Program Review Fall 2020

Center for Career and Re-Entry Services

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General Information (Program Review Fall 2020)

1. Mission Statement

1.1 MISSION STATEMENT

The mission of the Center for Career and Re-Entry Services (CCRS) is to assist individuals in making informed career and life decisions by providing a clear pathway through extensive career and educational counseling services, and engaging activities. The CCRS is also dedicated to helping adult learners succeed through the provision of comprehensive educational, counseling, and support services.

2. Program Description

2.1 PROGRAM DESCRIPTION

The Center for Career and Re-Entry Services assists individuals in making informed career and life decisions by providing a clear pathway through extensive career and educational counseling services, and engaging activities. The CCRS is dedicated to helping our adult learners (over age of 25) succeed through the provision of comprehensive educational, counseling, and support services. The center is located in SS350 which houses a job board, three private offices where students can meet with Counselors, and a small computer lab where workshops are presented or where students can study in a quiet environment.

The CCRS serves the general student body, staff, and community members and has experienced growth in students seeking major/career exploration, job search, and students over the age of 25 seeking services tailored to their needs.

Services

- General and Career Counseling (online and in-person)
- Assistance with defining major/program/career goals (i.e. counseling, O*Net, Eureka, Value Cards)
- Career assessments & interpretation (i.e. Myers Briggs Type Indicator, Strong Interest Inventory)
- Career & job preparation
- Résumé & cover letter development
- Access to job portal via College Central Network
- Services/resources for adult learners over the age of 25
- Annual Career & Internship Fair

PROGRAM STAFF

(2) Full-time Tenure Track Counselors: Christine Waugh and Troy Flores-Olson

(1) Full-time Career Development Specialist – Cynthia Patino

(1) Student Success Coach II, 16 hrs/wk - Stephanie Gonzales

(1) Part-time Student Services Assistant (classified/12 month) – Erika Tapia

(1) Part-time Administrative Clerk (classified/12 month) - Annabel Amaro

Student Workers (when available)

Student Contacts

- Total Student contacts 19-20: Appointments: 1044; Workshop attendance: 420; Express 761; TOTAL 2225
- Registered users for Eureka - 1,008 students created accounts and we have a total of 3,829 as of Fall 2020.
- Re-Entry Success Conference attendees - Cancelled due to COVID-19 but held Check-in Zoom event on May 5, 2020 and had 6 students attend.

- Re-Entry Information Session attendees - Held two information sessions in the Fall 2020 10/10/19 and 11/14/19. We had 3 students attend 10/10/19 and 0 on 11/14/19.Job Fair Attendees (based on flyers printed) - Fall 2019 700 and cancelled Spring 2020 due to COVID-19
- CCN-students registered - We had 597 new students create their account and we have a total of 8,149 as of Fall 2020.
- CCN-employers registered - We had 137 new employers create their account and we have a total of 2,276 as of Fall 2020.
- Career Explorer Completers - Fall 2019 = 4 completers and Spring 2020 = 2 completers = total 6 completers
- CCRS Lab - 1,735 visits

File Attachments:

1. **CareerReasonCodes.19-20.pdf** (See appendix)

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3. Program Progress

3.1 PROGRAM PROGRESS

Services and Target Audience - Staffing, Space Allocation, Budget Changes

The CCRS continues to provide counseling appointments, drop-in advising, computer lab usage, online counseling, workshops, orientations, job fairs, adult re-entry events and services throughout the year. These services have enhanced students' knowledge of career and re-entry resources and provided important skills to successfully select a meaningful career pathway, gain self-awareness, and connect to jobs, internships and other campus resources. The CCRS also continues to conduct outreach for non-traditional and adult learners wanting to transition to college level courses from the adult schools. The analysis of outcome findings for the academic year 2019-2020 are indiscernible given the low numbers of participants in the Career Explorer Program, partly due to the COVID-19 pandemic. However, an examination of student contacts for the last three years (17/18, 18/19, 19/20) demonstrate a clear reduction. The department suffers due to the loss of a full-time non-tenure track counselor and full-time student services assistant.

Projects, Grants, Initiatives Changes

The Career Explorer Program was once well funded with support from Student Equity. As equity funds from the CCCCO have diminished, so has support to this initiative.

Myers Briggs Type Indicator, Strong Interest Inventory, StrengthsQuest

These assessments have been empirically validated and are the most comnonly used commericial assessments for career counseling. EOP&S funds the cost of these assessments for their students. In the past Student Equity has also paid for students who are not participants of EOP&S.

Long Term Plan Progress

The change in the software platform used for college outcomes, combined with a change in leadership of the Center for Career and ReEntry Services in 17-18 has made it difficult to determine progress made since six years ago. The over-reliance on categorical funds has led to unstable levels of staffing, both faculty and classified. Despite these challenges, the center continues to provide high quality services and has more clearly defined goals over the last three years.

Accomplishments

The declining financial support from categorical programs is demonstrated in the low numbers of participants in the Career Explorer Program. When this first became evident, the CCRS team began investigating software platforms to enhance the career exploration process and to make it more accessible to a greater number of students. A workgroup met to review four competing products, their features and the cost. The recommended platform, Career Coach, was selected based on the user experience and ease of navigation, the ability to connect students' results to Rio Hondo College programs, and a cost that is sustainable for the foreseeable future. As of Fall 2020, Career Coach is being promoted to new and continuing students who are undecided or uncertain about their educational and/or career goals.

4. Program Outcomes

4.1 PROGRAM OUTCOME STATEMENTS

CCRS Program Outcomes

CCRS Area Outcome

After completing a first-time CCRS Counseling appointment 75% of surveyed students will identify a next step to move forward in their immediate goals.

Mapping

Institutional level Outcomes (ILO): V. A. Identify the steps necessary to accomplish their educational goals., V. B. Utilize college resources to support their educational goals., V. C. Feel a sense of connection to the college.

CCRS Learning Outcomes

After completing the Career Explorer program 80% of traditional and non-traditional students will identify an informed career pathway.After completing the Career Explorer program 70% of traditional and non-traditional students will agree or strongly agree that the Career Explorer program makes them more motivated to complete their educational goal.After attending at least one re-entry counseling appointment or one re-entry information session 70% of adult re-entry students will identify three campus resources.

Mapping

Institutional level Outcomes (ILO): V. A. Identify the steps necessary to accomplish their educational goals., V. B. Utilize college resources to support their educational goals., V. C. Feel a sense of connection to the college.

4.2 PROGRAM OUTCOMES ASSESSMENT

Measures

CCRS Program Outcomes

Outcome

Outcome: CCRS Area Outcome

After completing a first-time CCRS Counseling appointment 75% of surveyed students will identify a next step to move forward in their immediate goals.

Measure: First-time CCRS Counseling Appointment Survey	
Program level Indirect - Survey	
Details/Description:	At the end of a first-time counseling appointment in the CCRS, students will complete a survey identifying a next step to move forward in their immediate goals.
Acceptable Standard:	Each student will identify one next step to move forward in their immediate goals.
Ideal Standard:	Each student will identify three next steps to move forward in their immediate goals.

Outcome: CCRS Learning Outcomes

After completing the Career Explorer program 80% of traditional and non-traditional students will identify an informed career pathway.

After completing the Career Explorer program 70% of traditional and non-traditional students will agree or strongly agree that the Career Explorer program makes them more motivated to complete their educational goal.

After attending at least one re-entry counseling appointment or one re-entry information session 70% of adult re-entry students will identify three campus resources.

Measure: Career Explorer Program Survey and Re-Entry Session Survey *Program level Indirect - Survey*	
Details/Description:	After completion of the Career Explorer program students will complete a survey identifying an informed career pathway agreeing or strongly agreeing that the Career Explorer program makes them more motivated to complete their educational goal. After attending at least one re-entry counseling appointment or one re-entry information session students will complete a survey identifying three campus resources.
Acceptable Standard:	Eighty-percent (80%) of surveyed students will identify an informed career pathway and 70% of surveyed students will be more motivated to complete their educational goal Seventy-percent (70%) of surveyed adult re-entry students will identify three campus resources.
Ideal Standard:	Ninety-percent (90%) of survey student will identify an informed career pathway and 80% of surveyed students will be more motivated to complete their educational goal. Eighty-percent (80%) of surveyed adult re-entry student will identify three campus resources.

4.3 PROGRAM OUTCOMES ASSESSMENT FINDINGS

Finding per Measure

CCRS Program Outcomes

Outcome

Outcome: CCRS Area Outcome

After completing a first-time CCRS Counseling appointment 75% of surveyed students will identify a next step to move forward in their immediate goals.

Measure: First-time CCRS Counseling Appointment Survey
Program level Indirect - Survey

Details/Description:	At the end of a first-time counseling appointment in the CCRS, students will complete a survey identifying a next step to move forward in their immediate goals.
Acceptable Standard:	Each student will identify one next step to move forward in their immediate goals.
Ideal Standard:	Each student will identify three next steps to move forward in their immediate goals.

Findings for First-time CCRS Counseling Appointment Survey

Summary of Findings:	The existing outcomes and measures were established during a time when resources, human and financial capital, were more robust. This survey was not deployed in 2019-2020.
Results :	Acceptable Standard Achievement: Not Met
Recommendations:	Due to the volatile nature of funding and staff in the CCRS, it appears that surveying students is not feasible. It is recommended that this outcome, and the tool used to measure it, be revised to one that can use historical quantitative data such as: choosing a program of study, completing a capstone course in their chosen program of study, or completing their program.

Outcome: CCRS Learning Outcomes

After completing the Career Explorer program 80% of traditional and non-traditional students will identify an informed career pathway.

After completing the Career Explorer program 70% of traditional and non-traditional students will agree or strongly agree that the Career Explorer program makes them more motivated to complete their educational goal.

After attending at least one re-entry counseling appointment or one re-entry information session 70% of adult re-entry students will identify three campus resources.

Measure: Career Explorer Program Survey and Re-Entry Session Survey
Program level Indirect - Survey

Details/Description:	After completion of the Career Explorer program students will complete a survey identifying an informed career pathway agreeing or strongly agreeing that the Career Explorer program makes them more motivated to complete their educational goal.
	After attending at least one re-entry counseling appointment or one re-entry information session students will complete a survey identifying three campus resources.
Acceptable Standard:	Eighty-percent (80%) of surveyed students will identify an informed career pathway

	and 70% of surveyed students will be more motivated to complete their educational goal
	Seventy-percent (70%) of surveyed adult re-entry students will identify three campus resources.
Ideal Standard:	Ninety-percent (90%) of survey student will identify an informed career pathway and 80% of surveyed students will be more motivated to complete their educational goal.
	Eighty-percent (80%) of surveyed adult re-entry student will identify three campus resources.

Findings for Career Explorer Program Survey and Re-Entry Session Survey

Summary of Findings:	The Career Explorer Program had only six participants in 19-20 and therefore not large enough to draw conclusions. The low participation can be partly explained by the campus closure due to COVID-19. However, categorical funds to support this effort has led to a decline in participants since 18-19.
Results :	Acceptable Standard Achievement: Not Met
Recommendations:	The Career Explorer Program is currently being reimagined, utilizing the Career Coach software as the first step in a students' career exploration. It is recommended that this outcome, and the tool used to measure it, be revised. The outcome can focus on undecided students who completed the Career Coach assessment. The measure can be whether or not the student declared a program of study other than undecided within the same semester.

5. Data Analysis

5.1 DATA ANALYSIS

A review of student contact data reveals:

- the total number of student contacts has declined over the last three years
- general counseling/advising contacts are on the rise
- job related services are on the rise
- re-entry (students over age 25) engagement has declined
- workshop participation has declined

Counselor FTE has seen a modest decline when a full-time counselor resigned and a part-time counselor replaced that position. The overall number of contacts has declined as a result, however the number of contacts relating to general counseling/advising has increased (the reason for the appointment numbers are duplicative, therefore one contact can be for more than one reason). The Career Development Specialist position has maintained at 100% and has been able to grow services delivered. The Student Services Assistant was responsible for engagement with ReEntry students and offering workshops, both areas which has seen a decline. A Clerk III was introduced to the team to help with some responsibilities left vacant from the Student Services Assistant, but the lower range position is restrictive.

> **File Attachments:**
>
> 1. **Career.data19-20.pdf** (See appendix)

6. Strengths & Weaknesses

6.1 STRENGTHS

RE-ENTRY STUDENTS

The CCRS offers a comprehensive support program for the adult re-entry student population at Rio Hondo College. Adult re-entry students are adult learners who are at least 23 years of age or older and are either new to college or returning after a prolonged absence. Our goal is to create a designated place on campus where adult re-entry students feel welcomed and at home, and where their diverse educational needs can be met in a thorough and efficient manner.

The Rio Hondo Region Adult Education Consortium (RHRAEC) developed a strong collaboration with the CCRS Adult Re-Entry Program to provide a seamless transition for adult students desiring to attend Rio Hondo College. The adult transition counselor created the bridge for students to connect with the CCRS Adult Re-Entry Program to recieve the necessary counseling services for their success. RHRAEC and the CCRS Adult Re-Entry Program will continue this collaboration to enhance adult students' experience while transitioning to Rio Hondo College credit programs. The services currently provided by the Re-Entry program to address the needs listed above include: A holistic, individualized counseling approach that includes educational, career and life planning; assistance with the RHC application, registration, AccessRio portal, and financial aid processes; adult re-entry information sessions; online counseling services; use of the center's computer lab and career library; annual Adult Re-Entry Success Conference; job preparation assistance including resumes, interviewing, job search strategies, etc.; free career assessments and interpretations for students undecided or uncertain about a major; and career development workshops.

CAREER EXPLORER PROGRAM (FOR UNDECIDED STUDENTS)

The Rio Hondo College Career Explorer program is a **Three Step Process** guiding students toward making an informed career and academic decision. Upon completion of the program students will have a comprehensive education plan that leads toward degree/certificate completion with a clear career path.

Step One

First appointment with counselor is designed to identify students career interests through interview and career assessment. During the 45-minute appointment the student will identify a rank number on a Likert Scale of 0-10 being the highest confidence level on how confident they are in selecting a career direction. complete and receive results from Mynextmove.org career interest assessment. The RHC counselor will review results along with providing a brief overview of John Holland's RIASEC interest profile. Further, the student will learn how to use the Mynextmove.org and Eureka program to conduct career and educational major research. Upon completing first appointment the student will be directed to conduct further career research along with booking a two-week follow up appointment with a counselor.

Step Two

The second appointment is designed to refine the student's career/education major decision through RHC counselor's guidance. Student will provide feedback regarding career decision. Contingent upon student's career decision the

following resources and counseling techniques will be incorporated to lead student toward a career/education major decision; *Information Interview, College/University catalog and website information, Confidence building and aptitude identification, Alternate career assessment, networking resources, contacts, phone research, professional associations, career events, and additional intervention techniques identified by counselor.*

Follow up appointment may be required to further assist student to refine career/educational major decision. Students will move to **Step Three** upon once again identifying a rank number of 8 or above on a Likert scale of 0 to 10 with 10 being the highest confidence level on how confident they are in selecting a career direction.

Step Three

The final counseling appointment is designed to develop a comprehensive education plan.

Adjustment to Remote Services

In Spring 2020, the COVID-19 pandemic led to the shut down of all in-person services. The faculty and staff of the CCRS quickly mobilized to adapt all services to a remote format. All counseling appointments became remote (phone or on-line), phone calls were transferred to Google Voice numbers maintained by the classified staff so that live assistance was available, communication also occurred through chat and zoom rooms, and video tutorials were created to help students navigate the most often used services already availalbe via internet. The teams motivation was their commitment to the students.

6.2 WEAKNESSES

An over-reliance on categorical funds (Student Equity and SSSP) has led to much needed revisions in delivery of services and program assessment. There has been a decline in faculty staffing and classified staffing, resulting in a need to revise current practices.

The inaugural year of the Career Explorer Program demonstrated high participation and positive outcomes. However, students were incentivized to complete the three step process. The incentives are no longer available. The comprehensive, three step process was also designed when the center was staffed with three full-time Counselors. As FTE Counselor was reduced, it became increasingly difficult to deliver three comprehensive services to a single student within the desired timeframe.

Despite our collaboration with the Adult Education & Non Credit programs, we have seen a decline in the number of Adult ReEntry students seeking services since the loss of the Student Services Assitant position.

7. Long Term Plan

7.1 LONG TERM PLAN

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The long term plan for the Center for Career and ReEntry Services is to:

- engage high school seniors and first time college students in major exploration so that they make an informed choice on their program of study and begin on their path in the right direction
- engage current, undecided students in activities which lead them to choosing a program study, through the Guided Pathways *Undecided* area of interest
- utilize technology, such as Career Coach (used in conjunction with expertise of a counselor), to facilitate the career exploration process
- identify and engage ReEntry students who could benefit from the connectedness experienced by participants in the Adult ReEntry program

As of the Fall 2020 semester, the CCRS is already making strides toward these plans. The Guided Pathways Undecided area of interest was kicked off. Career Coach was launched and it was highlighted at the High School Counselor conference as an activity that all prospective Rio Hondo College students should complete. A 50% Student Services Assistant was filled and the staff member is reaching out to ReEntry students and prospective students who are ready to transition from non-credit to credit courses.

8. Submission Area

8.1 SUBMISSION

Appendix

A. **CareerReasonCodes.19-20.pdf** (Adobe Acrobat Document)
B. **Career.data19-20.pdf** (Adobe Acrobat Document)

Reason Code Summary Report

By Reason Code Only
7/1/2019 - 6/30/2020

Attendance: ☑ Attended   ☐ Not Attended   ☐ Not Marked   ☐ Cancelled

Reason Code / Course	Description	Number of Student Contacts
CAREER COUNSEL	Career Counseling	68
CCN RESUME (60)	New Resume	26
COUN - CAREER	career/job explore	257
COUN - EXPRESS	Express walkin, dropin	614
COUN - GEN	general/academic counseling	434
COUN - TRAN	transfer counseling	153
INTERP-COMBO	MBTI & Strong Interpretation	3
INTERP-MBTI	Myers Briggs Interpretation	11
INTERP-STRONG	Stong Interpretation	11
JOB SEARCH	Job Search	9
JOB/INTERN	job and internship research/assistanc	17
MOCK (60)	Mock Interview	18
ORIENT- SEP	Student Ed Plan	4
OTHER ASMT	Assessments	16
OTHER OR	Orientation	354
OTHER SEP	Student Ed Plan	63
PERSONAL	Personal Counseling	5
RE-ENTRY	adulty re-entry student	284
RESEARCH - CAREER	career research assistance	21
RESUME - CCN	online ccn resume review	27
RESUME 60	in person resume assistance	107
SAP	Student Academic Probation (1 per te	2
SEPAB	Student Ed Plan - Abbreviated (1x or	48
SEPCOMP	Student Ed Plan - Comprehensive (1	191
TRANSFER	Transfer Advise	10
WK-GEN	General Workshop	72
WK-RESUME	Resume Workshop	3

Student Contacts	2017-2018	2018-2019	2019-2020
	3062	2776	2225

Reason Code	Description	2018-2019 # of Student Contacts	2019-2020 # of Student Contacts	Difference 18/19 to 19/20
CAREER COUNSEL	Career Counseling	74	68	-8.11%
CCN RESUME (60)	New Resume	61	26	-57.38%
COUN - CAREER	career/job explore	334	257	-23.05%
COUN - EXPRESS	Express walkin, dropin	689	614	-10.89%
COUN - GEN	general/academic	213	434	103.76%
COUN - TRAN	transfer counseling	170	163	-4.12%
INTERP-COMBO	MBTI & Strong	68	3	-95.59%
INTERP-MBTI	Myers Briggs	15	11	-26.67%
INTERP-STRONG	Stong Interpretation	13	11	-15.38%
JOB SEARCH	Job Search	6	9	50.00%
JOB/INTERN	job and internship	10	17	70.00%
MOCK (60)	Mock Interview	5	18	260.00%
ORIENT- SEP	Student Ed Plan	64	4	-93.75%
OTHER ASMT	Assessments	129	16	-87.60%
OTHER OR	Orientation	270	354	31.11%
OTHER SEP	Student Ed Plan	55	63	14.55%
PERSONAL	Personal Counseling	1	5	400.00%
RE-ENTRY	adulty re-entry student	319	284	-10.97%
RESEARCH -	career research	6	21	250.00%
RESUME - CCN	online ccn resume	144	27	-81.25%
RESUME 60	in person resume	132	107	-18.94%
SAP	Student Academic	3	2	-33.33%
SEPAB	Student Ed Plan -	17	48	182.35%
SEPCOMP	Student Ed Plan -	214	191	-10.75%
WK-GEN	General Workshop	420	72	-82.86%
WK-RESUME	Resume Workshop	17	3	-82.35%
Staffing FTE				
Faculty		3	2.5	-16.67%
Career Dev. Specialist		1	1	0.00%
Student Services Assistant		0.5	0	-100.00%
Clerk III		0	0.5	50.00%

Program Review Fall 2020

Dance

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General Information (Program Review Fall 2020)

1. Mission Statement

1.1 MISSION STATEMENT

1.1 MissionThe mission of the Rio Hondo College Dance Program is to further the skills of both the dancer and non-dancer entering the classroom, studio, and stage and to support them in the attainment of degrees, certificates, and transfer through collaborative exploration, dedicated practice, appreciative inquiry, and purposeful creativity. These skills may include technical proficiency, choreographic ability, mindful improvisation, concert production, and/or performance expertise. Rio Hondo College Mission StatementRio Hondo College is an educational and community partner committed to advancing social justice and equity as an anti-racist institution that collectively invests in all students' academic and career pathways that lead to attainment of degree, certificate, transfer, and lifelong-learning goals. (Board Approved 7/08/20)The Dance Program's mission is supported by the College's values of investing in all students' academic and career pathways and supporting students in their attainment of degrees, certificates, transfer, and lifelong-learning goals. The Dance Program's courses are linked to all five areas of the Institutional Level Outcomes: Critical Thinking, Communication, Demonstration of Global Awareness, Literacy in Information, and Development of Personal and Career Goals. Therefore the Dance Program's Mission reflects the Institution's Mission and Outcomes as reflected in its courses and course outcomes.Applicable Institutional Level OutcomesI. Think critically.B. Demonstrate an understanding of course material.E. Apply various problem-solving approaches.II. CommunicateA. Communicate effectively in written or spoken forms.B. Comprehend and interpret various types of written information.C. Utilize various media formats.D. Recognize, interpret, and actualize creative expression.III. Demonstrate Global Awareness and Ethical BehaviorA. Demonstrate an understanding of diversity in culture, ethnicity, religion, sexuality, political background, and other areas.IV. Demonstrate Information LiteracyA. Research, analyze, evaluate, and utilize relevant information.B. Effectively use appropriate research or technology tools or sources.V. Develop Personal and Career GoalsA. Identify the steps necessary to accomplish their educational goals.B. Utilize college resources to support their educational goals.C. Feel a sense of connection to the college.D. Maintain and improve their personal health, wellness, and performance.

2. Program Description

2.1 PROGRAM DESCRIPTION

Program Description
Services and Target Audience
The Dance Program provides services to dance majors, non-dance-majors, major-adjacent programs, and to the community. This includes middle school and high school outreach and performances as part of Rio Hondo College's cultural events calendar and for the community at large. The Dance Program is unique in that it serves as both an instructional program and non-instructional program.

Instructional Programs
Dance majors are served through the:

- Associate in Arts Degree in Dance.
- Certificate of Achievement in Dance.
- Certificate of Achievement in Fitness Instruction.
- Rio Hondo Dance Collective: Performance group for dance majors.
- Multiple performance opportunities within a semester.
- American College Dance Association conference (Annual participation.)
- Limon West Coast Summer Program (Annual scholarship provided.)

Non-majors are served through lecture, activity, and performance classes as a participant or viewer.

- Lecture: Dance Appreciation, Dance Appreciation Honors, Dance History, and Dance History Honors
- Activity: Ballet (I and II), Modern (I and II), Jazz (I and II), Hip-Hop, Conditioning and Alignment for Dancers, Yoga (I and II), Pilates, Theory and Analysis of Fitness Instruction.
- Performance: Dance Ensemble, Dance Repertory, Dance Production, Dance Rehearsal, Dance Performance, and Choreography.
- Master classes (Guest artists from UC-Irvine, CSU-Fullerton, CSU- Long Beach), workshops with professionals, auditions, and other opportunities.

Dance-adjacent programs served include the following:

- Yoga Teacher Training Certificate
- Fitness Specialist Certificate
- Associate of Arts for Transfer in Kinesiology

Non-Instructional Programs
The Dance Program's engagement with the community includes the following:

- Partnerships with feeder schools and programs:
    - Adopt-A-School Dean L. Shively Middle School

- Montebello High School Dance Program
- Pioneer High School Dance Program
- Edgewood High School Dance Program
- Studio Danza
- Hadley School

- Strong Connections with Dance Programs for transfer:
  - California State University, Fullerton (Debra Noble, Alvin Rangel-Alvarado)
  - California State University, Long Beach (Andy Vaca*, **Rebecca Bryant, Rebecca Lemme, Liz Curtis)**
  - California State University, Dominquez Hills (Doris **Ressl Acosta, Amy Allen, Sarah Cashmore, Ken Walker)**
  - University of California, Irvine (Chad Michael Hall*, Loretta Livingston, Alan Terricianno, Diane Diefenderfer, Mary Corey)
  - University of California, Los Angeles (Victoria Marks)
  - Chapman University (Alicia Guy)
  - Loyola Marymount University (Damon Ragu*)
          * Designates ACDA Board Members with whom Dr. Cartagena currently serves.

- Campus performances
  - Evening of Dance Concert (Annually in May.)
  - Works in Progress Concert (Annually in October.)
  - The Nutcracker (Annually in December.)
  - Fast Forward: Alumni Concert (Biannually in January.)
  - Performances on the Lower Quad (Every semester.)
  - Performances by request of the College (Senior Preview Days, Welcome Days, celebrations on the quad, etc.)
- Community performances:
  - Gala and fundraisers (Rio Hondo Gala, ChildHelp, Optimistic Club, Boys and Girls Club)
  - Parades and parks

Touring school shows for middle schools including Dean Shively Middle School.

Staffing, Space Allocation, and Budget

Staffing

One full time professor and five part-time instructors. The program is supported by the interim Dean of Kinesiology Dance, and Athletics and an interim Division Secretary.

Space allocation

One large dance studio with marley dance floor (Room 141), one small wood floor studio in the KDA complex (Room 139), and a shared space with the wrestling team (Room 301). It should be noted that this last space was not intended to be a dance/fitness studio. However, it was hastily converted due to an error by engineers who did not take into consideration the foundation of the floor. This miscalculation resulted in an issue with accessibility to props and teaching tools for students and instructors. By moving the classroom (Room 137) to the old "women's gym", the two studios (Room 137 and Room 139) no longer have a shared equipment closet which is accessible to both classrooms at the same time. This results in faculty having to carry over equipment for each class or forgo equipment if retrieving the equipment would be disruptive to another class. This is both a hassle for instruction and poses a safety risk to faculty.

Budget

- We do not have our 2020-2021 budget yet. Although Fall 2019 included a $3,500 increase in funding from the district to include $5,000 total, we were not able to use the monies due to COVID and cancelation of shows. Also, due to budget concerns in Spring 2020, we were asked to hold off on any purchases and told that only emergency purchases would be accepted. We froze our spending and did not purchase any equipment.

- The Auxiliary Services Organization (ASO) budget will be confirmed this fall, but it is estimated to be less than $10,000. The funds are insufficient to support three to four concerts with choreographers, costumes, set designs, lighting designers, filming and photography, and Wray Theater staffing.

- The Dance Program's fundraising averages between $5,000-7,000 annually. These monies go directly into student's participation at the American College Dance Association conference. Remaining funds, if any, are reinvested in *The Nutcracker* production and towards scholarships for summer programs for dance students.

- The Dance Program contributes annually to the General ASO account for the college. Since November 2014, the Dance Program has earned and deposited $26,782.20. We are one of the very few programs which raises funds and supports other programs on campus by contributing to the general account. This has been important as other ASO contributors, such as the Rio Café and Bookstore, have seen a decrease in funds in recent years.

- Contributions and Resourcefulness:
    - Three to four dance faculty share a hotel room for four days to cut costs.
    - For example, a black dress was purchased in 2008 and has been used in at least fifteen different productions. It was worn (1) as the original style dress, (2) as a dress with balletic accessories, tights, pointe shoes, (3) as a dress with colorful leggings and a hip-hop feel, (4) worn inside out to show off the colorful inside lining, (5) with a red shawl, fan, and headpiece for the Spanish section of *The Nutcracker*, (6) as a skirt with a T-shirt for a 1950's style feel, (7) as a contemporary skirt with a sheer, black ballet skirt over lay, and (8) worn upside down with the gusset/crotch of the leotard worn on one shoulder creating an asymmetrical design.
        - Dance faculty donate their time and talents to make productions a success.
        - Dance faculty donate their time to mentor students.

- Dance faculty donate their time to support dance students' four-day participation at American College Dance Association (ACDA).

- Dance faculty donate and/or loan clothes and costumes to dance students.

- Dance faculty donate their time and talent to design, light, and manage productions.

- Rio Hondo Dance Collective dancers donate their time to teach children as part of *The Nutcracker* production.

- Rio Hondo Dance Collective dancers donate their time and money to prepare food (tamales, cookies, cakes, etc.) for sale at *The Nutcracker*.

- For four days dance faculty and Rio Hondo Dance Collective dancers survive on energy bars, nuts, fruit, the hotel's breakfast bar, Subway (No chips, no cookies, and no soda) and free food sponsored by ACDA to be able to attend the conference.

- New costumes are rarely purchased. Choreographers must use what is already in the costume closet which have been donated, purchased through fundraising, or recently purchased through division budget.

- Costumes are reused and adapted in creative ways.

Statewide Initiatives/Statewide Limitations

The main issue facing, and continuing to face, the field of dance is strict limitations on repeatability. Our students have not been exposed to the arts in meaningful ways and are lacking the basic skills for entry into four-year institutions. To improve their skills and give them the foundation they need, they require taking courses multiple times to compete against dance majors whose parents could afford private and group classes at professional studios. With current limitations on course repeatability, Rio Hondo students face equity issues.

Professional Development

Dance Program staff have participated in formal and informal conversations about equity as related to the field of dance as part of the American College Dance Association. This includes four days of the Baja Region Conference and four days of the National Conference. This includes participation at the University of California, Irvine, California State Dominguez Hills, and California State Long Beach as well as festivals in Atlanta, Georgia, and Washington, D.C. They have also engaged in the college's training sessions on Canvas, online/distance education certification, Taskstream, equity in the classroom, and open education resources.

Evidence of continued professional development: *(Additional information included in "Strengths" section of the Program Review.)*

- Rachel Lopez is currently working on a Club Pilates Teacher Training Certification.
- Lisa Jay completed Teacher Training & Certification in Pilates Mat.
- Kristina Urteaga received certification in Arts, Media, and Entertainment through the Career Technical Education program.
- Lisa Jay completed Teacher Training and Certification in Zumba.
- Alyson Cartagena received certification in 21st Century Work Skills Badging.

Instructional Programs:

Active Dance Program courses
Active Dance Program courses fall into four categories. These include (1.) Technique and Conditioning, (2.) Dance Performance/Choreography, (3.) Lecture, and (4.) Major-Adjacent Courses.

Technique and Conditioning
DANC 114: Conditioning and Alignment for Dancers
DANC 167: Latin Dance for Fitness (New)
DANC 151: Modern Dance I
DANC 153: Ballet I
DANC 154: Jazz I
DANC 157: Hip Hop
DANC 251: Modern Dance II
DANC 253: Ballet II
DANC 254: Jazz II

Dance Performance/Choreography Courses
DANC 152: Dance Rehearsal
DANC 162: Dance Production
DANC 172: Dance Repertory
DANC 182: Dance Ensemble
DANC 180: Performance
DANC 159: Choreography I

Lecture Courses
DANC 179: Dance History
DANC 199: Dance Appreciation

Major-Adjacent Courses
KINA 136: Pilates I
KINA 134: Cardio Boot Camp
KINA 158: Yoga I
KINA 258: Yoga II
KIN 58: Yoga Teacher Training I: Foundations (New.)
KIN 59: Yoga Teacher Training II: Methodologies (New.)
KIN 145: Theory and Analysis of Fitness Instruction

Active Dance Program Courses
There are three Dance Program courses which are active but not offered.

- DANC 179H: Dance History Honors (Approved 2017, but never offered.)
- DANC 199H: Dance Appreciation Honors (Approved 2017, Never offered.)
- DANC 150: Introduction to World Dance

The two honors lecture courses were created to serve Honors students and Dance students. They have not been offered due to mismanagement in class scheduling. An additional challenge is the College's practice of only offering honors classes synchronously. The Dance Program is

concerned that this practice does not support the College's Mission Statement of "advancing social justice and equity". Limiting a student's accessibility to honors courses due to scheduling is a questionable practice which hinders students.

DANC 150 was dropped from scheduling for one semester and then not offered due to the budget. It is recommended that this course be offered again in the fall or summer. It could be successful in the fall by coordinating a performance for the students of DANC 150 with the *Works in Progress Dance Concert* in October. Additionally, this course could work as a summer only course with a potential performance built into the course content. This would then be approached like a summer workshop geared to all ages and culminating with a performance. It could possibly be paired with high school summer programs already in existence.

Degrees and Certificates

- Associate of Arts Degree in Dance.
- Certificate of Achievement in Dance.
- Certificate of Achievement in Fitness Instruction.
- Certificate of Achievement in Yoga Teacher Training.

Program Progress:

Objectives and resource requests from former program plan.

Resource Requests

No items were funded in the last academic year. Although part of resource requests since 2008, the much-needed full-time faculty position (a 2008 Institutional Recommendation) and curtains for mirrors, along with a camera have not been funded.

The three important resource requests not fulfilled include:

- Full-time faculty Hire

    - Annual request since the 2008 Program Review.
    - Resource request since 2008 Program Review.

    - The Full-time faculty hire was a 2008 Institutional Recommendation *(See attached.)*

    - Need: The predominant need for the program is the hiring of an additional full-time faculty member to support the growing Dance, Yoga and Pilates programs including the degrees and certificates such as the AA Degree in Dance, a Certificate of Achievement in Dance, and the Certificate of Achievement in Yoga, Bartenieff Fundamentals and/or Pilates (under development).
    - A second full-time faculty position would support both the area of Dance/Yoga/Pilates, but also the area of Kinesiology which has had multiple faculty members retire recently.
    - Equity within the division:
        - Dance full-time faculty: 1
        - Kinesiology: 4 (2 retirees)
        - Athletics: 5

- Classroom resource (Curtain).

- Annual resource request since 2008 Program Review *(See attached. Section 4.4)*
- Original plans for the KDA complex included curtains for the mirrors, but they were not installed.
- Need: Stage curtains are needed to cover the mirrors in Dance Program studios/classrooms.
  - Covering the mirrors supports student learning as it forces them to take ownership of the course material without being cued.
  - It also enables students to "get out of the mirror" and to fully embody concepts within themselves without relying on outside cues. This is important for learning material, working as a group, and especially preparing for performance.

- Technology support (Computers).
  - Faculty are without basic instructional support in the classrooms.
  - Need: Computers, or laptops, for instruction in classroom studios 141 and 139.
  - This equipment is imperative for displaying course material on the TV monitors including PowerPoints, instructional videos, Canvas Modules, and filming of students' work. Currently faculty do not fully utilize the TV monitors and visual aids as there are no computers to support them.

Additional Requests Not Funded from 2019 (and previous) Program Plans:

1. *The Nutcracker* set that includes a "growing" Christmas tree.
Rationale: We are needing to improve the components of *The Nutcracker* production which is a highly visible event for community members.

- One-time or ongoing: One-time
- Location, if applicable: For the Wray Theater
- Budget request amount: $4,000.00
- Priority: Medium
- The "Nutcracker set" request was included in the college's priority list from last year, but no purchases for the college were made due to the budget limitations/scare.
- It should be noted that this request was a "medium" priority need whereas the faculty hire (since 2008) and the curtains for the mirrors (since 2008) were "high" priority.

2. A fog machine for productions
Rationale: A fog machine is needed for the *Nutcracker* production, but could also be utilized for the other three dance concerts a year.

- One-time or ongoing: One-time
- Location, if applicable: To be used in the Wray Theater
- Budget request amount: $5,000.00
- Priority: Medium

3. A digital camera for courses, rehearsals, and productions
Rationale: Required for Choreography, Dance Rehearsal and Performance, and for all dance concerts and special programs to prepare dancers for stage, to analyze choreography, and to document performances.

- One-time or ongoing: One-time

- Location, if applicable: To be used in the Wray Theater
- Budget request amount: $4,000.00
- Priority: High
- A resource request in 2008 Program Review *(See attached.)*
  - The program has relied on personal video equipment borrowed from Dr. Cartagena. It continues to need its own camera which is accessible to all faculty to support students.
  - Dr. Cartagena's equipment provided on loan is long since outdated.
- A digital camera is needed:
  - To support students preparing transfer and audition material.
  - To support students in preparing a video portfolio.
  - To support students for the growing field of Dance on Film.
  - For the proposed Production II class and Improvisation I class.
  - To support students in DANC 150, DANC 152, DANC 162, DANC 172, DANC 182, DANC 180, and DANC 159.

4. Release time or stipend
   - Currently, there is no release time although coordinator work and responsibilities are expected and demanded of the Dance Program (Yoga and Pilates) position.
   - Release time is necessary as the Dance Program is the only area within the Division of Kinesiology, Dance, and Athletics that does not have an assistant to their team.
   - Every Rio Hondo College athletics coach (faculty member) has an assistant to support their program and their team.

New Requests in 2020 Program Plan:

As generated from the "Close-the-Loop" (CTL) discussions, new requests in this planning cycle include:

- A skeleton
  - To demonstrate use of the body in motion, identification of bones, and correct alignment.
- Spotify accounts for faculty.
  - To provide music for class.
- Blinds for hallway's glass walls.
  - Students should be protected with a safe space without leering students.
  - The glass walls do not prevent students from filming dancers while they work.
- DVD collection
  - To include more diverse contemporary works.
- Guests Artists
  - To serve as national choreographers
  - To serve as musicians to accompany technique class so that students may experience live music in preparation for transfer.
  - To serve as World Dance master class teachers.

Objectives 2019 Program Plan

1. **Reduce class size** to improve student learning.

    a. Not achieved

2. **Promote COA and AA** and increase student participation and completions in COA and AA in Dance. Promote the new COA in dance, as well as Yoga, along with the AA in Dance
       a. Not achieved
3. **Student transfer support:** Developing and implementing support for student transfer to four-year dance programs.
       a. Ongoing
4. **Student success:** Offer the traditional DANC 199 as a hybrid offering to increase student success and teach students about online learning best practices.
       a. Not achieved (Due to COVID)

File Attachments:

1. **Dance Program Review Feedback 2008.doc** (See appendix)

2. **Program Review Dance Program 2008.doc** (See appendix)

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3. Program Progress

3.1 PROGRAM PROGRESS

Program Progress

Services and Target Audience Changes

The addition of the AA Degree in Dance and COA in Dance has fine-tuned our program and afforded us the opportunity to focus on excellence in performance and choreography as well on the dancer preparing to transfer. The number of serious dance students has increased since the last program review as well as the drive to transfer in a timely manner. The Dance Program audience was further expanded with online courses which predominantly serve non-dance majors both within the district and outside. The addition of the Yoga Teacher Training Certificate and the inclusion of Dance Faculty into the Fitness Specialist Certification Program has successfully linked the Dance Program to the area of Kinesiology through the course of Theory and Analysis of Fitness Instruction, Yoga Methodologies, Yoga Foundations, Yoga I, and Yoga II.

Since 2014, the target audience has additionally been extended to reach community members through performances and events. The target audience has literally been the expansion of our theater audience. The major catalyst for the expansion was *The Nutcracker*. Starting with a simple cast of twelve Rio Hondo College dancers and approximately fifty audience members for one single performance, *The Nutcracker* has expanded to two performances, with approximately 100 dancers including Rio Hondo and community performers with approximately 600 audience members. This dramatic difference was possible with strategic planning and engagement with community partners. Annually performers from Montebello High School, Pioneer High School, Whittier High School, Edgewood High School, Shively Middle School, Studio Danza, and Hadley School are invited to the campus to perform.

Staffing, Space Allocation, and Budget Changes

Staffing
The dance program is still only served by one full-time professor, Alyson Cartagena. During her sabbatical, seven part-time instructors were hired to fill classes during her absence. We were able to keep some of the outstanding faculty and had a slight growth in staffing. Two faculty members were offered full-time positions at other institutions and one left to seek training as a Physical Therapist.

Since the last Program Review, one manager and an interim manager have served as the Dean of Kinesiology, Dance, and Athletics (KDA).

Space Allocation

One unfortunate change to spacing, was the conversion of studio (Room 137) in the KDA complex to a strength training space instead of keeping it as a Yoga, Pilates, and dance studio. The space to which the Dance Program classes have been moved (Room 301), does not have the proper flooring, real mirrors, appropriately positioned mirrors, a sound system, or air flow. It is shared space with the wrestling team and that is very clear by the smell. As this space was not intended to be a dance/fitness studio, faculty are forced to carry props

(yoga straps, bands, balls, Buso balls, yoga blocks, Pilates rings, etc.) from an inside closet to outside, through a hallway, to the space. Often faculty must forgo equipment, hindering student learning, if retrieving the equipment would disrupt the class where the props in the prop closet are stored. This is inefficient use of time, a disruption to two classes, and safety risk for faculty carrying the equipment.

Budget Changes

The ASO Budget was cut by 5% during this review cycle and has not been reinstated. There was promise of returning to the original amount last academic year, but with budget concerns due to COVID no adjustment was made. Although the demands of the program have increased expenses, the budget has retracted. The only way we have been able to support students is through our extensive fundraising efforts.

Projects, Grants, and Initiatives Changes

The issue of dance students not being able to repeat a course is a matter that is creating equity problems with our students and college students around the state. As of September 24, 2020, more than 500 dance faculty have signed a petition to send to the Chancellor to mediate the problem. Dr. Cartagena is working with Rebekah Davidson Hathaway (Cerritos College) and other members of ACDA, within and outside our region, to bring the issue of non-repeatability to the forefront of the conversation.

Professional Development Progress

The Dance Program faculty is perpetually invested in their own professional development to best serve their students and to be the models of life-long learners which we encourage our dance students to be.

Evidence of continued professional development: *(Additional information included in "Strengths" section of the Program Review.)*

- Rachel Lopez currently working on a Club Pilates Teacher Training Certification.
- Lisa Jay completed Teacher Training & Certification in Pilates Mat.
- Kristina Urteaga received certification in Arts, Media, and Entertainment through the Career Technical Education program.
- Lisa Jay completed Teacher Training and Certification in Zumba.
- Alyson Cartagena completed training for 21st Century Skills and can provide badges to students.

Instructional Programs: Curriculum Progress

Changes in curriculum and scheduling from last Program Review include the following:

- Addition of the AA Degree in Dance and two COA's.
- Developed and got approved five performance-based courses (Dance Repertory, Dance Ensemble, Dance Production, Dance Rehearsal, and Dance Performance).
- Developed and got approved Latin Dance for Fitness (Zumba style class).
- Developed and got approved Honors Dance Appreciation.
- Developed and got approved Honors Dance History.
- Added more sections of online Dance Appreciation and Dance History.
- Moved Conditioning and Alignment for Dancers to the 9:40AM Tuesday and Thursday

time slot to support the 11:15 AM Modern Dance class.

- Moved Ballet I/II to 8:05AM to allow for a ballet rehearsal afterwards. This was done to prevent injury as dancers will be warm from technique class before they go into rehearsal.
- Offered Ballet II, by itself, but only for one semester. All technique level II courses should be separate offerings and not scheduled for the same time.

Insturctional Program: Outcomes Progress

Program level outcomes are being assessed through the course-level outcomes. The success rates for the PLO's across the program is 86.32%. All course-level outcomes were crafted to link to the program-level outcomes and to the institutional-level outcomes. All the Dance Program outcomes have been mapped. The course-level outcomes are being reviewed and revised to meet current formatting practices of the College.

Although all CLO's have or are slated to be assessed within a six-year period, the Dance Program has decided to move to documenting every outcome within an academic year. This will be aided by the use of Canvas through the Learning Mastery Gradebook. *(Learning Mastery Gradebook example attached.)* Rubrics have been established within each Canvas course shell and the Outcomes linked to the Rubrics. Reports can then be run annually, so that data is gathered for every outcome each academic year. Although we will move to collecting data for every outcome for each semester, our recommendation is to create close-the-loop forms for groupings of four types of courses at a time. This would allow the program to discuss all technique classes together, performance and choreography classes together, lecture classes together, and conditioning courses together. All dance course have completed close-the-loop forms. All close-the-loop forms for Fall 2019 and Fall 2020 were submitted on time in their corresponding program plans

Some of the PLO's are measured by a review of SLO data from Taskstream. The measures are an Analysis of All Dance Program Courses. This includes review of data from DANC 114: Conditioning and Alignment for Dancers, DANC 167: Latin Dance for Fitness, DANC 151: Modern Dance I, DANC 153: Ballet I, DANC 154: Jazz I, DANC 157: Hip Hop, DANC 251: Modern Dance II, DANC 253: Ballet II, DANC 254: Jazz II, DANC 152: Dance Rehearsal, DANC 162: Dance Production, DANC 172: Dance Repertory, DANC 182: Dance Ensemble, DANC 180: Performance, DANC 159: Choreography I, DANC 179: Dance History, and DANC 199: Dance Appreciation. It is additionally influenced by analysis of KINA 136: Pilates I, KINA 134: Cardio Boot Camp, KINA 158: Yoga I, KINA 258: Yoga II, KIN 58: Yoga Teacher Training I: Foundations, KIN 59: Yoga Teacher Training II: Methodologies, and KIN 145: Theory and Analysis of Fitness Instruction.

The acceptable standard for the CLO's and thus the PLO's (where apllicable), is a benchmark of 75%. It is acceptable for 75% of students to meet program standards the ideal standard is 85%. Although the ideal standard is set at 85%, the current success rate of PLO's across the Dance Program is 86.32%. This is 11.32% above the acceptable standard and 1.32% above the ideal standard.

With not all outcomes having been assessed during this six-year cycle and/or the data not currently available for analysis, the findings are incomplete. However frustrating, these gaps in data collection do provide an opportunity to revise outcomes and improve outcome

processes, so in the future data may be collected every year.

The most informative part of this process was the close-the-loop discussions for the last two years. Especially fruitful were the conversations about equity and curriculum. This year's two and half-hour discussion provided insight into course correcting and improving student success. An extensive list of next step action items is included in this Program Review. Analysis of the data also provided clear direction on Program Plan resource requests.

Recommendations: In addition to the reworking and rewriting of outcomes, including reducing the number of CLO's, and making changes to data collection processes, including the use of Canvas as an outcomes assessment tool, the majority of next steps are focused on curriculum improvements. Upon reflection of the outcomes data, faculty have decided on a clear plan for the future. They have revised, or are in the process of revising, the PLO's and CLO's. Additional actions include the creation of outcomes rubrics in Canvas and use of the Learning Mastery Gradebook *(Example attached)*.

Long Term Plan Progress

The Dance Program has achieved all of its goals for growth and excellence from its last Program Review except those which are beyond its control, such as hiring, budget, and resources. Plans for the future and next steps are outlined in section 7.1 of this Program Review.

Accomplishments

Prior to our last Program Review, the Dance Program had never been selected for the Gala Concert of the American College Dance Association Conference. However, in the last four years, Rio Hondo was selected three consecutive years for this esteemed award. This dramatic rise in quality of choreographic and performance work has been recognized by the ACDA organization and our dance colleagues garnering us a reputation as a program of high quality and artistic merit.

It is important to note that the gala selections, in 2019, 2018, and 2017 were made by nine different judges in a "blind selection". The national adjudicators do not know the name of the school or the choreographer and select purely on talent. In this honor, we have shared the stage with prestigious four-year dance programs including CSU- Fullerton, CSU-Long Beach, UC-Irvine, Loyola Marymount University, and Chapman University.

Additionally, the number of dancers prepared to transfer has increased with the introduction of the AA Degree in Dance program. In 2019, seven dancers transferring were accepted into dance programs. Their transfer schools included, UC- Berkeley, Cornish College of the Arts, UC-Riverside, CSU-Fullerton, CSU-Long Beach, and CSU-Los Angeles,

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File Attachments:

1. **Outcomes Learning Mastery Gradebook Example.PNG** (See appendix)

4. Program Outcomes

4.1 PROGRAM OUTCOME STATEMENTS

Dance (Certificate)

1. Presented with a teaching scenario, students will correctly analyze the learning environment and student population, design an appropriat

1. Presented with a teaching scenario, students will correctly analyze the learning environment and student population, design an appropriate dance class, and lead students in a well-organized, safe, and engaging dance class.

Mapping

Institutional level Outcomes (ILO): I. B. Demonstrate an understanding of course material., I. E. Apply various problem-solving approaches., II. A . Communicate effectively in written or spoken forms., II. B. Comprehend and interpret various types of written information., III. A. Demonstrate an understanding of diversity in culture, ethnicity, religion, sexuality, political background, and other areas., IV. A. Research, analyze, evaluate, and utilize relevant information., V. B. Utilize college resources to support their educational goals.

2. In performance, students will successfully present on stage, film, and/or in class showings.

2. In performance, students will successfully present on stage, film, and/or in class showings.

Mapping

Institutional level Outcomes (ILO): I. B. Demonstrate an understanding of course material., I. E. Apply various problem-solving approaches., II. D. Recognize, interpret, and actualize creative expression., V. D. Maintain and improve their personal health, wellness, and performance.

Presented with live or recorded dance performances, students will critically analyze dance material according to salient qualities of body,

3. Presented with live or recorded dance performances, students will critically analyze dance material according to salient qualities of body, effort, space, and shape, and recognize predominant cultural-historical forces and figures in dance.

Mapping

Institutional level Outcomes (ILO): I. B. Demonstrate an understanding of course material., II. D. Recognize, interpret, and actualize creative expression., IV. A. Research, analyze, evaluate, and utilize relevant information.

4. Presented with a choreographic or improvisational problem, students will successfully create dance material with components of Laban Move

4. Presented with a choreographic or improvisational problem, students will successfully create dance material with components of Laban Movement Analysis and effectively utilize contemporary dance production practices.

Mapping

Institutional level Outcomes (ILO): I. B. Demonstrate an understanding of course material., II. D. Recognize, interpret, and actualize creative expression., IV. A. Research, analyze, evaluate, and utilize relevant information.

Dance Program Outcomes (AA in Dance)

1. In preparation for performance, students will effectively demonstrate best practice methods of training and rehearsal.

1. In preparation for performance, students will effectively demonstrate best practice methods of training and rehearsal.

Mapping

Institutional level Outcomes (ILO): I. B. Demonstrate an understanding of course material., II. D. Recognize, interpret, and actualize creative expression., V. C. Feel a sense of connection to the college., V. D. Maintain and improve their personal health, wellness, and performance.

2. In performance, students will successfully present on stage, film, and/or in class showings.

2. In performance, students will successfully present on stage, film, and/or in class showings.

Mapping

Institutional level Outcomes (ILO): I. B. Demonstrate an understanding of course material., II. D. Recognize, interpret, and actualize creative expression., V. C. Feel a sense of connection to the college., V. D. Maintain and improve their personal health, wellness, and performance.

3. Presented with live or recorded dance performances, students will critically analyze dance material according to salient qualities of bod

3. Presented with live or recorded dance performances, students will critically analyze dance material according to salient qualities of body, effort, space, and shape, and recognize predominant cultural-historical forces and figures in dance.

Mapping

Institutional level Outcomes (ILO): I. B. Demonstrate an understanding of course material., I. E. Apply various problem-solving approaches., II. A . Communicate effectively in written or spoken forms., II. B. Comprehend and interpret various types of written information., III. A. Demonstrate an understanding of diversity in culture, ethnicity, religion, sexuality, political background, and other areas., IV. A. Research, analyze, evaluate, and utilize relevant information., IV. B. Effectively use appropriate research or technology tools or sources., V. B. Utilize college resources to support their educational goals.

4. Presented with a choreographic or improvisational problem, students will successfully create dance material with choreographic components

4. Presented with a choreographic or improvisational problem, students will successfully create dance material with choreographic components of Laban Movement Analysis and effectively utilize contemporary dance production practices.

Mapping

Institutional level Outcomes (ILO): I. B. Demonstrate an understanding of course material., I. E. Apply various problem-solving approaches., II. D. Recognize, interpret, and actualize creative expression., IV. A. Research, analyze, evaluate, and utilize relevant information., IV. B. Effectively use appropriate research or technology tools or sources., V. B. Utilize college resources to support their educational goals.

4.2 PROGRAM OUTCOMES ASSESSMENT

Measures

Dance Program Outcomes (AA in Dance)

Outcome

Outcome: 1. Students will be able to demonstrate an understanding of training and rehearsal practices in preparation for performance.

Measure: Graduation Rates	
Details/Description:	Graduation of students with a COA or AA in Dance
Acceptable Standard:	85% of students will complete the certificate program.
Ideal Standard:	100% of students will complete the certificate program.

Outcome: 2. Students will be able to successfully perform on stage or in class showings.

Measure: Graduation Rates	
Details/Description:	Graduation of students with a COA or AA in Dance.
Acceptable Standard:	85% of students will complete the certificate program.
Ideal Standard:	100% of students will complete the certificate program.

Outcome: 3. Students will be able to analyze dance material by its salient qualities of B,E,S,S and recognize forces and figures in dance.
3. Students will be able to analyze dance material by its salient qualities of Body, Effort, Space, and Shape and recognize forces and figures in dance.

Measure: Lecture success rates	
Details/Description:	Final grade of a "B" or better for Dance Appreciation or Dance History and Choreography.
Acceptable Standard:	85% of students will successfully complete DANC 199 or DANC 179 and DANC 159 with a "B" or better as their final grade.
Ideal Standard:	100% of students will successfully complete DANC 199 or DANC 179 and DANC 159 with a "B" or better as their final grade.

Outcome: 4. Students will be able to create dance material with choreographic components from B,E,S,S and understanding of dance production.

4. Students will be able to create dance material with choreographic components from Body, Effort, Space, and Shape and understanding of dance production.

Measure: ACDA Particpation	
Details/Description:	Dance Program students successfully compete at the American College Dance Association conference presenting their own choreography and/or performing in an adjudicated or informal concert.
Acceptable Standard:	75% of dance majors (certificates and degrees) perform, compete, or participate at the American College Dance Association conference.
Ideal Standard:	100% of dance majors (certificates and degrees) perform, compete, or participate at the American College Dance Association conference.

4.3 PROGRAM OUTCOMES ASSESSMENT FINDINGS

Finding per Measure

Dance Program Outcomes (AA in Dance)

Outcome

Outcome: 1. Students will be able to demonstrate an understanding of training and rehearsal practices in preparation for performance.

Measure: Graduation Rates	
Details/Description:	Graduation of students with a COA or AA in Dance
Acceptable Standard:	85% of students will complete the certificate program.
Ideal Standard:	100% of students will complete the certificate program.

Findings for Graduation Rates	
Summary of Findings:	Summary of Findings: With not all outcomes having been assessed during this six-year cycle and/or the data not currently available for analysis, the findings are incomplete. However frustrating, these gaps in data collection do provide an opportunity to revise outcomes and improve outcome processes, so in the future data may be collected every year.
	The most informative part of this process was the close-the-loop discussions for the last two years. Especially fruitful were the conversations about equity and curriculum. This year's two and half-hour discussion provided insight into course correcting and improving student success. An extensive list of next step action items is included in this Program Review. Analysis of the data also provided clear direction on Program Plan resource requests.

As the certificate was only available this spring and with COVID, there was only one dancer eligible for who petitioned for the COA. Although we could accurately say 100% of the dancers in the program graduated, these numbers do not reflect the potential of students who are close to graduation in either the certificate or degree. Additional counseling and Guided Pathways programs are necessary to ensure AA and COA dance students apply to receive their degrees and certificates. The graduation rate should be much higher than is reported.

Results :   Acceptable Standard Achievement: Met

Recommendations: Provide additional counseling and Guided Pathways programs.

In addition to the reworking and rewriting of outcomes, including reducing the number of CLO's, and making changes to data collection processes, including the use of Canvas as an outcomes assessment tool, the majority of next steps are focused on curriculum improvements. Upon reflection of the outcomes data, faculty have decided on a clear plan for the future. They have revised, or are in the process of revising, the PLO's and CLO's. Additional actions include the creation of outcomes rubrics in Canvas and use of the Learning Mastery Gradebook.

Outcome: 2. Students will be able to successfully perform on stage or in class showings.

Measure: Graduation Rates

Details/Description:	Graduation of students with a COA or AA in Dance.
Acceptable Standard:	85% of students will complete the certificate program.
Ideal Standard:	100% of students will complete the certificate program.

Findings for Graduation Rates

Summary of Findings: Outcome 2 can be assessed through the success rates for performance classes. There numbers exceed our benchmark.
Dance Performance Courses:
• 93.4% Success Rates for Dance Performance Courses . . . .and choreography 89.7%
• 97.2% Retention Rates for Dance Performance Courses . . . and 93.4%

Results :   Acceptable Standard Achievement: Exceeded

Recommendations: Continue to produce formal and informal productions and ACDA participation. Ensure students have adequate time on stage, appropriate costumes, set

designs (Nutcracker set), stage design (fog machine), and access to national choreographers. A digital camera with tri-pod for filming their work and performances is necessary especially with the growth in the field of dance and film. Computers are also needed in the classrooms to student, faculty, and dance company choreography/performances.

Outcome: 3. Students will be able to analyze dance material by its salient qualities of B,E,S,S and recognize forces and figures in dance.

3. Students will be able to analyze dance material by its salient qualities of Body, Effort, Space, and Shape and recognize forces and figures in dance.

Measure: Lecture success rates	
Details/Description:	Final grade of a "B" or better for Dance Appreciation or Dance History and Choreography.
Acceptable Standard:	85% of students will successfully complete DANC 199 or DANC 179 and DANC 159 with a "B" or better as their final grade.
Ideal Standard:	100% of students will successfully complete DANC 199 or DANC 179 and DANC 159 with a "B" or better as their final grade.

Findings for Lecture success rates	
Summary of Findings:	This outcomes is measured in the lecture courses of DANC 199 and DANC 179 as well as DANC 159.
	The data shows for lecture courses (179 & 199):
	• Online Success rate Total: 82.4%
	o 84.2% Online Success rate (DANC 179)
	o 80.5% Online Success rate (DANC 199)
	• Online Retention Success 93.5%
	• In-person success rate (DANC 199) for two academic years was below the institutional standard 75.9%.
	• In AY2015-2016 there were 85 students served in online classes. However, that number grew almost five times to 416 students in the AY 2019-2020. It should be noted that these numbers do not reflect the additional approximately 120 students in Summer 2020 online courses.
	The data shows for the hybrid courses (DANC 159):
	• 85.9% Success rate
	• 89.5% Retention rates
	Although students are successful, they do not have the resources necessary to support them fully in their creative process. They need a camera to film and present their work, blinds to protect them from other students watching from

outside the classroom, and curtains on the mirror so they focus on all aspects of choreographic form and not solely on their reflection.

These numbers are based on the program in general and not specifically the AA and COA students.

Results :	Acceptable Standard Achievement: Met
Recommendations:	Continue to offer the lecture courses online as students are more successful in this type of format. More sections of both DANC 179 and DANC 199 are warranted.
	For DANC 159 a camera with tripod, blinds in the hallways, and curtains on the mirrors.

Outcome: 4. Students will be able to create dance material with choreographic components from B,E,S,S and understanding of dance production.

4. Students will be able to create dance material with choreographic components from Body, Effort, Space, and Shape and understanding of dance production.

Measure: ACDA Particpation

Details/Description:	Dance Program students successfully compete at the American College Dance Association conference presenting their own choreography and/or performing in an adjudicated or informal concert.
Acceptable Standard:	75% of dance majors (certificates and degrees) perform, compete, or participate at the American College Dance Association conference.
Ideal Standard:	100% of dance majors (certificates and degrees) perform, compete, or participate at the American College Dance Association conference.

Findings for ACDA Particpation

Summary of Findings:	Since 2007, the Dance Program has participated in the Baja Region's American College Dance Association annual conference including preparing and bringing 12 to 14 dancers each year and three to five faculty members.
	Prior to our last Program Review, the Dance Program had never been selected for the Gala Concert of the American College Dance Association Conference. However, in the last four years, Rio Hondo was selected three consecutive years for this esteemed award. This dramatic rise in quality of choreographic and performance work has been recognized by the ACDA organization and our dance colleagues garnering us a reputation as a program of high quality and artistic merit.

It is important to note that the gala selections, in 2019, 2018, and 2017 were made by nine different judges in a "blind selection". The national adjudicators do not know the name of the school or the choreographer and select purely on talent. In this honor, we have shared the stage with prestigious four-year dance programs including CSU- Fullerton, CSU-Long Beach, UC-Irvine, Loyola Marymount University, and Chapman University.

Due to student's exposure at ACDA to quality dance programs, the number of dancers prepared to transfer has increased. The seven dancers who transferred all attended ACDA. They were accepted into dance programs at UC-Berkeley, Cornish College of the Arts, UC-Riverside, CSU-Fullerton, CSU-Long Beach, and CSU-Los Angeles

Results :   Acceptable Standard Achievement: Exceeded

Recommendations: Continue "The Nutcracker" production fundraising to support ACDA.

Increase ASO funding to support ACDA dancers.

Commission national or regional choreographers specifically for ACDA adjudicated concerts.

Acquire professional camera to create dance for film for ACDA.

5. Data Analysis

5.1 DATA ANALYSIS

Data Analysis

Program Efficiency

The average of FTES for the last five years for the Dance Program was 3.14% and RHC's average was 3.2%. Although very close to the College's average, the section of course offerings grew from 17%, in 2015-2016, to 27% in 2019-2020. This included the addition of online courses and multiple sections of online course. One area of growth was the addition of summer online dance courses. We went from not offering any summer lecture courses to offering three sections of summer lecture courses.

The FTES are higher for the Dance Program (3.2 FTES average) than for other similar programs like Theater (2.7 FTES average), Arts (2.8 FTES average), Speech (2.88 FTES average), Graphic Design (2.74 FTES average), and Animation (2.84 FTES average).

Program Success
Students are doing well in dance courses which include activity, lecture, laboratory, traditional, online, and hybrid courses. This is evident in the high success and retention rates in all areas of dance:

Dance Technique Courses:

- 83% Success Rates for Dance Technique
- 88.3% Retention Rates for Dance Technique

Dance Performance Courses:

- 93.4% Success Rates for Dance Performance Courses . . . .and choreography 89.7%
- 97.2% Retention Rates for Dance Performance Courses . . . and 93.4%

Lecture Courses:

- Online Success rate Total: 82.4%
    - 84.2% Online Success rate (DANC 179)
    - 80.5% Online Success rate (DANC 199)
- Online Retention Success 93.5%
- In-person success rate (DANC 199) for two academic years was below the institutional standard 75.9%.
- In AY2015-2016 there were 85 students served in online classes. However, that number grew almost five times to 416 students in the AY 2019-2020. It should be noted that these numbers do not reflect the additional approximately 120 students in Summer 2020 online courses.

Hybrid courses:

- 85.9% Success rate
- 89.5% Retention rates

Enrollment

Trends include the demand for online courses. As all lecture courses are now solely offered online, there are no current differences in success by instructional modality.

- Average section enrollment for the years 2015 through 2020 is 24.7% (approximately 25 students per class)
- Dance average is 27 students per class
- Dance 199: 40.6 students
- Dance 199: 41.5 students
- Average for online lecture: 41.5
    - This is nearly double the size of other sections on campus.

Fill rate

- Fill rate for all dance courses: 64.%
- DANC 199 range from 100%- 81%
- DANC 179 range from 106.7%- 80%
    - The 106.7% is a reflection of over filling. As a result, additional sections were added to spring, winter, and fall terms.

Ethnicity and Gender

It is difficult to pin-point consistent equity issues as the data fluctuates across ethnic categories. There are no clear patterns of success or failure as the rates seems to rise and fall independently. One noticeable outlier was the drastic drop and then rise for Black non-Hispanic students. It went from 100% success rate in 2017, with 7 students, and 100% success rate in 2018 with 6 students to drop to 25% success rate in 2019, with 4 students. And then as mysteriously it jumped back to 100% success rates with 11 students. There is no concrete answer as to why there was this dramatic shift.

Success based on gender also seems to mirror the general success and retention rates. The outlier here is the drop from 90% success rate in 2018 with ten students to 50% success rate in 2019 with four students. The rate then abruptly climbs to 100% in 2020 (three students) having not reached those numbers since 2016 (three students).

DSPS, EOP & S, and Veterans

DSPS students during this time period have mostly done better than their counterparts except in 2018. The other years they did significantly better or similar to their peers. EOPS has continued with higher success rates than their peers. This trend is evident in this five-year cycle. Veterans have been declining in their success since 2017. By 2019 their success rate dropped to 66.7% which is the lowest of any group.

Completion of the Program

These reported numbers seem very low compared to what we believe to be accurate for the program. They also only include the AA Degree and not the COAs. The Dance Program Faculty believe the following:

- There have been issues with students completing multiple degrees and not being "counted" for dance.
- There have been too many hurdles for students to request or apply for their degrees.
- Additional completion support for students is needed.
- New processes and support as part of Guided Pathways will easily increase the numbers, reported and otherwise.

6. Strengths & Weaknesses

6.1 STRENGTHS

Strengths

The strength of the Dance Program is its backbone, the outstanding, dedicated, adjunct faculty. Please see their recent accomplishments below. The second strength is Cartagena's understanding of their immense value and her resourcefulness and in finding ways to keep these stellar educators on staff.

The Rio Hondo College Dance Faculty have both a regional and national presence. Faculty are established choreographers whose work is commissioned for colleges, universities, companies, and commercial work. Their expertise in teaching is both in depth and far reaching with experience in Ballet, Modern, Jazz, Belly dance, Zumba, hip-hop, hula, world dance, yoga, Pilates, camera for film, lighting design, choreography, and improvisation. Their performance and production life is very active and includes improvisation, collaborations, installations, happenings, curating works, lighting management, company management, and production management. The short bios below is only a sample of their professional engagement in the dance community.

The list below is of the five adjunct faculty members currently on our staff. Highly desired faculty who have contributed to our program but have moved onto other opportunities include Paige Melvin (currently pursuing a Masters in Physical Therapy) and National American College Dance Association winner Vanessa Kanamoto (who accepted a full-time position at the University of Louisiana).

Highlights of adjunct faculty members Carol McDowell, Jessica Kondrath, Lisa Jay, Kristina Urteaga, and Rachel Lopez are outlined here:

CAROL McDOWELL

RECENT PERFORMANCES AND PRODUCTIONS

JANUARY 2020

Performed in film shoot of *Be Cool,* a solo dance collaboration with Alexx Shilling, for upcoming dance film by Taso Papadakis

NOVEMBER 2019

Co-curated and produced **Gold Series No. 2** at ARC in Pasadena, directed and performed in a collective work *Golden Nuggets*

Dance Pick LA Weekly

https://www.laweekly.com/dance-pick-a-room-to-create-arc-gold-series-no-2/

Review by Jeff Slayton for LA Dance Chronicle

https://www.ladancechronicle.com/the-gold-collective-presents-gold-series-no-2-at-arc-pasadena/

JUNE 2019

Beach Dances 2019 Shared Practices, presented by City of Santa Monica Cultural Affairs

Conducted **3 Mornings of Contemplative Dance Practice** on the Beach Stage and performed **Encounter #54**

https://www.santamonica.gov/arts/beach-dances-2019

AUGUST 2019

LA Dance Invasion at Middlebury College

Conducted week-long workshops and directed and performed in Works-In-Progress Showing

https://vermontdance.org/map?eventid=333

MARCH 2019

Performed in *COMPASS* Dance Event by Alexx Shilling/Alexx Makes Dances at Pieter Performance Space

https://pieterpasd.com/events/compass/

FEBRUARY 2019

Performed in *GNARLED* by Kevin Williamson for Odyssey's Theater 2019 Dance Festival

Review by Valerie-Jean Miller for Broadway World LA

https://www.broadwayworld.com/los-angeles/article/BWW-Review-Kevin-Willliamson-Companys-GNARLED-Gives-The-Human-Form-New-Meanings-At-The-Odyssey-Theatre-20190226

Review by Lara J. Altunian for LA Dance Chronile

https://www.ladancechronicle.com/kevin-williamsons-gnarled-wraps-up-the-odysseys-2019-dance-festival/

Performed in *Façade of Time: A Performative Procession* through Venice by Body Weather/Oguri and Roxanne Steinberg

https://www.bodyweather.org/faade-of-time

NOVEMBER 2018

Co-curated and produced **Gold Series No. 1** at ARC in Pasadena, and performed *Be Cool*, a solo dance collaboration with Alexx Shilling

https://www.culturalweekly.com/going-gold-pasadena/

JULY 2018

Performed in *Solid like a rock* with Jmy James Kidd and Sunland Dancers in the 2018 New Original Works Festival at Redcat

https://www.redcat.org/event/now2018week1

JULY 2018

Performed in *Out of Bounds* Dance Event by Jay Carlon for Annenberg Beach Dances 2018

https://www.jaycarlon.com/out-of-bounds

JANUARY 2018

Encounter #43 & #44 at Human Resources and the Cornfield Los Angeles State Historic Park for

Pacific Standard Time Festival: Live Art LA/LA, with grant from the Foundation of Contemporary Art

https://www.redcat.org/festival/encounter

https://www.h-r.la/event/encounter-43-pacific-standard-time-festival-live-art-la-la/

SEPTEMBER 2017

Encounter #43 Equinox Encounter for international film project Same Difference: Equinox to Equinox

https://www.facebook.com/BBEYOND.PerformanceArt/videos/same-difference-equinox-to-equinox/348083018866914/

JULY 2017

Performed in *The distance is beautiful* Dance Event by Oguri for FLAX Projects at the Grand Park Plaza and Metro lines in downtown LA

https://flaxfoundation.org/initiative/the-distance-is-beautiful/

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Jessica Kondrath

WORKSHOPS, FESTIVALS, GUEST TEACHING

2020   Irvine Valley College, Irvine, CA

           Modern Dance Technique, Lighting Design for Dancers and Choreographer

      University of Wyoming, Laramie

           Foundation 2D, guest lecture with Associate Professor Diana Baumbach

      Colorado State University, Fort Collins

           Modern Dance and Ballet Technique

      University of Colorado, Boulder

           Beginning Contemporary Dance Technique

      American College Dance Association, Baja Region, CSU Long Beach

           Modern Dance Technique

2019   American College Dance Association, Baja Region, UC Irvine

           Modern Dance Technique, Lighting Design for Dancers and Choreographers

2018   American College Dance Association, North-Central Region, UW Madison

           Modern Dance Technique, Lighting Design for Dancers and Choreographers

      American College Dance Association, Baja Region, CSU Dominguez Hills

           Lighting Design for Dancers and Choreographers

2012- 2018   Loyola Marymount University, Department of Dance

           Guest Instructor, Modern, Pilates Lab

 2012-2018   Fullerton Union High School, Academy of the Arts Program

           Choreography, Modern

2017   California State University Fullerton, Department of Dance

           Guest Instructor, Modern

2017   American College Dance Association, Baja Region, El Camino College

             Modern Dance Technique, Lighting Design for Dancers and Choreographers

2016   American College Dance Festival, Baja Region, CSU Los Angeles

             Lighting Design for Dancers and Choreographers

ACADEMIC CHOREOGRAPHIC WORKS

2020   OBJECT/object, Rio Hondo College, Faculty

       What is the why?, Irvine Valley College, Guest Choreographer

2018   B-Sides and Otherwise, El Camino College, Faculty

       Only a part, not the whole, El Camino College, Faculty

2017   The Night, CSU Fullerton, Guest Choreographer

       CURRENT, El Camino College, Faculty

2016   R E F R A C T I O N, El Camino College, Faculty

       Between Stillness and Falling, Mt San Antonio College, Guest Choreographer

       Infinitesimal Gradations, Santa Monica College, Faculty

2015   WADE, Santa Monica College, Faculty

       Working Memory, Global Motion, Santa Monica College, Faculty

       Between Stillness and Falling, Beverly Hills High School, Guest Choreographer

SOLO AND TWO-PERSON EXHIBITIONS AND COMMISSIONS

2020   Faculty Exhibition, work on view Many Moons created in collaboration

       with Associate Professor Diana Baumbach

       The **University of Wyoming** Art Museum, Laramie

       Second Rotation, shared exhibition with Diana Baumbach, Curfman Gallery,

       Colorado State University, Fort Collins, CO

2019   First Rotation, shared exhibition with Diana Baumbach, McMaster Gallery,

       University of South Carolina, Columbia, SC

       Give Yourself Credit for Having More Than Personality,

       The Brand Library Dance Series, Glendale, CA (commission)

2018   **SYNCHRONOUS OBJECTS**, El Camino College Center for the Arts, Torrance, CA

       (evening length performance for artist in residence series)

2017   OVERLAY, ARC Pasadena, Pasadena, Ca

       (two person show with Weslie Ching Dance)

       Semiosis, Center Stage Theater, Santa Barbara, CA

       (two person show with Weslie Ching Dance)

       Anniversary Concert, Momenta Performing Arts Company, Oak Park, IL

       (guest choreographer)

2016   Formal devices, Center Stage Theater, Santa Barbara, CA

(two person show with Weslie Ching Dance)

DYPTYCH/TRYPTICH, ARC Pasadena, Pasadena, CA

(two person show with Weslie Ching Dance)

What Brings Me to This Place, Guest Artists of RE|Dance Group, Hamlin Park, Chicago

(guest choreographer with RE|Dance Group)

2015   **Sharing the Spotlight**, Marsee Auditorium Guest Artist, Torrance, CA

(shared evening length performance for artist in residence series)

  SHARED SPACES, MiMoDa Studio, Los Angeles, CA

(evening length performance with Chicago based guests Renee Murray and RE|Dance Group)

SELECTED FESTIVAL PRESENTATIONS

2019   Going Dutch, Elgin, IL

2019   HH11 Dance Festival, Santa Barbara, CA

2018   Collective Collaborative, The **New Vic Theater**, Santa Barbara, CA

      Out-of-Towners Performance Series, Mark O'Donnell Theater, Brooklyn, NY

2017   Hi, Solo #5, Pieter PASD, Los Angeles, CA

      Detroit Dance City Festival, Detroit, MI

      HH11 Dance Festival, Center Stage Theater, Santa Barbara, CA

2016   Guest Artists with Los Angeles Ballet Academy, The Alex Theater, Glendale, CA

      HH11 Dance Festival, Center Stage Theater, Santa Barbara, CA

2015   ARTNight Pasadena, ARC Pasadena, CA

      HH11 Festival, Santa Barbara, CA

PERFORMING EXPERIENCE

2019   **Fly by the seat of your pants**, Choreography with Gina T'sai,
Going Dutch Festival, Elgin, IL

      You Can Get Here from There, Beyond Baroque, Venice, CA

      Dreaming: Between Realities, Choreography Sarita Smith-Childs,
HH11 Dance Festival, Santa Barbara, CA

2017   **This Must Be the Place**, Hi, Solo #5, Pieter PASD, Los Angeles, CA

2016   Enter Lenin!, Choreography Elizabeth Hoefner Adamis/Immediate Action Dance,
Marsee Auditorium, Torrance, CA

        5+1 for 60 Oh!, 2 Routines & 1 Hot Number an improvisation score by Carol McDowell, Pieter PASD, Los Angeles, CA

        Le Train Bleu, Choreography Jennifer LaCuran
So-Cal Dance Invitational, Goldenwest College, Huntington Beach, CA

2015   With Jeanette & Barbara, Choreography Renee Murray and Jessica Kondrath
SHARED SPACES, MiMoDa Studio, Los Angeles, CA

LIGHTING DESIGNS AND PRODUCTION WORK

2017-   American College Dance Association Conferences
Lighting designs for the El Camino College, Irvine Valley College, Mt. San Antonio College, and Pomona College
Adjudicated and Gala Performances

2012-2018   Freelance lighting designer for dance/theater productions throughout Los Angeles, CA
Irvine Valley College, Irvine, CA, Fall Dance Concert

        Los Angeles Valley College, Valley Glen, CA, Spring Dance Concert

2012-2016   ARC Pasadena, Pasadena, CA, Lighting Designer and Master Electrician

2016   Mt. San Antonio Dance Department, Walnut, CA, Fall Dance Concert

RELATED PROFESSIONAL EXPERIENCE

2018-   GRAYSCALE, Los Angeles, CA, Artistic Director

2010-   Long Beach Dance Foundation, Long Beach, CA
President; 501(c)(3) non-profit organization to promote dance and
dance related arts in the Long Beach Area

2006-   Private Pilates Instructor
In home and studio private, semi-private, and group classes specializing in special populations, dance and fitness, injury
rehabilitation, pre-natal, and post-partum Pilates

2020   Artistic Mentor with Everybody Dance! through the Gabriella Foundation
Los Angeles, CA

2010-2018   JESSICA KONDRATH | THE MOVEMENT, Los Angeles, CA, Artistic Director

2015   Artistic Mentor, Breaking Glass Project, Los Angeles Chapter

HONORS AND AWARDS

2014   Professional Artist Fellowship Grant, Arts Council for Long Beach, Long Beach, CA

Lisa Jay

- May 2015 - Became a member of **Yoga Alliance**
- September 2015 - Performed in a new media-movie, "**Dance Camp**," produced by YouTube and Awesomeness Films
- November 2015 – Performed Yoga in a promotional video for Alo Yoga and Millennium Dance Complex
- December 2015 - Completed **Teacher Training & Certification in Pilates Mat**
- June 2016 – Initiated and managed up a Master class for Rio dance students with **Michael Trusnovec,** principal dancer with the **Paul Taylor Dance Company**. *I've attached a picture from the event.
- June 2016 - **Completed Teacher Training & Certification in Zumba**
- ACDA engagement- Taught dance workshops at ACDA in 2016, 2017, and 2018, representing Rio Hondo College
- September 2019 - Faculty at **Millennium Dance Complex**, a world renown dance studio, for approximately ten years
- Created and started teaching a new class for Millennium Dance Complex: Contemporary Jazz

Kristina Urteaga

A graduate of California State University of Long Beach with MA degrees in English and Dance Education. Currently the director of the Dance Program at Montebello High School, she has been teaching for over 10 years, specializing in jazz, Oriental belly dance, and hip hop. In 2011, Kristina received certification in Arts, Media, and Entertainment through the Career Technical Education program, directing and choreographing yearly dance concerts at Montebello High School. She brought students from Montebello High School to perform for Rio Hondo's annual dance concerts, workshops, and auditions. Kristina has extensive performance experience and is involved with assisting students achieve their dance related goals at Rio Hondo College and East LA College.

Rachel Lopez

- Commissioned to create *Catching Air* (2012), *Nested Memories* (2016) and *Derecho de Nacimiento* (2020) at the American College Dance Association Festival.

- **Awards: *Nested Memories*** was invited to be a part of the **Gala Performance in 2016** at the American College Dance Association Festival.

- Co-directed the Rio Hondo College Dance Collective from 2015 until the present.

- Completed training in yoga from **Yoga Works (2001)** and **Yoga Shakti (2008).**

- Performed with **Loretta Livingston and Dancers from 2003-2006**.

- Brought students from Rio Hondo College to the American College Dance Association from 2010 to 2020.

- Took Rio Hondo College dance students to Royce Hall in 2016 to see ODC Dance with a live performance by Zoe

Keating.

- Currently working on a **Club Pilates Teacher Training certification**.

- Received the **Durfee Artist Resource Completion Grant** in 2010

Dr. Alyson Cartagena

PRESENTATIONS

2020 **Conversation Worth Having (ACDA)**
2019 **Hawaii International Conference on Education, Honolulu, Hawaii**

- How Committee Chairs in Higher Education Collaborated to Utilize Technology to Improve
        Teaching and Learning Outcomes

- Embedding 21st Century Skills in Curriculum and Programs: Preparing Students for Career Success and
        Obtaining Employment

2017-present **American College Dance Association Board Member- Baja Region**

- Elected for a second three-year term
- Peer Response Coordinator
- Sustainability Committee Chair

2016 **Hawaii International Conference on Education, Honolulu, Hawaii**
        Touch and Touch Self-Efficacy
2015 Doctor of Education in Organizational Leadership (Brandman University/Chapman University)

- **Completed dissertation** Tactile Learning: Touch and Touch Self-Efficacy in College Dance Instruction **at Brandman University (Chapman University)**
- Dissertation has been downloaded over 250 times since 2015.
- Research has world-wide interest.

-
2015 **American College Dance Association, CSU Los Angeles**
        Touch and Touch Self-Efficacy
2015 **Women in Leadership, Pepperdine University**
        Reawakening your Inner Goddesses: Guidance for Self-Care and Leadership

PRODUCTION MANAGEMENT
Annual events include:

- *The Nutcracker*
- *Works in Progress Dance Concert*
- *National Dance Week Celebration*
- *Evening of Dance Concert*
- *Alumni Dance Concert*
- *American College Dance Association Conference*

CONTRIBUTIONS TO THE COLLEGE

2006-Present   Rio Hondo College

- Co-director of Rio Hondo Dance Collective
- Developed AA in Dance
- Developed Certificate of Achievement in Dance
- Contributed to Yoga Teacher Training Certificate
- Created 10 new courses including hybrid and online courses
- Researched and revised 18 courses to support 2015 Program Review
- Extensive work with SLO creation, development, and management for both Dance Program and KDA Division through
- the Meaningful, Manageable, and Mission-Driven program
- Co-hosted 2015 SLO Symposium
- Participated in Accreditation process concerning site visit SLO meeting
- Authored Program Reviews 2008 and 2015 as well as all Program Plans for Dance Program
- Developed recruitment and student support guide which linked SLOs to coursework and Program Outcomes
- Served on multiple hiring committees including KDA Division and Fine Arts Division.
- Quadrupled the size and number of dance productions and events including *Works in Progress* and *Evening of Dance*
- Outreach projects including on and off campus performances
- Community involvement including *The Nutcracker*

COMMITTEES AND CONTRIBUTIONS

2020   Institutional Effectiveness Committee
                      Value Statement Retreat
                      Mission Statement Retreat
                      Program Review (Author)
                      Program Plan (Author)
                      Program Review Committee (Outcomes Chair)
                      Guided Pathways
                      Guided Pathways Leadership Team
                    Guided Pathways Website Workgroup
                      Senate (Outcomes Chair)
                      Curriculum (Technical Review)
                      Outcomes Committee (Coordinator/Chair)
                      Reports to PFC
                      Auxiliary Student Organization
2019   Program Review (Outcomes Chair)
                    Institutional Planning Retreat
2018-present   Senate

 Guided Pathways
 Guided Pathways Leadership Team
 Guided Pathways Website Workgroup
 Institutional Effectiveness Committee
2016 Rio Hondo Hiring Committee
 Theater position
 Auxiliary Student Organization
 Student Learning Outcomes
 Fitness Specialist Advisory Board
2015 Auxiliary Student Organization
 Student Learning Outcomes
 Fitness Specialist Advisory Board
2014-2015 TCP: *Meaningful, Manageable, and Mission-driven* SLO, facilitator
2014 Rio Hondo Hiring Committee: Part-time dance faculty pool
2007- present Auxiliary Student Organization
2013-present Student Learning Outcomes
2012 Dance Association of California Community Colleges
2008- present Division Curriculum committee
2007-2010 Rio Hondo College Academic Senate
2007, **2008** Rio Hondo Hiring Committees:
 Full-time faculty
 Part-time faculty
 Coaching positions
2008, **2010**, **2011** Rio Hondo Hiring Committee:
 Dean of Physical Education
2010 Entertainment for RHC Foundation Gala
2007-2012 Entertainment for Faculty Association luncheons

PERFORMANCE
2018 Maine Tour: ***Wild Goose Chase*** Performance Project and Tour
1999-2009 **Loretta Livingston & Dancers**, Los Angeles, CA
 Senior company member
 Contributed to company projects choreographically and through improvisational movement invention.
1997-1999 **University of California, Irvine, CA**
1997-1992 **Contemporary Dance/Fort Worth, Fort Worth, TX**

Dance Program strengths include the following:

- Mentoring:
  - Established long before Guided Pathways.
  - Dance Program course checklist. Graduation checklists created by Dr. Cartagena, housed in main dance studio, faculty review with students at the beginning of the semester,
  - Mentoring dance students with program checklists near registration dates.

- Extensive mentoring via rehearsals of students in their audition or transfer audition solos.
- Communication
  - GroupMe communication for the Collective team members. (Daily communication)
  - Strong communication with dance majors.
    - Emails, Canvas postings, bulletin board postings for jobs, auditions, and programs, and program materials in dance studios.
  - Announcements of workshops, concerts, and guest artists to non-majors.
- Fundraising
  - Successfully raised funds to send students to conferences, workshops, performances, and other career opportunities.
  - Increased fundraising each year with the expansion of *The Nutcracker.*
  - Annually raise approximately $3000-$6000 from *The Nutcracker* production.
  - Donated over $26,000 to the general ASO account since 2014.
- Engagement
  - Master classes, workshops, adjudicated concerts, and informal concerts.
  - Community productions such as *The Nutcracker.*
  - Reconnecting and supporting Dance Program alumni through our *Fast Forward Alumni Dance Concert*.
  - Extensive performance opportunities and choreographic opportunities.
  - Participation in the Baja Region's American College Dance Association annual conference including preparing and bringing 12 to 14 dancers each year and three to five faculty members.
  - Recognized and respected by leading four-year dance programs and two-year programs.
  - Dr. Cartagena was elected to a second three-year term on the American College Dance Association Board.
    - Serving brings greater awareness to our dance program.
    - Cartagena attended the National ACDA Festival in Washington, DC in 2018. (2020 National Festival was canceled due to the pandemic.)
  - Dr. Cartagena serves as the Peer Review Coordinator for the Baja Region providing feedback (teaching and choreography) for all dance program faculty of four-year and two-year southern California dance institutions.
- Adaptability
  - Faculty members adapted choreography to support student's skill levels.
  - Faculty members adjusted technique course instruction to support majors and non-dance majors.
  - Rio Hondo Dance Collective audition was moved from a weekday to a Saturday to include incoming freshman dance majors.
  - Faculty and student shifted the identification and reference to dancers on film, text, and in rehearsal from gender specific to gender neutral and/or costume design, location on stage, entrance/exits to stage.

6.2 WEAKNESSES

Weaknesses

Traditionally Euro-centric Art Form in Higher Education

We have been dependent on four-year instructions to decolonize dance. Our certificate and degrees were based on concert dance form curriculum models, but those models are now changing. Evidence of these changes can be seen in CSU-Long Beach's curriculum overhaul, CSU-Channel Islands Hip-Hop track, the removal of an audition for CSU-Dominguez Hills, and the recent hiring of two full-time hip-hop positions at UC-Irvine. Also, the UCLA's Dance Program is working to forge "new understandings about the social and cultural impacts of choreography performance, media, visual arts activism, and critical studies". As those institutions as currently in the process of changing their approach, we can now, finally, make changes in our degree and certificate requirements. We are now able to implement changes to help move past oppressive systems of race, hierarchy, and patriarchy in the dance world. Without going into the full history of concert dance versus commercial dance, we can simply say that we are working towards elevating Hip-Hop dance in our program to be on equal footing with other techniques. Actionable items are listed in our long-term plans in section 7.1.

Misinformation/Miscommunication

Dancers do not always get the correct information from counselors about course requirements, auditioning, etc. As the topic is confusing, students also misunderstand information presented to them. Until Guided Pathways success teams are fully implemented and counselors trained in this specific area, there may continue to be issues with "keeping students on the path" and supporting them to move forward.

Community partnerships with high schools are limited due to having only one full-time faculty member.
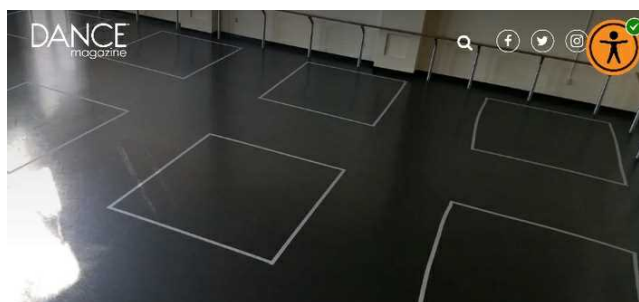
Unrealistic Class Size

When the Dance Program moved to its new studios, there was administrative pressure to increase class sizes for movement and performance classes. This change was done without a formal meeting and discussion as is protocol for changing the class size.

The current class sizes are unrealistic for some courses. Large classes reduce instructional effectiveness and student success. For example, Ballet I and Ballet II are combined over 35 students. This causes students new to ballet and formal dance training, to share instruction with dancers preparing for rigorous four-year institutions and their challenging audition process. Classes like these should be separated with each level at its own time slot.

The class size should be reduced from 35 to 25 and different levels of technique taught separately. These numbers can be supported by the Center for Educator Development in Fine Arts who recommends, "Course content and health and safety considerations are key factors in scheduling dance. The optimum class size is approximately 20 students" (https://www.cedfa.org/strengthening-programs/high-school-programs/dance-in-high-schools/).

Additional health considerations such as COIVD should be considered for class size enrollment. Possible spacing of dancers could include creating quadrants for the dancers to move within *(See image below.)* and sectioning off spaces at the bar.

Dance Program Versus Athletics (And Other Areas)

Although part of the Kinesiology, Dance, and Athletics Division, the Dance Program is not afforded the same support as Rio Hondo College Athletic teams. The most glaring discrepancies include no stipend for the team coach (program director), the absence of a paid assistant coach (assistant director), lack of an athletic trainer to care for student injuries during performances and rehearsals, and no professional website developer for dance.

Additionally, other programs on campus provide their leads/coordinators release time. Although, the Dance Program has extensive management demands including orchestrating collaborations, guest artists, fundraising, budgets, resource allocation (equipment, costumes, props, sets, etc.), auditions, scheduling, course creation, course revision, degree creation, certificate creation, recruiting students, and recruiting faculty.

Outdated Publicity Materials
The Dance Program Guide and Transfer Manual developed at the last Program Review has not been updated. Innovative in its approach and commended by the last accreditation team for its originality and worth, this student guide integrates the dance course-level outcomes and program-level outcomes with vital information for graduation and transfer goals.

Unfortunately, it has not been updated since its inception. There is no brochure for the COA in Dance, nor has the brochure of the AA Degree in Dance has not been updated. The website for the Dance Program has not been updated in over a year. A professional web designer is needed for this task as Athletics has for its program.

COVID Cancellations
With the cancellation of performance classes in the fall, performance and choreographic opportunities for students were eliminated. Without the *Works in Progress Dance Concert* and *The Nutcracker* production, students missed out on improving their rehearsal skills, performances skills, and choreographic skills. If spring 2021 production classes and choreography classes are canceled, Dance Program students and the Dance Program will be irreversibly harmed.

7. Long Term Plan

7.1 LONG TERM PLAN

<u>7.1 Long Term Plan</u>

Although the Dance Program has made great strides in serving its students, community, and creating a reputation for excellence in the dance community, we are not willing to rest on our laurels. In response to cultural shifts, artistic shifts, reflection on current practices, and awareness of equity gaps, we have designed an ambitious plan for improvement.

Long term plans as developed through consensus by the Dance Faculty include:

- Creation of a Hip-Hop II
  - The AA and COA need to adjust to current trends and cultural shifts.
- Revisions of the AA and COA to be less traditional concert dance centric.
  - Requires addition of Hip-Hop II to COA and AA.
  - Involves adding Hip-Hop I to COA and AA as a requirement replacing it as an elective course.
  - Requires a revision of technique classes requirements.
    - Our proposal includes students selecting between Ballet II, Modern II, or Hip-Hop II instead of just Ballet II and Modern II.
- Creation of Improvisation I.
  - The art of improvisation continues to be a skill in demand of 21st Century dancers.
- Creation of Improvisation II
  - The art of improvisation continues to be a skill in demand of 21st Century dancers and a second level of improvisation is necessary.
- Creation of Production II.
  - Self-production has risen as a skill in demand of 21st Century dancers.
- Creation of Dance for Camera.
  - If COVID has taught us anything, it is the demand for professionally creating dance for the camera.
  - Dance for the Camera continues to grow as it's own field. Evidence of this can be seen in the production schedules of national professional dance companies, rise in regional dance for camera films, and the inclusion of dance for film screenings as part of regional and national ACDA conferences.
- Reduction in class size.
  - Reduce class size to 25 for performance and technique courses.
  - It is imperative to reduce class sizes to better support our students. It is necessary in dance where the material requires hands on instruction and personalized corrections and feedback. Teaching dance is incredibly challenging as it is like lecturing and grading all at the same time. It requires physically demonstrating while also cueing, counting, encouraging, and providing feedback
  - Improve basic skills inequity. Due to the fact that our students come to Rio Hondo College unprepared for the rigors of technical dance training and have not had access to basic skills in dance, personalized training is necessary to prepare them for both audition and transfer to four-year program.

- Reduction in class size to better serve our students and prepare them for careers and transfer, Ballet II and Modern II must be taught as separate courses and not combined with Ballet I and Modern I.
- Reduction in class size is a reasonable request. It should be noted that Santa Ana College held dance classes with as few as 10 students and California State University-Pomona with only 3 students in a dance class during Fall 2017.
- *Data from Spring 2020 & Fall 2020*

College	Technique Class Size	Performance Class Size	Lecture Class Size
Rio Hondo College	35	35	45
Fullerton College	25	25	35
ELAC	Unknown	25 (performance) 30 (choreography)	35
Santa Ana College	25	30	50
Mount San Antonio College	25	NA	36

8. Submission Area

8.1 SUBMISSION

Appendix

A. **Dance Program Review Feedback 2008.doc** (Microsoft Word)
B. **Program Review Dance Program 2008.doc** (Microsoft Word)
C. **Outcomes Learning Mastery Gradebook Example.PNG** (PNG (Image))

Program Review Fall 2020

Grant Development and Management (Program)

Created on: 09/16/2020 06:53:00 PM EST
Last Modified: 11/16/2020 04:28:10 PM EST

Table of Contents

General Information (Program Review Fall 2020)

1. Mission Statement

1.1 MISSION STATEMENT

The mission of the Grant Development and Management Office (AKA: Grants Office) is to secure funding to support institutional efforts to enhance the learning environment for students. The overarching goal is to support innovative and sustainable excellence by delivering best-of-class development resources and assistance to faculty, staff, and administrators to foster project ideas, locate funding opportunities, strengthen grant writing and project development capability, and comply with applicable internal and external reporting requirements.

2. Program Description

2.1 PROGRAM DESCRIPTION

Supporting the College Mission, Values, and Strategic Initiatives

Rio's Grants Development & Management Office (aka Grants Office) provides guidance and support to faculty, staff and administrators with all grant applications in order to secure external funding to supplement the college's mission, vision and strategic initiatives. The Grants Office is a resource to:
• foster project ideas;
• locate funding opportunities;
• strengthen grant writing and project development capabilities;
• develop grant proposals and budgets;
• strengthen collaboration between college departments, programs and areas
• nurture partnerships with external organizations;
• support project managers;
• manage grant-funded projects as needed;
• complete and submit reports to the relevant funders' offices; and
• comply with internal and external approval and compliance requirements.

The Grants Office facilitates the acquisition and management of external funding to support projects that promote student learning and success, transform lives and strengthen community. The Grants Office identifies how each grant funded project will support the college's strategic initiatives as part of the grant approval process.

While the function of the Grants Office is directly tied to the College's mission, vision and strategic initiatives and involves analyzing departments' unfunded objectives when setting external funding goals, not all goals set by the college align with funding agency goals. This misalignment is the reason that not all initiatives can be incorporated into grant proposals.

Target Audience

Student Population Served
The Grants Office does not typically serve students directly, but indirectly, via the services provided by college divisions and departments that offer grant funded services directly to students. Grants are often designed to include improvements to, equipment for, and/or staff support for, student-centered programs.

Faculty, Staff, Administrators
The Grants Office serves faculty and staff who are interested in pursuing grant funding for an idea/project as well as those that are currently managing a grant. The Grants Office provides: support in producing and submitting quarterly and annual reports to funders; being a liaison with grants accounting; interaction with program monitors at the funding agency; tracking all deadlines relating to each specific grant.

Location, Staff, Budget

The Grant Office is located on the second floor of the Learning Resource Center (LRC) Room 206. The grants staff shares space with Staff Development and the Title V coordinator. This will hopefully change once the L Tower construction is completed providing the Grants Office staff a quiet and more efficient and productive work environment. The L Tower location will house the Grants Office together with IRP, the College Foundation, Marketing, and Government Relations. This will make for a more synergistic working environment as these departments work with many of the same community stakeholders.The LRC Building is located on Rio's main campus, and is open Monday through Friday from 8:00 a.m. to 5:00 p.m. (except designated holidays). As most of our

interaction with other staff and students is handled via telephone or email, this is adequate to meet the needs of staff and students, as well as outside community partners.

Rio Hondo's Grants Office is currently a two-person department and reports directly to the VP of Academic Affairs with a dotted line reporting to the VP Student Services. In addition to the FT Director, the Grants Office has one FT classified support staff, a Data Research Technician. Unfortunately, the Data Research Technician job classification assigned to the Grants Office does not fit the needs of the department. A job classification request has been submitted, denied, appealed, and denied. There are two job classifications in HR that are more appropriate for the type of support required to grow the department's output: 1) Coordinator Grant Development or 2) Planning Project Specialist. With additional proposal writing support generated by a reclassification, the institution would see an increase in the number of proposals developed and submitted.

The 2019-2020 budget assigned the Grants Office is $280,204. $264,604 allocated to salary and benefits; $15,600 allocated to department activities/expenses. This $15,600 covers supplies, external grant writing support (consultant and/or faculty stipends), external proposal reviewers, conferences, professional dues, and Grants Navigator grant management system.

Professional Development Activities

The Grants Director participates annually in the Council for Advancement & Support of Education (CASE) Conference for Community College Grant Professionals. The Director has also participated in CASE's Federal Funding Task Force, a group of community college grants professionals who interview federal program officers about changing trends in their agencies and upcoming grant opportunities. This group then reports out to their colleagues through presentations and the updating of a wiki regarding grant opportunities for each federal agency. The Director participates every other year in the annual Grant Professionals Association Conference, which brings together grant making agencies and provides networking opportunities with various national foundations. The Director also participates in various funding agencies' proposal technical assistance workshop together with faculty or a specific proposal team. These included: the Council for Opportunity in Education (COE) TRiO Student Support Services Proposal Writing Workshop; NSF S-STEM workshop; CCCO Education Futures workshop; ASHI's Title V workshop, NSF- ATE workshop and PI conference.

Initiatives Impacting the Program

This year (2020), due to the CARES Act- Higher Education Emergency Relief Fund (HEERF) more federal agencies announced grant competitions, after two preceding fiscal years when many grant programs had been on hold. Still, some agencies have continued to be slow in announcing funding priorities and/or opening grant competitions (e.g., Dept. of ED, NSF, Department of Labor, NASA). In addition, the results of the pandemic delayed the announcement of competitions and the announcement of grant awards, impacting our planning and implementation plans. Examples of this include NSF shifting the priorities of its IUSE program delaying an August 2020 application to January 2021, the 2019 Title V grant application (released every 5 years) was announced months later than anticipated, pushing the competition deadline into 2020 thus delaying the start of the next grant period. Another example is the GEAR UP competition which we had started proposal development in anticipation of submission. At the last minute the Department of ED changed priorities and made the competition for State-wide agencies only, making individual institutions planning to apply, ineligible. While not earth shattering, when a program funding strategy is developed, this sort of change creates a gap in anticipated funding and means that certain student programs need to be postponed or eliminated.

At the state level, we see the Chancellor's Office increasingly moving in the direction of Prop. 98 allocations to colleges, rather than competitive grant applications (e.g. Our MESA funding was up for renewal last year and we still have not received instruction for this competitive renewal process, but the program continues to receive State funds). The positive economy during FY 2019-20 led to increased funding to community colleges in the form of categorical programs, but the process by which we receive those funds continues to evolve. After the economy shutdown as a result of COVID, funding from the Chancellor's Office has literally come to a stop. As a result, pre-award (grant development) activities may decrease (though some competitive grant applications still require our attention), but post-award management of HEERF funds likely will increase.

Increased awards and funding amounts over the last couple of years have significantly impacted the post-award side (grants

monitoring/management) of the Grants Office. Although the Grants Office only minimally supports the Strong Workforce Initiative, with its $7.2 million in grant funding during FY 2018-19, and the College's Perkins funding of $593,000, the increase in awarded funding from other funding sources has required a huge amount of fiscal monitoring beyond the Grants Office's standard former capacity; thus, the addition of an Grants Coordinator or Project Specialist to focus on post-award activities is seen as vital to adequately service our growing portfolio of grants. (Six year analysis is in the data analysis section).

Moving forward, with the evolving climate of federal and state grants, it is imperative that this department also focus efforts on foundation grant opportunities. Historically, this department has only pursued private funding opportunities that were held in a competitive application process. This strategy was a result of prioritizing larger funding amounts (federal and state grants) over typically smaller awards (corporate and foundation grants). In addition, securing foundation grants often involves cultivation of these foundation relationships, which requires additional time and resources. Foundation relations is a gap in the college's advancement activities, and the Grants department could work toward addressing this gap, with adequate staffing and resources.

Seeing the solicitation of Foundation grants as the next evolution, the Grants Office has been preparing itself by creating a Foundations grant calendar. We've already received funding from both local and National Foundations including the BCM Foundation- Camp RIO, The Whittier Trust- Guardian Scholars, Kresge Foundation (National- Transportation and Legacie Scholars), Angels Foundation (Child Development Center), So. Cal Edison (CTE Summer Camp), Walmart Foundation (RISE Scholars), Arthur Rupe Foundation (Nursing), California Wellness Foundation (Men of Color), Golden State Environmental Justice Alliance (Fire Technology), and Pritzker Foundation (Guardian Scholars). While not successful, we've applied to the American Honda Foundation, Firehouse Sub Foundation, Dwight Steward Youth Foundation, Elizabeth A. Lynn Foundation (Legacie Scholars), Rapoport Foundation (RISE Scholars), and Mazda Foundation (STEM).

3. Program Progress

3.1 PROGRAM PROGRESS

4. Program Outcomes

4.1 PROGRAM OUTCOME STATEMENTS

Grant Development and Management Program Action Plan 2020-2021

Increase proposal competitiveness.

Increase the number of new program proposals submitted and awarded in 2020-2021 by 15% (using 2015-2016 awarded numbers as baseline).

Mapping

Institutional level Outcomes (ILO): I. A. Apply theory to data., II. A . Communicate effectively in written or spoken forms., III. A. Demonstrate an understanding of diversity in culture, ethnicity, religion, sexuality, political background, and other areas., IV. A. Research, analyze, evaluate, and utilize relevant information., IV. B. Effectively use appropriate research or technology tools or sources.

Maintain risk-based compliance systems

Fully integrate Grants Navigator tracking system to track all parts of the grant cycle, including financial spend down for both external and categorial funding by June 30, 2021.

Mapping

Institutional level Outcomes (ILO): I. E. Apply various problem-solving approaches., II. A . Communicate effectively in written or spoken forms., IV. A. Research, analyze, evaluate, and utilize relevant information., IV. B. Effectively use appropriate research or technology tools or sources.

Provide greater consistency in proposal development approach and process.

Update GO website to include proposal development tools and proposal approval process work flow, including a web-based entry point to Grants Navigator for faculty and staff leading to an adoption and transparent use of the tracking system byJune 30, 2021.

Mapping

Institutional level Outcomes (ILO): I. E. Apply various problem-solving approaches., II. A . Communicate effectively in written or spoken forms., II. C. Utilize various media formats., IV. A. Research, analyze, evaluate, and utilize relevant information., IV. B. Effectively use appropriate research or technology tools or sources.

Increase internal grant development capacity.

Improve the faculty and staff's understanding of the grants cycle and increase the number of faculty willing to submit a proposal for funding by conducting campus workshops and integrating proposal development tools, tips, and resources into the grants office website by June 30, 2021.

Mapping

Institutional level Outcomes (ILO): I. E. Apply various problem-solving approaches., II. A . Communicate effectively in written or spoken forms., II. B. Comprehend and interpret various types of written information., II. C. Utilize various media formats., III. A. Demonstrate an understanding of diversity in culture, ethnicity, religion, sexuality, political background, and other areas., IV. A. Research, analyze, evaluate, and utilize relevant information., IV. B. Effectively use appropriate research or technology tools or sources., V. C. Feel a sense of connection to the college.

Expand internal and external collaborations.

Whenever possible and appropriate for the funding source, increase the number of proposals that are cross discipline and include private/public partnerships.

Mapping

Institutional level Outcomes (ILO): II. A . Communicate effectively in written or spoken forms., III. A. Demonstrate an understanding of diversity in culture, ethnicity, religion, sexuality, political background, and other areas., III. B. Evaluate civic, social, and environmental policies., IV. A. Research, analyze, evaluate, and utilize relevant information., IV. B. Effectively use appropriate research or technology tools or sources., V. C. Feel a sense of connection to the college.

Increase campus and community awareness of grant-funded projects.

Create opportunities to market grant success, with the Board, within the local community, and campus-wide on an ongoing basis to include funding profiles, press releases, 2X a year newsletter (electronic), other forms as developed.

Mapping

Institutional level Outcomes (ILO): II. A . Communicate effectively in written or spoken forms., II. C. Utilize various media formats., II. D. Recognize, interpret, and actualize creative expression., III. A. Demonstrate an understanding of diversity in culture, ethnicity, religion, sexuality, political background, and other areas., III. B. Evaluate civic, social, and environmental policies., IV. A. Research, analyze, evaluate, and utilize relevant information., IV. B. Effectively use appropriate research or technology tools or sources., V. C. Feel a sense of connection to the college., V. D. Maintain and improve their personal health, wellness, and performance.

4.2 PROGRAM OUTCOMES ASSESSMENT

Measures

Grant Development and Management Program Action Plan 2020-2021

Objective

Outcome: Increase proposal competitiveness.

Increase the number of new program proposals submitted and awarded in 2020-2021 by 15% (using 2015-2016 awarded numbers as baseline).

Measure: Adequate time for proposal development

Details/Description:	Proposal development need to begin 8-12 weeks prior to application submit date. External reviewers are used to provide critical analysis of proposal narrative.
Acceptable Standard:	50%
Ideal Standard:	100% of large institutional proposals submitted are reviewed by an external reviewer. All Proposal development (not just large multi-year proposals) starts 8-12 weeks before application date.

Measure: Hire a Grants Development Coordinator

Details/Description:	We need more writing muscle and skill set in a second person who will manage the maintenance post-award aspect of the grants cycle. This person will also work with faculty in writing applications to private and corporate foundations.
Acceptable Standard:	No 'acceptable' standard. We can't move to the next level with our current staffing classification.
Ideal Standard:	Person hired and on board by June 30, 2021.

Outcome: Maintain risk-based compliance systems

Fully integrate Grants Navigator tracking system to track all parts of the grant cycle, including financial spend down for both external and categorial funding by June 30, 2021.

Measure: Grants Navigator is integrated and used by accounting and project directors.

Details/Description:	Grants Navigator is used by both funded programs and categorically funded programs to track spend down and reporting deadlines and is up-to-date.
Acceptable Standard:	Funded programs only.
Ideal Standard:	All grants on campus are tracked and recorded.

Outcome: Provide greater consistency in proposal development approach and process.

Update GO website to include proposal development tools and proposal approval process work flow, including a web-based entry point to Grants Navigator for faculty and staff leading to an adoption and transparent use of the tracking system byJune 30, 2021.

Measure: Grants Office APs are submitted to PFC and approved.

Details/Description:	Administrative Procedures are helpful to clarify steps and processes to manage pre-award, award, and post-award activities. This will help avoid confusion during all aspects of grant tracking.
Acceptable Standard:	There is no 'acceptable' standard. APs need to be done. Period.
Ideal Standard:	APs are approved by PFC and integrated into the institutional process.

Outcome: Increase internal grant development capacity.

Improve the faculty and staff's understanding of the grants cycle and increase the number of faculty willing to submit a proposal for funding by conducting campus workshops and integrating proposal development tools, tips, and resources into the grants office website by June 30, 2021.

Measure: Proposal Development workshops

Details/Description:	Create a series of workshops either conducted by the Grants Director or a trainer from LA-based, The Grantmanship Institute (TGI). Workshop topics will result from survey conducted to determine what is of interest.
Acceptable Standard:	Some people show up.
Ideal Standard:	Full attendance at workshops; faculty and staff walk away understanding their role in the grants process.

Outcome: Expand internal and external collaborations.

Whenever possible and appropriate for the funding source, increase the number of proposals that are cross discipline and include private/public partnerships.

Measure: Cross-discipline and external collaborators.

Details/Description:	To make proposal more competitive, innovative, and robust we need, when appropriate, to make sure that programs presented for funding are cross-discipline and include external partnerships.
Acceptable Standard:	50% of proposals submitted include campus collaborators and/or external partnerships.
Ideal Standard:	Every Request For Application should be reviewed for partnerships and campus collaborators.

Outcome: Increase campus and community awareness of grant-funded projects.

Create opportunities to market grant success, with the Board, within the local community, and campus-wide on an ongoing basis to include funding profiles, press releases, 2X a year newsletter (electronic), other forms as developed.

Measure: Grants Office Newsletter

Details/Description:	Create a 2 X a year newsletter highlighting funded program impacts, RFAs projected, proposals in development, etc.
Acceptable Standard:	1 time a year distribution.
Ideal Standard:	2 times a year distribution.

Measure: Press Releases sent out within two weeks of award announcement	
Details/Description:	Not every award funded is press release worthy, but awards over $100,000 or from a prestigious national funder should be recognized. In addition, story ideas will be solicited from project directors that go beyond a award announcement and highlight the impacts of awards.
Acceptable Standard:	Press releases are submitted to press and one story is written annually.
Ideal Standard:	Press releases are written and submitted to local press for major grant awards. At least 3 stories, covering award impact are developed annually.

4.3 PROGRAM OUTCOMES ASSESSMENT FINDINGS

Finding per Measure

Grant Development and Management Program Action Plan 2020-2021

Objective

Outcome: Increase proposal competitiveness.
Increase the number of new program proposals submitted and awarded in 2020-2021 by 15% (using 2015-2016 awarded numbers as baseline).

Measure: Adequate time for proposal development	
Details/Description:	Proposal development need to begin 8-12 weeks prior to application submit date. External reviewers are used to provide critical analysis of proposal narrative.
Acceptable Standard:	50%
Ideal Standard:	100% of large institutional proposals submitted are reviewed by an external reviewer. All Proposal development (not just large multi-year proposals) starts 8-12 weeks before application date.

Findings for Adequate time for proposal development	
Summary of Findings:	Proposals can only increase in competitiveness and innovation if adequate development time is provided. We are getting better in this area but still have work to do. Staff continues to sit on emails announcing applications or renewal notices leading to crisis mode writing. Our largest grants Title V, TRIOs, and NSF provided adequate preparation time and we were able to send out for external review. In the case of Title V and Dept. of Labor we were only able to give the reviewer 3 days which isn't enough (usually they need a week).
	We exceeded the number of new program proposals by 21%
Results :	Acceptable Standard Achievement: Met
Recommendations:	The Grants Office continues to encourage long-term planning with faculty and staff. We realize that there will always perfect fit applications that pop-up last

minute. We strive to make these the exceptions and not the norm. I'd like to say that the Grants Office declines to assist in those applications that are last minute but I know that won't happen. Implementing APs will help, instituting an institutional grants committee will help; the bottom line is we need to create a culture of grants at Rio. When that happens the crisis mode of grant development will cease.

Measure: Hire a Grants Development Coordinator

Details/Description:	We need more writing muscle and skill set in a second person who will manage the maintenance post-award aspect of the grants cycle. This person will also work with faculty in writing applications to private and corporate foundations.
Acceptable Standard:	No 'acceptable' standard. We can't move to the next level with our current staffing classification.
Ideal Standard:	Person hired and on board by June 30, 2021.

Findings for Hire a Grants Development Coordinator

Summary of Findings:	The Research Data Technician filed for reclassification but was turned down. He appealed and was denied his appeal. In order for Rio to tackle some of the program and institutional changes that need to be made, more funding is needed, which means more proposals need to be written and submitted. Until the Grants Office can staff itself with the correct position, this will not happen. The Research Data Technician job position does not allow for proposal writing, nor proper grants management. The current position has been working out of class for 2.5 years in order to do what needs to be done to develop, manage, and maintain the current portfolio. With the recalls denied the RDT is now no longer willing to work out of class and the Grants Director is a 1.5 FTE. This is not sustainable.
Results :	Acceptable Standard Achievement: Not Met
Recommendations:	Reclass the Research Data Technician position to a more appropriate job classification.

Outcome: Maintain risk-based compliance systems
Fully integrate Grants Navigator tracking system to track all parts of the grant cycle, including financial spend down for both external and categorial funding by June 30, 2021.

Measure: Grants Navigator is integrated and used by accounting and project directors.

Details/Description:	Grants Navigator is used by both funded programs and categorically funded programs to track spend down and reporting deadlines and is up-to-date.
Acceptable Standard:	Funded programs only.
Ideal Standard:	All grants on campus are tracked and recorded.

Findings for Grants Navigator is integrated and used by accounting and project directors.

Summary of Findings:	We are almost complete with this integration. We had to hire a software developer to customize the financial module. As soon as we completed this the Director of Accounting left and COVID hit. Grants Navigator took a back seat. Now with a VP of Business on board we will continue with our integration. We may be forced to wait until a new director of accounting is hired.
Results :	Acceptable Standard Achievement: Not Met
Recommendations:	Meet with grant accounting personnel and the VP Business and develop an integration plan.

Outcome: Provide greater consistency in proposal development approach and process.
Update GO website to include proposal development tools and proposal approval process work flow, including a web-based entry point to Grants Navigator for faculty and staff leading to an adoption and transparent use of the tracking system byJune 30, 2021.

Measure: Grants Office APs are submitted to PFC and approved.

Details/Description:	Administrative Procedures are helpful to clarify steps and processes to manage pre-award, award, and post-award activities. This will help avoid confusion during all aspects of grant tracking.
Acceptable Standard:	There is no 'acceptable' standard. APs need to be done. Period.
Ideal Standard:	APs are approved by PFC and integrated into the institutional process.

Findings for Grants Office APs are submitted to PFC and approved.

Summary of Findings:	An outline was submitted to the President but it was decided not to move forward, no explanation given. We will try again this year.
Results :	Acceptable Standard Achievement: Not Met
Recommendations:	Resubmit AP to President.

Outcome: Increase internal grant development capacity.

Improve the faculty and staff's understanding of the grants cycle and increase the number of faculty willing to submit a proposal for funding by conducting campus workshops and integrating proposal development tools, tips, and resources into the grants office website by June 30, 2021.

Measure: Proposal Development workshops

Details/Description:	Create a series of workshops either conducted by the Grants Director or a trainer from LA-based, The Grantmanship Institute (TGI). Workshop topics will result from survey conducted to determine what is of interest.
Acceptable Standard:	Some people show up.
Ideal Standard:	Full attendance at workshops; faculty and staff walk away understanding their role in the grants process.

Findings for Proposal Development workshops

Summary of Findings:	The Grants Director has held one-on-one workshops with faculty and/or staff. There is a need to create workshops on a larger scale.
Results :	Acceptable Standard Achievement: Met
Recommendations:	Design and implement a survey to determine what topics are of interest to faculty and staff. Develop a workshop calendar and/or be more visible during Flex days.

Outcome: Expand internal and external collaborations.

Whenever possible and appropriate for the funding source, increase the number of proposals that are cross discipline and include private/public partnerships.

Measure: Cross-discipline and external collaborators.

Details/Description:	To make proposal more competitive, innovative, and robust we need, when appropriate, to make sure that programs presented for funding are cross-discipline and include external partnerships.
Acceptable Standard:	50% of proposals submitted include campus collaborators and/or external partnerships.
Ideal Standard:	Every Request For Application should be reviewed for partnerships and campus collaborators.

Findings for Cross-discipline and external collaborators.

Summary of Findings: We have been getting better at defining and nurturing potential relationships prior to the submission of an application. This means we are able to provide results of the partnership as part of the proposal, demonstrating concept impact. NSF and Title V with research partnerships at UCLA, OakCrest, and LA Bio Hub. When appropriate for the application we have design cross-discipline proposals. i.e. ED's- Online Dual Enrollment Academy between Dual Enrollment, Distance Learning, and the Library. ED's SEED proposal included partnerships with 4 other community colleges, CDC, and CTE.

Results : Acceptable Standard Achievement: Exceeded

Recommendations: Continue encouraging the development of outside partnerships and internal collaboration between departments.

Outcome: Increase campus and community awareness of grant-funded projects.
Create opportunities to market grant success, with the Board, within the local community, and campus-wide on an ongoing basis to include funding profiles, press releases, 2X a year newsletter (electronic), other forms as developed.

Measure: Grants Office Newsletter

Details/Description: Create a 2 X a year newsletter highlighting funded program impacts, RFAs projected, proposals in development, etc.

Acceptable Standard: 1 time a year distribution.

Ideal Standard: 2 times a year distribution.

Findings for Grants Office Newsletter

Summary of Findings: We are behind in our development of this annual newsletter but will meet this objective.

Results : Acceptable Standard Achievement: Met

Recommendations: Electronic newsletter posted on website and distributed to all staff.

Measure: Press Releases sent out within two weeks of award announcement

Details/Description: Not every award funded is press release worthy, but awards over $100,000 or from a

prestigious national funder should be recognized. In addition, story ideas will be solicited from project directors that go beyond a award announcement and highlight the impacts of awards.

Acceptable Standard: Press releases are submitted to press and one story is written annually.

Ideal Standard: Press releases are written and submitted to local press for major grant awards. At least 3 stories, covering award impact are developed annually.

Findings for Press Releases sent out within two weeks of award announcement

Summary of Findings: After an award is made there are a number of documents that need to be signed, meetings to attend, etc. We attempt to get releases out within two weeks. Sometimes it takes longer to get a release through Rio's marketing department and line up interviewees, etc. Since this isn't hard news we don't go into crisis mode if the release isn't out in 2 weeks. All large awards received this year had a press release go out. We received coverage on the Title V, TRIOs, and NSF grants.

Results : Acceptable Standard Achievement: Exceeded

Recommendations: Continue to make community awareness a priority. If we suspect a favorable result, we could outline a press release so it's ready to go when an award is made.

5. Data Analysis

5.1 DATA ANALYSIS

The below chart represents a top-level view of RHC's proposal development and funding status but does not take into account categorical funding. The the addition of Grants Navigator, we hope to integrate categorial funding into the grants tracking system.
 Please note FY 2019-2020, now known as the COVID year, saw a complete halt in Federal and State funding competitions (numbers shown represent the first six-months of 2019: July 1, 2019-January 20, 2020 when COVID was declared a national disaster), and instead we saw funding come to us through an allocated formula.

Grants Office	2015-2016	2016-2017	2017-2018	2018-2019	(6-months) 2019-2020	(To Date) 2020-2021
Proposals Submitted	19	25	46	34	19	23
Proposals Funded	12	9	29	14	14	12
Amount Requested	$15,508,262	$45,077,830	$22,021,089	$29,310,402	$16,798,411	$15,108,668
Amount Funded	$8,618,181	5,042,860	6,262,517	$4,059,643	$12,802,692	$10,214,582
Amount Pending or in Progress						$3,982,674

CARES Act/HEERF (Higher Education Emergency Relief Funding: In the absence of a VP of Business/Finance and Director of Accounting, the Grants Office took one the main responsibility for prioritizing (with input from Stakeholders), managing tracking, and creating reporting for the institution's CARES (HEERF) Act funding.

Grants Office	CARES-Student Spend down 4/21	CARES-Institutional Spend down 5/21	CARES-MSI/HIS Spend down 6/21	CA Block Grant Fed Portion Spend down 12/20	CA Block Grant State Portion Spend down 6/22
Amount Allocated	$3,116,338	$3,116,338	$415,117	$632,487	$776,386
Amount Spent as of 11/1/20	$2,101,538	$2,665,115	$415,117	$632,487	$776,332
Amount Remaining	$1,014,800	$ 451,223	$ 0	$ 0	$ 54

Grants Database tracking system.

The Grants Office has met with Business Office management and plans are underway to incorporate the grants financial management process into Grants Navigator. The Grants Office is developing a timeline for fullimplementation to include Student Services and accounting. The Grants Office is working diligently to improve the competitiveness of RHC's proposals by spending more time with individual project managers during the proposal development process, attending funder conferences, and trying to eliminate the last-minute development of proposals.

The economic strain of the college budget continues to increase the number of campus programs seeking external funding assistance. The Grants Office has seen an increase in demand for grant development services.

The Federal government is moving toward more performance-based funding and evidence-based practices in workforce and higher education programs, requiring a higher level of program impacts and accountability reporting with demonstrated ties between federal funding and student success (the DATA Act is part of this move). Federal funding has become more competitive and will continue to be so. Even federal funding directed toward HSIs is more competitive. Institutions identifying as HSIs have grown from 189 in 2016 to 409 in 2017 with half (203) being 2-yearinstitutions. Anticipated increases in funding will be in programs to support veteran services and homeland security-type programs (such as cybersecurity, police, etc.).
Innovation and broad impact (scalability) continue to be a primarypriority for federal and state funders.

Proposal analysis:

The Grants Office is working diligently to improve the competitiveness of RHC's proposals by spending more time with individual project managers during the proposal development
process, attending funder conferences, and trying to eliminate the last-minute development of proposals.

While increasing the number of proposals submitted annually is important to receiving new funds, focusing on the correct funding opportunities that is, larger and multi-year, will provide program and institutional stability. Direction was given to the Grants Office to include private and corporate foundations in the search for funding. In 2019-2020 the Grants Office started its shift by focusing on only those foundations that provide multi-year, large dollar funding.These foundations, however, require leading edge, innovation solutions to student retention, college access, and completion. Unfortunately COVID once again called for a halt in this focused activity while large foundations responded to the COVID crisis, by realigning their funding priorities and/or slowing down in their giving to protect assets.

A detailed analysis of reviewer's technical notes providing proposal feedback for unfunded proposals reveals the following commonalities among Rio proposals:
1. Not innovative/creative programs and/or activities;
2. Program outcomes/impact not substantial enough in relationship to amount of funding requested;
3. Programs too broad, not focused;
4. Sustainability plans (institutionalizing efforts) weak;
5. Stronger logic models needed;
6. Partnerships not established, formed only to meet RFA requirements.

Additionally, each proposal
not funded had concerns that were specific to that individual proposal, but the listmentioned were common throughout all reviews.

Taking this feedback to heart, you can see the beginnings of our efforts to design stronger proposals with stronger partnerships

in place reflected in the 20-21 awards numbers. Title V, two TRIOs, large Dept. of ED, State of CA, and two federal and one state competition pending.

The FY operating budget for the Grants Office over the past five years increased slightly from year to year due to COLA. Starting in FY 19-20, the budget increased by $6,000 due to the institutionalization of Grants Navigator, which is $6,000 per year.

$204,000 in FY 2016-17
$204,000 in FY 2017-18
$239,969 in FY 2018-19
$280,201 in FY 2019-20
$277,956 in FY 2020-21

The return-on-investment for the Grants Office (defined as FY grant funding level divided by FY Grants Office operating budget) over the past five years has remained stable and well above the 15:1 goal:

42:1 in FY 2016-17
25:1 in FY 2017-18
17:1 in FY 2018-19
46:1 in FY 2019-20
37:1 in FY 2020-21 (as of 11/1/2020)

6. Strengths & Weaknesses

6.1 STRENGTHS

Strengths:
Given the lack of personnel resources, small budget, and the incorrect classification of support staff, the GO has still managed to increase the number of proposals submitted and awarded over a five-year period.

The GO maintains a customer service attitude and approach to provide best of class service to those faculty and staff searching for or involved in the grants process. While Staff and faculty are willing to bring idea concepts to the GD for help in fleshing out the idea into a proposal format, there is still a concern of the lack of faculty willing to actually produce a proposal and pursue grant funding seriously, which is addressed in the weaknesses section.

In 2018 the GO underwent a self-evaluation to understand why the institution was not winning more multi-year, large dollar grants (GEAR Up, El Monte Promise, NSF, Title V etc.). Through that evaluation we were easily able to identify problem areas based on feedback by external program reviewers and focused on making changes to the proposal development process at Rio. By doing so, we've created and submitted more competitive and innovated proposals and have paid for external reviews prior to submission to catch any gaps in narrative. This has yielded a new Title V grant, two TRIO grants, and an NSF S-STEM grant, a large State grant (Cal OES), and two Dept. of ED grants. It's these larger projects that provide the institution with program stability and the time needed to fully institutionalize program budgets. We've taken what we've learned and have provided these same concepts to all our proposal development practices. Our strength is self-evaluation and the able to make immediate changes for betterment.

The Grants Director is well connected and is able to learn of upcoming proposal application announcements well ahead of the competition opening up for submission. This assists the institution in creative well thought-out and intentional proposal prior to RFA being announced.

The GO is moving toward a fully online office. The Launch pad process (process used to present funding opportunities to President's Cabinet) is fully online. Faculty and Staff can access this through the GO website and submit for institutional review.

Grants Navigator allows us to track post award activities per grant. We are moving in the direction of integrating GN with accounting management so project managers will have access to their project's dashboard of spending.

Tools available to staff and faculty seeking grants are provided on our website and acts as a one-stop shop for proposal development and design. This assists the Grants director as proposal concepts are coming to the GO more thought out and better planned, allowing for the focus to be on making the proposal more competitive or innovative.

The GO has shifted to a more strategic approach to proposal development. Proposals today (as compared to 5 years ago) are usually designed to be multi-disciplined, strategic partners are developed well before the proposal is developed, build off of each other with demonstrated success. An example of this is the recent Disney consultant who is funded by NEA and will assist us in designing a best in class virtual arts and cultural program; building off this is the request to Majestic Realty to fund the results of the consultants work with us. Another example is the planning grant received by Kresge Foundation with the main outcome being the creation of an implementation grant. Using funding to build to the next level of funding is a strategy not used before in the Grants Office. Additionally, responding to the trends in funding the GO is placing more importance in the design of the sustainability portion of the project proposal; historically, not a focus.

6.2 WEAKNESSES

Weaknesses:

We are unable to apply for more grants due to the grants director being the only person in the GO who is designated as a writer and the lack of faculty or staff willing to particpate in the writing process. The current staff position, Research Data Technician position currently assigned to the Grants Office is not suitable for the GO and leaves gaps in the grant maintenance portion of services provided by the GO. The Director has tried for four years to get this changed and has lost a good employee due to working out of class without proper compensation. The current person in this position is heading in the same direction. The Director is currently filling the director's role as well as approximately 60% of a support person role. This is not sustainable. Given the dollar amount brought into the organization, the dollar amount tracked, and the office's ROI, it is very short-sided of leadership to ignore the requests for additional assistance in the Grants Office.

Given the above, our solution has been to cultivate additional faculty and staff to take on the bulk of the writing for proposals they wish to pursue by making many of the needed tools online and easily accessible. Unfortunately, people don't realize the scope and level of effort needed to produce a quality and competitive proposal; efforts to increase faculty participation have not been successful. We can do a better job by providing specialized training in the various aspects of proposal development. i.e. How to read an RFA, How to determine if your project fits with a funder's focus, How to understand EDGAR requirements, How to use funder data base software, etc.

Our implementation with Grants Navigator to the accounting side has been slower than we expected for a number of reasons, none within our control. We had to hire a software programmer to make modifications to the accounting module to accommodate LACOE's outdated budget tracking system. Once that was complete, the accounting director left, new leadership was brought on and priorities shifted. Now that we are back on solid ground with leadership we are resuming our move to make GN a robust tracking system making it easier for project directors and staff to management the financial aspect of their programs. This slowness to fully integrate GN has been a disappointment.

The Grants Office has no APs in place to track the workflow through Rio's system. A pre-award, award, and post-award workflow was developed together with the accounting department, only to be stopped from moving forward into PFC by past leadership. Our goal is to try again during 2021. This one item alone does not keep us from securing additional grants, but it means that we have not implemented practices to make the management of grant funds go smoothly. This creates problems with project directors/managers as there is no defined system/process that they can rely on, and just creates an inefficient system. By being more transparent with the process those involved will feel more comfortable and willing to take on the challenge of managing a grant. A well thought out process would also keep us out of crises mode, which happens so often. People don't understand what needs to be done prior to submitting a grant so they wait until the last minute.

The lack of departmental budget makes for growth and portfolio diversity difficult. Pursuing Federal and State grants is a very different process than pursuing Private and Corporate Foundations. Historically the GO did not outreach to foundations. With the trends in federal and state funding changing as indicated, the only room for growth is by expanding to include foundations. Foundation funding is dependent on relationship building whereas federal and state funding is peer reviewed and relationships play less of a role. Foundation funding requires attending different types of conferences, attending lunches, more site visits, different types of communication materials. While leadership has mandated a move to foundation outreach they have not backed up that mandate with an increase in budget.

The GO does not do a good job in highlighting its success and funded program's successes to the campus wide community. Adding a quarterly report or an annual report spotlighting the wide range of grant funding received and student impact would expose the larger campus community to the value of grants funding. This is definitely an area that we will focus on in 2021.

While the GO is being more strategic with how we pursue funding, the GO is not included in strategic planning at the institution. As the Educational and Facilities master plan is being formed, the GO should be included in this process. This would aid us as we put together the annual grants planning calendar and know where the gaps in funding lie. Other Colleges have a Grants Strategy committee made up of leadership in AA, SS, Facilities, and IRP with the sole purpose of determining the program and grants funding strategies for the institution. Integrating this strategy at Rio is crucial to helping us make sure that our vision can be fully funded.

7. Long Term Plan

7.1 LONG TERM PLAN

Long Term Plan

1. Create an Institutional Grants Strategy committee. The purpose of this is to do long-term planning to cooincide with the Facilities and Education Master Plan. Once these are complete and approved, it makes sense to have an institutional strategy to target funding to accomplish facilities and educational goals.
2. Develop and implement a Faculty/Staff grants focused survey. This survey will provide us with additional information about where we need to improve, and what is really needed to create a culture of grants.
3. Create a culture of grants. Using information from the survey to implement activities to create more grant writers among faculty and staff.
4. Get administrative procedures approved. This will help us be more efficient and outline the roles and responsibilities pre-award, award, and post-award, thus eliminating confusion about who does what and when.
5. Increase the level of large foundations funding Rio programs.
6. Staff the Grants Office correctly.

8. Submission Area

8.1 SUBMISSION

Program Review Fall 2020

Speech

Created on: 08/25/2020 01:24:00 PM EDT
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Table of Contents

General Information (Program Review Fall 2020)

1. Mission Statement

1.1 MISSION STATEMENT

MISSION: To provide Rio Hondo College students with the highest quality oral communication education, fostering critical thinking and the practical application of communication skills, enabling students to successfully progress through a pathway, on route to Associate of Arts degrees, certificates, transfer, career and technical pathways, basic skills, and lifelong learning pursuits, all of which, are consistent with the Rio Hondo College Mission and Values Statements.

2. Program Description

2.1 PROGRAM DESCRIPTION

Services and Target Audience

The Speech Program offers day, night, short term, off campus and hybrid, online courses. Students can major in "Speech" now by taking courses that fulfill the Associate in Arts in Communication Studies for Transfer. The Speech Program seeks to provide students with quality instruction in basic oral communication skills that includes content, delivery, and critical thinking skills. We cater to all demographics of students attending Rio Hondo and help them to become better communicators. Our most highly enrolled course is Speech 101: Public Speaking. Most of the section offerings are in this course, where we teach students to deliver speeches in front of an audience. We teach them how to research and create content, structure, and to deliver a message that can be adapted to any given audience. We additionally emphasize critical thinking and listening, building confidence, and encourage students to use their skills to contribute to society.

Staffing, Space Allocation, and Budget

We currently have 5 full-time Speech faculty members and our program's part-time pool includes approximately 15 faculty members, with a variety of experiences that includes retiree and newly graduated professionals.

Present space allocation is adequate for conducting classes on campus, but shortages in space for growing number of classes offered is an issue. The majority of courses offered are in the Administration building along with the Science Building.

Along with the core speech courses, the speech program includes an active Forensics Speech and Debate Program. The Forensics courses are SPCH 110, offered in 2-4 Units. With one full time coach. Traditionally this program includes approximately 40-52 student competitors with fluctuating number of coaches. There are three part time faculty who volunteer to assist. The student competitors travel to other colleges and universities to compete in speaking categories including debate, platform, limited preparation and oral interpretation of literature. Primary practice takes place in A222 with budget of $23,300.00

Grants and Initiatives

None directly impacting at the time.

Professional Development

In these past years department members continued developing thier professional skills through various professional development activities. Gil was expanding his experience and knowledge while traveling on sabbatical. Lisette was contributing the the Outxomes Committee. Grant was involved in debate activites on campus, and Jeannette was working with the First-Year seminar committee.

Instructional Programs Only: Curriculum

Regularly scheduled courses offered by the program.

SPCH 100 Interpersonal Communication

SPCH 101 Public Speaking

SPCH 101H Public Speaking Honors

SPCH 110 Forensics Speech and Debate

SPCH 130 Oral Interpretation

SPCH 132 Readers Theater

SPCH 140 Argumentation and Debate

SPCH 150 Intercultural Communication

SPCH 240 Argumentation and Discussion

Program Progress

The 2018-2019 competitive year ended with Rio Hondo Forensics Speech and Debate Team victorious during 2019 Phi Rho Pi National Championship held in Reno Nevada. Rio Hondo's team brought home gold in their respective division. It is a steady improvement from previous years, with 2017 winning bronze and 2018 silver national debate awards. Furthermore, Forensics Speech and Debate expanded to provide students training in 11 Individual Events and Readers Theater increasing the number of tournament participation in 4-year university level competition. Part of this was due to hiring of 3 part time coaches who enabled serving a larger team.

2019-2020 Objectives

1) Increase equity for Rio Hondo students in Forensics

Ongoing - This is an ongoing effort.

2) Increase Speech students access to necessary tools for a modern workforce

Complete - We have started utilizing computer mediated communication, giving students an opportunity to learn real-life skills. Efforts continue to expand.

3) Speech student success - Increase the ability for students to use multimedia and presentation technology in the classroom.

Complete - Every instructor teaches at least a section about presentational computer literacy. This effort is completed and continues in the classroom.

4) Continue providing the Forensics speech students more coaching to succeed in forensics and participate in forensics.

Complete - Ongoing effort, we were able to hire three part-time faculty which gives us an opportunity to attend 4 more competitions a year and serve 12-15 more students a semester with a 96% completion and transfer rate for the team.

5) Offer more one-on-one Communication related faculty assistance

Ongoing - This is an ongoing effort. Most full-time faculty engage in out of classroom support for students and forensics and speech and debate offer workshops and small competions for students to hone their public speaking skills.

Additional Information

Include any additional information about the program in this section, if needed.

3. Program Progress

3.1 PROGRAM PROGRESS

Services and Target Audience Changes

The Speech Program offers day, night, short term, off campus and hybrid, online courses. Students can major in "Speech" now by taking courses that fulfill the Associate in Arts in Communication Studies for Transfer. The Speech Program seeks to provide students with quality instruction in basic oral communication skills that includes content, delivery, and critical thinking skills. We cater to all demographics of students attending Rio Hondo and help them to become better communicators. Our most highly enrolled course is Speech 101: Public Speaking. Most of the section offerings are in this course, where we teach students to deliver speeches in front of an audience. We teach them how to research and create content, structure, and to deliver a message that can be adapted to any given audience. We additionally emphasize critical thinking and listening, building confidence, and encourage students to use their skills to contribute to society.

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We currently have 5 full-time Speech faculty members and our program's part-time pool includes approximately 15 faculty members, with a variety of experiences that includes retiree and newly graduated professionals.

Present space allocation is adequate for conducting classes on campus, but shortages in space for growing number of classes offered is an issue. Majority of the courses offered are in Administration building along with adajacent Science Building.

Along with the core speech courses, the speech program includes an active Forensics Speech and Debate Program. The Forensics courses are SPCH 110, offered in 2-4 Units. With one full time coach. Traditionally this program includes approximately 40-52 student competitors with fluctuating number of coaches. There are three part time faculty who volunteer to assist. The student competitors travel to other colleges and universities to compete in speaking categories including debate, platform, limited preparation and oral interpretation of literature. Primary practice takes place in A222 with budget of $23,300.00

Projects, Grants, and Initiatives Changes

Not applicable at this time.

Professional Development Progress

In these past years department members continued developing their professional skills through various professional development activities. Gil was expanding his experience and knowledge while traveling on sabbatical and working on new Argumentation textbook. Lisette was contributing to the Outcomes Committee. Jeannette was working on First-Year seminar committee and is currently on her sabatical. Grants was involved in debate activites on campus and nationwide assisting with both collegiate and high school forensics competitions.

Instructional Programs Only: Curriculum Progress

With the addition of SPCH 150 to Curriculum the only change was removal of SPCH 111 and SPCH 112 from courses offered due to streamlining of SPCH 110.

Long Term Plan Progress

Consider the program since the last program review, approximately six years ago, and address progress towards past goals, objectives, and long-term plans.

Accomplishments

In 2018 Grant was awarded Collin Taylor Coach of the Year Award for Forensics at 2018 Phi Rho Pi National Competition.

Additional Information

Not at this time

4. Program Outcomes

4.1 PROGRAM OUTCOME STATEMENTS

Speech Program Outcomes

Students will demonstrate an understanding of Communication Studies concepts.

Mapping

No Mapping

Students will demonstrate competency in oral communication.

Mapping

No Mapping

Students will be proficient in their undestanding and application of critical thinking as it relates to communication.

Mapping

No Mapping

4.2 PROGRAM OUTCOMES ASSESSMENT

Measures

Speech Program Objectives 20-21

Outcome

Outcome: Expand online speech courses
Increase online SPCH offerings, recommended 2 fully online for SPCH 100, 2 fully online for SPCH 101s; explore an online SPCH 140 course. CSU's allowing for oral communication courses to be offered in multiple modalities has increased the program's need to offer now transferable SPCH courses. This objective was ranked as the highest priority in an internal survey of the Rio Hondo Speech faculty.

Measure: Expanding of online Speech Courses	
Details/Description:	Covid non-withstanding 1. SPCH 100, and SPCH 150 offered online 2. SPCH 140 conversion to online delivery 3. SPCH 101 transfer from hybrid to fully online
Acceptable Standard:	Completion of 3 of the courses
Ideal Standard:	Completion of online offering for all courses

Outcome: Increase support of Forensics Speech and Debate

Measure: Increased Support of Forensics Speech and Debate	
Details/Description:	1. Increased funding. 2. Increased competition 3. Increased coaching staff
Acceptable Standard:	One to eight coaching ratio.
Ideal Standard:	To one to four coach ratio

Outcome: Offer additional debate (SPCH 140) courses

There are 3 required courses that students must complete to attain a Communication Studies AA-T degree: SPCH 100, SPCH 101, and SPCH 140. Last year, the department offered the following amounts of sections:
SPCH 101 = 91
SPCH 100 = 15
SPCH 140 = 8

This could contribute to the recent decline in Communication Studies AA-T degrees (2017/18), although the degrees awarded increased back to 21 in 2018/19, it's likely that students are not able to complete their degree because the offerings of this course are too limited. Thus the program should increase it's offering of SPCH 140 to at least one every session, and at least 5 in the Fall and 5 in the Spring (same as SPCH 100).
This is also important if in the future, degrees awarded is part of the college's funding formula. An internal faculty survey suggest that this is one of the highest priorities among faculty.

Measure: Offering additional SPCH 140 Courses	
Details/Description:	SPCH 140 can give increased number of degrees offered.
Acceptable Standard:	Meaningful 10% increase in degrees awarded.
Ideal Standard:	15% increase in degrees awarded

Outcome: Create an online list-serve for Com Studies students

The Speech department has a need to inform Communication Studies students about open classes, related events such its Forensics Debate team. The department could benefit from being able to reach out to this student group. The department would then be able to quickly let students know about its programs (Forensics), special communication related events, open or new courses, and transfer information pertinent to those Com Studies majors.

Measure: Readily available Updating List-serve	
Details/Description:	1. Offer students direct communication with the department 2. Have continued updated course offerings and class openings

3. Speech communication events
4. Transfer information relevant to Com Studies Majors.
5. Forensics recruitment/tournament information

Acceptable Standard: Completion of 2 of the set goals

Ideal Standard: Completion of all set goals.

Outcome: Examine and add to the Speech Curriculum

The speech department is examining the adding to it's curriculum including adding a possible Organizational Com course, Honors courses for SPCH 100 and SPCH 140, and other areas in it's discipline. This area is still in the process of exploration to see it's Com Studies student impact, but the department is actively exploring additions.

Measure: Examine and Add to Curriculum

Details/Description: 1. Expand class offerings to include Small Group, Organizational, Rhetorics and Communication Theory courses.

Acceptable Standard: To add at least one of the courses to Speech Curriculum

Ideal Standard: To add all three.

4.3 PROGRAM OUTCOMES ASSESSMENT FINDINGS

Finding per Measure

Speech Program Objectives 20-21

Outcome

Outcome: Expand online speech courses

Increase online SPCH offerings, recommended 2 fully online for SPCH 100, 2 fully online for SPCH 101s; explore an online SPCH 140 course. CSU's allowing for oral communication courses to be offered in multiple modalities has increased the program's need to offer now transferable SPCH courses. This objective was ranked as the highest priority in an internal survey of the Rio Hondo Speech faculty.

Measure: Expanding of online Speech Courses

Details/Description: Covid non-withstanding
1. SPCH 100, and SPCH 150 offered online
2. SPCH 140 conversion to online delivery
3. SPCH 101 transfer from hybrid to fully online

Acceptable Standard: Completion of 3 of the courses

Ideal Standard: Completion of online offering for all courses

Findings for Expanding of online Speech Courses

Summary of Findings: Both SPCH 100 and SPCH 150 have been a success as they give students access to classes for speedier completion. Although implementation of these courses in this format is new subsequent data will give us a better understanding of the utility of offering said courses online.

Another observation in success and retention is the student success in SPCH 150 Intercultural communication. The student success rates for SPCH 150 were at 66.7% in 2017, and by 2020 the success rates had climbed to 90.6%. This success increase comes from the faculty's development of this relatively new course; and speculatively, the course may be benefiting from online instruction. On-campus offerings of intercultural communication may be far more stressful, giving the content takes on sensitive issues of race and culture. Offering the course online may be providing students more comfort is discussion of such emotionally laden areas. However, hard as it may be, on-campus offerings of intercultural communication are likely to help the students understand and manage communication issues surrounding the sensitive area of culture.

Results :   Acceptable Standard Achievement: Exceeded

Recommendations: Currently Department is focused on data gathering to insure that program expansion continues and functions in its service to students.

Outcome: Increase support of Forensics Speech and Debate

Measure: Increased Support of Forensics Speech and Debate

Details/Description: 1. Increased funding.
2. Increased competition
3. Increased coaching staff

Acceptable Standard: One to eight coaching ratio.

Ideal Standard: To one to four coach ratio

Findings for Increased Support of Forensics Speech and Debate

Summary of Findings: In the last 6 years Forensics program has grown exponentially. Average number of students per semester is 42. There are 3 part time coaches assisting with running the program and Rio Hondo Speech and Debate competes at 22 local, State and National competitions. Culmination of success was Rio Hondo Forensics Team finishing with gold medal and capturing 1st place for team debate at 2019 Phi Rho Pi National Championship. Although professional/coaching assistance has increased, the funding component remains the same $23,300. Which further limits expansion for both the program and the students.

Results :	Acceptable Standard Achievement: Exceeded
Recommendations:	Another full time forensics coach alongside with current coordinator and 3 part-time coaches can allow for continued and sustainable growth. More consistent funding mechanism is needed with comparable program budgets at $50K.

Outcome: Offer additional debate (SPCH 140) courses

There are 3 required courses that students must complete to attain a Communication Studies AA-T degree: SPCH 100, SPCH 101, and SPCH 140. Last year, the department offered the following amounts of sections:
SPCH 101 = 91
SPCH 100 = 15
SPCH 140 = 8

This could contribute to the recent decline in Communication Studies AA-T degrees (2017/18), although the degrees awarded increased back to 21 in 2018/19, it's likely that students are not able to complete their degree because the offerings of this course are too limited. Thus the program should increase it's offering of SPCH 140 to at least one every session, and at least 5 in the Fall and 5 in the Spring (same as SPCH 100).
This is also important if in the future, degrees awarded is part of the college's funding formula. An internal faculty survey suggest that this is one of the highest priorities among faculty.

Measure: Offering additional SPCH 140 Courses	
Details/Description:	SPCH 140 can give increased number of degrees offered.
Acceptable Standard:	Meaningful 10% increase in degrees awarded.
Ideal Standard:	15% increase in degrees awarded

Findings for Offering additional SPCH 140 Courses	
Summary of Findings:	Lack of SPCH 140 makes it be in deficiency compared to other degree completion required courses. SPCH 101 = 91 SPCH 100 = 15 SPCH 140 = 8 The success and retention rates have been steady and positive (80-95%) over the last four years. Some notable variance has been the increase in retention for SPCH 140 argumentation and debate courses. In 2016 the retention rates for SPCH 140 were 86.2% and by 2020 the retention rates were 97.8%. This positive change could be seen in the college's commitment to a strong debate program and high instructional immediacy behaviors.
Results :	Acceptable Standard Achievement: Met
Recommendations:	In order to facilitate degree completion continued increased offerings for

additional courses can in fact lead to higher rate of completion.

Outcome: Create an online list-serve for Com Studies students

The Speech department has a need to inform Communication Studies students about open classes, related events such its Forensics Debate team. The department could benefit from being able to reach out to this student group. The department would then be able to quickly let students know about its programs (Forensics), special communication related events, open or new courses, and transfer information pertinent to those Com Studies majors.

Measure: Readily available Updating List-serve

Details/Description:	1. Offer students direct communication with the department 2. Have continued updated course offerings and class openings 3. Speech communication events 4. Transfer information relevant to Com Studies Majors. 5. Forensics recruitment/tournament information
Acceptable Standard:	Completion of 2 of the set goals
Ideal Standard:	Completion of all set goals.

Findings for Readily available Updating List-serve

No Findings Added

Outcome: Examine and add to the Speech Curriculum

The speech department is examining the adding to it's curriculum including adding a possible Organizational Com course, Honors courses for SPCH 100 and SPCH 140, and other areas in it's discipline. This area is still in the process of exploration to see it's Com Studies student impact, but the department is actively exploring additions.

Measure: Examine and Add to Curriculum

Details/Description:	1. Expand class offerings to include Small Group, Organizational, Rhetorics and Communication Theory courses.
Acceptable Standard:	To add at least one of the courses to Speech Curriculum
Ideal Standard:	To add all three.

Findings for Examine and Add to Curriculum

Summary of Findings:	A comparison to neighboring comparable colleges, creates a far clearer picture. Overall, degrees awarded are significantly lower than those comparable

colleges. The below figure details the awards for comparable colleges. Said courses are offered in comparable colleges.

Results :   Acceptable Standard Achievement: Met

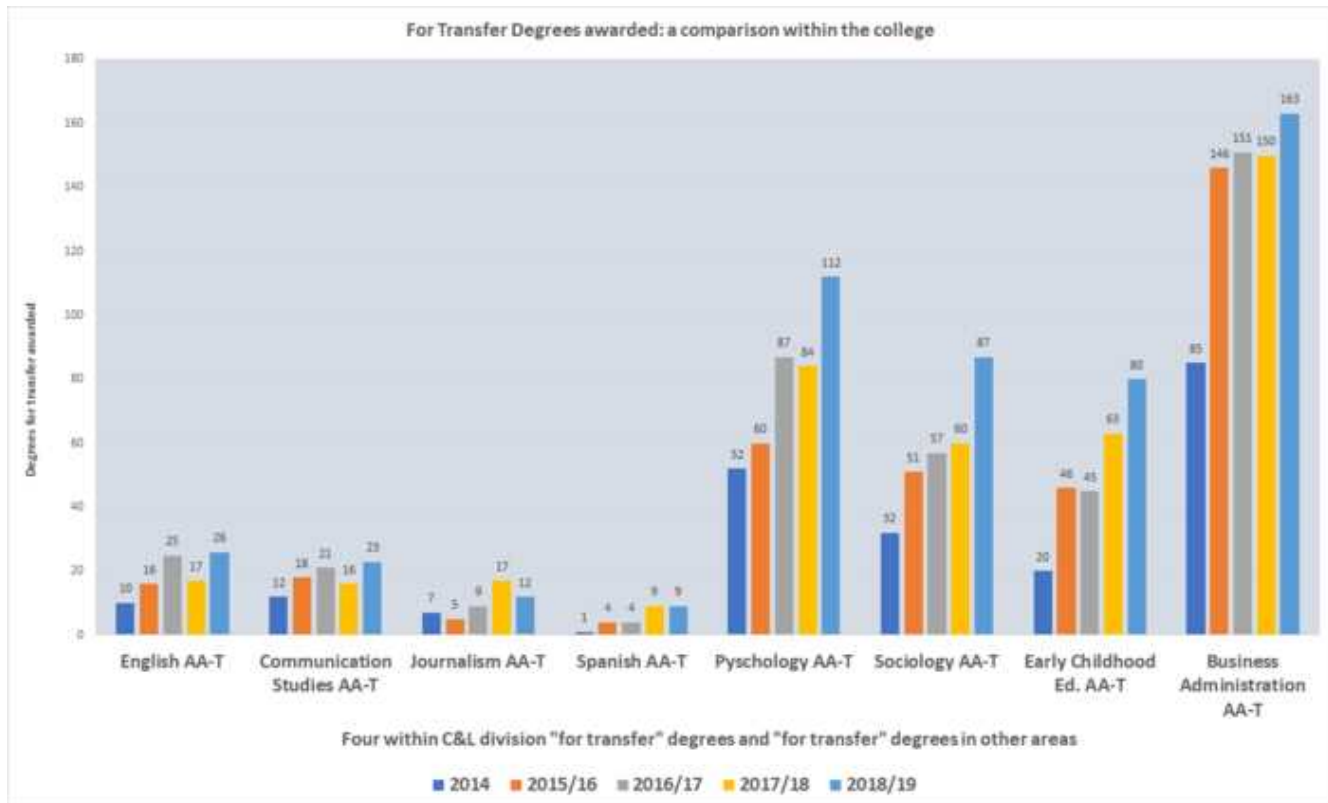**Recommendations:**   Increased classes to expand Speech Curriculum.

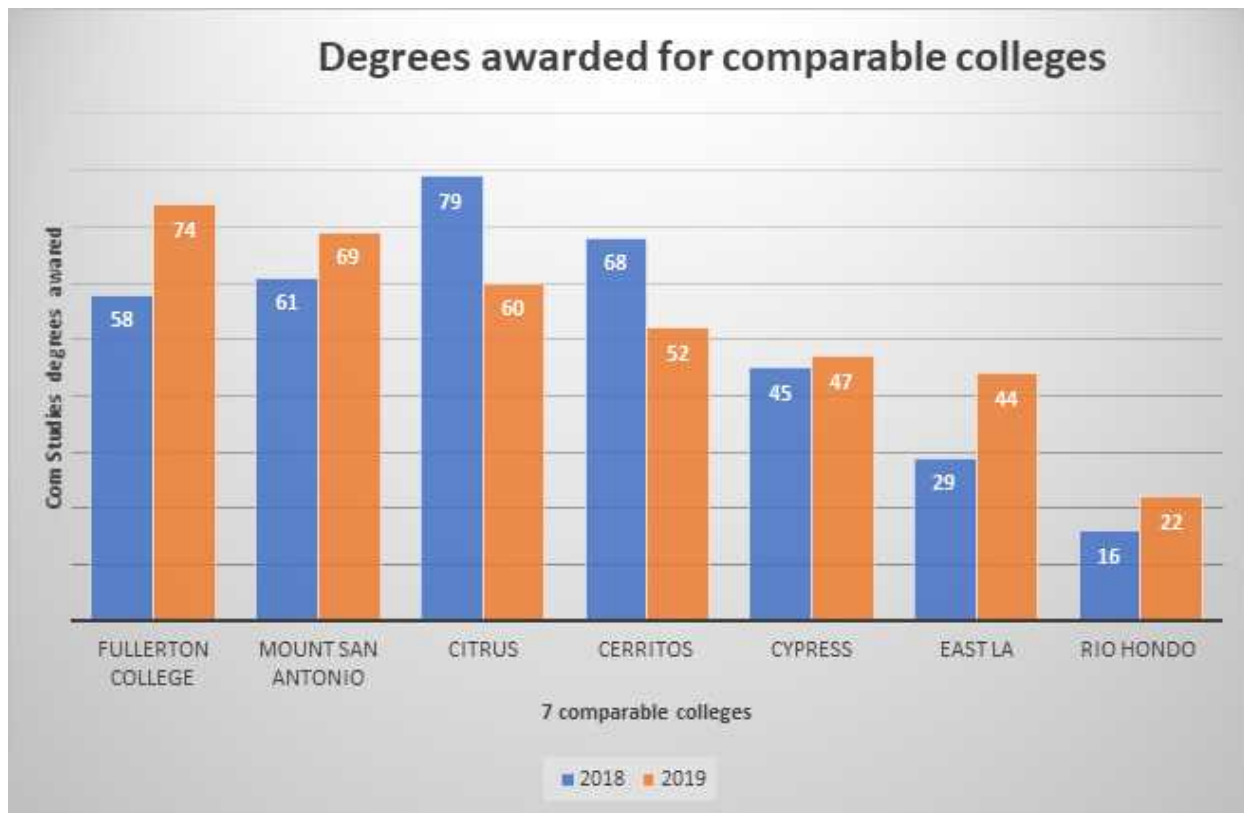# 5. Data Analysis

5.1 DATA ANALYSIS

How many students are completing our program?

Rio Hondo College's Speech department offers one degree: a Communication Studies for Transfer degree (referred to here as an ADT). Within the college, it can be speculated that there is an acceptable amount of degree attainment, but to understand the trends the college's degree awards in Speech are the lowest amount among comparable colleges.

Within college analysis: Across disciplines at Rio Hondo College, Communication Studies for Transfer (referred to as degrees in Speech) for the year 2018/19 is 22 (Chancellor's Office data) or 23 (Rio Hondo data). For 2019/20, AA-T degrees in Speech are 27. There are four "for Transfer" degrees that appear in the institutional planning data: English for Transfer, Communication Studies for Transfer, Journalism for Transfer, and Spanish for Transfer; there respective degree awards are noted in the figure below. Within the college, there are several high performing "for transfer" programs which attained 80 or more degrees: Business Administration, Psychology, Sociology, and Early Childhood Education, these degrees are also noted in figure 1 below. Within the Communication and Languages Division, degrees in Speech are at a somewhat high level. Outside of the Communications and Languages division, degrees in Speech are not in the relatively low level.

A comparison to neighboring comparable colleges, creates a far clearer picture. Overall, degrees awarded are significantly lower than those comparable colleges. The below figure details the awards for comparable colleges. The "comparables" are based on size of the college, and Communication Studies for Transfer degree awards only.

Degrees awarded for comparable colleges

What have the student success and retention rates been in speech courses from 2016-2019?

The success and retention rates have been steady and positive (80-95%) over the last four years. Some notable variance has been the increase in retention for SPCH 140 argumentation and debate courses. In 2016 the retention rates for SPCH 140 were 86.2% and by 2020 the retention rates were 97.8%. This positive change could be seen in the college's commitment to a strong debate program and high instructional immediacy behaviors. High immediacy has been consistently correlated with high retention, and I suspect with a course in argumentation, instructional supportive guidance is critical to offset the anxiety and ego centric stress that accompanys a debate class.

Another observation in success and retention is the student success in SPCH 150 Intercultural communication. The student success rates for SPCH 150 were at 66.7% in 2017, and by 2020 the success rates had climbed to 90.6%. This succees increase comes from the faculty's development of this relatively new course; and speculatively, the course may be benefiting from online instruction. On-campus offerings of intercultural communication may be far more stressful, giving the content takes on sensitive issues of race and culture. Offering the course online may be providing students more comfort is discussion of such emotionally laden areas. However, hard as it may be, on-campus offerings of intercultural communication are likely to help the students understand and manage communication issues surrounding the sensitive area of culture.

Finally, some success and retention rate observations of SPCH 101 public speaking. Student retention rates for SPCH 101 over the last five years have been steady and good. Student success rates for SPCH 101 have been between 73%-77% from 2016-1019, and climbed to 84.6% in 2020. The increase to 85% may be an anomaly based on the modality during that time. Student success rates in the mid 70% range, indicate that there should more focus on ensuring we understand and respond to the causality of these success rates.

Analysis of other performance factors:

The full-time and part-time instruction is at a medium range of approximately 50%/50% respectively. Even with FT drops, these are attributable to Full Time sabbatical assignments (i.e., three in the last four years). The "Fill rates" are generally at a medium level, although during Spring semester, fill rates tend to be consistently higher than in Fall semesters.

Overall, the speech program is doing slightly above average if the evaluation is done based on within campus analysis. If the analysis is done based on speech programs in the six comparable colleges, the speech program is performing below average. As the college embarks on a look at campus equity, the issue of how we compare to other comparable colleges seems pertainant.

6. Strengths & Weaknesses

6.1 STRENGTHS

> **File Attachments:**
>
> 1. **Strengths.docx** (See appendix)

6.2 WEAKNESSES

> **File Attachments:**
>
> 1. **Weaknesses.docx** (See appendix)

7. Long Term Plan

7.1 LONG TERM PLAN

1. **Curriculum additions**: Add two courses to the Speech offerings: Small Group Communication and an Honors course in Interpersonal Communication. Adding online offerings. Comparable community college speech courses are offered in the online modality. Rio Hondo is in the process of adding online modes for its courses. The program values its on-campus offerings but envisions a future with both modalities.

2. **Improved marketing and communication of the speech department:** The department would benefit from a List-serve of Rio Hondo Communication Studies students, being able to keep the division/dept. website upgraded and updated, highlighting forensics achievements, showing open courses, etc.): The Speech department has a need to inform Communication Studies students to be fully aware of speech related events such as tournaments and showcase events related to its championship forensics debate team. Further other practical communication like open classes and guest speakers, etc. need to be accessible in our digital environment. The department could benefit from being able to reach out to this student group. The department would then be able to quickly let students know about its programs (Forensics), special communication related events, open or new courses, and transfer information pertinent to those Communication Studies majors.

3. **Intramural competition on campus:** Support for continuation of intramural competition that allows communication competition for all students in Public Speaking courses.

4. **Offer more one-on-one communication related faculty assistance** (Ongoing - This is an ongoing effort. Most full-time faculty engage in out of classroom support for students, forensics and speech and debate offer workshops and small competitions for students to hone their public speaking skills. Increased presence of Speech faculty for student assistance in WRC.

5. **Increase Forensics budget**: Forensics Speech and Debate has a current Annual ASO Budget of $23,300. To achieve competitive parity, we need more Nationals and special student earned competition opportunities (we currently send our students to ¼ of the National level tournaments). We need a separate Nationals' travel budget ($15,000), a judging stipend ($10,000) per semester.

6. **Space Allocation:** Practice/Labs are held in A222 which has 28 students max capacity, though the program serves over 50 students per semester. With full squad present, we resorted to requesting alternative accommodations

7. **Forensics staff support:** Currently there is only one full-time faculty responsible for the Forensics Speech and Debate Program. In the last year three additional paid coaches were hired to assist with the growing needs of the Forensics Speech and Debate Team. The program needs to continue and increase the number of coaches and paid adjuncts. Coaches are imperative in assisting with labs, coaching and covering judging committments for Rio Hondo Team. A traditional model of forensics operates with 1 to 4 ratio of one coach to four students. Rio Hondo has one full-time faculty and three part-time coaches for a team of 50 plus students. In the last 2 years the number of students enrolled has increased. Here is a list of competing schools' budgets and staff which is significantly higher than Rio's:

   a) LACC - $40K 2Full Time

   b) IVC - $35K 3 Full Time

   c) El Camino - $38K+3 Full Time coaches

   d) OCC - $55K+4 Full coaches

8. **Explore speech ceritificates:** (The Academic Certificate (AC) in Communication Competence in the Workplace is an interdisciplinary program of study that provides intensive study of written and oral communication skills in different contexts including interpersonal communication, small group interaction, team-building, problem solving, public speaking and presentation skills, conflict resolution, assertiveness, and leadership. Students develop skills to enhance their professional, social, and personal interactions, and become more competitive and effective in the workforce.).

8. Submission Area

8.1 SUBMISSION

Appendix

A. **Strengths.docx** (Word Document (Open XML))
B. **Weaknesses.docx** (Word Document (Open XML))