

Annual Program Plan Fall 2020

CalWORKS

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1. Mission Statement

1.1 MISSION STATEMENT

The mission of the Rio Hondo College CalWORKs Program is to empower low-income parenting students receiving cash-aid from the State of California to transition into the workforce and achieve economic self-sufficiency. We achieve this through student services, resources, and assistance with their cash-aid requirements that allow students to complete their educational goals.

2. Program Description

2.1 PROGRAM DESCRIPTION

a. Services and Target Audience:

The CalWORKs Program provides services to any enrolled student that is receiving Cash aid from the state of California for themselves and a child dependant. Additionally, the program also provides services to any enrolled student that is part of the Greater Avenues for Independence program within the Department of Public Social Services.

b. Staffing, Space Allocation, and Budget:

The program staffing is as follows:

- 1 full time Counselor/Coordinator
- 3 Adjunct Counselors
- 1 full time Clerk
- 1 full time Student Services Assistant
- 1 part time Clerk
- 1 part time Student Services Assistant

The program is located in the second floor of the Student Services Building, SS220.

The program is categorically funded plus a financial contract with Los Angeles County Department of Public Social Services.

c. Grants and Initiatives:

N/A

d. Professional Development: Briefly list professional development activities and level of participation by program staff over the last year. Indicate if activities addressed equity-minded practices, strategies for classroom instruction, or another topic.

Staff participate in FLEX Day education sessions.

Additionally staff are encouraged to participate in campus-wide education opportunities as they come up. This includes:

- CSEA Meetings
- RHCFA Meetings
- DACA Webinars
- UC/CSU Transfer Conferences

e. Program Progress: List objectives and resource requests included in last year's program plan. Describe progress and status on objectives and status of resource requests, if funded or not funded, and the long term plan of the program.

Assessment Survey:

Approximately 60 students participated in a needs assessment survey provided during the 2019 academic year. Staff reviewed ongoing responses periodically and made adjustments to the program according to the data. The survey responses were overwhelmingly positive a few areas of improvement identified.

Comprehensive Education Plans for Priority Registration:

90% of students eligible for Priority Registration successfully established a comprehensive education plan prior to fall 2019 registration.

89% of students eligible for Priority Registration successfully established a comprehensive education plan prior to spring 2020 registration.

Workshop Schedule

The program successfully hosted 3 workshops in fall semester and 1 workshop in spring semester prior to the COVID-19 closing.

The workshops were minimally attended by students. Attendance numbers ranged between 2 - 7.

Institutionalize the Counselor/Coordinator position

No changes or progress made with regards to institutionalizing this position or putting it on tenure-track.

3. Outcomes

3.1 ASSESSMENT TIMELINE AND CLOSING THE LOOP

Program Assessment Timeline:

Needs Assessment will be implemented and assessed every other academic year starting with 2019.

Workshops will be organized and assessed every academic year. 3 each semester.

The rate of comprehensive education plans will be assessed every year at the end of the fall and spring semester.

3.2 PROGRAM OUTCOME STATEMENTS

CalWORKs Outcomes 2020-2021

Increase number of CalWORKs students by 5% by Spring 2020.

Marked obsolete by Diego Silva on 09/30/2019 8:07:29 pm EDT

Mapping

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

Students Participate in an Annual Needs Assessment

The staff will distribute an annual needs assessment survey during the fall semester. Students will also have the opportunity to participate in focus groups. The purpose of this assessment is to ensure that the services and resources being provided are relevant to the students' needs.

Mapping

Institutional Goals & Objectives 2018-2019: Objective 1.6

90% of CalWORKs Students Will Have a Comprehensive Education Plan

All students enrolled in the CalWORKs program will have an education plan for up to 2 semesters into the future, not including the current semester.

Mapping

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

Students will Benefit from Educational Workshops Provided by CalWORKs Staff

The CalWORKs office will provide at least 3 educational workshops per semester geared towards CalWORKs students. These workshops will help students develop soft and academic skills.

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.

3.3 NON-INSTRUCTIONAL PROGRAM OUTCOMES ASSESSMENT

Measures

CalWORKs Outcomes 2020-2021

Objective

Outcome: Students Participate in an Annual Needs Assessment

The staff will distribute an annual needs assessment survey during the fall semester. Students will also have the opportunity to participate in focus groups. The purpose of this assessment is to ensure that the services and resources being provided are relevant to the students' needs.

Measure: Needs Assessment Logs

Program level Indirect - Survey

Details/Description: The program will implement a needs assessment and ask students to report their name as an optional entry. The goal will be to get responses from 50% of our program population.

Acceptable Standard: 50% response rate

Ideal Standard: 75% response rate

Outcome: 90% of CalWORKs Students Will Have a Comprehensive Education Plan

All students enrolled in the CalWORKs program will have an education plan for up to 2 semesters into the future, not including the current semester.

Measure: Master DatabaseTracking

Details/Description: Starting in spring 2019 an appointment for an education plan update will constitute at least 3 semesters of planned courses.

Acceptable Standard: 3 semesters of planned courses, including the current semester, for 85% of program participants.

Ideal Standard: Complete education plan from current semester until all graduation requirements would be met for 90% of program participants.

Outcome: Students will Benefit from Educational Workshops Provided by CalWORKs Staff

The CalWORKs office will provide at least 3 educational workshops per semester geared towards CalWORKs students. These workshops will help students develop soft and academic skills.

Measure: Event RSVP and Post Workshop Surveys

Program level Indirect - Survey

Details/Description:	Students will be asked to RSVP for events, sign in for documented attendance, and provided a post-workshop satisfaction survey.
Acceptable Standard:	10% of program students attend at least 1 educational workshop every academic year. Overall satisfaction results in 50% of students finding program beneficial to their education in likert scale ratings.
Ideal Standard:	25% of program students attend at least 1 educational workshop every academic year. Overall satisfaction results in 80% of students finding program beneficial to their education in likert scale ratings.

3.4 NON-INSTRUCTIONAL PROGRAM OUTCOME FINDINGS

Finding per Measure

CalWORKs Outcomes 2020-2021

Objective

Outcome: Students Participate in an Annual Needs Assessment

The staff will distribute an annual needs assessment survey during the fall semester. Students will also have the opportunity to participate in focus groups. The purpose of this assessment is to ensure that the services and resources being provided are relevant to the students' needs.

Measure: Needs Assessment Logs

Program level Indirect - Survey

Details/Description:	The program will implement a needs assessment and ask students to report their name as an optional entry. The goal will be to get responses from 50% of our program population.
Acceptable Standard:	50% response rate
Ideal Standard:	75% response rate

Findings for Needs Assessment Logs

Summary of Findings: Approximately 60 students participated in a needs assessment survey provided during the 2019 academic year. Staff reviewed ongoing responses periodically

and made adjustments to the program according to the data. The survey responses were overwhelmingly positive a few areas of improvement identified.

60 students = 43% of current CalWORKS population

Results : Acceptable Standard Achievement: Met

Recommendations: Work to incentivize participation in the needs assessment survey while still meeting DPSS guidelines. Also look towards creating student focus groups to help with further analysis of the needs assessment result.

Substantiating Evidence:

[CalWORKs Needs Assessment - Google \(Adobe Acrobat Document\)](#)

PDF of Needs Assessment Summary conducted in 2019-20

Outcome: 90% of CalWORKs Students Will Have a Comprehensive Education Plan

All students enrolled in the CalWORKs program will have an education plan for up to 2 semesters into the future, not including the current semester.

Measure: Master DatabaseTracking

Details/Description: Starting in spring 2019 an appointment for an education plan update will constitute at least 3 semesters of planned courses.

Acceptable Standard: 3 semesters of planned courses, including the current semester, for 85% of program participants.

Ideal Standard: Complete education plan from current semester until all graduation requirements would be met for 90% of program participants.

Findings for Master DatabaseTracking

Summary of Findings: Comprehensive Education Plans for Priority Registration:

90% of students eligible for Priority Registration successfully established a comprehensive education plan prior to fall 2019 registration.

89% of students eligible for Priority Registration successfully established a comprehensive education plan prior to spring 2020 registration.

Results : Acceptable Standard Achievement: Met

Recommendations: Continue ongoing outreach with students to ensure plans are constantly being updated. An effective strategy was to required an updated comprehensive education plan in order to be eligible for priority registration and various other

services. Continue this model.

Outcome: Students will Benefit from Educational Workshops Provided by CalWORKs Staff

The CalWORKs office will provide at least 3 educational workshops per semester geared towards CalWORKs students. These workshops will help students develop soft and academic skills.

Measure: Event RSVP and Post Workshop Surveys

Program level Indirect - Survey

Details/Description:	Students will be asked to RSVP for events, sign in for documented attendance, and provided a post-workshop satisfaction survey.
Acceptable Standard:	10% of program students attend at least 1 educational workshop every academic year. Overall satisfaction results in 50% of students finding program beneficial to their education in likert scale ratings.
Ideal Standard:	25% of program students attend at least 1 educational workshop every academic year. Overall satisfaction results in 80% of students finding program beneficial to their education in likert scale ratings.

Findings for Event RSVP and Post Workshop Surveys

Summary of Findings:	3 workshops were organized in fall 2019, but only 1 workshop was organized in spring 2020. Overall attendance was very low. Each workshops had single digit attendees. Due to COVID-19, attendance documents remain in the office and are inaccessible prior to submission deadline. The annual fall orientation workshop was attended by 50% of our student population.
Results :	Acceptable Standard Achievement: Not Met
Recommendations:	Collaborate with CARE/EOPS to host joint workshops. Conduct better outreach for these workshops. Perhaps consider abandoning this outcome as students seem to be overwhelmed by other priorities.

5. Objectives & Resource Requests

5.1 OBJECTIVES

CalWORKs Objectives 2020-2021

Comprehensive Education Plans for Priority Registration

A new policy will be implemented to qualify for priority registration under CalWORKs. The policy will comprise of the following: Student must have an updated education plan for their current semester. Student must have a comprehensive education plan for the two following semesters from the priority registration deadline.

Mapping

CalWORKs Outcomes 2020-2021: 90% of CalWORKs Students Will Have a Comprehensive Education Plan

Workshops Schedule

Every semester the CalWORKs office will offer at least 3 workshops for students. Incentives such as meal vouchers and gas cards will be promoted to encourage students to attend.

Mapping

CalWORKs Outcomes 2020-2021: Students will Benefit from Educational Workshops Provided by CalWORKs Staff

Institutionalize the Counselor/Coordinator position

Change the Counselor/Coordinator position from non-tenure track to tenure-track. This objective would create two desired outcomes: 1. Incentive employees to seek long-term employment in this role. This will help the program provide consistent service to students to help them achieve their educational goals. 2. Elevate the position to be on par with peer tenure-track counselors.

Mapping

Institutional Goals & Objectives 2018-2019: Objective 1.5, Objective 1.6

Connect Students to Academic Resources

This year our program will attempt to reduce the amount of students that achieve below a 2.0 cumulative GPA by actively referring and tracking participation with campus academic resources.

Mapping

Institutional Goals and Objectives (Effective 2019-2020): 1.1 Increase Completion - Associate Degrees, 1.2 Increase Completion - Certificates, 2.1 Increase Transfer - ADTs

5.2 FULL-TIME FACULTY REQUEST

Actions

CalWORKs Objectives 2020-2021

Outcome

Objective: Institutionalize the Counselor/Coordinator position

Change the Counselor/Coordinator position from non-tenure track to tenure-track. This objective would create two desired outcomes:

1. Incentive employees to seek long-term employment in this role. This will help the program provide consistent service to students to help them achieve their educational goals.
2. Elevate the position to be on par with peer tenure-track counselors.

No actions specified

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

Annual Program Plan Fall 2020

DSPS

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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 mainstream of the college and provides 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.

2019-2020

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 where 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 DSPP 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 they 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 DSPP 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.

DSPP will also be providing faculty support to certify online 508 compliance. This will be provided by DSPP 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.

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 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 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 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.
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Measured utilizing reports in AIM.

Acceptable Standard: Students meet with at least one DSPS staff person per term and 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 minimize 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 minimize 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 is 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 minimize 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 we 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

Appendix

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- 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)
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Program Review Fall 2020

Student Life and Leadership

**Created on: 09/01/2020 12:40:00 PM EDT
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1. Mission Statement

1.1 MISSION STATEMENT

The Student Life & Leadership department develops students holistically by providing quality co-curricular programming through campus-wide collaborations. Students are developing socially, emotionally, and academically with programming and services that are driven by our four Guiding Values: Student Success & Degree Completion, Cultural Diversity, Social Responsibility, and Leadership Development.

2. Program Description

2.1 PROGRAM DESCRIPTION

Overview

The Office of Student Life & Leadership, located in the Student Union, coordinates student leadership programs, including Associated Students, Clubs & Organizations, and Student Leadership Institutes; large scale campus events including 9-11 Memorial, Welcome Week, Homecoming, Commencement; Basic Needs Initiatives such as the RioSource Room, Hope Scholars for homeless and housing insecure students, and AB 801 Compliance; and student empowerment and advocacy including Queer Initiative for LGBTQIA+, and Violence Intervention Program for sexual and domestic violence intervention and education efforts. The Office of Student Life & Leadership is comprised of the following staff: FTE Director, 100% Student Activities Assistant (predominantly ASB funded), 97.5% Clerk Typist III, as well as two Student Success Coach II (grant and categorically funded). In the Spring 2020 semester, after the college went remote, the Office of Student Life drastically changed its services and format to meet the needs of students during the Covid-19 pandemic. In the Summer of 2020, The Office of Student Life was impacted by the reorganization, and currently now oversees both the Guardian Scholars (10-month Counselor/Coordinator), and the Foster & Kinship Care Education (100% Specialist) Programs.

Services and Target Audience

The Associated Students of Rio Hondo College

The Associated Students of Rio Hondo College (ASRHC) is a student representative organization comprised of 27 students at Rio Hondo College, who are elected by vote or appointment, to serve as the student voice through the participatory governance process. The ASRHC functions to integrate the students' needs and concerns with the administration, faculty and staff in order to improve the campus environment and overall college experience. The ASRHC and Student Life & Leadership Department share guiding values and commit to providing students with events and programming that reflect: Leadership Development, Social Responsibility, Cultural Diversity, and Student Success and Degree Completion. The ASRHC Senate meets weekly, and serves as the umbrella for 7 Task Forces, 3 standing committees each with its own meetings, membership, and objectives.

Inter-Club Council

The Inter-Club Council (ICC) is recognized and funded by the Associated Students of Rio Hondo College. The council's mission is to create and support club based activities and events that enrich the campus life experience of the students, faculty, and staff. It consists of elected representatives from over 24 campus clubs. The bi-weekly inter-club council meetings serve as a venue for clubs to participate in leadership development, highlight club activities, coordinate event schedules, offer support and guidance to each other, seek solutions to common problems, and express concerns related to student organizations.

Student Ambassadors

The Student Ambassador Program is a leadership program that offers Rio Hondo College students an opportunity to represent and promote Rio Hondo College to prospective students, their families, and other guests. Student Ambassadors will be able to help educate visitors about the campus life, history, traditions and achievements of the college through supporting the Student Life & Leadership departments, conducting campus tours, supporting high school recruitment events, and supporting Presidential and Foundation functions.

Student Leadership Institute

SLI is a non-credit certificate program in partnership with California State University, Fullerton (CSUF). learn the value of networking, gain effective communication skills, enhance their confidence, define their leadership style, and engage in co-curricular activities that augment their academic learning. SLI Students are required to attend a series of workshops which will earn them a leadership certificate from CSUF upon program completion. Participation in SLI is limited to 30 participants each year, is application-based, free of charge, and open to all RHC students.

Social Justice Leadership Academy

Social Justice Leadership Academy is a non-credit certificate program in partnership with local community based non-profit agencies. The Social Justice Leadership Academy's intent is to increase participants' awareness of social justice issues, ability to identify social injustices, and opportunity to learn, experience, and apply best practices from peers in the field. Each year, SJLA will unpack a different topic, meeting leaders in the field, learning community-organizing and advocacy skills, and providing service hours to partner projects. SJLA 2019 theme was Environmental Justice, the 2020 theme was immigration and citizenship. Participants are required to attend monthly workshops and service hours for successful completion. SJLA graduates will be awarded with a certificate and recognition at the annual Student Leadership Awards Banquet. Participation in SLI is limited to 25 participants each year, is application-based, free of charge, and open to all RHC students.

The RioSource Room

The RioSource Room is a food pantry and hub for community service referrals. Partnering with the LA Food Bank and Grocery Outlet, the RioSource Room has new inventory each week, and averages 2,000lbs of food given out weekly. Student Advocates greet students and

offer information and referral to local community based agencies, including: housing, food, CalFresh, Medi-Cal, sexual assault and domestic violence, and mental health resources. Since partnering with the LA Food Bank two years ago, the RioSource Room has fed more than 20,000 community members (unduplicated, includes students and members of their households). Although the RioSource Room opened in October of 2017, we increased partnerships significantly during the last academic year. Throughout the pandemic we modified our services to immediately focus on the needs of our students and community while operating remotely and created our grab and go drive through operation for food distribution. We added the LA Food Bank as a partner, and we receive 6,000lbs. of food monthly from the LA Food Bank alone. Additionally, we've maintained partnerships with Interfaith Food Center and Food Finders. For the first two months of the pandemic, Student Life staff and volunteers ordered, coordinated deliveries, bagged, and handed out all food distributions. In May, we were able to utilize CARES funds and started partnering with Grocery Outlet, from which we receive an additional 3,000-6,000lbs of food per month. Additionally, we have partnered with DPSS who will be conducting outreach, application assistance, and on-site eligibility interviews on campus on a monthly basis. Further, we are working with DPSS to expand the list of student services programs that allow for work exemptions. Additionally, we are planning to bring a farmer's market that accepts CalFresh to campus, and working with the Rio Café to accept CalFresh/EBT benefits upon re-opening.

The Scholars' Hub

Serving as a one-stop shop for specialized population programs, including the following Scholars programs: Hope (unhoused/housing insecure), RISE (formerly incarcerated), and Queer Initiative (LGBTQIA+). Scholars' Hub provides a home base, case managers, specialized counselors, study space, tutoring, workshops, success groups, lockers, computers for student use, printing, and assistance with enrollment into public services and resources. We opened the the Hub in February of 2020 before going remote with all services just six weeks later. Nonetheless, staff continued to provide follow-up, direct services, and support via online methods to 149 students in the Spring 2020 semester. We had 14 graduates in Spring 2020. For Fall 2020, we have already grown the program, providing services to 239 students; we are also doing more to integrate Guardian Scholars through workshops, tutoring, and collaboration for an additional 170 students, bringing total Scholars Hub service numbers to 359 students.

Hope Scholars

Hope Scholars is a cohort of students who are facing or have recently faced housing insecurity. Students are eligible for services under AB 801, which may include priority registration, residency verification, CA Promise, scholarships, dedicated support services and resources. Hope Scholars will have dedicated counseling hours, tutors, study jam space, access to support services and resources. Hope Scholars will have dedicated counseling hours, tutors, study jam space, access to lockers, printing, and more.

Queer Initiative

A space that centers and supports queer students through identity, health, and educational programs and services including: workshops, success & support groups, campus and community events, resources, and connections to other campus' LGBTQIA+/Pride programs. Regularly meets Wednesdays evenings. QI students will have dedicated counseling hours, tutors, study jam space, access to support services and resources. QI partners with Psychological Services to provide group therapy as a cohort with the help of the LMFT Consultant.

Violence Intervention Program

VIP coordinates outreach and on-campus educational programming for issues related to sexual and intimate partner violence. VIP plans events such as Sexual Assault Awareness Month, Denim Day, Vagina Monologues, healthy relationship workshops, self-defense, trauma-informed self-care, movie nights, and the health and resource fair. Confidential Advocates are also available to provide crisis information, support, and information to survivors of violence or their loved ones. In addition to the long-standing VIP, Student Life secured grant funding (\$200,000/year for up to 5 years) through CalOES in January 2020. The Campus Sexual Assault Grant provides funding for an external Law Enforcement Coordinator, who serves in both an investigative and coordinating capacity, developing trainings, advocating for students with criminal justice partners, and serving as the primary investigator for all Title IX and assault grievance cases on campus. Additionally, the grant necessitates and provides the resources for a dedicated Sexual Assault Counselor for Rio Hondo students, hired and supervised by East Los Angeles Women's Center. This grant has allowed us to provide crisis intervention, case management and advocacy, one-on-one counseling, group counseling, educational workshops series, and professional development. In addition to coordination of VIP, management of the CalOES grant, the Director of Student Life sits as a primary member of the Title IX compliance and coordination team.

Emergency Loans

Funded by ASB Funds, students are able to request loans of \$250 the first two weeks of each semester. While students can use the funds for any reason, that initial purpose was to support students' ability to purchase textbooks while waiting on their financial aid disbursements. Some loans are reserved for emergency purposes throughout the semester, and with approval can be up to \$500. Loans are interest-free and due within 60-days of initial application.

Commencement

Student Life serves as the Commencement Coordinator, identifying, contracting, and paying all third party vendors associated with the graduation ceremony and related activities, from photographers, CHP, LASD, stage and chairs, to portable toilets, and more. Student Life also handles student communications, rehearsal, grad fest, and commencement breakfast.

Campus Events

Student Life coordinates a variety of major campus events such as Whittier Unified High School District's Women's Herstory Conference, Health and Wellness Fair, sexual health education, Safe Zone Ally Trainings, and DiscoverRIO. Additionally, Student Life serves as part of the planning and coordination team for events including Student Success Celebration, Senior Preview Days, A Taste of Rio, and Homecoming. Our office also identifies, trains, and coordinates volunteers for all campus events including fundraisers, Fire Academy graduations, and Community Fairs.

Free Air At Rio (FAAR)

Partnership program through LACOE's Compadres Anti-Smoking initiatives, a group of 10 student leaders are engaged in training, community organizing, policy development, and prevention education for a smoke-free Rio.

Free Speech Zone

Student Life serves as the point of contact for all members of the public interested in utilizing the Free Speech Zone. This includes petitions, voter information, political candidates, church groups, religious organizations, non-profits, and general public. Typically, this includes signing parties in and issuing "permits;" however, it may also include coordination with security, facilities, campus communications, contract and insurance compliance, risk management, and handling of complaints.

Vendors & Consignment Ticket Sales

Student Life coordinates vendors on campus including guest food vendors, pop-up shops, accessories, jewelry, paintball tickets and more. Additionally, the office maintains ticket consignment and discount programs including AMC movie tickets, Universal Studios, Knott's Berry Farms, Aquarium of the Pacific, and the LA County Fair.

Title IX Team

The Director of Student Life currently serves as the campus confidential advocate for sexual misconduct, and is integral to the planning and development of Title IX compliance, response, policy, and resources on campus.

Student Learning Outcome Team

The Director of Student Life currently serves as one of the appointees on the Student Learning Outcome Committee; and in partnership with IRP and the Office of the VPSS, produced and facilitated area-wide training in Student Learning Outcomes development and assessment for Student Services.

Rio Grads of the Last Decade (GOLD) Young Alumni Network

Student Life will take the lead, working in collaboration with the foundation, to encourage alumni from the last decade to attend a function, network with other young alumni, and register for the Rio Alumni Association. Kick-off will include a Linked-In and social media group. Rio GOLD will entice young alumni to stay connected to Rio Hondo and become supporters and funders of the next generation of students. We kicked this off for Homecoming, and had approximately 25 Rio GOLD to attend. Further events have been postponed due to COVID-19; however, alumni continue to volunteer on panels, cultural events, and mentoring of transferring students.

**New Summer 2020*

**Guardian Scholars*

The Guardian Scholars Program, is a comprehensive student services program dedicated to providing services and support that meet the personal and academic needs of more than 170 students, who are or were in foster care, to successfully transition into adulthood, obtain a degree/certificate and/or transfer to a four-year university.

Through the Guardian Scholars Program, the following services are offered to students who are or were in foster care:

- Priority Registration
- Counseling Services
- One-to-One assistance & support
- Textbook assistance* *based eligibility and funding from the John Burton Book Fund and Pritzker Foster Care Initiative*
- Emergency Funding *
- College success supplies
- Rio Cafe Meal Vouchers
- Partnerships with other on & off campus services/referrals
- Academic/Life Skills Workshops (YESS)/Conferences/Field trips
- New Student Orientation
- On campus access/referrals to Transitional Resource Coordinators for (ILP County Services & Benefits) such as Housing, Educational Expenses, clothing allowance, transportation, Medi-Cal, etc. (*List of Coordinators available under Youth/Student Resources section*)
- Access to a snack pantry & computers/printer

*Foster/Kinship Care Education (FKCE) Program

The Foster/Kinship Care Education (FKCE) Program is a statewide program funded through the California Community College Chancellors Office, providing a variety of training programs for Foster/Resource Parents (parent education), and specialized training for relative caregivers. A wide range of class topics are offered in order to meet the educational, emotional, behavioral, and developmental needs of children and youth in out-of-home care. FKCE will continue offering parenting classes via zoom for the rest of the 2020-2021 academic year. There are 43 classes available this semester, and more than 140 caregivers have already registered to attend.

Budget

In order to meet the needs of the department objectives, the Office of Student Life & Leadership draws from a variety of funding sources, predominantly the following:

General Fund (0026)

4550 Supplies \$400

4552 Duplicating \$560

4700 Food Supplies \$25,000

5551 Postage \$80

5610 Grad Rentals \$35,000

7260 Educational Supplies- Ambassadors \$500

7500 Student Grants, Ambassadors \$9,000

ASRHC (ASB)/College Services Fee (allocated by Student Senate)

8010 General Operating \$23,000

8050 Inter-Club Council \$20,800

8090 Special Events \$38,500

8100 Conferences \$20,000

8120 Hospitality \$7,000

8130 Utilities \$500

8140 Supplies \$1,000

8160 Duplicating \$500

8260 Elections \$1,000

8270 Student Awards Banquet \$3,000

8290 Postage \$350

Accounting \$20,000

Assistant & Secretary Salary \$50,000

Student Representation Fee:

This has been a challenging account to budget due to the manner in which it is collected. Currently, AP 6185 is outdated and inconsistently applied. Student Representation Fee should be \$2/semester per student, unless waived in writing due to moral or religious grounds; however, AP 6185 allows for all BOG waiver recipients to automatically be waived this fee, although the health fee and parking fees (also having exemptions detailed in AP 6185) are not waived. Due to the inconsistent nature of its application, the current amount is near \$10,000. Revenue from this fee can be used exclusively for student advocacy efforts, and fund ASRHC to attend the Student Senate of California Community Colleges, and Association of Student Advocacy in Community Colleges (ASACC) in Washington DC.

Auxiliary Services Fund (ASO):

Student Life currently receives some funds from the ASO account (\$17,800) used exclusively for costs associated with commencement.

Hunger Free Campus/Chancellor's Allocation (One-time funds, sunset June 2020): \$100,757

Chancellor's Office allocation for food access has been used for food, furniture, shelving, telephone, desktop, and staffing for the RioSource Room. The department has no funds for student workers other than FWS, and so this fund has been instrumental in allowing us to staff intersession and summer terms when there is no work study. For the 2020-21 year and beyond, the HFC allocation will be ending; campuses are allowed to use Student Equity funds for continued basic needs provisions, but no percentage or specific requirement has been identified.

RHC Foundation/ Supervisor Janice Hahn: \$10,000

One-time grant money from Supervisor Hahn's office supports a Student Success Coach to provide support directly to students facing homelessness and housing insecurity as well as educational supplies for students. This grant ended in June 2020.

California Office of Emergency Services CT Campus Grant for Sexual Assault Response: \$200,000

One year grant, took effect in January 2020; potentially renewed each year, up to 3 years. Provides prescriptive funds for building capacity for response to sexual and domestic violence within our campus community. Requires funding for 0.5 FTE Investigator/Law Enforcement Coordinator (Consultant) and FTE Sexual Assault Counselor Advocate supervised by local Rape Crisis Center, East Los Angeles Women's Center. The grant allows RHC to build a Coordinated Community Response Team (CCRT), provide professional development, outreach, and intervention services to students.

Grants and Initiatives

Hunger Free Campus: An initiative by the CCCCCO, each campus received two years of funding for the implementation and capacity building of food access programs including establishment of a food pantry, partnership with DPSS, and on-campus outreach for CalFresh and Medi-Cal. This is our last year of guaranteed funding for this project. The establishment of a food pantry and basic needs programs, highlighted the growing need on this campus for continuity and expansion of services. Staff of Student Life are committed to institutionalizing these resources and are actively seeking grant funds.

AB 801: CA allows for priority registration, in-state tuition, CA promise for all students aged 18-24 who have experienced homelessness in the past six years. Additionally, the legislation requires on-campus outreach for CalFresh and Medi-Cal services. It also allows for schools to connect these students to supportive resources on and off-campus. AB 801 requires students to be verified as homeless or housing insecure by campus staff in order to receive the benefits of the bill. Student Life & Leadership currently serves as point person for AB 801 verification.

Jovenes, Inc. Co-Location: Student Life currently partners with the LA Homeless Services Authority (LAHSA) and Jovenes, Inc. to provide the Coordinated Entry-System assessment and follow-up on campus via a part-time peer navigator.

Housing Initiatives: Student Life is currently working on multiple long-term solutions to increase housing options for students at Rio Hondo College, including County Supervisors offices, non-profit, community-based agencies, funding streams, and local developers. Director of Student Life sits on the LA County Homeless Services Authority (LAHSA) Homelessness in Higher Education Working Group, was an active contributor to the commissioned LA County report and recommendations, and hosted multiple focus groups at Rio Hondo with housing insecure students on behalf of LAHSA for this purpose.

Supervisor Janice Hahn: Supervisor Hahn has donated funds to support a Student Success Coach to assist in follow-up with students facing housing insecurity as well some funds for educational supplies and regalia for Hope Scholars.

Title IX Allocation: An initiative by the CCCCCO, each campus received one-time funds for the implementation and capacity building in the areas of Title IX and sexual misconduct. Student Life has served as the lead for the allocation of these funds. Additionally, Student Life has actively pursued and been awarded additional funds to support the response, investigation, and adjudication of sexual misconduct on campus.

CalOES Grant: Provides funding for collaboration between campus and community partners to build a trauma-informed, well-trained coordinated response to survivors of sexual assault, domestic violence, and stalking on campus. Grant funds Investigator/Law Enforcement, Counselor-Advocate, MSW Therapist for individual and group therapy, outreach, and educational workshops.

Professional Development

Director of Student Life & Leadership attended the ATIXA Western Region Title IX Conference in San Francisco through the CCCCCO Campus Safety Allocation. Director of Student Life, Success Coach for Student Resources, and two Student Assistants attended the

California Higher Education Basic Needs Alliance (CHEBNA): Intersegmental Basic Needs Summit 2020 in February 2020. Clerk III/Typist and Student Leaders were scheduled to attend the Associated Students of American Community Colleges Student Advocacy Conference in Washington DC in March of 2020, but the department chose to cancel the trip in light of the burgeoning pandemic.

3. Program Progress

3.1 PROGRAM PROGRESS

Services and Target Audience Changes

When I came to Rio Hondo in April of 2014, the Office of Student Life & Leadership oversaw Associated Students of Rio Hondo College, Inter-Club Council, Student Ambassadors. OSLL coordinated the Student Leadership Institute in collaboration with CSUF, and served as a member of multiple campus event committees. Since then, the department has expanded greatly, with the changes detailed below:

2016: OSLL added PALs Peer Mentor Program; Coordinated Voter Education grant on behalf of Foundation for CA Community Colleges, added to BIT and Title IX team; served as student conduct point of contact while DOSA was reassigned to HR

2017: Launched RioSource Room; Coordinated AmeriCorps grant; served as student conduct point of contact while DOSA was reassigned to HR

2018: Expanded RioSource and CalFresh Free Access Program; Started Social Justice Leadership Program

2019: Took on duties of AB 801; ceased PALs Mentor program

2020: Started CalOES Sexual Assault Campus Program Grant; Launched Hope Scholars; Opened Scholars' Hub; was assigned supervision of Guardian Scholars and FKCE

While many of our programs are targeted to the entire campus student body, our recent addition programs have pushed us to enhance the ways we target, and serve, special populations.

Staffing, Space Allocation, and Budget Changes

Staffing: While the programs have grown, the core staffing of the area has not. However, the dept has worked closely with SEA Program and outside partners to ensure support including adjunct counseling hours funded by Equity funds; Student Success Coach that is grant funded; and a group of Federal Work Study funded student assistants.

Space: In 2014, the First Year Success Center had taken over the AS offices, and AS had moved to the Club Room; in 2016 the FYSC moved to the LRC and AS moved back in, however, Outreach moved into the Club Room. In 2017, OSLL was able to take over the vacated Weekend College Office in Admin Building for use of food pantry. In 2020, Outreach vacated the former Club Room, and we were able to open the Scholars' Hub.

Budget Changes: In 2017, the President amended district allocation to include \$25,000 toward food for the RioSource Room, which has been vital in keeping the pantry stocked and pre-dated the financial support of the CCCC Hunger Free Allocation. In 2019, we were allocated a more consistent amount for Graduation rentals. All other funding is predominantly via the College Services Fee or through private grants funds.

Projects, Grants, and Initiatives Changes

The addition of Basic Needs has made the most sweeping changes to our area over the past six years, as we operate what is essentially two different departments at most colleges out of one area. This has included: Serving as the AB 801 point of contact for HHI Verification, RioSource Room Food Pantry, grocery cards and vouchers, Emergency Shelter placement, transitional housing resources, community partnerships, supervision of Peer Navigator, coordination of CalFresh, Medi-Cal, and DPSS enrollments, crisis intervention, advocacy with social services, and case management.

The addition of the CalOES grant has also been an undertaking bringing much needed resources and education about sexual assault, domestic violence, and stalking to campus. This has also helped the campus increase its capacity to be able to respond, investigate, and adjudicate reports of abuse.

The Student Services re-organization in Summer 2020 has also added Guardian Scholars and FKCE to the responsibilities of Student Life & Leadership.

Professional Development Progress

Staff have been involved in trainings that include: NASPA Latina Knowledge Community, CCCSAA Advisors Trainings, ATIXA Title IX Investigator training, ATIXA Title IX Coordinator Training, ATIXA Title IX New OCR Regulations Webinar. Most conference attendance is done as a chaperone to ASRHC, and has included the Student Senate of California Community Colleges and American Student

Associations of Community Colleges, and the California Community College Student Association.

Long Term Plan Progress

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

While I can't speak to the long-term plans submitted at the last program review (pre-dates most staff), I can speak to the strides toward the plans set when entered in Spring of 2014. We have developed an outlook on Student Life and Leadership that is more holistic speaks to the needs of our students. We have worked strategically to build community and campus relationships to help to utilize and create the resources that our students most need in order to support their growth and development as scholars.

Accomplishments

The Office of Student Life & Leadership would like to highlight the following accomplishments over the past six years:

- 2016: Launched Peer Advocacy and Education program, Violence Intervention Project to raise awareness and support survivors of sexual and domestic violence, includes students to serve as state-certified counselor-advocates, under CA Evidence Code 1037.5
- 2017: Opened the RioSource Room Food Pantry, established partnership with LA Food Bank; ASRHC hosted inaugural "First Gen College Fair" event
- 2018: Launched Social Justice Leadership Academy; AS hosted inaugural "Spring Fling: Parent Appreciation" event for student parents to bring their families; AS assisted BOT to support resolution for LGBTQIA+ student rights; Embarked on partnership with Jovenes, Inc. which include Peer Navigator to assist HHI students
- 2019: Launched Queer Initiative; AB 801 Verification, which led to Hope Scholars Cohort; strengthened partnership with Jovenes, Inc. which includes a Rio Hondo House for eight HHI female students aged 18-25
- 2020: Opened Scholars' Hub; Accepted as CalOES Campus Grant (\$200k/year, up to five years)
- We are very proud of the accomplishments of our student leaders. ASRHC Leaders really do start at Rio and Go Anywhere!
 - ◊ 2019-2020 Board: 12 Graduates, 11 Transfers: 4 UC Berkeley, 3 UCLA, 1 UCSC, 1 UC Davis, 1 CSULB, 1 University of Washington
 - ◊ 2018-2019 Board: 11 Graduates, 11 Transfers: 3 UCSB, 2 UCLA, 2 UCI, 1 UC Davis, 2 CSULB, 1 CSUDH
 - ◊ 2017-2018 Board: 10 Graduates, 10 Transfers: 3 UCLA, 2 UCR, 2 UCSC, 1 USC, 1 UC Berkeley, 1 Whittier College
 - ◊ 2016-2017 Board: 14 Graduates, 13 Transfers: 3 UCLA, 3 CSUF, 2 CSULB, 1 UCSD, 1 UCSB, 1 CSUSJ, 1 University of Utah, 1 Airforce Academy
 - ◊ 2015-2016 Board: 9 Graduates, 9 Transfers: 3 UCLA, 2 CSULA, 1 UC Berkeley, 1 UC Merced, 1 CSUF, 1 CSULB
 - ◊ 2014-2015 Board: 10 Graduates, 8 Transfers: 3 CSULB, 2 Cal Poly Pomona, 1 UC Berkeley, 1 UCLA, 1 CSU Humboldt

4. Program Outcomes

4.1 PROGRAM OUTCOME STATEMENTS

SLL Objectives 2020-2021

Expand food access on campus, particularly by enhancing partnerships through the RioSource Room

1a. Student Life Staff will work to create more partnerships with local non-profits and grocers to increase amount and variety of foods. 1b. Change articles of incorporations, or identify alternative, in order to maximize partnership with LA Food Bank (beyond TEFAP items)1c. Increase successful applications to CalFresh and Medi-Cal by partnerships with DPSS1d. Expand programs recognized by state as alternatives to 20-hour work requirement for CalFresh.1e. Work with Rio Café to accept EBT/CalFresh1f. Bring Farmer's Market to campus 1g. Create referral guide and maintain MOUs with community partners at local community-based service provision agencies with summary, eligibility, fees, and an assisted referral process

Mapping

Institutional Goals & Objectives 2018-2019: Objective 1.6, Objective 2.4, Objective 3.3

Development and Implementation of Scholars' Hub

2a. Ability to create holistic, wrap-around, supportive service one-stop shop for special populations to access on and off-campus resources, tutoring, community of scholars, counseling, psychoeducational workshops, lockers, and safe space for our most underserved populations.2b. Collaboration with Student Life, Student Equity, and RISE scholars will be critical to the success of the program launch and institutionalization.2c. Create documents needed for program implementation, including: outreach materials, tracking sheets, sign-in systems, etc. to facilitate student success and data assessment.

Mapping

Institutional Goals & Objectives 2018-2019: Objective 1.4, Objective 1.6

Institutionalize Queer Initiative

3a. Create visible safer space for LGBTQIA+ community on campus3b. Conduct Safe Zone Ally Trainings for following groups: students, staff, faculty3c. Launch a pronouns campaign on campus3d. Identify and secure funds for longevity of program and services

Mapping

Institutional Goals & Objectives 2018-2019: Objective 1.1, Objective 1.6

Development of Hope Scholars and resources supporting AB 801 students

4a. Create cohort of HHI students that follow best practices models, like EOP&S, with intrusive advising, community support, and access to increased resources including housing partners, DPSS application assistance, textbook and educational supplies assistance, and a community of support. 4b. Create an emergency fund through ASB or RHCF in order to offer emergency micro-grants for students who could be diverted from entering the homeless system.4c. Identify funding streams for creation of long-term options to the housing crisis, including research into capital projects, master lease agreements, public funds, and community partnerships.

Mapping

Institutional Goals & Objectives 2018-2019: Objective 1.1, Objective 1.3, Objective 1.4, Objective 1.6, Objective 2.4, Objective 3.3

Increase student engagement on campus

5a. Create annual marketing and public relations plan for events calendar
5b. Train student leaders in flyer making, social media, and outreach techniques
5c. Increase partnerships with campus departments and faculty to create captive audience opportunities
5d. Create and publish monthly department newsletter with highlights and calendar
5e. Implement production of "Roadrunner Radio" video podcast and YouTube Channel

Mapping

Institutional Goals & Objectives 2018-2019: Objective 1.1, Objective 2.4

4.2 PROGRAM OUTCOMES ASSESSMENT

Measures

Student Life and Leadership Action Plan 2020-2021

Objective

Outcome: Alleviate food insecurity in order to increase student success

Students who utilize RioSource Room resources will report increased ability to focus in class and maintain enrollment at RHC.

Measure: Student Survey

Details/Description: Student Success Coach II to implement survey to all RioSource Room users for two week period in Spring 2020. Maintained enrollment will also be measured via Banner.

Acceptable Standard: 100 responses; 75% reporting increase focus and ability to maintain enrollment.

Ideal Standard: 200 responses; 85% reporting increase focus and ability to maintain enrollment.

Outcome: Scholars Hub student report safety and support

Students who utilize Scholars Hub services will report increase sense of safety and support on campus leading to higher course completion rates.

Measure: Mixed: Student Survey and Banner Cognos
Program level Indirect - Survey

Details/Description: Scholars Hub students will be sent electronic survey; student course completion rates also tracked via Cognos.

Acceptable Standard: 50 Students report; 75% feeling increased safety/support.

Ideal Standard: 150 students report; 90% report feeling increased safety/support.

Outcome: Hope Scholars will complete more passing units

Students facing housing insecurity, who complete the Hope Scholars requirements, including a minimum of 3 program contacts will be able to complete 6 or more units with a minimum 2.0 semester GPA.

Measure: SIS Data
Program level Direct - Other

Details/Description: Banner/Cognos and SARS data to track unit completion and semester GPA for students who completed minimum contacts.

Acceptable Standard: 20 students; 50% complete 6 units at 2.0 or higher

Ideal Standard: 50 students; 75% complete 6 units at 2.0 or higher

Outcome: Executive Board Members will demonstrate ethical decision making.

Executive Board members of the Associated Students of Rio Hondo College, as a result of participation in retreats and leadership mentor sessions, will demonstrate ethical decision making in at least two instances associated with their role in student leadership.

Measure: Student Leader 360 Self-Assessment
Program level Direct - Student Artifact

Details/Description: Students complete the 360 Student Leader Self-Assessment (developed by UCSD) that requires self reflection, journaling, and self-assessment as well as assessment by advisor and peers.

Acceptable Standard: 4 of 5 Executive Board members report at least 1 example of applied ethical decision-making within their role.

Ideal Standard: 5 of 5 Executive Board members report 2 examples of applied ethical decision-making within their role.

4.3 PROGRAM OUTCOMES ASSESSMENT FINDINGS

Finding per Measure

Student Life and Leadership Action Plan 2020-2021

Objective

Outcome: Alleviate food insecurity in order to increase student success

Students who utilize RioSource Room resources will report increased ability to focus in class and maintain enrollment at RHC.

Measure: Student Survey

Details/Description:	Student Success Coach II to implement survey to all RioSource Room users for two week period in Spring 2020. Maintained enrollment will also be measured via Banner.
Acceptable Standard:	100 responses; 75% reporting increase focus and ability to maintain enrollment.
Ideal Standard:	200 responses; 85% reporting increase focus and ability to maintain enrollment.

Findings for Student Survey

Summary of Findings: In Fall 2019, the Student Success Coach II assigned to the RioSource Room developed and conducted a quick survey of students who utilized RioSource Room services. The survey was offered to all students who utilized the RSR pantry over the course of three days. Only 136 students completed the full survey. From these 136 students: 85% (n=116) agreed or strongly agreed that the pantry services provided resources to help them stay focused in classes; 23% (n= 31) also took advantage of the CalFresh/DPSS sign-ups; of these 31 students, 100% agreed or strongly agreed that the services had lessened their food insecurity and positively impacted their ability to attend/succeed in school. 75% (n= 102) of students who participated cited hearing about the services from word of mouth by a friend or faculty member.


Results : Acceptable Standard Achievement: Exceeded

Recommendations: Based on these results, we can see that there is likely a correlation between offering free food to students and lessening their food insecurity throughout the day. Most importantly we see an obvious relationship between the students who took advantage of the CalFresh and DPSS services and their reduced food insecurity. Additionally, we know that students are more likely hearing about resources from students and faculty, rather than emails and social media accounts. Our data however, is a very limited sample size, and is further limited in that the RSR does not track student information, and therefore is unable to collect data on any possible correlations between services and student success. Embedding richer assessment strategies into the delivery of services would be worthwhile to the development of the program, as well as the ability to seek more robust grant funding. In Spring 2019, Rio Hondo participated in the National #RealCollege survey, conducted by the HOPE Center (Temple University). In this survey, 1,025 Rio Hondo students responded, and of those 1,025: 1. 53% of respondents were food insecure in the prior 30 days; 2. 66% of respondents were housing insecure in the previous year; 3. 16% of respondents were homeless in the previous year. Rio Hondo results exceed the national averages of two-year community colleges who participated in the same survey on each of the measures of food insecurity, housing insecurity, and homelessness. The need to look more closely at this type of data campus wide has only gotten more critical in the face of the COVID-19 pandemic, and resulting economic crisis.

Substantiating Evidence:

#RealCollege Basic Needs- Rio Hondo Results (Adobe Acrobat Document) (See appendix)

Summary report of Rio Hondo specific school site results from #RealCollege HOPE Labs national survey for basic needs.

 #RealCollege Basic Needs Survey- Rio Hondo Results (Web Link)
https://gallery.mailchimp.com/5bed243399f122edd399e7728/files/0825e92d-c59c-4e47-901e-dc94c9700039/RC2018_SchoolReports_RioHondoCollege.pdf

Outcome: Scholars Hub student report safety and support

Students who utilize Scholars Hub services will report increase sense of safety and support on campus leading to higher course completion rates.

Measure: Mixed: Student Survey and Banner Cognos
Program level Indirect - Survey

Details/Description:	Scholars Hub students will be sent electronic survey; student course completion rates also tracked via Cognos.
Acceptable Standard:	50 Students report; 75% feeling increased safety/support.
Ideal Standard:	150 students report; 90% report feeling increased safety/support.

Findings for Mixed: Student Survey and Banner Cognos

Summary of Findings: After opening the Scholars Hub in February 2020, and going remote just six weeks later, we continued to provide support services via online and telephone. In the Spring 2020 semester, the Scholars Hub conducted intakes, provided services, and follow-up to 139 students. Of these 139, 85% (n=118) completed the Spring 2020 semester in good academic standing with a GPA above 2.0, and at least 6 units completed. As a reference point, the campus reported a success rate of 80% for all students. Given that the Scholars' Hub serves the most at-risk and disproportionately impacted students, success rates higher than campus-wide average is a good indication that services are meeting the needs of our students. Additionally, we conducted a survey through the Scholars Hub Canvas shell, 52 students responded. Of these 52 students: 94% (n=49) indicated that they felt supported by the staff and resources of the Scholars' Hub; 79% (n=41) indicated that they agreed or strongly agreed that they needed additional financial services; 75% (n=39) agreed or strongly agreed they needed more academic support services; 60% (n=31) agreed or strongly agreed that they needed more mental health services. Because of moving remote, staff omitted asking about a sense of safety in the physical Scholars' Hub setting.

Results : Acceptable Standard Achievement: Exceeded

Recommendations: Based on initial (albeit, limited) data, the Scholars' Hub is proving to be a

promising practice for our most underserved student populations. Students identified a variety of needs still left unmet after utilizing SH programs and resources. With the Hub being piecemealed together through a variety of smaller grants, personal passion projects, and solely comprised of part-time staff, the only way to meet student needs would be institutional support and dedicated resources.

Outcome: Hope Scholars will complete more passing units

Students facing housing insecurity, who complete the Hope Scholars requirements, including a minimum of 3 program contacts will be able to complete 6 or more units with a minimum 2.0 semester GPA.

Measure: SIS Data

Program level Direct - Other

Details/Description: Banner/Cognos and SARS data to track unit completion and semester GPA for students who completed minimum contacts.

Acceptable Standard: 20 students; 50% complete 6 units at 2.0 or higher

Ideal Standard: 50 students; 75% complete 6 units at 2.0 or higher

Findings for SIS Data

Summary of Findings: After launching in the Spring 2020 semester, Hope Scholars had 64 active students out of 91 identified, currently enrolled students who qualify for AB 801. Of these 64, X completed or exceeded the mandatory program contacts. 78% (n=50) of the 64 students finished the Spring 2020 semester in good SAP standing with a 2.0 and at least 6 units completed. 3 of the 64 graduated at the end of the Spring 2020 semester; 7 of the 64 did not go on to register for the Fall 2020 term, putting Hope Scholars' retention rate at 89%, just lower than the 91% campus average. Additionally, we tracked the student referrals for housing through our partner Jovenes, Inc. via their Peer Navigator. In the 2019-20 academic year, our Peer Navigator provided 50 (unduplicated) intakes and referrals, housing 12 within Jovenes, Inc., 4 at outside partner agencies, and 6 at emergency hotels.

Results : Acceptable Standard Achievement: Exceeded

Recommendations: Although new, the Hope Scholars program has been a valued addition to the educational and social supports for students facing homelessness. Started because we saw a need after implementing the requirements of AB 801, and kept afloat via Student Equity and grant fund support, Hope Scholars has demonstrated that its model of holistic, trauma-informed, wrap-around services can move the needle for this high-risk and high-need population of students. This program should be institutionalized in order to provide consistent and

competent services. Further, continued work to deepen and expand community partners is needed in order to build a web of supportive services for our students.

Outcome: Executive Board Members will demonstrate ethical decision making.

Executive Board members of the Associated Students of Rio Hondo College, as a result of participation in retreats and leadership mentor sessions, will demonstrate ethical decision making in at least two instances associated with their role in student leadership.

Measure: Student Leader 360 Self-Assessment

Program level Direct - Student Artifact

Details/Description:	Students complete the 360 Student Leader Self-Assessment (developed by UCSD) that requires self reflection, journaling, and self-assessment as well as assessment by advisor and peers.
Acceptable Standard:	4 of 5 Executive Board members report at least 1 example of applied ethical decision-making within their role.
Ideal Standard:	5 of 5 Executive Board members report 2 examples of applied ethical decision-making within their role.

Findings for Student Leader 360 Self-Assessment

Summary of Findings:	All five Executive Board Members completed the initial assessment; however, one member stepped down from AS and the role was not filled, leaving 100% of the four remaining members to respond. Each of these four members were able to identify two examples of ethical decision-making as well as the steps they used and factors considered to come to the decision.
Results :	Acceptable Standard Achievement: Exceeded
Recommendations:	The ASRHC Student Leaders are benefitted by the department's high-touch advising and leadership development philosophy. The Advisor is currently pulled in many different directions and this has detracted from the time able to focus on student leadership development.

5. Data Analysis


5.1 DATA ANALYSIS

Non-Instructional Programs:

Provide data relevant to your program outcomes, primary program functions, and other significant topics. Include analysis of data trends and reasons for these trends.

Student Leadership

- **Student Leadership Development:**
 - ◊ During 2019-20 Academic Year, the program had 41 identified Student Leaders engaged with the program; of these 41:
 - 16 Graduated in Spring 2020: 1 entered the workforce, 4 are attending UC Berkeley, 3 UCLA, 1 UC Davis, 1 UC Santa Cruz, 1 Cal State Fullerton, 2 Cal State LA, 2 Cal State Long Beach, and 1 University of Washington
 - Average GPA of 3.07
 - Course Completion rate of 79% (72% Rio Institution-Set Standard)
 - ◊ *Student Leaders are generally successful and move on to their transfer institutions in 2-3 years; Leaders typically start with stronger academic success rates than the general population (must have good SAP: 2.0+, no probation for eligibility), and they are also connected to a variety of resources and given a great deal of one-on-one assistance and support. This focus on holistic student development, dedicated staff and mentor time, and a group/community of scholars leads to increased success.*
- **Associated Students of Rio Hondo College (ASRHC)**
 - ◊ ASRHC is the official voice and representative of the student body. The 27 Student Leaders represent in the following ways:
 - **Shared Governance:** Student reps are active members of the following campus committees: Planning & Fiscal Council, Policy & Procedure Council, Curriculum, ASO, Open Educational Resources, Equal Employment Opportunity Committee, Guided Pathways, Student Equity, Student Success & Support, Safety, Facilities, Accreditation Steering, Accreditation Sub-Committees I-IV, Board of Trustees, Citizens Oversight.
 - **Student Led Initiatives and Advocacy:** ASRHC drafts resolutions and proposes action plans, examples include the opening of the RioSource Pantry, addition of hydration stations on campus to reduce plastic, smoke-free campus
 - **Events:** ASRHC Task Forces are responsible for planning and executing co-curricular programming on campus. In the 2019-20 academic year, ASRHC




STUDENT RESOURCES

SUPPORT FOR BASIC NEEDS DURING COVID-19 PANDEMIC

Rio Hondo College, under the direction of the Office of Student Life & Leadership, continues to support student needs by responding to food insecurity, housing crises, mental health, and violence intervention


- ♥ Assisted Referral and advocacy for students facing homelessness
- ♥ Bi-weekly grocery distributions, pop-up pantries, grocery giftcards
- ♥ Emergency Shelter options including Project Room Key, Jovenes, Inc., East LA Women's Center, and the Holiday Inn
- ♥ Outreach presentations to students on campus & community resources, including CalFresh and Medi-Cal
- ♥ Crisis intervention and advocacy for survivors of sexual and domestic abuse
- ♥ Tech resources such as hot spots, phones, book awards, emergency loans and grants via CARES, private donations, and grant funds

MAJOR MILESTONES



Since going remote in March 2020, Rio has served **82*** students with housing support. This includes **emergency hotel placement, referrals, and diversion assistance.**

More than **25** "Grab & Go" Grocery Distributions & Pop-Up Pantries has served more than **2000** households and distributed more than **3000** boxes/bags of groceries (**over 20,000 lbs**) via partnerships with **LA Food Bank** and **Grocery Outlet of Avocado Heights.**



hosted 78 campus events, or an average of 2.5 each week of the semester! Audience sizes ranged from 5-500. We have tracked attendance based on type of event, time of event, and topics, and continue to use this data to inform calendaring of future events. Sample list of ASRHC events, included below:

- The Associated Students of Rio Hondo College (ASRHC), under the advisement of the Office of Student Life & Leadership, provides co-curricular programming open to all students in the following areas:
 - ◊ Campus Engagement
 - RioPalooza: Annual music and arts festival, highlighting student talent
 - Open Mic
 - Final Frenzy: Study jam, supplies, de-stress, and mindfulness
 - Friendsgiving
 - ◊ Community Service
 - Community Blood Drives
 - Healthy Relationship Workshops
 - White Ribbon Week
 - Safe Sex and Health Education Workshops
 - Service Learning through Food Banks and community-based agencies
 - Holiday Toy Drive
 - Health & Wellness Fair
 - Denim Day
 - The Vagina Monologues Production
 - ◊ Cultural Diversity & Social Justice
 - LatinX Heritage
 - National Coming Out Day
 - Native Heritage
 - Trans-Remembrance
 - Black History
 - Women's History
 - Asian & Pacific Islander Heritage
 - ◊ Legislative Affairs
 - Voter Registration Events
 - Non-partisan Voter Education Events
 - Constitution Day
 - Town Halls
 - ◊ Student Success
 - Study Jams with tutors, snacks, supplies
 - Puppy Therapy
 - First Generation Fair
 - DiscoverRio Campus Program Fair
 - Transfer Workshops
 - Transfer Alumni Panel and Mentor Program
 - ◊ Sustainability
 - Drought Awareness
 - Earth Day
 - Climate Change Awareness



23* Students who have been impacted by violence and abuse, have been connected to appropriate resources: **3** into emergency shelter, **4** advocacy with criminal justice system, **2** with civil legal assistance, **17** with advocacy and crisis intervention.

***Unduplicated**

◊ ASRHC Student Leaders have become more active and engaged in the shared governance process in the last six years. This has been accomplished by additional attention and training by AS Advisor, matching students to faculty/admin mentor in each campus committee, and helping students create specific and measurable goals with appropriate action plans. For AS-Sponsored events, we have tracked both participation, satisfaction, and SLO/SAOs as appropriate. This has helped us find better days/times to schedule, identify more impactful speakers, events, and topics. Attendance at events continues to be a challenge. Larger events, hosted during the lunch hour in the quad tend to have highest participation. For smaller scale events, some (Open Mic, Movie Screenings) have their own, dedicated followings, while others struggle to meet numbers. Going remote has made this even more challenging. We have tried zoom, instagram live, and YouTube as platforms.

- Commencement: We received 686 Eventbrite confirmations for our drive-thru commencement event. With about 50 additional students who have picked up their grad packs after the event.
 - ◊ This number is just below the number that would typically walk at in-person commencement (720-800). Given that the

drive-thru celebration was almost pulled due to ever-changing LA County Health Dept guidance, this event was a success, given the challenging circumstances. However, this year, it became wildly apparent that there are real flaws in the way the campus handles graduation petitions. Rio utilizes a google doc form for students to petition, but this leads to a great deal of incorrect student information including SIDs and emails. While, for years, we have worked through these challenges by embedding workarounds; once virtual, the workarounds no longer sufficed. This led to working through a graduate list that neither accurate or complete, countless hours of staff time including follow-up phone calls, hand checking excel sheets, IT verifications, and A&R hand checking banner accounts. Considering the Student Success Formula, this is an opportunity for Rio to provide resources that accurately capture our student's certificates and degrees.

- **Student Leadership Institute (SLI)**
 - ◊ We started with 31 participants for our first SLI conference, by the second conference we had 23 attend and finish the conference requirements. One main factor is that the conferences are spread out throughout the year, which creates a scheduling challenge for many students, and has impacted completion rates. Because we are a multi-college collaborative the scheduling is largely out of our hands, but we are exploring additional options.
 - ◊ *The scheduling of SLI over the course of a full academic year can lead to a rich learning environment, full of tangible examples as well as deeper and more meaningful connections between participants; however, it also create a challenge for retention. Additional opportunities are being explored.*
- **Student Ambassadors**
 - ◊ Fall 2019: 17 Student Ambassadors led 12 tour dates, serving 178 people
 - ◊ Spring 2020, February-March: 15 Ambassadors manned 5 events, including Welcome Week/DiscoverRIO, Senior Preview Days, Major Declaration Day, Whittier High School Union Women's Herstory Conference, and in-person tours before going remote in March, for more than 343 people (tours only)
 - ◊ Spring 2020, March-June: Created virtual individual Q&As with 7 Ambassadors, with 243 views on YouTube; created Virtual Tour for use, as of June 30th has 543 views on YouTube
 - ◊ *The Student Ambassador program is relied upon by various campus constituencies for reliable, professional student volunteers and representatives at a myriad of campus and community events. The program did an exceptional job adapting to the new reality of virtual events, creating videos and zoom tour links now utilized campus wide.*

CalOES Campus Sexual Assault Program

- January 2020, Rio was awarded the CalOES Campus Grant for Sexual Violence response, which officially launched in March 2020
- Grant funded addition of Investigator/Law Enforcement Coordinator, who assisted in 7 cases, after BOT approval in May-June 2020
- Grant has supported 5 workshops, 3 events, and social media outreach campaign
- Response to 23 (unduplicated) Students who have been impacted by violence and abuse, have been connected to appropriate resources: 3 into emergency shelter, 4 advocacy with criminal justice system, 2 with civil legal assistance, 17 with advocacy and crisis intervention (March-August 2020)
- *The Campus Grant has allowed us to appropriately respond to the needs of student survivors of sexual and domestic violence on campus. The Rio campus is awkwardly situated between local Rape Crisis Centers and away from many social service agencies. The Campus Grant allows for us to house services on our campus removing transportation as a barrier to seeking support. The grant will allow for crisis intervention, advocacy, case management, support groups, as well as education and outreach. It is difficult to analyze the number of students supported in this program, and the services and brand new. Further, no baseline data exists as the campus has yet to launch the federally required campus climate survey mandated by VAWA since 2015.*

Scholars' Hub

- The Scholars' Hub is a holistic and trauma-informed student services program for the following special populations: Unhoused and housing insecure (Hope), LGBTQIA+ (Queer Initiative), and criminal justice-system impacted (RISE). The Hub opened in February of 2020.
- In the Spring 2020 semester, the Scholars Hub conducted intakes, provided services, and follow-up to 139 students; Of these students:
 - ◊ 85% (n=118) completed the Spring 2020 semester in good academic standing with a GPA above 2.0, and at least 6 units completed. As a reference point, the campus reported a success rate of 80% for all students. *Given that the Scholars' Hub serves the most at-risk and disproportionately impacted students, success rates higher than campus-wide average are a good indication that services are meeting the needs of our students.*
- Hope Scholars is a cohort of 82 active students who have received counseling, housing assistance, textbook and food vouchers, workshops, and community.
- Queer Initiative served 25 students during the Spring 2020 semester. Of these 25: 13 received comprehensive ed plans, 6 students explored career options and major exploration (using Eureka). All students were referred to tutoring, group counseling, and provided information to community resources (through email and Canvas), events, such as Queer prom and transfer workshops. The QI students also helped to coordinate and facilitate Rio's first Intersectional Identities Safe Zone Ally training over the Summer 2020. The program has continued to grow, with 5 original members graduating and transferring, 20 were retained, and an additional 25 have joined this fall, bringing to program total to 45.
 - ◊ In the QI Program Onboarding Form, we found the following:
 - 16 students chose that they "strongly agreed" they needed academic counseling, with 6 selecting "agreed" they needed academic counseling.

- 18 QI students indicated that they needed academic tutoring and additional services.
 - 19 QI students indicated that they needed career exploration.
 - 13 QI students indicated they needed support in gender identity exploration.
 - 16 QI students indicated needing additional support for their sexual identity.
 - 15 QI students indicated needing mental health support.
 - 18 QI students indicated needed group counseling.
 - 21 QI students indicated needing to attend LGBTQIA+ centered social events.
 - 19 QI students indicated needing to meet attend weekly student/club meetings.
 - 22 QI students indicated needing printing services.
 - 21 QI students indicated needing food vouchers.
 - 21 QI students indicated needing textbook vouchers.
 - 21 QI students indicated needing community resources.
 - 18 QI students indicated needing health access.
 - 20 QI students indicated needing sexual health access.
- *The data for The Hub is negatively impacted by the remote environment, however, the continued growth and success rates that outpace the college average speaks to the promising practices being utilized to support these vulnerable populations. There have also been challenges is program development. The Hub is an amalgamation of multiple programs with their own challenges and needs in addition to the many overlapping needs they share. Further, the program pulls from multiple funding streams, each with their own requirements and restrictions. Finally, in the hastily approved Student Services re-org, the programs under the Hub were split into different divisions without knowledge or consideration of the program and population needs, this has led to confusion, unclear direction, and needs to be assessed as to what the future of this program should be.*

Basic Needs

- Provided AB 801 verification intakes for 91 students
- Developed partnership with Jovenes, Inc and supervised Peer Navigator, who provided 50 (unduplicated) intakes and referrals, housing 12 within Jovenes, Inc., 4 at outside partner agencies, and 6 at emergency hotels
- The RioSource Room, prior to COVID-19, maintained open hours for students Monday-Thursday 9am-6pm with weekly food deliveries. From July 2019 through going remote in March 2020, served 3,428 unduplicated students with 9,565 total visits. This resource helped to support, not only our campus, but our community, as students take groceries from the RioSource Room home to share with their families and household members. July 2019-March 2020, the RSR served 12,634 unduplicated individuals (students and household members).
- *As the CoVID-19 pandemic lingers on, our students will continue to be exponentially impacted. Our students, especially those already on the margins financially, are likely to face food insecurity, housing insecurity, healthcare related debt, childcare costs, and lost wages. Without basic human needs, we cannot expect our students to be able to continue on, particularly at full-time status, without connecting them to meaningful resources. We have implemented many band-aids post COVID, but have yet to allocate the funding, staffing, and dedication that would be needed to truly move the needle for our students. This would include transitional housing opportunities for both single adults and families, DPSS assistance, a robust foundation/emergency grant program, case management, and expanded mental and medical health offerings.*

COVID-19 Response

- The Office of Student Life & Leadership, continues to support student needs by responding to food insecurity, housing crises, mental health, and violence intervention through:
 - ◊ Assisted Referral and advocacy for students facing homelessness
 - ◊ Emergency Shelter options including Project Room Key, Jovenes, Inc., East LA Women's Center, and the Holiday Inn
 - ◊ Bi-weekly grocery distributions, pop-up pantries, grocery gift cards
 - ◊ Outreach presentations to students on campus & community resources, including CalFresh and Medi-Cal
 - ◊ Tech resources such as hot spots, phones, book awards, emergency loans and grants via CARES, private donations, and grant funds
 - ◊ Crisis intervention and advocacy for survivors of sexual and domestic abuse
- Major Milestones during C-19:
 - ◊ Since going remote in March 2020, Rio has served 82 (unduplicated) students with housing support. This includes emergency hotel placement, referrals, and diversion assistance
 - ◊ More than 25 "Grab & Go" Grocery Distributions & Pop-Up Pantries has served more than 2000 households and distributed more than 3000 boxes/bags of groceries (over 20,000 lbs) via partnerships with LA Food Bank and Grocery Outlet of Avocado Heights.
 - ◊ 23 (unduplicated) Students who have been impacted by violence and abuse, have been connected to appropriate resources: 3 into emergency shelter, 4 advocacy with criminal justice system, 2 with civil legal assistance, 17 with advocacy and crisis intervention.

6. Strengths & Weaknesses

6.1 STRENGTHS

- Staff is dedicated to the mission of the program goals and services. Through supporting student ideas and vision, as well as personal passion projects, the staff has grown the department and served students with empathy, dedication, and a clear purpose.
- Active, engaged, and collaborative student leadership. In Student Life, our best asset are the students who drive and support programs, and each other. They are exceptional volunteers who serve on the AS, in community programs, and campus events.
- Robust community partners. Our work, especially that of basic needs would be useless without the community partners to help support our students. As a college, we have a responsibility to best meet the needs of our students, but we are not in the business of running social services either. Partnerships with housing agencies, food security agencies, and community mental health providers make our desire to help students with their most critical challenges a reality.
- Strategic campus collaborations to reduce duplication of efforts and leverage resources due to small staff in department. Student Life relies on close working relationships with other Student Services programs in order maximize the strengths and resources at each to best serve the highest number of students. This collaboration is possibly best highlighted in the partnership between Student Life and Student Equity in the coordination of the Scholars' Hub. Additionally, Student Life relies on close relationships with faculty and academic departments in order to support programming and attendance.
- Holistic approach to student development
- Multiple funding streams allow flexibility to best serve student needs. Being able to draw from district, ASRHC, foundation, and grants, each with their own allowable expenses and restrictions increases our ability to maximize resources.

6.2 WEAKNESSES

- Small staff for amount of programs and students served (2 FTE, 1 97.5%)
- Need for outside funding sources to supplement essential programs and services, detracts from staff's ability to focus on primary responsibilities and objectives as they need to identify, apply for, and manage outside categorical funds.
- Lack of institutional support in data tracking (student success measures and grant objective/deliverables). Dept. launches surveys, tracks student success, and purchases own software subscriptions in order to meet needs of outside funders.
- Department has served as the catch-all on campus; directing general student inquiries, managing crises, serving in coordinating capacity for majority of campus and foundation events, without growing the size of its budget or staff- this has impacted the Department's ability to meet it's goals and objectives.
- Space: Even with one of the larger office spaces on campus, we have already outgrown the Student Union with the growth of programs in the areas of Scholars' Hub and Basic Needs.
- We are currently behind in implementation of federally required OCR regulations for Title IX and Section 504/508 (ADA) compliance; we lack clear delineated staff roles for either area
- The campus has not invested in improved software or data-tracking methods which leaves special populations difficult to identify, track, and asses; as well as graduation petitions impossible to coordinate, and count toward campus data
- COVID-19: Due to the ever changing student needs following the COVID-19 pandemic, we anticipate the demand for basic needs services to grow drastically. With the current staffing, budget, and space, Rio Hondo is woefully unprepared to address this growing need. We lack adequate staffing to serve the increasing number of students needing access to CalFresh, Grab & Go groceries, emergency housing placements, mental health support, and emergency interventions for sexual abuse and domestic violence.

7. Long Term Plan

7.1 LONG TERM PLAN

Based on your program outcomes analysis, program data analysis, strengths and weaknesses and other substantive changes you've identified, briefly describe where the program is heading over the next six years. Provide justification as needed.

Development of Basic Needs Area

At most colleges, this is a stand-alone department. Student Life & Leadership has been able to grow these services greatly over the past four years; but at a trade-off of time to both basic needs and student leadership. With the CCCCO Hunger Free Allocation dissolving (campuses may use Equity funds), it may be increasingly difficult to operate these programs. We are fortunate to have strong administrative and community support for these services. Unfortunately, due to the COVID-19 pandemic, we only anticipate the basic needs of our students to continue to grow. At this time, we do not have the staff or resources to meet that need.

Student Life & Leadership is very involved with Jovenes, Inc. as well as LAHSA, and serves as a member of LAHSA's Homelessness in Higher Education Workgroup. Through this work, we are attempting to identify funds to increase staff and housing support. It is our ultimate goal to have a master lease or build housing that could be used exclusively for Rio Hondo College students.

Ultimately, more staff is needed (Program Manager requested via Program Plan) to serve as an intake coordinator, attend community meetings, build partnerships, and serve as a case manager for students in need. The Director of Student Life currently serves in this capacity, but it is at a detriment to the other programs under this umbrella including her work as the direct advisor to ASRHC, and the supervisor over multiple programs including Scholars' Hub, Guardian Scholars and FKCE.

Space, like all departments at Rio, is also at a premium. We have a wonderful pantry space, but lack good storage options. We also lack spaces for students to complete CalFresh and DPSS applications.

We are also working toward the following long-term goals: increasing CalFresh enrollments by institutionalizing a peer advocate program utilizing student workers; working with Rio Cafe to accept EBT; increasing student programs under the state that serve to waive the 20-hour/week work requirement for CalFresh eligibility.

Scholars' Hub

The Scholars' Hub is essential in connecting students to resources on campus in a safe space where staff are trained in high touch support and intervention methods that are aimed at minimizing the exit points for students throughout the semester. The Scholars' Hub staff provides a coordinated effort to provide wraparound services in conjunction with both the basic needs and student life and leadership departments to ensure that students needs are being met in a holistic manner so that students can prioritize their academic success. The Scholars' Hub space is a one stop shop where students can receive counseling support, basic needs support and have a dedicated space for studying on campus so that they feel like they are an important part of the campus community. Having a centralized space for students allows a camaraderie to be built that can enhance cohort success and create support for marginalized groups. The Scholars' Hub provides personal and caring assistance with day-to-day needs as well as educational goals, ensuring that students are able to take full advantage of their college life and thrive both inside and out of the classroom.

Currently, the Scholars' Hub is a mix of programs and part-time staff. In order to really expand this program, it would require dedicated funding and at least one full-time staff member to provide consistency and oversight (Student Activities Assistant was requested via Program Plan). Student Life & Leadership staff, along with Student Equity are researching potential grant funding streams to support this program. The Scholars' Hub is one of very few programs that has taken Equity data into consideration, and built services designed to specifically target DI groups in their highest need areas in order to move the needle for these populations. Initial data suggests that the services and resources have made a positive impact on these at-risk populations.

Basic Needs & Scholars' Hub: Without institutional support in funding and staffing, the disproportionately impacted populations served in this area (Basic Needs, Scholars' Hub, VIP) will only continue to face challenges. Without a centralized point of contact and high-touch, trauma-informed staff, these students will be at even greater risk of succumbing to exit points throughout the semester.

Title IX and Coordinated Community Response

We have a pressing need to get into compliance in the area of Title IX, as not doing so leave the college vulnerable to litigation; and our campus community vulnerable to abuse. Through the CalOES Campus Grant, Student Life can assist in building capacity, embedding resources and supportive services, and provide training. However, it will also include the support and prioritization of senior administration. Most needed is the delineated staff roles & responsibilities, and the support for the required training for each. The CalOES grant provides funding for an external investigator, but this should be institutionalized by the college following the end of the grant. Prior

to this funding managers served as investigators, which led to their own duties being put on the back burner as well as inconsistent reports and outcomes. In addition, it is critical to continue to establish meaningful working relationships with our community partners, such as East Los Angeles Women's Center and Project Sister who can support our students in their healing.

Lastly, all Sexual Violence/Misconduct APs and BPs needed to be revised in order to meet the new OCR Regulations; the federally mandated VAWA Campus Climate needs to be launched every two years; a comprehensive orientation for students needs to be identified; and training for each individual specific to their role needs to be completed. These last areas are the bare minimum to meet federal compliance.

Student Leadership

Student Leadership is currently a very strong program. However, there are many ways to improve and expand. In the coming years, the department hopes to increase cross-collaboration with programming, strategically partner with faculty and campus programs. We see our programming as both a way for students to connect with the campus as well as a laboratory beyond the classroom. There are many opportunities to partner with faculty to bring speakers, design events, and provide enrichment in ways that supplement the curriculum.

Additionally, then ASRHC will revise their governing documents to increase student voice in AS Senate. This will include a realignment of positions, and the possible dissolution of the Judicial Board, widening the number of students who have a vote in the senate, and ideally increasing levels of engagement.

The ASRHC hopes to become more active state-wide and on a national level to advocate for the needs of students. This will require developing relationships with Student Senate of California Community Colleges and taking an active role in Region XIII meetings.

OSLL is planning to assess and redesign the Student Leadership Institute offerings.

Appendix

A. **#RealCollege Basic Needs- Rio Hondo Results** (Adobe Acrobat Document)

Program Review Fall 2020

Center for Career and Re-Entry Services

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1. Mission Statement

1.1 MISSION STATEMENT

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

2. Program Description

2.1 PROGRAM DESCRIPTION

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

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

Services

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

PROGRAM STAFF

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

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

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

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

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

Student Workers (when available)

Student Contacts

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

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

File Attachments:

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

3. Program Progress

3.1 PROGRAM PROGRESS

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

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

Projects, Grants, Initiatives Changes

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

Myers Briggs Type Indicator, Strong Interest Inventory, StrengthsQuest

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

Long Term Plan Progress

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

Accomplishments

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

4. Program Outcomes

4.1 PROGRAM OUTCOME STATEMENTS

CCRS Program Outcomes

CCRS Area Outcome

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

Mapping

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

CCRS Learning Outcomes

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

Mapping

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

4.2 PROGRAM OUTCOMES ASSESSMENT

Measures

CCRS Program Outcomes

Outcome

Outcome: CCRS Area Outcome

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

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

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

Outcome: CCRS Learning Outcomes

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

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

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

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

Program level Indirect - Survey

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

4.3 PROGRAM OUTCOMES ASSESSMENT FINDINGS

Finding per Measure

CCRS Program Outcomes

Outcome

Outcome: CCRS Area Outcome

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

Measure: First-time CCRS Counseling Appointment Survey

Program level Indirect - Survey

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

Findings for First-time CCRS Counseling Appointment Survey

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

Outcome: CCRS Learning Outcomes

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

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

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

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

Program level Indirect - Survey

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

and 70% of surveyed students will be more motivated to complete their educational goal

Ideal Standard:

Seventy-percent (70%) of surveyed adult re-entry students will identify three campus resources.

Ninety-percent (90%) of survey student will identify an informed career pathway and 80% of surveyed students will be more motivated to complete their educational goal.

Eighty-percent (80%) of surveyed adult re-entry student will identify three campus resources.

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

Summary of Findings:

The Career Explorer Program had only six participants in 19-20 and therefore not large enough to draw conclusions. The low participation can be partly explained by the campus closure due to COVID-19. However, categorical funds to support this effort has led to a decline in participants since 18-19.

Results :

Acceptable Standard Achievement: Not Met

Recommendations:

The Career Explorer Program is currently being reimagined, utilizing the Career Coach software as the first step in a students' career exploration. It is recommended that this outcome, and the tool used to measure it, be revised. The outcome can focus on undecided students who completed the Career Coach assessment. The measure can be whether or not the student declared a program of study other than undecided within the same semester.

5. Data Analysis

5.1 DATA ANALYSIS

A review of student contact data reveals:

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

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

File Attachments:

1. **Career.data19-20.pdf** (See appendix)
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6. Strengths & Weaknesses

6.1 STRENGTHS

RE-ENTRY STUDENTS

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

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

CAREER EXPLORER PROGRAM (FOR UNDECIDED STUDENTS)

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

Step One

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

Step Two

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

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

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

Step Three

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

Adjustment to Remote Services

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

6.2 WEAKNESSES

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

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

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

7. Long Term Plan

7.1 LONG TERM PLAN

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

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

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

Appendix

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

By Reason Code Only

7/1/2019 - 6/30/2020

Attendance: Attended Not Attended Not Marked Cancelled

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

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

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