Annual Program Plan Fall 2020

DSPS

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Table of Contents

General Information (Annual Program Plan Fall 2020)

1. Mission Statement

1.1 MISSION STATEMENT

The Disabled Students Programs and Services is committed to providing students with disabilities the opportunity to effectively matriculate into the mainstream of college and community life by providing services that facilitate equal access to education, self advocacy, and personal growth opportunities in order to maximize individual student success.DSPS values diversity and promotes awareness and retention by providing quality services for students with disabilities. It is a resource for the college and community, facilitates student matriculation into the aminstream of the college and provdies guidance relating to compliance with Section 504 and Section 508 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act Amendments.

2. Program Description

2.1 PROGRAM DESCRIPTION

2.1 Program Description:

a. Services and Target Audience:

The DSPS program is committed to providing counseling, academic accommodations, and academic support to students with a disability. Students with a disability are our target audience, and disabilities are not limited to physical or visible disabilities. Students with psychiatric disabilities, learning disabilities, and chronic health disorders, and those on the Autism Spectrum are also served. Students must provide documentation verifying a disability prior to receiving services. Upon review of their documentation and through an interactive process between a DSPS counselor and the student then a recommendation for academic alterations (accommodations) will be made. Accommodations include but are not limited to the following:

Specialized academic counseling & Educational Assistance Classes (EDEV courses, taught by DSPS faculty and promote skill building in Math, English, and Writing. Offered for credit although non-transferable, these courses generate FTES for the college).

Access to DSPS computer lab

 Accessible furniture

ASL Interpreters

Course material in accessible format (E-text, audio recorded books, braille)

Extended Test Time on Exams

High-Tech Software (Sonocent, Read & Write, Smart Pens, Audio Recorders)

Computer Laptops loaded with accessible software

Due to the Covid-19 pandemic and change to remote instruction in March of 2019, the request for high-tech support and accessible software has increased dramatically.

We have noticed major equity gaps in technology resources and many of our students have struggled in the transition to remote learning. While our campus has graciously provided Google Chrome Books, we find they are not easy to use when depending on accessible software.

Our number of students served continue to rise, the amount of DSPS Students being so far who have been served during the 2020-2021 year is 1,679. As of 10/8/2020, 898 students have received services for fall 2020.

<mark>2019-2020</mark>

California Community Colleges Chancellor's Office

Disabled Students Programs & Services (DSPS) Summary Report

Annual 2019-	Annual 2019-

	2020	2020
	Student Count	Student Count (%)
Rio Hondo CCD Total	1,274	100.00 %
Acquired Brain Injury	15	1.18 %
Attention Deficit Hyperactivity Disorder (ADHD)	107	8.40 %
Autism Spectrum	167	13.11 %
Developmentally Delayed Learner	84	6.59 %
Hearing Impaired	35	2.75 %
Learning Disabled	419	32.89 %
Mobility Impaired	79	6.20 %
Other Disability	155	12.17 %
Psychological Disability	196	15.38 %
Visually Impaired	17	1.33 %

2018-2019

California Community Colleges Chancellor's Office

Disabled Students Programs & Services (DSPS) Summary Report

	Annual 2018-2019	Annual 2018-2019
	Student Count	Student Count (%)
Rio Hondo CCD Total	1,089	100.00 %
Acquired Brain Injury	20	1.84 %
Attention Deficit Hyperactivity Disorder (ADHD)	81	7.44 %
Autism Spectrum	139	12.76 %
Developmentally Delayed Learner	95	8.72 %
Hearing Impaired	19	1.74 %
Learning Disabled	413	37.92 %
Mobility Impaired	74	6.80 %
Other Disability	80	7.35 %
Psychological Disability	142	13.04 %
Speech/Language Impaired	11	1.01 %
Visually Impaired	15	1.38 %

Grouped into the Student Services Division, DSPS provides instruction courses to those students who need additional support. Our Educational Assistance Courses are offered for credit, but non-transferable. At Rio Hondo College these courses are listed in the schedule as EDEV (Educational Development Courses) and promote skill building in Math, English, and Writing. We also offer a counseling course, career exploration, and study techniques. These courses generate FTES for the college and are open to non-DSPS students after 50% of the courses is filled with DSPS students. We find the majority of students do belong to DSPS.

b. Staffing, Space Allocation, and Budget:
DSPS STAFFING: Our staffing is as follows:

1 Program Director

1-Full-time tenured Counselor

1-Adjunct counselor

 2-Learning Disability Specialist (both tenured)

1-11 Month employee (Alt. Media Tech)

1-75% employee (Interpreter Coordinator)

1-Full-time Classified Support Service Aid

1-Full-time 11.5 Month Classified Support Service Aid

1-Senior secretary (Full-time Classified)

1-Hourly part-time clerk (45.7%)

1-Full-time Clerk assigned to DSPS and Professional Development as needed. Only paid 50% from DSPS Budget (This staffing change was per President Arturo Reyes).

DSPS Space Allocation: Located in the Student Services Building, DSPS program occupies room SS330. Our department is comprised of offices, computer lab space, testing rooms, and one general work areas with modules for our staff. We also have one tutoring room located behind our computer lab that has also served as additional space for testing when necessary. Due to our front office area being a high-traffic zone, we will begin utilizing our tutor room as check-in lounge area were students check in for appointments and wait to be served. This is to address the ongoing issues of loud noise and voices in the front office and ensure we are providing the quiet testing environment we are obligated to provide per accommodation standards.

The DSPS department has quickly outgrown our area, and needs additional office space for high amount of student testers and additional counseling space.

DSPS Budget:

DSPS is a categorically funded program with funds allocated to serve students and address all 504 compliance and accommodation needs of DSPS students. DSPS is not funded to address 508 compliance issues for our campus.
The DSPS program at Rio Hondo College received $1,171,358 in allocated funds from the CCCCO for the 2019-2020 fiscal year.

For the 2020-2021 we received less funds with an allocation of: $1,109,898 for a loss of $61,460. This loss of funding was due to DSPS programs across the CCC system being funded with only 95% guarantee of the previous year. Especially detrimental to DSPS is that fact that we received zero dollars to serve Deaf/Hard of Hearing Students and pay for ASL interpreters which is the most expensive accommodation that we provide. We recently were able to hire additional ASL interpreters to work directly for Rio Hondo College on an hourly basis for DSPS which will prove to be a cost savings, and decrease our dependency on agency interpreters.

c. Grants and Initiatives:

 DSPS was the recipient of SEA Grant Funds from the campus and were used to partially pay the salary of the non-

tenure track counselor for fall 2019. Due to lack of funding and the college's forecasted loss of funds due to the Covid-19 pandemic, this same counselor was served notice of lay-off in March 2020 was not brought back during the Spring 2020 semester.

Equity (SEA Grant) is currently funding a part-time counselor serving our bilingual students and family.
We hope to continue to be funded by Student Equity in the Spring 2021 and as long as SEA grant funds continue to be available.

DSPS secured $45,000 for counseling support from CARES funding provided to our campus because of the Covid-19 crises. These funds will be used to provided counseling services. Both the CARES funding and SEA Grant funds are finite and DSPS cannot depend on these funds ongoing. Hence it is crucial we secure additional funding to continue to serve our students on-going counseling needs.

In addition to the $45,000 secured for counseling services, DSPS was also granted an additional $79,000 to secure high-tech software and 40 computer laptops that will be loaded with accessibility software to support our students learning needs. We are grateful to campus leadership under Acting President Teresa Dreyfuss and the CARES funding committee.

d. Professional Development:
Due to Covid-19 many professional development events have transitioned to a Zoom format. DSPS faculty and staff continue to participate in remote professional development opportunities hosted by Rio Hondo College and professional associations.

The DSPS High-Tech specialist continues to attend CCCCO sponsored student accessibility webinars, and participate in professional development.

The DSPS Interpreter Coordinator participates in professional development for her ASL skills, and has taken interest in participating in Guided Pathways training geared toward classified staff at Rio Hondo College.

The DSPS Director is attending Equity Now, hosted by USC Race and Cultural Center. DSPS is committed to providing students equitable services in an anti-racist environment and are committed to justice, equity, and inclusion in our department and on our campus as whole.

e. Program Progress:
Goal:

Establish program for students with ASD and Intellectual Disorders

Outcome:

Completed partially. DSPS now partners with College Connect to provide support to our students on the autism spectrum. The funding is provided by our partners at local regional centers who provide the opportunity for students to receive services from College Connect while they are on campus. Services include social skill workshops, 1:1 aide in class, and academic support.

This outcome remains unchanged. Will continue to include it as a goal to ensure our ASD students continue to have

additional support services.

Goal:

Improve services for Deaf/Hard of Hearing student population.

Outcome:

Progress is being made and positive qualitative feedback from students is being received, however quantitative data has not been generated, and is expected after the 2020-2021 school year. Since the hiring of the new ASL Interpreter Coordinator in August of 2019, she has grown our DHH program and addressed gaps in this area of services.

Our DHH population has grown therefore our cost to the program incurred to provide ASL services has increased exponentially. We also were dependent on Interpreter Agencies to provide a majority of the interpreting services to our students. Since her onboarding, our coordinator was able to do an hourly wage comparison and we was able to demonstrate the cost savings by increasing the hourly rate of pay for ASL interpreters and creating a three-tier system based on skill set. Level 1-3 with different pay rates.

In the spring of 2020 we were able to expand our pool of hourly interpreters contracted directly with our campus and who are now providing the interpreting services for our students. It is worth noting that the quality of ASL Interpreters is higher and that has had a direct influence on student participation, confidence, and ultimately their grades.

Goal:

Increase DSPS Specialized Counseling.

Outcome:

This continues to be a goal for 2020-2021 and 2021-2022. Our program is growing at a quick rate and with one full-time counselor we cannot serve our students at the level that the deserve and require.

Data for Counseling Appointments:

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

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

Goal:

Establish leadership component to better support student access to assistive technology and alternative media.

Outcome:

Making progress, and will be continued for 2020-2021 and 2021-2022.

The high-tech specialist in DSPS continues to serve students and appointments for high-tech support and training have increased 54%

During Covid-19 remote learning, his workload has increased even more to ensure students have the technology and know how to use it while at home.

DSPS will also be providing faculty support to certify online 508 compliance. This will be provided by DSPS faculty with high knowledge on accessibility.

Goal:

Maintain and enhance access to technology for students with disabilities.

Outcome:

Completed. 25 new computers and scanners were purchased for the DSPS student computer lab. In addition, 3 lap tops were purchased to facilitate training and demonstrations of assistive technology. Will not be continued in 2020-2021/2021-2022.

Goal:

Provide for DSPS Marketing and Outreach Activities.

Outcome:

Completed Fall 2020.

DSPS is now under the direct supervision of Dean, Dr. Melba Castro and part of her Student Success team. During this transition she has greatly supported the DSPS Director in outreach efforts and has been a strong advocate for DSPS.

Under her direction outreach material and flyers have been revamped and will be included in campus marketing and outreach brochures.

Goal: Maintain and enhance DSPS administrative efficiency.

Outcome: Discontinued

Goal: Establish electronic records and accommodation system.

Outcome: Completed in Summer 2020 the AIM accommodation management system was successfully debuted to our students. Students are now able to log-in to the AIM portal using their RHC credentials and request their academic accommodations each semester. Faculty have provided positive responses to the email notices and find it easier to manage student accommodations.

Goal: Maintain psychometric assessment of students with Learning Disabilities:

Outcome: In progress. Will seek to complete the purchase of a second kit with 2020-2021. This has been delayed since there is a probability that testing material will be updated and render our current test kit obsolete. If the test is updated and kit modified the final cost will determine if we can purchase two kits.

Goal: Update and review EDEV courses.

Outcome: Complete. EDEV 151 has been approved and added, Math 33 is now offered in two parts A/B. Course max of students have been lowered to meet the new requirements of a pre/post assessment now required.

Goal: DSPS faculty and staff will participate in professional development.

Outcome: Complete. Will no longer be included in program plan.

Goal: Assistive technology and alternative media production position.

Outcome: Complete. Will no longer be included in program plan.

f. Additional Information: None

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.**

5. Objectives & Resource Requests

5.1 OBJECTIVES

DSPS Program Objectives 2020-2021 & 2021-2022

Enhanced Onboarding to DSPS for recent graduates

Our objectives will continue to focus on the successful onboarding to DSPS of recent high school graduates and connecting them successfully to a pathway for study. Beginning in 2019 DSPS began working to expand enrollment into the program and enroll students directly from high school to minimizes the gaps in services.Students struggle with the transition from high school and the DSPS program is focused on making the navigating of services seamless.Early engagement will allow counselors to better support their academic goals and identify areas of academic weakness and identify if they need to begin in EDEV (Academic support courses to skill build in math, writing, English) or are ready for college level math and English. Establishing contact early on provides students and their families the opportunity to better understand the difference between academic accommodations in a post-secondary environment.

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., V. D. Maintain and improve their personal health, wellness, and performance.

Establish Summer Bridge Cohort for DSPS Students

To further address the issues of onboarding and supporting DSPS students becoming acquainted to college life, we are also developing a cohort for DSPS students enrolled in Summer Bridge. Our campus Summer Bridge program serves as a way to enhance the first-year experience of new incoming students. A cohort devoted to serving students with a disability will provide an equitable access to a program demonstrated as having a positive impact on student success. Workshops will be focused on managing disability, time management, self-advocacy, and skill building in math and English.

Mapping

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

Improve DSPS support for Dual Enrolled Students

Our campus has also noticed an increase in the amount of high school students in dual enrollment and are requesting accommodations because they are on an IEP/504 plan at their high school. Though the accommodations in those documents will not apply to college courses, we onboard them to DSPS and provide appropriate accommodations to support the student. DSPS will improve support for dual enrolled students by establishing contact with local high school partners and ensure they have the correct information and understand the procedures for HS students to follow to receive academic accommodations in their courses.

Mapping

DSPS Program Outcome Statements 2020: . DSPS Students will utilize at least one service per term

5.2 FULL-TIME FACULTY REQUEST

Actions

DSPS Program Objectives 2020-2021 & 2021-2022

Outcome

Objective: Enhanced Onboarding to DSPS for recent graduates

Our objectives will continue to focus on the successful onboarding to DSPS of recent high school graduates and connecting them successfully to a pathway for study.

Beginning in 2019 DSPS began working to expand enrollment into the program and enroll students directly from high school to minimizes the gaps in services.

Students struggle with the transition from high school and the DSPS program is focused on making the navigating of services seamless.

Early engagement will allow counselors to better support their academic goals and identify areas of academic weakness and identify if they need to begin in EDEV (Academic support courses to skill build in math, writing, English) or are ready for college level math and English.

Establishing contact early on provides students and their families the opportunity to better understand the difference between academic accommodations in a post-secondary environment.

Action: Full-Time Faculty Request

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Position Title & Program:	Full-time tenured track, bilingual DSPS Counselor
Rationale:	Our program is growing dramatically and the need for a minimum of two full time counselors in evident by our recent growth. As previously mentioned our department serves a large number of bilingual students and we do not have a counselor who can communicate with the student and family in Spanish. Being that RHC is identified as an HIS, it is imperative that all departments have counselors who can navigate seamlessly between cultures and languages.
Budget request amount:	$100,000.00
Priority:	High

5.3 FULL-TIME CLASSIFIED REQUEST

Actions

5.4 FULL-TIME ADMINISTRATOR REQUEST

5.5 FACILITIES REQUEST

Actions

DSPS Program Objectives 2020-2021 & 2021-2022

Outcome

Objective: Enhanced Onboarding to DSPS for recent graduates

Our objectives will continue to focus on the successful onboarding to DSPS of recent high school graduates and connecting them successfully to a pathway for study.

Beginning in 2019 DSPS began working to expand enrollment into the program and enroll students directly from high school to minimizes the gaps in services.

Students struggle with the transition from high school and the DSPS program is focused on making the navigating of services seamless.

Early engagement will allow counselors to better support their academic goals and identify areas of academic weakness and identify if they need to begin in EDEV (Academic support courses to skill build in math, writing, English) or are ready for college level math and English.

Establishing contact early on provides students and their families the opportunity to better understand the difference between academic accommodations in a post-secondary environment.

Action: Facilities Request

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Rationale:	T S-221 has been identified as an alternate classroom for DSPS to use for tutoring and different needs. This was secured by Dean Loy Nashua when he was briefly overseeing DSPS. This classroom also serves as an alternative to the classrooms in the Business building. We would like for the S-221 classroom to be permanently assigned to DSPS so that we can utilize it for tutoring session, and allow our community partners, College Connect run their student support courses from there. We would also like to identify accessible classrooms in the Library to utilize for our EDEV courses. We currently utilize room B-114 and B-109 and they have both been inaccessible to our students when the elevator goes down. This is not acceptable and we need to ensure DSPS has access to classrooms and computer labs that are easy to access locations.
	Facilities Request – Location: Access to classrooms and computer labs that do not require elevator access (open to any classroom that meets this criteria).
	Rationale: RHC is one of the least accessible schools. Situated on the top of a hill, our campus can be very difficult to manage for students in wheelchairs and other physical disabilities. While are compliant, we are so at the minimal level.
	DSPS needs access to classrooms that do not require elevator access.
Budget request amount:	$0.00
Priority:	High

5.6 TECHNOLOGY REQUEST

5.7 INSTRUCTIONAL EQUIPMENT REQUEST

5.8. BUDGET AUGMENTATION REQUEST

6. Program Plan Submission

6.1. ANNUAL PROGRAM PLAN ATTACHMENT

Appendix

A. **CTL EDEV021 FALL 20.pdf** (Adobe Acrobat Document)
B. **CTL EDEV030 FALL 20.pdf** (Adobe Acrobat Document)
C. **CTL_Fall_2020_EDEV134.pdf** (Adobe Acrobat Document)
D. **EDEV 021L CTL FALL 20.pdf** (Adobe Acrobat Document)
E. **EDEV 101 CTL Fall 2020.pdf** (Adobe Acrobat Document)
F. **EDEV 151 CTL Fall 2020.pdf** (Adobe Acrobat Document)
G. **EDEV 27 CTL Fall 2020 updated.pdf** (Adobe Acrobat Document)
H. **EDEV 27L CTL Fall 2020 updated.pdf** (Adobe Acrobat Document)
I. **EDEV 33A CTL Fall 2020.pdf** (Adobe Acrobat Document)
J. **EDEV 33B CTL Fall 2020.pdf** (Adobe Acrobat Document)

Annual Program Plan Fall 2020

Marketing

Created on: 10/08/2020 05:09:00 PM EDT
Last Modified: 10/27/2020 10:09:25 PM EDT

Table of Contents

General Information (Annual Program Plan Fall 2020)

1. Mission Statement

1.1 MISSION STATEMENT

The mission of the Department of Marketing and Communications is to enhance and support the College mission by providing leadership and vision for the College's internal and external communications, marketing, and promotional efforts and by serving the community and College as a resource for information, publications, and media relations.

2. Program Description

2.1 PROGRAM DESCRIPTION

a. Services and Target Audience

The Marketing and Communications Team offers a variety of services for both internal and external audiences, which include:

- Media Relations
- Public Relations
- Publications, E-Newsletters
- Flyers, Brochures and Posters
- Promotional items
- Publicity, Banners
- Social Media Marketing
- Website
- Event Programs
- Talking Points
- Board Reports
- Weekly All Staff Emails
- Departmental/Division Consultation

b. Staffing, Space Allocation, and Budget

Staffing

The Marketing and Communications Team consists of three full-time and one part-time employee as our part-time administrative assistance has been vacant since January 2020. Our current team consists of a full-time director, specialist, web developer*, part-time graphic artist (50%). The vacant position is that of our part-time Clerk Typist III**
at 46.875% for 11.5 months.

*The web developer is funded at 100% by Student Equity (0127), not by M&C (0032).

**The part-time administrative assistant, Clerk Typist III, transitioned to a full-time Senior Secretary in another department in December 2019, leaving this part-time position vacant.

By contrast, competing nearby community colleges staff their Marketing and Communications Department in a more robust way (refer to Data Analysus section).

Space Allocation

The Marketing and Communications Department is located in Campus Inn 165-A. This space is limited in space with only one main office and a shared area for four staff members, in addition to student interns and student workers.

The space allocated is tight and stuffy. In 2018, the director was asked to delete the request for a more conducive and spacious office environment from the Unit Plan considering that most offices currently located in the Campus Inn will be moved to the new L Building, upon completion (date of completion keeps being delayed).

Budget

The Marketing and Communications Department's budget is $224,800, excluding salaries and benefits.

c. Grants, Initiatives, Programs

SSSP & Student Equity

Student Services & Support Program (SSSP) and Student Equity related events have impacted the Marketing and Communications Team by increasing the demand of promotional and marketing requests as well as outreach support such as the creation of new logos, new webpages, and targeted media awareness.

Student Success and Dream Center

The Student Success and Dream Center have also impacted the Marketing and Communications Team by their much needed support in both marketing and promotional requests.

CTE/Strong Workforce

CTE Programs have also impacted the Marketing and Communications Team as evidenced by the paid advertisement of bus tails, bus interior cards, billboards, brochures, movie theater ads, and more. This is due to CTE's robust Strong Workforce grants to support marketing and multipe media buys that include advertising in DMV offices in our District, the development of creative briefs, and social media marketing, including digital paid ads.

Guided Pathways

Guided Pathways has also required the support of our Marketing and Communications Team with the creation of a brand new website with Areas of Interest logos. Now that the Areas of Interests have been identified, the Marketing and Communications Team has been closely involved, in a more intensive and hands-on way, in the development of the 11 logos representing each Area of Interest, signage, promotional materials, the redesign of the College website, and Major Declaration Day, which occurred in March 2020.

CARES Act and COVID-19

The CARES Act has also required much support from our Marketing and Communications Team with the creation of a brand new website for reporting purposes of the CARES Student Aid distribution and where the District is spending the CARES Institutional and HSI funds. Additionally, the Marketing and Communications Team created a new website to house COVID-19 information with in-

house created
flyers, resources, and content for students and the campus community.

Foundation
The Rio Hondo College Foundation has also required much support from our Marketing and Communications Team
with the creation of a brand new website for fundraising purposes, such as the Rio Cares Relief Fund.

d. Professional Development

Leadership Academy
Our Web Developer is an active member of the RHCLA Committee, which plans the recruitment of the next Leadership Academy cohort
and brought RHCLA alumni together for networking events/ongoing professional development (pre-COVID).

Online Courses, Classes and Training
All three classified staff continuously take online courses, classes, training and tutorials on Lynda.com. Their dedication to professional development has been a great asset to our Marketing and Communications Team, and to the College as a whole.

e. Program Progress

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. 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, and an average of 520 from 2019-2020. These requests are not exhaustive of all the requests met by the Marketing and Communications Team as they do not include marketing requests that are not submitted through our Marketing Online Request Form, such as the creation of flyer for first-time events like the Human Resources Job Fairs the Director prepared for and attended two weekends in early 2020 to recruit faculty and administrators; the developing, editing and revising of talking points for the President; the coordination and editing of the monthly President's E-Newsletter Focus on Rio; the gathering of information, drafting and revising of the monthly Superintendent's Board Report; the writing and distribution of emails and announcements to All Staff and Students; the overseeing of the development of multi-media advertisements, photo and video requests, social media postings, media outreach, website updates and new webpages for a variety of programs, departments, campaigns, and the hosting of unprecedented information, e.g. CARES Act, COVID-19, Rio Cares Relief Fund, Undocu Scholars.

Staff resources are used at capacity to meet the growing demand for marketing and communication services, including website maintenance, upgrades and updates. Professional videos and outdoor advertisings are outsourced to vendors in order to meet the marketing and promotional needs of Rio Hondo College. The Marketing and Communications Team measures its performace and program progress by the quanity, quality, timeliness, and effectiveness of the wide range of multi-platform marketing products and services it produces. In 2019-20, the Marketing and Communications Team produced and distributed 110 advisories and releases, compared to the average of 80 in previous years pre-2018. Due to these these media communications, the number of news articles and media coverage of Rio Hondo College by local, regional, and national media outlets have increased, including by Spanish- and Chinese-language media outlets. Once the articles are published, the Marketing and Communications Team distributes the coverage to All Staff, emails the President's Office to share with the Board of Trustees including the Student Trustee, emails the ASRHC

Executive Board, shared it with the community-at-large via the President's monthly e-newsletters, and posts on the College's website and social media platforms. In 2019-20, there were 125 news articles covered by the media, compared to the average 110 pre-2018.

The President's monthly e-newsletter now titled Focus on Rio (formerly the President's Update) is created and distributed on a monthly basis to a listserv of community members, elected officials and their staff, as well as stakeholders including our Citizens' Oversight Committee Members. The e-newsletter was created in 2011 to share the College's ongoing academic programs, student services, events, awards, and achievements. In order to gauge its effectiveness, we analyze how many times the recipients of the e-newsletters open the monthly newsletter. In comparing the open rate of the President's monthly e-newsletter of 25% with the industry standard of 18%, we are performing 7% above the industry average, which is a significant amount in open rate statistics.

In assessing social media, we look at both the quantity and quality of engagement on a monthly basis. The quality of paid advertisements to reach target audiences are also assessed on an ongoing basis. These are measured with the Google analytics of the website traffic by the web developer, by the number of phone calls to specific departments investing in outdoor advertisements with targeted ads and an increase in enrollment.

With the success of media stories, advertising placements, social media marketing, and collaborative partnerships, a demand for both communication services and marketing products has increased from our campus partners, including photography and video services. There has also been a rapid growth in demand for both outreach and promotional items.

3. Outcomes

3.1 ASSESSMENT TIMELINE AND CLOSING THE LOOP

MARKETING ASSESSMENT TIMELINE

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 SWF Local $10K	
Business Mgmt. (100% Online)	Bus/Billboard/Soc Med Perkins $17K					Billboard/Bus/Theater/Radio SWF Local $30K							Billboard/Bus/Theater/Radio SWF Local $30K	
CIT* (Cyber & Cloud)	Soc Med/Bus SWF Regl $20K					Soc Med/Bus/Radio SWF Regl $20K							Soc Med/Bus/Radio SWF 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 $12K	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		Trbk 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.

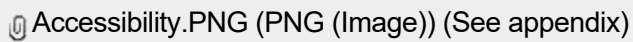| Ideal Standard:	The ideal standard is to surpass the education industry by more than 5 to exceed 74.9%.

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.
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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.

5. Objectives & Resource Requests

5.1 OBJECTIVES

Marketing & Communications Action Plan 2021-2022

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

Increase the number of bus, billboard, dmv, digital ads by complimenting marketing funds with those of other grants.

Mapping

Institutional Goals and Objectives (Effective 2019-2020): 1.1 Increase Completion - Associate Degrees, 1.2 Increase Completion - Certificates

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.

Mapping

Institutional Goals and Objectives (Effective 2019-2020): 1.1 Increase Completion - Associate Degrees, 1.2 Increase Completion - Certificates

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.

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Institutional Goals and Objectives (Effective 2019-2020): 1.1 Increase Completion - Associate Degrees, 1.2 Increase Completion - Certificates

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

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Mapping

Institutional Goals and Objectives (Effective 2019-2020): 1.1 Increase Completion - Associate Degrees, 1.2 Increase Completion - Certificates

5.2 FULL-TIME FACULTY REQUEST

5.3 FULL-TIME CLASSIFIED REQUEST

5.4 FULL-TIME ADMINISTRATOR REQUEST

5.5 FACILITIES REQUEST

5.6 TECHNOLOGY REQUEST

5.7 INSTRUCTIONAL EQUIPMENT REQUEST

5.8. BUDGET AUGMENTATION REQUEST

Actions

Marketing & Communications Action Plan 2021-2022

Objective

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

Action: Hire a part-time Graphic Artist

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Rationale:	In order to implement our Marketing & Communications Plan, which includes developing a large volume of creative work for printed materials, promotional items and advertising, it is essential to hire a part-time graphic artist for two important reasons: 1) to stay in competition with other community colleges, and 2) to keep up with the demands of the College. These demands include all of the campus new initiatives/programs which require their own marketing campaigns, as well as ongoing student services, academic programs and CTE branding. This entails the creation and design of a variety of marketing materials for both print and online by a graphic artist.
Budget request amount:	$30,000.00
Priority:	High

6. Program Plan Submission

6.1. ANNUAL PROGRAM PLAN ATTACHMENT

Appendix

A. **Accessibility.PNG** (PNG (Image))

Annual Program Plan Fall 2020

Distance Education

Created on: 09/08/2020 07:50:00 PM EDT
Last Modified: 09/16/2020 04:42:48 PM EDT

Table of Contents

General Information (Annual Program Plan Fall 2020)

1. Mission Statement

1.1 MISSION STATEMENT

The Distance Education program at Rio Hondo College is committed to the success of its diverse students and communities by providing dynamic educational opportunities and resources that lead to degrees, transfer, career and technical pathways, and lifelong learning with alternative methods and delivery formats of classes in the online/hybrid/enhanced modalities. These approaches to instruction outside the traditional classroom setting provide an array of credit and non-credit courses, certificates, degrees and programs, training, and associated services via the Canvas learning management system. Online Education courses are delivered in a timely, student-oriented, technology-friendly and quality learning environment.

2. Program Description

2.1 PROGRAM DESCRIPTION

2.1 Services and Target Audience

The Distanced Education Program provides support to faculty who teach online or webenhance their courses and to students who are taking online and hybrid courses. We currently have over 210 faculty who are certified to teach online and that number grows by at least 10-15 faculty per year. There are 1.75 classified staff to provide technical support to over 6200k student enrollments each year and to help faculty with designing their courses or help with tech problems. The program needs at least 2 full-time classified technical support at a minimum. This year alone we have seen a 6.5% increase alone in enrollments in online courses yet we have not been given the adequate support we need to adequately work with faculty and students.

The Distance Education program has a Faculty Coordinator that receives 40% reassigned time to manage the DE Commitee, program plan, attend DECO and other meetings, train faculty, and also engage in professional development opportunites like the Online Teaching Conference and Canvas Can*Innovate series of conferences. The reassigned time is below what is needed to adequately perform the job duties. We have been asking for 100% reassigned time for several years now.

Online courses have no overhead, do not need classroom space, and are one of the few sources of new FTE's for the campus at the moment. There is a high demand for more online course offerings by students and Distance Education is an equitable way to provide courses to many students who otherwise would not be able to attend day time, in-person, courses. With the new Finish Faster statewide online catalogue of courses Rio Hondo College could capture many FTE's by offering more online courses. Although this year we see enrollments down overall at Rio Hondo College, the online enrollments are up by 1,000 since last year which is an example of the exceptional growth and need that students have for the flexibility of online classes.

2.2 Budget, Space Allocation, and Staffing

The Distance Education Program does not have a budget even though we have asked for one for several years. When the Chancellor's Office decided to fund the cost of Canvas it was made clear that the $100k saved should be put back into developing the Distance Education program. Unfortunately that has not happened at Rio Hondo College. The 100k savings has been put back into the general fund despite the fact that the DE program plan had a clear budget proposal for how that money could be spent to support students, faculty, and classified staff. For at least 8 years we have had the same amount of Flex money $3500 to support professional development for online teaching faculty despite the significant growth of online courses offered and the increase of faculty now teaching online. This is far below what is needed to support faculty.

After the last ACCJC accreditation visit almost 3 years ago, Standard 2 of the accreditation report was noted to have a few areas put on notification. Several Distance Education courses were randomly reveiwed and it was noted that these courses were lacking Best Practices for online teaching and were not up to standards as far as regular and effective contact. The Distance Education program has not been able to provide the training on campus and resources for faculty to attend outside training to stay abreast of the changing recommendations for effective online teaching. Many of the surrounding colleges like Mt. Sac, Cerritos, and Chaffey College provide full coverage of expenses for faculty to attend the Online Teaching Conference and have 60-over 150% reassigned time for faculty coordinators to conduct training. They also provide stipends for faculty to get trained to teach online and incentive stipends to encourage faculty to develop online/hybrid courses.

The Office of Distance Education, also known as the Virtual College, is located on the lower level of the LRC.

We have a Part-time Dean, a faculty coordinator at 40% reassigned time, and 1.75 classified staff to support students and manage Canvas.

2.3 Projects, Grants, and Initiatives

The Distanced Education program applied and received a $477k Career and Technical Education Grant offered by the CVC-OEI (California Virtual College-Online Education Initiative) in June of 2019. The grant will support a 1 year effort to increase online course and program offerings in the areas of CTE. There is an ambitious agenda to create or put online over 50 courses which will lead to new online CTE program certificates and develop 16 new programs. The 16 online Associate of Arts/Certificate programs include: Deaf Studies; Foundations of Interpreting; Wildland Fire Technology; Sports and Fitness Management; American Sign Language; Sports Coaching; Art Studio Entrepreneurship; Elementary Education; Online Digital Technology; Graphic Design; Packaging Design; Branding and Image Design; Advertising Design; Web Design; Health Information Technology; and Publications.

This grant will create many exiting opportunities for our students, the business community, and the DE program. Since the grant only covers expenses in the development of these online courses, programs, training, 20% extra reassigned time for the DE Coordinator, 40% reassigned time for a CTE grant coordinator, and enough to have a second classified DE staff full-time for one year, the concern is how the DE Program will fair in the long term if Rio Hondo administration does not offer some support to continue to serve the students, faculty, and staff who manage the growing program.

The objectives of the grant are as follows.

1. Expand student enrollments from 13.6%-15% to increase student completion and transfer.
2. Create public/private partnerships with local employers to provide short-term, high quality certificate programs that address workforce needs.
3. Develop a digital learning strategy that addresses the needs and access of different student populations.
4. Foster professional development opportunities, best practices, and an innovative online education culture.
5. Invest in instructional design, learning science, digital tools to ensure the development of quality courses.

2.4 Professional Development

For at least 8 years the Distance Education Program has had $3500 in Flex money to support professional development for online teaching faculty despite the significant growth of online courses offered and the increase of faculty now teaching online. This is far below what is needed to support faculty who wish to attend conferences related to online teaching. The Distance Education Committee every year must decide how to utilize this money and partially funds a few faculty to attend the Online Teaching Conference held in Anaheim, CA and the rest of the money is used for a few faculty stipends for training. The certification training that faculty must complete to teach online at Rio Hondo is very time intensive and educates new online instructors in the Best Practices pedagogy, 508 accessibility compliance, and design principles for online education. Unfortunately there is never enough stipend money for all faculty who go through the training. This is a problem, especially for our part-time faculty, who have been hired on an emergency basis to teach online classes but must go through training that they are not compensated for nor are they compensated for the labor intensive process of building 16 weeks of an online course. This has inhibited the growth of online education at Rio Hondo College. Stipends could incentivize faculty to create more online courses which would create more FTE's for the college. The investment would certainly pay off in the long run.

Online courses have no overhead, do need classroom space, and are one of the few sources of new FTE's for the campus at the moment. There is a high demand for more online course offerings by students and Distance Education is an equitable way to provide courses to many students who otherwise would not be able to attend day time, in-person, courses.

Professional development is crucial for online faculty to stay abreast of the ever changing pedogogy, technical requirements, and Title 5 regulatory requirements. More funding for stipends, more reassigned time for the Distance Education Coordinator to train is needed, as well as funding to pay outside sources to train faculty.

2.5 Program Progress

At present our resource requests from the previous years program plans and unit plans have not been fulfilled despite the continued growth of the Distanced Education program and need for more classified tech help, more reassigned time for the DE Coordinator, stipend money for professional development (training, Best Practices certification, incentives to develop courses etc.), and a full-time dean to oversee the program. We are also asking for a full-time designated DE Department Assistant now to support the DE Team.

 Online courses have no overhead, need no classroom space, and are one of the few sources of new FTE's for the campus at the moment. There is a high demand for more online course offerings by students and Distance Education is an equitable way to provide courses to many students who otherwise would not be able to attend day time, in-person, courses.

Professional development is crucial for online faculty to stay abreast of the ever changing pedogogy, technical requirements, and Title 5 regulatory requirements. More funding for stipends, more reassigned time for the Distance Education Coordinator to train is needed, as well as funding to pay outside sources to train faculty.

The DE program asked for an audience with the Board of Trustees to update them with regards to the phenomenal success of our program despite the lack of resources we have needed. That presentation has yet to take place. With the dramatic increase we expect to see in online and program offerings as a result of the CTE Grant, it is imperative that the district and Board of Trustees understand the needs of the DE Program. It has been suggested that a self-study by the Board of Trustees on the Distance Education program take place as soon as possible so that resources can be approved to continue to move the program forward in preparation for the ACCJC Accreditation visit in less than 3 years. Rio Hondo cannot afford to have the DE Program put on notification for a second time.

3. Outcomes

3.1 ASSESSMENT TIMELINE AND CLOSING THE LOOP

3.2 PROGRAM OUTCOME STATEMENTS

Office of Online Education Outcome Set

Increase Enrollment

Increasing online and hybrid courses, as well as enhancing on-ground classes allows more flexibility for students, independent learning, boosts digital fluency via utilization of technology, and may optimize schedules to increase completion.

Mapping

Institutional Goals & Objectives 2018-2019: Objective 1.4, Objective 3.3

Improve student success and retention

As statewide data is showing an increase in success, retention and completion in online courses, Rio Hondo should follow suit by congruently enhancing the infrastructure of Distance Education. The Office of Distance Education needs stability and guidance of a dedicated Distance Education Dean, 100% reassigned time for the Distance Education Coordinator, reclassification of the current Instructional Assistants to technologists and designers, and additional staff support for students. The additional staffing would be able to facilitate the alignment of online classes to the Online Education Initiative (OEI) Rubric and support a local Peer Online Course Review (POCR) certification and POCR club. In addition, an office space is necessary for the Dean and the Coordinator, and a lounge and think space will provide a comfortable and supportive environment for faculty to development their online acumen, create instructional videos, and have collegiate exchanges as peer mentors.

Mapping

Institutional Goals & Objectives 2018-2019: Objective 1.1, Objective 1.4, Objective 2.3

Foster professional development opportunities, best practices, and an innovative online education culture.

The Distance Education Coordinator and staff will attend professional development conferences and workshops, such as the Online Teaching Conference (OTC) and other related educational technology conferences such as InstructureCon and e-Learning. The coordinator and technology trainers will provide both training for online instruction, best practices, use of online technology tools, and professional development to assist faculty with designing online classes for enhanced teaching and learning. In addition, faculty will be offered free online training workshops and conferences, such as CANINNOVATE, First Fridays, and the CCC Digital Days.

Mapping

Institutional Goals & Objectives 2018-2019: Objective 2.3, Objective 3.3

With the help of counseling and the guided pathways initiative, identify and select most in demand transfer degrees and the courses needed t

Counselors and faculty can assist with identifying student needs for online and hybrid courses to increase educational goal achievement. By offering courses in the online and hybrid formats, students have increased access

and flexibility, which can lead to a more expedient rate of completion.

Mapping

Institutional Goals & Objectives 2018-2019: Objective 1.5, Objective 3.3

Maintain standards of excellence, communication, and transparency

The Distance Education Coordinator will provide updates on the Distance Education Committee (DEC) actions via the RHC website with updated membership lists, by-laws minutes, agendas, reports to committees, and budget development, requests and usage, including professional development funds. The coordinator and dean will also provide insights and reports from the monthly DECO (Distance Education Coordinator) meetings and State Senate recommendations for distance education.

Mapping

Institutional Goals & Objectives 2018-2019: Objective 2.2, Objective 2.3, Objective 2.4, Objective 3.3

3.3 NON-INSTRUCTIONAL PROGRAM OUTCOMES ASSESSMENT

Measures

Office of Online Education Outcome Set

Objective

Outcome: Increase Enrollment

Increasing online and hybrid courses, as well as enhancing on-ground classes allows more flexibility for students, independent learning, boosts digital fluency via utilization of technology, and may optimize schedules to increase completion.

Measure: Enrollment Numbers	
Details/Description:	Enrollment numbers from year to year will be compared.
Acceptable Standard:	An increase in enrollment of 2% from year to year is acceptable.
Ideal Standard:	An increase in enrollment of 5% from year to year is ideal.

Outcome: Improve student success and retention

As statewide data is showing an increase in success, retention and completion in online courses, Rio Hondo should follow suit by congruently enhancing the infrastructure of Distance Education. The Office of Distance Education needs stability and guidance of a dedicated Distance Education Dean, 100% reassigned time for the Distance Education Coordinator, reclassification of the current Instructional Assistants to technologists and designers, and additional staff support for students. The additional staffing would be able to facilitate the alignment of online classes to the Online Education Initiative (OEI) Rubric and support a local Peer Online Course Review (POCR) certification and POCR club. In addition, an office space is necessary for the Dean and the Coordinator, and a lounge and think space will provide a comfortable and supportive environment for faculty to development their online acumen, create instructional videos, and have collegiate exchanges as peer mentors.

No measures specified

Outcome: Foster professional development opportunities, best practices, and an innovative online education culture.

The Distance Education Coordinator and staff will attend professional development conferences and workshops, such as the Online Teaching Conference (OTC) and other related educational technology conferences such as InstructureCon and e-Learning. The coordinator and technology trainers will provide both training for online instruction, best practices, use of online technology tools, and professional development to assist faculty with designing online classes for enhanced teaching and learning. In addition, faculty will be offered free online training workshops and conferences, such as CANINNOVATE, First Fridays, and the CCC Digital Days.

No measures specified

Outcome: With the help of counseling and the guided pathways initiative, identify and select most in demand transfer degrees and the courses needed t

Counselors and faculty can assist with identifying student needs for online and hybrid courses to increase educational goal achievement. By offering courses in the online and hybrid formats, students have increased access and flexibility, which can lead to a more expedient rate of completion.

No measures specified

Outcome: Maintain standards of excellence, communication, and transparency

The Distance Education Coordinator will provide updates on the Distance Education Committee (DEC) actions via the RHC website with updated membership lists, by-laws minutes, agendas, reports to committees, and budget development, requests and usage, including professional development funds. The coordinator and dean will also provide insights and reports from the monthly DECO (Distance Education Coordinator) meetings and State Senate recommendations for distance education.

No measures specified

3.4 NON-INSTRUCTIONAL PROGRAM OUTCOME FINDINGS

Finding per Measure

Office of Online Education Outcome Set

Objective

Outcome: Increase Enrollment
Increasing online and hybrid courses, as well as enhancing on-ground classes allows more flexibility for students, independent learning, boosts digital fluency via utilization of technology, and may optimize schedules to increase completion.

Measure: Enrollment Numbers

Details/Description:	Enrollment numbers from year to year will be compared.
Acceptable Standard:	An increase in enrollment of 2% from year to year is acceptable.
Ideal Standard:	An increase in enrollment of 5% from year to year is ideal.

Findings for Enrollment Numbers

Summary of Findings:	Online enrollment in 2018-2019 was 15,475, enrollment in 2019-2020 was 16,480, an increase of 1,005 enrollments, of 6.5%.
Results :	Acceptable Standard Achievement: Exceeded
Recommendations:	

Outcome: Improve student success and retention

As statewide data is showing an increase in success, retention and completion in online courses, Rio Hondo should follow suit by congruently enhancing the infrastructure of Distance Education. The Office of Distance Education needs stability and guidance of a dedicated Distance Education Dean, 100% reassigned time for the Distance Education Coordinator, reclassification of the current Instructional Assistants to technologists and designers, and additional staff support for students. The additional staffing would be able to facilitate the alignment of online classes to the Online Education Initiative (OEI) Rubric and support a local Peer Online Course Review (POCR) certification and POCR club. In addition, an office space is necessary for the Dean and the Coordinator, and a lounge and think space will provide a comfortable and supportive environment for faculty to development their online acumen, create instructional videos, and have collegiate exchanges as peer mentors.

No measures specified

Outcome: Foster professional development opportunities, best practices, and an innovative online education culture.

The Distance Education Coordinator and staff will attend professional development conferences and workshops, such as the Online Teaching Conference (OTC) and other related educational technology conferences such as InstructureCon and e-Learning. The coordinator and technology trainers will provide both training for online instruction, best practices, use of online technology tools, and professional development to assist faculty with designing online classes for enhanced teaching and learning. In addition, faculty will be offered free online training workshops and conferences, such as CANINNOVATE, First Fridays, and the CCC Digital Days.

No measures specified

Outcome: With the help of counseling and the guided pathways initiative, identify and select most in demand transfer degrees and the courses needed t

Counselors and faculty can assist with identifying student needs for online and hybrid courses to increase educational

goal achievement. By offering courses in the online and hybrid formats, students have increased access and flexibility, which can lead to a more expedient rate of completion.

No measures specified

Outcome: Maintain standards of excellence, communication, and transparency

The Distance Education Coordinator will provide updates on the Distance Education Committee (DEC) actions via the RHC website with updated membership lists, by-laws minutes, agendas, reports to committees, and budget development, requests and usage, including professional development funds. The coordinator and dean will also provide insights and reports from the monthly DECO (Distance Education Coordinator) meetings and State Senate recommendations for distance education.

No measures specified

4. Data Analysis

4.1 DATA ANALYSIS

 A. The DE Program is extremely efficient and has grown by about 6.7% from last year. We can chalk this up to the extra help we are receiving from the CTE/IOP Grant which has provided more resources and support to the program in the form of an extra 40% reassigned time for a POCR/CTE Grant Coordinator and adding 20% to the DE Coordinator position. We have also been given some staff help as well. This support will go away in Spring 2021 and the program will be left behind and we may see a regresion in our growth and efficiency unless resources are provided to keep us at this level!

B-C. Students are doing well in online courses. We have an overall success rate of 75% in online classes as a whole and relative equality in success rates between the genders for Latino males and Females. We do see success rates for "other" ethnic groups being higher which suggests some equity issues between our Latino/X and other groups. The overall success rates for the college and regular classes are at around 80% which means that our online programs are almost on par with face to face classes.

D. We don't have information on the number of fully online degrees as the moment but I know we have less than 5. Enrollments in online classes are up by 1,000 while the overall enrollments for the college fell by 3,000. We have seen a 6.7% growth in enrollments from last year. Our yearly enrollments are at 6,268 more or less per semester. The department offered 548 sections over the last year which is an increase of 22 sections from the previous year more or less.
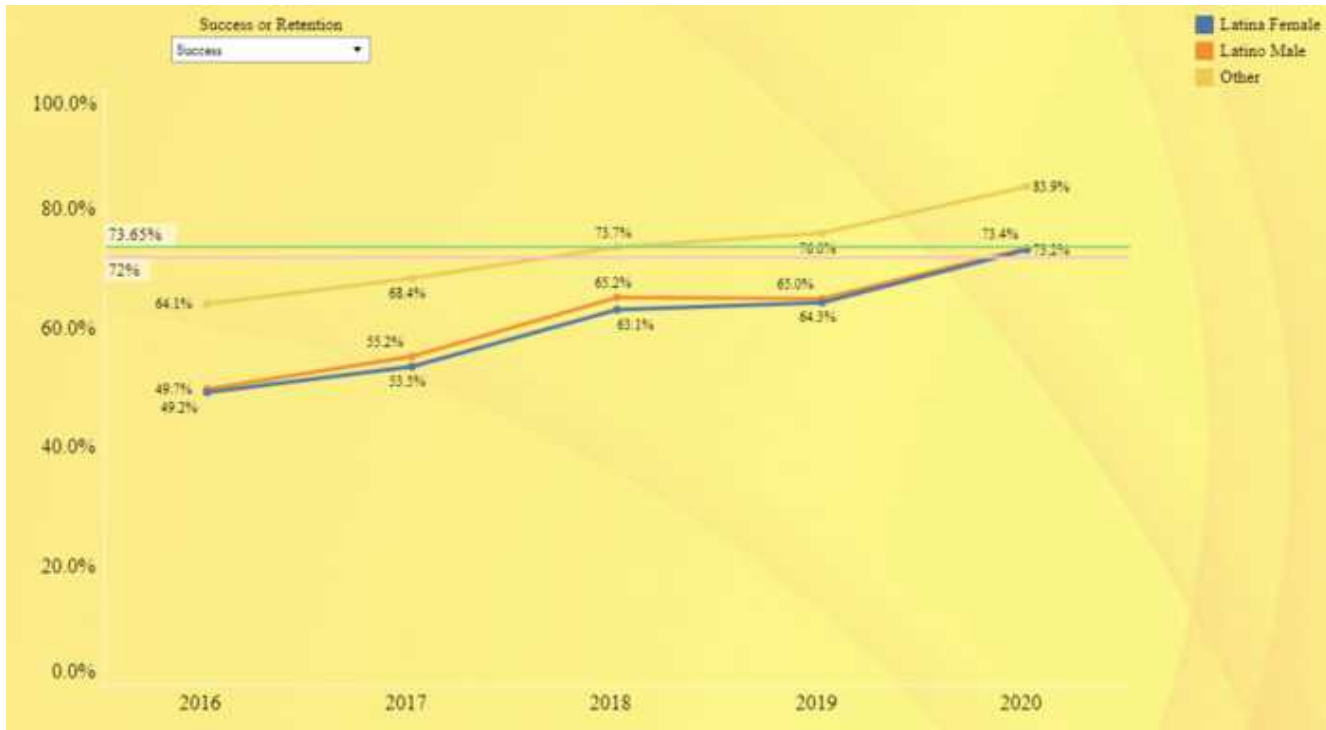
Overall Student Success in DE Courses

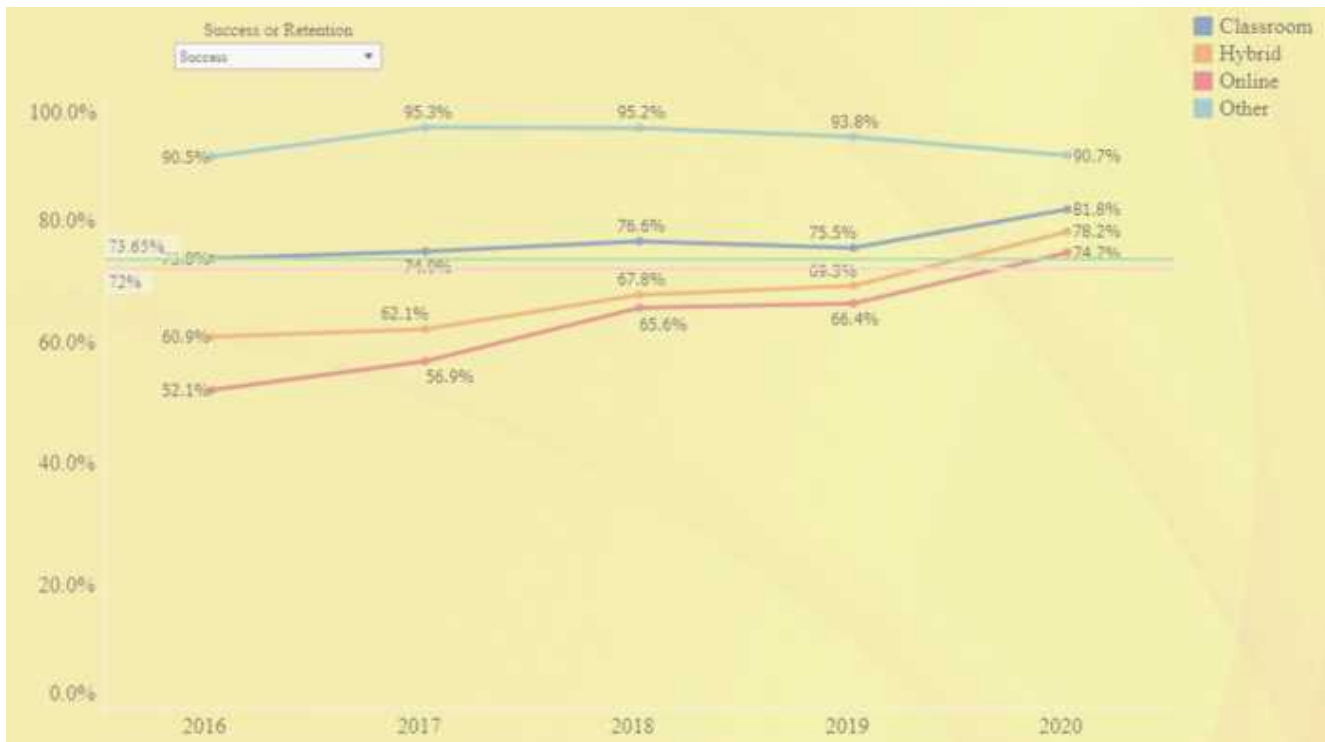Overall success rate for all course types in 80.7%.
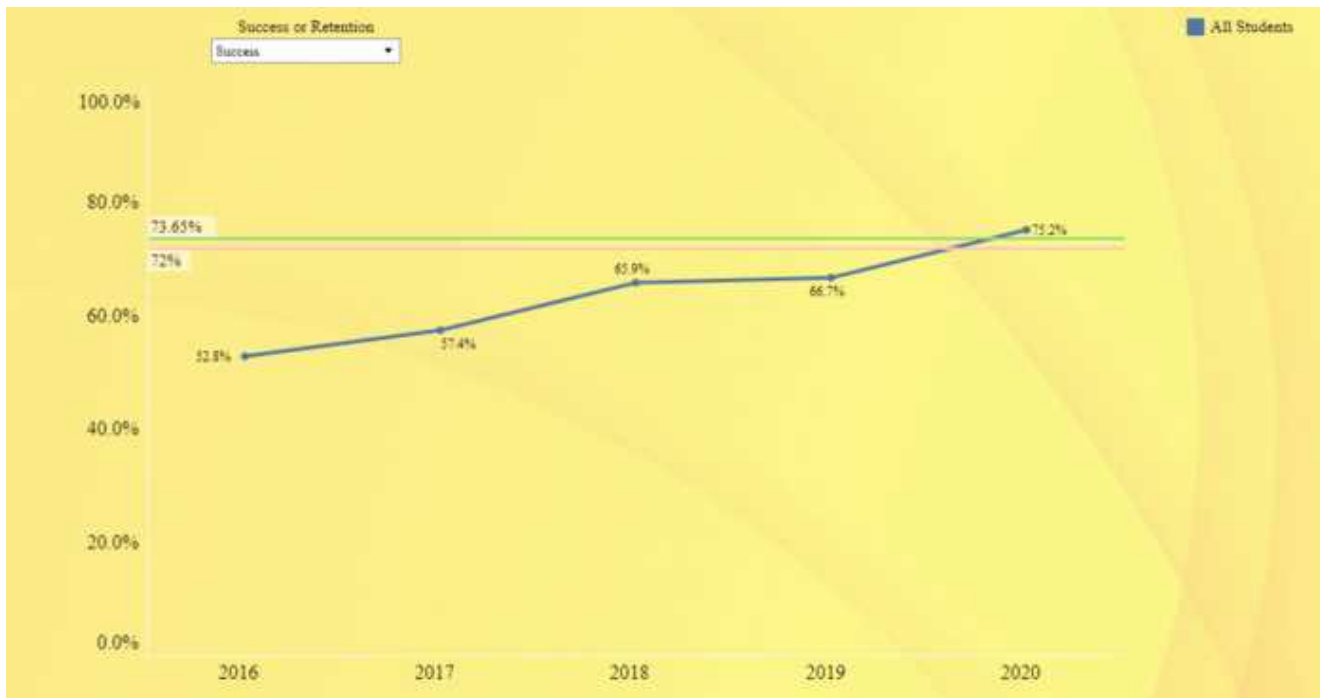
Success Rate disag by Gender/Ethnicity

Overall success rate (all credit courses, all types): 77.5% Latina Female, 79.4% Latino Male, 90.0% "All Other."

How are our students doing? Success rates by modality.

Online Enrollment by Semester

Planning Level	2015-16	2016-17	2017-18	2018-19	2019-20	Grand Total
Academic Affairs	15,449	15,027	14,698	15,475	16,480	77,129
Student Services	279	278	246	246	257	1,306
Grand Total	15,728	15,305	14,944	15,721	16,737	78,435

Online Enrollment by Academic Year

	2015-16			2016-17			2017-18			2018-19			2019-20			Grand Total
Planning Level	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019	Summer 2019	Fall 2019	Spring 2020	
Academic Affairs	3,593	6,355	5,501	3,625	5,943	5,459	3,552	5,593	5,553	4,095	5,627	5,753	3,948	6,268	6,264	77,129
Student Services	62	138	79	67	109	102	57	94	95	54	94	98	57	102	98	1,306
Grand Total	3,655	6,493	5,580	3,692	6,052	5,561	3,609	5,687	5,648	4,149	5,721	5,851	4,005	6,370	6,362	78,435

Total Enrollment at Census (All formats)
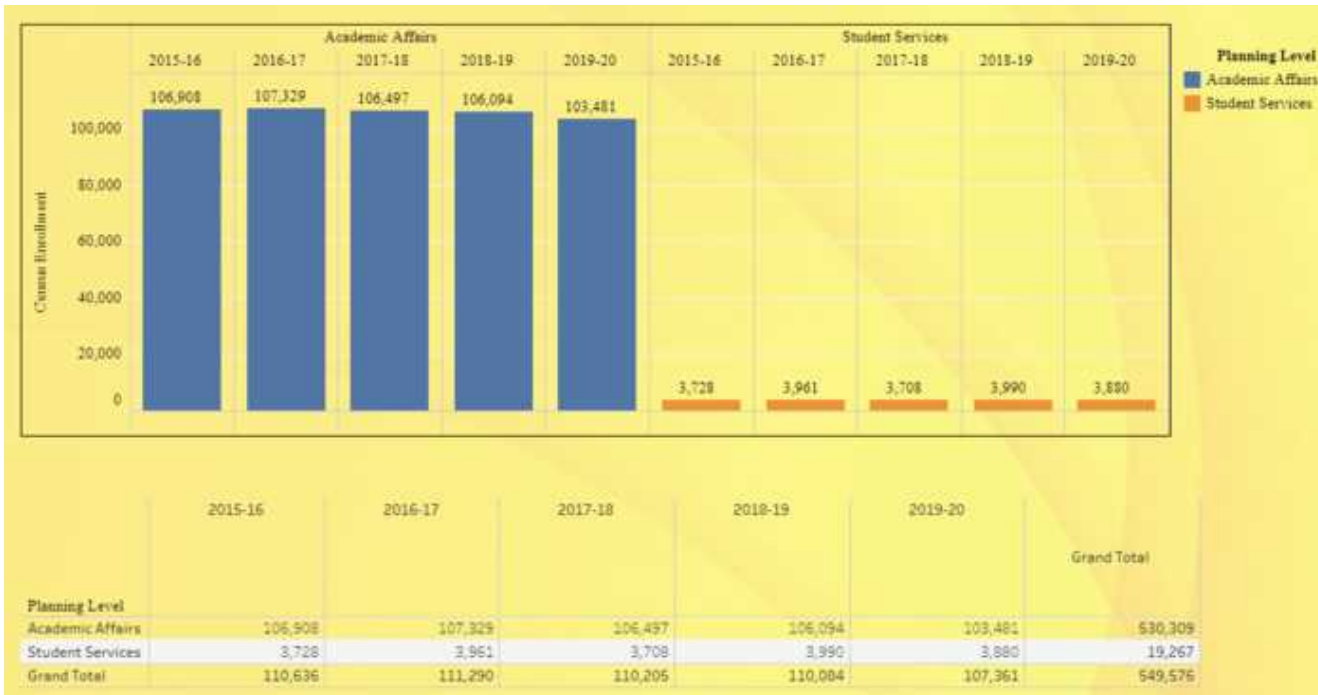
Number of DE Sections and Headcount

Fiscal Year	Academic Term	Sections Over-/Und	Avg. Secti	Gap btwn	Headcoun	Unique Sections
2015-16	Summer 2016	-25.82729921	45.33962	-1171	3635	106
2015-16	Spring 2016	-56.4399093	41.77895	-2358	5580	190
2015-16	Fall 2015	-51.26969697	47.14286	-2417	6493	189
2015-16	Summer 2015	-6.977491961	44.42857	-310	1245	35
2016-17	Spring 2017	-46.59457987	38.24479	-1782	5561	192
2016-17	Fall 2016	-65.74650877	44.0936	-2899	6052	203
2016-17	Summer 2016	-0.371428571	35	-13	57	2
2017-18	Spring 2018	-44.18977304	37.70103	-1666	5648	194
2017-18	Fall 2017	-33.96725625	36.00526	-1223	5618	190
2017-18	Summer 2017	-23.56713427	37.425	-882	3609	120
2018-19	Spring 2019	-52.41661531	43.15426	-2262	5851	188
2018-19	Fall 2018	-46.73252636	41.98361	-1962	5721	183
2018-19	Summer 2018	-31.87211065	35.42282	-1129	4149	149
2019-20	Spring 2020	-60.80737018	42.64286	-2593	6362	210
2019-20	Fall 2019	-54.43621209	42.34314	-2305	6333	204
2019-20	Summer 2019	-40.31754386	42.53731	-1715	3985	134

5. Objectives & Resource Requests

5.1 OBJECTIVES

Office of Online Education Outcome Set

Increase Enrollment
Increasing online and hybrid courses, as well as enhancing on-ground classes allows more flexibility for students, independent learning, boosts digital fluency via utilization of technology, and may optimize schedules to increase completion.

Mapping

Institutional Goals & Objectives 2018-2019: Objective 1.4, Objective 3.3

Improve student success and retention
As statewide data is showing an increase in success, retention and completion in online courses, Rio Hondo should follow suit by congruently enhancing the infrastructure of Distance Education. The Office of Distance Education needs stability and guidance of a dedicated Distance Education Dean, 100% reassigned time for the Distance Education Coordinator, reclassification of the current Instructional Assistants to technologists and designers, and additional staff support for students. The additional staffing would be able to facilitate the alignment of online classes to the Online Education Initiative (OEI) Rubric and support a local Peer Online Course Review (POCR) certification and POCR club. In addition, an office space is necessary for the Dean and the Coordinator, and a lounge and think space will provide a comfortable and supportive environment for faculty to development their online acumen, create instructional videos, and have collegiate exchanges as peer mentors.

Mapping

Institutional Goals & Objectives 2018-2019: Objective 1.1, Objective 1.4, Objective 2.3

Foster professional development opportunities, best practices, and an innovative online education culture.
The Distance Education Coordinator and staff will attend professional development conferences and workshops, such as the Online Teaching Conference (OTC) and other related educational technology conferences such as InstructureCon and e-Learning. The coordinator and technology trainers will provide both training for online instruction, best practices, use of online technology tools, and professional development to assist faculty with designing online classes for enhanced teaching and learning. In addition, faculty will be offered free online training workshops and conferences, such as CANINNOVATE, First Fridays, and the CCC Digital Days.

Mapping

Institutional Goals & Objectives 2018-2019: Objective 2.3, Objective 3.3

With the help of counseling and the guided pathways initiative, identify and select most in demand transfer degrees and the courses needed t
Counselors and faculty can assist with identifying student needs for online and hybrid courses to increase educational goal achievement. By offering courses in the online and hybrid formats, students have increased access and flexibility, which can lead to a more expedient rate of completion.

Mapping

Institutional Goals & Objectives 2018-2019: Objective 1.5, Objective 3.3

Maintain standards of excellence, communication, and transparency

The Distance Education Coordinator will provide updates on the Distance Education Committee (DEC) actions via the RHC website with updated membership lists, by-laws minutes, agendas, reports to committees, and budget development, requests and usage, including professional development funds. The coordinator and dean will also provide insights and reports from the monthly DECO (Distance Education Coordinator) meetings and State Senate recommendations for distance education.

Mapping

Institutional Goals & Objectives 2018-2019: Objective 2.2, Objective 2.3, Objective 2.4, Objective 3.3

5.2 FULL-TIME FACULTY REQUEST

Actions

Office of Online Education Outcome Set

Objective

Objective: Improve student success and retention

As statewide data is showing an increase in success, retention and completion in online courses, Rio Hondo should follow suit by congruently enhancing the infrastructure of Distance Education. The Office of Distance Education needs stability and guidance of a dedicated Distance Education Dean, 100% reassigned time for the Distance Education Coordinator, reclassification of the current Instructional Assistants to technologists and designers, and additional staff support for students. The additional staffing would be able to facilitate the alignment of online classes to the Online Education Initiative (OEI) Rubric and support a local Peer Online Course Review (POCR) certification and POCR club. In addition, an office space is necessary for the Dean and the Coordinator, and a lounge and think space will provide a comfortable and supportive environment for faculty to development their online acumen, create instructional videos, and have collegiate exchanges as peer mentors.

Action: Increase Reassigned Time from 40% to 100% for the DE Coordinator/s

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Position Title & Program:	Distance Education Coordinator- Distance Education Program
Rationale:	As statewide data is showing an increase in success, retention and completion in online courses, Rio Hondo College should follow suit by congruently enhancing the infrastructure of Distance Education. The Office of Distance education needs stability and guidance of a dedicated Distanced Education Coordinator with 100% reassigned time or two positions of 50% reassigned time for each faculty member involved. Faculty on campus need training and help on a regular basis and the current reassigned time in the amount of 40% is enough to complete paperwork,

prepare and run the distance education meetings, and answer emails along with other duties. It is not enough time to handle training and professional development along with new requirements like developing the POCR Club which evaluates new OEI aligned courses. There are a lot of new duties expected of the DE Coordinator that are not being fulfilled due to the lack of reassigned time or help in the Distance Education Program. The program would be best served by having two dedicated DE Coordinators one with 40% reassigned who will focus on POCR and course alignment to the OEI Rubric and management of the club and the other coordinator who will manage the Program Planning, training of faculty, and run the DE Committee at 60% reassigned time.

Budget request amount:	$70,000.00
Priority:	High

5.3 FULL-TIME CLASSIFIED REQUEST

Actions

Office of Online Education Outcome Set

Objective

Objective: Improve student success and retention
The Office of Online education will increase student support, instructional videos, peer mentors, a dedicated computer lab, and promotion of Net Tutor to increase success and retention rates among students in their courses.

Action: Full-Time Staff to Support DE Team

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Position Title & Program:	Classified Assistant to Distance Education Department 2 Part-time or 1 Full-time staff designated to support secretarial duties of the Distance Education Coordinator, Distance Education Support Team, Dean and POCR Coordinator.
Basic Job Description:	Support the DE Department by tracking professional development participants and stipends along with payout. Take minutes at Distance Education Meetings. Create certificates of completion for faculty who have completed the Distance Education Training. Support the DE Support Team with collection of departmental data. Support the Dean of Distance Education with reports or other paperwork as assigned.
Rationale:	The rapid growth of the Distance Education Department as a result of the CTE Grant and the demand for online classes has greatly outpaced the resources provided to support the program.
Budget request amount:	$40,000.00
Priority:	High

Action: Increase instructional assistant from 75% to 100%

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Position Title & Program:	Instructional Assistant (Distance Education)
Basic Job Description:	Assist students.
Rationale:	The Office of Distance Education has expanded course offerings, but has not expanded support. Many schools have a dedicated assistant whose sole duties are to assist with students, which would increase success, retention, and completion. It would also allow the current Instructional assistants to better serve faculty needs and assistance.
Budget request amount:	$30,000.00
Priority:	High

5.4 FULL-TIME ADMINISTRATOR REQUEST

Actions

Office of Online Education Outcome Set

Objective

Objective: Improve student success and retention
As statewide data is showing an increase in success, retention and completion in online courses, Rio Hondo should follow suit by congruently enhancing the infrastructure of Distance Education. The Office of Distance Education needs stability and guidance of a dedicated Distance Education Dean, 100% reassigned time for the Distance Education Coordinator, reclassification of the current Instructional Assistants to technologists and designers, and additional staff support for students. The additional staffing would be able to facilitate the alignment of online classes to the Online Education Initiative (OEI) Rubric and support a local Peer Online Course Review (POCR) certification and POCR club. In addition, an office space is necessary for the Dean and the Coordinator, and a lounge and think space will provide a comfortable and supportive environment for faculty to development their online acumen, create instructional videos, and have collegiate exchanges as peer mentors.

Action: Hire a Dean of Distance Education

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Position Title & Program:	Dean of Distance Education- Distance Education Program
Rationale:	As statewide data is showing an increase in success, retention and completion in online courses, Rio Hondo College should follow suit by congruently enhancing the

infrastructure of Distance Education. The Office of Distance Education need stability and guidance of a dedicated Distance Education Dean. College with an Online dean have an increase in course offerings, quality, and professional development.

Budget request amount:	$150,000.00
Priority:	Medium

5.5 FACILITIES REQUEST

5.6 TECHNOLOGY REQUEST

Actions

Office of Online Education Outcome Set

Objective

Objective: Improve student success and retention
The Office of Online education will increase student support, instructional videos, peer mentors, a dedicated computer lab, and promotion of Net Tutor to increase success and retention rates among students in their courses.

Action: Canvas Technology to aid Faculty with their online class development and teaching

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Rationale:	Canvas has a plethora of applications that have been identified to help faculty design and teach their courses. These applications will increase student success in the online environment by aiding faculty's ability to teach better online. CidiLabs DesignPLUS– A leading course authoring and page design toolset that can be natively integrate with Canvas.
	https://cidilabs.com/landing/design-tools/
	DesignPLUS for Canvas - Cidi Labs Give your students better Canvas courses with DesignPLUS: Design Tools for Canvas. Created to significantly cut the time it takes to develop a course in Canvas, DesignPLUS enables you to rapidly build course shells and painlessly build and style high quality content in your course. cidilabs.com
	VoiceThread - An application that allows users to upload, share, and discuss documents, presentations, images, audio files, and videos.

https://voicethread.com/

Canva Pro-a graphic design platform that allows users to create social media graphics, presentations, posters, documents, and other visual content.

https://www.canva.com/

Slack– A channel-based messaging platform where users can work together more effectively, connect all their software tools. It also provides easy ways to locate topics and share resources.

https://slack.com/

ThingLink Premium– a user friendly digital tool that provides users with the ability to turn any image into an interactive graphic.

https://www.thinglink.com/

Since Canvas has been paid for by the Chancellor's Office now for about 4-5 years. Over $450,000 in money has been saved by the college and should have been earmarked to support the Distance Education Department as it continues to grow to support the demands of student and faculty.

Budget request amount:	$75,000.00
Priority:	High

Action: Computers and Scanner for the DE Department

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Rationale:	The DE Department Classified Tech specialists who support students and faculty with distance education both need new computers and headphones. They have also requested a departmental scanner to aid them in their work.
	The DE Coordinator may also need a lap top computer since much of their work is done off hours or at home.
Budget request amount:	$10,000.00
Priority:	High

5.7 INSTRUCTIONAL EQUIPMENT REQUEST

Actions

Office of Online Education Outcome Set

Objective

Objective: Improve student success and retention

The Office of Online education will increase student support, instructional videos, peer mentors, a dedicated computer lab, and promotion of Net Tutor to increase success and retention rates among students in their courses.

No actions specified

5.8. BUDGET AUGMENTATION REQUEST

Actions

Office of Online Education Outcome Set

Objective

Objective: Improve student success and retention

The Office of Online education will increase student support, instructional videos, peer mentors, a dedicated computer lab, and promotion of Net Tutor to increase success and retention rates among students in their courses.

Action: Professional development and Stipends to Develop Online Courses and Degrees

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Rationale:	Work with Administration to improve online teaching using the funds saved by switching to Canvas. The Chancellor's Office has been paying for Canvas for over 4 years saving the college 100k per year that has yet to be reinvested into the Distance Education Department.
	1. Online Education Coordinator and the two support staff attend the annual California Online Teaching Conference or any other training or conference approved which will help them stay current in the field.
	2. The Online Education Coordinator/chair will promote best practices for online education as recommended by the Distance Education committee.
	3. The Dean of Online Education and Online Education Coordinator attend meetings of the OEI (Online Education Initiative) to work out policy and technical issues involved in OEI implementation.
	4. Distance Education Coordinator and staff in Distance Education Office assist faculty in online instructor certification and course development.
	5. Distance Education Coordinator works to implement policies and guidelines from

the Distance Education Committee, such as the creation of guidelines for regular, effective, and substantive faculty initiated contact with students and between students.

6. The coordinator of the Distance Education provides training on online course development, theory, peer review, course design, communities of practice. Stipend opportunities need to be made available to faculty to compensate them for the enormous amount of time involved with online course creation.

7. There is a technology trainer who needs to be more actively involved in training and utilizing the tools of Canvas.

Budget request amount: $25,000.00

Priority: High

6. Program Plan Submission

6.1. ANNUAL PROGRAM PLAN ATTACHMENT