such as focus, motivation, and time management.

Another explanation for the higher success and retention in Intercession and Summer courses may be that four-year college students enroll in Rio Hondo's Intercession and Summer courses to offset tuition costs at their colleges and universities. Students in this population may bring a more accomplished skill set to English and literature coursework offered at the community college level. In addition, there are more sections of transfer-level courses, English 101 and 201, offered during the Intercession and Summer Session than developmental composition sections. The stakes are higher for students taking transfer-level courses, as grades immediately impact their GPA and progress toward transfer. These factors may also explain the trends in higher success and retention rates during Intercession and Summer.

---

## Program's Strengths and Weaknesses

---

The strengths of the program in English and Literature are varied, and among the most significant are the breadth of course selection, variety of formats, and honors-combo sections, and faculty with a diverse and enriched background that they bring to their teaching.

### NEW AA DEGREE IN ENGLISH AND LITERATURE

The new AA degree in English and Literature is an important strength that has emerged this academic year, passed by the Chancellor's Office in August 2010. The courses from which students may select offer enormous variety and breadth of topics. The degree requires 21 units, 12 of them required, but the other 9 can be satisfied from among a list of 16 choices run on a two-year cycle.

### EXTENDED ACCESS TO ENGLISH AND LITERATURE COURSES

In making English instruction more accessible to the local community, English 35, 101, and 201 are currently offered at five local schools, including La Serna, Whittier, El Rancho, Santa Fe, and California High. Course hours include the required lab time. These sections are often staffed by resident high school faculty who also belong to Rio Hondo's part-time instructor pool for English and Literature. The students who enroll in these community-based sections come from the high school population of current and past students and their families, as well as overflow from the Rio Hondo campus when those classes are full.

In addition to these alternative deliveries for English classes, the English and Literature Program offers several 8-week modular courses every semester to allow for more efficient degree completion. English 35, 101, and 201 are all offered in this condensed format. English and Literature courses are also offered during the January Intercession and in all sessions of summer school.

### HONORS COURSES

Almost all of the literature courses and two English courses are designed for students in the Honors Transfer program as "contract" courses. Serving a transfer-bound Honors population is another essential mandate of our program. During the coming academic year the following English and Literature courses will be offered in Honors versions:

- Advanced Composition
- Introduction to Linguistics
- British Literature A and B
- Introduction to the Short Story
- Introduction to Literature
- American Literature A and B
- Exploring Authors

In addition, a new Honors Literature offering has recently been added to the program, Postcolonial Literature. Honors students in literature courses regularly present research papers at the HCTT Conference held each Spring at UC Irvine.

## ONLINE COURSES

### Strengths

The English and Literature Program offers a number of online versions of its academic courses, including English 35, 35W, 101, 201, and Lit 102 (Introduction to Literature), Lit 114 (Children's and Adolescent Literature), and Lit 137 (Introduction to Cinema). These online courses are offered during the conventional semesters, as well as during Intercession and Summer Session, increasing opportunities for those students who require remote access and flexible timing for retention and success.

### Strengths of Online Writing Labs

One major strength of the Online labs is in providing Rio's composition students with 24/7 access to learning and help. Using the programs My Writing Lab and Comp Class allows students to not only progress at their own pace, but to access their account from any computer connected to the internet. This gives students more time to work on their compositions outside of the classroom and the opportunity to improve their writing and knowledge of the writing process in an individualized manner.

Students enrolled in the online versions of our composition classes receive online conferences with their instructors through the Blackboard VLE. By not having to come on campus to have a face-to-face conference with an instructor, these online students are able to access learning when it is convenient for them. Many composition students who are full-time workers and stay-at-home parents appreciate this.

The in-house technical support of Elvira Aguilar, Chris Soto, and the student workers adds another strength to the Online Labs. Since My Writing Lab was adopted for the 30W/35W workshop classes, the Writing Center staff has become expert at the administration end of the program as well as the user side. As a result, any problems students have with their online accounts are resolved in a timely manner.

### Weaknesses of Online Writing Labs

Because students can only register for a My Writing Lab or Comp Class account after they have purchased the respective handbooks, this can negatively impact students who have not received their financial aid to buy their books. These students may not be able to start their online lab until several weeks after the semester has started.

With the introduction of Comp Class to the Writing Center, My Writing Lab is beginning to look outdated. Many instructors who teach Developmental and College-level composition courses have noted that Comp Class appears to be more user-friendly and current. While My Writing Lab appears more like an online version of traditional software that's usually offered in a writing lab, Comp Class appears more like an online course, with more opportunities for students to communicate with one another and their instructor. Whether Comp Class is an

appropriate program for our Developmental Composition students remains to be seen; however, it is becoming clear to faculty and staff that an alternative to My Writing Lab needs to be investigated.

Although online composition students can receive virtual conferences with their instructors, on-campus students do not have the same opportunity. Although on-campus students can receive conferences in the Writing Center, they should have access to online conferences too. As a result, the idea of having an online Writing center needs to be revisited.

## BASIC SKILLS

### Strengths

The Basic Skills Initiative has strengthened the developmental classes because extra help and attention is given to students by the tutors.

Ten members of the Basic Skills Initiative committee continue to serve on the Basic Skills Committee, representing faculty, administrators and classified from English, ESL, Speech, Reading and the Learning Assistance Center.

The continued collaboration of Communications and Languages with the BSI will lead to stronger classes, more utilization of resources and higher quality developmental instruction.

### Weaknesses

## WRITING CENTER

### Strengths

With the addition of RHC Librarian, Judy Sevilla-Marzona, offering MLA assistance, supplemental information for English 101 and 201 students has increased. Providing more Librarian availability will increase the opportunities for students to receive extra assistance on MLA material.

All English 30 and 35 classes are now using the same handbook, English Simplified, which adds to the continuity and uniformity of the developmental English instruction.

### Weaknesses

Although significant progress has been made in creating a more centralized Writing Center, we still need more space and computers in order for the Communication and Language Division to achieve its goal of offering a campus-wide Writing Center. The use of Room LR128, along with the addition of at least 30+ computers, would help the Communication and Language Division accommodate the needs of all RHC students. We suggest LR128 because of its proximity to the Writing Center in LR124.

### Cal-PASS

## Strengths

The local English PLC features instructors with lively and sometimes divergent opinions. The diversity of perspectives makes for vigorous discussion of pedagogy. The variety of teaching styles represented by participating faculty has yielded a healthy selection of “best practices” for instructors to choose from. The consistency of the meeting schedule (third Thursday of every month) promotes constancy among participants. Finally, the central location of the meeting (Cal State, Los Angeles) allows faculty from institutions east of downtown Los Angeles to convene without undue effort.

The council has determined a focus for the 2010-2011 academic year. The council will focus on best practices for teaching basic rhetorical techniques like thesis development. The council will also share practices for teaching peer review and revision strategies. The aforementioned diversity of instructors has made for a deep pool of shared teaching practices. Equally important, the council members have developed the kind of camaraderie that builds morale in the face of challenges in the field.

## Weaknesses

Not all schools in our service area participate in the English PLC. Only one community college—Rio Hondo College—is represented. The different schedules of the participating institutions occasionally make it impracticable for all members to attend. (December, January, and June sessions are thinner than usual.) Also, until recently the council struggled to determine its focus for the succeeding year.

## RIVER'S VOICE

### Strengths

\* All student submissions are entered into a creative writing contest that awards cash prizes, and winning authors are invited to read their works at the annual Writes of Spring festival.

\* Faculty and student participation have grown with each successive year. The English department is currently working with the Visual Arts department to create a contest for student artwork.

\* The Spring 2010 edition contains twenty-four pages of visual art, more than any previous volume.

### Weaknesses

\* The processes of selection and production are both time and labor intensive.

## CREATIVE WRITERS CLUB

### Strengths

## Weaknesses

### WRITES OF SPRING

#### Strengths

- \* For students to showcase their academic and creative writing;
- \* For the college community and the public to attend literary performances;
- \* For listening to and interacting with professionals--namely authors, poets, producers, film directors, and artists; and
- \* To experience a variety of literary and film genres.

Success resulted from planning sessions, marketing and publicity strategies, student and faculty participation, and staff support; offered a selection of talented and relevant presenters. Provided exposure to authors studied in a variety of courses.

#### Weaknesses

- \* Low attendance during evening programs, due to schedule conflicts, and
- \* Budgetary constraints

---

## Program's Opportunities and Threats

---

### ENGLISH AND LITERATURE COURSES

The Literature classes offered during the prime slots Monday through Thursday, 8 AM through 2:15 PM, show a consistently higher enrollment than those offered in the mid- to late afternoon and evening slots. This fact presents as both Opportunity and Challenge. We are in the process of moving literature classes to maximize enrollment. This is an especially important matter that affects the AA Degree Program in English and Literature. A Challenge in this process of shifting the Literature Class Schedule and Rotation is that those literature classes with an Honors component have been slotted into Monday/Wednesday berths by past practice since those hours were set under Marilyn Brock's leadership. We believe the allocation of Honors classes needs to be more flexible if we are to maximize enrollment, serving both our Honors students and the students majoring in the AA in English and Literature.

An Opportunity that can alleviate some of these timing conflicts may be in further development of online literature courses. We need to explore whether the Honors Transfer Council of California allows this delivery mode for Honors courses. In any case, more online course offerings in the general literature courses and more flexibility in scheduling the

Honors Literature and English courses would help us to keep the enrollment numbers healthy and growing in this program.

## ASSESSMENT

### Opportunities

An entirely different Challenge that has arisen in recent semesters is the notion of moving to a computer-based English Placement Test, away from a hand-written, instructor-scored EPT. The Rio faculty who researched software options settled on Accuplacer as a likely candidate to accomplish placement testing in English. Some of the English faculty are concerned about losing local control over the scoring criteria, while others see that the speedy turnaround of test results which often lead to on-the-spot enrollment suggest that changing the assessment tool may be a worthwhile venture. One component of resolving this Challenge is to deal with the current equivalence of the English Placement Test as it closely parallels the Common Final.

### Threats

## WRITING CENTER

### Opportunities

The current Writing Center has the potential to expand into a Campus-wide Writing Center that could provide training and guidance to improve student writing across the curriculum. A number of services could be offered to students from other divisions to develop students' academic writing within each discipline, such as Social Science, Math and Science, Business, Technology, and Art. These services could include workshops on research; prewriting, drafting, editing and proofreading techniques; grammar and writing-based computer programs; individual conferences that give feedback on written assignments; and providing computers in a professional learning environment.

### Threats

A negative potential of the Writing Center could be that it is expanding too quickly; this may cause it to lose the individualized interaction with students that is presently a hallmark of the success of the Writing Center

Software that tracks student attendance at the Writing Center is in place, and instructors may access the number of hours their students have completed at various intervals during the semester. The need to track online attendance of English 101 and 201 students is an ongoing task.

## BASIC SKILLS

### Threats

There has been a decline in enrollment in 30 and 35 classes and as a result, fewer sections are being offered. Faculty are currently in the process of investigating this decline and its relation to the Assessment process. The switch from holistic scoring of the Assessment to the use of Accuplacer will also necessitate a closer look at the results and enrollment numbers.

## WRITES OF SPRING

### Opportunities

Provided the opportunity:

- For students to showcase their academic and creative writing
- For the college community and the public to attend literary performances
- For listening to and interacting with professionals, namely authors, poets, producers, film directors, and artists
- To experience a variety of literary and film genres

### Threats

Program would be threatened by:

- Lack of enthusiasm from students
- Lack of financial backing for the program
- Lack of cooperation and buy-in from the community
- Lack of required IT support

### Cal-PASS

### Opportunities

Rio Hondo's participation in the local English PLC will allow faculty to build partnerships with other college faculty as well as regional high school faculty. These partnerships promise improved transmission of information from other institutions, information that will in turn benefit the English department's program planning and bi-monthly faculty meetings. Reports from the participating secondary-level instructors could potentially allow Rio Hondo instructors to anticipate trends in student preparation for college-level courses.

### Threats

Because meetings are held on weekday afternoons, outside of Rio Hondo's faculty "dead hours," many Rio Hondo faculty members may be unable to participate due to conflicting classes or personal obligations. Also, traffic may prevent some instructors from arriving on time or even at all to council meetings. The recent elimination of the \$25 Barnes and Noble gift cards, historically given out to members at each meeting, may undercut the motivation of some instructors to continue attending, as there is no other compensation for attending council meetings.

---

## Program's Accomplishments and Recommendations for Improvement

---

### CURRICULUM IN ENGLISH AND LITERATURE COURSES

#### Accomplishments

\* Notable recent achievements in ENGL curriculum development include the development of an Associate of Arts degree in English and Literature, approved by the Chancellor's Office in the summer of 2010.

\* In the fall semester of 2007, the preparation wording for ENGL advisory/prerequisite/corequisite courses was standardized across campus so that any course on campus having an ENGL course as an advisory/prerequisite/corequisite would know exactly what English entering skills to expect of that student and exactly what wording to include on that course's curriculum forms.

\* State-of-the-art "My Writing Lab" software was added to the course content of the Writing Workshop courses (ENGL 030W and 035W) during their scheduled curricular revisions, ensuring the content and course materials remain effective and pedagogically current.

\* ENGL 126 was accepted by the UC and CSU systems for placement on the IGETC list, area 3B (Humanities) effective fall semester 2009.

\* The E & L Program also requested and received approval from Rio Hondo College's curriculum committee for several significant changes during the spring semester 2010: the establishment of ENGL 101 with a grade of "C" or better as Rio Hondo College's written competency graduation requirement; the offering of credit for ENGL 101 to students who score 3, 4, or 5 on the AP Exam in English Language and Composition; and unit and course credit for students taking the College Level Examination Program (CLEP) exams in English Composition, English Composition with Essay, English Literature, and Freshman College Composition. This increase in CLEP credit should particularly help Rio Hondo College's military veterans receive more examination credit than they had previously received.

## WRITING CENTER

### Accomplishments

- \*Provides RHC Librarian to conduct MLA workshops, including question/answer availability
- \*Adopted CompClass to meet 18 hour Lab requirement for English 101 and 201 students (2 year pilot program)
- \*Established consistent and informative orientations for English 30 and 35 students to the Writing Center
- \*Created a Writing Center website
- \*Adopted and established conference guidelines for instructors
- \*Adopted and established conference guidelines for students
- \*Provided two faculty directed workshops in Fall 2010—one on editing and one on punctuation
- \*Transitioned hard-copies of Opening Day Memos (7-10 pages) for 58 faculty members to online email thus saving an estimated 400-600 pages of paper each semester (estimated 800-1,200 pages of paper saved for Fall 2009 and Spring 2010)

### Recommendations for Improvement

- \* The Writing Center needs a permanent ceiling mounted projector for orientations—During the first week of the semester approximately 32 orientations are given. Throughout the semester, various other orientations and presentations are provided. A permanent ceiling-mounted projector will save Instructional Assistants valuable time in preparing for the orientations and presentations.
- \* The Writing Center needs computers in the three conference rooms to enhance the quality of instruction provided to students. The computers will provide access to the internet access as well as to research and writing material during the conference.
- \* The WC needs to increase the hours of Instructional Assistants to provide additional coverage. In Fall 2010, an Instructional Assistant provided the first-week orientations to the Writing Center. This was highly successful because all of the English 30 and 35 students were given consistent information. When the orientations are given by one person, much higher initial consistency is established with the students. English 101 and 201 students would have benefited from a group orientation to CompClass so that they could begin early in the semester to master the individual modules on research writing that accompany their classroom assignments, but limitations in staffing options hindered mass orientations at in these levels.
- \* A “Roaming” English Instructor, additional personnel, would also be an excellent boost to the Writing Center effectiveness. This Roaming Instructor could be available to answer brief student questions as they arise, so that students may continue their work with less waiting time. Signing up for a conference can be time-consuming, and often a brief interaction with an English Instructor would suffice, enabling the students to maintain a more seamless and productive study session.
- \* The WC needs more work space and additional computers to expand its services to other disciplines on campus. At times the Writing Center is working at full-capacity, and students are turned away due to a lack of computer availability or workspace. The Writing Center needs more computers and workspace to accommodate the students it is presently serving and will need considerably more space as the Writing Center expands to provide services to students in disciplines other than English composition.
- \* The WC needs a print management system for students. In an effort to continue to offer the convenience of a printer for students while maintaining an effort to conserve costly paper and ink/toner, a print management system needs to be established.

## CAL-PASS

### Accomplishments

- \* Department Cal-PASS members report monthly to Dean Holcomb at the Basic Skills Committee.
- \* Department Cal-PASS members contributed to plan to revise the English assessment test using knowledge gathered at council meetings.

### Recommendations for Improvement

- \* Recruit one or two more faculty members to participate in local PLC.
- \* Volunteer Rio Hondo campus as a regular meeting location. This will make participation more palatable for Rio Hondo faculty as well as secondary faculty from nearby “feeder” schools.

## RIVERS VOICE

### Accomplishments

- \* Changes over the past five years have streamlined methods of production and promotion. Submissions and judging are now completed exclusively on-line, reducing time and materials costs.
- \* Editors will also recruit members of the Creative Writing Club to to participate in promotion and judging.
- \* In 2006, a River’s Voice Web page was unveiled to provide the campus community with better access to submission information, publication dates, sample works, and contest results.
- \* Last summer, a new River’s Voice display case was unveiled in the main hallway adjacent to the Communications Office.
- \* The Visual Arts department is promoting the journal during its annual student art show and has installed a River’s Voice display in the department office.
- \* Editors present the Board of Trustees with copies of each volume during the public forum section of the Board meeting.

### Recommendations for Improvement

- \* To celebrate the accomplishments of our authors and artists, the Communications Division is developing plans to host an annual River’s Voice publication party that will include family members, friends, faculty and other members of the campus community.
- \* Finally, a long-term goal is to write curriculum that will enable students to receive credit for participating in the process of funding, advertising, garnering and judging submissions, designing, proofing, and publishing the journal.

## WRITES OF SPRING

### Accomplishments

- \* Greater participation from faculty and students
- \* Greater interest from the college community
- \* Increased student enthusiasm, participation, and interaction
- \* Increased event awareness

- \* Increased college visibility to the community
- \* Fostered a greater appreciation for the literary and visual arts
- \* Motivated students to join the creative writing club, submit entries to River's Voice, enroll in creative writing courses and transferable literature courses

#### Recommendations for Improvement

- \* Increase student enthusiasm through faculty
- \* Allocate funds specifically for the event
- \* Increase marketing and publicity to the community
- \* Acquire necessary IT support

### CREATIVE WRITERS CLUB

#### Accomplishments

- \* In 2009, five students from the club submitted creative writing works to the RHC literary journal, River's Voice. This year, 11 students are planning to submit work to River's Voice.
- \* In addition, over the past year the Creative Writers Club participated in two Club Rush events at RHC, designed and printed t-shirts that represent the club, and created various links for students to share its work.

Blog: <http://riocreativewritersclub.blogspot.com/>

Forum: <http://creativewritersclub.proboards.com/>

Facebook: <http://www.facebook.com/group.php?gid=154272221270527>

#### Recommendations for Improvement

This year, 2010-11, the CWC is discussing ways to promote the club at the annual Writes of Spring Festival in April 2011 by distributing a selection of creative pieces that club members will publish. The club is also discussing ways to attend poetry readings by local writers and to investigate other creative writing venues.

---

## Program's Strategic Direction

---

### Curriculum

AA Degree in English Education is in the brainstorm stage, but we believe that this degree will be a productive addition to Rio Hondo College degree options for transfer students.

### WRITING CENTER

The overall strategic direction of the Writing Center is to continue to offer quality, individualized writing assistance to English 30, 35, 101, and 201 students with up-to-date computer software and upgrades in a professional, quiet learning environment. + 101W and 201W

The English and Literature Program envisions the Writing Center expanding the services and opportunities of the Writing Center to include Literature students within the Communications and Languages Department.

After the Literature students have been successfully assimilated, the English and Literature Program envisions that the Writing Center would extend its services and opportunities to RHC students from any discipline who would benefit from writing assistance.

#### Cal-PASS

Cal-PASS seems to draw new faculty participants every year. The growing awareness of the disjunction between student preparation and college-level expectations is providing impetus for further expansion. While its continued flourishing depends largely on non-Rio Hondo faculty (our faculty making up a mere fraction of total participants), Rio Hondo should maintain its association with the project. There is no cost to participate.

#### RIVER'S VOICE

A continuing objective is to further reduce the time-intensive production methods and to broaden the journal's audience. The recent acquisition of an department iMac will expedite layout and design processes. New software will also enable the River's Voice Web site to feature video footage of student authors reading their works at the Writes of Spring festival. Ultimately, the goal is to reduce costs and maximize readership by publishing the journal online.

A long-term plan under consideration to create an AA Degree in English Education, and to create courses that would train prospective teachers how to launch and administer a publication like River's Voice. This degree could also work in conjunction with courses in Mass Communications that offer training in desktop publishing and editing software.

#### WRITES OF SPRING

The department desires to continue offering this successful annual event to increase student enthusiasm, participation, and presentations. By securing more funding, the department hopes to offer a more diverse group of authors, artists, screenwriters and directors.

---

### Program's Staff Development

---

---

## Program Review - Additional Comments

---



---

## Program Review - Executive Summary

---

### PROGRAM REVIEW EXECUTIVE SUMMARY

Program: English Literature

Date: November 15, 2010

Committee Members Present: Marie Eckstrom (Chair); Howard Kummerman (Dean); Gina Bove (Classified); Annel Medina (Classified); Vern Padget (Faculty); Judy Henderson (Dean)

Program Members Present: JoAnn Springer; Kenn Pierson

#### Commendations

- Commendations on a professional, well-written, and collaboratively produced Program Review document, particularly for the clear, concise Mission Statement.
- Commendations for outreach endeavors: Creative Writing Club, River's Voice A Journal of Art and Literature; and Writes of Spring.
- Commendations for voluntary intradepartmental efforts to improve instruction and assessment: Common Midterm Project, and Portfolio Assessment Project

#### Program-Level Recommendations

- (Re)consider the common exit assessment for English 30/35, consider a common exit assessment for English 101/201, and collect/analyze data to support these endeavors.
- Consider English 101 and Reading 23 as a prerequisite or co-requisite for all literature courses.
- Revise Program Review document to include the following:
  1. data and analysis from Gateway Tutoring projects;
  2. data and analysis of success and retention rates from off-campus, on-campus, and online courses;
  3. revise goals and objectives to include discrete steps toward their completion

#### Institutional-Level Recommendations

- Writing Center:
  1. move toward opening the Writing Center to all students at the college;
  2. increase hours of operation;
  3. increase number of instructors available to accommodate increasing demand for services;
  4. install computers in the three Writing Center conference rooms;
  5. install an overhead data projector and permanent screen for presentations;
  6. install a print management system, so that students may pay for their personal use copies;
  7. increase instructional assistance time; and
  8. increase the reassigned time for instructor to manage the Writing Center.

---

## Program Review - Response to the Executive Summary

---

---

Goal #1 Short term (1 year)

Status: in progress

---

### Description of Goal

Establish Instructional Assistant as the permanent presenter of Workshop and Writing Center orientations.

### Evaluation of Goal

The use of one Instructional Assistant to present Workshop orientations was piloted in Fall 2010 and will continue to be tested in Spring 2011 to establish more initial consistency with students.

---

Objective #1.1

Status: in progress

Establish a consistent dissemination of information to the students during the first week of class.

---

Objective #1.2

Status: in progress

Enable students to indentify one individual as a permanent and knowledgeable Writing Center Lab Assistant, thus establishing professionalism and consistency in the Writing Center.

---

---

**Goal #2 Short term (1 year)**Status: in progress

---

**Description of Goal**

Add more Lab Instructors as needed.

**Evaluation of Goal**

To fulfill the 18 hour lab component for English 101 and 201 students, longer (30 minute) conferences have been established in Fall 2010. This pilot program will be in place for Spring 2011 and the Dean of Communications, Writing Center Coordinator, and English faculty will evaluate whether or not more faculty are needed to cover the need for conferences.

---

**Objective #2.1**

Status: in progress

As the number of required student conferences increases for English 101 and 201 students, the number of Lab Instructors increases.

---

**Objective #2.2**

Status: in progress

As the length of time of the English 101 and 201 student conferences increases, the number of Lab Instructors increases.

---

**Goal #3 Short term (1 year)**Status: in progress

---

**Description of Goal**

Add a "Roaming" Lab Instructor to assist students with brief questions.

**Evaluation of Goal**

Establish a pilot program for Fall 2011 to add a "Roaming" English Instructor to the Writing Center during peak hours to assist in answering student questions, thus enabling Lab Instructors to focus more on providing conferences with students.

---

**Objective #3.1**

Status: in progress

Enable students to have brief questions answered with minimal interruption to their studying or writing.

---

**Objective #3.2**

Status: in progress

Enable Lab Instructors to focus on conducting longer, more comprehensive conferences with students who have comprehensive questions.

---

**Goal #4 Short term (1 year)**

Status: in progress

---

**Description of Goal**

To add computers to all three conference rooms withing the WC.

---

**Evaluation of Goal**

By Spring 2011, add computers to all three conference rooms in the Writing Center to better assist Lab Instructors in conducting more thorough conferences where online research or material would be accessed. This goal works in conjunction with Goals 2 and 3.

---

**Objective #4.1**

Status: in progress

Enable Lab Instructors to have immediate access to the internet when needed during a conference.

---

**Resources Needed: Additional Technology****Technology Classification: Computer Hardware****Requested Amount:** \$3,000.00**Description:**

Three laptop computers loaded with the software used by students and faculty in the Writing Center

**Reason:**

The need for 3 laptops for the Lab Instructors is due to the configuration of the Writing Workshop. When students are working with Lab Instructors in one of the conference rooms, a laptop is essential to assist students with research and online editing of their work in progress.

**Location:** LRC124

**New or Replacement:** New Installation

**Services Required:** Electricity, Internet Access, College Network Access, Software Support, Hardware Support

**Objective #4.2**

Status: in progress

Enable Lab Instructors to review and work with material that students have on a flashdrive, thus conserving resources such as paper and ink/toner.

**Goal #5 Long term (2-5 years)**

Status: in progress

**Description of Goal**

To provide more release time to the Writing Center Coordinator and/or create a full-time faculty position for Coordinator of Writing Center.

**Evaluation of Goal**

Because the Writing Center is expanding significantly and is expected to expand further over the next 3-5 years, the need for more release time for the Writing Center Coordinator or a full-time Writing Center Coordinator is needed to oversee the expansion and ensure that quality resources and opportunities remain in place during the expansion. This person will also serve as a liason between the Writing Center staff and the Dean of Communications and Languages.

**Objective #5.1**

Status: in progress

To enable the Writing Center Coordinator to devote more time to expanding the services and opportunities of the Writing Center.

---

**Objective #5.2**

Status: in progress

To enable the Writing Center Coordinator to spend more time in the Writing Center to observe and respond more quickly to the needs of students and Lab Instructors as they arise.

---

**Goal #6 Short term (1 year)**

Status: in progress

---

**Description of Goal**

Establish a permanent ceiling-mounted projector.

---

**Evaluation of Goal**

This Goal works in conjunction with Goal 1. Because at least 32 orientations are offered each semester, a permanent ceiling-mounted projector is necessary to accommodate the projection of information. With the convenience of a permanent projector, Writing Center staff time may be better utilized when assisting in preparation for orientations and presentations.

---

**Objective #6.1**

Status: in progress

To save valuable time when preparing for orientations and/or presentations.

---

**Objective #6.2**

Status: in progress

To offer orientations and /or presentations at times that are convenient to the presenter, rather than relying on the availability of campus-wide, communal projectors.

---

**Goal #7 Short term (1 year)**

Status: in progress

---

**Description of Goal**

To provide one central computer that has Imaging software.

---

## Evaluation of Goal

Because the Writing Center houses 45 computers for student use, Imaging software will save considerable time when upgrades to computers need to be made. Presently, upgrades need to be made to each computer individually. The Imaging software will enable upgrades to be made to one central computer, then send out the upgrades to the other 45 computers.

---

### Objective #7.1

Status: in progress

To add computer upgrades in a timely manner.

---

### Objective #7.2

Status: in progress

To save valuable time of Writing Center staff members.

---

## Goal #8 Short term (1 year)

Status: in progress

---

### Description of Goal

To provide a permanent whiteboard placed on the wall between LRC124A and LRC118D.

---

## Evaluation of Goal

The permanent whiteboard will enable Writing Center staff to write announcements in a location that may be easily viewed by students and staff. Presently, postings are placed on the conference sign-in table, and as the semester progresses, the table becomes cluttered with flyers; thus students may miss seeing important messages that pertain to deadlines, exams, and other relevant information.

---

### Objective #8.1

Status: in progress

To conserve paper by writing announcements and pertinent information on whiteboard.

---

**Objective #8.2**

Status: in progress

To streamline sign-in table so that students have easier and less cluttered access to conference sign-in books and messages.

**Goal #9 Long term (2-5 years)**

Status: in progress

**Description of Goal**

To remove the delineation of English 30/35 and English 101/201 Lab Instructors (Fall 2012 or 2013).

**Evaluation of Goal**

This Goal works in conjunction with Goals 2 and 3. As the Writing Center expands, the need for longer conferences increases, there needs to be an efficient work flow between the English 30 and 35 Lab Instructors and the English 101 and 201 Lab Instructors. Presently, the Instructor of record is responsible only for the students that he or she is assigned. At times, the conference list may grow quite lengthy for one instructor and the other instructor should be able to offer assistance, thus ensuring that students do not wait excessively for a conference.

**Objective #9.1**

Status: in progress

To provide students with more steady and consistent access to conferences.

**Objective #9.2**

Status: in progress

To extend professional courtesy and assistance to faculty member who may have a long list of students waiting for a conference.

**Goal #10 Long term (2-5 years)**

Status: in progress

## Description of Goal

To expand the Writing Center services and opportunities to literature students as well as to students from other campus-wide disciplines.

## Evaluation of Goal

Students in literature courses are expected to write extensive, well-researched and accurately documented essays. They could benefit tremendously by having access to the services of the Writing Center. Writing Center personnel would also like to extend the Writing Center services to all RHC students who would benefit from access to the services provided there.

### Objective #10.1

Status: in progress

To enhance the opportunities of literature students to receive quality, individualized writing assistance.

### Objective #10.2

Status: in progress

To enhance the opportunities of all RCH students to receive quality, individualized writing assistance.

## Goal #11 Short term (1 year)

Status: in progress

## Description of Goal

To continue to explore and make use of paper supply conservation techniques (ongoing).

## Evaluation of Goal

With respect for the environment and a high regard for the importance of utilizing cost saving techniques for RHC, Writing Center personnel will continue to explore, incorporate, and utilize conservation techniques in the Writing Center whenever possible.

**Objective #11.1**

Status: in progress

To promote conservation techniques to faculty and students, and thereby keep costs to a minimum.

**Goal #12 Short term (1 year)**

Status: in progress

**Description of Goal**

To adopt an efficient print management system.

**Evaluation of Goal**

This Goal is a continuation of Goal 11. An efficient print management system will allow for students to continue to enjoy the convenience of printer accessibility while at the same time conserving paper, ink and toner, thus adding to the overall cost-saving efforts of RHC.

**Objective #12.1**

Status: in progress

To offer students convenient printer accessibility.

**Objective #12.2**

Status: in progress

To conserve as much paper, toner/ink as possible.

**Goal #13 Long term (2-5 years)**

Status: in progress

**Description of Goal**

To provide additional sections of online English 101 and 201 courses to increase the number of offerings to those students requiring remote access. (ongoing)

## Evaluation of Goal

To include these additional online sections in the Division Budget.

---

### Objective #13.1

Status: in progress

To confer with current online English 101 and 201 instructors to determine how many student enrollment requests are being denied each semester to assess the number of sections needed.

---

### Goal #14 Long term (2-5 years)

Status: in progress

---

#### Description of Goal

To establish English 101 as a co-requisite or prerequisite for all literature courses.

---

#### Evaluation of Goal

Literature faculty will work with one another to assess this goal and to will work with the Curriculum Committee to revise course requirements.

---

### Objective #14.1

Status: in progress

To increase retention and success in all literature courses.

---

### Goal #15 Long term (2-5 years)

Status: in progress

---

#### Description of Goal

To create, offer, and publicize and promote literature courses which fulfill transfer requirements in the UC and CSU systems.

---

#### Evaluation of Goal

Literature faculty would continue to create courses which appeal to the student population and which fulfill state transfer requirements.

---

### Objective #15.1

Status: in progress

To increase enrollment in literature courses while offering students more options to fulfill GE requirements or requirements for the AA degree in English and Literature.

---

### Goal #16 Long term (2-5 years)

Status: in progress

---

#### Description of Goal

To write curriculum that will enable students to receive credit for participating in the process of funding, advertising, garnering and judging submissions, designing, proofing, and publishing the journal Writes of Spring.

---

#### Evaluation of Goal

Achieving this goal goes hand in hand with developing a new AA degree in English Education.

---

### Objective #16.1

Status: in progress

Using the Chancellor's Office website, English faculty will investigate programs and courses already approved in California that teach editing and publishing of small publications with literary and artistic merit.

---

### Goal #17 Short term (1 year)

Status: in progress

---

#### Description of Goal

To investigate, write, and pass through RHC curriculum an AA degree in English Education.

---

#### Evaluation of Goal

To provide RHC students with another worthwhile degree option in the English and Literature Program.

---

### Objective #17.1

Status: in progress

To research the Chancellor's Office website to see what degrees are currently in place for use as models. In addition such research will also determine whether similar degree options exist in surrounding community colleges.

---

### Goal #18 Short term (1 year)

Status: in progress

---

#### Description of Goal

To continue the subscriptions to computer programs currently in use, MyCompLab and CompClass to be used in the Writing Center, for online Engl 101 labs and for online ENGL 201 labs that would best meet the students' writing needs. To investigate other options for MyCompLab that utilize a wider variety of approaches to better accommodate the variety of student learning styles.

---

#### Evaluation of Goal

To have the Dean requisition this software contract extension.

---

### Objective #18.1

Status: in progress

To provide English 101 and English 201 students access to additional online writing lab materials and assignments.

---

#### Resources from Other Sources

##### **Resources from Matriculation**

**Requested:** \$2,000.00

**Received:** \$0.00

##### **Reason for the difference between the amounts:**

A subscription to a computer program such as MyCompLab or CompClass.

---

Goal #19 Short term (1 year)

Status: in progress

---

### Description of Goal

To purchase a subscription to Turnitin.com or a similar program.

### Evaluation of Goal

A subscription to Turnitin.com or something similar would help students learn and implement MLA source documentation and also see what plagiarism looks like and how to avoid it.

---

Objective #19.1

Status: in progress

To provide students with an online program that will help them learn to cite their sources correctly and allow them to check their work for plagiarism.

### Resources from Other Sources

#### **Resources from Matriculation**

**Requested:** \$2,000.00

**Received:** \$0.00

#### **Reason for the difference between the amounts:**

The C & L Division has not yet received the necessary amount.

---

Goal #20 Long term (2-5 years)

Status: in progress

---

### Description of Goal

To develop additional online literature courses to increase the choice and number of offerings to those students requiring remote access.

### Evaluation of Goal

The C & L Dean will arrange commission the creation and RHC Curriculum Committee

approval to teach selected literature courses online.

---

### Objective #20.1

Status: in progress

Confer with literature instructors to determine which on-campus courses have highest enrollment, which might then be successful online.

---

### Goal #21 Short term (1 year)

Status: in progress

---

#### Description of Goal

To develop Degree SLOs for the AA Degree in English and Literature.

---

#### Evaluation of Goal

The SLO Committee Member who represents the English and Literature Program will oversee the completion of the SLOs, in conjunction with the English Coordinator and 2-3 English and literature faculty members. A draft of several degree SLOs should be completed by March 2011.

---

### Objective #21.1

Status: in progress

To obtain guidance from the SLO Committee for the development of degree specific SLOs.

---

### Goal #22 Long term (2-5 years)

Status: in progress

---

#### Description of Goal

To increase the successful results of active course SLOs in the English courses, particularly the composition courses--English 30, 35, 101, and 201.

---

#### Evaluation of Goal

In some courses, the benchmark for each active SLO has been reached, but there should be consistently positive results for a minimum of 2-4 consecutive semesters. Students should be able to use and understand the lab software and have a convenient resource that provides answers to their common questions.

---

### Objective #22.1

Status: in progress

To fund training workshops for Writing Center staff and English faculty on how to use the lab software programs--MyWritingLab and CompClass.

---

### Objective #22.2

Status: in progress

To encourage faculty discussions on action plans to yield improved results and to encourage faculty to implement such action plans in their classroom teaching.

---

### Goal #23 Short term (1 year)

Status: in progress

---

#### Description of Goal

To increase the successful results of active course SLOs in the literature courses.

---

#### Evaluation of Goal

In some courses, the benchmark for each active SLO has been reached, but there should be consistently positive results for a minimum of 2-4 consecutive semesters.

---

### Objective #23.1

Status: in progress

To procure additional subscriptions to online databases related to literary studies in order to provide students with more research information: to broaden their exposure to the factors that influenced the creation of literary works, allowing students to develop a broader perspective on the texts' significance. The MLA Database would be ideal.

---

**Objective #23.2**

Status: in progress

To purchase more literary films and other audio/visual materials. These would help accommodate students who are visual and auditory learners, allowing them to gain more understanding and better insight into relevant literary works and historical periods as well as the influence of literature on wider culture.

**Goal #24 Short term (1 year)**

Status: in progress

**Description of Goal**

To achieve greater consistency among faculty in the English and Literature Program in regards to providing all necessary and correct data in the completion of SLO documents.

**Evaluation of Goal**

The SLO Committee Member representing the English area will continue to monitor the progress of each faculty member in entering their assessment data and look for a greater percentage of participation in this regard, 81% or better, in the Fall 2010 and Spring 2011 semesters.

**Objective #24.1**

Status: in progress

The SLO Committee Member and the English Coordinator will distribute reminders about submitting assessment data.

**Goal #25 Long term (2-5 years)**

Status: in progress

**Description of Goal**

To establish quality control of all course SLOs by reviewing the course SLOs, Rubrics and Assessment Reports and revising them as necessary.

**Evaluation of Goal**

Although a few course SLOs have already been revised within the department, the majority of English and literature course SLOs still need to undergo review and revision. Satisfactory results will be achieved when each course SLO identifies a discernable and measurable skill, Rubrics provide clear proficiency standards, and Assessment Reports include positive action plans for improving student learning outcomes.

---

### Objective #25.1

Status: in progress

At the beginning of Spring 2011 semester, the SLO Coordinator will train the SLO Committee on understanding the specific criteria for assessing course SLOs, Rubrics, and Assessment Reports. The faculty members of the Committee will then form sub-committees, each charged with the task of reviewing approximately 15 randomly selected courses each semester under their general area of expertise. The sub-committee members will review, make recommendations, and work with the Faculty-in-Charge of each course under review in order to make any necessary revisions.

---

### Objective #25.2

Status: in progress

---

### Goal #26 term

Status: in progress

---

#### Description of Goal

To volunteer the Rio Hondo College campus as a regular meeting location for the local English Professional Learning Council.

---

#### Evaluation of Goal

Rio Hondo College would become a sometime or permanent meeting location in the Cal-PASS program.

---

### Objective #26.1

Status: in progress

RHC will increase or strengthen participation with private and public-based agencies within our service area to meet training and retraining educational needs.

---

Goal #27 term

Status: in progress

---

#### Description of Goal

To recruit one or two more faculty members to participate in the Cal-PASS local PLC.

#### Evaluation of Goal

The number of English faculty attending PLC meetings would exceed two, the current number.

---

Objective #27.1

Status: in progress

---

## Appendix A

---

The lists below indicate the SLO Assessment Cycle for all courses in the English and Literature Program.

### ENGLISH

ENG 30            SLO (assessed each semester)

ENG 35            SLO (each semester)

ENG 101 SLO (each semester)

ENG 201 SLO (each semester)

ENG 201H        SLO (each semester)

ENG 131         SLO (each semester)

### LITERATURE

LIT 102         SLO (assessed each semester)

LIT 102H        SLO (only in Fall)

LIT 112A SLO (only in Fall)

LIT 112AH       SLO (only in Fall)

LIT 112B SLO (only in Spring)

LIT 112BH       SLO only in Spring)

LIT 114         SLO (each semester)

LIT 117         SLO (only in Spring)

LIT 140         SLO (only in Fall)

LIT 140H        SLO (only in Fall)

LIT 141         SLO (only in Spring)

LIT 142         SLO (only in Fall)

LIT 144A	SLO (only in Fall)
LIT 144B	SLO (only in Spring)
LIT 145	SLO (only in Spring)
LIT 145H	SLO (only in Spring)
LIT 146A	SLO (only in Fall)
LIT 146AH	SLO (only in Fall)
LIT 146B	SLO (only in Spring)
LIT 146BH	SLO (only in Spring)
LIT 147	SLO (each semester)
LIT 149	SLO (only in Spring)

Prepared by Barbara Salazar 10/10/09

---

## Appendix B

---

The following people acknowledge that they participated in developing or reviewing the English and Literature Program Review.

1. JoAnn Springer--Program Review Manager
2. Kenn Pierson--Area Review Manager
3. Tom Callinan--Writer
4. Gail Chabran--Writer
5. Marie Eckstrom--Reviewer
6. Theresa Freije--Writer
6. Alonso Garcia--Writer
7. Edward Ibarra--Writer
8. Lily Isaac--Reviewer
9. Muata Kamdibe--Writer
10. John Marshall--Writer
11. Jim Matthis--Reviewer
12. Daniel Osman--Writer
13. Mary Ann Pacheco--Writer
14. Beverly Reilly--Reviewer
15. Angela Rhodes--Reviewer
16. Barbara Salazar--Writer
17. Judy Sevilla-Marzona--Writer
18. Lorraine Sfeir--Writer
19. Dana Vazquez--Writer
20. Ralph Velazquez--Writer



---

## Individuals Who Participated in Developing this Plan

---

The following people acknowledge that they participated in the development of or reviewed this plan.

<b>Name</b>	<b>Role</b>
1. Springer, Joann	Review Manager
2. Pierson, Kenn	Participant
3. Velazquez, Ralph	Reviewer
4. Vazquez, Dana	Reviewer
5. Sfeir, Lorraine	Reviewer
6. Salazar, Barbara	Reviewer
7. Rhodes, Angela	Reviewer
8. Reilly, Beverly	Reviewer
9. Pacheco, Maryann	Reviewer
10. Osman, Daniel	Reviewer
11. Nyaggah, Lynette	Reviewer
12. Matthis, James	Reviewer
13. Marshall, John	Reviewer
14. Kamdibe, Muata	Reviewer
15. Isaac, Lily	Reviewer
16. Ibarra, Edward	Reviewer
17. Garcia, Alonso	Reviewer
18. Freije, Teresa	Reviewer
19. Eckstrom, Marie	Reviewer
20. Chabran, Gail	Reviewer
21. Callinan, Thomas	Reviewer
22. Arnold, Voiza	Reviewer

## 2014-15 Program Review

Name of Program: General Education Biology  
Name of Unit: Math & Sciences  
Name of Area: Academic Affairs  
Date Completed: 10/21/2013

---

### Program's Mission Statement

---

The General Education Biology Program offers quality general education biology curricula to all students of the College. This program delivers life science courses to complement and enhance the General Education offerings of the College and form an integral part of Area 5 for Rio Hondo College GE, Area 5B of IGETC and Area B for CSU. The Program presently consists of seven courses all of which satisfy these goals. These course are:

General Biology (BIOL 101)  
Human Biology (BIOL 105)  
Marine Biology (BIOL 111)  
Marine Biology Lab (BIOL 111L)  
Environmental Biology (BIOL 120)  
Environmental Biology Lab (BIOL 120L)  
Outdoor Biology (BIOL 112)

In addition to meeting the basic elements of a life science requirement, all general education biology classes emphasize critical thinking and problem solving skills particularly in the conduction of the laboratory activities. Some of the other skills emphasized within our courses include the use of mathematics and the ability to communicate clearly and effectively both orally and in writing. Lastly students in any general biology class will learn how to conduct a scientific inquiry and how to use scientific knowledge to solve problems and work in teams. In essence, the goal is to increase scientific literacy of students enrolled in any general biology course and foster skills that can be integrated and applied across all fields of study.

The General Education Biology Program supports Goal #1 of the college by providing excellent instruction in general education courses which will help students with degree completion and successful university transfer.

---

### Program's SLO Information - Assessment Results (1a)

- 
1. The majority of students appear to be successful in achieving student learning outcomes for all courses taught within the general education biology program. Some of our courses have outcomes with 3 levels of proficiency: excellent, satisfactory, unsatisfactory. In those courses, we see that a portion of students are successful at the satisfactory level, we would like to see movement of students from satisfactory to excellent.
  2. In courses where students are asked to classify and characterize a specimen based on observable characteristics, the level of proficiency could be improved.

---

### Program's SLO Information - Changes in Instruction (1b)

---

1. Experiments have been re-designed to improve experimental results. This should improve student's interpretation of experimental results and aid in achievement of stated learning outcomes. We will assess this Spring 2013 semester to see if there is any evidence of improvement.
2. Increased emphasis placed on observational skills in the beginning laboratory activities may improve student's ability to recognize important characteristics. Also, practice questions at the end of a laboratory activity would allow students to recognize if they have mastered the content of the lab or need to spend some more time with the material before they leave.

---

### Program's SLO Information - Requested Resources (1c)

---

A request has been made for the following materials to be used either in lecture or lab, sometimes both locations: DVD's, short animations, specimens for dissection, microscope slides, models and visual aids (posters). Students cannot achieve the learning outcomes for the courses without access to laboratory materials.

---

### Program's SLO Information - Assessment Reports (2)

---

All general education biology courses that are regularly scheduled have at least two assessment reports completed at this time. However, they do not address multiple outcomes. Additional outcomes have recently been developed and input into solutions for the courses offered most frequently in the general education biology program and will be assessed regularly starting this Spring 2013 semester.

---

### Program's SLO Information - Online Results (3)

---

We have no courses within the General Education Biology Program that are currently offered online.

---

### Program's SLO Information - Degrees and Certificates (4)

---

There are currently no certificates or degrees offered within the General Education Biology program. Our courses are usually taken to fulfill general education requirements. The College does offer a General Studies degree with an emphasis in Science and Mathematics and a student learning outcome has been developed for this degree, we have not linked this outcome to specific courses at this time.

---

### Program's Characteristics, Performance and Trends

---

\*\*Updated Data for: 2014-2015 Program Year\*\*

Rio Hondo College Total Enrollment									
Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011
21,573	52,560	59,943	17,891	54,301	52,162	16,515	50,296	47,114	15,476

General Education Biology Total Enrollment									
Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011
271	653	798	327	733	684	318	744	735	310

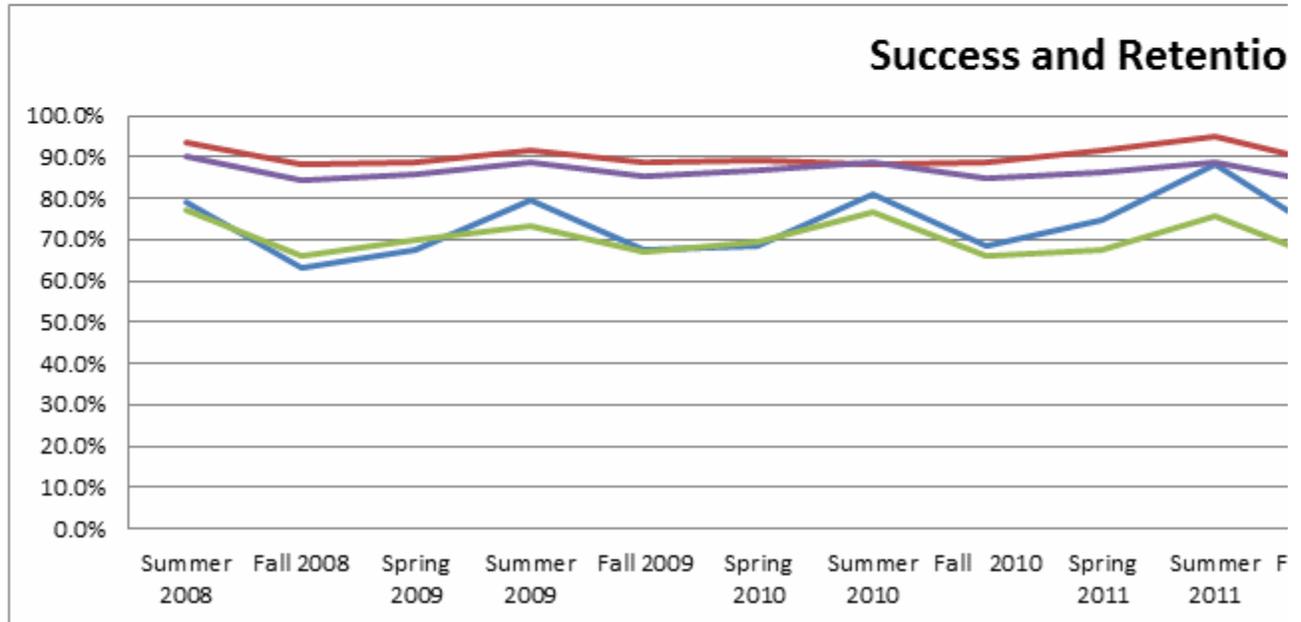
<b>Rio Hondo College Total Enrollment</b>									
<b>Summer 2008</b>	<b>Fall 2008</b>	<b>Spring 2009</b>	<b>Summer 2009</b>	<b>Fall 2009</b>	<b>Spring 2010</b>	<b>Summer 2010</b>	<b>Fall 2010</b>	<b>Spring 2011</b>	<b>Summer 2011</b>
21,573	52,560	59,943	17,891	54,301	52,162	16,515	50,296	47,114	15,476

<b>General Education Biology Total Enrollment</b>									
<b>Summer 2008</b>	<b>Fall 2008</b>	<b>Spring 2009</b>	<b>Summer 2009</b>	<b>Fall 2009</b>	<b>Spring 2010</b>	<b>Summer 2010</b>	<b>Fall 2010</b>	<b>Spring 2011</b>	<b>Summer 2011</b>
271	653	798	327	733	684	318	744	735	310

<b>General Education Biology FTES</b>									
<b>Summer 2008</b>	<b>Fall 2008</b>	<b>Spring 2009</b>	<b>Summer 2009</b>	<b>Fall 2009</b>	<b>Spring 2010</b>	<b>Summer 2010</b>	<b>Fall 2010</b>	<b>Spring 2011</b>	<b>Summer 2011</b>
39.6	109.1	127.1	43.6	118.5	111.7	41.8	119.2	114.5	39.0

General Education Biology Success and Retention								
	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010
<b>Program Success</b>	79.3%	63.2%	67.3%	79.8%	67.4%	68.4%	80.8%	68.4%
<b>Program Retention</b>	93.4%	88.4%	88.8%	91.4%	88.8%	89.0%	88.1%	88.7%

Rio Hondo College								
	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010
<b>College Success</b>	77.2%	66.3%	69.7%	73.5%	67.0%	69.3%	76.6%	65.9%
<b>College Retention</b>	90.0%	84.4%	86.0%	88.5%	85.3%	86.6%	88.7%	85.1%



General Education Biology Grade Distribution										
Grade	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011
A	63	106	156	96	122	119	105	158	155	
B	82	152	165	94	166	152	91	166	191	
C	69	154	215	70	206	197	61	185	203	
CR	1	1	1	1	0	0	0	0	0	
D	10	60	54	15	65	62	6	64	58	
F	28	103	118	23	92	78	16	87	65	
I	0	1	0	0	0	0	0	0	0	
NP	0	0	0	0	0	1	1	0	1	
P	0	0	0	0	0	0	0	0	0	
W	18	76	89	28	82	75	38	84	62	
<b>Grand Total</b>	<b>271</b>	<b>653</b>	<b>798</b>	<b>327</b>	<b>733</b>	<b>684</b>	<b>318</b>	<b>744</b>	<b>735</b>	

General Education Biology % Grade of Distribution										
Grade	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011
A	23.2%	16.2%	19.5%	29.4%	16.6%	17.4%	33.0%	21.2%	21.1%	
B	30.3%	23.3%	20.7%	28.7%	22.6%	22.2%	28.6%	22.3%	26.0%	
C	25.5%	23.6%	26.9%	21.4%	28.1%	28.8%	19.2%	24.9%	27.6%	
CR	0.4%	0.2%	0.1%	0.3%						
D	3.7%	9.2%	6.8%	4.6%	8.9%	9.1%	1.9%	8.6%	7.9%	
F	10.3%	15.8%	14.8%	7.0%	12.6%	11.4%	5.0%	11.7%	8.8%	
I		0.2%								
NP						0.1%	0.3%		0.1%	
P										
W	6.6%	11.6%	11.2%	8.6%	11.2%	11.0%	11.9%	11.3%	8.4%	
<b>Grand Total</b>	<b>100.0%</b>									

<b>General Education Biology Section Delivery</b>									
<b>Time Taught</b>	<b>Spring 2010</b>	<b>Summer 2010</b>	<b>Fall 2010</b>	<b>Spring 2011</b>	<b>Summer 2011</b>	<b>Fall 2011</b>	<b>Spring 2012</b>	<b>Summer 2012</b>	<b>Fall 2012</b>
Day	13	7	19	18	7	18	18	7	18
Evening	7	2	4	4	2	5	5	2	6
Weekend	1	0	0	1	0	0	1	0	0
Online	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0

<b>General Education Biology Success By Course</b>									
<b>Course</b>	<b>Summer 2008</b>	<b>Fall 2008</b>	<b>Spring 2009</b>	<b>Summer 2009</b>	<b>Fall 2009</b>	<b>Spring 2010</b>	<b>Summer 2010</b>	<b>Fall 2010</b>	<b>Spring 2011</b>
<b>BIOL101</b>	71.1%	54.1%	48.0%	68.8%	57.8%	58.5%	65.4%	59.8%	68.9%
<b>BIOL111</b>		77.4%	78.7%		82.5%	61.4%		81.0%	56.0%
<b>BIOL111L</b>		64.7%	92.6%		89.7%	84.6%		80.0%	79.2%
<b>BIOL112</b>	73.7%		45.5%	78.3%		62.5%	76.2%		50.0%
<b>BIOL120</b>	84.5%	66.0%	82.6%	80.5%	70.3%	75.3%	81.8%	70.1%	80.6%
<b>BIOL120L</b>	83.3%	79.8%	79.2%	89.7%	76.9%	84.3%	89.0%	81.6%	90.4%

<b>General Education Biology Enrollment Management</b>			
<b>Indicator</b>	<b>Summer 2012</b>	<b>Fall 2012</b>	<b>Spring 2013</b>
# Sections	9	24	20
Fill Rate	99%	114%	111%
# Students Over-/Under-Enrolled	-2	103	70
Section Cap (Average)	37.7	31.1	32.4
# Sections Over-/Under-Enrolled	-0.1	3.3	2.2
% FTEF Part-Time	N/A	44%	33%

The retention rate, since the summer of 2008, for all Biology general education classes combined is 91%. This retention rates compares favorably to the retention rate for Rio Hondo College as a whole (87%). The success rate for the same period is 75%. Again, this success rate compares favorably to the College as a whole (70%). While our retention rates are quite high, the general biology faculty would like to see continued improvement in success rates as we have shown only a modest increase over the last few years (For example, Fall 2011 = 70.5% success; Fall 2012 = 74.7% success).

Faculty continuously discuss methods designed to increase student success. There has been a

significant decline in enrollment from the period Fall 2012 to Spring 2013 (113 students), which can be attributed to a reduction in class offerings, some sections have been cancelled.

General Education Biology is a relatively small program yet it generates significant FTES's for the college. Looking at fall and spring numbers only, we averaged close to 118 FTES's over the past 5 years. The data show a slight decrease in FTES' this past spring (2013, 107.5), compared to previous semesters (spring 2012, 121.3), again due to the cancellation of some class sections. Enrollments are high in the courses we do offer and all sections are usually filled very soon after registration opens.

We seem to be attracting more students taking Biology 101 (General Biology) as a pre-cursor to pursuing programs in Health Science related fields. We have recently developed a seventh general education biology course, Human Biology, which meets the same goals as our other courses but which the Biology faculty feels may appeal to an even wider audience than some of our current offerings. This course in particular would serve Kinesiology, EMT, Emergency Services and Health Science majors. We eagerly await an opportunity to schedule this new course.

The Program's courses all provide solid general education biology curricula to the diverse population of Rio Hondo students.

---

### Program's Strengths

---

The strengths of this program lie in its diverse offerings and in the capabilities of its teaching faculty. In addition, consistency is maintained by close communication among faculty members (full and part-time) teaching a particular class and agreement to cover the same material and maintain a similar schedule. Faculty have also agreed to use the same textbook across all sections of a particular course. Every effort is made to ensure that students are receiving similar experiences in lecture and laboratory sections within a particular course. The Biology faculty feel strongly that the "family plan" (students enroll for a lecture/lab combination class, the ideal situation is for both to be taught by the same instructor) we have instituted for our largest offering (Biology 101) has helped increase student success. In other offerings lecture and lab can be taken separately, this provides flexibility for students and room scheduling.

Biology faculty have developed and produce in house (at a much reduced cost) laboratory manuals for General Biology, Environmental Biology and Marine Biology. This has allowed the laboratory experience to be matched to the exact capabilities of what our equipment will allow. Outdoor biology has always relied on instructor generated laboratory activities. This also means that we can easily change the focus of laboratory activities as new information or new technologies become available.

---

### Program's Weaknesses

---

As was stated in the Program Review of 2007-2008, the weaknesses in the program have to do with limited lab facilities to expand offerings (or run concurrent labs) and in limited financial resources to extend and update the quality and scope of the laboratory experiences. Inability to offer any sections of newly developed course.

The General Biology class is our largest course offering (5 lecture and 11 lab sections) and we often rely on part-time faculty to teach some lab sections. We have been fortunate in the past to have some long-term regular part-time instructors but, there has recently been some turn-over. This has brought to light the necessity to keep in constant communication with the part-time faculty in regards to lab preparation, maintenance of laboratory equipment and assessment of student learning outcomes.

---

### Program's Opportunities

---

The basic concepts of biological sciences have not changed significantly over the past few years, however scientific understanding of life processes is a rapidly evolving field and is expected to expand over the decade. The ability to pass on that new knowledge is dependent on keeping faculty current within their fields and in introducing new technologies into the classrooms. The on-going development and assessment of SLOs forms part of both the Accreditation Commissions recommendations as well as an evaluation of the scientific literacy of the students. The challenge for faculty appears to be finding ways to engage a student body with minimum understanding of the biological principles that impact their daily lives. One way to engage the current generation is with increased use of technology. Limited access to current scientific innovations and technologies may prevent the courses from being relevant and up-to-date.

---

### Program's Threats

---

The elimination of class sections has impacted the program's ability to support students. Also, limited resources put a strain on the ability to keep current with new technology and to replace old or malfunctioning equipment or to adequately repair and maintain already existing equipment that supports the courses.

---

### Program's Accomplishments and Recommendations for Improvement

---

Though limited data exists, the program seems to be meeting its intended short-term goals. There is room for expansion of the offerings within the program, but this is hampered by limited facilities and resources. Particularly in regards to the ability to offer concurrent laboratory sections, especially for the Biology 101 course. This course serves the most students within the General Education Biology Program. The ability to offer multiple lab sections during prime class time would improve scheduling conflicts, prevent long time intervals

between the lecture section and the laboratory section and allow students to schedule other classes or work more efficiently. Increased laboratory space, equipment and supplies for those laboratories, and added faculty would help alleviate this problem. Keeping faculty current in their scientific fields is a joint responsibility between the faculty member and the College and needs to be supported through Professional Development funds and opportunities.

---

### Program's Strategic Direction

---

It is difficult to predict future trends in college enrollment, most experts foresee a rise in the demand for community college courses. If the College's enrollment increases, so will the demand for the GE Biology courses. Without an increase in the offerings within this program that demand cannot be met. We have recently developed a new General Education Biology course, Human Biology. The Biology faculty believe this course would generate great interest from students, but we are unable to offer it do to current fiscal constraints.

---

### Program's Staff Development

---

Instructors need to attend symposia held by professional organizations in a variety of sub-disciplines to remain current with emerging trends in the field. Also, faculty had the opportunity to attend the National Association of Biology Teachers conference in the fall of 2011. This organization's charge is to "empower educators to provide the best possible biology and life science education to all students". The annual conference provides exposure to various pedagogical practices within the life sciences, allows contact with vendors of scientific equipment and supplies and promotes networking with other biology educators across the country. Faculty also regularly participate in community events that promote the life sciences such as: Sierra Club's nature knowledge workshops, California Native Plant Society activities, Audubon Society outings and local museum science faires.

---

### Program Review - Additional Comments

---

---

### Program Review - Executive Summary

---

---

## Program Review - Response to the Executive Summary

---

---

Goal #1 Long term (2-5 years) Corresponds with Institutional  
Goal # 5

---

Status: in  
progress

---

### Description of Goal

To increase success retention rates in all General Biology courses.

---

### Evaluation of Goal

Review statistical data on success and retention rates and SLO data.

---

### Objective #1.1

Status: in progress

Consider more frequent testing or adoption of computer tracking program like Mastering Biology which allows measurement of student learning on certain topics before moving on to new material.

---

### Existing Resources

Publisher provides student access to website with purchase of textbook.

---

### Objective #1.2

Status: in progress

Consider alternative evaluations schemes such as more frequent exams covering fewer topics, as well as both in class and take home assignments.

---

### Objective #1.3

Status: in progress

Find ways to more effectively coordinate with part time faculty, particularly in those sections where the lecture and laboratory instructor are different. This goal will be measured by collection of SLO data on a semester by semester basis.

---

Goal #2	Long term (2-5 years)	Corresponds with Institutional	Status: in
Goal # 10			progress

---

### Description of Goal

Maintain and modify laboratory facilities for use of modern technology and to increase efficiency and effectiveness.

Maintain, replace, repair and update laboratory equipment in current use. Cataloging of equipment and facility needs by Faculty and Instructional Laboratory Technician.

### Evaluation of Goal

Annual review of equipment repair and recognition of future needs.

---

### Objective #2.1

Status: in progress

Maintain, replace, repair and update laboratory equipment.

---

### Resources from Other Sources

#### **Resources from Division Budget**

**Required for How Long:** Ongoing

**Requested:** \$10,000.00

**Received:** \$0.00

**Reason for the difference between the amounts:**

Fiscal climate provides no additional funds at this time for equipment repair, replacement or purchase.

#### **Resources from unknown**

**Required for How Long:** Ongoing

**Requested:** \$10,000.00

**Received:** \$0.00

**Reason for the difference between the amounts:**

State fiscal matters prevent any increase in funds for maintenance, repair and updating of laboratory materials.

---

### Resources Needed: Additional Personnel

#### **Position Classification: Classified**

Required for How Long: Ongoing

Position Title: Instructional Laboratory Technician

Basic Position/Job Description:

lab tech

Estimated Salary Excluding Benefits: \$50,000.00

Supporting Rationale: Identify the basic need. Include specifically how your Program Review, Strategic Plan, Master Plan, Accreditation or other external review processes support this position. For permanent positions indicate what percentage you are recommending, i.e. this is a permanent position in Weekend College for 37.5%.

lab support

---

### Resources Needed: Additional Technology

#### **Technology Classification: Non-computer Equipment (e.g., copier, etc.)**

**Requested Amount:** \$10,000.00

**Description:**

Equipment to support newly developed genetics and biotechnology classes that may be incorporated into the newly approved biology degree.

**Reason:**

conduct laboratory experiments in emerging biotechnology

**Location:** science building

**New or Replacement:** New Installation

**Services Required:** Electricity, Internet Access, College Network Access, Software Support, Hardware Support

---

Goal #3 Long term (2-5 years) Corresponds with Institutional

Status: in

Goal # 10

progress

### Description of Goal

To offer additional laboratory sections at the same time. Obtain adequate materials for use in laboratories. This includes the addition of materials so that duplicate labs may be offered during peak demand times and to fit within times when administrative staff are on campus (particularly relevant for the Saturday courses).

### Evaluation of Goal

Ongoing analysis of scheduling patterns and enrollment numbers.

### Objective #3.1

Status: in progress

Obtain adequate materials for use in laboratories. This includes the addition of materials so that duplicate labs may be offered during peak demand times and to fit within times when administrative staff are on campus (particularly the Saturday courses). This will require funding provided by the college. The time line will based upon availability of funds.

### Resources Needed: Additional Budget

**Requested Item:** duplicate course materials

**Required for How Long:** 1 time

**Requested Amount:** \$1,000.00

**Description:**

Slides, posters and other lab equipment as needed to supuplicate material currently used so concurrent sections can be offered.

### Supporting Rationale

To accomodate classroom scheduling and have to ability to offer concurrent lab sections on Saturday.

**Requested Item:** duplicated lab materials

**Required for How Long:** 1 time

**Requested Amount:** \$1,000.00

**Description:**

Duplication of lab materials which would allow running of concurrent lab sections.

### Supporting Rationale

Would allow more efficient scheduling.

**Requested Item:** lab materials

**Required for How Long:** 1 time

**Requested Amount:** \$10,000.00

**Description:**

Laboratory equipment

**Supporting Rationale**

Additional laboratory equipment will allow for increased offerings of labs during peak times and within college operational times (especially Saturday)

---

## Appendix A

---

---

## Individuals Who Participated in Developing this Plan

---

The following people acknowledge that they participated in the development of or reviewed this plan.

<b>Name</b>	<b>Role</b>
1. Cummings, Fran	Review Manager
2. Spencer, Shelly	Participant
3. Ribaya, Jay	Participant
4. Koos, Karen	Participant
5. Keller, Terry	Participant
6. Katnik, Steve	Participant
7. Bethel, Robert	Participant

## 2014-15 Program Review

Name of Program:       Philosophy  
Name of Unit:           Behavioral and Social Sciences  
Name of Area:          Academic Affairs  
Date Completed:        9/12/2013

---

### Program's Mission Statement

---

**Mission Statement:** With its emphases on questioning, truth-seeking, values-articulation, dialogue, critical thinking, and personal growth, philosophy, in its classical form, aims at nothing less than making one a better person.

**Vision:** The vision of the College as being an exemplary institution meeting the needs of its changing population is in harmony with the activity of the philosophy program. Since the current full-time instructors were hired, we have doubled the number of different courses offered by the philosophy program (from 5 to 10), providing a broader base, and satisfying a more diverse range of interests. We have greatly expanded the number of our courses deliverable as hybrid or online (8 total as of Fall 2013). We have increased the numbers of sections of the course that had already been available online. We have also been offering hybrid versions of philosophy courses to fulfill that niche—all this in response to the growing number of distance learners seeking to take our courses, and our desire to accommodate as many types of student needs as possible. We have experimented with class scheduling in an effort to maximize effectiveness and satisfy student need, including early morning, evening, afternoon, and Friday classes. All the while, we have sought to maintain the quality and integrity of our offerings.

**Mission:** With our College emphasis on transfer programs, lifelong learning, challenge, innovation, and quality, the philosophy program has been one productive piece of the greater College machinery. Philosophy has always been a staple of a solid liberal arts education, and today is no different in that regard. Learning how to think critically, to reflect on complicated and important questions, and to develop an understanding of the cosmos, oneself, and one's values is an essential aspect of the lifelong learning needed simply to live well, not merely as part of our own vision statement.

**Goals:** Out of the many goals of Rio Hondo College, the most relevant to the philosophy program, as a single department, concerns quality instruction. Preston and Dixon have both been teaching in the program for several years now, with excellent evaluations and indications of student success and appreciation. Student satisfaction is high, along with enrollment. By expanding course offerings, and by providing more hybrid and online courses, we are meeting

the growing and changing demands of our students.

---

### Program's SLO Information - Assessment Results (1a)

---

The philosophy department has been collecting and assessing data since Fall 2009. We have a total of 64 course SLOs on record for our 10 active philosophy courses. We have near 100% compliance with regard to data collection, with discrepancies being primarily due to adjunct faculty failing to provide data early on in the process. We have created 36 assessment reports for those 10 courses. The overall trend is very good. Our lowest performing course is also our most popular: PHIL 101. Even as our lowest performer, students are performing above benchmark (at 75.6%). All other courses exhibit even higher proficiency (up to 95.3% for PHIL 101H). Our degree is new, as is degree assessment, so we have only three semesters' worth of data, but students exhibit 84.7% and 86.8% proficiency on two standards.

---

### Program's SLO Information - Changes in Instruction (1b)

---

One glaring problem with SLOs is that it's effectively impossible to hold constant all of the factors that contribute to student success and/or failure. For example, students are much more "proficient" during summer sessions. It is unlikely that this is because our faculty are considerably better teachers in the summer. Instead, it's a different student population, which is unaccounted for with the typical SLO process.

Overall, performances have improved over the last few years. Is this because we have improved our teaching, or because our adjunct pool has shrunk due to budget cuts, and those few who remain are our best? We have noted, however, what amounts to common sense: students perform better when they attend class. To that end, we are more vocal in encouraging regular, on-time attendance, and some course policies reflect this expectation.

---

### Program's SLO Information - Requested Resources (1c)

---

While not specifically pertaining to attendance issues, we have consistently requested an "Elmo" or document camera for room A208, every year, in every plan, for the past several years. Because this request has never been granted, or even acknowledged, there has been no positive effect on outcomes. However, it may be that negative effects have resulted in students being disconnected from difficult material due to the limitations of technology. Dixon has effectively used an Elmo at SWEC and students were more engaged during test review and the review of test results.

---

## Program's SLO Information - Assessment Reports (2)

---

The data provided in this program review show two courses for which less than two assessments have been completed: PHIL 101H, and PHIL 150. PHIL 150 hasn't been offered in several years, has been removed from our degree, and will not be taught in the foreseeable future. With respect to PHIL 101H, the data provided is in error. We have assessed PHIL 101H numerous times, and the SLOolutions software shows reports for two different SLOs, one of which was assessed covering Fall 09 and Spring 10, and the other having been assessed over multiple cumulative terms (Spring 11 and Spring 12, Spring and Spring 13, and Spring 10 through Spring 13).

---

## Program's SLO Information - Online Results (3)

---

None of our courses is taught exclusively online, though PHIL 120 is taught online (now) more often than on-ground. The online sections are somewhat more proficient, but this is likely due to a different student population (e.g., self-starters, concurrently enrolled at 4 year institutions, etc.), as well as our inability to restrict access to information during assessments (i.e., every assessment is effectively open book, open note, and open Internet).

---

## Program's SLO Information - Degrees and Certificates (4)

---

We currently have an AA in PHIL, and our working on the paperwork for a transfer AA degree. We have presently linked a degree SLO to PHIL 101 and PHIL 101H, as the basic proficiency needed in that class is the one most essential for success in PHIL programs, in general.

---

## Program's Characteristics, Performance and Trends

---

\*\*Updated Data for 2014-2015 Program Year\*\*

Rio Hondo College Total Enrollment									
Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011
21,573	52,560	59,943	17,891	54,301	52,162	16,515	50,296	47,114	15,476

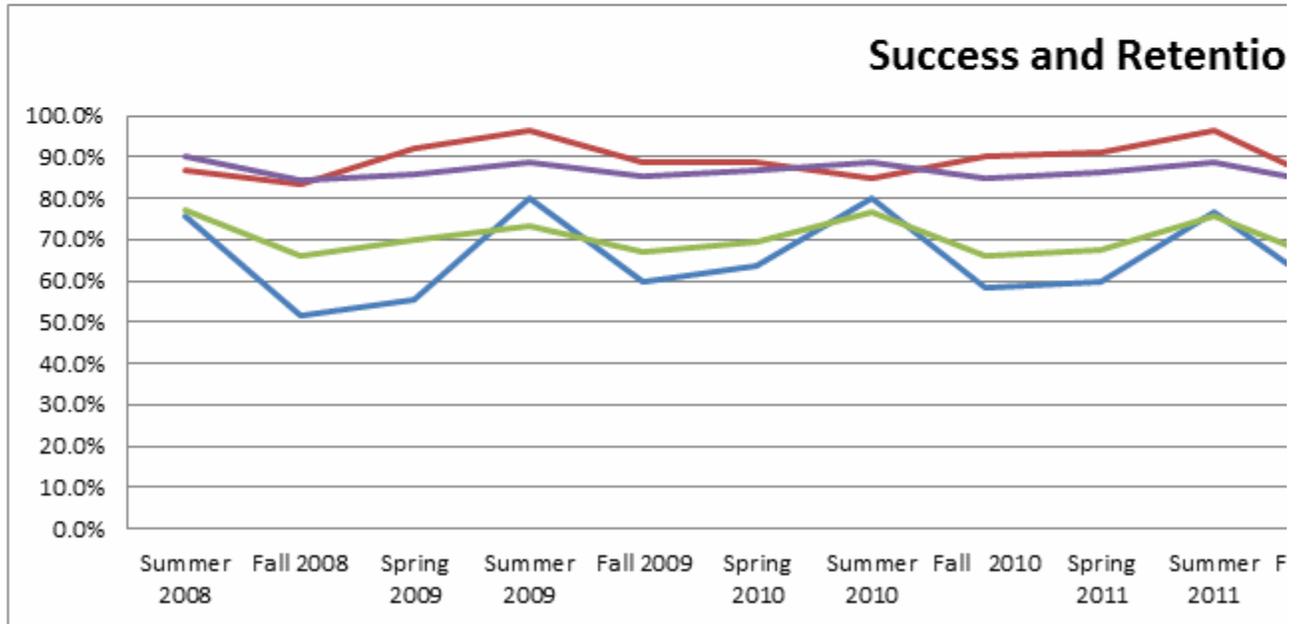
Philosophy Total Enrollment									
Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011
172	719	716	190	813	597	160	793	633	163

Philosophy Enrollment By Course									
Course	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011
PHIL101	172	511	455	149	490	359	122	524	289
PHIL101H			23			27			27
PHIL110		21	28		39				47
PHIL112		49	46		91	85		92	87
PHIL120		60	101	41	51	81	38	90	90
PHIL124		47						43	
PHIL126			20						54
PHIL128						45			
PHIL135			26		43			44	
PHIL140					48				39
PHIL150		31	17		51				

Philosophy FTES									
Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	Summer 2011
19.0	79.6	75.4	19.9	88.8	66.0	16.8	86.0	69.0	16.8

Philosophy Success and Retention								
	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010
Program Success	75.6%	51.7%	55.4%	80.0%	59.8%	63.8%	80.0%	58.5%
Program Retention	86.6%	83.4%	92.3%	96.3%	88.6%	88.6%	85.0%	90.2%

Rio Hondo College								
	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010
College Success	77.2%	66.3%	69.7%	73.5%	67.0%	69.3%	76.6%	65.9%
College Retention	90.0%	84.4%	86.0%	88.5%	85.3%	86.6%	88.7%	85.1%



Philosophy Grade Distribution										
Grade	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	S
A	59	160	131	87	196	166	94	202	147	
B	47	115	154	49	161	117	25	137	130	
C	22	97	112	16	129	98	9	125	100	
CR	2	0	0	0	0	0	0	0	0	
D	3	45	54	4	56	44	3	54	48	
F	16	183	210	27	178	104	5	196	151	
IF	0	0	0	0	0	0	0	0	0	
NP	0	0	0	0	0	0	0	1	0	
P	0	0	0	0	0	0	0	0	0	
W	23	119	55	7	93	68	24	78	57	
<b>Grand Total</b>	<b>172</b>	<b>719</b>	<b>716</b>	<b>190</b>	<b>813</b>	<b>597</b>	<b>160</b>	<b>793</b>	<b>633</b>	

Philosophy % Grade of Distribution										
Grade	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010	Fall 2010	Spring 2011	S
A	34.3%	22.3%	18.3%	45.8%	24.1%	27.8%	58.8%	25.5%	23.2%	4
B	27.3%	16.0%	21.5%	25.8%	19.8%	19.6%	15.6%	17.3%	20.5%	2
C	12.8%	13.5%	15.6%	8.4%	15.9%	16.4%	5.6%	15.8%	15.8%	
CR	1.2%									
D	1.7%	6.3%	7.5%	2.1%	6.9%	7.4%	1.9%	6.8%	7.6%	
F	9.3%	25.5%	29.3%	14.2%	21.9%	17.4%	3.1%	24.7%	23.9%	1
IF										
NP								0.1%		
P										
W	13.4%	16.6%	7.7%	3.7%	11.4%	11.4%	15.0%	9.8%	9.0%	
<b>Grand Total</b>	<b>100.0%</b>	<b>1</b>								

<b>Philosophy Section Delivery</b>									
<b>Time Taught</b>	<b>Spring 2010</b>	<b>Summer 2010</b>	<b>Fall 2010</b>	<b>Spring 2011</b>	<b>Summer 2011</b>	<b>Fall 2011</b>	<b>Spring 2012</b>	<b>Summer 2012</b>	<b>Fall 2012</b>
Day	10	1	11	12	1	11	10	2	11
Evening	2	1	3	1	1	3	1	0	2
Weekend	0	0	0	0	0	0	0	0	0
Online	3	2	4	3	2	4	4	2	5
Other	0	0	0	0	0	0	0	0	0

<b>Philosophy Success By Course</b>									
<b>Course</b>	<b>Summer 2008</b>	<b>Fall 2008</b>	<b>Spring 2009</b>	<b>Summer 2009</b>	<b>Fall 2009</b>	<b>Spring 2010</b>	<b>Summer 2010</b>	<b>Fall 2010</b>	<b>Spring 2011</b>
<b>PHIL101</b>	75.6%	50.3%	53.8%	77.9%	58.0%	63.0%	80.3%	56.3%	55.4%
<b>PHIL101H</b>			78.3%			92.6%			74.1%
<b>PHIL110</b>		52.4%	60.7%		59.0%				78.7%
<b>PHIL112</b>		55.1%	58.7%		51.6%	58.8%		56.5%	51.7%
<b>PHIL120</b>		58.3%	50.5%	87.8%	68.6%	61.7%	78.9%	66.7%	66.7%
<b>PHIL124</b>		42.6%						60.5%	
<b>PHIL126</b>			40.0%						63.0%
<b>PHIL128</b>						66.7%			
<b>PHIL135</b>			73.1%		67.4%			70.5%	
<b>PHIL140</b>					62.5%				53.8%
<b>PHIL150</b>		71.0%	70.6%		74.5%				

<b>Philosophy Degrees &amp; Certificates</b>					
	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>*2012-13</b>
Associate of Arts	0	0	5	3	3

\*NOTE: Because Spring 2013 graduation records were not yet complete on the date these figures were tabulated (8/05/2013), the actual number of 2012-13 graduates might be higher than the figures reported here.

<b>Philosophy Enrollment Management</b>			
<b>Indicator</b>	<b>Summer 2012</b>	<b>Fall 2012</b>	<b>Spring 2013</b>
# Sections	4	18	13
Fill Rate	93%	102%	98%
# Students Over-/Under-Enrolled	-12	16	-14
Section Cap (Average)	45.0	42.4	45.0
# Sections Over-/Under-Enrolled	-0.3	0.4	-0.3
% FTEF Part-Time	N/A	28%	8%

mison

The PHIL program now offers as many as 10 different courses. Some are specialized courses (e.g., PHIL 124, PHIL 126, PHIL 128, PHIL 140) and are offered approximately once every 2-3 semesters. Others are “core” courses offered at least once per semester, or, in the case of PHIL 101, numerous times each semester.

We have two full-time faculty members (Preston, and Dixon) and (until recently) 2-4 adjunct faculty each semester. Due to severe budget cuts, we are down to one (regular) adjunct faculty member. We share support staff (1 administrative assistant, and 1 part-time assistant) with the entire Social Sciences division.

All of our courses fill to capacity each term, with numerous student petitioners seeking to add despite the sections being closed. Even our "specialty" courses fill each term, though it is likely that some of that demand is due to a general desperation for transferable units, rather than a pure interest in the specialized philosophical topics. Retention rates remain high, and are generally above the College retention rates each term.

Success rates for PHIL courses (excluding Summer sessions) are usually slightly lower than that of the College, in general. This is disappointing, but unsurprising. Since the retention rate of philosophy courses is slightly higher than the College average, it seems that more students “fail” philosophy courses by virtue of actually staying in the course, rather than dropping it. Moreover, the abstract thinking, analytical skills, and rigorous argumentation required by philosophy courses renders them notoriously “difficult” classes. Given that we have no prerequisites (for any of our courses except PHIL 101H and PHIL 110--both of which require passing ENGL 101 with a C or better), and allow students to enroll regardless of their background and preparation level, it is to be expected that many will find the courses more difficult than that to which they are accustomed. What is surprising is that, in spite of all this, our success rates have improved, and the gap between our own success rates and that of the College is as small as it is (e.g., a difference of 3.1% in Spring 2013). This is certainly a sign of improvement and success.

In summary, our success and retention rates roughly parallel the College trends, with marginally higher retention, and marginally lower success rates.

---

## Program's Strengths

---

**Subject matter:** The subject matter of philosophy is intrinsically interesting, and inevitably generates student interest. This is a great strength of our program. So long as we provide the discipline with skilled and enthusiastic instructors, sufficient offerings, and adequate space and equipment, the students will come. Our recent course additions, and revitalized lecturer pool, served the program, and its students, well. The budget cuts threaten this, however (see "threats" below).

**Instructors:** The program is also strong in that it has two enthusiastic and resourceful full-time instructors. All of our courses are current, and we are expanding our ability to offer hybrid and online variants of our courses. When our previous President (Martinez) asked for new degrees, we immediately wrote our AA in PHIL. Now that the State is demanding AA-T degrees, we are writing one of those. Both FT instructors have received consistently excellent evaluations from both students and their immediate supervisor.

---

## Program's Weaknesses

---

**Reputation:** Philosophy has a reputation for difficulty that inspires some students to avoid PHIL courses, especially when courses in other disciplines will satisfy the same requirements. Combined with the (misguided) reputation for being "useless," this can cause a suppression in enrollment compared to other disciplines. Additionally, the recent trend in this state to effectively revise our mission statement so as to promote remediation and transfer exclusively (at the expense of valuing "life-long learners") could create downward pressure on enrollment for courses, such as philosophy, often regarded as less practical.

**Success Rate:** As described under "Characteristics, Performance, and Trends," success rates for PHIL courses remain lower than that of the College, in general. As stated above, this is disappointing, but unsurprising. The retention rate of philosophy courses is slightly higher than the College average, suggesting that more students "fail" philosophy courses by virtue of actually staying in the course, rather than dropping it (as already discussed above). Moreover, the abstract thinking, analytical skills, and rigorous argumentation required by philosophy courses renders them notoriously "difficult" classes. Given that we have no prerequisites (for most of our courses), and allow students to enroll regardless of their background and preparation level, it is to be expected that many will find the courses more difficult than that to which they are accustomed. Nevertheless, as previously noted, this gap is shrinking, and our success rate is improving considerably.

---

## Program's Opportunities

---

**Explore the increasing applicability of technology in the classroom:** Virtually all philosophy courses are directly aided by audio-visual modalities. We routinely use the Internet to show video clips available online, Powerpoint for clear presentations, and movies to demonstrate and explain particular themes. We plan to further integrate, where applicable, these

instruments, and others to foster a better learning experience for our students. The "Elmo" we have requested every year for the past several years would be of great value, especially for Critical Thinking and Logic courses. It is admittedly frustrating that this modest request has been ignored/declined each year for A208, while every single classroom at SWEC and EMEC comes already equipped with the same technology. It is even more frustrating to use this technology off the main campus, see that it enables further student understanding, yet the main campus cannot seem to find the resources.

Explore the ways various philosophy courses can be helpful and integral to other new degree programs: Sociology and Psychology both considered adopting PHIL110 (Critical Thinking) for inclusion in their respective majors. While Sociology did not (ultimately) incorporate any PHIL courses in their degree, Psychology included both PHIL 110 and PHIL 101/101H as options for their degree. Nearly all of our courses are included in the General Studies degree, including most of the "with emphasis in" variants. With new majors being actively desired by the college administration, we are at a unique time in the history of the institution, and the philosophy program intends to be included in as many relevant degree options as is appropriate.

Experiment with additional classroom space: Philosophy has just recently acquired the use of an additional classroom, allowing us to offer more sections of philosophy at high demand times. Thus far, the competition between sections has not diminished enrollment, but both competing sections fill to capacity. Indeed, our fill rates for Fall and Spring terms range from 98%-102%. This shows the high level of demand for philosophy courses, and warrants further experimentation with the additional space.

Develop additional online/hybrid course offerings (i.e., PHIL 110, 124, 126, 128, 140--see "goal #7): These additional means of offering our program courses give us greater flexibility and options so as to meet student needs in the midst of budget constraints.

---

## Program's Threats

---

Budget cuts: our program was cut 24% for the Spring 2013 term. As a result, we taught a total of 11 sections that term. Should this last for more than a term or two, our program will certainly stagnate, if not decline. As of Fall 2013, we have been told to expect similar dismal offerings in Spring 2014. It is only because Dixon is now the chair of the curriculum committee, and therefore has significant reassigned time, that we are able to retain our lecturer pool at all. Even with that reassign "cushion," we have lost all but one lecturer for Spring terms, and his course offerings depend largely on the availability of additional sections from SWEM or EMEC. We were pleased to have finally found an excellent lecturer poised to take on regular adjunct responsibilities for our program, but we fear that we will lose him in the very near future solely as a result of our inability to offer him sections on a reliable basis. Our ability to offer a variety of courses in a variety of mediums and at a variety of times is thereby diminished. Given such drastic cuts, the total number of sections is diminished, but so too will be our ability to offer the specialty courses required for our AA degree(s). As a result, interest in and completion of our degree program will diminish.

Classroom space: Although we recently acquired an additional classroom, should we ever lose access to that room, our capacity for growth and our ability to satisfy student demand will be

stifled. We turn away scores of students every semester who wish to add our already-full sections. We have already begun experimenting with non-traditional time slots, and have met with success. It is an undeniable fact, however, that without additional classrooms, the program will never achieve its true potential

**Technology replacement:** It is important that our current equipment (desktop computers, laptops, classroom projectors, etc.) be replaced on a regular, continuing basis. The increased use of media resources (e.g., Internet video clips) requires fast computers with sufficient processing power. Without regular updates, technological failures or deficiencies will interfere with teaching, grading, SLO evaluation, etc.

**Library resources:** Access to the online resource JSTOR would allow numerous and varied primary resources to be used at will by students and instructors. The library has been generally effective at addressing our more urgent needs. We request only that this continues.

**Support staff:** This challenge is shared by all programs housed within the Social Sciences and Humanities Division. For all the sections our Division offers, we have only one full-time secretary to assist with record keeping, logistical tasks, faculty support, as well as student needs. To maintain efficiency and to continue to provide excellent service to students, we do not merely desire more support staff, we need it. The recent addition of part-time clerical support has helped, but it's essential that this position at least be maintained, if not upgraded to full-time.

**Record-keeping:** The task of preparing for courses, continually revising and improving course offerings, lecturing, mentoring, and grading, and participating in various clubs or committees all aimed at maintaining or improving the quality of education received at RHC is becoming considerably more difficult due to the exponentially increasing demands from SLOs, annual program plans, etc. In the last several years, instructors have been required to create, implement, record, and analyze course level SLOs and program level SLOs. Soon, institutional SLOs will be added to the mix. Program review has always been a significant task, but occurred only every few years. Now, program plans have been added as an annual task. These plans require data analysis from both SLOs as well as institutional information—all of which must be addressed in written reports. Simply put, instructors are being asked to do a lot more, and it is coming at the expense of classroom and program needs. The many hours spent preparing each report, assessing SLO reports, etc., are hours that could have been devoted to course preparation, timely grading, course revisions, club sponsorship, etc. It appears that the trend promises still more similar work in the future. The more that instructors are asked to do outside the classroom, the less time they have for the classroom. While recognizing the role of most of this for accreditation purposes, it would appear that either a reduced teaching load, or at least an increase in salary, is warranted.

---

## Program's Accomplishments and Recommendations for Improvement

---

In brief, the PHIL program is strong. Because of its very rapid growth, it's difficult to ascertain any "typical" performance data, as what is "typical" is difficult to discern. We are still

experimenting with scheduling and course rotations, as well as with hybrid and online offerings. Nevertheless, we have two dedicated and skilled full-time instructors who are serious about growing and improving the program.

As mentioned above, retention rates for the program are high, and parallel the retention rates of the College. This demonstrates that we are keeping the students in our classes.

The overall quality of the program is visible by appealing to SLO assessment reports as well. Consider the following recently generated report summaries, in which all courses capable of assessment well exceed proficiency benchmarks:

**PHIL 101:**

SLO (1) assessed over 4 years = 75.6% proficient

SLO (2) assessed over 1 year = 86.4% (standard 1), 84.2% (standard 2)

**PHIL 101H:**

SLO (1) assessed over 2 sections = 92.3%

SLO (2) assessed over 7 sections = 95.3% proficiency on both standards

**PHIL 110**

SLO (1) assessed over 7 sections = 83.9% proficient

**PHIL 112**

SLO (1) assessed over 8 sections = 84% proficiency

**PHIL 120**

SLO (1) assessed over 15 sections = 77.2% proficiency

**PHIL 124**

SLO (1) assessed over 2 sections = 86.7%

**PHIL 126**

SLO (1) assessed once = 74.5% (standard 1), 87.2% (standard 2)

SLO (2) assessed once = 80.5% (standard 1), 78% (standard 2)

**PHIL 128**

SLO (1) assessed over 2 sections = 83.1% on both standards

**PHIL 135**

SLO (1) assessed over 3 sections = 84.3%

**PHIL 140**

SLO (1) assessed over 2 sections = 84.4% proficiency

Degree SLO (linked to PHIL 101 and PHIL 101H) assessed over 3 terms = 86.8% (standard 1) and 84.7% (standard two)

Observations: Overall, our outcomes are excellent, and exceed our benchmarks by a significant degree, in most cases. We had previously observed a slight downward trend in the average of our outcomes for our speciality courses, and thought it the result of increased student demand. In the past, students taking those courses did so primarily from an interest in the material, and in philosophy in general. With cuts at the CSU and UC system, RHC has many more students, fewer sections, and much greater demand for any section that will satisfy a humanities GE requirement. As such, we are seeing many more students taking these speciality courses who have no prior experience or preparation in philosophy, nor even any special interest. Not surprisingly, they tend to perform at a lower level than their more internally motivated peers. That downward trend has reversed, and though the cause is unclear at this moment, a related hypothesis offers itself: as a result of those CSU and UC cuts, more of those students are taking our classes. As a result, those students taking our speciality

courses are perhaps better prepared than previous pools. This remains only a hypothesis at this stage.

---

## Program's Strategic Direction

---

Unfortunately, our strategic direction must (inevitably) be dictated by budget constraints. If our program is operating at our contractual minimum, we will have a different program than if we are in a season of growth, or even stability. Interest in our AA degree is consistent, and we anticipate that our AA-T degree will be even more popular. We would like to offer our speciality courses in such a way as to satisfy that demand, but if our offerings are so limited, we must consider that most of our students are not majors, but are rather taking our courses for GE credit. If we cater to that larger demographic, then our speciality (degree-serving) courses will be offered less often. We hope to continue to offer a variety of course types (i.e., online, hybrid, evening, etc.), but such decisions will also need to be made in the general context of our budget. Despite the increased interest in our courses, our lecturer pool has been all but eliminated, making growth out of the question--at least for now. So, ultimately our direction is one of survival until we can return to respectable levels of funding.

---

## Program's Staff Development

---

We have usually had modest needs. Traditionally, our primary concern has been regular maintenance and upgrading of our classroom technologies (e.g., projectors, computers, etc.). The addition of a document camera ("Elmo") in at least one of our rooms would greatly enhance the teaching of certain courses (e.g., PHIL 112). The library has been helpful in acquiring books in our field for the past several years, and we hope that trend continues. Sufficient funds for the occasional purchase of subject-related DVDs is also necessary. Neither of our full-time faculty has had a sabbatical, and both of us have an interest. We are interested, of course, in the continuing possibility of sabbatical. The largest issue, of course, is the basic state of our budget. The loss of our lecturers, the loss of roughly 40% of all our sections over the last few years, and the possible loss of even the chance for overload (including summer courses) weighs heavily on the program, and impacts faculty morale.

---

## Program Review - Additional Comments

---

Because of the overlap between Philosophy and Political Science due to PHIL 128/POLS 128 (Political Philosophy), Colin Young has been consulted during our review process. He helped to write the course, and has been active in its promotion amongst political science students.

---

## Program Review - Executive Summary

---



---

## Program Review - Response to the Executive Summary

---



---

<b>Goal #1</b>	Short term (1 year)	Corresponds with Institutional Goal	Status: in progress
----------------	---------------------	-------------------------------------	---------------------

---

### Description of Goal

Secure State approval of PHIL AA degree for transfer.

### Evaluation of Goal

We are nearly finished with the paperwork for both the curriculum committee and State approval. Division approval for the degree has already been acquired.

---

### Objective #1.1

Status: on hold

Complete and submit State paperwork for the PHIL AA degree for transfer.

### Existing Resources

Expertise and efforts of Preston and Dixon, with input from Managers.

---

<b>Goal #2</b>	Short term (1 year)	Corresponds with Institutional Goal #	Status: complete
----------------	---------------------	---------------------------------------	------------------

---

1

---

### Description of Goal

Offer cross-listed political philosophy course.

### Evaluation of Goal

This was planned for, and first executed, in Spring 2010. The course has been offered twice now, and is a stable feature of our program.

---

### Objective #2.1

Status: in progress

Complete course preparation and offer in Spring 2010.

### Existing Resources

Library materials.

---

Goal #3 Long term (2-5 years) Corresponds with Institutional  
Goal # 1

Status: complete

---

### Description of Goal

Secure an additional philosophy classroom.

### Evaluation of Goal

We have limited use of room A208, as well as occasional offerings at SWEC and now EMEC. Our sense (fueled, no doubt, by ever-present budget anxiety), however, is that our access to all of those additional spaces (SWEC, EMEC, and A208) is tenuous.

---

### Objective #3.1

Status: in progress

Consultation with, and cooperation from, Division Dean.

---

## Existing Resources

Room A208. Rooms at SWEC and EMEC.

---

Goal #4 # 1	Long term (2-5 years)	Corresponds with Institutional Goal	Status: on hold
----------------	-----------------------	-------------------------------------	--------------------

---

## Description of Goal

Evaluate our current PHIL 135 course and determine whether we should: a) revise it such that it's repeatable for credit. 2) Replace it with a new "special topics" course. 3) Leave it as is, and address student repetition concerns by clever scheduling.

## Evaluation of Goal

Dixon is researching the curriculum issues at stake due to repeatable course designations. This exploration is on-going as he becomes more informed of the broader curriculum concerns. We are also considering the creation of some additional courses as an alternative way to address this concern. It is likely that additional courses will be the solution given repeatability issues. But for the time being this Goal is tabled due to budget cuts and the inability to offer topics courses to meet changing students needs.

+Due to recent repeatability guidelines from the State, 135 cannot have a repeatable designation. We, however, are exploring a reenrollment option.

---

Objective #4.1	Status: in progress
----------------	---------------------

Dixon will continue consultation with the curriculum committee.

---

Goal #5 Goal # 9	Long term (2-5 years)	Corresponds with Institutional	Status: in progress
---------------------	-----------------------	--------------------------------	------------------------

---

## Description of Goal

Secure a campus library subscription to JSTOR.

---

## Evaluation of Goal

We are researching costs and subscription options in preparation for making an official resource request. The request has been submitted in previous plans, but we have not received any indication of its feasibility.

---

### Objective #5.1

Status: in progress

Request JSTOR subscription from library, and provide rationale.

---

### Impact of Objective on Other Programs, Units, and/or Areas

#### **Impact on the Area: Academic Affairs**

JSTOR is an expansive online collection covering many disciplines, and of use to most programs on campus.

---

### Resources Needed: Additional Budget

**Requested Item:** Subscription to JSTOR

**Required for How Long:** Ongoing

**Requested Amount:** \$8,000.00

#### **Description:**

This is an approximate amount. Licensing fees vary.

### **Supporting Rationale**

A JSTOR subscription provides a popular online resource used at most universities. It will benefit campus research, and familiarize students with a research tool they will likely use after transfer.

---

Goal #6 Long term (2-5 years) Corresponds with Institutional  
Goal # 9

Status: in  
progress

---



---

## Description of Goal

Secure a document camera for at least one of our philosophy classrooms so that Dixon may more effectively teach his logic and critical thinking courses.

---

## Evaluation of Goal

This request has been made every year, in every annual plan, for the past several , and we are awaiting any response, let alone confirmation.

---

### Objective #6.1

Status: in progress

Submit request in program plan.

---

### Resources Needed: Additional Technology

#### **Technology Classification: Technology Related to Facilities (e.g., Smart Classrooms, etc.)**

**Requested Amount:** \$400.00

**Description:**

Document camera for classroom use.

**Reason:**

Enable projection of non-electronic resources onto screen for classroom viewing.

**Location:** A208

**New or Replacement:** New Installation

**Services Required:** Electricity, Software Support

---

Goal #7	Short term (1 year)	Corresponds with Institutional Goal #	Status: complete
1			

---



---

## Description of Goal

Secure division and campus approval for several additional classes: online/hybrid versions of PHIL 110, PHIL 124, PHIL 126, PHIL 128, and PHIL 140.

---

## Evaluation of Goal

Division approval is secured, and we submitted all the necessary paperwork to the curriculum committee as of their first meeting (Fall 2013). The curriculum committee approved all of the

courses for DE at the 9-11-13 meeting.

---

### Objective #7.1

Status: in progress

Secure division approval for those courses and complete the curriculum paperwork,

---

### Existing Resources

Expertise and labor of Preston and Dixon.

---

## Individuals Who Participated in Developing this Plan

---

The following people acknowledge that they participated in the development of or reviewed this plan.

<b>Name</b>	<b>Role</b>
1. Preston, Ted	Review Manager
2. Dixon, Scott	Participant
3. Young, Colin	Reviewer

# 2011-12 Annual Program Plan

Name of Program: Psychology  
Name of Unit: Behavioral and Social Sciences  
Name of Area: Academic Affairs  
Date Completed: 10/16/2010

---

## Program's Mission Statement

---

The purpose of the Psychology program is to provide students with a high quality education firmly based in its foundation as a science. We are committed to a curriculum providing knowledge, skills, and values consistent with the science and application of Psychology. We emphasize the value of developing critical thinking and learning competencies in order for our students to build a knowledge base and achieve success in their chosen endeavor, whether they transfer to the university or achieve success in the workplace, or improve their quality of life through a further understanding of the diverse internal and external forces that guide human behavior. We are dedicated to providing excellent instruction that utilizes a variety of teaching methods, including the use of technology, to enhance the learning process of our students.

---

## Program's Overarching Outcomes - SLOs / SAOs

---

1. Students will demonstrate familiarity with the major concepts and theoretical perspectives in psychology.
  2. Students will understand critical thinking within the context of the scientific approach to solving problems related to behavior and mental processes.
  3. Students will recognize and apply psychological principles to personal, social and/or work-related issues.
- 

## Program's Characteristics, Performance and Trends

\*\*Updated Data for: 2011-2012 Program Year\*\*

Rio Hondo College Total Enrollment										
Summer 2008	Fall 2008	Intersess 2009	Spring 2009	Total 2008-09	Summer 2009	Fall 2009	Intersess 2010	Spring 2010	Total 2009-10	Annual Growth
27,189	68,613	4,164	75,319	175,285	26,912	72,795	366	58,683	158,756	-9.43%

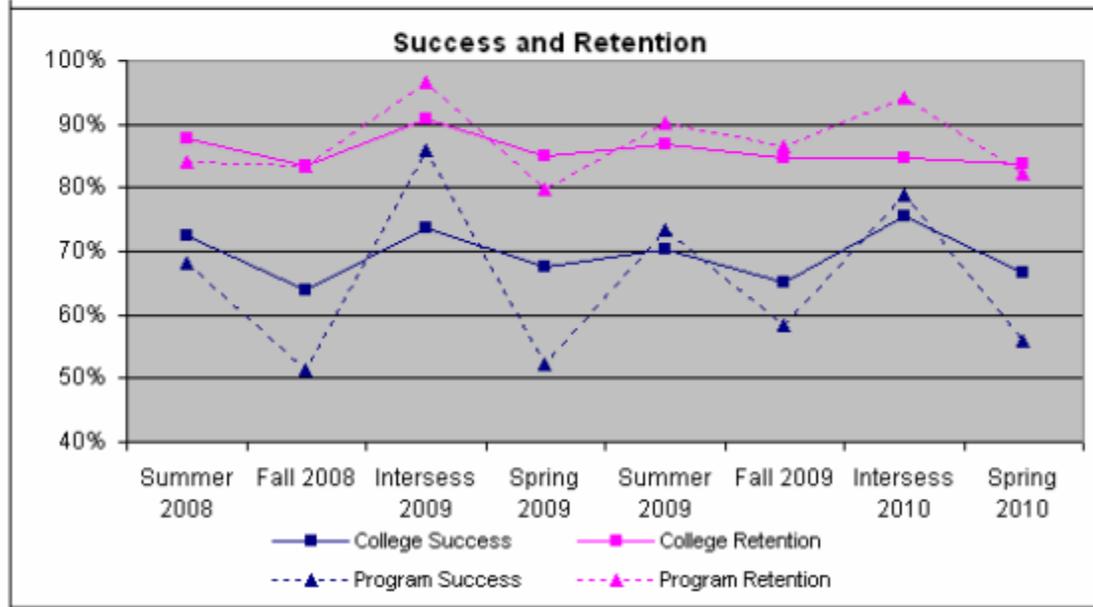
Psychology Total Enrollment										
Summer 2008	Fall 2008	Intersess 2009	Spring 2009	Total 2008-09	Summer 2009	Fall 2009	Intersess 2010	Spring 2010	Total 2009-10	Annual Growth
560	1,464	95	1,532	3,651	579	1,657	52	1,383	3,671	0.55%

Psychology									
Course Enrollment									
Course	Summer 2008	Fall 2008	Intersession 2009	Spring 2009	Summer 2009	Fall 2009	Intersession 2010	Spring 2010	
PSY101	433	991	51	1084	431	1068	52	934	
PSY101H	0	26	0	0	0	24	0	0	
PSY112	84	162	44	191	98	219	0	192	
PSY114	43	90	0	93	50	95	0	95	
PSY118	0	0	0	0	0	0	0	0	
PSY121	0	53	0	0	0	90	0	0	
PSY122	0	0	0	0	0	0	0	0	
PSY123	0	0	0	43	0	0	0	38	
PSY126	0	0	0	0	0	0	0	0	
PSY127	0	46	0	0	0	47	0	0	
PSY130	0	0	0	0	0	0	0	0	
PSY133	0	34	0	0	0	41	0	0	
PSY200	0	18	0	27	0	22	0	23	
PSY210	0	44	0	94	0	51	0	77	
PSY210H	0	0	0	0	0	0	0	24	
PSY230	0	0	0	0	0	0	0	0	

Psychology						
	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009
FTES	182.15	57.82	160.05	162.35	59.66	181.06
FTE	3.64	1.29	3.10	3.30	2.65	3.30
Efficiency	50.00	44.83	51.63	49.13	22.47	54.87

Psychology								
	Summer 2008	Fall 2008	Intersess 2009	Spring 2009	Summer 2009	Fall 2009	Intersess 2010	Spring 2010
Success	68.2%	51.3%	85.9%	52.2%	73.4%	58.2%	78.8%	55.9%
Retention	84.0%	83.4%	96.7%	79.8%	90.1%	86.4%	94.2%	82.1%

Rio Hondo College								
	Summer 2008	Fall 2008	Intersess 2009	Spring 2009	Summer 2009	Fall 2009	Intersess 2010	Spring 2010
Success	72.5%	63.7%	73.6%	67.7%	70.2%	65.1%	75.5%	66.5%
Retention	87.8%	83.4%	90.8%	84.9%	87.0%	84.5%	84.6%	83.8%



Psychology offers the core undergraduate, transferable courses for the major: Introduction to Psychology, Research Methods, and Biological Psychology. In addition the the 3 main core classes, Statistics for the Behavioral Sciences is a new transferrable stats course that is planned to be offered in the Fall of 2011 for the first time. Furthermore, students who wish to further their understanding of the field may take additional courses that meet general education requirements, including Lifespan Development, Introduction to Abnormal Psychology, Introduction to Learning and Memory, and Positive Psychology. In addition, the psychology department offers courses as part of the Drug Studies Program along with three other Psychology courses: "Drug Education and Prevention"; "Introduction to the Physiological Effects of Drugs of Abuse," and "Drugs, Society and Behavior." The Drug Studies Program consists of courses that provide students with all of the academic preparation needed to

become certified to work in a drug treatment facility. Of all the above-mentioned courses, Introduction to Psychology, Lifespan Development and Abnormal Psychology are offered not only on campus, but also as online courses each semester. All Psychology courses are taught by four full-time faculty and ten adjunct faculty.

## Trends

Based upon current program data, the Psychology program has consistently served approximately 3700 students for each academic year (2006-2007, 2007-2008, and 2008-2009, 2009-2010) with an annual growth rate of 0.54% (06-07 to 07-08), 0.92% (07-08 to 08-09), and 0.55% (08-09 to 09-10). This is a modest growth rate; however, it suggests that the Psychology program is a stable one. It is important to note that enrollment in Psychology courses has grown slowly while enrollment at college-wide has fallen. During the 08-09 to 09-10 cycle, the psychology program grew by 0.55% while college-wide enrollment fell by 9.43%.

The Psychology department has an overall success rate that is about 5-12% lower than that of the college during Fall and Spring semesters. However, during recent Intersession and Summer semesters, Psychology classes have success rates 3-12% higher than the college. From Summer 2008 until Spring 2010, the average, overall success rate of the college was approximately 70% and the average overall success rate for the Psychology program was approximately 65%. Across all psychology courses, success rates have increased for the 09-10 school year. In fact, success rates increased between 3 and 7% depending on the semester. The one exception to this is intersession, where success rates went down, but since there is only one course section offered during intersession, this small N precludes much interpretation from this change.

Retention rates for the Psychology department almost mirror those of the college as a whole from Fall 2006 until Spring 2009. The average retention rate of the college was approximately 86% while during the same period of time, the average retention rate of the Psychology program was approximately 87%. In addition, retention rates for psychology courses have increased from approximately 82% (06-09) to 87% (08-10). The Psychology Dept is interested in examining why this might be.

---

## Program's Strengths and Weaknesses

---

### Strengths

There are extremely high levels of demand for Psychology courses. The Psychology Department is running at capacity (111.5% of current capacity (09-10 school year)).

The Psychology department offers a variety of courses, all of which are full (non-Introduction to Psychology courses are at 106.6% capacity (as of 2/22/09))

The Research Methods course (Psy 200) has a very high success rate and high SLO proficiency. In Fall, 2009 and Spring, 2010, students scored at the excellent level 90% and 95% of the time, respectively in their understanding of the SLOs. Success rates in this class

are usually quite high as well. Under the guidance of Dr. Padgett, success rates have been in the 80% range (81.8% and 87% for Fall 09 and Spring 10 respectively). The Biological Psychology course (Psy 210) has seen dramatic increases in enrollment in Spring semesters (09 and 10). In Fall 2007, two sections enrolled 28 and 29 students in each (on-campus and online). In Spring 2009 and 2010, two on-campus sections enrolled 95 and 101 students respectively. Both the Research Methods and Biological Psychology courses are the core courses offered by the Psychology department as transferable units for the major.

The background of the faculty for the Psychology department is very strong. We have four full-time faculty members that have sound teaching backgrounds, having taught a variety of Psychology courses across two- and four-year institutions. Further, each has a strong science-based background. Professor Sutow has completed classroom based research on cross-cultural psychology. Dr. Padgett has published a number of social psychological studies. Dr. Smith and Dr. Pilati have strong backgrounds in Biological Psychology (Dr. Smith at the whole brain level and Dr. Pilati with reference to drug interactions and outcomes).

New courses have been developed and are planned to be offered over the next few semesters. Positive Psychology (Psy 180) was offered for the first time in the Fall 2010 semester and it filled (48 students enrolled at census). We plan to offer this course each semester. Statistics for the Behavioral Sciences (Psy 190) is currently on the UC TCA list and is being submitted for CSU GE and IGETC. Assuming it is approved for these transfer lists, it will be offered in the Fall 2011 semester.

### Weaknesses

The Psychology Dept is running at capacity which makes it unable to accommodate many students trying to add our courses. Also, the current budget situation makes expansion difficult. The Psychology program has new courses written, but the department is unable to add sections of these courses without replacing other course sections.

There is currently no statistics course offered within the Psychology department. Psychology students take the statistics course offered by the Math Department. Many Psychology departments in the community college system offer a statistics course within the social sciences. Further, at many four-year universities, in particular those Psychology programs with which we articulate, have expressed their desire for our department to offer a statistics course within the Psychology Department. To alleviate the demand for such a course, the Psychology department has written a course "Statistics for the Behavioral Sciences." The course is currently being reviewed by the UC and CSU systems to determine whether it will be added to IGETC and CSUGE lists. The current plan is to have the course offered in the Fall of 2011.

The course offerings within the Psychology department focus primarily on transfer to four year institutions, and focus less on knowledge, skills, and values consistent with a Liberal Arts education. This year we are starting to offer "Positive Psychology" which is a course that targets continuing education students and the interests of the community by covering topics found in the media and in pop psychology (however, they are covered in a scientific way). There has been discussion on offering a "Current Topics" course with variable topics in the near future. This style of course might be especially popular at the new South Whittier Education Center which may draw a larger percentage of students from the community

(lifelong learners).

According to data from the 2007-2008 academic year, the Psychology department has lower success rates when compared to the college. The Psychology department has a success rate that is consistently 5-12% lower than that of the college. From Summer '08 until Spring '10, the average success rate of the college was 69.4% and the average success rate for the Psychology program was 65.5%.

The Psychology faculty could investigate whether relevant grants are available that may provide funding for obtaining the appropriate technology, software, equipment and necessary support systems to provide excellent instruction to improve student learning.

Information about Psychology and about the Psychology program is difficult for students to find in institutional literature either written or online. This includes course information, transfer information, and information about career choices in Psychology.

Currently there is no Psychology major. Recently, the college eliminated two of the main degree options for students (Liberal Arts and General Education). Thus, there is a need for new majors to provide students with graduation options. The AA in Psychology was approved by the Rio Hondo Curriculum Committee in Sept. '10. The degree is waiting to be sent to the Chancellors Office for approval.

---

## Program's Opportunities and Threats

---

### Opportunities

The new LRC building contains classrooms, some of which may be available for Psychology courses. It also appears that the old Library building has some classrooms, which might also be available for Psychology courses.

Cross-disciplinary courses with Sociology and Human Services may increase interest in Psychology and increase enrollment in Drug Studies courses as well as Psych 101. These cross-disciplinary courses are: HUSER 118 Chemical Dependency: Intervention, Treatment, & Recovery; HUSER 126 Counseling the Family of the Addicted Person; HUSER 122 Introduction to Group Leadership and Process; HUSER 124 Introduction to Case Management and Documentation; HUSER 130 Essential Counseling Skills. These courses may spark students' interest in Psychology.

Because of state funding cuts and because surrounding community colleges are cutting enrollment to remain within budgetary constraints, our enrollment may increase since our college is not cutting as many courses due to sound fiscal policies. This may positively impact the Psychology program.

## Threats

Currently, there is an inadequate number of classrooms designated for Psychology classes at the college. As we develop new courses, there may not be classrooms available for these new courses to be taught. In Spring 2010, we offered 22 on-campus sections and had one dedicated classroom for Psychology classes, which is used by Human Services classes as well. The room is scheduled at nearly every possible time.

The consistent level of construction at the college limits students' ability to find parking, which threatens their return rate and harms their chances of succeeding in courses that they cannot and do not attend. This construction will continue for several years.

Because of state funding cuts, less money will be available for college programs. Thus, it may be less likely to purchase up-to-date multimedia, software, and equipment for use in Psychology courses, or to replace parts for equipment that wears out.

The available Psychology research databases at the library are limited in their coverage of certain areas of Psychology. Scholarly articles on specific topics, such as Biological Psychology, are not readily available through our library.

Currently, in our one dedicated classroom, there are damaged, flimsy tables and chairs. The tables are too small to comfortably accommodate students sitting in chairs. Funding is needed to replace tables and chairs with new student desks.

The Drug Studies program is not currently being fully-funded. Without a full time faculty member for the Human Services or Drug Studies programs, there is a lack of support and coordination for those classes. This may negatively impact the PSY courses that are part of that program. Also, if the program fails or if the courses are cancelled, these students will go elsewhere for their certification and may bring PSY 101 enrollments down (very slightly).

---

## Program's Accomplishments and Recommendations for Improvement

---

### Program's Performance

The mission of the Psychology program is to provide students with a high quality education firmly based in its foundation as a science. We are committed to a curriculum providing knowledge, skills, and values consistent with the science and application of Psychology.

#### Accomplishments:

- Our courses and their SLOs are directly related to students learning scientific method and skills.
- Our courses and their SLOs provide an understanding of the value of the scientific approach to solving problems.
- The department is meeting its mission of providing Psychology courses that are founded on science although our course offerings should be expanded to provide students with

more science-based courses that study a greater variety of human behaviors.

The mission of the Psychology program is to provide students with a diverse curriculum not only for transfer but for developing skills for the workplace or for enhancing students' personal understanding of human behavior.

#### Accomplishments:

- We offer a variety of courses from our core transferable courses, to drug studies courses aimed at the workplace, and a course in positive psychology.
- We offer a limited but wide cross-section of Psychology courses. Our program has nine different course offerings plus two honors classes.

The mission of the Psychology program is to utilize a variety of teaching methods, including the use of multimedia and technology in our courses.

#### Accomplishments:

- We provide students with many online courses. Specifically, each semester we offer four sections of Introduction to Psychology ( Psy 101), two sections of Lifespan Developmental (Psy 112), and one section of Introduction to Abnormal Psychology (Psy 114).
- In the classroom, we have computers to use Power-Point presentations, access the internet, and play videos to enhance learning.
- In the classroom and in online courses, interactive student groups are used for students to think critically about the application of psychological principles.
- It would be beneficial to the curriculum to offer more online courses and to stay up-to-date with technological advances so students are provided state-of-the-art technology in learning information.
- Access to a computer lab would be useful for the Research Methods course (PSY 200) and for use in the upcoming Statistics for the Behavioral Sciences course (PSY 190).

#### Recommendations

1. Expand our course offerings to include a statistics course.  
This course has been written and is nearly transferrable. Since it takes approximately one year for a course to go through the process of becoming fully transferrable (on CSU GE or IGETC), this course should be offered Fall 2011.
2. Expand the diversity of our course offerings.  
Although we have a wide cross section of courses, courses that can enhance the personal and workplace understanding of human behavior should be added. For example, there is a growing internationalization of Psychology with the acknowledgement of the relevance of cross-cultural issues within the context of the globalization in today's world. Other courses that are frequently taught at the lower division level include: History of Psychology, Personality Theory, and Social Psychology. Also, some classes could be offered that would focus more on " interest based" topics that enhance a liberal arts perspective of Psychology.

3. On-going evaluation of our program, SLOs, teaching methods, technological advances and curriculum in order to maintain and improve student success.

Although the Psychology department has a very high demand for its courses and we are running at capacity, we cannot become complacent in our successes. Even though we have improved our success rate this past school year, we can still strive to further improve the student success rate. In order to do this, we need to maintain an on-going evaluation of every aspect of our program.

4. Hire an additional full-time faculty member.

Currently, we are teaching 29 sections of courses. The program is already at capacity. Further, the percentage of full-time faculty is 69%, and we intend to expand our course offerings.

5. Provide the Psychology program with new student desks in our classroom.

Currently, our classroom has very unstable, damaged long tables. In order to seat 45 students in this classroom, chairs must be squeezed along each table which provides a very uncomfortable seating arrangement for students which interferes with learning. The chairs in the classroom are also unstable and appear to be dangerous, as some of them bend into inappropriate angles when students sit in them. New folding chairs were added to the room in Fall 2010, and these are small, uncomfortable, and frail looking options as well.

6. Provide the Psychology program with up-to-date classroom equipment.

Currently, our classroom could use a new over-head projector as the one in our classroom has a reflector that constantly falls down losing the image on the wall. Further, the mounted ceiling projector for the computer tends to overheat and has at times, shut down.

7. Provide a pamphlet on the course offerings in our department.

Since it is difficult for students to find information on our course offerings, a pamphlet would be beneficial for students to know what our program offers.

8. Create a Psychology major.

Students at the college would benefit from having more majors than is currently available providing students with more graduation options. Since many students express an interest in majoring in Psychology, having the major gives students the opportunity to do so.

---

## Program's Strategic Direction

---

### Strategic Direction of Program

The Psychology department is a strong, growing and vibrant program. The overall strategic direction for the program is for it to grow by providing students with a high quality education firmly based in its foundation as a science. We are committed to a curriculum that will provide knowledge, skills, and values consistent with the science and application of Psychology. This direction will involve regular evaluations of the program and SLOs .

Therefore, within the next 3 to 5 years, increasing relevant course offerings will be important for the program in order for the program to grow. Having another full time faculty member may be required to teach new courses. On-going evaluation of all aspects of the program should be maintained. Continual evaluation, refinement, and assessment of SLOs should ensure that the curriculum impart to students a clear set of expectations about the knowledge they should learn from any Psychology course.

---

## Program's Staff Development

---



---

**Goal #1** Long term (2-5 years)

Status: in progress

---

### Description of Goal

Expand our course offerings.

### Evaluation of Goal

Evaluation of the goal is based on a determination of an improvement in the number of diverse course offerings.

---

**Objective #1.1**

Status: in progress

03/09: Develop a transferable statistics course within the Psychology program.

10/09: The statistics course has been written and is set to go before the curriculum committee for approval on 10/28.

9/10: The statistics course has been approved by the curriculum committee at Rio Hondo and was placed on the UC TCA list in August. The course is being submitted for placement on CSU GE and IGETC this month. The current plan is to offer the course in Fall 2011.

---

**Impact of Objective on Other Programs, Units, and/or Areas**  
**Impact on the Math & Sciences Program: Transfer Level Math**

The Math Dept. currently teaches this course for all our Psychology students.

---

## Objective #1.2

Status: in progress

3/09: Expand our course offerings to include more “interest-based” courses and/or courses that emphasize sociocultural and international diversity awareness, and personal development.

10/09: The Psychology department has written three new courses: Introduction to Learning and Memory, Statistics in the Behavioral Sciences, and Positive Psychology. These courses are written and are set to go before the curriculum committee for approval on 10/28.

9/10: Introduction to Learning and Memory, Statistics in the Behavioral Sciences, and Positive Psychology were all approved by the curriculum committee. Positive Psychology was offered in Fall 2010 (at full capacity). Statistics for the Behavioral Sciences and Introduction to Learning and Memory are still going through the steps to get onto IGETC and CSU GE lists. Current plans are to offer Statistics for the Behavioral Sciences in Fall 2011, and Introduction to Learning and Memory in Fall 2012.

---

## Objective #1.3

Status: in progress

Hire an additional full-time faculty member.

---

## Resources Needed: Additional Personnel

### **Position Classification: Full Time Faculty**

Required for How Long: 1 time

Position Title:

Basic Position/Job Description:

Psychology instructor

Estimated Salary Excluding Benefits: \$50,000.00

Supporting Rationale: What are your most compelling reasons for this request? Include recommendations and documentation from recent program review or program plans to support your rationale.

We are currently at 69% for full-time faculty and our program is running at capacity.

---

**Objective #1.4**

Status: in progress

Provide the Psychology program with another classroom.

9/10: Although not specifically met, with the addition of the LRC and the additional classrooms in the old library building, the demand for another classroom has lowered. That said, when funding improves and course offerings increase, there will be a classroom shortage once again.

---

**Objective #1.5**

Status: in progress

Expand the psychology department's offerings of elective courses. With the new psychology degree currently going through the approval process, there will be an increase in demand for elective style courses that students can take to fulfill requirements. Many other community colleges offer courses in Social Psychology, Personality Theory and History of Psychology.

---

**Goal #2 Long term (2-5 years)**

Status: in progress

---

**Description of Goal**

Improve dissemination of pertinent information on the Psychology program to students.

---

**Evaluation of Goal**

Evaluation of the goal is based on adequate dispersal of information.

---

**Objective #2.1**

Status: in progress

Develop a pamphlet on the course offerings of the Psychology department.

---

**Objective #2.2**

Status: complete

3/09: Develop a Psychology department website.

In Fall 2009, the Psychology department website went live and has been used in some psychology classes to disseminate information to students about course offerings.

---

## Existing Resources

We are connected to the internet and can set up another Social Science website.

---

**Goal #3** Long term (2-5 years)

Status: in progress

---

## Description of Goal

Maintain an on-going evaluation of our program.

## Evaluation of Goal

Evaluation of the goal will be determined by an empirical assessment of the extent to which a consistent evaluation process is maintained.

---

**Objective #3.1**

Status: in progress

3/09: Maintain an on-going evaluation of our SLOs.

10/09: SLOs are currently being assessed and will be evaluated in the Spring of 2010.

9/10: Assessment reports were written in Fall 2010 and the psychology department is currently on track to evaluate the next set of SLOs in the Spring.

---

**Objective #3.2**

Status: in progress

3/09: Maintain an on-going evaluation of our teaching methods.

10/09: Faculty in the Psychology department are continually going through peer review (Prof Sutow in 2008-2009, Dr Padgett in 2009-2010, Dr Smith every year until 2011-2012).

---

**Objective #3.3**

Status: in progress

Maintain an on-going evaluation of technological advances and their potential usefulness in the classroom.

**Objective #3.4**

Status: in progress

3/09: Maintain an on-going evaluation of our curriculum to insure that it meets the needs of our students.

10/09: With the three new courses that are going before the curriculum committee on 10/28, the Psychology faculty are ensuring that our curricula are meeting the needs of our students, both for those wanting to transfer (with the stats course and learning and memory course) and those wanting to take courses for lifelong learning (with the positive psychology course)

**Objective #3.5**

Status: complete

Provide Psychology faculty with a conference or meeting room to meet with colleagues and with our students.

The "blue room" is available for use by Behavioral Science and Communications faculty. This room has made meeting with colleagues considerably easier.

**Goal #4 Long term (2-5 years)**

Status: in progress

**Description of Goal**

Provide students at Rio Hondo with other options for a degree major.

**Evaluation of Goal**

Evaluation would involve an empirical assessment of the extent to which other options for a major are developed.

**Objective #4.1**

Status: in progress

3/09: Develop a Psychology major.

10/09: The paperwork for the major has been written up and is currently in the review process among the Psychology faculty. The degree should be submitted to the curriculum committee in the month of November.

9/10: The degree was approved by the curriculum committee and is currently awaited review by the Chancellors office.

**Goal #5** Long term (2-5 years)

Status: in progress

### Description of Goal

Improve teaching and learning conditions in our one classroom (A228) and in our "supplemental classroom" (S336).

### Evaluation of Goal

Evaluation of the goal will depend on the improvements to the classroom.

**Objective #5.1**

Status: in progress

Provide the Psychology program with new student desks in our classroom.

### Resources Needed: Additional Budget

**Requested Item:**

**Required for How Long:** 1 time

**Requested Amount:** \$3,000.00

**Description:**

Individual student desks with a holder under the seat for books and backpacks.

### Supporting Rationale

Currently, our classroom has very unsafe, unstable, long tables. These chairs and tables bend when students sit on them. Folding chairs have been added to A228 in Fall 2010, but this appears to be even worse. The folding chairs are even flimsier than the non folding ones.

**Requested Item:**

**Required for How Long:** 1 time  
**Requested Amount:** \$3,000.00  
**Description:**

Individual, student desks preferably with a holder for books and backpacks under the seats.

### **Supporting Rationale**

Currently, our classroom has very unsafe, unstable, long tables. In order to seat 45 students in this classroom, chairs must be squeezed along each table which provides a very uncomfortable seating arrangement for students which interferes with learning.

---

### **Objective #5.2**

Status: in progress

Provide the Psychology program with a new over-head projector.

---

### **Resources Needed: Additional Budget**

**Requested Item:**  
**Required for How Long:** 1 time  
**Requested Amount:** \$500.00  
**Description:**

This is an overhead projector for showing transparencies.

### **Supporting Rationale**

Our current overhead projector has a reflector that constantly falls down losing the images reflected on the wall.

**Requested Item:**  
**Required for How Long:** 1 time  
**Requested Amount:** \$500.00  
**Description:**

This is an overhead projector for showing transparencies.

### **Supporting Rationale**

Our current overhead projector has a reflector that constantly falls down losing the images reflected on the wall.

---

### **Objective #5.3**

Status: in progress

Provide our one Psychology classroom with a new mounted ceiling projector.

---

**Resources Needed: Additional Budget**

**Requested Item:**

**Required for How Long:** 1 time

**Requested Amount:** \$1,000.00

**Description:**

This is a projector for the computer which displays our power-point presentations, videos and internet displays.

**Supporting Rationale**

The mounted ceiling projector in room A-0228 overheats on a regular basis, and has at times, shut down.

**Requested Item:**

**Required for How Long:** 1 time

**Requested Amount:** \$1,000.00

**Description:**

This is a projector for the computer which displays our power-point presentations, videos and internet displays.

**Supporting Rationale**

The mounted ceiling projector in room A-0228 overheats on a regular basis, and has at times, shut down.

---

**Objective #5.4**

Status: in progress

Provide a computer lab with access to SPSS software.

---

**Existing Resources**

There are a few copies of SPSS around campus (IRP actually has some). We are unsure what type of licensing agreement Rio Hondo currently has with SPSS.

---

**Resources Needed: Additional Budget**

**Requested Item:**

**Required for How Long:** 1 time

**Requested Amount:** \$2,000.00

**Description:**

Site license for SPSS

**Supporting Rationale**

This program is needed for the new Psychology Statistics course and for our Research Methods course

**Objective #5.5**

Status: in progress

Provide Faculty with 6 sheep brains and 15 cow eyeballs

**Resources Needed: Additional Budget**

**Requested Item:**

**Required for How Long:** Ongoing

**Requested Amount:** \$100.00

**Description:**

6 Sheep Brains and 15 cow eyeballs from Nebraska Scientific

**Supporting Rationale**

These items are crucial for Biological Psychology

**Objective #5.6**

Status: in progress

Hire a full time AV specialist to monitor and improve the audio-visual setup in S336. Currently, calls to the "Help" Desk are invariably answered by a recording that states that no one is there to help. The projector in Sci 336 is mounted in such a way that the image fills only a portion of the screen. The cables connecting the computer to the monitor are jury-rigged. Controls on the front panel are not placed in a safe location. The wiring between monitor and system competes with plumbing fittings under the sink. Completion will occur when someone is hired full-time.

**Resources Needed: Additional Personnel**

**Position Classification: Classified**

Required for How Long: Ongoing

Position Title:

## Basic Position/Job Description:

AV Technician

Estimated Salary Excluding Benefits: \$75,000.00

Supporting Rationale: Identify the basic need. Include specifically how your Program Review, Strategic Plan, Master Plan, Accreditation or other external review processes support this position. For permanent positions indicate what percentage you are recommending, i.e. this is a permanent position in Weekend College for 37.5%.

Currently, calls to the “Help” Desk are invariably answered by a recording that states that no one is there to help. The projector in Sci 336 is mounted in such a way that the image fills only a portion of the screen. The cables connecting the computer to the monitor are jury-rigged. Controls on the front panel are not placed in a safe location. The wiring between monitor and system competes with plumbing fittings under the sink.

---

Goal #6 Short term (1 year)

Status: complete

---

### Description of Goal

Provide the Division with more clerical support which improves support for the Psychology program.

### Evaluation of Goal

Evaluation of this goal depends upon the hiring of more clerical support for the division.

---

Objective #6.1

Status: complete

Hire a new Clerk Typist III.

### Resources Needed: Additional Personnel

#### **Position Classification: Classified**

Required for How Long: Ongoing

Position Title:

## Basic Position/Job Description:

Clerk Typist III

Estimated Salary Excluding Benefits: \$55,847.45

Supporting Rationale: Identify the basic need. Include specifically how your Program Review, Strategic Plan, Master Plan, Accreditation or other external review processes support this position. For permanent positions indicate what percentage you are recommending, i.e. this is a permanent position in Weekend College for 37.5%.

The Social Science Division is in dire need of a new Clerk Typist III. Currently, there is only one classified staff for the division. Because of our location, we are inundated with students regularly asking questions of our secretary. During the first five days of the semester, there were approximately 105 students needing information or assistance. Our secretary must do this while managing the work of the division which includes managing program schedules for ten department programs. Repeatedly dealing with students' needs diverts time from attending to the important work of all the departments in the division. Further, after regular business hours, beginning at 5:00 pm, there is no clerical staff in the Social Science office to help students.

**Position Classification: Classified**

Required for How Long: Ongoing

Position Title:

Basic Position/Job Description:

Clerk Typist III

Estimated Salary Excluding Benefits: \$55,847.45

Supporting Rationale: Identify the basic need. Include specifically how your Program Review, Strategic Plan, Master Plan, Accreditation or other external review processes support this position. For permanent positions indicate what percentage you are recommending, i.e. this is a permanent position in Weekend College for 37.5%.

The Social Science Division is in dire need of a new Clerk Typist III. Currently, there is only one classified staff for the division. Because of our location, we are inundated with students regularly asking questions of our secretary. During the first five days of the semester, there were approximately 105 students needing information or assistance. Our secretary must do this while managing the work of the division which includes managing program schedules for ten department programs. Repeatedly dealing with students' needs diverts time from attending to the important work of all the departments in the division. Further, after regular business hours, beginning at 5:00 pm, there is no clerical staff in the Social Science office to help students.

---

**Objective #6.2**

Status: in progress

Hire a Full time grant writer

---

**Resources Needed: Additional Personnel****Position Classification: Classified**

Required for How Long: Ongoing

Position Title:

Basic Position/Job Description:

A full time grant writer is needed to attain additional funding for many programs

Estimated Salary Excluding Benefits: \$80,000.00

Supporting Rationale: Identify the basic need. Include specifically how your Program Review, Strategic Plan, Master Plan, Accreditation or other external review processes support this position. For permanent positions indicate what percentage you are recommending, i.e. this is a permanent position in Weekend College for 37.5%.

Currently, the district employs a part time grant writer (a consultant) at a much higher rate than needed.

---

## Individuals Who Participated in Developing this Plan

---

The following people acknowledge that they participated in the development of or reviewed this plan.

<b>Name</b>	<b>Role</b>
1. Smith, Kevin	Program Manager
2. Sutow, Christine	Participant
3. Padgett, Vernon	Participant

# 2010-11 Annual Program Plan

Name of Program: Reading & Vocabulary  
Name of Unit: Communications & Languages  
Name of Area: Academic Affairs  
Date Completed: 10/22/2009

---

## Program's Mission Statement

---

The Reading Program at Rio Hondo College prepares students to succeed in all academic disciplines, to succeed in the career paths they choose, and to succeed in becoming a contributing member of their society.

---

## Program's Overarching Outcomes - SLOs / SAOs

---

Students will achieve competence in the learning process across the reading and study skills spectrum. Toward this end, the department strives to inculcate in students a strong desire to become constant, active, critical readers.

Student Learning Outcomes were developed for and are associated with each course offered by the Reading Program and are assessed either each semester or annually depending on the number of course sections offered.

---

## Program's Characteristics, Performance and Trends

---

The Reading Program at Rio Hondo College began in the 1970s in response to the increasing basic skill needs of the student population. The program guides students to become independent readers and thinkers by incorporating a variety of instructional activities including individual, collaborative and whole group learning. Faculty recognizes the diverse population at Rio Hondo and attempts to provide an atmosphere that fosters encouragement and acceptance of different ideas and opinions for dynamic learning to occur. Also, the

department recognizes that reading is not a subject learned solely in a reading class but a process that is learned across the curriculum. The program originated with one faculty member and is now comprised of six full-time faculty members and eight adjunct instructors. In addition, two classified instructional assistants and one college work study student are employed in the reading lab. During the 2009 fall semester there were a total of 40 reading course sections offered at various levels.

The program is structured according to four sequential levels of instruction (below college level) and includes an individualized reading lab with an online component for the lower two levels. Also offered are college-level/transferrable courses in critical reading, study methods, and vocabulary development. The program primarily serves students who are under-prepared for college-level work. The reading program accommodates these learners by building on what they know in order to increase their knowledge and learning experience. The program also serves students who are prepared for college-level work. These students are encouraged to enhance their potential in order to succeed in college and future professions.

Enrollment in reading program courses has grown over the past few years. From 2007-08 to 2008-09 the enrollment grew 16%. Since 2005-06 the program has lost one full-time faculty position necessitating additional adjunct hires and overload assignments for the remaining full-time faculty.

READING						
Course Enrollment						
Course	Fall 2007	Intersess 2008	Spring 2008	Summer 2008	Fall 2008	Inters 200
READ012	17	0	11	0	30	0
READ021	111	0	85	0	127	0
READ021L	96	0	78	0	135	0
READ022	236	0	223	76	279	0
READ022L	210	0	218	69	279	0
READ023	551	0	531	175	566	0
READ101	96	0	84	8	98	0
READ134	72	35	63	46	99	29
VOCAB101	25	0	24	0	32	0

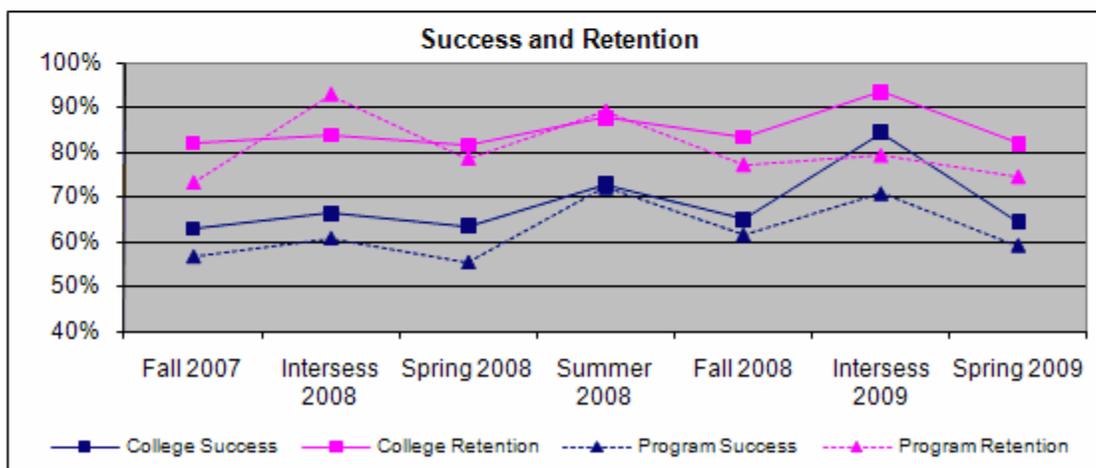
Rio Hondo College Total Enrollment										
Fall 2007	Intersess 2008	Spring 2008	Summer 2008	Total 2007-08	Fall 2008	Intersess 2009	Spring 2009	Summer 2009*	Total 2008-09	An Grc
63,949	3,906	68,703	26,807	163,365	64,165	4,142	74,725	20,920	163,952	0.3

READING Total Enrollment										
Fall 2007	Intersess 2008	Spring 2008	Summer 2008	Total 2007-08	Fall 2008	Intersess 2009	Spring 2009	Summer 2009*	Total 2008-09	An Grc
1,414	35	1,317	374	3,140	1,645	29	1,476	490	3,640	15.1

\* Summer 09 data not yet finalized

READING							
	Fall 2007	Intersess 2008	Spring 2008	Summer 2008	Fall 2008	Intersess 2009	Spring 2009
Success	56.57%	60.71%	55.27%	72.21%	61.43%	70.83%	59.09%
Retention	73.15%	92.86%	78.54%	89.11%	77.13%	79.17%	74.43%

Rio Hondo College							
	Fall 2007	Intersess 2008	Spring 2008	Summer 2008	Fall 2008	Intersess 2009	Spring 2009
Success	62.96%	66.24%	63.49%	72.79%	64.95%	84.44%	64.43%
Retention	81.96%	83.80%	81.54%	87.69%	83.31%	93.42%	81.85%



READING								
	Fall 2007	Intersess 2008	Spring 2008	Summer 2008	Fall 2008	Intersess 2009	Spring 2009	Summer 2009*
WSCH	4,698.38	49.40	4,352.52	639.49	4,239.39	39.84	4,835.40	678.69
FTES	151.35	2.96	140.00	38.30	142.77	2.39	155.36	40.64

\* Summer 09 WSCH and FTES is based on estimates

---

## Program's Strengths and Weaknesses

---

There are several strengths to the Reading Program at Rio Hondo College:

- Individualized reading lab
- Sequential reading courses
- Innovative instructional approaches
- Fully credentialed, experienced and innovative faculty
- Implementation of assessment process
- Common final exams for some courses
- Reading graduation requirement for Rio Hondo College A.A and A.S. degrees

Along with these strengths, the Reading Program has self-identified certain weaknesses:

- Lack of mandatory reading assessment for all students
- Lack of defined budget for reading lab materials
- Limited amount of space for classrooms
- Unsatisfactory assessment cutoff scores
- Choice of assessment instrument
- Insufficient full-time and adjunct faculty
- Insufficient reading coordinator release time (recent 5% decrease in release time)

---

## Program's Opportunities and Threats

---

The Reading Program looks forward to several opportunities for improvement.

- Because of the move to the new LRC, an enhanced collaboration among the different developmental education programs within the Communications & Languages Division at Rio Hondo College.

- The Reading Program looks forward to working with the California Basic Skills' Initiative Programs; such as, Gateway Tutoring Model, Cohort Learning Models, and the Summer Bridge College Readiness Program.

There are a number of challenges facing the Reading Department in the near future.

- Assessment has been an ongoing issue within the Reading Department and there is no current resolution. The issues include the assessment instrument, the development of valid placement criteria, and mandatory assessment for all Rio Hondo students.
- Adequate staffing levels and the growth of the Reading Department remains an issue. Recent decreases in staffing has left the Reading Department unable to offer more sections of transferable courses, new courses, and existing development courses that are needed by Rio Hondo College students.
- The inadequate amount of classroom space allotted to the Reading Program is another concern. This has resulted in some classes being taught in inadequate learning environments or, in some cases, classes not being offered at all.

---

## Program's Accomplishments and Recommendations for Improvement

---

The accomplishments of the Reading Program over the past academic year include the following:

- Successful transition to the new Learning Resource Center
- Update of reading lab materials
- Restructuring of required number of reading lab hours and credit
- Update of course revision for READ 23
- Update and reoffering of READ 20
- Course revision for READ 134
- Update of all reading course SLOs
- Completion of program-level SLO
- Update of Reading Lab online component
- Update of the "Reading Tips" page via the RHC website

Based on the above and information from previous sections of the 2009-10 Reading Department Program Plan, it is believed that in order to effectively serve its mission the reading department recommends the following.

- Staffing levels be increased by a least one full-time position. The Reading Department has not been able to fully meet the needs of the students of Rio Hondo College with current staffing levels.

- Increased space be allocated for reading sections.
- Additional multi-media materials be purchased for use in the Reading Lab to better meet the instructional needs of Rio Hondo College's diverse student population.
- Reading assessment instrument and cutoff scores used to place students into appropriate reading courses be reevaluated.
- All Reading Program courses be updated so that all are current in regards to Curriculum Committee requirements.

---

### Program's Strategic Direction

---

During the next 3-5 years, the Reading Department foresees the following:

- Increase in the number of current developmental and transfer-level sections
- Increase in and enhancement of both onsite and online reading lab instructional materials
- Employment of additional highly qualified full-time and adjunct faculty
- Rectification of assessment and placement issues
- Address the reading classroom space issue
- Integration of the Reading Program within the Basic Skills' Initiative instructional model

---

### Program's Staff Development

---



---

Goal #1 Long term (2-5 years)

Status: in progress

---

## Description of Goal

By 2011, the Rio Hondo College Reading Department will expand the program by the employment of additional faculty to teach increasing sections of reading courses.

## Evaluation of Goal

The Reading Department and Rio Hondo College Administration will determine if the number of reading sections and staffing levels has increased.

---

### Objective #1.1

Status: in progress

Employment of additional faculty

---

### Resources Needed: Additional Personnel

#### **Position Classification: Full Time Faculty**

Required for How Long: Ongoing

Position Title:

Basic Position/Job Description:

Full-time reading faculty

Estimated Salary Excluding Benefits: \$100,000.00

Supporting Rationale: What are your most compelling reasons for this request? Include recommendations and documentation from recent program review or program plans to support your rationale.

Reading enrollments have increased 16% from 2007-08 to 2008-09.

---

### Objective #1.2

Status: in progress

Increase the number of developmental and transferable reading courses.

---

**Goal #2** Short term (1 year)

Status: in progress

**Description of Goal**

By 2010, a new computerized reading assessment instrument will be in place and new placement criteria will be implemented.

**Evaluation of Goal**

The Reading Department and Rio Hondo College Administration will determine if a new computerized reading assessment instrument and new placement criteria have been implemented.

**Objective #2.1**

Status: in progress

Purchase online reading assessment instrument

**Resources from Other Sources****Resources from Basic Skill Initiative**

**Required for How Long:** 3 years

**Requested:** \$10,000.00

**Received:** \$2,500.00

**Reason for the difference between the amounts:**

The difference is to be used to help fund Acuplacer Assessment Instrument.

**Objective #2.2**

Status: in progress

Determine appropriate reading placement criteria

**Goal #3** Short term (1 year)

Status: in progress

**Description of Goal**

By 2010, all Reading Program courses will be made current in regards to curriculum

committee requirements.

---

### Evaluation of Goal

The Reading Department, RHC Curriculum Committee and the RHC Administration will determine if all Reading Program courses have been made current in regards to curriculum committee requirements.

---

### Objective #3.1

Status: in progress

Determine which courses require updating.

---

### Existing Resources

Curriculum committee information available on public drive.

---

### Objective #3.2

Status: in progress

Review, revise and, if necessary, rewrite specific course outlines.

---

### Existing Resources

Copies of previous revisions.

---

### Goal #4 Short term (1 year)

Status: in progress

---

### Description of Goal

The Reading Skills Lab will update both online and in-lab instructional materials.

---

### Evaluation of Goal

New and replacement instructional materials will be purchased in a timely manner.

---

**Objective #4.1**

Status: in progress

New instructional materials will be purchased for use in the Reading Skills Lab.

---

**Resources Needed: Additional Budget****Requested Item:****Required for How Long:** Ongoing**Requested Amount:** \$10,000.00**Description:**

New instructional materials for Reading Skills Lab.

**Supporting Rationale**

New materials reflect current instructional trends in reading and topical subjects increase student interest.

---

**Objective #4.2**

Status: in progress

Replacement instructional materials will be purchased for the Reading Skills Lab.

---

**Resources Needed: Additional Budget****Requested Item:****Required for How Long:** Ongoing**Requested Amount:** \$5,000.00**Description:**

Materials utilized in the Reading Skills Lab wear out from student use over time.

**Supporting Rationale**

Materials must be replaced due to student use.

---

## Individuals Who Participated in Developing this Plan

---

The following people acknowledge that they participated in the development of or reviewed this plan.

<b>Name</b>	<b>Role</b>
1. Koelle, Steve	Program Manager
2. Pierson, Kenn	Participant
3. Sloniger, Wells	Reviewer
4. Kaller, Doreen	Reviewer
5. Gaspar, Georgia	Reviewer
6. Curlee, Karleen	Reviewer
7. Bell, Sharon	Reviewer

## **2014-15 Annual Program Plan**

Name of Program: Sociology  
Name of Unit: Behavioral and Social Sciences  
Name of Area: Academic Affairs  
Date Completed: 10/16/2013

---

### Program's Mission Statement

---

The mission of the Rio Hondo College Sociology program is first, and foremost the instruction of Sociology. The Sociology faculty are committed to providing students comprehensive knowledge and analytical understanding of society and the individual through the various courses offered. The program also emphasizes the cultivation of critical thinking skills by using Sociology as a tool to "awaken" student's 'Sociological Imagination'

---

### Program's SLO Information - Assessment Results (1a)

---

The common themes we have ascertained from analyzing the course and program SLO's are that a majority of courses meets or exceeds proficiency levels as established by the department. Although we understand the intent of Student Learning Outcomes, they are only one measurement of student learning and achievement. The gaps in student success rates that we experience is due to multiple variables including: socio-economic factors, preparedness, motivation, that have consistently been realities in the Rio Hondo Community College system.

---

### Program's SLO Information - Changes in Instruction (1b)

---

The Sociology department prides itself on being self reflexive and dynamic in its teaching pedagogy. SLO success is one factor in this process. We also carefully consider our success and retention rates in determining necessary changes to teaching styles and approaches.

---

### Program's SLO Information - Requested Resources (1c)

---

The Sociology department has consistently requested a document reader for each classroom. The Department has also requested funds to update the hardware and software on classroom computers. Recently, we have included a request for an additional faculty member to replace the heavy loss of Rebecca Green when she assumed the duties of the Dean of behavioral and Social Sciences. As of Oct, 2013 NONE of these requests have been fulfilled.

---

### Program's SLO Information - Assessment Reports (2)

---

In the Sociology department there are no courses with fewer than two assessment reports.

---

### Program's SLO Information - Online Results (3)

---

Yes. There is no difference in achievement.

---

### Program's SLO Information - Degrees and Certificates (4)

---

Yes.

---

### Program's Characteristics, Performance and Trends

---

\*\*Updated Data for 2014-15 Program Year \*\*

<b>Rio Hondo College Total Enrollment</b>								
<b>Summer 2010</b>	<b>Fall 2010</b>	<b>Spring 2011</b>	<b>Summer 2011</b>	<b>Fall 2011</b>	<b>Spring 2012</b>	<b>Summer 2012</b>	<b>Fall 2012</b>	<b>Spring 2013</b>
16,515	50,296	47,114	15,476	48,526	49,471	13,980	47,855	43,798

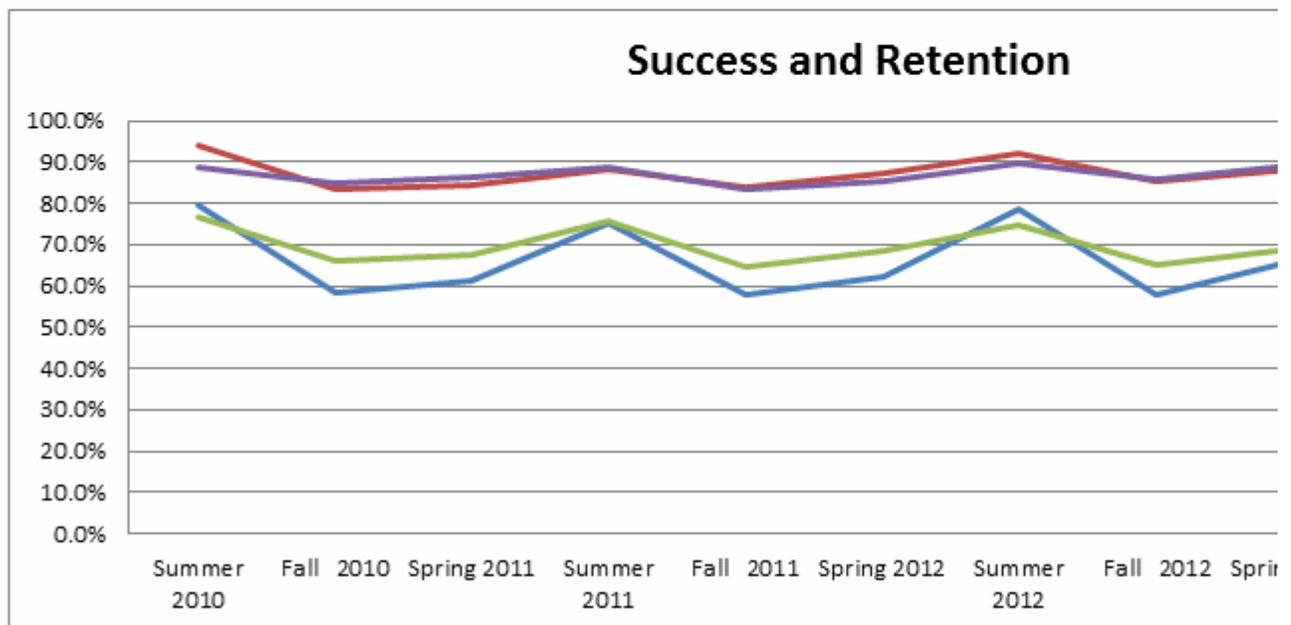
<b>Sociology Total Enrollment</b>								
<b>Summer 2010</b>	<b>Fall 2010</b>	<b>Spring 2011</b>	<b>Summer 2011</b>	<b>Fall 2011</b>	<b>Spring 2012</b>	<b>Summer 2012</b>	<b>Fall 2012</b>	<b>Spring 2013</b>
399	1,097	1,115	468	1,097	1,131	464	1,105	940

<b>Sociology Enrollment By Course</b>								
<b>Course</b>	<b>Summer 2010</b>	<b>Fall 2010</b>	<b>Spring 2011</b>	<b>Summer 2011</b>	<b>Fall 2011</b>	<b>Spring 2012</b>	<b>Summer 2012</b>	<b>Fall 2012</b>
SOC 101	315	655	727	387	705	730	378	660
SOC 101H			22			23		
SOC 102		133	43		93	40		134
SOC 105								62
SOC 110		87	95		95	91		41
SOC 114	84	177	181	81	169	162	86	170
SOC 116			47			42		
SOC 120		45			34			38
SOC 127						43		
SOC 299					1			

<b>Sociology FTES</b>								
<b>Summer 2010</b>	<b>Fall 2010</b>	<b>Spring 2011</b>	<b>Summer 2011</b>	<b>Fall 2011</b>	<b>Spring 2012</b>	<b>Summer 2012</b>	<b>Fall 2012</b>	<b>Spring 2013</b>
41.3	111.6	113.2	48.5	124.9	130.1	48.1	136.9	108.4

<b>Sociology Success and Retention</b>						
	<b>Summer 2010</b>	<b>Fall 2010</b>	<b>Spring 2011</b>	<b>Summer 2011</b>	<b>Fall 2011</b>	<b>Spring 2012</b>
<b>Program Success</b>	79.7%	58.2%	61.3%	75.2%	57.7%	62.3%
<b>Program Retention</b>	94.2%	83.3%	84.5%	88.2%	83.7%	87.5%

<b>Rio Hondo College</b>						
	<b>Summer 2010</b>	<b>Fall 2010</b>	<b>Spring 2011</b>	<b>Summer 2011</b>	<b>Fall 2011</b>	<b>Spring 2012</b>
<b>College Success</b>	76.6%	65.9%	67.5%	75.6%	64.5%	68.3%
<b>College Retention</b>	88.7%	85.1%	86.1%	88.8%	83.4%	85.3%



The Sociology program is committed to the mission, vision and values of Rio Hondo College. To this end, the program supports life-long learning as a significant principal of the department. The full-time faculty are intent on continuing their efforts to mentor new adjunct faculty to the classroom and the Rio Hondo community.

In addition to these departmental values, the full-time Sociology faculty strive to ensure that the department is supportive of the Rio Hondo College vision, mission and values statement. In that the college values quality teaching and learning, as well as student access and success, the full-time faculty participates in continuing education opportunities that enhance and expand their expertise within their field and within the classroom. The department has

increased the variety of Sociology courses offered, thereby accommodating the range of student interests. In addition to the traditional "on ground" classes, the department offers on-line, short-term and summer to accommodate the varying needs of today's student.

Secondly, as Rio Hondo College values diversity and equity, the Sociology department ensures that all on-line courses are both accessible and compliant in meeting Section 508 and WC3 requirements. By offering a range of course options, the department is available to the non-traditional student as well as the returning and first generation student. Finally, with regard to the college's value of fiscal responsibility, the department members are pleased to report that according to the institutional data provided, the revenues generated by the department exceed the costs associated with the department.

The Sociology program offers general education, major and transfer major courses. Currently, the department offers nine different classes to meet student need and interest.

Enrollments and FTE's have remained steady for the last two academic years; however, the sociology department experienced a significant decline in both of these areas in the spring 2013 semester. As mandated by administration, the Behavioral and Social Sciences division was asked to make a 26% cut in sociology sections for the spring 2013 semester. At this point in the year, those sections have not been reinstated for the Spring 2014 semester.

With regard to student success, the Sociology program has remained consistent in this measure for the last three academic years. Unfortunately, the success rates are below the Rio Hondo College average for the same time-frame. This is of particular concern to faculty and efforts are being made to improve success outcomes for students. Given that the department has no course prerequisites, and allows students to enroll regardless of their background and preparation level, it is to be expected that many will find the courses more difficult than that to which they are accustomed. As such, the Sociology faculty will focus its attention on increasing student success rates.

However, success rates for the last three summer sessions are higher than fall and spring semesters and either meet or exceed the averages of the larger campus during the same summer sessions.

Retention rates have remained consistent with the college average. Within the program, retention rates were 88.5% for 2012/2013 compared with college averages of 88% for the same time frame.

The two full-time faculty members personify a diverse representation of the college campus specifically and the community in general. As well, they have decades of collective teaching experience and years of academic preparation within the discipline. Each program member is committed to rigorous classroom outcomes as well as meaningful adherence to articulation standards. In addition to fulfilling the primary function of instruction, the faculty in the division is active participants on campus in the following capacities:

- Brian Brutlag: Executive Member, Academic Senate, Parliamentarian ; Planning and Fiscal Council Committee member, Co-Chair, Safety Committee.
- Melissa Rifino Juarez: Drug Studies Coordinator, Study Abroad Coordinator, Accreditation Subcommittee member.

## Performance and Trends:

In the 2012/20123 academic year, the Sociology department serviced 2.3% of the total Student body population.

Diversity among students in Sociology courses reflects the larger-college demographics.

Increasing demands on the faculty to fulfill additional job duties such as student learning outcomes and more extensive program planning have pulled faculty away from their primary function of teaching and working directly with students.

---

## Program's Strengths

---

The faculty in the department are a clear strength of the program. Full-time and part-time faculty continue to work on student learning outcomes and strategies for improving student success. These topics are a regular and routine aspect of departmental discussions. In the initial phases of Student Learning Outcomes assessment, a majority of Sociology courses were found to be exceeding proficient levels. The department maintains high academic standards and rigor consistent with higher education. To maintain this standard, faculty continuously revise, rewrite and add to their lectures and course material as well as collaborate on teaching styles and methods of instruction that might be the most beneficial to students.

The department has expanded course offerings by revitalizing the existing Introduction to Race and Ethnic Relations course (Soc 116) and a new course entitled Perspectives of Sex and Gender (Soc 120). The latter course was offered for the first time in fall 2009 semester with enrollment rates at maximum capacity. This benchmark exceeded our expectations and the class has been a regularly offered section in the fall semester. As of fall 2011, both Soc 116, and Soc 120 have enjoyed healthy enrollment. The department will also be revitalized the existing Introduction to Criminology course (Soc 127) and it was offered in spring 2012 with an enrollment of 40 students.

The range of course offerings in the department is on-par with neighboring community colleges.

The department continues to offer flexible scheduling to students desiring to take a sociology course. These include day, evening, weekend, 8-week, on-line, intersession and summer offerings. The Sociology department has also begun to utilize satellite campuses at the El Monte and South Whittier Centers, as a mechanism for growth in lean economic times.

The department is actively involved in campus-wide teaching initiatives. Currently, a Sociology 101 course is paired with an English 101 course as a learning community.

The Sociology department has satisfied the state-wide goal of implementing new degree programs with the creation of the Associates of Arts degree in Sociology for Transfer and a local comprehensive Associates of Arts degree in Sociology. Both degrees were approved through local curriculum and the transfer degree was first made available to students starting

fall 2011.

Most recently, the full-time Sociology faculty updated the adjunct Sociology instructor pool as a chance to help revitalize the department with a fresh perspective from eager and passionate teachers new to Rio Hondo.

---

### Program's Weaknesses

---

The lack of growth money from the state has eliminated the expansion of additional sections in the department(including on-line sections). This has stifled consistent and significant growth in Sociology. The lack of growth money also limits the ability for faculty to expand teaching pedagogy such as service learning or the creation of a departmental media library; each would expose students to new ways of thinking, learning and analyzing that moves beyond the traditional lecture format.

Lack of fiscal resources to hire new full-time faculty.

Lack of available space to allow for the steady growth of the department. This may become increasingly difficult as the department projects and increase in students through the implementation of the new degrees.

A 26% cut in sections for the Spring 2013 semester.

---

### Program's Opportunities

---

Opportunities for the department are always in a state of flux. In the coming years, the department has the opportunity to establish the new course and degree offerings and to promote the program; focusing on student success and retention in these specific areas.

The rapport that each faculty member has with their students, gives us the unique opportunity to stay connected to the individual needs each bring to the Rio Hondo community.

With the implementation of technology, namely Access Rio, the Sociology department has a unique opportunity to cultivate a Sociology culture on campus by working with I.T. to create virtual meeting spaces for students through Access Rio e.g. message boards and a web page that can link to books, articles or other points of Sociological interest for students.

---

### Program's Threats

---

One of the biggest threats to our department is the instability of the current economy. Without sustainable funds our department (as well as student success) cannot grow.

Another threat to our department is the lack of Sociology themed, and supported events, lectures, clubs and programs. Because of this Sociology, often gets lost in the "white noise" of

Behavioral and Social Sciences.

---

## Program's Accomplishments and Recommendations for Improvement

---

Performance and Accomplishments:

- 1) The department has created and implemented the AA-Transfer degree in Sociology.
- 2) The full-time faculty remain highly involved members of the campus community serving on various committees and overseeing programs.
- 3) Faculty members have consistently collected and analyzed Student Learning Outcome (SLO) data. In addition, the department has created program level SLO's.
- 4) Full-time faculty member, Brian Brutlag, was elected as Parliamentarian for the Academic Senate Executive Committee commencing fall 2013.
- 5) Full-time faculty member, Melissa Rifino Juarez, wrote two chapters for a newly published electronic Introduction to Sociology textbook.

The faculty are confident that they are meeting the mission of the program. High retention rates and large numbers of students served support the mission to instill an interest in the discipline to students at Rio Hondo College.

Student learning outcomes will continue to be a significant source of identifying areas in which the program can improve student success and retention.

Faculty members will strive to improve instructor availability to students, as well as helpful resources through the library and tutoring center that will increase student success.

Recommendations for Improvement:

The department will continue to encourage students in sociology courses to consider majoring in the discipline, and seeking an AA-T degree in Sociology. As well, there will be a continued emphasis on the value of the discipline as a fundamental approach to improving general social awareness.

Likewise, the full-time faculty will continue to make themselves available to adjunct members of the program.

As student learning outcomes continue to be an emphasis of accreditation agencies, the faculty in the program will continue to adhere to recommendations put forth.

---

## Program's Strategic Direction

---

The program continues to be strong and viable.

The department will continue to encourage students in sociology courses to consider majoring in the discipline, completeing sociology degree pathways available to them and creating clubs or communities on campus that would make the Sociology department have a vibrant presence at Rio Hondo. As well, there will be a continued emphasis on the value of the discipline as a fundamental approach to improving general social awareness.

Likewise, the full-time faculty will continue to make themselves available to adjunct members of the program.

As student learning outcomes continue to be an emphasis of accreditation agencies, the faculty in the program will continue to adhere to recommendations put forth.

---

## Program's Staff Development

---

The Sociology faculty remain committed to Staff Development. The Sociology faculty continually read current books and journal articles to make sure that both they, and the material they are teaching, is up to date and remains relevant to the student body and the teaching landscape.

The Full time Sociology Faculty annually attends one or more Sociological or Sociology-related conferences. This attendance allows full-time faculty to remain current to the kinds of theory, methods and subjects that are being studied and being used by other Sociologist around the country. Not only does this activity increase the full time faculty's combined Sociological knowledge, but it also exposes them to new teaching strategies that they can use to reach students in non-traditional ways, while maintaining a sense of professionalism and collegiality with other Sociologists in the world.

---

<b>Goal # 1</b>	Long term (2-5 years)	Corresponds with Institutional	
<b>Goal # 3</b>			Status: in progress

---

---

## Description of Goal

Increase transfer opportunities for students majoring in Sociology.

---

## Evaluation of Goal

Review number of students declaring sociology as their major following the academic year, and those whom are completing the new A.A. degrees in Sociology.

---

### Objective #1.1

Status: in progress

Maintain various “transfer pathways” for our students majoring in Sociology.

The full-time faculty will investigate and keep current on the most recent transfer requirements for specific institutions in the Southern California area and create reference sheets available for students who frequently attend office hours for such guidance. This is an on-going activity among department members.

---

Goal #2 Long term (2-5 years) Corresponds with Institutional  
Goal # 3

Status: in  
progress

---



---

## Description of Goal

Expand course offerings

---

## Evaluation of Goal

This goal continues to be a priority but is unattainable at this time due to significant fiscal restraints.

---

### Objective #2.1

Status: in progress

The department has created an annual schedule for offering specialized courses in the division. This schedule will be made available to students so that they can make informed decisions in designing their education plan.

---

Goal #3 Long term (2-5 years) Corresponds with Institutional Goal # 3	Status: in progress
---	---------------------

---

### Description of Goal

Creative scheduling options for students.

### Evaluation of Goal

Faculty will review the variety of courses offered when scheduling classes as well as a review of course offerings in preparing future program plans.

---

Objective #3.1	Status: in progress
----------------	---------------------

Larger format classes were piloted during the 2007-2008 academic year as a solution to limited class space. The initial evaluation of large format course include the following: 1) Exceptional use of available campus space, 2) Efficient use of faculty teaching load, 3) Efficient use of college resources such as lighting and technology and 4) Well-received by students given that both classes have over 90 students each.

Although this format was proven to be advantageous for students, faculty and the college as a whole, currently the department can not offer this opportunity given an interpretation of the current contract. It is the department's intent to pursue the notion of large-format classes by working closely with representatives from the Faculty Association.

---

Goal #4 Short term (1 year) Corresponds with Institutional Goal # 3	Status: in progress
---	---------------------

---

### Description of Goal

Maintenance and ongoing enhancement of classrooms and faculty offices

### Evaluation of Goal

A review of classrooms and faculty offices will be done at the end of the academic year.

---

**Objective #4.11867**

Status: in progress

It is the opinion of the faculty that upgraded, functional physical space enhances student/instructor interaction. The faculty often struggle with limited meeting space when multiple students attend office hours, thereby being forced to meet with groups of students at the public table area of the Social Sciences Division office. Not only does this cause a disruption to other faculty whose offices are housed in this area, but “traffic jams” are often created by numerous students gathering around the table to hear the information being shared.

---

**Resources Needed: Additional Space or Changes to Facilities**

Requested Amount: \$5,000.00

Description of the project. Be as specific and thorough as possible.

Additional meeting space for faculty and students

1. What is your unit’s most compelling reasons for this request. Please include recommendations and supporting information from the Program Review Committee and or your program plan.

Provide space for faculty and students to meet

2. Where is the physical location of the space (room number is preferred)?

A221

Services Required:  
Electricity

---

**Goal #5** Short term (1 year) Corresponds with Institutional Goal  
# 3

---

Status: in progress

---

**Description of Goal**

Maintenance and ongoing enhancement of technology in classrooms and faculty offices.

---

**Evaluation of Goal**

Same evaluation in Goal 5.

## Objective #5.1

Status: in progress

As physical space on campus is limited, more courses will have to be delivered and supported electronically. The need for reliable and up-to-date systems is essential in providing a quality program to our students. : In general, overall technology on the campus needs to be supported in personnel, equipment and software applications. Two unit members utilize PowerPoint presentations in their face-to-face classes and rely heavily on both office and classroom equipment to prepare and deliver information. It is vital that the college update computers and projectors to meet this activity. As well, with the expansion of on-line offerings, it is imperative that fiscal resources be allocated to supporting technology.

### Resources Needed: Additional Budget

**Requested Item:** DVD's

**Required for How Long:** Ongoing

**Requested Amount:** \$1,200.00

**Description:**

This additional budget item is to "jump-start" the Sociology Department's media library: a collection of DVD's, (documentaries, lecture series etc.) that will enhance course content and diversify the delivery of sociological information

### Supporting Rationale

Through these DVD's, faculty can introduce students to different modules of learning while allowing them to get supportive information for faculty lectures and course content.

**Requested Item:** Document readers

**Required for How Long:** 1 time

**Requested Amount:** \$1,200.00

**Description:**

Purchase dosument readers for A229 and S336

### Supporting Rationale

Document reader would allow faculty to bring in primary sources and other relevant print information to share with their classes.

**Requested Item:** Computer hardware

**Required for How Long:** Ongoing

**Requested Amount:** \$5,000.00

**Description:**

Update hardware in two classrooms.

**Supporting Rationale**

Classrooms must be updated with current equipment to facilitate a technologically enhanced classroom.

**Objective #5.2**

Status: in progress

The establishment and implementation of a Sociology Department Media Library

**Existing Resources**

Requests will be made to the library to support this effort.

**Goal #6** Long term (2-5 years) Corresponds with Institutional  
Goal # 3

Status: in  
progress

**Description of Goal**

To create a Sociology Department webpage with a community space for all declared Sociology majors through Access Rio

**Evaluation of Goal**

The Sociology Faculty will work together with IT to develop this space

**Objective #6.1**

Status: in progress

The Full-time Faculty need to meet with IT and see if if this goal is both technologically and financially fiesable.

Goal #7 Short term (1 year) Corresponds with Institutional Goal  
# 1

Status: in  
progress

### Description of Goal

To hire an additional full-time faculty member in the Sociology Department.

### Evaluation of Goal

We will review this goal in next years program plan.

### Objective #7.1

Status: in progress

Resources need to be allocated to fulfill this goal.

### Impact of Objective on Other Programs, Units, and/or Areas

#### **Impact on the Unit: Behavioral and Social Sciences**

The new position would provide additional faculty to the Sociology department. Students would be better served by having an additional faculty member as a resource of information and support. Furthermore, the new faculty member would assist the department with program planning/review, student learning outcomes and other duties as assigned.

### Existing Resources

Currently, there are no available resources to hire an additional faculty member.

### Resources Needed: Additional Personnel

#### **Position Classification: Full Time Faculty**

Required for How Long: Ongoing

Position Title: Full Time Faculty-Tenure Track

Basic Position/Job Description:

The individual hired will be responsible for teaching courses such as Introduction to Sociology, Social Problems, Marriage and Family, and others as needed in both traditional and on-line settings.

Estimated Salary Excluding Benefits: \$80,000.00

Supporting Rationale: What are your most compelling reasons for this request? Include recommendations and documentation from recent program review or program plans to support your rationale.

Due to the hiring of Rebecca Green as the Dean of Behavioral and Social Science, the department has been without a third faculty member for the last few years. The request for additional faculty member have been included in the last program plan and the program review for the Sociology department. For like-sized departments in the division and campus-wide, the department is functioning on a disproportionately low number of faculty relative to our enrollment.

---

## Individuals Who Participated in Developing this Plan

---

The following people acknowledge that they participated in the development of or reviewed this plan.

<b>Name</b>	<b>Role</b>
1. Juarez, Melissa	Program Manager
2. Green, Rebecca	Participant
3. Brutlag, Brian	Participant

## **2012-13 Program Review**

Name of Program: Sociology  
Name of Unit: Behavioral and Social Sciences  
Name of Area: Academic Affairs  
Date Completed: 2/9/2012

---

### Program's Mission Statement

---

The mission of the Rio Hondo College Sociology program is first, and foremost the instruction of Sociology. The Sociology faculty are committed to providing students comprehensive knowledge and analytical understanding of society and the individual through the various courses offered. The program also emphasizes the cultivation of critical thinking skills by using Sociology as a tool to "awken" student's 'Sociological Imagination'

---

### Program's Overarching Outcomes - SLOs / SAOs

---

The Sociology Department stands firm in its support of the intent of student learning outcomes to enhance student learning in the classroom. To that extent the faculty have developed the following program level student learning outcome that is supported by each course within the department:

**Program Level SLO:** Student learners will identify and define major theoretical perspectives in sociological research and identify a major sociological theorist associated with each. The type of measurement for this Program SLO will be determined through concensus with the faculty within the Sociology department on an anual basis; whereupon the faculty will assess the validity of the past year's measurment and make a descision on how to best move forward.

Faculty have developed student learning outcomes for each of the eight active courses within the Department. Sociology 101, 101H, 102, 105, 110, 114, 116 and 120; with plans to develop SLOs for Soc 127 before it is offered in Spring 2012.

These SLOs are utilized on a rotating basis and two SLOs are evaluated each time the course is offered. The Department is aware of the upcoming focus of developing SLOs for degrees and certificates and has begun discussions for developing Student Learning Outcomes for the new Associates of Arts degree in Sociology and the Associates of Arts degree for Transfer.

---

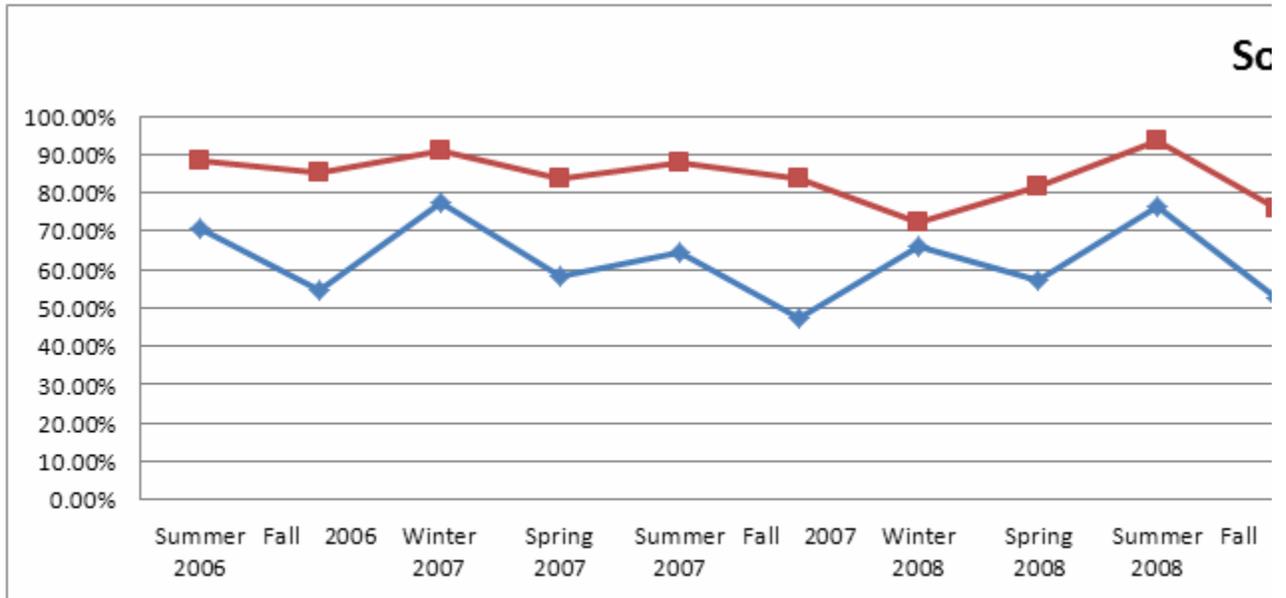
## Program's Characteristics, Performance and Trends

---

\*\*Updated Data for 2012-13 Program Year \*\*

<b>Sociology Enrollment By Course</b>											
<b>Course</b>	<b>Summer 2006</b>	<b>Fall 2006</b>	<b>Winter 2007</b>	<b>Spring 2007</b>	<b>Summer 2007</b>	<b>Fall 2007</b>	<b>Winter 2008</b>	<b>Spring 2008</b>	<b>Summer 2008</b>	<b>Fall 2008</b>	<b>Win 200</b>
SOC101	288	738	87	701	319	930	45	748	331	719	43
SOC101H				27				37			
SOC102		37		37		40		82		135	
SOC105						56		49		74	
SOC110		48		44						90	
SOC114	41	180	24	129	73	206	20	154	82	146	36
SOC116											
SOC120											
SOC127				28							
SOC148		37		25							
SOC299					5	4					
<b>Total</b>	<b>329</b>	<b>1040</b>	<b>111</b>	<b>991</b>	<b>397</b>	<b>1236</b>	<b>65</b>	<b>1070</b>	<b>413</b>	<b>1164</b>	<b>79</b>

Social									
	Summer 2006	Fall 2006	Winter 2007	Spring 2007	Summer 2007	Fall 2007	Winter 2008	Spring 2008	Summer 2008
Success	70.52%	54.86%	77.48%	58.12%	64.48%	47.57%	66.15%	57.06%	76.52%
Social									
	Summer 2006	Fall 2006	Winter 2007	Spring 2007	Summer 2007	Fall 2007	Winter 2008	Spring 2008	Summer 2008
Retention	88.15%	85.47%	90.99%	83.65%	87.91%	83.90%	72.31%	81.48%	93.75%



	Summer 2006	Fall 2006	Winter 2007	Spring 2007	Summer 2007	Fall 2007	Winter 2008
A	99	197	50	166	140	193	6
B	76	212	29	216	76	229	12
C	57	161	7	193	40	166	25
CR				1			
D	13	60	5	77	24	121	2
F	45	258	10	176	69	328	2
IC							
IP							
NC		1					
NP							
P							
W	39	151	10	162	48	199	18
<b>Grand Total</b>	<b>329</b>	<b>1040</b>	<b>111</b>	<b>991</b>	<b>397</b>	<b>1236</b>	<b>65</b>

	Summer 2006	Fall 2006	Winter 2007	Spring 2007	Summer 2007	Fall 2007	Winter 2008
A	30.09%	18.94%	45.05%	16.75%	35.26%	15.61%	9.23%
B	23.10%	20.38%	26.13%	21.80%	19.14%	18.53%	18.46%
C	17.33%	15.48%	6.31%	19.48%	10.08%	13.43%	38.46%
CR	0.00%	0.00%	0.00%	0.10%	0.00%	0.00%	0.00%
D	3.95%	5.77%	4.50%	7.77%	6.05%	9.79%	3.08%
F	13.68%	24.81%	9.01%	17.76%	17.38%	26.54%	3.08%
IC	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
IP	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
NC	0.00%	0.10%	0.00%	0.00%	0.00%	0.00%	0.00%
NP	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
P	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
W	11.85%	14.52%	9.01%	16.35%	12.09%	16.10%	27.69%
<b>Grand Total</b>	<b>100.00%</b>						

Sociology FTES										
Summer 2006	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009
37.01	107.11	119.02	39.51	138.35	126.94	46.08	139.04	119.38	49.22	124.1

Source: CCCC Data Mart (by TOP Code)

Sociology Section Delivery								
Time Taught	Winter 2010	Spring 2010	Summer 2010	Fall 2010	Winter 2011	Spring 2011	Summer 2011	Fall 2011
Day	1	11	4	14	0	16	6	14
Evening	0	4	2	3	0	4	2	3
Weekend	0	1	0	1	0	1	0	1
Online	0	5	4	6	0	5	4	6
Other	0	0	0	0	0	0	0	1

NOTE: Figures include sections of ANTH 110, which is cross-listed as SOC 110.

Course	Sociology								
	Summer 2006	Fall 2006	Winter 2007	Spring 2007	Summer 2007	Fall 2007	Winter 2008	Spring 2008	Summer 2008
SOC101	73.52%	55.56%	71.26%	54.21%	66.46%	46.45%	64.44%	56.09%	
SOC101H				92.59%				83.78%	
SOC102		43.24%		59.46%		57.50%		62.20%	
SOC105						57.14%		57.14%	
SOC110		50.00%		56.82%					
SOC114	48.78%	57.54%	100.00%	70.54%	54.79%	47.09%	70.00%	52.60%	
SOC116									
SOC120									
SOC127				75.00%					
SOC148		45.95%		48.00%					
SOC299					80.00%	100.00%			

The Sociology program is committed to the mission, vision and values of Rio Hondo College. To this end, the program supports life-long learning as a significant principal of the department. The full-time faculty are intent on continuing their efforts to mentor new adjunct faculty to the classroom and the Rio Hondo community.

In addition to these departmental values, the full-time Sociology faculty strive to ensure that the department is supportive of the Rio Hondo College vision, mission and values statement. In that the college values quality teaching and learning, as well as student access and success, the full-time faculty participates in continuing education opportunities that enhance and expand their expertise within their field and within the classroom. The department has increased the number of Sociology sections offered, thereby accommodating the increased demand on enrollment. In addition to the traditional "on ground" classes, the department offers on-line, short-term, summer and intersession classes (when available) to accommodate the varying needs of today's student.

Secondly, as Rio Hondo College values diversity and equity, the Sociology department ensures that all on-line courses are both accessible and compliant in meeting Section 508 and WC3 requirements. By offering a range of course options, the department is available to the non-traditional student as well as the returning and first generation student. Finally, with regard to the college's value of fiscal responsibility, the department members are pleased to report that according to the institutional data provided, the revenues generated by the department exceed the costs associated with the department.

The program serves students that are interested in taking Sociology courses for general education, major and/ or degree requirements. Since 2006, the Sociology program has served approximately 13,000 students during fall, intersession, spring and summer sessions.

The Sociology program offers general education, major and transfer major courses. Currently, the department offers nine different classes to meet student need and interest. The newest course, Perspectives of Sex and Gender, was offered for the first time in Fall 2009.

The sociology department experienced a slight decline in growth in the Fall 2009- Spring 2010 and only a minimal increase in growth in the Fall 2010-Spring 2011 academic year. Most of the change can be attributed to two full-time faculty members, Melissa Rifino-Juarez and Rebecca Green being on sabbatical and taking on other duties as the Interim Dean of Behavioral and Social Sciences respectively. A few sections of courses routinely taught by the instructors were not offered. The department fully expects the growth rates to increase for the 2012-2013 year and to be on par with previous levels once stability returns. Before this change, the department showed a 7.61% growth rate for 2008-2009 while the college experienced a .36% growth rate for the same period. In 2010, despite this reorganization of the Sociology department, the annual growth rate of the department is on par with that of the college for that same year.

With regard to student success, the Sociology Department has experienced an increase in this measure most significantly between the Fall 2009 semester and the Spring 2010 semester. Success rates improved by almost 10% while Rio Hondo College's overall success rate remained the same between 08/09 and 09/10. This growth of Success rates has (albeit a little slower) continued through the 10/11 academic year with rates increasing by only 1.53%. Of particular concern for Sociology faculty is the persistent fluctuation in student retention rates. In the academic years 08/09 and 09/10, retention rates have varied from a low of 75.9% to a high of 93.5%. This fluctuation has continued in the current academic year. Given that the department has no course prerequisites, and allows students to enroll regardless of their background and preparation level, it is to be expected that many will find the courses more difficult than that to which they are accustomed. As such, the Sociology faculty will focus its attention on explanations for the consistent variations in retention rates

The three full-time faculty members personify a diverse representation of the college campus specifically and the community in general. As well, they have decades of collective teaching experience and years of academic preparation within the discipline. Each program member is committed to rigorous classroom outcomes as well as meaningful adherence to articulation standards. In addition to fulfilling the primary function of instruction, the faculty in the division are active participants on campus in the following capacities:

- Brian Brutlag: Curriculum Committee member; Academic Senator; Co-Chair, Safety Committee; Discipline and Grievance Committee; The Safety Taskforce.
- Rebecca Green: Interim Dean of Behavioral and Social Sciences (January 2011-present) Academic Senate President, Co-Chair Planning and Fiscal Council, President's Council and the numerous committee alignments as appropriate for Senate contributions.
- Melissa Rifino Juarez: Drug Studies Coordinator, Study Abroad Coordinator, Advisor for D.A.W.N; Advisor for Armenian Student Association.

#### Performance and Trends:

In the Fall 2010-Spring 2011 academic year, the Sociology department serviced 5.5% of the total Student body population for that year

Even though Retention rates have continued to fluctuate in the department (from 76.8% in the fall 2008 semester to 84% in the Spring semester 2011), The department retention rates are still on par with the state retention rates in Sociology (based on Chancellor Office data).

Student diversity among students in Sociology courses reflects the larger-college demographics.

Increasing demands on the faculty to fulfill additional job duties such as student learning outcomes and more extensive program planning have pulled faculty away from their primary function of teaching and working directly with students.

---

## Program's Strengths

---

The faculty in the department are a clear strength of the program. Full-time and part-time faculty continue to work on student learning outcomes and strategies for improving student success. These topics are a regular and routine aspect of departmental discussions. In the initial phases of Student Learning Outcomes assessment, a majority of Sociology courses were found to be exceeding proficient levels. The department maintains high academic standards and rigor consistent with higher education. To maintain this standard, faculty continuously revise, rewrite and add to their lectures and course material as well as collaborate on teaching styles and methods of instruction that might be the most beneficial to students.

The department has expanded course offerings by revitalizing the existing Introduction to Race and Ethnic Relations course ( Soc 116) and a new course entitled Perspectives of Sex and Gender (Soc 120). The course was offered for the first time in fall 2009 semester with

enrollment rates at maximum capacity. This benchmark exceeded our expectations and the class has been a regularly offered section in the fall semester. As of Fall 2011, both Soc 116, and Soc 120 have enjoyed healthy enrollment. The department will also be revitalizing the existing Introduction to Criminology course (Soc 127) beginning Spring 2012.

The range of course offerings in the department is on-par with neighboring community colleges.

The department continues to offer flexible scheduling to students desiring to take a sociology course. These include day, evening, weekend, short-term, on-line, intersession and summer offerings. The Sociology department has also begun to utilize satellite campuses at the El Monte and South Whittier Centers, as a mechanism for growth in lean economic times.

The Sociology department has satisfied the state-wide goal of implementing new degree programs with the creation of the Associates of Arts degree in Sociology for Transfer and a Local comprehensive Associates of Arts degree in Sociology. Both degrees were approved through local curriculum and the transfer degree was first made available to students starting Fall 2011

Most recently, the full-time Sociology faculty updated the adjunct Sociology instructor pool as a chance to help revitalize the department with a fresh perspective from eager and passionate teachers new to Rio Hondo.

---

### Program's Weaknesses

---

The lack of growth money from the state has eliminated the expansion of additional sections in the department(including on-line sections). This has stifled consistent and significant growth in Sociology. The lack of growth money also limits the ability for faculty to expand teaching pedagogy such as service learning or the creation of a departmental media library; each would expose students to new ways of thinking, learning and analyzing that moves beyond the traditional lecture format.

Lack of fiscal resources to hire new full-time faculty.

Lack of available space to allow for the steady growth of the department. This may become increasingly difficult as the department projects and increase in students through the implementation of the new degrees

---

### Program's Opportunities

---

Opportunities for the department are always in a state of flux. In the coming years, the department has the opportunity to establish the new course and degree offerings ( especially Soc 127) and to promote the program; focusing on student success and retention in these specific areas. The rapport that each faculty member has with their students, gives us the unique opportunity to stay connected to the community, and (possibly) create a Sociology Student Club. However; all faculty are in agreement, that such a club needs to be student

driven (with faculty support) in order to guarantee its longevity.

With the implementation of technology, namely Access Rio, the Sociology department has a unique opportunity to cultivate a Sociology culture on campus by working with I.T. to create virtual meeting spaces for students through Access Rio e.g. message boards and a web page that can link to books, articles or other points of Sociological interest for students.

---

## Program's Threats

---

One of the biggest threats to our department is the instability of the current economy. Without sustainable funds our department (as well as student success) can not grow.

Another threat to our department is the lack of Sociology themed, and supported events, lectures, clubs and programs. Because of this Sociology, often gets lost in the "white noise" of Behavioral and Social Sciences.

Third...Our inevitable demise.

---

## Program's Accomplishments and Recommendations for Improvement

---

Performance and Accomplishments:

- 1) The department has created and implemented two A.A. degrees in Sociology.
- 2) The department has written and/or revitalized 3 courses (Soc 120, Soc 116 and Soc 127)
- 3) The full-time faculty remain highly involved members of the campus community serving on various committees and overseeing programs
- 4) The Drug Studies/ Human services program (an interdisciplinary program of Sociology, Psychology and Human Services) continues to be strong and viable

The faculty are confident that they are meeting the mission of the program. High retention rates and large numbers of students served support, in part, the mission to instill an interest in the discipline to students at Rio Hondo College.

Student learning outcomes will continue to be a significant source of identifying areas in which the program can improve student success and retention.

Faculty members will strive to improve instructor availability to students, as well as helpful resources through the library and tutoring center that will increase student success.

Large format courses have been discontinued in the program as well as hybrid courses as they were not proving to be successful for students.

### Recommendations for Improvement:

The department will continue to encourage students in sociology courses to consider majoring in the discipline, and seeking a (A.A. or and A.A.-T) degree in Sociology. As well, there will be a continued emphasis on the value of the discipline as a fundamental approach to improving general social awareness.

Likewise, the full-time faculty will continue to make themselves available to adjunct members of the program.

As student learning outcomes continue to be an emphasis of accreditation agencies, the faculty in the program will continue to adhere to recommendations put forth.

---

## Program's Strategic Direction

---

The program continues to be strong and viable.

The department will continue to encourage students in sociology courses to consider majoring in the discipline, completeing sociology degree pathways available to them and creating clubs or communities on campus that would make the Sociology department have a vibrant presence at Rio Hondo. As well, there will be a continued emphasis on the value of the discipline as a fundamental approach to improving general social awareness.

Likewise, the full-time faculty will continue to make themselves available to adjunct members of the program.

As student learning outcomes continue to be an emphasis of accreditation agencies, the faculty in the program will continue to adhere to recommendations put forth.

In an attempt to highlight the success, accomplishments and significant needs of the Drug Studies and Human Service Programs, the Sociology and Psychology faculty requested that a distinct category be created for purposes of program planning. With support from the division dean, there now exists a distinct program plan for the area of Human Services/Drug Studies.

---

## Program's Staff Development

---

The sociology faculty remain committed to Staff Development. The Sociology faculty continually read current books and journal articles to make sure that both they, and the material they are teaching, is up to date and remains relevant to the student body and the teaching landscape.

The Full time Sociology Faculty annually attends one or more Sociological or Sociology-

related conferences. This attendance allows full-time faculty to remain current to the kinds of theory, methods and subjects that are being studied and being used by other Sociologists around the country. Not only does this activity increase the full time faculty's combined Sociological knowledge, but it also exposes them to new teaching strategies that they can use to reach students in non-traditional ways, while maintaining a sense of professionalism and collegiality with other Sociologists in the world.

---

## Program Review - Additional Comments

---

The department of Sociology offers classes in the following areas: Introduction to Sociology, Introduction to Sociology Honors, Marriage and Family, Race and Ethnic Relations, Sex and Gender Studies, Social Problems, Criminology, Human Sexuality. The department offers three of these courses on-line with four to five sections offered each semester. Many of the classes in the department utilize multimedia presentations and the internet to enhance student learning. Additionally, many classes incorporate experiential learning through field trips and/or observation projects. Over 2200 students enroll in Sociology classes each year. Currently, there are two full-time faculty members and 6 adjunct faculty members.

The faculty participating in the 2011 program review process found it enlightening to compare current trends and practices to those highlighted in the program review of 2010. Listed below is a summary of those observations.

- Enrollment in sociology courses has remained strong.
- Retention rates have fluctuated.
- Additional courses have been added to the department offerings (Introduction to Race and Ethnic Relations and Perspectives of Sex and Gender Introduction to Criminology (Spring 2012 ))
- A noted increase in student interest in the field of Sociology as exhibited by the increase in major declarations.
- Establishment of a A.A. Degree in Sociology
- Establishment and implementation of a A.A.-T Degree in Sociology for Transfer that satisfies California's SB1440

In addition, the full-time faculty of the Sociology Department is extremely dedicated to their field, their department and the Rio Hondo community at large as demonstrated by the following:

- The department has completed all Student Learning Outcomes and rubrics for all of their courses.
- To better serve our students we are implementing diverse class times.
- Full-time faculty members "web enhance" their classes through the Access Rio Portal course shells thereby offering students additional resources for classroom success.
- The newest full-time faculty member, who is reviewed annually by the Dean and students, has received consistently stellar reviews.
- Full-time faculty members have served as Senators on Academic Senate.

Additionally they each serve individually in the following capacities: Honors Transfer Society Advisor, Drug Studies Coordinator, Honors Transfer Program Director, member of the Virtual College Ad-Hoc committee, Curriculum Committee, Safety Committee, member of the

Discipline committee, member of numerous peer review committees, mentor, and a newly initiated role of department liaison for adjunct faculty.

While the full-time Sociology faculty members are extremely proud of their department, it is understood that any program can always be improved upon. As such, the following recommendations are being offered with that goal in mind.

- 1) Addition of a third full-time faculty member. By increasing the full-time faculty, the department would have the opportunity to enhance the number and breadth of class offerings. This goal will positively impact both retention and success for our students.
- 2) Institutional Support for Human Services. The faculty is committed to supporting the established Human Services Certificate and has agreed to partner with the Psychology Department in working more closely on the Drug Studies program. Institutional support is an essential and critical element of this partnership.
- 3) The Encouragement and development of a Sociology Club on campus that is student driven and faculty supported. It is the hope of the department that this will increase the the "passion" for Sociology and create a culture on campus
- 4) Continual development of various "transfer pathways" for our students majoring in Sociology. The full-time faculty will investigate and keep current on the most recent transfer requirements for specific institutions in the Southern California area and create reference sheets to be made available to students who frequently attend office hours for such guidance.
- 5) Expand course offerings. The department will investigate the need to offer additional specialized topics for students interested in Sociology as a transfer major. One such course could be Special Topics in Sociology: the Sociology of Pop Culture.
- 6) Creative Scheduling. Creative scheduling options are essential for departmental growth given the lack of available classroom space. In addition, on-line offerings will be expended. Finally, larger format classes are seriously being considered to accommodate student demand.
- 7) Maintenance and ongoing enhancement of classrooms and faculty offices. It is the opinion of the faculty that upgraded, functional physical space enhances student/instructor interaction. The faculty often struggle with limited meeting space when multiple students attend office hours, thereby being forced to meet with groups of students at the public table area of the Social Sciences Division office. Not only does this cause a disruption to other faculty whose offices are housed in this area, but "traffic jams" are often created by numerous students gathering around the table to hear the information being shared.
- 8) Maintenance and ongoing enhancement of technology in classrooms and faculty offices. As physical space on campus is limited, more courses will have to be delivered and supported electronically. The need for reliable and up-to-date systems is essential in providing a quality program to our students.

In conclusion, the full-time Sociology faculty found the program review process to be a worthwhile, beneficial exercise. The collaborative spirit applied to the process only served to enhance the professional and collegial relationship of the faculty members involved.

---

## Program Review - Executive Summary

---

### PROGRAM REVIEW EXECUTIVE SUMMARY

Program: Sociology  
Date: November 14, 2011

Committee Members Present: Marie Eckstrom, Marcell Gilmore, Kats Gustafson, Howard Kummerman, Tracy Rickman

Program Members Present: Melissa Rifino-Juarez, Brian Brutlag

### Commendations

Commendations on varied course offerings and course schedules (day, evening, online, and weekend).

Commendations on successful and meaningful interdisciplinary collaborations.

### Program-Level Recommendations

Revise Program Review documents to augment Performance, Characteristics, and Trends; delineate staff development accomplishments; indicate time boundaries for goals and objectives.

Explore service learning opportunities for students.

Increase institutional awareness of the program through technology (web page), a sociology club, and other appropriate activities and venues.

### Institutional-Level Recommendations

Technical assistance for program: additional phone line in A-221, two remotes for A-229 and S-336, document reader.

---

## Program Review - Response to the Executive Summary

---

The Sociology department wishes to thank the Program Review Committee and the Department of Institutional Planning and Research for their support and tireless efforts in trying to make the program review process as smooth as possible. The Sociology department recognizes the importance of being self reflexive, and has taken all of the committee's recommendations into consideration.

Regarding the first recommendation, to revise program review documents in the area of characteristics, performances and trends; the Sociology department is currently reevaluating the success rate data, provided by the department of Institutional Planning and Research, and will make any changes if the outcome of the investigation warrants it.

Additionally, the delineation of staff development accomplishment can be

understood through looking at how often full-time faculty change their lectures and pedagogy. The Sociology faculty takes information and experiences that they collect at yearly sociological conferences and uses that knowledge to make them better teachers. This outcome can be measured multiple ways, beyond that of simple student success rates; but also in anecdotal evidence of student's lives changed, and consciousness raised. To that end, the Sociology department cannot put a time frame on such activities, as the process of learning and growing as both sociologists and teachers is ongoing.

Secondly, the Program Review Committee's recommendation for more opportunities for service learning is currently being closely examined by the Sociology department. The Sociology department works closely with the human services department and sees several areas where there could be growth that would be mutually beneficial.

Finally, the Sociology department is actively perusing the recommendation of promoting the program "through technology" as their major focus for the 2012-2013 academic year. The Sociology department is in the process of making plans to build a website with faculty bios and links to sociological points of interests. It is the Sociology departments hope that this will be the catalyst for a student driven sociology club and to a larger culture of Sociological interests on campus. Thank You.

---

<b>Goal # 1</b>	Long term (2-5 years)	Corresponds with Institutional	Status: in
<b>Goal # 3</b>			progress

---

### Description of Goal

Increase transfer opportunities for students majoring in Sociology.

### Evaluation of Goal

Review number of students declaring sociology as their major following the 2010-2011 academic year, and those whom are completing the new A.A. degrees in Sociology.

---

### Objective # 1.1

Status: in progress

Maintian various "transfer pathways" for our students majoring in Sociology.

The full-time faculty will investigate and keep current on the most recent transfer requirements for specific institutions in the Southern California area and create reference sheets available for students who frequently attend office hours for such guidance. This is an on-going activity among department members.

---

Goal #2 Long term (2-5 years) Corresponds with Institutional Status: in  
Goal # 3 progress

---

### Description of Goal

Expand course offerings

### Evaluation of Goal

A review of the number of courses offered in the 2009-2010 compared with the 2010-2011 year will be used to evaluate this goal.

---

Objective #2.1 Status: in progress

The department has created an annual schedule for offering specialized courses in the division. This schedule will be made available to students so that they can make informed decisions in designing their education plan.

---

Goal #3 Long term (2-5 years) Corresponds with Institutional Status: in  
Goal # 3 progress

---

### Description of Goal

Creative scheduling options for students.

### Evaluation of Goal

Faculty will review the variety of courses offered when scheduling classes as well as a review of course offerings in preparing future program plans.

---

Objective #3.1 Status: in progress

Larger format classes were piloted during the 2007-2008 academic year as a solution to

limited class space. The initial evaluation of large format course include the following: 1) Exceptional use of available campus space, 2) Efficient use of faculty teaching load, 3) Efficient use of college resources such as lighting and technology and 4) Well-received by students given that both classes have over 90 students each.

Although this format was proven to be advantageous for students, faculty and the college as a whole, currently the department can not offer this opportunity given an interpretation of the current contract. It is the department's intent to pursue the notion of large-format classes by working closely with representatives from the Faculty Association.

---

<b>Goal #4</b>	Short term (1 year)	Corresponds with Institutional Goal	Status: in progress
# 3			

---

### Description of Goal

Maintenance and ongoing enhancement of classrooms and faculty offices

### Evaluation of Goal

A review of classrooms and faculty offices will be done at the end of the academic year.

---

<b>Objective #4.1</b>	Status: in progress
-----------------------	---------------------

It is the opinion of the faculty that upgraded, functional physical space enhances student/instructor interaction. The faculty often struggle with limited meeting space when multiple students attend office hours, thereby being forced to meet with groups of students at the public table area of the Social Sciences Division office. Not only does this cause a disruption to other faculty whose offices are housed in this area, but "traffic jams" are often created by numerous students gathering around the table to hear the information being shared.

### Resources Needed: Additional Space or Changes to Facilities

Requested Amount: \$5,000.00

Description of the project. Be as specific and thorough as possible.

Additional meeting space for faculty and students

1. What is your unit's most compelling reasons for this request. Please include recommendations and supporting information from the Program Review Committee and or your program plan.

Provide space for faculty and students to meet

2. Where is the physical location of the space (room number is preferred)?

needed

Services Required:

Electricity

---

### Objective #4.2

Status: complete

An additional phone line in A221 D. Currently there are 3 unit members in the office and only one phone line which is only accessible at one unit member's desk.

---

### Resources Needed: Additional Space or Changes to Facilities

Requested Amount: \$100.00

Description of the project. Be as specific and thorough as possible.

An additional phone line in A221D

1. What is your unit's most compelling reasons for this request. Please include recommendations and supporting information from the Program Review Committee and or your program plan.

Greater access for three faculty members to interact with students via telephone.

2. Where is the physical location of the space (room number is preferred)?

A221D

Services Required:

None

---

Goal #5 Short term (1 year) Corresponds with Institutional Goal  
# 3

Status: in  
progress

---

### Description of Goal

Maintenance and ongoing enhancement of technology in classrooms and faculty offices.

## Evaluation of Goal

Same evaluation in Goal 5.

### Objective #5.1

Status: in progress

As physical space on campus is limited, more courses will have to be delivered and supported electronically. The need for reliable and up-to-date systems is essential in providing a quality program to our students. : In general, overall technology on the campus needs to be supported in personnel, equipment and software applications. Two unit members utilize PowerPoint presentations in their face-to-face classes and rely heavily on both office and classroom equipment to prepare and deliver information. It is vital that the college update computers and projectors to meet this activity. As well, with the expansion of on-line offerings, it is imperative that fiscal resources be allocated to supporting technology.

#### Resources Needed: Additional Budget

**Requested Item:** Computer hardware

**Required for How Long:** Ongoing

**Requested Amount:** \$5,000.00

**Description:**

Update hardware in two classrooms.

#### Supporting Rationale

Classrooms must be updated with current equipment to facilitate a technologically enhanced classroom.

### Objective #5.2

Status: in progress

Purchase remote mouse.

Two full-time faculty members and several adjunct faculty in the division utilize Power-point presentations in their lectures. Two remote mice are needed for A229 and S336. This will give faculty the ability to freely move about the classroom during lecture

#### Resources Needed: Additional Budget

**Requested Item:** Remote mouse(s)

**Required for How Long:** Ongoing

**Requested Amount:** \$100.00

**Description:**

Remote mouse for 2 classrooms

### Supporting Rationale

Faculty rely on Powerpoint presentations. Equipment would allow faculty to have greater mobility about the classroom.

---

### Objective #5.3

Status: in progress

Purchase dosument readers for A229 and S336

---

### Resources Needed: Additional Budget

**Requested Item:** Document readers

**Required for How Long:** Ongoing

**Requested Amount:** \$1,200.00

**Description:**

Purchase dosument readers for A229 and S336

### Supporting Rationale

Document reader would allow faculty to bring in primary sources and other relevant print information to share with their classes.

---

### Objective #5.4

Status: in progress

The establishment and implementation of a Sociology Department Media Library

---

### Resources Needed: Additional Budget

**Requested Item:** DVD's

**Required for How Long:** 1 time

**Requested Amount:** \$1,200.00

**Description:**

This additional budget item is to "jump-start" the Sociology Department's media library: a collection of DVD's, (documentaries, lecture series etc.) that will enhance course content and diversify the delivery of sociological information

### Supporting Rationale

Through these DVD's, faculty can introduce students to different modules of learning while

allowing them to get supportive information for faculty lectures and course content.

---

<b>Goal #6</b>	Long term (2-5 years)	Corresponds with Institutional	Status: in
Goal # 3			progress

---

### Description of Goal

To create a Sociology Department webpage with a community space for all declared Sociology majors through Access Rio

### Evaluation of Goal

The Sociology Faculty will work together with IT to develop this space

---

<b>Objective #6.1</b>	Status: in progress
-----------------------	---------------------

The Full-time Faculty need to meet with IT and see if if this goal is both technologically and financially fiesable.

---

## Individuals Who Participated in Developing this Plan

---

The following people acknowledge that they participated in the development of or reviewed this plan.

<b>Name</b>	<b>Role</b>
1. Brutlag, Brian	Review Manager
2. Juarez, Melissa	Participant
3. Green, Rebecca	Participant

# 2014-15 Annual Program Plan

Name of Program: Speech  
Name of Unit: Communications & Languages  
Name of Area: Academic Affairs  
Date Completed: 10/18/2013

---

## Program's Mission Statement

---

The Speech Department offers courses that teach students effective communication skills that meet transfer and vocational needs enabling students to: speak publicly, think and listen critically, and work well with others interpersonally. Our goal is to increase our students' communication knowledge and encourage civic engagement and advocacy.

---

## Program's SLO Information - Assessment Results (1a)

---

We are pleased to report that all Benchmarks have been achieved for the past couple of years. In the past we had seen some areas that needed improvement and we have met those needs by making changes. There are no noted gaps in student learning and achievement. As always, we believe that with more advanced technology, we could make our students even more equipped for communication experiences beyond the classroom. Our students are learning the basic skills they need to become competitive communicators in their college and career endeavors, but if they are lacking in technological experience, they may fall behind. We do need to start tracking our AA-T degree outcomes. That will be a goal for the upcoming year.

There are three themes that have been identified through the assessment process. The first theme is in our Interpersonal Communication course. We assess this course with two outcome gauges. One SLO asks students to rate themselves and the other asks the instructor to rate the student. Historically, the students have rated themselves much lower than the instructor has rated them. The instructors have made changes to alleviate the inaccuracy of these self-assessments.

Both of the other themes are related to our Forensics courses. One theme is that students were not attending labs at the rate needed for success. The other theme is that the Forensics courses need more financial support in order to run a competitive Intercollegiate team. These financial

requests will be made throughout this document.

---

### Program's SLO Information - Changes in Instruction (1b)

---

Faculty members in past years saw that the benchmark in Speech 101 for the nonverbal component of the grade (Criteria 3) was not always being met. We set a goal to spend more time focusing on speaker anxiety issues as well as having students perform more speeches (some for participation rather than a grade). These methods have been successful because all benchmarks are being met.

Interpersonal communication instructors have made some changes so that students are no longer judging themselves too critically regarding their interpersonal abilities in conflict situations. The goals included teaching visualization strategies to students, videotaping students while problem-solving in class scenarios, and showing videos of competent communicators in conflict situations. Since the resources have not been given to buy video cameras, the instructors' discussions with students about their competence has led to us meeting that benchmark for Speech 100.

Forensics instructors made a change to have students more accountable for attendance at in-class and out-of-class labs. This has made a difference in outcomes, as well. Each semester we were finding that a few students were completing the class with unsatisfactory marks. Now that these students are experiencing tournament speaking, they are gaining the skills they need in order to make the connections between theory and practice and to find success in their forensics courses.

---

### Program's SLO Information - Requested Resources (1c)

---

Camcorders and dimmer lights in the classrooms are essential to our students' success. These resources have been requested for several years and have not been acquired. At one point we were told that our request was granted and that we had money for SmartBoards, dimmers, and camcorders but orders were never requested by Administration. The Forensics faculty have made several requests for resources that have not yet been granted. Previous Forensics requests include two full-time, one year coaches, two coach stipends, wifi improvements in the squad room, four laptop computers, and a new printer.

---

### Program's SLO Information - Assessment Reports (2)

---

The only course that we are presently offering that has two or fewer SLOs recorded is Speech 132: Readers' Theatre. This course has not been offered often and has low enrollment when it is offered as a combined class with Speech 130 because it is a very specialized performance

course. This is also a class taught by our adjunct faculty and we hve had some difficulty getting some adjunct to consistently enter SLO data.

---

### Program's SLO Information - Online Results (3)

---

N/A

---

### Program's SLO Information - Degrees and Certificates (4)

---

The Speech program offers the Associate of Arts for Transfer in Communication Studies. SLOs were developed in Spring 2012; however, the outcomes have not been mapped to specific courses.

---

### Program's Characteristics, Performance and Trends

---

\*\*Updated Data for: 2014-2015 Program Year\*\*

Rio Hondo College Total Enrollment								
Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013
16,515	50,296	47,114	15,476	48,526	49,471	13,980	47,855	43,798

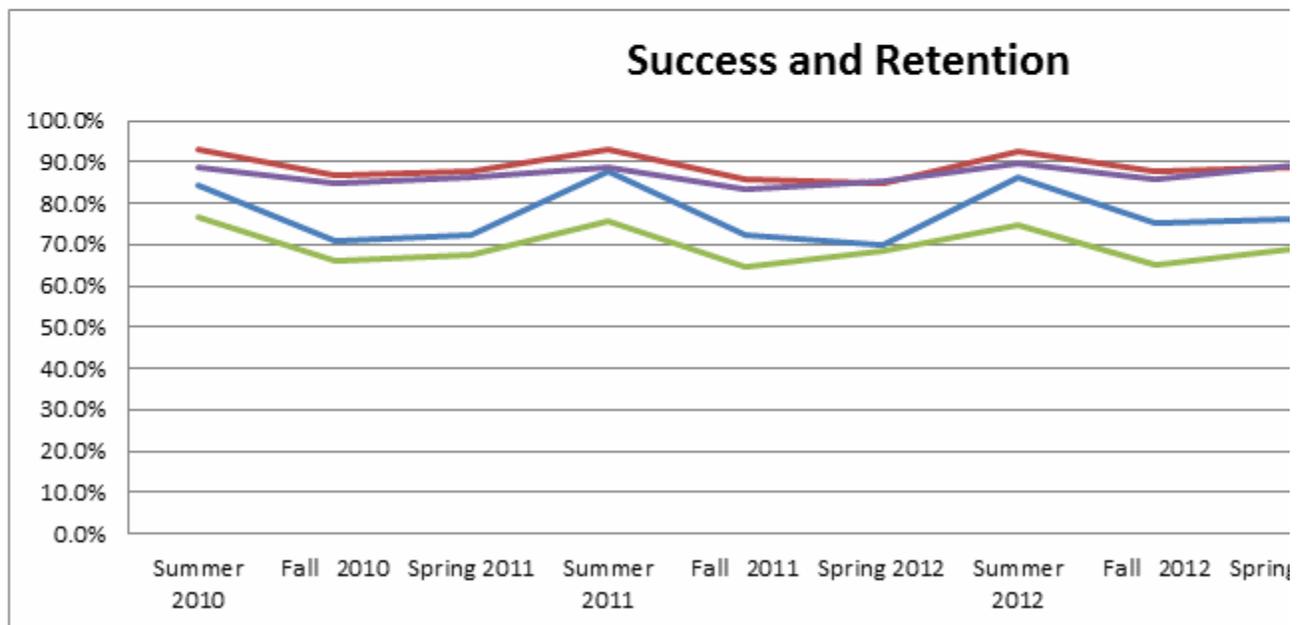
Speech Total Enrollment								
Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Summer 2012	Fall 2012	Spring 2013
428	1,124	1,050	412	1,145	1,038	440	1,191	853

<b>Speech Enrollment By Course</b>								
<b>Course</b>	<b>Summer 2010</b>	<b>Fall 2010</b>	<b>Spring 2011</b>	<b>Summer 2011</b>	<b>Fall 2011</b>	<b>Spring 2012</b>	<b>Summer 2012</b>	<b>Fall 2012</b>
SPCH 100		115	89		113	89		115
SPCH 101	405	842	783	391	847	771	408	893
SPCH 102		51	56		58	51		29
SPCH 110		7	13		24	14	5	25
SPCH 111		10	12		15	8		14
SPCH 112		19	15		8	8		15
SPCH 130		23	20		31	19		14
SPCH 132			9			5		14
SPCH 140	19	54	50	21	46	72	27	69
SPCH 240	4	3	3		3	1		3

<b>Speech FTES</b>								
<b>Summer 2010</b>	<b>Fall 2010</b>	<b>Spring 2011</b>	<b>Summer 2011</b>	<b>Fall 2011</b>	<b>Spring 2012</b>	<b>Summer 2012</b>	<b>Fall 2012</b>	<b>Spring 2013</b>
47.4	129.0	118.8	44.2	133.0	121.3	44.8	138.5	97.9

Speech Success and Retention							
	Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	S
<b>Program Success</b>	84.6%	70.8%	72.2%	87.9%	72.4%	70.0%	
<b>Program Retention</b>	93.0%	86.9%	87.7%	93.2%	85.6%	84.8%	

Rio Hondo College							
	Summer 2010	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	S
<b>College Success</b>	76.6%	65.9%	67.5%	75.6%	64.5%	68.3%	
<b>College Retention</b>	88.7%	85.1%	86.1%	88.8%	83.4%	85.3%	



#### Characteristics and Performance:

During the Fall 2013 semester the program offered seven different courses: Interpersonal Communication (SPCH 100), Public Speaking (SPCH 101), Fundamentals of Oral Communication (SPCH 102), Argumentation and Debate (SPCH 140), and Argumentation and Discussion (SPCH 240), Oral Interpretation of Literature (SPCH 130), and Reader's Theater (SPCH 132) and Oral Communication (SPCH 102). Typically, SPCH 140 is combined with SPCH 240, and SPCH 130 is combined with SPCH 132. And the department has been moving in the direction of phasing out SPCH 102. SPCH 101 is the course with the highest enrollment. SPCH 101 has 23 sections: four of which are night courses, one is a hybrid course, one late start, and one off campus offering. Course offerings have significantly decreased from 2010 to 2013 by about 18 sections spread across Fall, Spring, and Summer sections.

The speech program has a higher retention and student success rate than the overall college retention and success rate. Summer courses have the highest success and retention rates at approximately 85%. The student success rate from Fall 2010 to Fall 2013 increased from approximately 71% to 76%.

In terms of enrollment trends: SPCH 101 enrollment have decreased over the past three years from Spring 2011 at 783 students to Spring 2013 at 628. Speech 140 enrollment has increased over the last three years. SPCH 110, 111, and 112 enrollment rates have increased from 36 during the Fall 2010 semester to 54 during the Fall 2013 semester.

Speech program offers students a Associate of Arts for Transfer in Communications Studies degree. There has been a focus on ensuring that students majoring in this Communication Studies, have the available courses to attain their degree and transfer either to CSU or UC campus.

The speech program at Rio Hondo College also includes an active Forensics Speech and Debate program. Among the 112 California Community Colleges, approximately 30 campuses have active Forensics Speech and debate programs. With 64.5% Hispanic students at Rio Hondo, the program is among the highest Hispanic serving institutions participating in this co-curricular activity. Further, there is growing evidence of the program's impact of student transfer and leadership success.

The Forensics program, along with its participation at several intercollegiate tournaments takes an active role in campus wide events. For instance, the program hosted a live viewing and post discussion of the 2012 Presidential debates. In the Spring the program hosted a showcase event involving a professional Hollywood actor and Writer/Producer as respondents, and a campus wide intramural speech contest including local area high schools. The program has even hosted debates on housing and finance for the U.S. Department of Housing and Urban Development.

#### Trends:

With the recent Student Success "Score Card" means that many programs are developing transfer degrees and certificates. Our department has an AA-T degree and may be adding a Speech AA degree in the future. With transfer as a focus, our program is evaluating our curriculum offerings by examining transfer opportunities for students. Given this focus, the department is trying to compliment its offering by adding Honors courses, an Intercultural Course, and possibly other courses.

The department has four full time Speech faculty and approximately 15 adjunct faculty members. The Forensics team growth in student participation is a great positive, however, it also presents the constraint of acquiring and retaining faculty. Hence, our department is looking at ways to incentivize and compensate existing and new faculty coaches.

The Speech Program is expected to remain strong. The Speech Program will become even stronger when we meet some of the goals that you will see outlined in this plan. With the proper resources we will also see increases in success and retention.

---

## Program's Strengths

---

The strengths of the Speech Program at Rio Hondo College include several features. The Speech Program is dedicated to excellence in instruction and helps 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.

The courses offered allow ample interaction with diverse students. The speech program's many General Education courses allow students to transfer successfully to 4-year colleges. We offer courses that are hybrid online, off campus and flexible. Our hybrid online public Speaking course is always popular and meets the needs of those students who are not able to meet as frequently on campus. Our off-campus classes meets the needs of many in our community by offering meeting places such as the El Monte Educational Center and South Whittier Educational Center. Further, our courses are flexible as we offer classes Monday through Thursday beginning at 6:30 a.m. and continue to offer classes throughout the day with the last ending at 10:10 p.m. We offer a Friday class, a Saturday class, classes that meet just once a week, classes that meet twice a week, short term early start classes and short-term late start classes. We offer summer as well. We have experienced cuts due to budget constraints. During the Spring and Summer 2013 semesters approximately 10 courses are being cut from the schedules, however we have still managed to be able to offer flexibility in course offerings.

We are also involved in special programs including Learning Communities and FAST-TRACK. We have faculty members who are versed in Learning Communities teaching and one adjunct member is currently teaching Public Speaking and Architecture this semester for the third year in a row. We have taught innovative courses for students that combine Auto Technology and Public Speaking, Drug Education and Prevention and Public Speaking, and Architecture and Public Speaking. We have plans to integrate Nursing and Public Speaking and Police academy and Public Speaking eventually. Public Speaking is an ideal course to merge with any other course offered on campus to form Learning Communities. The course it is paired with can offer the content on which the student will speak. Learning Community research indicates many positive results from pairing courses such as what we have done with the FAST-TRACK program. Our experience and adaptability in this area is a great strength of our department.

The Speech Program enables students to interact with several local, state, and national colleges through its Forensic Speech and Debate Program. Additionally, the program hosts an annual Intramural Tournament on campus each Fall. The tournament includes participants from area high schools as well as Rio Hondo College students enrolled in speech courses at the time. Last year the tournament was expanded to include more competition categories. Under direction of the Forensics Coordinator, the Forensics program has brought in guest speakers, held workshops, hosted campus debates on national issues, collaborated with other groups and clubs on campus, and participated in the annual Writes of Spring event, sponsored by the department of Communications and Languages. The program also hosted its third annual Spring Forensics showcase at the college. The showcase featured student performances and a live interview by Former Forensics Coach Steve Rohr with Hollywood's Emmy Award Nominated Actress CAROLYN HENNESY and Award-Winning Producer & Talent Manager MARILYN ATLAS. Individual competitors have earned many accolades over the year, as

highlighted on our website page

(<http://www.riohondo.edu/commlang/speech/competition.htm>) . The highlight of the competition season last year was when a team of ten students attend Phi Rho Pi, The Annual College National Forensics Tournament. This is the largest team to represent Rio Hondo College in recent memory. The team brought home three awards, two Bronze and the other Gold, earning Rio Hondo 11th place out of 34 schools in the Hindman division. This is the first Gold award earned by a student at Phi Rho Pi in recent memory. The two Phi Rho Pi winners were recognized by local Assembly members for their excellence in speaking. The Forensics Speech and Debate Program was also acknowledged and honored for their hard work at a Board of Trustees meeting at Rio Hondo during spring 2013.

During Fall 2012 students debated the importance of participating in the November 6th presidential and proposition election, held at Cafe Rio on two consecutive weeks. Among the many students in attendance, we were pleased to see Board of Trustee Member Gary Mendez in attendance. Additionally the Forensics club has been chartered once again and has a membership of 28 active student leaders. As advisor to the club, the Forensics Coordinator continues to foster student leadership, motivation and dedication. We look forward to a promising 2014-2015 academic year.

Unlike some Forensics programs at other colleges and universities, our program is open to all students and faculty. It is absolutely inclusive. Those who wish to participate may participate and may participate in many different capacities. Some choose to compete, perform, research, coach, judge and or assist. Some compete in just one event, while others compete in several. Also, in contrast to more limited programs at other schools, we are able to help students explore multiple genres. Some schools focus only on one genre, such as oral interpretation (i.e., dramatic interpretation, prose, duo), platform events (i.e., informative and persuasive), limited preparation (extemporaneous or impromptu) or debate (parliamentary). Due to our diversely talented full and part-time faculty, we are willing to encourage and able to train students in any area listed above.

The Speech Department has an active part-time faculty pool. This summer we were fortunate to hire a part time speech faculty who specializes in Oral Interpretation of Literature and has begun teaching the in Oral Interpretation of Literature lab. The newly hired part time faculty has contributed largely to the coaching of all competitors, judging at tournaments and will help execute the annual Intramural tournament. Our current success has been achieved in large part due to our two committed part-time coaches. Last Spring we also collaborated with the accounting department to establish an ASO deposit/withdrawal account dedicated solely to the Forensics Speech and Debate for the purpose of accepting donations and contributions to the program.

Below are some of the specific strengths of the Forensics speech and Debate program:

- 1) We have a very dedicated, competent and effective Forensics Coordinator and two part-time coaches whom are leading students in successful participation at tournaments and assisting students in professional and academic growth.
- 2) The Forensics program continues to participate in off campus special performances as well as on campus events.
- 3) The Forensics program has experienced notable recent success with the bronze and Gold awards at the National Championship tournament.
- 4) The Forensics Coordinator continues to foster student success by developing student leadership that serves the entire student population.
- 5) The Forensics Coordinator effectively collaborates with other college departments and

colleagues to best serve the needs of our students.

6) The Forensics program continues to grow both in quantity and quality.

Lastly, we think that our AA-T in Communication Studies is a strong point of the program. We were among the first Community Colleges to offer this to our students. The AA-T system is still new and adapting but we see great potential in this for our students wishing to transfer to Cal State Los Angeles. f

---

## Program's Weaknesses

---

Along with these strengths, the Speech Program has identified certain weaknesses.

„X We do not offer an Honors Public Speaking.

„X We lack updated efficient classroom technology and equipment such as dimmers and a recording system.

„X We don't provide sufficient additional academic support to speech students struggling with basic skills.

„X Our Forensics coaching model is not sustainable therefore it is difficult to attract and maintain quality part-time Forensics coaches. As a result we lost two of our Forensics Coaches that had largely contributed to the success of our students at local tournaments, the national tournament and who played a role in assisting our Forensics students to transfer to UC Berkley, UCLA, Concordia, Azusa Pacific University (with Forensics Scholarship).

„X We currently do not have a funding source to offer coaches and or judges honorariums and or stipends.

„X Our current squad room needs to be equipped with a fully functioning research area, including equipment such as printers and computers.

„X Our Forensics students do not have priority registration despite all the scheduling constraints they face.

„X Our Forensics Program is not equipped to provide multiple travel tournament opportunities.

„X Currently we only offer Forensics labs that focus on two of the four event genres we compete in.

„X We do not have any concrete data on our Forensics and or Speech students graduating and or transferring.

„X The speech/architecture learning community does not have restricted registration.

---

## Program's Opportunities

---

Opportunities:

1) Curriculum: The department can expand the Speech curriculum particularly to offer Honors courses, such as Public Speaking Honors. Honors courses have been found to increase transfer. For instance, at Rio Hondo, Honors students are at a 74% UCLA acceptance rate compared to 25% for non-honors students. The program could explore creating Honors courses for other sections such as Interpersonal Communication and Argumentation and Debate. In addition, to strengthening the program's transfer paths, Honors courses would compliment the programs existing Forensics Program. And

ensure that Rio Hondo incentivizes High School transfers to the Speech Program

- 2) Curriculum: The department has the opportunity to modify its curricular offerings and should continue to periodically review the options. The department can add courses such as Intercultural, Hybrid online courses, Small Group, and so forth. A three unit additional course, would streamline our degree requirement in the 6 unit area of the AA-T degree. Currently, students often take more than 6 units in this area because of the unit variation and the unit caps.
- 3) Technology resources: The department via the division, should install equipment unique to the discipline into it's classrooms, for example, students in the department need to be adept at presenting with visual sophistication. Room A220 has light dimmers, other courses were student presentations take place needs to seize on the opportunity to ensure our students have the options to take advantage of including classroom technology into it's program. can We have the opportunity to update our classroom technology and equipment such as dimmers and a recording system.
- 4) Technology Resources: We should equip the Forensics squad room to meet the team's research and practice needs with computers, printers and speech recording devices.
- 5) Facility resources: Given speech classes require students to project their voices, the department should look at the acoustics in the speech classrooms, and where applicable ensure the acoustic environment is adequate.
- 6) Communication: With a recent advent of establishing a dedicated account for Forensics, the program should facilitate easier donation mechanisms such as being ale to donate through our webpage
- 7) Communication: The program has the opportunity to communicate better by continually updating and adding to the content of the website. For instance, identifying student achievements, upcoming events, degree information, scholarships, and so forth.
- 8) Staffing: The department needs to have greater stability in staffing. Various opportunities can be pursued. The program should schedule courses for adjunct based on ensuring that the adjunct teaching SPCH 110,111, and 112 are also assigned another course depending on their areas. Currently, the scheduling is arbitrary and needs more departmental needs-based scheduling. The Division dean might consult with human resources so the department can familiarize itself with its options.
- 9) Staffing: The department should look at the offering of Honorariums to alumni to help coach, judge, and facilitate Forensics events
- 9) Student support: The department could consider creating a Forensics student registration priority.
- 10) Student support: The department could examine increased student participation in International and National tournaments. The department barrier is funding in those tournaments.
- 11) Student support: the department could examine Speech Communication conference participation for students and/or faculty. This may be particularly important given the students new AA-T degree in Communication Studies.
- 12) Financial resources: The department can look at tracking alumni and graduating students to compare success rates and even as a fundraising goal.
- 13) The department could look at the architecture learning community more closely examining the strengths and weaknesses of these types of offerings.
- 14) The department could look at it's distant education/hybrid courses and evaluate those courses and see if more would be needed
- 15) The department has occasionally offered shortened classes such as FAST-TRACK courses and Winter courses. Currently, more condensed scheduling tends to lead to higher success

rates. The department should look at persistence and success rates in those shortened areas.  
16) The department might engage in campus-wide speech related events such as symposiums on communication related subjects.

b

cce

---

## Program's Threats

---

### Threats:

Most the department's threats are external, such as budget cuts decreasing courses. However, there are some unique threats to our area.

Forensics program support: Recent growth of the college's Forensics program support: With more students participating, the forensics program needs to ensure that there are also more staff coaching and judging. From 2012 to 2013, the forensics program lost two adjunct coaches to other colleges. The department and division should coordinate to try innovative ways of staffing.

Technology is needed in speech. The department needs institutional funding to ensure that the rooms are adequately supporting speech students. With the exception of one class (A220), speech classrooms currently have no dimmers for computer data projection speeches (e.g., Power Point speeches). Students need to gain the experience of incorporating new technologies for their speech making purposes. There are other technology-oriented areas that students need to experience. Staying familiar with these trends and acquiring the funding for these technologies is a challenge.

Transfer challenges: Although the department has been active in trying to ensure articulation, we also become of the challenges regarding articulation and transfer. CSU's, private universities, and UC's all have unique transfer requirements. The department is challenged by some of these unforeseen transfer patterns. Recently, the department has recognized that many of these classes are not UC transferable, hence, we are considering creating a UC transferable course.

---

## Program's Accomplishments and Recommendations for Improvement

---

### ACCOMPLISHMENTS:

„X The Forensics Speech and Debate Coordinator continues to successfully lead the team to academic and competitive success (See strengths section).

„X We welcomed one new part-time Forensics coach Elisabeth Erin Crossman.

„X Our Speech Faculty taught at the South Whittier Educational Center, a Learning Community and FAST-TRACK courses, all resulting in student success.

„X Our faculty members have also been busy in the last few years achieving various goals that increase their educational experience.

„X Faculty continue to serve as Department Coordinators.

„X One of our faculty members is currently working on a book that will cover public speaking across campus.

„X Our Forensics Coordinator serves on the ASO Board.

## RECOMMENDATIONS:

These are some general recommendations by the Speech Program:

„X Offer more transferable courses.

„X Increase technology in the classrooms and squad room.

„X Create a space that may double as a team squad room and space where students who are not necessarily involved in forensics can go to record their speeches to practice and improve.

„X Request district resources to pay for honorarium/stipends for coaches/judges and assistants for the Forensics Speech and Debate Program.

„X Develop an online mechanism for accepting donations to the Forensics team.

„X Seek clarification on ASO deposit and withdrawal account guidelines, as they pertain to tournaments, events, fundraisers and coaches conferences.

„X Begin looking for space for a permanent squad room as the existing space is limited in size and is acoustically challenged.

„X Assign specialized counselors who can help ensure that Speech and Forensics students are transferring to universities and that the Forensics students are taking courses to meet tournament qualification requirements.

„X Provide priority registration to Forensics students.

„X Increase competitive travel opportunities for Forensics students.

„X Track Forensics student success and transfer rates.

„X Implement an annual GIFTS (Great Ideas For Teaching Speech) for all speech faculty.

„X In addition host a symposium on various communication related subjects (i.e., Interpersonal Communication Challenges).

---

## Program's Strategic Direction

---

### Strategic Direction:

Over the next 3-5 years the Speech Program at Rio Hondo College plans to head in the following direction in order to accomplishing our goals:

1. Collaborate with Speech faculty to create and develop course offerings that help students transfer to universities such as Intercultural Communication.
2. Advance our goals related to resources for the department as well as for Forensics.
3. As a department we need greater part-time instructor participation in Forensics coaching

and judging to assist the Forensics program.

In the next 3-5 years we foresee a program that is: an effective program that serves the students of Rio Hondo and the community. It will be a program where students can major in Speech and we will have more to offer them. It will be a program that shows we are technologically savvy in preparing our students for communicating in a tech savvy world. It will be a program with a competitive Forensics Speech and Debate component that will attract competitors from various majors to our college over other colleges in the area. These students will have the much needed coaching and resources, and their ability to compete will not be hindered by space, lack of coaching, judging funding, resources and technology limitations, enabling them to successfully transfer to major universities and even earn Forensics Scholarships. Essentially, we plan to do what we have been doing but better with a full faculty consisting of four full-time members, two temporary part-time Forensics coaches and twelve to fifteen part-time faculty members.fe

---

## Program's Staff Development

---

### Staff Development

Essentially our faculty members stay abreast of our changing field through professional development activities of their choice, and by reading the journals and other research in our field.

Faculty members in Speech will need some technology training if our resource requests are granted. Both adjunct and full-time faculty members must be included in the training.

Full and part-time faculty should be afforded the opportunity to attend state and national discipline specific conferences.

---

<b>Goal # 1</b>	Short term (1 year)	Corresponds with Institutional Goal	Status: in progress
# 1			

---

### Description of Goal

The Speech Department will create new transferable courses such as Intercultural Communication.

### Evaluation of Goal

We will examine statistics regarding student enrollment and transfer. Comparative statistics will help us to see if more students are enrolling in these courses and transferring to four-year schools.

---

### Objective #1.1

Status: in progress

Speech faculty will conduct course curriculum research and examine trends used to teach Intercultural Communication at other institutions. In addition they will consult with the articulation officer to determine what curriculum is needed in order for the course to transfer to four-year institutions.

---

### Impact of Objective on Other Programs, Units, and/or Areas

#### **Impact on the Unit: Honors Transfer Program**

Creating an Intercultural Communication course may impact the A-TT degree. This will be investigated further by Speech faculty.

---

### Objective #1.2

Status: in progress

Speech faculty will create the course curriculum and work with the curriculum committee.

There are no other resources needed to carry out this objective.

---

Goal #2 Short term (1 year) Corresponds with Institutional Goal  
# 1

Status: in  
progress

---

### Description of Goal

#### GOAL 2:

To continue strengthening the Forensics Speech and Debate program by increasing the program's sustainability and acquiring needed resources.

---

### Evaluation of Goal

We will determine if this goal has been met by examining Forensics staff retention, student program enrollment and transfer statistics.

---

## Objective #2.891904

Status: in progress

Develop a sustainable coaching model:

We need to establish an effective teacher: student ratio. A sustainable ratio should be 1 coach/judge for every 2.3 students. As the team grows, so should the number of coaches/judges. During competition, we are required to provide one coach/judge for every two parli debate teams or five individual speech events. Each student can have up to five speech events. For example with a team of 18 students we should have at least 6 active coaches/judges.

---

## Existing Resources

Current and future adjunct speech faculty should be encouraged to judge at tournaments to help meet the judging requirements.

---

## Objective #2.891905

Status: in progress

Supply Request: Desk Top (1) Lap Top (2); Mac Pro Book (1); IPAD (2); All in one Printer(1); Full HD Digital SLR Camera with full HD video recording capability(1):

The Forensics squad room needs to be equipped with a fully functional research area complete with at least three portable laptops, two desktops and a laser jet printer/scanner/copier. We would like to request the use of an iPad that can also double as research tools at tournaments. Both the laptops and the iPad will function as research tools both in and out of the classroom. The Mac book lap top would also function as tool for developing Forensics program materials and information. Currently we pay outside vendors to professionally record events and student performances. The Full HD Digital SLR would allow us the opportunity to fulfill that function ourselves without the additional middleman or added cost.

---

## Resources Needed: Additional Technology

**Technology Classification: Non-computer Equipment (e.g., copier, etc.)**

**Requested Amount:** \$2,000.00

**Description:**

Full HD Digital SLR Camera (The Cannon D70 is a good option) with extended warranty.

**Reason:**

Currently we pay outside vendors to professionally record events and student performances. The Full HD Digital SLR would allow us the opportunity to fulfill that function ourselves without the additional middleman.

**Location:** A222E Storage Room

**New or Replacement:** New Installation

**Services Required:** None

**Technology Classification: Non-computer Equipment (e.g., copier, etc.)**

**Requested Amount:** \$800.00

**Description:**

LaserJet printer that has color, scan, and photo copy capabilities with extended warranty.

**Reason:**

Students need access to printing within the Forensics squad room. As printing resources on campus shift from "free" to a "pay for print" system, Forensics student will be at a significant disadvantage in preparing for competition. The printer in our squad room does not function.

**Location:** A222

**New or Replacement:** Replace Existing

**Services Required:** Electricity

**Technology Classification: Computer Hardware**

**Requested Amount:** \$2,000.00

**Description:**

two Apple IPADS with extended warranties.

**Reason:**

As opposed to laptops, Ipads are a more affordable and more compact option for tournament online access that is required for research and document access needed during competitive tournaments.

**Location:** A222E Storage Room

**New or Replacement:** New Installation

**Services Required:** Electricity, Internet Access

**Technology Classification: Computer Hardware**

**Requested Amount:** \$3,500.00

**Description:**

two 13" Mac Books with chargers with extended warranties.

**Reason:**

Each lap top will be used by students to research and prepare academically for tournament competition. Each debate team and extemporaneous speaker needs their own laptop during competition. Access to information is imperative in closing the gap of the digital divide especially for our student population. Most other programs offer access to updated technology to their students. We had a lap top for competition but it no longer functions. We are specifically requesting the purchase of a portable Mac book pro for feasibility and accessibility to specific apple product (non PC) hardware and software.

**Location:** A222E Storage Room

**New or Replacement:** Replace Existing

**Services Required:** Electricity, Internet Access

**Technology Classification: Computer Hardware**

**Requested Amount:** \$2,500.00

**Description:**

13" Mac Book Pro with charger and extended warranty.

**Reason:**

The Mac Book Pro lap top will be used by students to research and prepare academically for tournament competition. In addition, the Coordinator will utilize this laptop to prepare Forensics materials, documents and media that cannot be accomplished with a PC or the department MAC desktop.

Access to information is imperative in closing the gap of the digital divide especially for our student population. Most other programs offer access to updated technology to their students. We had a lap top for competition but it no longer functions. We are specifically requesting the purchase of a portable Mac book pro for feasibility and accessibility to specific apple product (non PC) hardware and software.

**Location:** A222

**New or Replacement:** Replace Existing

**Services Required:** Electricity, Internet Access, College Network Access

---

Objective #2.891906

Status: in progress

Increase institutional commitment for recruiting and retaining quality staff:

Scheduling priority should be given to active part time faculty involved in forensics over inactive inactive part time faculty. We should maintain a commitment of offering those active Forensics lab coaches a load goal 67% if possible or an honorarium to cover the costs of the additional hours spent on Forensics coaching and judging. Part Time faculty who are actively coaching/judging for the team are required to work on weekends and many more hours than a non forensics faculty member. If they do not have sufficient compensation they are far more constrained in the time they can dedicate to meeting the need of the Forensics students.

---

## Impact of Objective on Other Programs, Units, and/or Areas

### **Impact on the Communications & Languages Program: Speech**

The right of assignment is perview of the C&L Division Dean. The Dean could make staffing decisions with this request in mind.

---

## Resources Needed: Additional Budget

**Requested Item:** Forensics Assistant

**Required for How Long:** 2 years

**Requested Amount:** \$1,000.00

**Description:**

District funded honorarium stipends for non-certificated students or alumni of \$1000 per semester will cover the cost of additional time required to successfully administer team operations.

### **Supporting Rationale**

Successful programs administration requires additional administrative support.

**Requested Item:** Coach/Judge Honorarium Stipends

**Required for How Long:** Ongoing

**Requested Amount:** \$7,500.00

**Description:**

District funded honorarium stipends for certificated part time faculty of \$2500 per semester will cover the cost of additional time required by part time faculty to successfully coach the team.

### **Supporting Rationale**

In order to maintain a successful and competitive program coaches often work far more hours than they are currently compensated for.

**Objective #2.891907**

Status: in progress

Establish an online mechanism for accepting in kind and financial donations:

To enable community members to contribute to the forensics program.

---

**Impact of Objective on Other Programs, Units, and/or Areas**  
**Impact on the Accounting Program: General Accounting**

To create an online vehicle to accept donations to the program's deposit ASO account.

**Objective #2.891908**

Status: in progress

Continue to clarify the guidelines and procedures that govern the ASO Board.

---

**Impact of Objective on Other Programs, Units, and/or Areas**  
**Impact on the Unit: Accounting**

The accounting department will provide ASO guidelines and procedures.

---

**Goal #3** Short term (1 year) Corresponds with Institutional Goal  
 # 1

Status: in progress

**Description of Goal**

To continue strengthening the Forensics Speech and Debate Program by increasing student success rates.

**Evaluation of Goal**

We will determine if this goal has been met by examining student development and transfer statistics.

**Objective #3.1**

Status: in progress

Ensure priority registration for Forensics team members:

Forensics students have urgent scheduling constraints. Not having priority registration puts them at a significant disadvantage. Forensics students don't have the luxury of taking Friday or Saturday courses because these courses would conflict with their competition schedule. They also have to arrange their course schedule to take the Forensics labs, which limits them to taking all other courses in certain specific days and time windows. Forensics students also have minimum unit requirements for Regional, State, and National Championships. Participation at championship tournaments helps students transfer to four-year institutions and may even make them eligible to earn Forensics scholarships from these institutions.

---

**Impact of Objective on Other Programs, Units, and/or Areas**  
**Impact on the Admissions & Records Program: Admissions & Records**

Need to establish a priority registration with Admissions & Records.

---

**Objective #3.2**

Status: in progress

Appoint a counselor assigned to Forensics team members:

Similar to student athletes, Forensics students need a counselor who understands their schedule constraints and who can help them plan their course schedules accordingly. This counselor should also advise Forensics students on admissions as it applies to transfer institutions that have active Forensics programs.

---

**Impact of Objective on Other Programs, Units, and/or Areas**  
**Impact on the Counseling and Student Success Program: Counseling**

Collaborate with Counseling to see which counselor would best understand and serve the needs of the Forensics students.

---

**Objective #3.3**

Status: in progress

Research & Planning:

We propose a survey of 2 years, and 4 years, and 6 years after competing in at least 2 tournaments. The survey could ask students if taking Forensics helped them in their academic and professional life. Rio Hondo Department of Institutional Research and Planning should track students enrolled in Forensics labs to document their demographics, grade point averages, unit loads and graduation and transfer rates.

## Impact of Objective on Other Programs, Units, and/or Areas

### **Impact on the Institutional Research & Planning Program: Research & Planning**

IRP can help collect and organize concrete data which will inform our future program planning.

---

#### Objective #3.4

Status: in progress

Develop a Speech 113 for Platform Speaking and a Speech 114 for Limited Preparation.

Currently we offer students two event specific Forensics labs (Debate and Oral Interpretation of literature). This means we are able to hire knowledge specific coaches and train students in those areas. However the team competes in four different competitive areas, (debate, oral interpretation of literature, limited preparation and platform speaking). We need to develop another course specific to platform speaking to hire a knowledge specific instructor to train students in this area.

---

#### Objective #3.5

Status: in progress

Provide more competitive travel tournament opportunities, including but not limited to various National Forensics Competitions (NFA, AFA, NPDA, etc.):

An annual district commitment to fund students and staff at these tournaments is imperative. Specifically national and international tournament participation, travel and all related expenses should be district funded in aside form the annual ASO program budget that is primarily used to fund supplies, tournaments and events throughout the academic year. Giving opportunity to students and monitoring their performance at prestigious collegiate national tournaments will facilitate long term strategic program development. Focusing on transfer rates and student retention would be significantly easier with assured budget allocated towards higher caliber of competition. Such a step would make the Rio Hondo Forensics program more attractive and thereby more likely to retain students and assist with student persistence.

---

#### Resources Needed: Additional Budget

**Requested Item:** Travel Tournament Opportunities

**Required for How Long:** Ongoing

**Requested Amount:** \$35,000.00

#### **Description:**

When students have better tournament travel opportunities their transferability also increases. Students who compete at National and International tournaments become more attractive transfer students to four-year institutions and may even become eligible to earn

scholarships at these transfer institutions.

## Supporting Rationale

When students have better tournament travel opportunities their transferability also increases. Students who compete at National and International tournaments become more attractive transfer students to four-year institutions.

---

<b>Goal #4</b>	Short term (1 year)	Corresponds with Institutional Goal	Status: in progress
# 9			

---

### Description of Goal

Increase technology in the speech classrooms and squad room.

### Evaluation of Goal

Acquire updated classroom technology and equipment such as dimmers and a speech recording system. Also significantly increase the wifi connectivity in the Forensics squad room (A222).

---

<b>Objective #4.1</b>	Status: in progress
-----------------------	---------------------

Research affordable and quality dimmers. The Speech department faculty will research what other divisions use as dimmers in their classrooms and make recommendations as to which dimmers are necessary for classrooms where speech is typically taught.

---

<b>Objective #4.2</b>	Status: in progress
-----------------------	---------------------

Research affordable and quality digital recording systems. The Speech department faculty will research digital recording systems such as iRecord and make recommendations as to which devices will be effective in the classroom and squad room.

---

<b>Objective #4.3</b>	Status: in progress
-----------------------	---------------------

Technology can assist by significantly increasing the wifi connectivity in the Forensics squad room (A222).

Impact of Objective on Other Programs, Units, and/or Areas  
**Impact on the Information & Technology Services Program:  
Network/Infrastructure Support**

Would require the support from IT

---

## Appendix A

---

---

## Appendix B

---

---

## Appendix C

---

---

## Appendix D

---

---

## Individuals Who Participated in Developing this Plan

---

The following people acknowledge that they participated in the development of or reviewed this plan.

<b>Name</b>	<b>Role</b>
1. Acevedo, Lisette	Program Manager
2. Puga, Gil	Participant
3. Holcomb, Robert	Participant
4. Duarte, Jennette	Participant
5. Curiel, Libby Lee	Participant