

Student Services Survey of Who We Lost; Who Has Returned Recommendations

Numbers: Who We Lost; Who Came Back as of Fall 2021 (estimate)

Department	Spring 2020		Fall 2020		Spring 2021		Fall 2021		TOTAL	
	# Lost	# Returned	# Lost	# Returned	# Lost	# Returned	# Lost	# Returned	# Lost	# Returned
Arise	73	53	50	32	60	36	31	8	214	129
CalWORKs	87	21	24	14	19	4	28	15	158	54
EOPS/CARE	168		61		32		33		294	17
**International Students	78	461	157	366	93	317	155	251	483	1395
^^Promise+ Plus	82	n/a	52	29	40	13	17	3	191	45
***Reach	62	n/a	7	5	29	14	22	10	120	29
Reconnect & Engage	5678	3478	3603	1987	2505	964	2126	740	13912	7169
TRIO	3	109	9	101	8	136	26	80	46	426
^Veteran Resource Center	-6	455	-98	357	+28	382	-35	347	111	1541
Total									15529	10805

NOTATIONS TO #s:

***A total of 238 F-1 international students were lost due to transferring to another U.S. College or language school; A total of 245 F-1 international students were lost due to completing or terminating their studies and terminating their F-1 student status*

^^Promise+Plus is a two-year program, these numbers only reflect students within their two years within the program.

****Numbers of Returned for Spring 2020 not available as Fall 2019 was our benchmark year.*

^ Started fall 2019 with 461 benefit-collecting students.

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	# Lost	# Returned	# Lost	# Returned	# Lost	# Returned	# Lost	# Returned	# Lost	# Returned
Summer Bridge 2019 238 students	65	173	74	164	*n/a	*n/a	*n/a	*n/a	138	164
Summer Bridge 2020 238 students	n/a	n/a	17	221	43	195	56	182	56	182
Summer Bridge 2021 236 students	*n/a	*n/a	*n/a	*n/a	*n/a	*n/a	16	220	16	220

NOTATIONS TO #s:

**Spring 2021 and Fall 2021 not include student may have transferred and numbers wouldn't be accurate.*

^Data based on 9,986 Pell recipients for Fall 2019 (total lost/returned numbers are based on the range between Fall 2019 – Fall 2021 not term to term comparison)

	Spring 2020		Fall 2020		Spring 2021		Fall 2021		TOTAL	
	# Lost	# Returned	# Lost	# Returned	# Lost	# Returned	# Lost	# Returned	# Lost	# Returned
^Financial Aid	1795	8191	3902	6084	4789	5197	6198	3788	6198	3788

NOTATIONS TO #s:

^Data based on 9,986 Pell recipients for Fall 2019 (total lost/returned numbers are based on the range between Fall 2019 – Fall 2021 not term to term comparison)

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ACCESS Student Counts by term:

Fall 2019 1,802
 Winter 2020 1,011
 Spring 2020 2,250
 Summer 2020 1,909

Fall 2020 2,214
 Winter 2021 1,869
 Spring 2021 2,031
 Summer 2021 1,833

ACCESS annual Student Count

2019-20 2,528
 2020-21 2,494

	Fall 2020	Spring 2020	Fall 2019	Fall 2018
New to Access & Mt Sac	77		161	166
New to Access	233		420	419
Access Students who dropped or withdrew from at least one class using COVID reason code	544	798		
Access students fully dropped and/or withdrew from all classes	215	282	127	113
Access students not returning in Spring	508		479	

A comparison of term data from Spring 2020 to Fall 2021 and Spring 2021 shows a slight decline in student count, from a high of 2,250 students in Spring 2020 to a low of 2,031 students in Spring 2021.

However, in reviewing the annual student counts, the total number of students enrolled in the ACCESS program remained fairly consistent.

However, it looks as though we are not attracting as many new students to the ACCESS program as in past years, which would have resulted in a higher student count. ACCESS will continue to increase outreach efforts to our high schools in order to ensure that all students with disabilities are aware of ACCESS services and know how to apply to the ACCESS program..

ACCESS attributes our ability to mostly retain students to the numerous outreach activities that we conducted during this time frame. While many colleges reported significant declines in enrollment for students with disabilities, ACCESS was able to retain a significant number of our

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students. (As an example, both Pasadena City College and Chaffey College lost about 500 students, while Citrus lost about 200 students from 2019-20 to 2020-21.)

ACCESS conducted a student survey in Spring 2021. Some of the results were:

- 91% of students agreed that their instructors had been supportive and helpful in ensuring their accommodations during remote instruction.
- 89% of students reported feeling comfortable approaching their instructors with their accommodation needs.
- 91% of students reported that they could always or usually access information in their online course.
- 92% of student agreed that their understood their rights as a student with a disability.
- 93% of student reported that their academic accommodations and services helped them reach their educational goals.
- 88% of students reported that the ACCESS office was available and accessible online, making it easy to request assistance when the campus was closed.
- 32% of student reporting needing more accommodations, 53% reported needing the same accommodations, and 15 % reported needing less accommodations during remote instruction.
- 72% of students reported that they would return to in-person classes in the Fall 20221 semester.
- 73% of students reported having concerns for their safety when they return to in--person classes.

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Counseling

Spring 2020: served a total of 16,851 (combined appointments & Drop-ins)

Spring 2021: served a total of 13,233 (combined appointments & Drop-ins)

Loss of 3,618

Here is a total number of student's loss from Fall-to-Fall, which include appointments and drop-in services:

Fall 2020: served a total of 12,906 (combined appointments & Drop-ins)

Fall 2021: served a total of 13,448 (combined appointments & Drop-ins)

Gain of 542

Here is a total number of student's loss from Spring-to-Spring, which only include appointments:

Spring 2020: 11,449 appointments attended

Spring 2021: 6,798 appointments attended

Loss of 4,651

Here is a total number of student's loss from Fall-to-Fall, which only include appointments:

Fall 2020: 10,248 appointments attended

Fall 2021: 6914 appointments attended

Loss of 3,334

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Strategies Employed to Engage and Reconnect

- Phone
- Email
- Social Media
- Text
- Conducted Surveys
- Workshop/Events
- ISP Distributed Weekly announcements via email
- Non-registered students mailed a “we miss you” letter
- Promise contacts students via email, phone banking, notices on social media, Instagram Account, sent postcards to their home address with important program deadlines, and in some cases text messaging through Google Voice
- Counseling lead outreach via email and phone banking
- Additional incentives provided for students who did not enroll or were under the required 6 units. In Summer 2021 we created the “Re-Engaging with Promise” initiative. These students were provided with an additional incentive, including a Spring 2021 parking permit and a welcome-back kit
- ISP Virtual Engagements:
 - Late night video calls with recruiters and agents around the world to understand and mitigate their and their students’ concerns
 - ✓ Answered their concerns about what Mt. SAC was doing as far as safety (e.g. “Stop Asian Hate”)
 - ✓ Answered their concerns about the U.S. political atmosphere and the attitudes directed towards certain populations (during the Trump Administration)
 - ✓ Concerns about negative stereotypes being projected onto students
- Developed Virtual Front Desk (via zoom)
- EOPS implemented peer navigators to help with retention
- Updated EOPS/CAVAS shell
- Financial Aid implemented an efficient virtual student assistance model along with a hybrid in-person/remote model upon returning back to campus
- Disbursing HEERF and State emergency aid along with connecting students to FAFSA/CADAA Application assistance thereafter
 - ✓ Working closely with re-engage and re-reconnect efforts
- Effectively implementing federal regulation flexibilities in order to offer student more aid and influence their decision to return
- In-reach/Outreach efforts – Financial Aid Liaison for special programs (Basic Needs, EOPS, etc..) to assist with FAFSA/CADAA completion and verification completion
- All students were invited to the Arise Canvas Hub that was launched on 4/8/2020. Any new student in the program since the initial cohort of students were added have received an invitation to the Hub upon receipt of their program application

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- Hub notifications were sent to all actively in the hub (e.g., drop-in sessions with a counselor, financial aid specialist, other announcements)
- Spring 2020 - converted all programs to online and engaged students via ZOOM and mailings of items directly to their homes.
- Fall 2020, Spring 2021 - continued online engagement and mailing interaction
- Fall 2021 - Created hybrid activities to engage and interact both in-person and on-line students
- REACH developed an assessment tool that is given when a student joins the program to assess living situation, housing and other external factors that may hinder academic engagement
- REACH program ran enrollment reports per semester to communicate with students that have yet to enroll in classes but are eligible
- ACCESS had our adjunct Instructional Specialist reach out to all newly registered students during the Fall 2021 semester.
- ACCESS has been hosting both in-person and zoom Instructional workshops for our students. Topics have included memory strategies, test taking strategies, organizational skills, and study tips.
- ACCESS partnered with Student Health Services to host information tables during the first two weeks of the Fall 2021 semester
- ACCESS hosted information tables during the first two weeks of Spring 2022.
- ACCESS hosted a Meet & Greet student event during Fall 2021, and we will host another Meet & Greet event on March 23 of this semester
- ACCESS hosted an Advisory meeting for high school partners during Winter 2022 to provide information to high schools to assist potential new students.
- ACCESS partnered with the Service Center for Independent Life to outreach to persons with disabilities in the San Gabriel Valley community to share information about Mt SAC and ACCESS services.
- ACCESS has provided faculty with an ACCESS syllabus statement and an Accommodation Guidance document to assist faculty in working with students with disabilities
- Peer Coach calling campaign to reconnect and engage students to resources including college application to Mt. SAC, class registration, FAFSA assistance, Counseling appointments, Emergency Grant applications, book vouchers, food cards, Target cards, Basic Needs referrals
- Support and guidance from Counseling, Peer Mentoring for each student in the program. Peer Coaches are available in person and via Zoom at a Virtual front desk
- Financial Aid is providing weekly FAFSA workshops
- A newsletter has been developed with links to all resources is provided on initial contact to students.
- Remind app has been established to connect with students on a texting platform
- Counseling established online services, like Video (face-to-face) appointments, phone, Express Zoom Counseling (EZC), and MAP Workshops

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- Counseling reintroduced Undecided Workshops in an online setting to ensure students have a clear path towards their major selection and exploration
- Counseling has offered in-person services since July 1, 2021
- Offering variety in modes of Veterans Counseling options (in-person, via phone, via zoom, via Cranium Cafe)
- Updating processes to allow for on-line submission of required VA paperwork
- High touch FA outreach to discuss file completion, emergency funds, Vet Scholarships
- Increased frequency in surveying student needs
- Targeted partnering with wrap-around support services (Basic Needs, Equity Book Program, Laptop Loans, HEERF Funding, etc.)
- Offering drive-thru, mailing and delivery options when possible (Marine Corps Birthday Celebration, Grad Week, Scholarship Pick-up, Finals Kit pick-up)
- VRC Offered flexibility in online and in-person programming
 - ✓ Weekly newsletter
 - ✓ New Student Welcome Packages sent via snail mail
 - ✓ Money Mondays (FA/Scholarship Assistance)
 - ✓ ACCESS Drop-in Hours via Zoom
 - ✓ Vet Success on Campus Counseling via phone, WebEx
- Offering variety in modes of Veterans Counseling options (in-person, via phone, via zoom, via Cranium Cafe)

Recommendations – What Else Can We Do?

- More community outreach (to all age groups)
- Campus open house
- Television ads (in both English and Spanish language television)
- Continued work with Health Services – getting a devoted mental health professional for the ISP
- Further explore what other colleges/campuses are doing to engage with their students
- Continue to develop more live campus and off-campus activities and events
- Continue to make inroads with Instruction and Faculty and getting them involved with and advocate for the ISP
- Recommend we take a “back to basics” approach and physically go to our students:
 - Participate in Community Events
 - Canvassing: door to door
 - Drive Mt. SAC van out to high school areas after school and give out Mt. SAC swag and ice cream
 - Ask current Mt. SAC students to support their peers who left Mt. SAC by referring them to our resources/events- similar to “Bring a Friend to College Day.”

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- Increase access to childcare – our parenting students continue to struggle with childcare
- Have a family day – many of our students' families are not familiar with the campus – include them in our events so they can see how they can support their students
- Bring back community events – to increase exposure
- Provide return grant and market it around the community. Many still don't know how much financial support there is for returning students.
- Need to look at the enrollment pattern longitudinally, including F/T vs. P/T (e.g., student who we lost SP 2020 returns Fall 2020, but then leaves again and hasn't return as of Fall 2021)
- Need to look at success patterns (dropped all with EW or only success rate based on one course successfully completed and remaining classes "NP"; GPA may be skewed)
- Survey students across campus-what are their persistent challenges? Do they have different interests/demands for their enrollment (courses in-person vs. hybrid vs. online)? Is there a greater yield from number who applied and enrolled? Among those who haven't returned, why not?
- Consider online students as an under-served community as we return to fully in person, students who previously could participate and engage online, now will not be able to participate in the same leadership and engagement experiences as when during COVID quarantine.
- Attrition rates for semesters during the pandemic should be compared to those before 2020 to look at trends and compare differences.
- Early alert should be setup when a student drops a class or wants to drop a class that requires or suggests they meet with a counselor before dropping the course.
- Online courses have worked with some, but some students report not having much, if any, communication with professors during asynchronous courses.
- A single application for all of student services could be developed that would then filter students to various support programs. Students would need to complete one application and simply select what programs they would want to join. Each program could add a section in the application to collect necessary information from the student that is not already collected from the general section.
- ACCESS is working with Event Services to produce short videos of our students sharing tips for new students. This was a request from our high school partners after our Advisory meeting.
- Further develop plan to engage with faculty to provide ACCESS information to students and to offer more and expanded Faculty trainings through POD.
- Working on a plan to be more visible on campus.
- Continue to make phone calls to students. They appreciate this personal outreach
- Provide the access to directly text students- Students respond quicker on a texting platform
- Provide funding for bus and parking passes
- Assist students with childcare costs

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- Offer more courses in the evening and the weekends
- Provide more training for faculty and staff to identify student's needs
- To increase our MAP Workshops, Undecided Workshops, Counseling on the Go!
- Have Counselors Day to generate interest and allow us to promote our services and programs. However, due to the vaccination mandate visitors are limited to get these in-person experiences affecting our visibility and promotion efforts.
- Create a process or procedure to allow visitors to be on campus all day and in buildings to get and gather our Mt. SAC is Back! Message. Many of these efforts allow our faculty and staff to engage and connect with students closely and reinvigorate confidence and academic goals.
- Increase time for approval on Medical/Religious Exemptions (students are reporting delays in approval and lots of going back/forth with HR)
- Offer free books and supplies to all students
- Increase affordable child care spaces/opportunities on/near campus
- Continue and increase HEERF funding amounts for students
- "Send all Mt. SAC students a text to see if he/she is ok, financially, healthy, mentally, academically etc." (This recommendation is from a student.)

Reasons Students Shared they were leaving:

- Medical Reasons – car accident or health
- Completed all Mt. SAC courses needed
- Transferred
- Personal Reasons, not specified
- Focus on working, holding off on college
- Switch colleges
- Dealing with mental health issues (related to family/friend deaths)
- Returning to work because there are more opportunities
- Exhausted and need to take time off
- Parenting students report having the additional challenge of trying to get their kids adjustment back to in person
- Multiple challenges-work loss, housing loss, financial strains
- Family issues, need to help family (work, help with siblings/relatives)
- Can't do online classes

What Veterans are Saying...

- "I am not willing to get the vaccination – I prefer to wait it out."
- "I have already been forced to take so many vaccinations while in the military – this is the first time it is my CHOICE to get one or not and I want my CHOICE."
- "I don't want to be masked up on campus."

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- “I am on campus for only one class so I can get paid higher BAH.”
- “This is dumb...I have to stand outside and look through a window of you talking to me on the phone because I am not cleared.”
- “Child care just isn’t the same since this whole COVID thing and now I can’t bring my child with me on campus even for appointments or to do homework or to even print in the Center like before.”
- “My grades dropped due to remote work. I am not an online learner and this has impacted by GPA.”
- “The pandemic has aggravated my depression and willingness to do well in school.”
- “It has been hard with the kids at home when someone tests positive and there is no one to watch them.”
- “The restrictions that have been put in place, such as being vaccinated, are hurting veterans like me more than they are helping.”
- “If I were to be able to afford my own space where I can feel comfortable, not only for my self but a safe space where my children can be comfortable, but still be able to afford the place, food and basic every day needs then I may have an easier time being able to focus.”

Highlights of Veterans surveyed:

- 55.7% have difficulty maintaining balance between schoolwork and personal demands
- 37.1% have thought about dropping out of school
- 78.3% report, “The Mt. SAC VRC has helped me remain in college.”
- 75% report being housing insecure
- 91% report that in the last 30 days “The food I bought for the month didn’t last and I didn’t have enough money to buy more.”
- 86.6% report that in the last 30 days “I couldn’t afford to eat a balanced meal”