3. Outcomes

3.1 Instructional Programs - Course Outcomes

File Attachments:

1. **EDEV 021 and EDEV 021L Six-Year_Course_Outcomes_Assessment_Timeline_Fall_2019.pdf** (See appendix)

2. **EDEV 021 Closing the Loop Outcomes DSPS Program Plan.pdf** (See appendix)

3. **EDEV 021L Closing the Loop Outcomes 2020-2021 DSPS Program Plan.pdf** (See appendix)

4. **EDEV 027 & 027L - Six-Year_Course_Outcomes_Assessment_Timeline_Fall_2019.pdf** (See appendix)

5. **EDEV 027- Closing the Loop Outcomes 2020-2021 DSPS Program Plan.pdf** (See appendix)

6. **EDEV 027L- Closing the Loop Outcomes 2020-2021 DSPS Program Plan.pdf** (See appendix)

7. **EDEV 033A 033B Closing the Loop Outcomes 2020-2021 DSPS Program Plan.pdf** (See appendix)

8. **EDEV 101 - Closing the Loop Outcomes 2020-2021 DSPS Program Plan.pdf** (See appendix)

9. **EDEV 101 and EDEV 151 –Six-Year_Course_Outcomes_Assessment_Timeline_Fall_2019.pdf** (See appendix)

10. **EDEV 151- Closing the Loop Outcomes 2020-2021 DSPS Program Plan.pdf** (See appendix)

11. **EDEV 33A 33BSix-Year_Course_Outcomes_Assessment_Timeline_Fall_2019.pdf** (See appendix)

12. **EDEV030 Closing the Loop Doc.PDF** (See appendix)

13. **EDEV030W Closing the Loop Doc.pdf** (See appendix)

14. **EDEV134 closing loop 2020.pdf** (See appendix)

15. **EDEV134 Closing the Loop Doc.pdf** (See appendix)

16. **EDEV30 Six-Year_Timeline_Fall_2019.pdf** (See appendix)

3.2 Program Outcomes

DSPS Program Outcomes	
Outcome	
Outcome	**Mapping**
DSPS Services Outcome After "Intake," qualified students	No Mapping

with disabilities will utilize at least one DSPS core service each term.

Placement into EDEV Courses (Math/English)
With the implementation of AB 705 DSPS are struggling to pass college level math and English. Utilizing the interactive process counselors, in addition to reviewing transcripts, will engage in a meaningful discussion with DSPS students to determine if beginning in college level math or English classes is realistic. If it is determined the student the student requires additional support, they will be placed into a EDEV course that will support their area of need.

No Mapping

EDEV Course Pre/Post Assessment
In accordance to new standards for DSPS programs. Students enrolled in EDEV courses must now be given a pre/post assessment, and their progress must be reported. DSPS faculty instructors will provide a pre/post assessment for all students and at the end of the semester report the progress of each student and this must be recorded in their notes. All EDEV courses are now to be considered and listed as an academic accommodation.

No Mapping

3.3 Non-Instructional Program Outcomes Assessment

Measures

DSPS Program Outcomes

Outcome

Outcome: DSPS Services Outcome

After "Intake," qualified students with disabilities will utilize at least one DSPS core service each term.

▼   **Measure:** Student contact
Other level Direct - Student Artifact

Details/Description:	All DSPS students will meet with a counselor at least once during the semester to ensure connection to services and to request accommodations.
Acceptable Standard:	Students meet with at least one DSPS staff person to request accommodations, make a testing accommodation, or to receive services.
Ideal Standard:	All DSPS students will meet with a counselor at least once during the semester, use their accommodations to the fullest extent, and make test appointments in a timely manner.
Key/Responsible Personnel:	All DSPS counselors and staff

Outcome: Placement into EDEV Courses (Math/English)

With the implementation of AB 705 DSPS are struggling to pass college level math and English. Utilizing the interactive process counselors, in addition to reviewing transcripts, will engage in a meaningful discussion with DSPS students to determine if beginning in college level math or English classes is realistic. If it is determined the student the student requires additional support, they will be placed into a EDEV course that will support their area of need.

▼   **Measure:** EDEV Course Placement
Course level Direct - Other

Details/Description:	In alignment with AB705, DSPS students who are ready for college level math/English will be placed in these courses with support sections. Those who are not skill ready for such courses will be encouraged to enroll in EDEV courses that focus on building, literacy, writing and math skills.
Acceptable Standard:	DSPS who after the interactive process, and transcript evaluation are found to not be ready for college level math/English courses will enroll in or have on their ed-plan EDEV courses that will help build their skills in preparation for college level courses.
Ideal Standard:	DSPS who after the interactive process, and transcript evaluation are found to not be ready for college level math/English courses will enroll in or have on their ed-plan EDEV courses that will help build their skills in preparation for college level courses. The ideal standard would include various sections of these courses as they are capped at 25 students max.
Key/Responsible Personnel:	DSPS Faculty Counselors.

Outcome: EDEV Course Pre/Post Assessment

In accordance to new standards for DSPS programs. Students enrolled in EDEV courses must now be given a pre/post assessment, and their progress must be reported. DSPS faculty instructors will provide a pre/post assessment for all students and at the end of the semester report the progress of each student and this must be recorded in their notes. All EDEV courses are now to be considered and listed as an academic accommodation.

▼ **Measure:** Pre/Post Assessment for EDEV Courses

Course level Direct - Student Artifact

Details/Description:	DSPS students enrolled in EDEV courses must take a pre/post assessment to measure their improvement and progress in the course.
Acceptable Standard:	DSPS students enrolled in EDEV courses must take a pre/post assessment to measure their improvement and progress in the course. All EDEV courses must be documented as an accommodation and students must demonstrate measurable progress.
Ideal Standard:	DSPS students enrolled in EDEV courses must take a pre/post assessment to measure their improvement and progress in the course. All EDEV courses must be documented as an accommodation and students must demonstrate measurable progress. In addition, this progress must be documented in the notes kept on each student.
Key/Responsible Personnel:	DSPS faculty and Director.

3.4 Non-Instructional Outcome Findings

Finding per Measure

DSPS Program Outcomes

Outcome

Outcome: DSPS Services Outcome
After "Intake," qualified students with disabilities will utilize at least one DSPS core service each term.

▼ **Measure:** Student contact

Other level Direct - Student Artifact

Details/Description:	All DSPS students will meet with a counselor at least once during the semester to ensure connection to services and to request accommodations.
Acceptable Standard:	Students meet with at least one DSPS staff person to request accommodations, make a testing accommodation, or to receive services.
Ideal Standard:	All DSPS students will meet with a counselor at least once during the semester, use their accommodations to the fullest extent, and make test appointments in a timely manner.
Key/Responsible Personnel:	All DSPS counselors and staff

Findings for Student contact

Summary of Findings: Findings will be reported next year

Recommendations:

Reflections/Notes:

These Findings are associated with the following Actions:

Full-Time Classified Request
(5.3 Full-Time Classified Request;
5. Program Objectives & Resource Requests)

Part-Time Position Request

(5.4 Full-Time
Administrator
Request; 5. Program
Objectives &
Resource Requests)

Outcome: Placement into EDEV Courses (Math/English)

With the implementation of AB 705 DSPS are struggling to pass college level math and English. Utilizing the interactive process counselors, in addition to reviewing transcripts, will engage in a meaningful discussion with DSPS students to determine if beginning in college level math or English classes is realistic. If it is determined the student the student requires additional support, they will be placed into a EDEV course that will support their area of need.

▼   **Measure:** EDEV Course Placement
Course level Direct - Other

Details/Description: In alignment with AB705, DSPS students who are ready for college level math/English will be placed in these courses with support sections. Those who are not skill ready for such courses will be encouraged to enroll in EDEV courses that focus on building, literacy, writing and math skills.

Acceptable Standard: DSPS who after the interactive process, and transcript evaluation are found to not be ready for college level math/English courses will enroll in or have on their ed-plan EDEV courses that will help build their skills in preparation for college level courses.

Ideal Standard: DSPS who after the interactive process, and transcript evaluation are found to not be ready for college level math/English courses will enroll in or have on their ed-plan EDEV courses that will help build their skills in preparation for college level courses. The ideal standard would include various sections of these courses as they are capped at 25 students max.

Key/Responsible Personnel: DSPS Faculty Counselors.

Findings for EDEV Course Placement

Summary of Findings: Findings will be reported next year

Recommendations:

Reflections/Notes:

These Findings are associated with the following Actions:

Full-Time Faculty Request (5.2 Full-Time Faculty Request; 5. Program Objectives & Resource Requests)

Outcome: EDEV Course Pre/Post Assessment
In accordance to new standards for DSPS programs. Students enrolled in EDEV courses must now be given a pre/post assessment, and their progress must be reported. DSPS

faculty instructors will provide a pre/post assessment for all students and at the end of the semester report the progress of each student and this must be recorded in their notes. All EDEV courses are now to be considered and listed as an academic accommodation.

▼ **Measure:** Pre/Post Assessment for EDEV Courses
Course level Direct - Student Artifact

Details/Description:	DSPS students enrolled in EDEV courses must take a pre/post assessment to measure their improvement and progress in the course.
Acceptable Standard:	DSPS students enrolled in EDEV courses must take a pre/post assessment to measure their improvement and progress in the course. All EDEV courses must be documented as an accommodation and students must demonstrate measurable progress.
Ideal Standard:	DSPS students enrolled in EDEV courses must take a pre/post assessment to measure their improvement and progress in the course. All EDEV courses must be documented as an accommodation and students must demonstrate measurable progress. In addition, this progress must be documented in the notes kept on each student.
Key/Responsible Personnel:	DSPS faculty and Director.

Findings for Pre/Post Assessment for EDEV Courses

Summary of Findings: Findings will be reported next year

Recommendations:

Reflections/Notes:

These Findings are

associated with the following Actions:

Full-Time Faculty Request
(5.2 Full-Time Faculty Request; 5. Program Objectives & Resource Requests)

4. Data Analysis

4.1 Data Analysis

DSPS Data:

Counseling appointments: 2018-1686; 2019 -1650

Drop-in Counseling appointments : 2018-214 ; 2019-427

Alt Media Request/Appointments: 2018 -73 ; 2019- 98

Learning Disability Appointments/Testing: 2018-239 ; 2019- 187

DSPS Student Degrees and Certificate AA/AS Earnings: 2016/2017-69 ; 2017-2018-57

DSPS Student Degrees and Certificate ADT Earnings: 2016/2017-24 ; 2017-2018-33

Course success and retention in EDEV Courses:

2017-2018 = 75.6%

2018-2019= 76.7%

3. Outcomes

3.2 Program Outcomes

Marketing & Communications Action Plan 2019-2020

Objective

Objective	Mapping
Implement Year 2 of 2 of the Marketing & Communications Plan by Fall 2020 Increase external visibility of the Rio Hondo College brand by growing our investment in outdoor advertisement and creating community banners.	**Institutional Goals & Objectives:** Objective 2.4
Increase traffic to the Rio Hondo College website by 2% by Fall 2020 The number of visits and visitors to our website, reported as sessions and users. Most often referencing the number of visits (sessions) to our website.	**Institutional Goals & Objectives:** Objective 2.4
Increase website Accessibility Score to 70 by Fall 2020 Accessibility refers to the website design and content that is accessible for people who experience disabilities. The reason website Accessibility is important is because the internet is an increasingly essential resource in education; thus, it is vital that the College website be accessible to all in order to provide equal access and equal opportunity to people with	**Institutional Goals & Objectives:** Objective 2.4

disabilities. Our Accessibility
Score increased from 63.3 to 69.1
from Oct. 31, 2017 to Nov. 19,
2018. Our objective is to surpass
the education industry standard of
69.9.

Increase social media brand awareness by increasing the number of net followers on the College's social media platforms by Fall 2020. Increase Facebook by 130 net followers. Increase Instagram by 200 net followers. Increase Twitter by 170 net followers. Increase Snapchat by 400 followers.	**Institutional Goals & Objectives:** Objective 2.4
Identify a more conducive and spacious office environment by Fall 2018. *Marked obsolete by Ruth Flores Retana on 11/19/2018 4:44:28 pm PDT*	**Institutional Goals & Objectives:** Objective 2.4

3.3 Non-Instructional Program Outcomes Assessment

3.4 Non-Instructional Outcome Findings

4. Data Analysis

📝 4.1 Data Analysis

> **File Attachments:**
>
> 1. **Ads Brochures Flyers Banners 2018-19.doc** (See appendix)
> ....
> 2. **Arts Instructional KDA 2018-19.docx** (See appendix)
> ....
> 3. **Facebook Instagram Ads Google Analytics 2018-19.xlsx** (See appendix)
> ....

The Marketing and Communications Department is dedicated to communicating information about Rio Hondo College to a multitude of audiences by using a wide range of multiple communication platforms, media and public relations services, design and production services, and digital/social media platforms. There has been a growing demand for these variety of services as well as an increase in the supply of different marketing resources. Service requests from our campus clients have been tracked since August of 2008, with an annual average of 125 requests from 2008 to 2010, an annual average of 202 requests from 2011 to 2013, an average of 335 requests from 2014 to 2016, an average of 450 from 2017 to 2019 -- see attached lists of just ads, brochures, flyers, banners, logo requests, etc., which does not include the requests for talking points, e-Messenger sent to All Staff on a weekly basis, photo and video requests for campus events, etc.).

Staff resources are used at capacity to meet the growing demand for marketing and communication services, including website maintenance, upgrades, and updates. Other requests must be outsourced at additional expense in order to meet the needs of Rio Hondo College as well as client's requests and timelines. The Marketing and Communications Department also fills multiple requests for video and photography services.

The Marketing and Communications Department continues to elevate Rio Hondo College's image and reputation by placing the College's programs and student success stories in the news through earned media in local, regional and national outlets; targeted paid advertisements; social media marketing; on our user-friendly website; and, with targeted community outreach and school district partnerships.

The Marketing and Communications Department (hereinafter referred to as "the Department") measures its performance by the quantity, quality, timeliness, and effectiveness of the wide range of marketing products and services it produces, which include:

*Media advisories and press releases produced and distributed to the media. These are assessed on a monthly and annual basis. In 2018-19, the Department produced and distributed 105 advisories and releases, compared to the average 80 in previous years.

*News articles on Rio Hondo College covered by local, regional, and national media outlets as a direct result of the Department's media efforts. These are distributed to All Staff by email shortly after the articles are published. In 2018-19, there were 125 news articles covered by the media, compared to the average 110 in previous years.

*President's Update e-newsletter created and distributed to a listserv of community members and stakeholders on a monthly basis. The e-newsletter was created in 2011 to share the College's ongoing

academic programs, student services, events, awards, and achievements. In 2015-16, the Department began to analyze how many times the recipients of the e-newsletters open the monthly newsletter to gauge its effectiveness. In comparing the open rate of the President's Update e-newsletter of 20.61% with the industry standard of 17.85%, we are performing 2.76% above the industry average, which is a significant amount in open rate statistics.

*Social media followers are assessed on a monthly and annual basis. As background, the birth of Rio Hondo College's social media presence was in 2013-14; thus, the first date we have social media data for is from July 17, 2014, where we had 4,842 Facebook followers, 348 Twitter followers, and 390 Instagram followers. Compared to the number of social media followers recorded on June 30, 2019 as follows: 8,832 on Facebook, 1,856 on Twitter, 3, 701 on Instagram, and 19,543 on LinkedIn (the first year we began to measure LinkedIn was last year in 2018). For a review of these social media comparisons with the numbers from July 1, 2018 see "Facebook Instagram Ads Google Analytics" attachment.

*The quantity and quality of engagement on social media has also been assessed on a monthly basis. For example, elected officials, media reporters, and board of trustees have liked our posts and have shared our posts with their influential circle of social media friends, which are in the thousands. These influential followers have also commented on many of our posts.

*The quality of paid advertisements to reach target audiences are assessed on an ongoing basis. These are measured with the Google analytics of the website traffic by our Web Developer, and also by the number of phone calls an increase in enrollment to specific departments that are included in targeted ads.

With the success of media stories, advertising placements, social media marketing, and partnerships, a demand for both communication services and marketing products has increased from our campus clients, including photography and video services. Specifically, there has been a growth in demand by the College campus community for the Department to produce and edit videos, and shoot and edit photographs. There has also been a growth in demand for Rio Hondo College (RHC) outreach and promotional items.

Trends indicate that such requests will continue to rise due to the increase of College funded-initiatives and the far-reaching impacts of both traditional and digital media and online advertisements. The projects and initiatives reflect a wide range of marketing activities from social media marketing to design and production services. Staff resources are used at capacity to meet the growing marketing services requests, including the use of digital media, which innately requires photos and videos to be the most effective.

Due to the surrounding competition of local community colleges advertising in high visible places in our District, it is essential for Rio Hondo College to continue promoting its brand in high traffic areas such as on buses with bus signage and bus wraps; on bus shelters and benches; on large billboards along the 605 and 60 freeways; on poster panels throughout our District where residents live, work, shop, and play; and, on wall graphics where District residents frequent.

Also, due to the continuous breakdown of both campus marquees, the internal and external announcements of important events, deadlines, programs, and educational opportunities have been limited or non-existent due to the marquees blacking out. The marquee on Workman Mill Rd. is outdated, not modern, and not as appealing as those used at area community colleges -- our direct competitors.

The Rio Hondo College Marketing and Communications Department is comprised of a talented group of individuals charged with assisting the College with student recruitment and promotion of the College. Supported by college leadership with a budget and direction, the marketing team has been able to accomplish

many of their objectives. The Director seeks a proactive process with the flexibility to take advantage of unforeseen opportunities and issues that may arise during the year. According to the most recent Accreditation Commendations, our Department produces "quality publications that celebrate diversity, arts and culture."

With that said, the key strength of our Department is that we are an experienced and trained team who embrace and implement strong work ethics on a daily basis. We have comprehensive knowledge of campus operations and personnel. We genuinely display a high sense of camaraderie and teamwork among staff. We collaboratively work with other College departments, divisions, and programs. We are creative and proactive in developing relevant and updated marketing materials. We are responsive to time-sensitive communication requests by producing a quick turnaround on projects. We build robust relationships with external media sources, which includes digital media, Spanish-language, and Chinese-language media.

We share our professional expertise with interns, students, faculty, and staff. We engage in proactive crisis management. We establish a positive reputation for Rio Hondo College through media relations, social media publicity, marketing services, and event and outreach support.

The outdated campus marquee on Workman Mill Rd. does not allow for our College announcements to be as attractive and eye-grabbing as the other community colleges' digital and colorful marquees. In addition, both campus marquees continuously breakdown.

Increased expectations for video development and new media presence without having the staff resources needed to create and edit videos and post them on YouTube and other online platforms. The Department does not have the trained staff nor the equipment to meet this demand.

The Department has been requested multiple times, by a number of departments and divisions, to create videos for a spectrum of purposes ranging from outreach, community engagement, program promotion, student recruitment to even electronic greeting video cards. Unfortunately, the Department does not have the training, experience, nor the appropriate equipment to develop and edit such videos, which are essential in our current marketing world of social and digital media.

Nearby colleges that are heavily investing in top-dollar paid advertisements continue to give our College strong competition in terms of branding and recruitment. For example, Citrus College invested in a two-page color ad with Beacon Media, which costs $2,000 for just that one ad. Los Angeles Community College District spent more than $40,000 on an insert they included in the Sunday paper of the Los Angeles Times. We currently do not have this type of advertisement budget.

The average length of time interns are assigned to the Department for credit and/or work experience is only one semester, which requires new interns to be trained every semester.

Increased demands for overall marketing and graphic design production request from the growing campus-wide initiatives such as the Pathway to Law School, Student Success, Student Equity, Guided Pathways, Bachelor's Degree.

Increased demands for support of College-wide activities and events by the Outreach & Educational Partnerships Department.

Workload capacity issues generated by last minute requests from campus clients that include the development of marketing materials.

Increased requests for web maintenance and development of new web pages. The need to conduct analytic measurements of our website as the maintenance of quality assurance and accessibility -- see Google Analytics attachments, which is part of the Facebook and Instagram Ads attachment, reference above.

3. Outcomes

3.1 Instructional Programs - Course Outcomes

> **File Attachments:**
>
> 1. **GDSN_Six-Year_Course_Outcomes_Assessment_Timeline_Fall_2019.pdf** (See appendix)
> ....
> 2. **GDSN150_Closing_the_Loop.pdf** (See appendix)
> ....
> 3. **GDSN151_Closing_the_Loop.pdf** (See appendix)
> ....
> 4. **GDSN162_Closing_the_Loop.pdf** (See appendix)
> ....
> 5. **GDSN163_Closing_the_Loop.pdf** (See appendix)
> ....

3.2 Program Outcomes

No outcome sets attached

4. Data Analysis

4.1 Data Analysis

Enrollment trends such as FTES, fill rates, sections offered, and efficiency (FTES/FTEF)

- The graphic design program's fill rates were at an all time high of 97.3% for the last available data in Spring 2019. As we continue our outreach efforts and continue to offer sections in new time slots this should increase even more.
- FTES/FTEF efficiency is rising and at it's highest level in Spring 2019 of 483.6 approaching the 525.2 goal.
- We regularly offered 1 section for each of our 10 regularly scheduled courses up to the Spring of 2019 for a total of 10 sections. In the Fall of 2019 we are offering 13 sections of 9 courses.

Student achievement outcomes such as course success and retention and course success and retention by modality particularly as it concerns distance education

- Student retention rates are averaging at approx. 85%. We attribute this to the flexibility of our program in accommodating students with challenges such as transportation, child and elder care, work commitments and other obstacles to finishing a course of study. These challenges in our under served district continue to create obstacles to some students' ability to complete a course of study. We have worked diligently to provide students with extra materials (enhanced Canvas access complete with accessible video tutorials) available from off campus and additional resources (iMacs in the District Computer lab funded by outside grants).
- Student success rates are averaging at approx. 75%. We attribute this to the flexibility of our program in accommodating students with challenges such as transportation, child and elder care, work commitments and other obstacles to finishing a course of study. These challenges in our under served district continue to create obstacles to some students' ability to complete a course of study. We have worked diligently to provide students with extra materials (enhanced Canvas access complete with accessible video tutorials) available from off campus and additional resources (iMacs in the District Computer lab funded by outside grants).

Awards Note:

- The data table does not include the 2018-2019 term when we saw a sharp increase in awards particularly our Certificates of Achievement. We expect this trend to continue as more students are entering and completing our 2 Associates degrees and our 7 Certificates of Achievement.
- We noted that 12 awards from the obsolete Commercial Art program were not included in the data report. We have a number of students who started the program in the catalog year when these Commercial Art AS degrees were available.

Equity gaps in student achievement outcomes such as course success and retention.

- No equity gaps exist or can be identified at this time.

File Attachments:

1. **awards.png** (See appendix)

2. **fillRate.png** (See appendix)

3. **FTEF.png** (See appendix)

4. **FTES:FTEF.png** (See appendix)

5. **retention0819.png** (See appendix)

6. **Sucess.png** (See appendix)

3. Outcomes

3.1 ASSESSMENT TIMELINE AND CLOSING THE LOOP

File Attachments:

1. **CTL EDEV021 FALL 20.pdf** (See appendix)

2. **CTL EDEV030 FALL 20.pdf** (See appendix)

3. **CTL_Fall_2020_EDEV134.pdf** (See appendix)

4. **EDEV 021L CTL FALL 20.pdf** (See appendix)

5. **EDEV 101 CTL Fall 2020.pdf** (See appendix)

6. **EDEV 151 CTL Fall 2020.pdf** (See appendix)

7. **EDEV 27 CTL Fall 2020 updated.pdf** (See appendix)

8. **EDEV 27L CTL Fall 2020 updated.pdf** (See appendix)

9. **EDEV 33A CTL Fall 2020.pdf** (See appendix)

10. **EDEV 33B CTL Fall 2020.pdf** (See appendix)

3.2 PROGRAM OUTCOME STATEMENTS

DSPS Program Outcome Statements 2020

. DSPS Students will utilize at least one service per term

1. Qualified students with disabilities will utilize at least one DSPS core service each term. This ensures connection to department and services, keeps accommodations current and secures priority registration as a DSPS student.

Mapping

Institutional Goals and Objectives (Effective 2019-2020): 7.1 Increase Successful Course Completion Rate

Placement into EDEV Courses (Math/English)

With the implementation of AB 705 DSPS are struggling to pass college level math and English. Utilizing the interactive process counselors, in addition to reviewing transcripts, will engage in a meaningful discussion with DSPS students to determine if beginning in college level math or English classes is realistic. If it is determined the student the student requires additional support, they will be placed into an EDEV course that will support their area of need and focus on skill building to support the student in making progress toward taking college level math/English and connecting to a learning pathway.

Mapping

Institutional Goals and Objectives (Effective 2019-2020): 5.1 Equity - Increase Disabled Students Transfers

EDEV Course Pre/Post Assessment

In accordance to new standards for DSPS programs. Students enrolled in EDEV courses must now be given a pre/post assessment, and their progress must be reported. DSPS faculty instructors will provide a pre/post assessment for all students and at the end of the semester report the progress of each student and this must be recorded in their notes. All EDEV courses are now to be considered and listed as an academic accommodation.

Mapping

Institutional Goals and Objectives (Effective 2019-2020): 7.1 Increase Successful Course Completion Rate

3.3 NON-INSTRUCTIONAL PROGRAM OUTCOMES ASSESSMENT

Measures

DSPS Program Outcomes

Outcome

Outcome: DSPS Services Outcome

After "Intake," qualified students with disabilities will utilize at least one DSPS core service each term.

Measure: DSPS student will utilize one core service	
Details/Description:	. After initial intake appointment, qualified students with disabilities will utilize at least one DSPS core service each term and request their DSPS accommodations via AIM. Measured utilizing reports in AIM.
Acceptable Standard:	Students meet with at least one DSPS staff person per term and request theiro request their accommodations via AIM.
Ideal Standard:	All DSPS students will meet with a counselor at least once during the semester, use their accommodations to the fullest extent, and make test appointments in a timely manner.

Outcome: Placement into EDEV Courses (Math/English)

With the implementation of AB 705 DSPS are struggling to pass college level math and English. Utilizing the interactive process counselors, in addition to reviewing transcripts, will engage in a meaningful discussion with DSPS students to determine if beginning in college level math or English classes is realistic. If it is determined the student the student requires additional support, they will be placed into a EDEV course that will support their area of need.

Measure: EDEV Course Placement and Completion	
Details/Description:	In alignment with AB705, DSPS students who are ready for college level math/English will be placed in these courses with support sections. Those who are not skill ready for such courses will be encouraged to enroll in EDEV courses that

focus on building, literacy, writing and math skills.

Acceptable Standard:	80% of DSPS students enrolled in EDEV courses will pass their courses successfully.
Ideal Standard:	90% of DSPS students enrolled in EDEV courses will pass their courses successfully.

Outcome: EDEV Course Pre/Post Assessment

In accordance to new standards for DSPS programs. Students enrolled in EDEV courses must now be given a pre/post assessment, and their progress must be reported. DSPS faculty instructors will provide a pre/post assessment for all students and at the end of the semester report the progress of each student and this must be recorded in their notes. All EDEV courses are now to be considered and listed as an academic accommodation.

Measure: Pre/Post Assessment for EDEV Courses

Details/Description:	DSPS students enrolled in EDEV courses must take a pre/post assessment to measure their improvement and progress in the course.
Acceptable Standard:	DSPS students enrolled in EDEV courses must take a pre/post assessment to measure their improvement and progress in the course. All EDEV courses must be documented as an accommodation and students must demonstrate measurable progress. 75% of DSPS students will have increased their skill set in the area of study in the EDEV course in which they enroll.
Ideal Standard:	DSPS students enrolled in EDEV courses must take a pre/post assessment to measure their improvement and progress in the course. All EDEV courses must be documented as an accommodation and students must demonstrate measurable progress. In addition, this progress must be documented in the notes kept on each student. 90% of DSPS students will have increased their skill set in the area of study in the EDEV course in which they enroll.

3.4 NON-INSTRUCTIONAL PROGRAM OUTCOME FINDINGS

Finding per Measure

DSPS Program Outcomes

Outcome

Outcome: DSPS Services Outcome

After "Intake," qualified students with disabilities will utilize at least one DSPS core service each term.

Measure: DSPS student will utilize one core service

Details/Description:	. After initial intake appointment, qualified students with disabilities will utilize at least one DSPS core service each term and request their DSPS accommodations via AIM.

Measured utilizing reports in AIM.

Acceptable Standard: Students meet with at least one DSPS staff person per term and request theiro request their accommodations via AIM.

Ideal Standard: All DSPS students will meet with a counselor at least once during the semester, use their accommodations to the fullest extent, and make test appointments in a timely manner.

Findings for DSPS student will utilize one core service

Summary of Findings: Will be reported next year as AIM is new and not utilized fully.

Recommendations:

Outcome: Placement into EDEV Courses (Math/English)

With the implementation of AB 705 DSPS are struggling to pass college level math and English. Utilizing the interactive process counselors, in addition to reviewing transcripts, will engage in a meaningful discussion with DSPS students to determine if beginning in college level math or English classes is realistic. If it is determined the student the student requires additional support, they will be placed into a EDEV course that will support their area of need.

Measure: EDEV Course Placement and Completion

Details/Description: In alignment with AB705, DSPS students who are ready for college level math/English will be placed in these courses with support sections. Those who are not skill ready for such courses will be encouraged to enroll in EDEV courses that focus on building, literacy, writing and math skills.

Acceptable Standard: 80% of DSPS students enrolled in EDEV courses will pass their courses successfully.

Ideal Standard: 90% of DSPS students enrolled in EDEV courses will pass their courses successfully.

Findings for EDEV Course Placement and Completion

Summary of Findings: For the 2019-2020 Spring Only school year the success rate in EDEV courses was , 74.4%

Results : Acceptable Standard Achievement: Not Met

Recommendations: Continuing to provide support in EDEV courses remotely is proving to be challenging however beginning Spring 2021 we will add additional support staff during the first two weeks of the semester to keep students engage, and provide support to instructors. Our goal is that the success rate increase to 80%.

Outcome: EDEV Course Pre/Post Assessment

In accordance to new standards for DSPS programs. Students enrolled in EDEV courses must now be given a pre/post assessment, and their progress must be reported. DSPS faculty instructors will provide a pre/post assessment for all students and at the end of the semester report the progress of each student and this must be recorded in their notes. All EDEV courses are now to be considered and listed as an academic accommodation.

Measure: Pre/Post Assessment for EDEV Courses	
Details/Description:	DSPS students enrolled in EDEV courses must take a pre/post assessment to measure their improvement and progress in the course.
Acceptable Standard:	DSPS students enrolled in EDEV courses must take a pre/post assessment to measure their improvement and progress in the course. All EDEV courses must be documented as an accommodation and students must demonstrate measurable progress. 75% of DSPS students will have increased their skill set in the area of study in the EDEV course in which they enroll.
Ideal Standard:	DSPS students enrolled in EDEV courses must take a pre/post assessment to measure their improvement and progress in the course. All EDEV courses must be documented as an accommodation and students must demonstrate measurable progress. In addition, this progress must be documented in the notes kept on each student. 90% of DSPS students will have increased their skill set in the area of study in the EDEV course in which they enroll.

Findings for Pre/Post Assessment for EDEV Courses	
Summary of Findings:	Finding for this outcome can be found in faculty CTL documents. Missed our target my only 1%
Results :	Acceptable Standard Achievement: Not Met
Recommendations:	

4. Data Analysis

4.1 DATA ANALYSIS

4.1 Data Analysis

a. How efficient is the program?

The FTES generated by our EDEV courses increased in 2019-2020. FTES generated was 41.73% with a monetary reimbursement of $117,107

Compared to 2018-2019 the percentage was 38.27% and the monetary reimbursement was $99,790

The sections offered for EDEV courses are:

EDEV EDEV	021 / Literacy Skills, received; 021L 021 L -lab
EDEV EDEV	030 English Skills, waiting on edit sent to BLK 030 W English Skills Workshop
EDEV	033A math foundations needs to be its own document
EDEV	033B math foundations needs to be a separate document and differences from 033A explained
EDEV 101	College and Life Success
EDEV 134	Study Techniques
EDEV 151	Career Exploration and Life Planning

b. How are students doing in our courses?

EDEV Courses **Success** Rate overall:

2019-2020 Spring Only = 74.4%

EDEV Courses **Retention** Rate overall:

 2019-2020 Spring Only = 93.2% This demonstrates that although our students are persisting in their course and remain enrolled, the success pass rate is still lower than retention.

Additional information worth highlighting is the success and retention rates for DSPS students taking non-EDEV courses also increased. DSPS students successfully enrolled in 105,033 courses in 2019-2020(Spring). The retention rate was 74.6% and the success rate is 77.3% (Accessed from tableau).

c. Are there student equity issues in our program?

With the transition to remote instruction the amount of DSPS students who have struggled is high. DSPS students requested a total of 819 EW grades in the Spring of 2020 when Covid-19 first hit.

We have since continued to provide ways for students to feel connected and engaged with our department, weekly blog with health and wellness tips, zoom rooms to visit and drop in an ask questions or see staff.

We have also collaborated with Student Success and Dream Center to offer workshops directly to DSPS students, but those have not been well attended.

d. How many students are completing our program?

 While DSPS does not offer degrees in our course area, we support students as they strive to choose a pathway to study and obtain a degree/certificate/ADT on campus.
DSPS Student Degrees and Certificate AA/AS Earnings:

2019-2020 (spring only): ADT 51 (4.0%)

AA/AS 62 (4.9%)

CERT 34 (2.7%)

DSPS Total population for 2109-2020 1,274, (16% increase from 2018-2019) Student count in 2018-2019: 1,089

For the 2020-2021 and as of 10/8/2020 school our student count is: 1679. This is expected to increase in the Spring 2021 semester and we continue to onboard new students weekly during Fall 2020.This factor alone demonstrates the need for an additional full-time counselor.

Additional DSPS Data:

Counseling appointments: 2019-2020(Spring Only) 1,085

Drop-in Counseling appointments: 2019-2020 (Spring Only) 467

Alt Media Request/Appointments: 2019-2020 (Spring Only) 149, a 52% increase from previous year

Learning Disability Appointments/Testing: 2019-2020 (Spring Only) 25 student screenings for LD Assessment, only 23 qualified for actual test, and only 17 students followed through with test and results. **This is concerning considering we have two full-time tenured LD Specialist and the numbers do not justify the need for two.**

3. Outcomes

3.1 ASSESSMENT TIMELINE AND CLOSING THE LOOP

File Attachments:

1. **ASL 101 CTL Spring 2020.docx**
2. **ASL 102 CTL Spring 2020.docx**
3. **ASL 120 CTL Spring 2020.docx**
4. **ASL124 CTL Spring 2020.docx**
5. **ASL201 CTL Spring 2020.docx**
6. **ASL202 CTL Spring 2020.docx**
7. **ASL250 CTL Spring 2020.docx**
8. **CHIN 101 CTL Spring 2020.docx**
9. **Course Outcomes Timeline for Languages Courses (All).xlsx**
10. **FREN 101 CTL Spring 2020.docx**
11. **FREN 102 CTL Spring 2020.docx**
12. **JAPAN 101 CTL Spring 2020.docx**
13. **JAPAN 102 CTL Spring 2020.docx**
14. **SPAN 101 CTL Spring 2020.docx**
15. **SPAN 101S CTL Spring 2020.docx**
16. **SPAN 102 CTL Spring 2020.docx**
17. **SPAN 102S CTL Spring 2020.docx**
18. **SPAN 201 CTL Spring 2020.docx**
19. **SPAN 201H CTL Spring 2020.docx**
20. **SPAN 202 CTL Spring 2020.docx**

3.2 PROGRAM OUTCOME STATEMENTS

Foreign Languages Program Outcomes 2021-2022

Students will be able to perform tasks that are meaningful, personalized, and culturally relevant or appropriate in the target language.

Mapping

No Mapping

Productive (speech and writing) and receptive (reading and listening) skills in the target language.

Given oral questions, written prompts, and/or reading selections, students will demonstrate productive (speech and writing) and receptive (reading and listening) skills in the target language.

Mapping

No Mapping

4. Data Analysis

4.1 DATA ANALYSIS

1. In the last five years there has been an upwards trend in the success of the program. The goal is consistently met or surpassed.

Some of our sections appear to be under-enrolled. The explanation for this is that some of the courses are the third or fourth semester courses, or more specialized classes that see a smaller enrollment number overall. We belive we are still serving the needs of the students by providing enough classes at a variety of times and leveles to allow for completion of requirements and degrees.

2. While the succes rate of traditional campus classes has remained steady in the past six years, the success of the online classes has seen a more significant upward shift. The increase can be attributed to students as a whole being better prepared for the online environment. The hybrid classes saw a dip in success, but it has been rectified, and hybrid classes are now at the same level as fully online and campus classes. Now with the new hurdle of Covid-19 and remote instruction, the importance of solid online instruction has become a priority.

3. The Latina female population shows an upward trend of success over the past few years. The Latino male population shows more of a struggle, as is the case not just for Languages but for all programs. Still, overall there has been an increase in success in that group too. The campus as a whole is taking measures to bring up the Latino Male population in particular.

4. Since 2014 the rate of success has increased significantly, showing that the AAT degree in Spanish has been a consistent motivator for students in search for the opportunities that a degree in a language provides. The number of students graduating quadrupled from 2014 to 2017. Then it more than doubled from 2017 to 2019. The number of students obtaining the AAT degree in Spanish at the end of this school year is definitely expected to increase.

We have a new degree in ASL. The first cohort of students to graduate is expected in the Spring of 2021. We expect a good number that will only increase in subsequent years.

5. Our ASL program is a CTE program. LMI has demonstrated a need for qualified interpreters in our region.Ours is the only program available that is not yet impacted with students. We have successfully transferred four students to local CSU schools to pursue thier BA in the field. All of this has been done before we have been able to offer all classes needed to graduate. Our fisrt official cohort will graduate in Spring 2021.

3. Outcomes

3.1 ASSESSMENT TIMELINE AND CLOSING THE LOOP

<u>MARKETING ASSESSMENT TIMELINE</u>

BACKGROUND

The Marketing Department creates and provides the following marketing activities for the College: brochures, flyers, media advisories, press releases, social media posts, web development and updates, photos, campus communications (emails, e-newsletters, reports, talking points, etc.), promotional items, and paid advertisements (social media, radio, digital boards, billboards, newspaper ads, yearbook ads, high school ads, movie theater ads, DMV ads, etc.).

Historically, the Río Hondo College (RHC) Marketing Department has received a small budget for paid advertising, which increased from $11,200 to $25,000 in 2018-2019.

Also, as different academic divisions secure grant funds, the Marketing Department has historically supported these divisions by creating their ad artwork and coordinating with vendors to buy ad space. This has been a predominantly decentralized approach to ad purchases across the various divisions.

PROPOSAL

The Marketing Department would like to centralize marketing and advertisement activities across the College. Benefits of centralizing these activities include:

1. **Savings/Value Adds –** The District should be able to yield a savings or value ads due to larger quantity buys. For example,

combining divisional ad buys from grant funds (Strong Workforce, Perkins, etc.) with District ad buys would allow us to likely get more ad space or value ads for the same combined funding than if the District and divisions purchased ads separately.

2. **Strategic Ad Placements** – With the centralized approach to marketing, the College can spread its advertisements throughout the year in a strategic way so that RHC is constantly at the top of mind with prospective students who would like to obtain college degrees and/or certificates.

3. **Standardization –** This approach would also standardize the RHC brand across all marketing touchpoints to have the same look, feel and tone: brochures, videos, outdoor advertisements, online advertisements, webpages, etc.

ACTIVITY PRIORITIES

The Marketing Department continues to serve the ongoing requests of the District and different departments and divisions throughout the College for day-to-day needs such as COVID-19 essentials, campuswide campaigns including Foundation fundraising efforts, initiatives, projects, events, flyers, programs, and publications. In addition, the Marketing Department is prioritizing the following elements as part of the marketing centralization efforts.

- **Print -** The Marketing Department is working on publications such as brochures for academic programs that either lack such handouts or need updated printed materials.
- **Videos** – Several CTE departments have grant funds to create promotional videos of their programs that can be placed on their websites and also used for ads (online, theaters, broadcast, etc.). Student Services has also expressed a similar interest.

- **Ads** – Several CTE departments currently have grant funds to buy ad space (e.g. billboards, buses, online, etc. A timeline has been developed for current funding to include: ad placements, amount of purchase, and departments promoted.

TIMELINE OF ADVERTISING ACTIVITY

The following is a timeline showing which departments plan to advertise and the type of media buy. The funding source and approximate costs are also listed.

	SUMMER 2021		FALL 2021					SPRING 2022					SUMMER 2022	
Department	June 20	July 20	Aug 20	Sept 20	Oct 20	Nov 20	Dec 20	Jan 21	Feb 21	Mar 21	Apr 21	May 21	June 21	July 21
Accounting (Finance Cert.)	Bus/Billboard/Soc Med Perkins $10K												Billboard SWP Local $10K	
Business Mgmt. (100% Online)	Bus/Billboard/Soc Med Perkins $17K					Billboard/Bus/Theater/Radio SWP Local $30K							Billboard/Bus/Theater/Radio SWP Local $30K	
CIT* (Cyber & Cloud)	Soc Med/Bus SWP Regl $20K					Soc Med/Bus/Radio SWP Regl $20K							Soc Med/Bus/Radio SWP Regl $20K	
Public Safety (Police Acad.)	New Brochure, Print, Mail $5K	Soc Med CTE Funds	Soc Med CTE Funds	Soc Med CTE Funds	Soc Med CTE Funds	Soc Med CTE Funds	Digital Bd./Soc Med/Bus Bench CTE $13K	Soc Med CTE Funds	Soc Med CTE Funds	Soc Med CTE Funds	Soc Med CTE Funds	Soc Med CTE Funds		
Marketing	Billboard/Digital Bd. Banners/Theatres/Soc Med District $10K		Football Pgm Ads/Soc Med District $2K	Soc Med District $100	Soc Med District $100	Banners/Digital Bd./Soc Med District $4K		Ytbk Ads/Soc Med District $5K	Soc Med District $100	Banners/Digital Bd./Soc Med/Cal Poly Ads District $6K			Soc Med District $100	

MARKETING CAMPAIGN TOUCHPOINTS

Below is a graphic depicting the various marketing touchpoints for Río Hondo College to market and promote the College and departmental programs.

3.2 PROGRAM OUTCOME STATEMENTS

Program Outcome Statement

Program Outcome Statement
The Marketing and Communications Team measures its performance and program progress by the quantity, quality, timeliness, and effectiveness of the wide range of muli-platform marketing products and services it produces.

Mapping

No Mapping

3.3 NON-INSTRUCTIONAL PROGRAM OUTCOMES ASSESSMENT

Measures

Marketing & Communications Action Plan 2021-2022

Objective

Outcome: Increase external visibility of the Rio Hondo College brand by growing our investment in advertisement.

Measure: Increase external visibility of the Rio Hondo College brand	
Details/Description:	Increase external visibility of the Rio Hondo College brand by growing our investment in advertisement.
Acceptable Standard:	Increase the number of bus, billboard, dmv, and digital ads by 10%.
Ideal Standard:	Increase the number of bus, billboard, dmv, and digital ads by 15%.

Outcome: Increase traffic to the Rio Hondo College website by 2%

The number of visits and visitors to our website, reported as sessions and users. Most often referencing the number of visits (sessions) to our website.

Measure: Increase traffic to the Rio Hondo College website	
Details/Description:	Increase traffic to the Rio Hondo College website by 2%.
Acceptable Standard:	Increase traffic to the Rio Hondo College website by 2%.
Ideal Standard:	Increase traffic to the Rio Hondo College website by 4%.

Outcome: Increase website Accessibility Score to 76

Accessibility refers to the website design and content that is accessible for people who experience disabilities. The reason website Accessibility is important is because the internet is an increasingly essential resource in education; thus, it is vital that the College website be accessible to all in order to provide equal access and equal opportunity to people with disabilities. Our Accessibility Score increased from 63.3 to 69.1 from Oct. 31, 2017 to Nov. 19, 2018. Our objective is to surpass the education industry standard of 69.9.

Measure: Increase website Accessibility Score	
Details/Description:	Accessibility refers to the website design and content that is accessible for people who experience disabilities. The reason website Accessibility is important is because the internet is an increasingly essential resource in education; thus, it is vital that the College website be accessible to all in order to provide equal access and equal opportunity to people with disabilities.
Acceptable Standard:	The acceptable standard is to surpass the education industry standard of 69.9.
Ideal Standard:	The ideal standard is to surpass the education industry by more than 5 to exceed 74.9%.

Outcome: Increase social media brand awareness by increasing the number of net followers on the College's social media platforms

Increase Facebook by 130 net followers.
Increase Instagram by 200 net followers.
Increase Twitter by 170 net followers.

Increase Snapchat by 400 followers.

Measure: Increase social media brand awareness by increasing the number of net followers on the College's social media platforms

Details/Description:	Increase social media brand awareness by increasing the number of net followers on the College's social media platforms.
Acceptable Standard:	Increase Facebook by 130 net followers Increase Instagram by 200 net followers Increase Twitter by 170 net followers Increase Linked by 150 followers
Ideal Standard:	Increase Facebook by 200 net followers Increase Instagram by 400 net followers Increase Twitter by 200 net followers Increase Linked by 300 followers

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Outcome: Identify a more conducive and spacious office environment by Fall 2018.
Marked obsolete by Ruth Flores Retana on 11/19/2018 7:44:28 pm EDT

No measures specified

3.4 NON-INSTRUCTIONAL PROGRAM OUTCOME FINDINGS

Finding per Measure

Marketing & Communications Action Plan 2021-2022

Objective

Outcome: Increase external visibility of the Rio Hondo College brand by growing our investment in advertisement.

Measure: Increase external visibility of the Rio Hondo College brand

Details/Description:	Increase external visibility of the Rio Hondo College brand by growing our investment in advertisement.
Acceptable Standard:	Increase the number of bus, billboard, dmv, and digital ads by 10%.
Ideal Standard:	Increase the number of bus, billboard, dmv, and digital ads by 15%.

Findings for Increase external visibility of the Rio Hondo College brand

Summary of Findings:	Increased the number of bus, billboard, and dmv ads by complimenting the budget with the support from Perkins and Strong Workforce grants.

Results :   Acceptable Standard Achievement: Exceeded

Recommendations: Continue to compliment marketing funds with those of other grants.

Outcome: Increase traffic to the Rio Hondo College website by 2%

The number of visits and visitors to our website, reported as sessions and users. Most often referencing the number of visits (sessions) to our website.

Measure: Increase traffic to the Rio Hondo College website	
Details/Description:	Increase traffic to the Rio Hondo College website by 2%.
Acceptable Standard:	Increase traffic to the Rio Hondo College website by 2%.
Ideal Standard:	Increase traffic to the Rio Hondo College website by 4%.

Findings for Increase traffic to the Rio Hondo College website	
Summary of Findings:	Increased traffic to the Rio Hondo College website by 2% by Fall 2020.
Results :	Acceptable Standard Achievement: Met
Recommendations:	Continue promoting programs, degrees, certificates, initiatives on our website.

Outcome: Increase website Accessibility Score to 76

Accessibility refers to the website design and content that is accessible for people who experience disabilities. The reason website Accessibility is important is because the internet is an increasingly essential resource in education; thus, it is vital that the College website be accessible to all in order to provide equal access and equal opportunity to people with disabilities. Our Accessibility Score increased from 63.3 to 69.1 from Oct. 31, 2017 to Nov. 19, 2018. Our objective is to surpass the education industry standard of 69.9.

Measure: Increase website Accessibility Score	
Details/Description:	Accessibility refers to the website design and content that is accessible for people who experience disabilities. The reason website Accessibility is important is because the internet is an increasingly essential resource in education; thus, it is vital that the College website be accessible to all in order to provide equal access and equal opportunity to people with disabilities.
Acceptable Standard:	The acceptable standard is to surpass the education industry standard of 69.9.

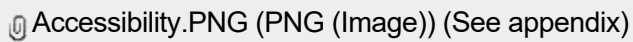| Ideal Standard: | The ideal standard is to surpass the education industry by more than 5 to exceed 74.9%. |

Findings for Increase website Accessibility Score

Summary of Findings:	We surpassed the education industry by 2.27 at 72.17%.
Results :	Acceptable Standard Achievement: Met
Recommendations:	Continue reviewing our website for accessibility issues and being in communication with each program and department publishers and editors reminding them to update their respective webpages.

Substantiating Evidence:

📎 Accessibility.PNG (PNG (Image)) (See appendix)

Outcome: Increase social media brand awareness by increasing the number of net followers on the College's social media platforms
Increase Facebook by 130 net followers.
Increase Instagram by 200 net followers.
Increase Twitter by 170 net followers.
Increase Snapchat by 400 followers.

Measure: Increase social media brand awareness by increasing the number of net followers on the College's social media platforms

Details/Description:	Increase social media brand awareness by increasing the number of net followers on the College's social media platforms.
Acceptable Standard:	Increase Facebook by 130 net followers Increase Instagram by 200 net followers Increase Twitter by 170 net followers Increase Linked by 150 followers
Ideal Standard:	Increase Facebook by 200 net followers Increase Instagram by 400 net followers Increase Twitter by 200 net followers Increase Linked by 300 followers

Findings for Increase social media brand awareness by increasing the number of net followers on the College's social media platforms

| Summary of Findings: | Increased Facebook by more than 200 net followers |

Increased Instagram by more than 400 net followers
Increased Twitter by more than 200 net followers
Increased Linked by more than 300 followers

Results :   Acceptable Standard Achievement: Exceeded

Recommendations: Continue current practice of posting multiple posts daily, Monday through Friday, that are relevant, educational, and informative.

Outcome: Identify a more conducive and spacious office environment by Fall 2018.   *Marked obsolete by Ruth Flores Retana on 11/19/2018 7:44:28 pm EDT*

No measures specified

4. Data Analysis

4.1 DATA ANALYSIS

The Marketing and Communications Team communicates information about Rio Hondo College to a

multitude of audiences by using a wide range of multiple communication platforms, media and public relations

services, design and production services, and digital and social media platforms.

Staff resources are used at capacity to meet the growing demand for marketing and communication services,

including website maintenance, upgrades, updates, and the creation of new webpages.

In comparing our small staff composition to other marketing departments in surrounding community colleges, they have a more

robust team, as follows:

Pasadena City College

- Executive Director
- Video Producer
- Digital Media Technician
- Two (2) Graphic Designers
- Web Developer
- Web Administrator
- Media Production Specialist
- Publications Supervisor
- Publications Artist/Typesetter
- Supervisor, Creative Services
- Administrative Assistant I
- Social Media Specialist
- Special Assistant to the President

Mt. San Antonio College

- Director
- Communication Specialist
- Multimedia Coordinator
- Graphic Designer
- Graphic Design Coordinator
- Administrative Assistant

Fullerton College

- Director
- Web Content Specialist
- Campus Marketing & Outreach Assistant
- Two (2) Administrative Assistants
- Project Expert

Cerritos College

- Director
- Community Relations Coordinator
- Media Relations Coordinator
- Public Affairs Specialist
- Web Support Technician
- Two (2) Graphic Artists

Although there has been a growing demand for marketing services from our small Marketing and Communications Team at Rio Hondo
College, our staff has not grown in years and remains much smaller than nearby competing community colleges.

Nonetheless, the Marketing and Communications Team continues to provide and produce hundreds of marketing services and promotional products each year, both for the public and to support the work of programs and departments on campus. As evidenced in our Program Progress section under Program Description, we keep close count of the services and products provided as well as website and social media analytics.

As soon as we are able to hire a Clerk Typist III, we will begin measure our **Client Response Outcome** of Marketing Services by keeping track of our response time via our online marketing request webpage. Our goal will be that at least 75% of Río Hondo College employees who submit marketing requests online will receive a reply within the next business day. The ideal standard will be 80%. In the meantime, we will continue to provide high quality level of timeliness and effectiveness in replying to each marketing request online form.

Additionally, we will measure our **Service Outcome** by reviewing the satisfaction of the timeliness and end product of our marketing services. The development of a survey will be the first step. Our goal will be that at least 85% of Río Hondo College employees who submit online marketing request forms will be satisfied with the timeliness and end product created by our Marketing & Communications Team. The ideal standard will be 90%. This outcome will be assessed in the planning cycle after the survey is developed and reviewed by IRP, and after its first phase of implementation.

In the future, we would like to take our data collection a step further and address direct outcomes, if possible, in addition to outputs. For example, how do our services and products inform or help change opinions about Rio Hondo College/community colleges, inform prospective students' knowledge and understanding of what our College offers, and support current students' decisions toward student success.

We will also review the results of the **Media Preference Survey** that 539 Rio Hondo College students completed online in October 2020 - - surpassing our goal of 400 online surveys. The Media Preference Survey, sponsored by the Chancellor's Office in partnership with Interact Communications, collects data on two-year college students' media preferences and consumption habits. Also covered are topics surrounding college communication, our website, student services' support/encouragement, online learning, and more. The data, which will be available at the end of November 2020, will give us access to our unique College data, expanded regional data and state data.