

PIE Narrative Summary

PIE - Student Services: VP Analysis & Summary

2021-22

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Summary of Notable Achievements: 1. Summary of Notable Achievements

ACCESS Accomplishments:

1. ACCESS enrollment increased by 118 students for the 2021-22 academic year (MIS student data). ACCESS attributes this increase in student enrollment to ACCESS in-reach and outreach efforts, for example, ACCESS Information Tables, ACCESS Meet and Greet events, ACCESS partnership with Student Health Services, ACCESS partnership with High School Outreach, and creation and distribution of High School Transition Guide.
2. Students are now able to download their Academic Accommodation Plan (AAP) from their My ACCESS student portal and email directly to their professors. Students can also print their AAP to provide to their professors in person. This has resulted in streamlined services, increased agency for ACCESS students, and increased effectiveness and efficiency for the ACCESS office.
3. ACCESS expanded remote support for students in several areas, including DHH academic support, Assistive Technology Center (ATC) canvas course, Writing and Math online support, and online counseling. Students are now able to access education materials and instruction remotely through ACCESS Canvas classes in each of these areas. ACCESS counseling and instructional support is available to students in a variety of remote formats, in addition to in-person support.
4. Students can now schedule counseling, instructional support, and speech appointments in a variety of formats (in-person, zoom, phone) directly from their MY ACCESS student portal.
5. ACCESS updated the Accommodation Guidance document to provide accommodation guidance to professors for both in-person and online classes.
6. Technology updates have improved student access to instructional programs. These include new note taking software (GLEAN), online ATC access through the ATC Canvas course, and DHH videos and captioning.
7. The Acquired Brain Injury (ABI) program expanded services to include remote intakes and support options for students with brain injuries. Instruction was provided to 83 students with an acquired brain injury for the 2021-22 academic year.
8. Growth in requests for alternate media. The Accessible Technology Center (ATC) provided alternate media for 54 students, for a total of 352 alternate media contacts. Of these contacts, 229 (65%) were for blind/visually impaired students. Alternate media requests increased by 74% during the 2021-22 academic year.
9. ACCESS collaborated with AIME and the Writing Center to provide more scaffolding, support, and tutoring options for English and writing. ACCESS Instructional Specialists (English and Math) hired Expert Tutors for the classroom, which has improved students' self-advocacy skills, independence, and grit. A total of 1,107 hours of academic support were provided during the spring 2022 and 287 hours during the summer of 2022. Based on the April 28th, 2020 Mt. SAC cabinet notes, the average pass rate for English 1A/80 is 54%. For ACCESS courses linked with English courses (Eng. 1A/80, Access 34), spring 2021, the average pass rate was 56%; Fall 2020, 67%. With support, ACCESS linked courses have an above average pass rate.
10. ACCESS provided several campus events aimed at increasing awareness of ACCESS services and promoting acceptance of students with disabilities. Events included: (1) Meet and Greet in fall and spring semesters; (2) Disability Awareness Month activities, October 2021; and, (3) ACCESS Information Tables.
11. ACCESS hosted their first Graduation Celebration, spring 2022, for ACCESS students who earned a degree or certificate.
12. ACCESS faculty provided both Flex Day and POD trainings on working with students with disabilities. The spring 2022 Faculty Flex Day presentation "Academic Support for Students with Disabilities" had 37 faculty attendees.
13. ACCESS accommodated testing services moved to a new location - the former Assessment Center in Building 9B. This provides ACCESS with a dedicated testing space and allows students easy access to accommodate testing services. The new space allows for both group and individual testing.
14. DHH hired two new Coordinators this year, which has improved efficiency and effectiveness in scheduling access service providers (interpreters and captioner's) for Deaf and hard of hearing students.
15. ACCESS purchased two new trams to provide campus access for students with mobility challenges. In addition, ACCESS

purchased new accessible furniture to provide students with accessible options in their classrooms.

Behavior Wellness Team (BWT): Accomplishments:

1. Hired a Licensed Clinical Social Worker (LCSW) to assist with growing BWT program including student outreach follow-ups and check-ins, community resource development, and strengthening campus partnerships. The LCSW assists 15 hours per week.
2. The BWT Case Manager attended the following trainings: The 2022 National Association of Social Workers Conference; Higher Education Case Managers Association Annual Conference; NaBITA Advanced SIVRA 35; Joint Regional Intelligent Center-Advanced Threat Assessment Course; and, NaBITA BIT Standards and Best Practices
3. Added Title IX/Human Resource Analyst representative to the BWT to assist with Title IX cases and students who are also Mt. SAC employees.
4. Initiated a BWT task force to meet bi-monthly to address needs, policies, procedures, and overall BWT processes.
5. Initiated a Threat Assessment Team to help prevent tragedy by supporting individuals who show signs of harming themselves, others, or both. The team's primary purpose is to develop and implement a safe and supportive action plan and to implement threat assessment tools, as needed.
6. Completed BWT policy and procedure manual.
7. BWT members attended the following trainings: Higher Education Case Managers Association Annual Conference; NaBITA Advanced SIVRA 35; Joint Regional Intelligent Center-Advanced Threat Assessment Course; and, NaBITA BIT Standards and Best Practices.
8. Delivered successful BWT presentations to various Mt. SAC departments.
9. The BWT Case Manager increased outreach/check-in with students.
10. Ordered additional promotional items for fall 2022: spinning pens, tote bags, stress balls, and BWT shirts for core members.
11. Updated BWT website and BWT link.
12. Continued to collaborate directly with Student Conduct to meet with students who have sanctions that need resolution prior to enrollment. The BWT Case Manager works with these specific students to connect them with resources needed to complete their sanctions. The BWT Case Manager reports back to Student Conduct regarding the outcomes of these meetings.
13. Published Behavior & Wellness Team (BWT) Policies & Procedures manual.
14. BWT held a Q&A meeting with the NaBITA President.
15. Completed a Standard Self-Assessment Tool to evaluate team's progress and needs.

Student Health Services Accomplishments:

Medical Services Accomplishments:

1. Launched a weekly, 3-days per week, nursing support and outreach booth ("The Nurse Is In").
2. Provided a comprehensive COVID-19 Campus Education Program, including multiple COVID-19 newsletters and Live and Virtual COVID Q & A Workshops.
3. Conducted mass COVID-19 rapid antigen testing for Mt. SAC students.
4. Developed contact tracing program, which was then adopted by Mt. SAC's Contact Tracing.
5. Coordinated with East Valley Community Health Center to provide COVID-19 vaccines to the Mt. SAC campus and community.
6. Obtained and distributed free COVID-19 test kits from California COVID-19 Testing Task Force.

Mental Health Accomplishments:

1. Launched a weekly, 3-day per week, mental health support and outreach booth ("The Therapist Is In").
2. Launched an after-hours mental health crisis support program with ProtoCall, a third-party vendor, where students who can speak with a live mental health case manager nights, weekends, and holidays. SHS received daily reports that were then followed up on by SHS.
3. Provided a Mental Health Topics Speaker Series on several topics, including disordered eating and addiction that were facilitated by community experts.
4. Approval for hiring three new full-time classified mental health clinicians, funded by the Chancellor's Office mental health allocation. At this point in time, two have been hired and SHS is in recruitment for the third.

Admissions and Records, Assessment, and International Accomplishments:

1. Processed 55,603 applications for credit admissions during the 2021-22 year. This was a decrease of ~30% from the previous year (79,424).XXXXXXXXXX similar to the 23% drop in CC enrollment statewide and the increase in identified SPAM applications.
2. Awarded over 5479 degrees and certificates. This represents a 23% increase in awards over the previous year.
3. Awarded 870 degrees and certificates via the auto-petition process. These degrees likely would not have been awarded if not for the use of technology to support the students in achieving their goals.

4. Continued to work through one-click registration issues regarding the implementing of EAB registration. However, due to technological setbacks the progress in this areas met with limited success.
5. Continued to work with course repeats, grade roll, probation and dismissal processing challenges related to the implementation of COVID protocols.
6. Worked with various campus constituents to mitigate and deter fraudulent registration and the subsequent awarding of bogus financial aid.
7. Worked with Noncredit and IT to implement time-ticketing for noncredit students, thereby eliminating a significant amount of manual registration in noncredit. For fall of 2021 this was over 17,500 registration appointments.

Assessment and Matriculation Accomplishments:

1. Facilitated the completion of 21,090 AQ submissions for the 2021-22 year. This was a decrease of ~12% or 2,554 Assessment Questionnaires from the previous year.
2. Assisted RIE in preparing/administering the AQ Impact Survey during the fall 2021 semester.
 - a. 5113 students were invited to participate in the survey. An increase of 1.75% or 88 students.
 - b. 778 students completed the survey. A decrease of 6.15% or 51 students.
 - c. 217 classes (CRNs) were invited to participate in the survey. An increase of 21.22% or 51 additional classes asked to participate in the survey.
 - d. 107 classes completed the survey. This is a 59.7% increase in classes completing the survey. 67 classes completed the previous year survey.

Student Services: International Students: Admissions Unit Accomplishments:

1. Improved upon the quality/variety of services offered via the existing virtual front desk. The functionality created/maintained the availability of staff to meet with students and answer questions related to their admissions, assessment, matriculation, orientation and transition to Mt. SAC.
2. The International Student Program - Admissions Unit actively supported students who remained in the US as well as those who remained enrolled while abroad.
3. Actively worked with students to make sure they were in compliance and were adhering to SEVP/SEVIS guidelines as they pertain to F1 Student Visas.

International Students: Support Services Unit Accomplishments:

1. Completed 44 "live" in person events this year. These include field trips, campus wide events, workshops, ceremonies and student activities.
2. Switched to LowerMark Student Insurance which allowed for students to receive better premiums, customer service which has led to better student satisfaction.
3. Global Student Mobility (Master Agent): GSM referred the first two students since establishing an agreement with the College, and were issued a commission
4. Keystone Academic Solutions:
 - Yielded over 1,300 leads who expressed some interest in the college leading to the following:
 - 45 Applications submitted
 - 22 Accepted
 - 12 Enrolled
5. Virtual Recruitment Fairs: Completed 20 virtual fairs.
 - Asia (India; Malaysia; Indonesia; Japan; Hong Kong)
 - Americas (Canada; Mexico; Latin America (General); Honduras, Ecuador)
 - Europe (United Kingdom; Scandinavia; Central Eurasia; Aegean (Turkey/Greece)

Counseling Department and Special Programs Accomplishments:

1. The Counseling Department at Mt. SAC implemented multiple efforts towards retention and success to achieve students' academic goals and aspirations. We addressed and provided services that included:
2. In 2021-2022 the Counseling Department was able to serve 26,087 students both online and in-person. It was an increase from the prior year ('20-'21) when the Counseling Department served 22,896 students the difference of 3,191 students (13% increase).

3. Redeveloped and formatted the MAP Workshops to serve students both Online and In-Person. 2021-2022 was the first time in-person since the pandemic, we provided 100 Online and 39 In-Person MAP Workshops. 14 of the In-Person MAP Workshops served Connect 4 students.
4. We served a total of 2,136 students in our MAP Workshops, 1,141 via Online and 995 In-Person (359 were Connect 4).
5. In 2021-2022, the Counseling Department served 12,456 (unduplicated) students complete an Educational Plan on our Degree Works Audit System. 6,320 Abbreviated Education Plans were developed and 6,136 Comprehensive Educational Plans were completed (MIS Data, 2022). It was a decrease from the prior year ('20-'21) when we saw a total of 12,741 students.
6. STEP into College has grown significantly for 2021-22. The Counseling Department has continued to increase the number of sections of COUN 1 – Introduction to College in the summer to support over 800 students to successfully onboard and enroll in the fall semester. Summer 2022, 26 sections were offered and 831 students registered. 679 students passed and 717 registered for the fall 2022 semester.
7. Guided Pathways (1.0) - the Counseling Department played a significant role in the planning, implementation, success and reporting of the State initiative. Co-Coordinator, Sara Mestas - MAPPERS, Patricia Maestro & Alana Bachor - GPS Counselor, Emily Versace all contributed significant time and effort to GPS 1.0 receiving LHE from Academic Senate:
8. The Counseling Department played significant role in Pillar's I (Mapping Pathways to Student End Goals), II (Helping Students Choose and Enter a Program Pathway), and III (Keeping Students on Path).
9. GPS Academic Program MAP's were developed in partnership with discipline faculty.
10. Helped develop a clear communication to students regarding MAP's to easily navigate programs from beginning to end by placing this information in Degree Works, campus GPS webpage, Division/Program webpage(s), and online catalog.
11. Mini-grant proposal for Transfer was allocated and successfully implemented featuring an Online Transfer Symposium in collaboration with Student Services and Instruction. Approximately 120 staff and faculty were present.

Transfer Center:

1. The Transfer Achievement Celebration (TAC) returned to Hilmer Lodge Stadium in June 2022. Access to this venue and the equipment in place for Commencement allowed us to restore the previous event format. Students' friends, family, and supporters were able to be in the audience to celebrate this milestone. Additionally, the space allowed for faculty, staff, and administrators to attend, including those who were recognized by the students for being influential in their transfer success. While the pandemic and return to campus have affected in-person event attendance, the TAC hosted 1080 attendees which included 271 transferring students and 741 of their guests.
2. The second annual Transfer Application Boot camp took place (via Zoom) in August 2021 with the goal of promoting early completion of strong and successful CSU and/or UC admission applications. In addition to tailored workshops and an admissions panel, students took part in two individual appointments with counselors or transfer specialists to assess transfer readiness, receive feedback on PIQ, CSU EOP, or scholarship responses, and discuss any necessary changes to their education plans or major selection to ensure admission eligibility. The boot camp also consisted of a UC Application & TAG Review Day (September) and a CSU Application Review Day (October) to provide students with a final check before submitting their application(s). A total of 104 students successfully completed the program.
3. Transfer Specialists led the policy revision of AP 4240 (Academic Renewal) and AP 4225 (Course Repetition) to make them more student-centered and transfer-friendly. Per May 24, 2022 Cabinet notes, AMAC made some changes to AP 4240 – Academic Renewal and Cabinet agreed that this version was ready for review and recommendation from PAC. AP 4225 was approved by the Student Preparation, Equity, and Achievement Council (SPEAC) and was placed as an action item on the June 2 Academic Senate agenda.

Upward Bound:

1. Upward Bound (UB) successfully submitted the 2019-2020 Annual Performance Report (APR) to the Department of Education (DOEd) in December 2020. UB met and exceeded all but 1 of the mandated 2019-2020 objectives.
2. The UB Program created and hosted a virtual End of the Year Ceremony to honor our participants especially those moving onto college in fall 2021. The students received a delivered UB medallion along with pizza delivered to their homes.
3. For Summer 2021, UB collaborated with various departments across campus to secure seats for 63 seats across 5 disciplines.
4. In the 2019-2020 Annual Performance Report (APR), the following Prior Experience (PE) points were awarded based on the following:
 - * Participation objective written into the grant was exceeded as we served 81 students
 - * Persistence objective written into the grant of 80% was exceeded with a rate of 100%.
 - * Good academic standing rate written into the grant of 85% was exceeded with a rate of 100%.
 - * College graduation within six years written into the grant at 40% was exceeded for the first time in years with a rate of 42%.

EOPS, CARE, CalWORKs, and Student Life Accomplishments:

Basic Needs Resources:

1. The transition to in-person instruction and services was particularly significant for the basic needs operation due to significant shifts in service delivery and addition of key resources to support students. The most notable change was the food pantry distribution from a drive-thru model during the campus closure to the convenience store model where students can select their own food and hygiene items. There were over 10,000 visits during the academic year in which 280,000+ lbs. of food was distributed. Additionally, the Mountie Fresh Food Pantry extended its food services through the implementation of the Snack Rack Program to increase accessibility for healthy food snack options to students in specialized programs including EOPS, the Pride Center, ASAC, and Noncredit Short Term Vocational Program. This program will expand with grab and go meal items and additional locations in 2022-23.

To support students' longer-term food needs, the CalFresh Outreach team assisted 1,066 students complete their CalFresh applications. Of those applicants, an estimated 50% of them are now receiving CalFresh benefits. Our CalFresh outreach team participated and presented in a number of statewide CalFresh outreach webinars to share best practices with other college campuses providing CalFresh outreach efforts. Basic Needs Resources' advocacy for EBT accessibility on campus led to the rollout of Mt. SAC's first EBT acceptance at the Sodexo Prime Stop located in Building 61. Housing resources expanded during 2021-22 with the start of the Jovenes Inc. partnership, which provided 15 students with housing security and 2 students with housing referrals through Sycamores, A Better Life. Basic Needs Resources seeks to expand housing support for more students in 2022-23. Finally, the case management team of social workers and support staff assisted with 221 emergency grant referrals with Financial Aid that led to the awarding of \$210,000 in aid to students in need through HEERF, housing referrals, and distribution of \$36,000 in basic needs cards to support students with food, hygiene products, gas cards, clothing, and other basic needs. Ongoing and one-time basic needs allocations through the CCC Chancellor's Office will enable Basic Needs Resources to grow and improve essential services and resources as high numbers of students return to campus.

CalWORKs:

1. The CalWORKs program served approximately 158 students during the 2021-22 academic year, which is 54% less than the total number of students served during the prior year. All 158 students served (100%) received case management and 85% of CalWORKs students have a current comprehensive education plan on file. During this academic year, program participation significantly declined as students struggled to adjust to online learning, while caring for their children and families and were unable to prioritize their academics. The CalWORKs staff transitioned back to campus offering in-person and virtual support to program participants. Due to the College's vaccination requirement, many CalWORKs students did not register for in-person classes and predominately enrolled in online courses. While some students thrived in online instruction, other CalWORKs students struggled to adapt to online instruction, and ultimately decided to drop their classes, as priorities shifted to care for their families, enter the workforce, and homeschool their children. To support CalWORKs students primarily through online services, the staff created a CalWORKs Canvas Shell; developed a virtual new CalWORKs students orientation; revised all county and program documents as fillable PDF forms; designed an electronic program application for new CalWORKs students to complete through Etrieve; continued use of staff Google numbers to text message and call students as response rates were significantly higher compared to emails; supported professional development trainings to enhance student access and success; hosted monthly virtual and in-person events and activities for CalWORKs students, along with their children; care packets were sent home to current and former program participants (items included post cards with encouraging message and college/program's contact information, enrollment steps, flyers from campus resources/services, school supplies, hygiene products); e-cards to purchase gas, food, and supplies needed for their household, which was currently not covered by the county through ancillary requests were provided to students, successfully met criteria for year two of three of the DPSS contract, which allows us to sustain salary and benefits (\$121,000) for CalWORKs staff; and collaborated with on and off-campus units to support efforts for strengthening partnerships and hosting events to celebrate CalWORKs students achievements, including Mt. SAC's Grad Fast and EOPS and CalWORKs end-of-year recognition ceremony.

EOPS/CARE:

1. A total of 1,332 EOPS/CARE students were served in 2021-22, which was 77 less than in 2020-21 due to impacts to staff and students by COVID positive and exposure cases. However, the 5% decline in Mt. SAC's EOPS/CARE programs was comparably lower than the 20% decline that most programs in the state experienced. The following are success and retention data for EOPS/CARE students: 80% retention rate from Spring 2021 to Fall 2021; course success rate during Fall 2021 was 68% for EOPS/CARE students compared to 67% for non-program participants; seven CARE students were awarded the Soroptimist Huntington Beach Chapter Award; five EOPS/CARE students were awarded with Students of Distinction; 214 students earned a certificate, degree, and/or transferred; EOPS students were awarded \$55,750 in scholarships; 2,456 counseling appointments were completed for a show rate of 83%; and 92% of students responded being satisfied with EOPS/CARE services in the Spring 2022 survey. In addition, the EOPS/CARE staff hosted the following activities and events: held Mountie Baby Pop-Up open to all EOPS, CARE & CalWORKs students; three Harriet Buhai Center for Family Law Workshops were provided remotely; 25th Annual CARE Adopt A Family Program supported students in need for the holidays; EOPS/CARE Peer Navigators planned and led the

Reunited & Reignited A Welcome Back BBQ, Campus and Tutoring Center Tours, supported 2nd Counseling Contacts, and Halloween Social Event; offered 12 EOPS/CARE Transfer Tuesday Sessions at the Student Equity Center; collaborated with CalWORKs to host the First Annual Parent Institute; and hosted 352 students and guests for the EOPS/CARE and CalWORKs Year-End Celebration.

Student Life:

1. The Student Life staff transitioned much of their services back to campus, which led the following statistics: 4,121 contacts for Student Life Office and 688 contacts for Student Life Center; 72 LEAD Workshops; engaged over 2,000 students in Associated Students sponsored events and activities; 97% of A.S. officers met for during Fall 2021 and Spring 2022 meetings; implemented a virtual Lost and Found Auction that resulted in 145 participants, 8,394 unique page views, 201 items up for auction, 840 bids that raised \$2049.75; and adjudicated 219 Student Misconduct cases in addition to 1,031 points of contact that were made with students who were involved in the student misconduct process.

Equity Center: Arise, Dream and Reach:

Equity Center:

1. Continue to host Mountie Mentor Meetings online. On average have 50-60 students with 25 mentors. Topics included: Fall into success, Mid-semester check-in, elf-care and gratitude and your path/your journey.

2. After a two year break, the Mountie Mentor Conference was held in-person on Friday May 13th, 2022. Over 150 students attended the event along with 30 staff/faculty/administrators. The keynote speaker was Dr. Patricia Arredondo and Mt. SAC faculty and staff served as workshop presenters. Topics included: working on your inner dialogue, first-gen talking circle, networking and resume building, meditation, and personal narrative writing. Mt. SAC campus resources and services were invited to share information during the lunch hour.

3. Equity Speaker Series continues to be a big success on campus, this past year we hosted Dr. Joely Proudfit as she spoke on how to better serve Native American students on campus. We also partnered with the School of Continuing Education and Education for Older Adults to host the film Duty Free along with the director and film star.

4. Joint collaboration among our three EC programs and campus partners brought many events and activities, they include: LatinX Heritage Month kick-off, Being Mexipina was an event to celebrate both LatinX heritage month and Filipino-American heritage month. Our first ever Domestic Violence Awareness month event title "I got flowers today" was powerful and emotional, it is a much needed topic of discussion and we plan on continuing this awareness next year. Partnering with the transfer center the EC hosted the annual College Application Assistance Virtual Lab, it was the two nights prior to the deadline of CSU/UC applications and it ran from 7:00 pm - 11:59 pm. We do need additional academic counseling support for this event in the future. In collaboration with the scholarship office, we once again hosted the EC Scholarship Marathon, this was hosted various days throughout the month of March and April.

5. The Equity Center planned the annual Thanksgiving Gratitude lunch where we served dinner to nearly 200 students.

6. The Native American/Indigenous center is ready to open its doors during the 22-23 AY! With the work of the Student Equity Committee and the Research office we have data to show the need for such a center, it's a long time coming and will have additional details next year.

ARISE:

1. Transitioned back to campus and sustained virtual support through the Arise Virtual Front Desk (VFD). Ongoing ability to provide remote services for students to see a counselor or educational advisor, as well as to check-in with program for support and resource referrals. Financial Aid specialist weekly visit also scheduled in VFD.

2. Returned to in-person programming: Pasifika Family Education Day (25 attendees, fall 2021), API Heritage Month Cultural Night (150 attended, spring 2022), Milestones Recognition Ceremony (25 students/82 attendees recognized Spring 2022), and Arise Student Leadership Retreat (34 student participants, summer 2022).

3. Of the 25 students who attended Milestones 2022, the top transfer institution was Cal Poly Pomona. Other student-reported transfer institutions included CSU Fullerton, San Francisco State University, Long Beach State, UC Riverside, University of California Los Angeles, and Southern Illinois University.

4. Of the 136 Arise student applicants for this scholarship season, a total of 36 Arise students received scholarships this year with a collective total of 65 awards, valued at \$52,550.

5. Successful recruitment of full-time Educational Advisor to replace vacancy (April 2022).

DREAM:

1. 108 DREAM Program Students submitted a 21-22 Mt. SAC Scholarship application; 28 of those students were awarded a combined 58 scholarships totaling \$38,750.

2. For AY 21-22, the Central American Resource Center (CARECEN), our immigration legal service provider through the Immigration Legal Services Project, has provided the following:

-107 general legal consultations,

-47 DACA renewals,

-31 consultations that resulted in other form of immigration relief.

-In addition, CARECEN has reached over 151 individuals through education and outreach events.

3. 34 DREAM Program students applied to transfer for fall 2022.

4. 26 DREAM Program students are pursuing their GED/Adult High School Diploma and taking college level courses concurrently through the Adult Special Admit Program.

REACH:

1. We served a total of 282 unduplicated students.

2. With support from faculty Maura Palacios and the farm, we launched a community garden to allow our students to grow their own fruit and vegetables.

3. As a team we submitted and were selected to present at two conferences: CA Foster Youth Educational Summit and at NCORE.

4. We received gift donations from the California College Pathway Fund (\$50,000), the Pritzker Foster Care Initiative (\$35,000), and the Pasadena Community Foundation (amount to be determined, but will be used to create scholarships for students with no funds awarded for program operational costs).

5. Our Foster Care Awareness Month was very successful and brought awareness to the entire campus community. Our Solidarity Walk garden display was the kickoff of our month, the walk through interactive display was attended by more than 500 campus community members.

6. We had a total of 14 students graduate/transfer this academic year. Eight transferred to CSU, one to a UC, one to a private and four earned Mt. SAC degree.

Financial Aid, Scholarships, and Veterans Accomplishments:

Financial Aid:

1. Increased the percentage of enrolled students that filled out the Financial Aid Applicant (FAFSA/CADAA) from 61% in 2020-2021 to 62% in 2021-2022.

2. Increased the number of enrolled students receiving a CCPG fee waiver from 58% in 2020-2021 to 64% in 2021-2022.

3. Increased the number of enrolled students receiving a Pell grant from 28% in 2020-2021 to 32% in 2021-2022. The increase in all three efforts listed above not only exceeded the prior year ratio but also higher than previous three pre-pandemic years.

4. Awarded and disbursed over \$24.4 million in Federal HEERF emergency awards to 18,451 students using a three method approach- Batch method was based on FAFSA/CADAA Application, Online Self Application method for students and staff and faculty referral process.

During the 2021-2022 academic year we increased the amount of funds and the number of students we provided financial assistance via the HEERF awarding methods by \$9 million dollars to about 4,500 more students.

5. Relaunched the Federal Work-study program for students. Key staff from both the career placement department and financial aid resigning during the beginning of the 2021-2022 academic year which made it challenging to re-implement. The program was not offered during in 2020-2021 due to COVID but the team worked diligently to re-implement and enhance the program in order to place 43 students in Federal Work-study and CalWORKs Work-study program during the 2021-2022 academic year.

6. Successfully implemented a financial aid fraud prevention process in collaboration with IT, and Admissions and other departments around campus in order to mitigate and close to eliminate Federal Aid fraud at MtSAC. We developed an effective fraud identification process to put a hold and stop over 1,234 potential fraudulent financial aid disbursements. With the assistance of a campus-wide fraudulent application committee developed a formal process to identify, report and mitigate fraudulent financial aid activity.

7. Hosted two virtual Cash for College events during fall 2020 and spring 2021. 253 students and families served.

8. Conducted 254 total workshops/presentations aimed at providing students, parents and community members Financial Aid awareness and Application assistance. 33 of those events were conducted off campus.

9. Targeted calls, emails and mailings to 9,231 students that were enrolled for Fall or Spring that had not filled out a FAFSA/CADAA Application

10. Call campaign - contacted 876 students by phone that had been disqualified for aid due to federal satisfactory academic progress but would otherwise be potentially eligible. Calls to inform and provide assistance on navigating through the appeal process in order to regain federal aid eligibility

Scholarships:

1. Jack Kent Cooke Undergraduate Transfer Scholarship Winner selected from a pool of over 1,200 students from 332 community colleges nationwide
2. Increased number of submitted scholarship applications by 80% (from 1098 in 2021 to 1983 in 2022)
3. Utilized specified data points to conduct targeted outreach in addition to enhanced social media campaign (20% increase in followers from prior year)

Veterans Services

1. Maintained remote service model, including daily walk-ins with Certifying Officials via Virtual Front Desk, weekly walk-ins with VRC Financial Representative and VA Veterans Success Counselor:
 - 7,536 Front Desk Contacts
 - 1,026 Counseling Appointments
 - 263 Counseling Drop-Ins
 2. VRC Counselors collectively provided the following services to VRC students:
 - 1026 Appointments
 - 263 Drop-Ins
 - 172 Emails, 335 Online Video Counseling sessions, 316 Phone Counseling sessions
 3. VRC Counselors collectively recorded over 2,571 contacts in such highlighted areas as:
 - Academic Counseling (746)
 - Adjustment Counseling (142)
 - General Advising (503) Career Advising (233)
 - Veteran Mountie Academic Plans (670)
 - Transfer Advising (324)
 - VocRehab Advising (148)
 4. First in-person SPRING SALUTE induction (26 students inducted) largest class inducted so far
- In total, 95 student Veterans submitted completed Mt. SAC Scholarship applications. Of those who applied for scholarship consideration, 28 were successful in winning a scholarship award (collectively winning 37 total awards). Collectively Mt. SAC student Veterans received \$30,150 at this year's campus-wide Scholarship Ceremony.
- Maintained outreach efforts, including development of social media platform (Instagram) which had 135 posts and 426 subscribers

High School Outreach, Inreach, and Promise Plus Accomplishments:

1. Providing new college students and potential students with a variety of intentional programming resulted in increased participation in each of the three programs. The college experienced an 8% growth in first-time college students in 2021-22 in comparison to 2020-21. This year, the Connect 4 entering freshmen class of 2,500 grew exponentially by 40% compared to 2020-21; 67% (2,500) of the students that applied to the college through HSO (3,747), registered for the fall semester. Promise+Plus experienced a 17% growth of fall participants, 178 additional students than 2020-21; 65% complete their English requirements, and 41% complete their math requirements within their first year of college. To address the increased need for resources resulting from the pandemic, Promise+Plus provided additional benefits such as emergency campus dining cards and parking permits for students that expressed added financial hardship and 150 students and their families a full pre-cooked family Thanksgiving meal to eat at home. In comparison to the previous academic year, Inreach Services increased the number of Mountie Fast Track sessions being offered from bi-monthly to weekly virtual sessions and once a month in person to provide continuous opportunities for enrollment-related support. In addition, they implemented a phone banking process through which they call all first-time college applicants to offer enrollment steps information and support for each applied term. Students also receive an email from Inreach Services explaining the pending enrollment steps and how to complete them.

Closing the Loop - Analysis of Progress on College Goals: 2.

Closing the Loop - Analysis of Progress on College Goals

ACCESS, Behavior Wellness Team and Student Health Services:

College Goal 1: Equitable, diverse, inclusive, just, anti-racist campus culture...: Access and Wellness supported this college goal in several ways.

- Student Health Services (SHS) collaborated with several equity programs, including ARISE, MMI, Rising Scholars, and UMOJA, to provide mental health workshops, "vibe checks," and mental health sessions.
- ACCESS partnered with ARCH (Accessibility Resources for Campus Health), a community organization dedicated to bringing

equity and access to Asian American and Pacific Islander (AAPI) students with disabilities. ACCESS reached out to ARCH after an internal data review revealed that AAPI students are underrepresented in the ACCESS student count. ACCESS, ARCH and ARISE have provided various workshops and referrals.

- The Deaf and Hard of Hearing (DHH) program hired two full-time classified coordinators to provide Deaf and hard of hearing students access to classroom instruction and campus services by scheduling access services providers (interpreters and captioners). The DHH program also hired several Deaf peer mentors to engage and offer support to other Deaf students.
- ACCESS hosted weekly information tables to provide Mt SAC students with information about ACCESS eligibility and services. ACCESS also hosted two Meet and Greet events where Mt SAC students could connect with ACCESS faculty and staff to learn more about the ACCESS program.

College Goal 2: Physically & emotionally safe & accessible campus environment...: Access and Wellness supported this college goal in several ways.

- Student Health Services (SHS) provided the following COVID-19 related resources: (1) COVID information and referrals for students and staff; (2) SHS newsletter with COVID related information; (3) rapid antigen testing; (4) contact tracing; (5) distribution of free COVID test kits; and, (6) coordination with East Valley Community Health Center to offer free COVID vaccines.
- SHS hosted weekly “The Nurse Is In” and “The Therapist Is In” booths to connect students with health and mental health resources and referrals. In addition, SHS hosted a Mental Health Speaker Series on several topics, including addiction, disordered eating, relationships, and suicide prevention.
- SHS initiated an after hour’s mental health service where students were connected with a licensed mental health professional during evenings, weekends, and holidays.
- SHS and the Behavior Wellness Team (BWT) collaborated with Police and Campus Safety to clarify and coordinate campus crisis response plans.
- BWT initiated a Threat Assessment Team to help prevent tragedy by supporting individuals who show signs of harming themselves or others. The team’s primary purpose is to develop and implement a safe and supportive action plan and to implement threat assessment tools, as needed.
- BWT continues to collaborate with Student Conduct to meet with students who have sanctions that need resolution prior to enrollment.
- Referrals to the BWT increased by 29 % over the previous year, with a majority of students indicating self-reported mental health concerns. The BWT hired a part-time licensed clinical social worker to assist with the additional case load.
- ACCESS partnered with Facilities for both way finding and Universal Design projects.
- ACCESS purchased two new trams to provide accessible transportation for students with mobility and other medical conditions.
- ACCESS purchased new accessible furniture to be used in classrooms when requested by a student with a disability.
- ACCESS accommodated testing moved to a new location within 9B that provides improved and accessible testing services for students with disabilities.
- ACCESS hosted weekly information booths to provide Mt SAC students with information about ACCESS programs and services.

College Goal 3: Opportunities for retention, persistence & success...: Access and Wellness supported this college goal in several ways.

- ACCESS increased outreach efforts with information booths, Meet and Greet events, workshops, and partnerships with other Student Services programs. The ACCESS enrollment increased by 118 students, and current enrollment is greater than pre-pandemic enrollment (2021-22 student count = 2,609).
- ACCESS initiated an electronic Academic Accommodation Plan (AAP), where ACCESS students can download their AAP to email directly to their professors.
- ACCESS emailed and posted the updated Academic Accommodations Guidance for faculty, both for in-person classes and online classes.
- ACCESS provided alternate media for 54 students, for a total of 352 alternate media contacts. Of these contacts, 229 (65%) were for blind/visually impaired students. Alternate media requests increased by 4% during the 2021-22 academic year.
- ACCESS increased counseling capacity by hiring two additional part-time counselors.
- DHH hired a full-time tenure track Deaf Noncredit Professor.
- ACCESS hired a part-time Instructional Specialist to provide individual academic strategy appointments and workshops. Workshops included: How to Use Your Accommodations; Memory Strategies; Test Taking Strategies, Study Tips; and, Time Management.
- ACCESS collaborated with AIME and the Writing Center to provide more scaffolding, support, and tutoring options for students with disabilities in English courses.
- DHH offered general education Deaf cohort classes, which improved retention and success rates for Deaf students.
- ACCESS writing support classes linked with English courses have a higher success rate than the average pass rate for English.
- ACCESS provided both Flex Day and POD trainings for faculty in working with students with disabilities.

- BWT referrals rose by 29 percent for the 2021-22 academic year. BWT provides students with support and referrals to strengthen both their academic success and personal growth.
- SHS provided 1,475 mental health sessions during the 2021-22 academic year, a 174% increase from the previous year. Mental health resources support student retention and success.

College Goal 4: Technology & financial resources for student access, growth, & academic success...: Access and Wellness supported this college goal in several ways.

- ACCESS initiated an electronic Academic Accommodation Plan (AAP), where ACCESS students can email their AAP directly to their professors.
- ACCESS Accessible Technology Center (ATC) provided alternate media for 54 students, for a total of 352 alternate media contacts. Of these contacts, 229 (65%) were for blind/visually impaired students. Alternate media requests increased by 74% during the 2021-22 academic year.
- ACCESS ATC students can now download assistive technology software directly to their personal devices, enabling students to work from any location.
- ACCESS purchased a license for GLEAN notetaking software.
- The Chancellor's Office mental health allocation was budgeted to hire three full-time mental health clinicians to provide direct mental health services for students.

College Goal 5: Environmental, social & economic sustainability...: Access and Wellness supported this college goal in several ways.

- Dean of Access and Wellness provided a workshop on Universal Design at a Sustainability Greenbag Luncheon series.
- ACCESS completed scanning of all paper files into e-files.

College Goal 6: Communication among stakeholders to support achievement of college goals...: Access and Wellness supported this college goal in several ways.

- ACCESS collaborated with Student Health Services (SHS) to provide students with information about both SHS and ACCESS. Often students who are using SHS or are diagnosed with a physical or mental health condition are eligible for ACCESS services.
- ACCESS partnered with Athletics to inform student athletes who sustain a concussion that they may be eligible for ACCESS services.
- ACCESS provided both Flex Day and POD trainings for faculty in working with students with disabilities.
- ACCESS partnered with Facilities for both way finding and Universal Design projects.
- ACCESS emailed and posted the updated Academic Accommodations Guidance for faculty, both for in-person classes and online classes.
- ACCESS collaborated with AIME and the Writing Center to provide more scaffolding, support, and tutoring options for students with disabilities in their English courses.
- SHS collaborated with several equity programs, including ARISE, MMI, Rising Scholars, and UMOJA, to provide mental health workshops, "vibe checks," and mental health sessions.
- SHS created a SHS newsletter to provide the campus community with COVID related information.
- SHS and the Behavior Wellness Team (BWT) collaborated with Police and Campus Safety to clarify and coordinate campus crisis response plans.
- The purpose of the BWT is to increase communication among various stakeholders (Counseling, ACCESS, Basic Needs, Student Conduct, Noncredit, Police and Campus Safety) to provide resources and referrals to students referred to the BWT and to share information needed for campus safety.
- BWT initiated a Threat Assessment Team, that includes BWT coordinator, Access and Wellness dean, SHS director, and Police and Campus Safety, to help prevent tragedy by supporting individuals who show signs of harming themselves, others, or both. The team's primary purpose is to develop and implement a safe and supportive action plan and to implement threat assessment tools, as needed.

Admissions, Assessment, and International Program:

College Goal 1: Equitable, diverse, inclusive, just, anti-racist campus culture...: The development and full implementation of the Smartsheet technology allows the processing of online requests that create flexibility for students to transact business at all hours of the day. Thereby creating ease of access for all types of students. These types include elderly, working, those with child care concerns, limited transportation, etc. During the 21-22 reporting cycle, there were nearly 8,000 (7,918) transactions processed via the Smartsheet technology.

College Goal 2: Physically & emotionally safe & accessible campus environment...: The unit continues to desire a fireproof/climate controlled storage solution for microfiche/aperture cards that contain undigitized student records that to date

have been unable to be digitized. During the pandemic, attempts to secure either record digitizing or storage in a fireproof/climate controlled readily accessible facility did not take priority over the large, more pressing issues.

College Goal 3: Opportunities for retention, persistence & success...: The unit's approach to helping students achieve their academic goals at Mt. SAC takes many forms. However, our most notable accomplishments come in the form of the utilization of the online graduation request which is located in the student portal and the continued improvements associated with the close to completion initiatives/auto petition. Our ability to maximize these two opportunities have led to the awarding of 870 degrees/certificates that would not have otherwise been awarded.

College Goal 4: Technology & financial resources for student access, growth, & academic success...: The unit has made maximizing the utilization of technology to support the admission, assessment, registration, and graduation functions a priority. The unit receives over 99% of its admission applications via its online partner CCCApply. Additionally, the primary vehicle for students to complete the campus' assessment requirement is thorough the utilization of the online Assessment Questionnaire (AQ). Finally, the students primarily register via their student portal and well as petition to graduate online functionality. The end result is that the unit creates opportunities

College Goal 5: Environmental, social & economic sustainability...: The unit has made great strides in creating sustainable business process that allow students to interact with the unit without the requirement of paper nor having to come into the office. The office has taken receipt of 5,305 electronic transcripts while sending out 29,925 transcripts thereby lessening the need for students to come into the office. These electronic transactions ultimately led to the lessening of the students' carbon footprint while at the same time creating an easy way for students to send or request transcripts. These processes lead to important student success metrics (e.g., completion of transfer level math/English and the awarding of certificates/degrees) which are part of the campus' funding formula.

College Goal 6: Communication among stakeholders to support achievement of college goals...: The A&R unit plays a major role in both coordinating and participating in campus wide governance structures. Managers in the department chair, co-chair and provide input to the following committees (SPEC, Assessment & Matriculation, Curriculum and Instruction, Registration Team, Change Management, ITAC, ASAG, Management Steering, etc.) The involvements allow for the unit to both respond quickly to the needs of stakeholders and to promote awareness of issues that may potentially impact others.

Counseling and Special Programs: Aspire, Bridge, Career, Counseling, and Transfer

College Goal 1: Equitable, diverse, inclusive, just, anti-racist campus culture...:

Aspire:

There is a need to increase the number of Black student STEAAM (Science Technology Engineering Art Architecture and Math) majors. The Center for Black Culture & Student Success in conjunction with the Umoja Aspire Program has created the Black Engineering Transfer Program to intentional address the needs of aspiring Black engineering students. B-STEAM is another program to encourage Black student participation in all STEAAM majors.

There is also an achievement gap among Black Males. We are currently applying to become a student charter school for the 2022-23 school year.

Bridge:

Continued to target and serve students from identified equity groups, Summer Bridge 2021 Data:

- * 80% are first generation college students
- * 80% are Latinx
- * 96% submitted financial aid application for year 2021-2022
- * Collaborated with High School Outreach and Identified high schools for targeted recruitment efforts in an effort to increase first generation, dream and foster youth students.

Career Center:

- * High number of students are looking for employment while they are a student. The SSEED program continues to assist first generation, low-income students that are referred to the program find on-campus jobs and provide workshops to enhance the students' work performance and develop their soft skills. Recommendation/Change: As students return to campus, we expect an increase in the need and the demand for student on-campus jobs. Develop greater outreach/inreach efforts to faculty, staff, and managers to let them know more about the program, the purpose, and which students the program is targeting.
- * The Career Center continues to offer workshops and one-on-one appointments to assist students on career readiness, yet many students are unaware of the existence of the Career Center. Recommendation/Change: Develop greater outreach/inreach

efforts to the students, Counseling Department, other faculty, and staff, and partner with them to market the Career Center and strengthen the ties to Guided Pathways, providing students with a place to figure out their major/career goals.

Counseling Department:

- * The Counseling Department is involved in multiple efforts addressing Diversity, Equity, and Inclusion to ensure we provide students exposure, understanding, and learning through a lens of equity based learning and programming:

- * Knowledge Is Power Learning Communities – Associate Dean, Counseling is supporting El Centro, Umoja/Aspire, and Arise programs in beginning a learning community with an emphasis on Ethnic Studies (to meet the new Area F for CSU GE) and English 1A and 1C. 2021-22 was the first year of implementation.

- * STEP into College – Continue to be open to all students. No application is necessary. Partnership with HSO, Bridge, and Promise+Plus to recruit students to STEP.

- * Summer Bridge – serves 240 students over the summer session. Consistently serves low-income, first generation students. Summer Bridge offers General Education classes along with COUN 1 and LCOM. This summer's (2022) stats:

 - Total participants - 237

 - 80% success rate in general education courses (POLI 1, SOC 110, SOC 2, LIT 3, SPEECH 1A)

 - 90% success rate in COUN 1

 - 88% success rate in LCOM 80

- * EAB Navigate - Advance Search and Campaign feature allowed the Counseling Department and Special Programs the ability to do targeted enrollment outreach to equity based populations:

- * Piloted Enrollment campaigns with ARISE in the second half of the Spring term which provided the lessons learned for the campus wide campaign

- * Launched an MMI Ed Plan campaign inviting students who did not have a recent Ed Plan to come in and meet a counselor to create/update an EP Plan

- * Launched a Progress Campaign to all students enrolled in at least 12 units in Spring 2022 with a GPA of less than 1.99 or less. Emails were sent to 888 students and 685 texts. 99 student appointments were scheduled with the Counseling Department, which 83 showed up (Show rate of 83%).

- * The Advanced search and direct emailing feature was used to send out over 97,000 messages to students over the one-year period from July 2021 to July 2022. This includes MAP Workshop communication, COVID and vaccination information, App Launch emails, Business Division Career and Course communication and Special Program communication.

Transfer Center:

- * Transfer Specialist, Lupita Jimenez, and Counseling faculty member, Alana Bachor, collaborated on securing a \$39,000 GPS mini-grant with the goal of fostering a transfer-sending culture at Mt. SAC, which resulted in the inaugural Transfer Symposium and Transfer Agents training. Transfer Agents trainings engaged faculty, staff and administrators in a conversation about how they can validate students' experiences and empower them to see themselves as transfer scholars via the UC Personal Insight Question (PIQ) review process. Over 50 Mt. SAC employees participated in these trainings facilitated by Transfer Specialist Lupita Jimenez with the support from Counseling Faculty Alana Bachor. Accordingly, close to 100 Mt. SAC employees participated in the Transfer Symposium, which was a half-day virtual event that engaged the Mt. SAC community in a conversation about transfer as a pathway to equity in education and how together, faculty, staff, and administrators can contribute to the normalization of the transfer function of Mt. SAC as an institutional priority. Participants in these initiatives included members of the following programs and departments: ACCESS, ACES, ASAC, Bridge, DREAM, High School Outreach, Honors, International Student Program, Veterans Resource Center, Counseling Department, Mathematics Department, Sociology Department, Student Equity Center, School of Continuing Education, Writing Center, and Foundation.

College Goal 3: Opportunities for retention, persistence & success...:

Aspire:

- * Umoja Aspire began planning more Umoja Aspire classes for the 2022-23 school year. Umoja Aspire implemented a weekly inreach initiative called Black Thursdays. Umoja Aspire has continued its partnership with Student Health Services with our mental health program called Vibe Check.

Bridge:

- * 97.4 % of SB 2021 students registered for the fall 2021 semester. 89% of SB 2021 students completed the fall 2021 semester.

- * 89% of SB 2021 students registered for the spring 2022 semester, 84% of SB 2021 students completed the spring 2021 semester.

- * Summer Bridge 2021 overall success rate in general education courses was 74%.

- * Summer Bridge 2020 cohort persistence from Summer 2020 to Spring 2021 = 86%

- * Summer Bridge 2020 cohort persistence from Summer 2020 to Fall 2021 = 79%

* Bridge sections of English and Math have higher retention rates than non-Bridge English and Math sections;

Fall 2021 Withdrawal Rate:

English 1A (Bridge) 13%

English 1A (non-Bridge) 16%

English 80 (Bridge) 5%

English 80 (non-Bridge) 17%

Math 110 (Bridge) 16%

Math 110 (non-Bridge) 25%

Math 11 (Bridge) 9%

Math 11 (non-Bridge) 19%

Career Center:

* In an effort to reach more students, the Career Center hosted their first on-campus career fair in the Spring semester 2022 since the campus closure. Employers were very excited to return to campus and meet with students face to face. As the new career specialist started in March, appointments were quickly filled and the career specialist has been able to help students with their resume, cover letter, interviews skills, and finding on and off campus jobs.

Counseling Department:

* The Counseling Department at Mt. SAC implemented multiple efforts towards retention and success to achieve students' academic goals and aspirations. We addressed and provided services that included:

* in 2021-2022 the Counseling Department was able to serve 26,087 students both online and in-person. It was an increase from the prior year ('20-'21) when the Counseling Department served 22,896 students - the difference of 3,191 students (13% increase).

* Redeveloped and formatted the MAP Workshops to serve students both Online and In-Person. 2021-2022 was the first time in-person since the pandemic, we provided 100 Online and 39 In-Person MAP Workshops. 14 of the In-Person MAP Workshops served Connect 4 students.

* We served a total of 2,136 students in our MAP Workshops, 1,141 via Online and 995 In-Person (359 were Connect 4).

* In 2021-2022, the Counseling Department served 12,456 (unduplicated) students complete an Educational Plan on our Degree Works Audit System. 6,320 Abbreviated Education Plans were developed and 6,136 Comprehensive Educational Plans were completed (MIS Data, 2022). It was a decrease from the prior year ('20-'21) when we saw a total of 12,741 students.

* STEP into College has grown significantly for 2021-22. The Counseling Department has continued to increase the number of sections of COUN 1 – Introduction to College in the summer to support over 800 students to successfully onboard and enroll in the fall semester. Summer 2022, 26 sections were offered and 831 students registered. 679 students passed and 717 registered for the fall 2022 semester.

* Guided Pathways (1.0) - the Counseling Department played a significant role in the planning, implementation, success and reporting of the State initiative. Co-Coordinator, Sara Mestas - MAPPERS, Patricia Maestro & Alana Bachor - GPS Counselor, Emily Versace all contributed significant time and effort to GPS 1.0 receiving LHE from Academic Senate:

>the Counseling Department played significant role in Pillar's I (Mapping Pathways to Student End Goals), II (Helping Students Choose and Enter a Program Pathway), and III (Keeping Students on Path).

>GPS Academic Program MAP's were developed in partnership with discipline faculty.

>Helped develop a clear communication to students regarding MAP's to easily navigate programs from beginning to end by placing this information in Degree Works, campus GPS webpage, Division/Program webpage(s), and online catalog.

>Mini-grant proposal for Transfer was allocated and successfully implemented featuring an Online Transfer Symposium in collaboration with Student Services and Instruction. Approximately 120 staff and faculty were present.

Transfer Center:

* After returning to campus in Summer 2021, we opened up the center to in person services again while continuing to offer Virtual Transfer Center (VTC) to serve students in a variety of ways. Transfer specialists maintained virtual drop-in advising, appointments, and workshop options while also serving students in-person. CSU and UC application assistance was provided in-person and via Zoom throughout fall 2021, including during extended hours and services in late November 2021.

* Program Planning for Equity - After returning to campus in summer 2021, we offered drop-in, appointments, workshops and events virtually and in person (when appropriate) to serve all students in a variety of ways. Transfer Agents training included faculty, staff and administrators from equity centers and support programs to enhance their transfer training.

Upward Bound:

* UB hosted a successful orientation where new and returning participants attended along with their families. UB participants were able to engage in meaningful dialogue about expectations for the upcoming hybrid year.

* 14 seniors completed the newly implemented college application requirements. All 14 students applied to four UCs, four CSUs,

two private, and one community college.

- * All our students successfully submitted a FAFSA application.

- * Upward Bound successfully submitted the Annual Performance Report (APR) for the 2019-2020 academic year and received 4 out of 5 Prior Experience (PE) points.

Due to COVID-19, the following programmatic changes were made:

- * The UB Program ramped up its social media presence to stay engaged with our students and their families.

- * Our in-person tutoring went completely virtual. The 2-hour in-person tutoring was increased to 4 hours.

- * Upward Bound continued to provide participants with technological support in the form of computer and wifi loaners.

- * Upward Bound continued to have our Saturday Academies throughout the school year. Conversation focused on the challenges of the pandemic along with disseminating information obtained for Ganesha and La Puente administration.

- * Planning for a completely virtual Summer Enrichment Program continued. This planning allowed us to recruit additional student workers to serve as peer mentors and supplemental instructors.

Summer 2021:

- * To comply with our grant objectives, our Summer Enrichment Program was offered completely virtually. Supplemental instruction is being offered to help students succeed and prevent attrition.

- * Care packages were assembled and disseminated to students to help cope with being home for an extended period of time.

EOPS, CARE, CalWORKs and Student Life:

College Goal 1: Equitable, diverse, inclusive, just, anti-racist campus culture...: Each department in the Dean of Student Services Division continued their commitment to ensuring that services and resources were equitable and inclusive to effectively meet the needs of Mt. SAC's diverse student population. The department directors and staff demonstrate this commitment through DEISA-based professional development goals for staff and managers, regular review of operational policies and practices, and efforts to support campus student equity programs and initiatives.

College Goal 2: Physically & emotionally safe & accessible campus environment...: Each department makes efforts to ensure physically and emotionally safe and accessible environment in their office spaces, centers, and food pantry to ensure services and resources are accessible to the diverse needs of our student population.

College Goal 3: Opportunities for retention, persistence & success...: Each department is intentional with their program design to support retention, persistence, and success, and utilizes multiple modalities, including electronic communication via email messages, social media posts, Canvas updates, portal announcements, and flyers around campus, to reach out to students about academic support services and student engagement opportunities in their units and other campus programs to ensure students are informed.

College Goal 4: Technology & financial resources for student access, growth, & academic success...: Faculty, staff, and managers participate in various professional growth opportunities annually, use of current and new technology to increase efficiency and effectiveness are considered, and strategies to fully maximize program funding to support accessibility and academic success are practiced by each department.

College Goal 5: Environmental, social & economic sustainability...: Each department is committed to weaving DEISA and environmental and economic sustainability into their decision-making and execution of their service delivery to students and in their collaboration with on and off-campus partners.

College Goal 6: Communication among stakeholders to support achievement of college goals...: Alignment of communication methods and collaborative efforts with on and off-campus partners with all college goals are reviewed and revised as needed by departments during their annual planning meetings and regular meetings throughout the year.

Financial Aid, Scholarships, and Veterans:

College Goal 1: Equitable, diverse, inclusive, just, anti-racist campus culture...:

Financial Aid

We submitted our Equity plan to include disaggregation of data by race and ethnicity in order to identify any equity gaps and take actions in order to eliminate gaps.

Scholarships

Collaborated with the Student Equity Center to host a month-long Scholarship Workshop Series meeting twice per week & culminating in a Scholarship Marathon providing virtual one-on-one assistance to students. The Scholarship Application questions were broken down by week during the workshop with a drop in one-on-one assistance workshop as well. Scholarship Marathon hosted from 4pm to midnight on the scholarship deadline date via Zoom

Issue: High number of drafted scholarship applications for low SES students, race data not always present for African American students/ other disproportionally disadvantaged groups in scholarship process (many marked as "Unknown").

Recommendation/ Change: Work with Research Dept. to determine profile of drafted applicants. Develop greater outreach/inreach efforts to disproportionally disadvantaged groups/communities

Outcome Measurement: Measure the increase in disproportionally disadvantaged groups completing/submitted scholarship application.

Veterans

We intentionally focus on onboarding of African-American/Latino males in an effort to maintain/increase persistence rates of Title 38 recipients term to term.

Recommendation/ Change: Develop enhanced onboarding support via InDoc/VRC Orientation, Intake Counseling, MAP completion, FA completion, case load interactions and monitoring , and Chapter 36 outreach services

Outcome Measurement: Measure the increase in disproportionally disadvantaged group persisting term to term.

Supported VRC students during finals week with in-person pick-up as well as mailing of "Finals Kits"

Continued to support incoming NEW VRC students with "Welcome Backpacks" and concurrent students with "Welcome Workshops"

College Goal 2: Physically & emotionally safe & accessible campus environment...:

Financial Aid

We implemented a hybrid- in person and virtual service model to students. Offered extended hours of service in order to expand access to students and families that work during the day.

Implemented Clear4 system for COVID safety tracking

Scholarships

Updated Scholarship tutorial videos made accessible online to walk students through the application process & answering short-answer questions

Collaborated with the Student Equity Center to host a month-long Scholarship Workshop Series meeting twice per week & culminating in a Scholarship Marathon providing virtual one-on-one assistance to students. The Scholarship Application questions were broken down by week during the workshop with a drop in one-on-one assistance workshop as well. Scholarship Marathon hosted from 4pm to midnight on the scholarship deadline date via Zoom

Veterans

Implemented Clear4 system for COVID safety tracking

- Implemented Hybrid Services for VRC Tutoring, Workshops/Presentations, and continued front desk services
- Targeted calling/email campaign for Residency Issues
- Targeted calling/email campaign for non-compliance
- Outreach to VA Counselors and students regarding outdated Authorization forms for Chapter 31 VR&E students
- Implemented new book/supply purchases for CH31 VR&E students
- Provided in-person, online and over the phone assistance in submission and preparation of residency issues
- VRC Counselors worked with students that were near completion of degree/educational goal attainment

College Goal 3: Opportunities for retention, persistence & success...:

Financial Aid

-Inreach Outreach team offered in person workshops to departments across campus in order to inform students of federal and state policies and provide guidance in order for students to maximize their financial resources in order to support persistence and success and MtSAC and after transferring.

-Send emails and made phone contact to students that had financial holds in order to provide financial assistance and thus allowed students to enroll in upcoming terms. Collaborated with other departments in retention efforts by offering HEERF emergency financial resources to allow students to stay enrolled.

Scholarships

- Updated Scholarship tutorial videos made accessible online to walk students through the application process & answering short-answer questions
 - Utilized specified data points to conduct targeted outreach in addition to enhanced social media campaign (20% increase in followers from prior year)
- Collaborated with the Financial Aid Office to provide one-on-one scholarship assistance to students every Friday during “Financial Aid Fridays” and during “It’s Not Too Late” Week events
- Collaborated with the Veterans Resource Center to provide one-on-one scholarship assistance to students every Monday during “Money Mondays”

Veterans

Planning dialog this year included weekly meetings between Coordinator, Certifying Official and FA Representative, and monthly meetings with the entire Veterans Team (Counselors and Adjunct Counselors). Quarterly meetings with the VRC Team and Associate Dean of Counseling (when available) also took place. Planning of goals included discussions of setting priorities for staff and management, as well as timelines for planning and execution of programs and services. Goal tracking and tracking of area accomplishments was also a topic for discussion of VRC Unit-wide trainings.

- Targeted outreach to students who petitioned to graduate and were denied
- Targeted outreach to students that petitioned to graduate in 202120, 202130 and 202140 for end of the year recognitions via newsletter, email, and personal phone calls.

College Goal 4: Technology & financial resources for student access, growth, & academic success...:

Financial Aid

- Utilized remote communication technologies such as Zoom in order to conduct remote meetings and discussions with students.
- Enhanced Student portal communications in order to be more personalized for students based on their account and individual circumstances.
- In the process of implementing a campus wide chatbot to assist students with specific questions. Financial Aid will be the first department on campus to go live with the chatbot.

Scholarships

- Updated Scholarship tutorial videos made accessible online to walk students through the application process & answering short-answer questions.
- Updated Compliance Training Videos to provide reviewer training to ALL active Scholarship Committee Members, reviewers at-large, and independent review committee members (75+ faculty/staff) requiring a signed “Reviewer Acknowledgement Form” to ensure understanding & completion of training content.

Veterans

- Utilized remote communication technologies such as Zoom in order to conduct remote meetings and discussions to assist students.

College Goal 5: Environmental, social & economic sustainability...:

Financial Aid

- Collaborated with other departments through the 320plus group in analyzing data to identify student application and completion trends in order to increase efforts to help maximize the student centered funding formula.

Scholarships

- Increase college-wide efforts in scholarship support for students related to Guided Pathways Initiative, Student Funding Formula, and etc.
- Expanded pool of topic experts from department and outside of department are needed with respect to Scholarships to conduct presentations and complete reviewing tasks.

Veterans

- VRC Team hosted, in collaboration with the Mt. SAC Foundation, potential and current donors to VRC tours and end-of-year events
- Secured partnerships with the following to provide in-person services to military-connected students on campus: Department of Rehabilitation, VA Vet Centers, JVS SoCal, Cal State University at Fullerton, Ann Marie Biden Therapy Dog Service

Financial Aid:

College Goal 6: Communication among stakeholders to support achievement of college goals...:

- Conducted bi-annual Cash for College events in the fall and spring term.

-Inreach efforts to collaborate with special programs and faculty in order to raise awareness and informed on financial aid processes and effort to help increase the number of Pell grants and CCPG awarded annually.

Scholarships

-Collaborated with the Financial Aid Office to provide one-on-one scholarship assistance to students every Friday during "Financial Aid Fridays" and during "It's Not Too Late" Week events

- Collaborated with the Veterans Resource Center to provide one-on-one scholarship assistance to students every Monday during "Money Mondays"

Veterans

On-Campus Collaborations:

- VRC Staff served on GradFest Committee
- VRC Staff served on Mountie Mentor Conference Committee
- Partnered with the Scholarship Program Office and Equity Center to create an in-person and online Scholarship workshop series
- Continued to foster enhanced partnership with Basic Needs
- VRC Team hosted, in collaboration with the Mt. SAC Foundation, potential and current donors to VRC tours and end-of-year events

Off-Campus Collaborations

- Secured partnerships with the following to provide in-person services to military-connected students on campus: Department of Rehabilitation, VA Vet Centers, JVS SoCal, Cal State University at Fullerton, Ann Marie Biden Therapy Dog Service
- The following College/University Tours were co-sponsored by the Mt. SAC VRC and transfer institution: Cal State University at Los Angeles, Cal State University at Fullerton, and University of Southern California

High School Outreach, Inreach, and Promise Plus Program:

College Goal 1: Equitable, diverse, inclusive, just, anti-racist campus culture...

HSO: From the beginning of the onboarding process through High School Outreach, specialized presentations are available for under-resourced students from minority communities to address their specific needs for students that are low-income, and/or have disabilities, are foster youth, and/or are undocumented. We experienced a 195% attendance growth in the 2021-22 academic year in comparison to the previous year. All Student Engagement programs stay abreast of the demographics of the incoming Connect 4 students to provide intentional connections to other services across campus such as El Centro, EOPS, Aspire, Umoja; 70% are Latinx, 21% API, 6% White, 3% Black. In addition, all staff participates in DEISA related training including unconscious bias and emotional wellness as to provide the most inclusive and respectful approach when serving students. Promise+Plus program implemented a rolling admissions process that targeted students in special populations that have higher rates of recidivism, Rising Scholars, DREAM, and REACH. This partnership is a direct attempt to provide support without adding additional barriers or steps to achieving access the benefits of participating in Promise+Plus. This model has served as a pilot to expand access to more incoming students through special program referrals on a year-round basis for the upcoming 2022-23 academic year.

College Goal 2: Physically & emotionally safe & accessible campus environment...:

High School Outreach and Promise+Plus have moved to Building 9A West. The team has intentionally set up the office to be inviting, and physically accessible for students with disabilities, and closes their shared office door for privacy when interacting with a student that needs emotional support. Having a space with offices has been helpful for the staff to provide more holistic services to students and families. The biggest challenge for HSO in providing an emotionally safe environment is the shared office space with three specialists per office. The shared office space does not lend itself to privacy when students need to share either virtually or in person, information that is private or of a sensitive nature.

College Goal 3: Opportunities for retention, persistence & success...:

Inreach/Promise Plus: To encourage the persistence and success of first-time college students in their first two years of college, Promise+Plus has increased communication with students through the implementation of an electronic newsletter that uses interactive technology, increased social media messaging, increased direct communication to students from the Promise counseling team, and added two additional general counselors that are doing overload hours. In addition, to help students meet their term-to-term requirements of one full counseling appointment and one campus workshop, we have extended the timeline to complete the requirements from 16 weeks to 20 weeks. Promise also had 36 students return to the program after losing benefits due to not meeting the GPA requirement; the program implemented a Back on Track with Promise intervention facilitated by the Promise Counselors. The purpose is to identify the challenges that the student is experiencing in college and provide counseling support and referrals to resources to address the identified challenges (basic needs, emergency grants, and tutoring, mental health).

College Goal 4: Technology & financial resources for student access, growth, & academic success...:

HSO/Inreach/Promise Plus: To provide additional resources to students, Promise+Plus increased their calculator loan program by purchasing an additional 15 graphing calculators for a total of 50 to be loaned to students taking statistics. Additionally, the program provided full family Thanksgiving meals to 150 students and their families and has emergency campus dining cards and Stater Brothers supermarket cards for Promise students that express food insecurities. The program also has a partnership with the Mountie Money Management program and often collaborates in providing workshops that help students learn how to manage their money and Promise-provided resources. The goal is to not only provide resources but to teach students how to use the resources wisely. Promise+Plus provided commencement regalia to over 600 students to alleviate the burden of the cost to participate in the commencement ceremony. The High School Outreach specialists have all been equipped with new small laptops, and cell phones with hot spots to assist students at the high schools. This technology is important due to some high schools blocking outside district webpages from their computer labs. The technology also allows for the specialists to provide on-the-go services.

College Goal 5: Environmental, social & economic sustainability...:

HSO/Inreach/Promise Plus: The programs are intentional about ordering promotional items that are made of environmentally friendly materials. In addition, when allocating economic resources for planning, we have continual conversations about the sustainability of our programming and services.

College Goal 6: Communication among stakeholders to support achievement of college goals...:

HSO/Inreach/Promise Plus: All Student Engagement programs thrive in collaborative partnerships in order to provide the most holistic and intentional services to their students. The programs meet frequently amongst each other and with campus partners such as Counseling, Basic Needs, Financial Aid, Student Equity programs, ACCESS, Basic Needs, REACH, DREAM, and Fiscal Services. To continue the lines of communication, the Student Engagement team reinstated the Mt. SAC High School Partners Convening meeting and the annual High School Educators Conference. The Mt. SAC High School Partners Convening meeting included campus leaders from STEP, Bridge, High School Outreach, Inreach, Promise+Plus, TRIO Upward Bound, ABE High School Referral, Dual Enrollment, Articulation, Special Admit, and Extended Opportunity Programs & Services. The Virtual High School Educators Conference resulted in a 53% attendance decline with only 68 high school principals, counselors, and career technicians attending. Given the low attendance, we will offer the conference in person in the 2022-23 academic year.

Tracking Conditions and Trends: a. External Conditions Analysis: 3. Tracking Conditions and Trends: a. External Conditions Analysis

Access:

There is a shortage of interpreters and captioners in the Los Angeles area. Due to this shortage, DHH experienced a shortage of interpreters and captioners for DHH classes, which resulted in some classes having only one interpreter or using agency interpreters (increased cost and lack of quality control). DHH needed to use agency captioners for several classes, which increased costs. As more students register with the DHH program at Mt SAC, there will be an increased need for DHH interpreters and captioners. COVID continued to impact ACCESS classes and services, as seen in cancellations for in-person counseling and staff leaves/absences. ACCESS monitored student requests for counseling appointments, and about 50% of students requested remote appointments. Inflation increased cost of college attendance for students.

International Program:

The internal recruitment climate remains challenging due to a host of external factors related to federal policy and pandemic related regulations. However, the international students program is well positioned to rebound once external limitations are removed.

EOPS, CARE, CalWORKs and Student Life:

The external condition that continued to impact all areas of our units in 2021-22 was the influence of the ongoing COVID-19 pandemic as the College began its transition from primarily on-line instruction and support services back to in-person. In order to ensure the safety of students, faculty, and staff on campus, COVID-19 vaccination and testing policy and procedures were developed, passed, and implemented at the start of the 2021 Fall Semester. The vaccination and testing policy and procedures continued through the end of spring 2022 as increased numbers of students continued to return to campus taking both in-person and online instruction and services.

Basic Needs Resources: (External) Funding to support basic needs efforts were provided from external and internal sources. Ongoing and one-time basic needs allocations were provided through the CCC Chancellor's Office per AB 132 (Postsecondary Education Trailer Bill, emergency funds to support housing, emergency grants, and food were provided through HEERF,

Foundation, and SEAP carry-over, and grants from Cal State Chico State's Center for Healthy Communities for CalFresh outreach and by John Burton Advocates for Youth (JBAY) to support case management were also awarded. The Campus Peer Navigator program to support homeless students continued at Mt. SAC through funding by LAHSA via Proposition H from Los Angeles County. This positively affects our program as it allows us to more thoroughly support our homeless and housing insecure students.

CalWORKs: (External) In an effort to navigate through the impacts of COVID-19 with minimum disruption of services to CalWORKs students, all local county offices created guidance to college CalWORKs staff and GAIN Services Workers (GSWs)/Contracted Case Managers (CCMs) on how to temporarily proceed with certain education activity requirements as a result of COVID-19 related campuses closure. CalWORKs students were not required to complete participation hours and no negative action was taken during AY 2021-22; hold harmless until further notice. Due to students' lack of technology, county offices increased computer allowance from \$300 to \$400 excluding taxes and shipping fees. This was critical for many students who did not have access to reliable internet service and equipment to support learning in an online environment. Mt. SAC's geographic location serves four (4) county Departments of Public Social Services (Los Angeles, Orange, San Bernardino and Riverside). The impact of serving the various counties presents a more complex process for in-taking applications and verification of county benefits since each area has varying regulations. This causes confusion for the students, staff and the county GAIN workers. AB 128 extends the COVID-19 good cause time limit exemption to aided CalWORKs adults through the implementation of the 60-month CalWORKs time limit. SB 1232 Advance Standard Ancillary Payment allows students to be awarded supply funds on the total number of units enrolled (12 or more units = \$500 and 11 or less units = \$250).

EOPS/CARE: EOPS received \$250,000 in growth funds from the Chancellor's Office and they were used to provide eligible students with additional funds for textbooks and EOPS grants. However, due to the state guidelines that EOPS cannot disburse more than \$900/ academic year to each student. In 2022-23 the program will be using Book Vouchers to maximize the financial support EOPS for students.

Student Life: (External) The COVID-19 Pandemic impacted all areas of the Student Life Office operations and Associated Students.

Upward Bound:

The UB staff continue to nourish our relationships with two important feeder schools: Sparks Middle School in La Puente and Cortez Magnet School in Pomona. Inroads made at both these schools allowed us to successfully recruit incoming students to the program.

Upward Bound repurchased Lacai for the 2020-2021 academic year as the database for student management and tracking. The program continues to use this database and has been implemented since the fall 2018 semester. UB is currently working with Lacai to maximize the program's potential to maximize work efficiency, productivity, and accuracy.

UB continued to work with Mr. Jake Harris as our Leadership Specialist allowing UB to once again offer its Incoming Freshman Summer Enrichment Program to tremendous success. Incoming UB students experience our leadership curriculum. This work continued into the school year and has yielded a high GPA and participation in our freshman class.

2020-2021 put stress on our program due to the COVID pandemic with affected the changes made by the new full-time TRIO Director. The changes which were allowing for the program to refocus on assuring the program is in federal compliance through the revamped recruitment and application process, a newly implemented comprehensive student handbook that includes policies, procedures, and expectations were put to the test. Additionally, we ensuring participant files are up-to-date and in compliance with federal requirements was put on hold. With our anticipated return to work, this we be addressed.

Tracking Conditions and Trends: b. Internal Conditions Analysis: 4. Tracking Conditions and Trends: b. Internal Conditions Analysis

Access:

ACCESS lost the large dedicated ACCESS classroom (9E-2060), which resulted in loss of dedicated, adequate classroom space for ACCESS classes, instructional support, Puzzle Project meetings, workshops, and ACCESS department meetings. Currently, the small ACCESS classroom (9E-1060) impacts accessibility and is not functional to meet ACCESS instructional needs.

ACCESS received adequate restricted funding from the state, which allowed ACCESS to improve technology (ATC computers and technology, DHH technology), hire additional student workers to support ACCESS operations and students, fund faculty and staff professional development, and hire expert tutors to support ACCESS math and writing support classes. ACCESS also hired additional adjunct counselors, an adjunct DHH instructor, and an hourly instructional support specialist.

ACCESS was able to provide improved technical support for students, for example, remote LRND-2 class, DHH captioned videos, self-registering in LRND-2 course, and downloadable Academic Accommodation Plan.

DHH continues to grow, and with the increased demand for online and remote services, there is a demand for new technology solutions to provide equal access. DHH staff have been providing remote services, such as video captioning, remote tutoring,

remote instructional support, and remote counseling. DHH has requested a dedicated large classroom space in order to install new technology to support DHH cohort classes.

Basic Needs: Although the food pantry was able to operate at its stand-alone market-style space in 67A-103, there continues to be a lack of adequate space for inventory and service delivery within the food pantry. This impacts the quality of services and the access of the service provided by the program. Basic Needs Resources began operating at a stand-alone Basic Needs Resources Center in portable building 9G. Technology equipment will be implemented soon to support staff with case management and to assist student ambassadors with helping students with CalFresh outreach applications and accessing basic needs resources. Basic Needs Resources is also seeking assistance with IT to better utilize existing technology, including APEX, ESARS, and Banner to increase efficiencies with operations and collecting/reporting data.

CalWORKs: The front counter staff is serviced by one part-time administrative specialist and hourly staff to fill consistent gaps in front counter coverage. Since the administrative specialist also has additional administrative support responsibilities, there are greater instances of gaps in coverage. An over reliance on hourly staff for front counter coverage can lead to inconsistency of information and services to CalWORKs students, so this is a staffing matter that needs to be addressed to effectively support students and staff.

EOPS/CARE received \$241,000 in SEAP support, which enabled the programs to hire additional adjunct counselors and continue supporting the EOPS/CARE Peer Navigator component. The Peer Navigators were essential to helping the programs closely monitor new students' progress towards completing their EOPS/CARE requirements. In terms of space needs, one area of EOPS/CARE was reconfigured, but it did not create additional workspaces for counseling. In order to continue providing students with sufficient counseling appointments, EOPS/CARE will need to identify additional offices/spaces for adjuncts or allow some counselors to work remotely. With service delivery, EOPS/CARE transitioned to in-person services but given the request by students for online services, they were increased from the initial intent. For example, 65% of counseling appointments in spring 2022 were Zoom based. According to students, Zoom-based counseling appointments were the preferred method. The impact of COVID on employee leaves had a significant impact to EOPS/CARE staffing for operational needs. In addition to accommodating sudden COVID situations, short-term hourly support to fill the gaps were necessary.

Student Life: (Internal) The impact of COVID resulted in ongoing discussions and decisions to accommodate employee needs that were articulated in CSEA and Faculty Association Side Letters.

Tracking Conditions and Trends: d. Critical Decisions Analysis: 5. Tracking Conditions and Trends: d. Critical Decisions Analysis

ACCESS: Critical Decisions:

1. Creating an online process for students to be able to download their Academic Accommodation Plan (AAP) from their MY ACCESS student portal.
2. Decision to increase both in-reach and outreach efforts. This resulted in several in-reach events on the Mt SAC campus and outreach efforts with local high schools, including the creation of a High School Transition Guide.
3. DHH Hiring: DHH hired 2 new DHH Coordinators to coordinate access service providers for Deaf students. In addition, DHH hired a Noncredit Professor to teach DHH ACCESS classes and to provide academic support for Deaf students. Finally, a new director was hired to lead the DHH team.
4. Decision to expand online options and to improve technology for students. Students now have online options for both counseling and academic support. In addition, ACCESS purchased chrome books, GLEAN note taking software, video and captioning equipment for DHH, and updated the ATC computers in order to provide students with advanced technology solutions and support.
5. Move of ACCESS accommodated testing to their new location in the previous Assessment Center streamlined processes for students and improved efficiencies for the ACCESS office.

Behavior Wellness Team (BWT): Critical Decisions

1. Hiring a part-time Licensed Clinical Social Worker (LCSW) at 15 hours per week with the Mental Health allocation to assist with growing BWT program.
2. Establishing a Threat Assessment Team as part of the BWT. The Threat Assessment Team meets monthly or as needed.
3. Establishing coordination between Police and Campus Safety, Health Services, and BWT to clarify crisis procedures and communication.

Student Health Services (SHS) Critical Decisions:

1. Re-opening in-person medical services at SHS clinics.
2. Re-introducing in-person mental health counseling appointments.

3. Hiring two new FT classified mental health therapists with the mental health allocation.
4. Expanding outreach to Mt SAC students and collaborating with other Mt SAC programs.

Admissions Critical Decisions:

The business process adjustments brought on by COVID-19 and remote processing has had lasting impacts on each of the units. Despite those adjustments the unit has remained an integral part of the campus experience for students. We have continued to be very successful in processing online requests for any number of admission and records transactions. COVID is still a major concern for the units during the 2021-22 school year. For Admissions and Records this meant the continuation and enhancing of online processing of the majority of our transactions. A significant challenge this year was the onset of fraudulent admissions applications and the unit's need to triage and coordinate with other areas to limit the negative impact of bad "actors" on the campus. This included a significant amount of work between key campus stakeholders (e.g., IT, Financial Aid, Cashiers, Instruction and Admissions & Records). Despite the fluid nature of the new "normal" for A&R, there was a lot to be proud of.

Counseling and Special Programs Critical Decisions:

The Counseling Department was involved and critically made efforts to ensure a greater presence and impact at the college: We returned services from Online only in 2020-2021, to a greater presence In-Person in 2021-2022. Those services included, In-Person Appointments, Drop-In (Quick Questions), MAP Workshops, STEP Courses, Summer Bridge, and Undecided Workshops. Increase MAP Workshops by 64 to generate greater numbers for STEP, Summer Bridge, and overall fall 2022 enrollment. Provided weekend MAP Workshops In-Person to address High School students who could not attend week-day MAP Workshops (hosted 4 Saturday MAP Workshops).

Increase sections of COUN 1 for summer STEP Into College from 19 in 2020-2021 to 26 in 2021-2022.

Approved and updated via the College Curriculum Committee COUN 5 - Career and Life Planning and LEAD 55 - Exploring Leadership. This was processed and approved by the Faculty Counselors, Department Chair, and Dean of Counseling.

EAB Navigate - the Leadership team made critical decisions for the implementation of Early Alert, Advance Search and Campaigns, and Cohort/Attribute features:

>Early Alert pilot launched in the Winter of 2022 with the English and math Department(s) offering three (3) Alerts - Class Attendance & Punctuality, Academic Counseling, and Kudos/Positive Alert.

>Advance Search and Campaigns were successfully implemented with Arise, MMI, Probation/Dismissal, MAP Workshops, Completion Center, and the Business Division (Career Specialist); we produced over 97,000 messages successfully targeting students regarding enrollment, probation, educational plans, MAP Workshops, career/job opportunities, and completion of degrees/certificates.

>Created and implemented a cohort/attribute request and approval process for Student Services including a Softdocs online form to support the request process.

Aspire:

The Center for Black Culture & Student Success was created and approved. The Umoja Aspire Program was able to move into the new Center for Black Culture & Student Success. Umoja Aspire was able to present successful virtual Black History Month Programming, campus Black Student Success Week, and Virtual End of the Year Event. Umoja Aspire was able to get a Request to Fill for an Administrative Assistant III and a Request to Fill for a Coordinator, Center for Black Culture & Student Success. Umoja Aspire was awarded two grants from the Umoja Consortium. Umoja Aspire re-implemented Umoja classes and joined the Knowledge is Power Learning Community. Umoja Aspire will continue to postpone the mentor program due to a lack of human resources.

Bridge:

The pandemic continues to impact our students, majority who are first generation, low-income, and Latinx. Our students have had to make decisions about attending college online, in-person, or hybrid, enrolling part-time, or taking a break from college to work more hours to help their families. Balancing multiples roles, while attending college, has impacted our success rates but not our retention rates.

Recruitment for Summer Bridge 2021 was impacted by Covid protocols at local high schools and many high schools were still online, thus all recruitment presentations were conducted virtually. It was challenging to engage students from our already under resourced high school to attend online presentations and to submit the SB program application. The number of SB applications decreased from our target high schools.

Online learning in high school (during the pandemic) has caused gaps in learning for some of our students. Students are sharing that they do not feel prepared for college level English or Math. As full implementation of AB 705 continues, success in college level English and Math may be impacted, as is already evident in our Fall Bridge success rates. Our Bridge success rates are similar to non-bridge sections, except in English 1C, English 80, and Math 11 where they are higher. Retention rates are higher in

Bridge sections than non-Bridge sections implying our students are trying their best in their Bridge learning community. Mt. SAC schedule of classes (fall 2021/spring 2022) included various instructional options (in-person, online, hybrid, etc.). The majority of SB students enrolled in a combination of in-person and online classes. Fall 2021 Bridge program schedule was all in-person and did not include online courses. Thus, some students did not participate in Fall Bridge because they wanted online options.

There was an increase in the number of Summer Bridge applicants who are initially classified as 'non-resident' in their admission application. In 2021, there were 19 students and in 2022, there were 41, more than double. Submitting the form and supporting documentation to change status is confusing to the majority of students and they do not know where to go for help with this process. Some students decided to not participate in Summer Bridge but wait until the fall semester to give them more time to submit the form/documentation or because they were unclear as to the process.

Summer Bridge applicants are emailed from the Bridge Program email address important information regarding their program application status and how to sign up for program orientations. Unfortunately, many applicants informed us that they never received the email. Upon further review, the emails were either blocked or sent to the applicants SPAM folder. This is a communication and access issue.

In an effort to increase SB applications and participants from target high schools, Educational Advisor served as liaison with High School Outreach and joined recruitment presentations (both at the high school site and online) and presented on the Summer Bridge Program. In addition, Educational Advisor attended local community events (i.e. Pomona) and shared information on Mt. SAC and the Bridge Program with students, parents, families, and community members.

As we transitioned back to campus, we returned to Peer Advising and re-hired student staff to serve in that role. The Peer Mentor component is critical and serves as a support system to our students. When campus physically closed, we shifted to Success Coaches and hired alumni.

Based on enrollment patterns of SB students (most are enrolled in both online and in-person courses), our Spring 2022 Bridge schedule included online/hybrid/ and in-person options for some of our learning communities.

Career Center:

2021-22 has been especially challenging as all full-time staff either retired or moved to another position. The Career Center was left without any staff to manage the front counter, host workshops, or assist students with finding job opportunities and career readiness (resume writing, interview skills, social media profiles, etc.). The Career Center was staffed with temporary employees, for the majority of the year that worked hard to learn the scheduling systems and assist students with career readiness and finding job opportunities. Students were able to make appointments online and opt for either in-person, phone call during the campus closure, but it was not until the return to campus that we offered the third option of making an online appointment as a zoom appointment in October. Once zoom appointments opened up, they were quickly booked. We hired one career specialist (out of three) to begin re-building the team. Despite the challenges, we were able to keep serving students throughout the academic year despite the lack of staff and even hosted our first on-campus career fair in April 2022, since the re-opening of Mt. SAC, in which 35 employers came on-campus to recruit Mt. SAC students. Overall, a total of 1,116 students logged in to use the Mountie Career Source system during the past year. Of those students 377 uploaded a resume and 45 students submitted online job applications through the Mountie Career Source system. A total of 381 employers also logged in to the Mountie Career Source system to post jobs. A total of 686 students met virtually with a Career Specialist for career readiness and 41 students met with the SSEED program.

The Career Center continues to support the professional development of students through the Student Support for Education and Employment Development (SSEED) program. The program goals remain the same with providing the target population with job readiness skills, soft skill training, and on-campus employment. The SSEED program was not able to offer the same amount of workshops this year due to the staffing shortage, but plans on continuing to work with the Counseling Department and Academic Support & Achievement Center (ASAC) to begin developing and offering workshops again. SSEED students continued to be placed in various departments on-campus before, during, and after the campus closure. SSEED participants are placed with specific departments relevant to their major/career goal. This past year a total of 69 students participated in the SSEED program.

We added zoom appointments, started re-vamping workshops, started discussing how we will incorporate into the Guided Pathways work, how to meet the demand and still offer great service to students with a small staff. We have partnered with the financial aid office to re-start the Federal Work Study orientations for students and on-campus employers, figuring out all that our database, Symplicity, which powers the Mountie Career Source, has to offer and how to have it work to meet the Career Center's needs. The Career Center has begun working on recruiting a Counselor/Coordinator to assist with Career Center programming and partnering with the Counseling Department. We also hope to complete the hiring of more career specialists to assist with the career readiness appointments, workshops, and job placement.

Transfer Center:

Transfer Specialists have served and will continue to serve as primary advisors and presenters for the Transfer Club on campus attending general and officers meetings on a bi-weekly basis for the last six years. The club serves the need for outreach,

advising, and informing students about the transfer process while providing networking opportunities, facilitating peer mentoring, and encouraging academic excellence leading to their college success, persistence and retention. Through presentations such as Transfer 101, Building a Transfer Success Network, Transfer Action Plan, and Transfer Transitions, the club provides an average of 40 active student members annually with guidance and support to pave their journeys towards a university. The club was recognized by the Inter Club Council as the 2020-2021 Club of the Year.

Offering virtual and in person services including the Virtual Transfer Center on a regular and consistent basis and the Transfer Application boot camp in a virtual format in Summer 2021 to provide safe and accessible options for all students.

Hiring the Director and Administrative Specialist positions and starting the hiring process to replace the third specialist to continue to grow the staff to meet the needs of our next academic year.

Offering Transfer Agent Training to Mt. SAC staff across campus to increase the transfer culture.

Offering the Transfer Achievement Celebration in the Hillmer Lodge Stadium to honor our transferring students, their supporters and our acclaimed faculty, staff and administrators in a highly visible and public event. This resulted in the creation of the podcast through the GPS mini-grant.

Continuing our direct connection with Counseling Faculty members to encourage the sharing of updated transfer information.

Working with the GPS mini-grant to offer the Transfer Symposium to help increase transfer awareness and transfer going culture.

Creating a Transfer Guide that will be available in both digital and print formats for the next academic year.

EOPS, CARE, CalWORKs and Student Life Critical Decisions:

Basic Needs Resources: The Basic Needs Resources Coordinator was converted into a Temporary Manager position starting in July 2021 and the search process for the permanent Basic Needs Resources Director will conclude by the end of July 2022. The director will lead all planning and managing responsibilities of the program, including hiring permanent staff to meet the program's demand by students. Funding from the state and institution will expand services, resources, and increase capacity of students who can be served by Basic Needs Resources in 2022-23.

CalWORKs: Due to the pandemic, the program has experienced a significant decline in student enrollment and decrease in student engagement, especially as the College has transitioned back to campus for in-person instruction and support services. As a result, CalWORKs will prioritize increasing program participants for AY 2022–23 and beyond by focusing on the following strategies: (1) Develop and implement a comprehensive outreach and recruitment plan to potential CalWORKs students; (2) Retain current CalWORKs students and increase term-to-term persistence; and (3) Revamp the CalWORKs Work Study program by increasing employment opportunities on/off campus for CalWORKs students.

EOPS/CARE: The program provided students with EOPS Book Grants in place of EOPS Book Vouchers for ease of access and use for other basic needs as well. In the spring 2021, survey students overwhelmingly shared that they preferred the EOPS Book Grant due to its flexibility of use and access lower cost textbooks. However, the issue with providing students with grants is that EOPS cannot provide students with more than \$900 in a fiscal year. Additional options will be considered for 2022-23 to maximize the benefits for students and allow the program to spend down the funds for students' benefit. In order to provide more consistent coverage at the front counter, a request to increase the Administrative Assistant I from 50% to 100% in order to provide more consistent customer service at the front desk. Another operational improvement that was made was to identify ways to adopt more modern office techniques to best utilize resources. A Smartsheet to maximize productivity and efficiency in day-to-day operations, allowing staff to quickly find information and providing visibility into the status of departmental projects is being utilized for data collection (surveys, forms, RSVPs), workflow management (assign tasks, team scheduling), and process management.

Student Life: Due to the COVID-19 pandemic, the Student Life Office assessed and determined the format for each program's participation. We made the intentional decision to keep LEAD facilitation virtually since facilitators were primarily faculty. Also, the annual leadership conference at Lake Arrowhead was canceled and instead, held on-campus to ensure safety of all participants. Student Conduct Board Hearings continued to be held virtually and provided options for student conduct and grievance appointments to be either in-person or virtual. Due to staffing needs and increased safety protocols, additional short-term part-time staff were hired. A.S. Officers were also supported through adaptation of the shared governance meetings to hybrid formats.

Financial Aid, Scholarships, and Veterans Critical Decisions:

With the COVID pandemic the need for both financial assistance and guidance has never been greater – entering the 2021-2022 academic year Financial Aid, Scholarships and Veterans Services had to transition from remote operations to in person/on campus and eventually modify the service delivery models to offer both in person and virtual services during the 2021-2022 academic year. This operational change as well as the college's goal to maximize the student centered funding formula (SCFF) by

increase Pell grants and CCPG Fee waivers to students , has required the department re-prioritize and to think outside the box . Primarily but using college wide data to inform our decisions on our efforts. Efforts were concentrated around students that need high touch/high level personalized assistance and student populations that returned higher completion and awarding yields.

Plans to continue to provide students guidance, application and completion assistance will continue both in person and virtual for all three areas. Two staff resigned and two others transferred out of the departments once the work from home order was removed and staff and students returned to campus. Delays in the hiring process took a toll on the financial aid and scholarship teams day to day operations.

Regardless of the shortage of staff the team in all three areas were able to increase the number of Financial Aid Applications, CCPG waivers, and Pell grant numbers per number of students enrolled for 2021-2022, maintain the number of scholarship applications and awards to students, and maintain the same level of service to Veteran students.

High School Outreach, Inreach, and Promise Plus Program Critical Decisions:

Given the continued conditions at the high schools and college resulting from the effects of the pandemic, High School Outreach (HSO), Inreach Services, and Promise+Plus made critical decisions that included new activities and mindful allocation of resources to support new students. Some of the challenges that the Student Engagement team experienced were: limited access at the high schools to provide in-person services, potential students preferring virtual over in-person services, and current students' disengagement from campus activities outside of their in-person classes. All three programs provided a variety of in-person and virtual services and events, new creative events to inform potential students and parents of opportunities at Mt. SAC (Summer Programs Extravaganza, Vocational Careers and Programs Exploration), and the "Dealing with Loneliness" workshop to address the increased mental health challenges resulting from the pandemic, opened up for in-person campus tours and offered tours at every in-person event, and strengthened campus partnerships which included our partnership with the noncredit division by bringing back the Mt. SAC High School Programs Convening-an opportunity for campus programs that serve the local community and high schools to share ideas and find solutions.

Tracking Conditions and Trends: e. Progress on Outcomes Analysis: 6.
Outcomes Analysis

Tracking Conditions and Trends: e. Progress on

ACCESS Summary & Analysis:

ACCESS completed several goals that were included in the 2020-21 Access and Wellness PIE aimed at ensuring that students are aware of ACCESS services, are successful in applying and utilizing ACCESS services, and that the ACCESS student count increases to reflect goal completion and success. Specific goals were: (1) increase counseling appointment availability; (2) increase outreach to high schools; and, (3) increase in-reach to current Mt SAC students.

1. Counseling. ACCESS hired two additional part-time counselors to improve availability of counseling appointments. Prior to these hires, students often waited three weeks for an appointment. Now, students can secure an appointment the same week, or at most, the following week. In addition, ACCESS offered same day in-person and remote counseling appointments during the first two weeks of every primary term and during priority registration periods.

2. Outreach. ACCESS increased outreach to high schools through several methods. ACCESS hosted a Community Advisory Committee meeting in spring 2022 and focused efforts on local high school Special Education departments. The high school staff that attended gave ACCESS several valuable suggestions, which resulted in the following: (1) creation of a High School Transition Guide that was emailed to all the high schools and provided to new students at in-person counseling appointments; (2) creation of three student testimonial videos where students talked about what they know now that they wished they knew in high school. The videos were emailed to all the high schools; and, (3) creation of a PowerPoint that showed high school students how to apply to ACCESS and highlighted all ACCESS services and programs.

3. In-Reach. ACCESS increased in-reach to current Mt SAC students in several ways. First, ACCESS held a Meet & Greet event during both fall and spring semesters where students could receive information about ACCESS and connect with ACCESS faculty and staff. The events were very well attended, with over 100 students at each event. ACCESS also collaborated with Student Health Services at the beginning of each primary term to host an information table, where students could learn about both ACCESS and mental health resources. This was a great collaboration, as many students who receive mental health support are also eligible for ACCESS services. In addition, ACCESS hosted ACCESS information tables throughout the year, where ACCESS provided promotional items and shared information with students. Finally, ACCESS hired a part-time instructional specialist who held workshops on instructional strategies and using accommodations, in addition to meeting individually with ACCESS students to provide instructional support.

4. Student Count. The ACCESS total student count for 2021-22 was 2,609 students, which is an increase of 118 students compared with the 2020-21 student count (2,491). ACCESS credits much of this growth to expanded in-reach and outreach efforts. Also, ACCESS hypothesizes that some of this growth was due to students feeling more comfortable returning to school after the pandemic. However, this increase in number of students is higher than pre-pandemic numbers (2019-20 = 2,528). For 2022-23, ACCESS believes there is still room for additional student growth given national data suggests that approximately 10%

of a population has a disability. With this framework, ACCESS will continue to outreach and in-reach to students to ensure that all eligible students know about and can utilize ACCESS services.

5. Deaf and Hard of Hearing (DHH) program. DHH hired a new director in December 2020 after the retirement of the previous director who served for about 15 years. The new director was placed on administrative leave in May 2021 and resigned later that year. These changes in leadership brought turmoil and upheaval to the DHH program. There were accusations of audism, ableism, and micro aggressions, which divided the DHH team and created angst and pain among team members. After several meetings with the team, including full-time staff, sign language interpreters, and captioners, a decision was made to hire a deaf-owned leadership consulting company, Innivee Strategies, to host listening sessions and to assist with the search for the new director. The listening sessions resulted in a list of recommendations, which was shared with the DHH team. The search for a new director cumulated with the hiring of Dr. Liann Osborne, a Black Deaf woman with extensive educational experience and a passion for social justice. The Dean of Access and Wellness has reviewed the Innivee Strategies' listening session recommendations with Dr. Osborne, and a plan is being created to implement the recommendations during the 2022-23 academic year. In addition, during the 2021-22 academic year, the long-time DHH coordinator retired mid-semester and two new coordinators were hired.

For the 2022-23 academic year, ACCESS will continue to expand in-reach to Mt SAC students and outreach to the high school Special Education departments with the goal of increasing the ACCESS student count. In addition, ACCESS will work to bring back learning disability assessments for Mt SAC students. ACCESS will continue to review written materials and the ACCESS website to ensure that they reflect equity goals and are student-centered.

Behavior Wellness Team (BWT): Summary & Analysis

The BWT received 237 referrals this year, an increase of 53 referrals as compared to the previous academic year. Student disclosure of mental/emotional health conditions continued to increase, with 159 students reporting mental health concerns this year as compared with 128 students during the previous academic year. Most BWT referrals come from faculty, and the BWT has continued to market the BWT to the rest of the Mt SAC community. The majority of BWT referrals are first time referrals, with most receiving off-campus resources.

Last year's goals included clarifying crisis response protocols for the Mt SAC community, continuing to offer campus trainings, and BWT participating in professional development training. The BWT met each of these goals. BWT and Student Health Services met several times with Police and Campus Safety to create a crisis response flow chart and to strengthen crisis communication protocols. In addition, the BWT met with several campus departments to provide BWT information. Finally, the BWT received SEAP funding to attend several NaBITA trainings.

For 2022-23, the goal is to re-class the BWT coordinator into a higher salary, similar to that of a mental health clinician, due to the complex and critical nature of the position. The re-class also would enable the BWT coordinator to provide coordination and organization for the social workers in equity programs. The goal is to have BWT be the central referral source for all student concerns, and all coordination and case management for referrals to social workers would be coordinated through the BWT coordinator. This will improve communication and case management across campus. In addition, BWT will continue to advocate for an increase in their \$5,000 annual operational budget. This budget is not adequate to fund necessary BWT professional development training. Finally, the BWT will work towards NaBITA (National Behavior Intervention Team Association) accreditation and opening the BWT referral process to students.

Student Health Services (SHS) Summary and Analysis:

1. Medical. The previous Student Health Services (SHS) Director, who was a Nurse Practitioner, retired in October 2021. SHS has had difficulty finding applicants who meet MQs to fill this position. One of the nurses has been serving as a temporary special project manager since the previous director's retirement. SHS continued to play a pivotal role in Mt. SAC's response to the COVID 19 pandemic. The SHS medical staff attended numerous public health briefings and webinars to provide accurate and up-to-date information to the Mt SAC community. For this academic year, SHS continued to do some contact tracing, provided COVID information to students and staff, created a SHS newsletter with COVID-related updates, and partnered with East Valley Community Health Center to provide COVID vaccines. SHS continued to serve students via in-person and telehealth appointments. From July, 2021 to May, 2022, SHS provided 4,445 medical services. SHS continued to work towards more visibility on campus by hosting a weekly "The Nurse Is In" information table. SHS also provided several workshops and classroom presentations, hosted a Wellness Fair, and presented at the International Students orientation.

2. Mental Health. In 2021-22, SHS had a manager overseeing mental health services for the first time. Under his leadership, SHS expanded mental health resources, services, collaborations, and outreach. SHS reintroduced in-person mental health services, and there was a dramatic increase in student requests for mental health appointments. SHS hired several part-time mental health clinicians, for a total of 182 clinician hours per week, the highest ever offered by SHS. In addition, SHS worked to integrate mental health services into various campus programs and locations, for example, the PRIDE Center, The Center for Black Excellence, Rising Scholars, ASPIRE, and "The Therapist Is In" outreach booths. SHS also provided multiple workshops for several campus programs, including MMI, Mountie Mentors, and the library, in addition to offering zoom mindfulness and meditation workshops. With the new, ongoing Chancellor's Office mental health allocation, SHS was approved to hire three full-time

classified mental health clinicians (currently SHS has hired two and is in recruitment for the third). The new mental health allocation also allowed SHS to implement a new after hour's mental health service staffed by licensed clinicians to respond to student calls in the evening and on weekends. Finally, the mental health allocation provided funding for a part-time licensed clinical social worker for the Behavior Wellness Team (BWT). Overall, during the 2021-22 academic year, SHS provided a total of 1,475 mental health appointments, a 174% increase from the previous year, and 183 occupational therapy sessions, a 67% increase. The significant increase in the number of students receiving mental health services, despite fewer students on campus due to the pandemic, reflects major progress toward the goal of increasing access.

Counseling and Special Programs:

The Counseling Department and Special Programs delivers essential academic, personal, and career counseling services with diversity, equity, inclusion, social justice, anti-racism, and access approach to our students. We are committed to meeting the multifaceted needs of our students in an innovative and professional manner, maintaining sensitivity and honoring language and cultural differences via individual services, program activities & events, outreach, classroom environment, and overall engagement.

EOPS, CARE, CalWORKs and Student Life:

Basic Needs Resources: The program staff and manager met weekly to discuss program goals, policies and procedures, delivery of services, and growth capacity. Additionally, the Basic Needs Resources staff participated in the annual CalFresh Outreach Confidentiality & Civil Rights Training through the Center for Healthy Communities; collaborated with Research and Institutional Effectiveness to collect, analyze, and present data on students who used the food pantry and one-on-one case management services.

CalWORKs: Program staff continued to support CalWORKs students by providing more than 600 contacts, which consisted of appointments, workshops, and monthly check-ins. During this academic year, more than 12 workshops/events were hosted for CalWORKs students, which included an 85% show rate for each event. Student engagement and workshop attendance increased significantly, as students desired to stay connected to a supportive community. Approximately 23% (36 students) of the total number of CalWORKs students served earned their certificate, degree, and/or transferred for 2021-22. The retention rates for CalWORKs students taking degree applicable courses during the fall 2021 term was 75.2%. The success rate for CalWORKs students taking degree applicable courses during the fall 2021 term was 76%. The persistence rate for CalWORKs students from fall 2021 to spring 2022 was 84%, with a GPA between 2.0 to 4.0, which is 9% higher than the prior year despite the ongoing challenges students experienced during the pandemic. CalWORKs average GPA in fall 2021 2.8 and 2.64 in spring 2022. Despite the obstacles, CalWORKs continued to thrive, and ten CalWORKs Students were nominated for Students of Distinction. The Counseling 54 course (Single Parent Academy) was offered for the sixth year, including more than 75% of all CalWORKs eligible students.

EOPS/CARE: The EOPS/CARE staff prioritized reconnection and reengagement efforts by ensuring students were aware of requirements, deadlines, and availability of services to support students. The following are examples of what was communicated to students to support retention and success: emailed students about priority registration prior to, on the day of, and as well as follow-up for those who did not use their priority registration; called and emailed students with financial aid or other flags that could prevent them from registering, guided them through the appeal process; and provided welcome information, informed students about tutoring, emergency grants, warnings for those approaching 70 degree applicable units, and graduation application deadline. An EOPS Peer Navigator program was developed and implemented for 2021-22 to assist with connecting with students on their caseload, and proved highly successful as a retention and success strategy.

Student Life: The Student Life Office developed two critical partnerships: 1) Research and Institutional Effectiveness Office and 2) Information Technology to improve the ability to analyze retention, success, and student trends of our Associated Students, LEAD Participants, RSCO Officers, and students that are adjudicated through Student Conduct.

EOPS, CARE, CalWORKs and Student Life Program Planning for Equity:

Basic Needs Resources: Racism, bias, and other forms of discrimination impact the resources that students have, the opportunities that are open to them, and how they perceive systems and services. Disproportionately impacted students groups are low income, first generation, formerly incarcerated, former foster youth and LGBTQ students. Basic Needs Resources will collaborate with campus programs to provide culturally relevant and nutritious food and access to equitable housing services that provided specialized support. The team will also work with community organizations like churches, Gods Pantry, Jovenes, and Leah's Pantry to facilitate equitable services.

CalWORKs: As the program seeks to increase student participants, intentional outreach and recruitment efforts were developed

to reconnect and re-engage with parenting scholars from low-income and first-generation backgrounds. These efforts included connecting with the students who were aided, applied to the College, but never enrolled in classes. Additionally, these efforts included reaching out to students who dropped their classes and never returned to college the following academic year. The CalWORKs program collaborated with the Los Angeles County DPSS to obtain a list of eligible participants who applied to Mt. SAC and were potential students eligible for supportive services. As we continue to closely monitor enrollment, measuring the increase of CalWORKs eligible students receiving county cash aid each term is critical to the growth and sustainability of the program

EOPS/CARE: The program staff had a planning retreat to review our current EOPS/CARE policies and procedures manual to see where there were potential equity issues. There was a need to work on the EOPS/CARE website to make it more student friendly so a committee was formed to work on the website, and it has since been revamped. The Peer Navigator implementation committee also met to set the curriculum for student employee training and included equity-based topics such as serving students from diverse backgrounds. The EOPS/CARE team has also attended equity trainings and is more intentional about recruiting African American students and staff to the program.

Student Life: The Student Life Office made a commitment to increase their ability to serve ACCESS students on campus. The plan included: 1) Redesigning the Student Life Event Flyer ACCESS statement; 2) Establishing an internal deadline for the team to facilitate accommodations 2 weeks in advance of the event date; 3) Collaborating with ACCESS to advertise all of events to their student populations (DHH, Puzzle Project, etc.) in order to request services in advance; and 4) Providing consistent ACCESS accommodation education to students applying for AS/SL Student Participation opportunities. The Student Life Office staff also made a commitment to create at least one DEISA goal on their annual evaluations.

Equity Programs Mission:

The campus is committed to ensuring students have equitable access to their education by providing a comprehensive technology support program, inclusive of laptops, hotspots, educational software, and technical support.

As of March 27, 2020, a week after the campus closed, we have provided 11,949 pieces of technology to our students. This breaks down to 370 iPads, 5,576 laptops and 6,003 hotspots across 5,940 students.

The free student laptop and hotspot loan program will continue to provide technology to our students for the foreseeable future, and you can continue to utilize this link to have students request technology: <https://www.mtsac.edu/laptoploansrequestform>

2020-21

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Summary of Notable Achievements: STUDENT SERVICES

ACCESS: Accomplishments:

- Access collaborated with instructional colleagues to implement and/or increase accessibility of remote courses; for example, adding sign language interpreters to synchronous zoom classes, providing remote test proctoring services, and providing remote scribe services.
 - Access faculty provided entirely remote services to students and assisted students in managing all aspects of ACCESS operations; for example, applying to ACCESS, developing and signing accommodation plans, notifying professors of approved accommodations, and uploading documents.
 - Students are now able to download their Academic Accommodation Plan (AAP) to provide to their professors, resulting in streamlined services for students and the ACCESS office.
 - Developed and revised accommodation guidance for online classes and distributed to faculty and students.
 - Created an online Academic Accommodation Plan (AAP) request form for DHH students to streamline the accommodation process and the scheduling of access service providers.
 - Access used social media to provide information and updates to students.
 - Placed a Faculty toolkit with sample disability syllabus statement with Universal Design principles on the Access website under Faculty tab.
 - Hired an ACCESS Instructional Specialist, Math Support, faculty member who stated in April, 2021.
 - Access reviewed and updated Policy and Procedure 5140: Students with Disabilities.
 - ATC instructional services rapidly transitioned to an online platform due to the COVID-19 campus closure.
- The ATC provided instruction to 322 ACCESS and Veteran students during the 2020-21 academic year for 1,964 hours of service. The ATC provided alternate media services to 99 students during 2020-21 academic year. The ATC converted 21,916 pages of text into alternate formats.

ATC utilized various forms of technology and expertise to provide accessible instructional material for a blind student taking Calculus 67.

- Puzzle Project students were paired with a peer mentor and participated in on various components of the program, including weekly Puzzle or Transitional (Puzzle Pieces) workshops.

Seventy (70) percent of Puzzle participants passed one or more of their academic classes.

Two Puzzle Project students graduated from Mt SAC with an ADT and a 3.00+ cumulative GPA.

Ten Puzzle Project students are on a transfer pathway and have completed five or more transferrable courses.

One Puzzle Project student, who is on a vocational pathway, obtained a job at a grocery store and was recognized as Employee of the Month.

One Puzzle Project student was the student representative on the ACCESS Community Advisory Committee.

The Puzzle Project faculty provided professional development opportunities for faculty and staff to promote access, patience and understanding of students with disabilities.

In October 2020, Puzzle Project faculty presented Addressing the Barriers for Students on the Autism Spectrum Disorder (ASD) in a College Setting through POD.

During Spring 2021, Puzzle Project faculty distributed a Qualtrics survey to English faculty, and responses were used to create a Q&A handout with classroom strategies that was distributed during an English department meeting.

- The ABI program rapidly pivoted to an online format and provided uninterrupted instruction to students during the COVID-19 pandemic, and provided instruction to 77 students with an acquired brain injury during the 2020-21 academic year. This included 1,558 hours of instructional support.

- DHH developed a DHH brochure for distribution on campus.

- DHH created a Canvas Hub for communication and resource sharing.

- The virtual setting allowed DHH to hire more Deaf interpreters for classroom and video translation work.

- DHH added new cohort classes: Math 71A and Biol 1

Biol 1 cohort class had a 71% pass rate.

Math 71 had a 52% pass rate (compared with a 27% pass rate for a non-DHH class-same professor)

DHH held their first Annual Spring Banquet.

Ten deaf students earned their associate degree and participated in commencement SP 2021.

Behavior Wellness Team Accomplishments:

- BWT Case Manager attended the following trainings: Looking Glass and Looking Glass Master Class, Suicide Checklist, Non-Clinical Suicide Assessment, Case Management and Intervention, Hard Conversations on Campus, Addressing Protests and Racial Injustice.

- Instituted new BWT membership structure, which includes a "Core" team and a "Resource" team, to streamline approach while expanding resource team members on campus to connect with students and assist in addressing needs.

- Added Title IX/Human Resource Analyst representative to assist student with Title IX cases and students who are also Mt. SAC employees.

- Initiated a BWT task force to meet bi-monthly to address needs, policies, procedures and overall BWT processes.

- Completed BWT policy and procedure manual.

- BWT members attended the following trainings: Looking Glass and Looking Glass Master Class, Suicide Checklist, Non-Clinical Suicide Assessment, Hard Conversations on Campus, Addressing Protests and Racial Injustice.

Delivered successful online BWT presentations to various Mt. SAC departments.

Case Manager increased outreach/check-in with students due to COVID 19 pandemic.

- Due to COVID 19 and student's transition to online learning, BWT Case Manager worked with Student Health Services Occupational Therapist to present various workshop topics including: sleep hygiene, creating an ergonomic workspace, time management, and self-care activities.

- Updated BWT website and BWT link.

- BWT continued to collaborate directly with student conduct to meet with students who have sanctions that need to get resolved prior to enrolling. BWT Case Manager worked with these specific students to get them connected with the resources needed in order to complete their sanctions. BWT Case Manager reports back to student conduct regarding outcomes of meetings with students

Health Services Accomplishments:

- Hired Assistant Director of Behavioral Health.

- Managed the Mt. SAC AED program (9 AED units: SHS x2, Public Safety x2, Pool x1, Wellness Center x1, Athletic Trainers x2, Gym x1).

- Completed the bi-annual Alcohol and Other Drugs Prevention Program report.

- During 2020-21 academic year, provided 816 mental health visits via telehealth.

- Provided mental health presentations, including: workshops, talking circle formats, podcasts, and a webinar with a noted

therapist, author, and motivational speaker, with discussion about COVID-19 related topics, highlighting stress management, sleep hygiene, resources, mindfulness and meditation, self-care and healing. Events were facilitated by licensed mental health professionals and, at times, optimized by a medical professional, to be able to address the students' multidisciplinary issues and concerns.

Fall 2020: 8 workshops with 783 students attending

Spring 2021: 6 workshops with 490 students attending

•Total students reached with mental health workshops and events:

- o Spring 2020 – 2,866
- o Fall 2020 – 1,926
- o Spring 2021 – 980

•The CARES-funded occupational therapist supported 87 students, through 204 student appointments, with challenges in daily life functions.

oNinety-eight percent (98%) of students receiving OT services met their OT goals.

oThe occupational therapist provided 16 workshops on the following topics: stress management, time management, organization, social skills, sleep difficulties, and behavioral wellness concerns.

•Medical visits – 229 (Physician and Nurse Practitioners were available to the students throughout the pandemic via telehealth and telephone appointments and made themselves readily accessible).

•Nurses visits – 1,154 (Appointments and immediate access to the registered nurses were available from the very beginning of lockdown to the present).

•Vaccine clinics – 214 (SHS partnered with East Valley Community Health Center for newly established vaccine clinics in April 2021, with further clinic partnerships planned indefinitely).

•Dr. Ann Walker, Medical Director, provided two campus-wide presentations to staff and faculty. One was a Town Hall presentation with over 338 participants. The other was the bi-annual Flex Day presentation to managers and faculty.

•Campus-wide collaborations with Administration, Campus Safety, and Risk Management on COVID related topics. SHS was involved throughout the entire pandemic year, even before the campus closure, with the following:

Completion of the mandatory training and application to become a California vaccine provider, leading to the provision of three vaccine clinics through May 27, 2021 at Mt. SAC

Participation in the Return to Campus Committee, assisting with writing Mt. SAC's return to campus procedures and guidelines.

Participation in the COVID-19 Compliance Taskforce Committee and Subgroup; COVID-19 Vaccine Committee Subgroup; and OSHA Compliance Committee.

Assisted in the development of the Health Check Smartsheet and screening questionnaire for students, employees, and visitors to complete before coming onto campus.

Student Health Services' RNs rotated their shifts to provide coverage 7 days a week, including after-hours, weekends, and holidays to monitor the Smartsheet questionnaire and conduct COVID-19 exposure and illness management.

RNs managed and contact traced all the student COVID-19 illness and exposures, placing students and classes on quarantine and/or isolation following the LACDPH IHE guidelines.

- Number of isolated students: 45
- Number of quarantined students: 262
- o SHS partnered with Pomona Urgent Care to provide COVID-19 PCR testing.
- Number of students referred by RNs for testing: 74
- o RNs conducted rapid COVID-19 testing on-site (newly acquired in May 2021).
- Number of students tested: 80
- o Daily completion of the LACDPH liaison COVID-19 exposures and illness Excel spreadsheet.
- o Provided the President's Office the weekly COVID-19 student data for the Mt. SAC dashboard.
- o Incorporated a HIPAA compliance ZOOM for medical and mental health appointments.
- o Return to Work trainings via POD (COVID-19 Compliance).

Admissions and Records, Assessment and International Accomplishments:

Admissions and Records:

- Awarded over 1000 degrees and certificates via the auto-award process.
- Develop changes that support "phone trees" to successfully accommodate the high volume of incoming phone calls.
- Continued to work through one-click registration issues regarding the implementing of EAB registration.
- Worked with IT to create an online graduation petition in the student portal.
- Continue to work with process changes related to the EW, P/NP and W guidelines and processes.
- Worked with IT to change the grade submission processes and timeline.
- Worked with IT to change the repeats and forgiveness setup in Banner to accommodate Covid-19 changes.
- Worked with unit employees to facilitate a smooth Return to Campus with all employees developing an "office friendly" on

campus work schedule.

Assessment and Matriculation Accomplishments:

- Facilitated the completion of 23,644 AQ submissions for the 2020-21 year.
- Assisted RIE in preparing/administering the AQ Impact Survey during the Fall 2020 semester.

5025 students were invited to participate in the survey.

829 students completed the survey.

179 classes (CRNs) were invited to participate in the survey

67 classes completed the survey

International Students: Admission Unit:

- Created a virtual front desk that facilitated the availability of staff to meet with students and answer questions.
- The International Student Program - Admissions Unit actively supported students who remained in the US and who are abroad.
- Actively worked with students to make sure they were in compliance and were adhering to SEVP/SEVIS guidelines as they pertain to F1 Student Visas.

International Students: Support Services Unit

- On boarded Master Agents to represent Mt. SAC in Canada, UK and Hong Kong.
- Transitioned to online/ virtual recruitment fair.
- Completed medical/ health insurance RFP process for international students.
- Developed a virtual front desk to allow existing and new students to meet virtually
- New partnership contract Study California, which opens up additional markets to tap into for recruitment.

CALWorks/EOPS/Basic Needs/Student Life Accomplishments:

Basic Needs:

In its continued efforts to expand resources to students with basic needs insecurity also referred to as "#RealCollege students," a term coined by the Hope Center for College, Community, and Justice, the Basic Needs Resources staff made some tremendous strides all while supporting students during the deadly COVID-19 pandemic. While all services included CalFresh Outreach and application assistance, basic needs card distribution (food, gas, and basic needs cards), housing referrals to the Campus Peer Navigator, and student case management were transitioned online, the team shifted its Mountie Fresh Food Pantry to a bi-monthly drive-thru. During the 2020-21 academic year, over 4,100 bags of food plus food boxes donated by the LA Food Bank, equating to over 210,000 lbs. of food resources for students in need. In addition, with its collaboration with Los Angeles Housing and Services Authority (LAHSA) and Hathaway Sycamores in Pasadena, 42 housing insecure students were assessed and provided resources/referrals. The Mountie Fresh Food Pantry was awarded "Gold Certification" for our food pantry through our partnership with Leah's Pantry who provided technical support and guidance to ensure a high quality, trauma-informed, equity-based food pantry for our students. 611 students completed their CalFresh applications through our CalFresh outreach efforts during the 2020-2021 academic school year. Of those applicants, 12% of applicants have confirmed now receiving CalFresh benefits. The Basic Needs Resources Coordinator referred 30 students to receive emergency grants (CARES Act funding and basic needs emergency funds) due to their basic needs challenges caused by Covid-19. In a collaborative effort with Tzu Chi USA, 15 students a \$3,000 subsidy each to support their basic needs challenges. Basic Needs Resources applied for and successfully obtained a \$20,000 grant from the John Burton Advocates for Youth Organization. Later in the Spring Semester, funding was secured to enter into a partnership with Jovenes Inc. to provide housing support (bridge housing, or rapid rehousing) for up to 20 students starting July 2021. Developed and presented a comprehensive Basic Needs Plan to the campus executive leadership to support requests to expand Basic Needs Resources at Mt. SAC, which will be bolstered with the \$30 million ongoing and \$100 million one-time funding from the state for basic needs starting with the 2021-22 budget year.

CalWORKs Accomplishments:

The CalWORKs program served approximately 293 students during the 2020-21 academic year, all through remote access using technology and the expertise of the staff. Specifically, the CalWORKs Counselors and Program Specialists provided more than 1,855 contacts during the 2020-21 academic year. Their efforts contributed to the following success outcomes of CalWORKs student: 29 students earned their certificate, degree, and/or transferred for 2020-21, a 79.3% retention rate for Spring 2021, a success rate of 74%, a persistence rate 89% from Fall 2020 to Spring 2021, and GPA averages of 2.71 (Fall 2020) and 2.49 (Spring 2021). In addition, 24 students were nominated and selected for the 2021 statewide CalWORKs Student Voices and two students received scholarships and participated in CalWORKs Annual Training Institute. The Counseling 54 course (Single Parent Academy) was offered for the fifth year, remotely this year, including more than 75% of all CalWORKs eligible students. Also, 197 (88%) of CalWORKs students have a current comprehensive education plan on file. In its effort to pivot to remote services, the CalWORKs

hotline and staff direct Google phone numbers were established and a survey was developed to assess student satisfaction and capture gaps in services and technology requests, such as laptops and Wi-Fi. Also, CalWORKs Counselors received Cranium Café training to provide remote counseling support to program participants and launched online workshops, small group and virtual hangouts for CalWORKs students. Some topics included but limited to: CalWORKs Children's Reading Corner, Housing Resources and Legal Support, Financial Aid and Scholarships, Transfer, Student Panel CalWORKs Alumni, Adapting to Remote Instruction. Created Canvas Shell to offer tutorial support remotely for CalWORKs/EOPS students. The staff also created a Canvas Shell to enable students to submit questions and assignments to be reviewed by tutors. This was a collaborative effort with EOPS/CARE program director, program faculty and tutoring specialist. Transition our tutoring services from 100% in person to 100% online. The program also successfully met criteria for year three of three DPSS contract, which allows CalWORKs to sustain salary and benefits (\$127,000) for the staff. Finally, in collaboration with EOPS/CARE, an end-of-year celebration video in place of our year end recognition event was developed: https://www.youtube.com/watch?v=THgeBv_KMw8

EOPS/CARE Accomplishments:

EOPS ended Spring 2019 having served over 1,500 EOPS students, and began the Fall Semester admitting new students in its effort to expand access to the program for eligible students. However, with the looming COVID-19 pandemic and the state-wide lockdown and subsequent campus closure that ensued in Spring 2020, EOPS and CARE services were transitioned 100% online. The staff launched an EOPS/CARE Canvas Shell and all services, including Counseling, Tutoring, and Workshops were all offered remotely via Zoom, Cranium Cafe, and other technological tools. In the Spring Semester, the program launched an EOPS/CARE Peer Navigator Component filled by current students selected for the new effort. As a result of the Peer Navigators involvement with reaching out to students, 90% of new students completed all 3 of their counseling contacts. The tremendous efforts by the EOPS/CARE staff to provide all the basic services such priority registration, counseling, new student orientation, book grants, and workshops were provided seamlessly online, and these led to the following success outcomes: 9 out of 14 Mt. SAC CARE applicants were awarded a Soroptimist award, 4 EOPS students and 1 CARE student were among Student of Distinction, 88% percent of EOPS/CARE students persisted from Fall 2020 to Spring 2021, 185 EOPS/CARE students obtained an associate degree, 250 EOPS/CARE students participated in Grad Fest, and 250 EOPS/CARE students earned their certificate, degree, and/or transferred for 2019-20. EOPS/CARE collaborated with CalWORKs to celebrate their students' achievements with the joint end-of-year celebration video: https://www.youtube.com/watch?v=THgeBv_KMw8

Student Life Accomplishments:

The Student Life staff also did an extraordinary job with transitioning all in-person services to remote during the campus closure of the past year. Improvements to their remote services led to an increase in workshop attendance and certificate completion for the Leadership Education And Development (LEAD) Program. The following increases are compared to 2019-20: Workshops offered = 72 (+12%), # of attendees at all workshops = 1,357 (+103%), # of Personal Leadership certificate completions = 50 (+138%), and # of Organizational Leadership certificate completions = 47 (+123%). The LEAD program additionally launched the Pre/Post Survey evidencing the LEAD Program as an intervention program that impacted student leadership development which demonstrated positive outcomes from the LEAD. completion, 90% of students strongly agreed. Associated Students leadership development was also done 100% online, and included the implementation of a Canvas Hub for Associated students to supplement online trainings for 29 student leaders. Total engagements of the student leaders include viewing canvas 2,300 times and completing 259 course discussions. The following are additional remote-based service outcomes under the Student Life umbrella: created and implemented an online Associated Student Leader application process with 102 applications, adjudicated 398 student conduct cases online, which was a 113% increase from the 2019-2020 academic year, adjudicated 20 grievance cases online, and Social Media Analytics: Instagram Insights 25,784 Total Engagements (Likes 1,993, Comments 44, Shares 551, Saved 145, Profile visits 745, Accounts reached 22,256, Website link visits 50); Facebook Insights 3,366 Total Engagements (Reached 3,134, Likes 129, Comments 5, Shares 4, Link Clicks 94). The following awards ceremonies, workshops, and major events were led by or co-sponsored by Student Life and Associated Students: Facilitated annual pre-recorded and live awards ceremonies to maintain recognition events such as: New Student Welcome (460 attendees, 750 registered), Inspiring Women Ceremony (102 attendees, 33 nominations), Students and Educators of Distinction Ceremony prerecorded YouTube (660 views), and Student Leader and Advisor Awards Ceremony prerecorded (YouTube) (239 views), collaborated with Student Equity Committee and Humanities & Social Sciences Division to bring equity and diversity speaker, Dr. Betina Love with over 300 attendees who also received mailed copies of Dr. Love's book, registered 832 voters through the online statewide advocacy campaign, provided 21 A.S. events online, mailed out 2,000 care packages to students engaged at our online events, and recognized 175 Inter Club Council student leaders this academic year.

Equity Center (ARISE/Dream/Reach) Accomplishments:

Equity Center:

Continue to host Mountie Mentor Meetings. On average have 50-60 students with 25 mentors
Equity Speaker Series brought to campus: Dr. Bettina Love, Morgan Vinson, Dr. Russell Jeung
Hosted two Post-Election discussion partnering with the Student Equity Committee
Hired two Social Workers to work with all EC students, but specifically our REACH and DREAM students

ARISE Accomplishments:

Converted all services to our Canvas Hub: Through the use of this technology, we have been able to sustain student support strategies for counseling (self-made appointments), transfer/graduation (repository of information and links to the Transfer Center), financial literacy (student engagement quiz), tutoring (tutor schedule and links to on campus tutoring centers), financial aid specialist; track engagement (drop-in schedule announcements).
Created "That's Major!" Career Exploration Series. Speaker series focusing on Nursing, Business, Art, STEM, and Undecided. Students had an opportunity to engage with speakers by asking questions verbally or through the chat feature
Scholarships- A total of 87 students applied for scholarships with 34 (unduplicated) students receiving awards. Forty-five scholarships were awarded with a total dollar value of \$52,000. Two Arise students, Hyeon Hwa Kim and Khan Vo, were named Jack Kent Cooke (JKC) semi-finalists
Kare'I Lokeni was named NASPA 2021 Community College Professional
Students of Distinction: Hyeon Hwa Kim was honored as the award recipient of the Academic Achievement category.
Milestones Recognition Ceremony 2021: 55 students graduated/transferred

DREAM Accomplishments:

Awarded \$111,000 in Dream Liasion funding from the state budget
Continue to partner with CARECEN legal services. During the 20-21 AY CARECEN had 138 legal service consultations.
With use of SEAP and HEERF funds we were able to award \$34, 575 to students for DACA renewal and emergency funding.
We had 49 students transfer/graduate
CARECEN appointment breakdown: Consultations-138; DACA Renewals-46; DACA Initials-21; Other Immigration Relief-7; Naturalization-2; Education & Outreach Events-8; Education & Outreach Attendees-114

REACH Accomplishments:

Program awarded \$50,000 donation from the California College Pathways Fund
Had 10 students graduate/transfer
One of our students was awarded Student of Distinction award, our fourth in a row
For the fourth year now, Pritzker has awarded us a \$35,000 gift
Doing Good Works awarded us a \$10,000 gift
With all the funding/gifts awarded we have implemented two more scholarships for students, we now have a total of four scholarships designated for REACH students
REACH Program Director will be the new lead for Region 8 Foster Youth Success Initiative

Counseling/Aspire/ACES/Bridge/HSO/Accomplishments:

Counseling:

Mt. SAC and the Counseling Department continued the "Stay at Home" ordinance through the 2020-2021 academic year providing all services and courses online/remote due to the pandemic. The Mt. SAC Counseling Department was able to meet and exceed the demands issued by the State, California Community College Chancellor's Office, and District by serving and supporting - the Student Equity & Achievement Program (SEAP) which integrates SSSP (orientation, educational plans, follow up), Student Equity, and Basic Skills. The Counseling Department continued to play a critical role in AB705 (English, AMLA, and math assessment), Guided Pathways (i.e. Career Readiness and Development), Promise Program, Completion efforts, Dual Enrollment, and address the New Student Centered Funding Formula. Below are the notable achievements the Counseling Department contributed to Mt. SAC in 2020-2021:

In 2020-2021 overall, the Counseling Department completed 15,955 Online New Student Orientations (NSO). We also integrated a new Online NSO with Advantage Design in January of 2021. The pandemic had a major impact on First Time Freshmen (FTF) because we decreased from the previous year (2019-2020) by 3,215 orientations (Heasley, 2021).

In 2020-2021 the Counseling Department redeveloped and formatted the MAP Workshops Online serving 2,754 students, hosting 72 MAP Workshops, and having approximately 600 Connect4 students complete the MAP Workshop. In 2019-2020, no MAP Workshop was conducted due to the pandemic. MAP Workshops are critical due to the fact that its the second part of NSO where students develop their 1st Semester Educational Plan and learn critical information about degrees, Guided Pathways, and Mt. SAC services and programs (Stacy Lee, 2020-2021 Data).

In 2020-2021 the Counseling Department was able to serve 25,691 students via Counseling Services via a modality of interaction utilizing phone or face-to-face:

- 2,438 students were served via Cranium Café (July - December 2020)
- 1,262 students were served via Drop-In
- 19,449 students were served via ESARS Appointments (i.e. Phone, Zoom)
- 1,498 students were served via VIDEO (i.e. Express Zoom Counseling)
- 1,044 students were served via Other Services (i.e. Phone, Cranium, Zoom) (Heasley, 2021)

In 2020-2021, the Counseling Department was also able to serve 3,871 students via Email which allows for email interaction between students and counselors (Heasley, 2021).

In 2020-2021, the Counseling Department had 22,896 (duplicated) students complete an Educational Plan on our DegreeWorks Audit System. 6,282 Abbreviated Education Plans were developed and 6,459 Comprehensive Educational Plan were completed (Heasley, 2021). During the pandemic these numbers are reflective of our decrease in enrollment, adjunct counseling and retirees, and modality (i.e. Phone) making it challenging to duplicate previous years Educational Plan outcomes such as 2018-2019 (25,750) and 2019-2020 (29,082).

Counseling courses had a fill-rate over 87% in 2020-2021 a decrease from the previous year by 7%. In addition, 19 classes were cancelled in 2020-2021.

The Counseling Department intake and front desk process was severely impacted during the pandemic. We modified and improved our front counter services to address the remote service environment and meet the online and remote demand of students. Counseling was able to accomplish three major processes: (1) Increase the personnel answering front counter phones and emails; (2) Modify the schedules of Faculty Counselors during registration and start of school to meet the demand of students during those rush periods; and (3) Ensure our delivery of Counseling Services is multi-faceted to meet the needs of all students (via phone, email, online face-to-face).

The Counseling Department continued to provide counselor presence in Athletics, Aspire, Arise, ACES, DREAM, Dual Enrollment, Equity Center, EOPS, Honors, International Students, PRIDE, REACH, STEM Center, TERC Lab, and other instruction departments to meet the needs of students seeking support in Special Programs and Departments.

The Counseling Department was approved to receive new facilities (West Counseling) to help support our Completion Center, extra offices for Adjunct Faculty, and MAP Workshops.

Technological Support: Advantage Design - the Counseling Department contracted a new vendor that developed the Online New Student Orientation (NSO).

EAB/Navigate - the Counseling Department has been working on the Planner component to align to Guided Pathways and format courses in the sequence developed by instructional faculty and counselors to follow the MAP's developed.

-The Counseling Department due to COVID-19 provided training to all Counseling Faculty on Cranium Café and mid-year changed to Zoom as the platform to provide face-to-face Counseling. The transition encompassed Counselors from across the campus including, ACCESS, General Counseling, Special Programs (Arise, Bridge, Cal-WORKs, EOPS) and School of Continuing Education. In total, over 100 Counseling Faculty full-time and part-time transitioned from Cranium Café to Zoom.

Power BI - Auto-Awarding system allows the Completion Center to target students directly based on major, degree/certificate, and/or ethnicity. This system will allow us to target specific audiences closest to completion with an Equity and Guided Pathways lens.

Adjunct Counselor Training: Provide monthly training during primary terms and annual evaluations to more than 40 adjunct faculty across campus including ACCESS, General Counseling, Special Programs (Arise, Bridge, Cal-WORKs, EOPS), and School of Continuing Education. This is a decrease from the previous year of 60 Adjunct Counselors.

High School: Dual Enrollment expansion and Early College Academy High School have increased our cooperation and collaboration with our local high schools and districts. The Counseling Department continues to offer more COUN 51 - Career Exploration and Planning. In addition, Counseling Faculty member, Bernie Somers served in his 1st Year as an Academic Senate appointee on ensuring course offerings to local high schools are appropriate with a Guided Pathways lens. Mt. SAC Early College Academy (MECA) continues to expand and recruit students successfully with Counseling support.

The Counseling Department continued to provide counselor presence in Athletics, Aspire, Arise, ACES, DREAM, Dual Enrollment, Equity Center, EOPS, Honors, International Students, PRIDE, REACH, STEM Center, TERC Lab, and other instruction departments to meet the needs of students seeking support in Special Programs and Departments.

ACES:

ACES successfully submitted the 2019-2020 Annual Performance Report (APR) to the Department of Education (DOEd) in November 2020. ACES met and exceeded the mandated 2019-2020 objectives (persistence, good academic standing, and graduation/transfer).

The ACES Program created and hosted a virtual Transfer Achievement Ceremony to honor our participants transferring to a CSU, UC, or private school and/or graduating participants for Fall 2021. The students received a delivered ACES gift, grad pictures, and meals.

For Summer 2020, the ACES Program collaborated with various departments across campus including Physics, ASPIRE, ARISE, Bridge, Counseling, DREAM, REACH, Transfer Center, student clubs and organizations, and faculty through in-class presentations. 30 students participated in the Summer 2020 Online Science Transfer Experience Physical Geography lecture with lab course.

24 students participated in the first every Physics lecture and lab course.

In the 2019-2020 Annual Performance Report (APR), the following Prior Experience (PE) points were awarded based on the following:

Persistence objective written into the grant of 80% was exceeded with a rate of 95%.

Good academic standing rate written into the grant of 85% was exceeded with a rate of 98%.

Associate/certificate attainment written into the grant of 40% was exceeded with an attainment rate of 59%.

Associate/certificate and transferring attainment written into the grant of 35% were exceeded with an attainment rate of 49%.

Secure Human Resources: ACES was provided with a full-time TRIO Director, full-time Counselor/Coordinator, full-time ACES Program Specialist, part-time Administrative Specialist, and an ACES Adjunct Counselor.

The campus' computer and mifi loaner program greatly impacted ACES students ability to work through the COVID pandemic.

In the summer of 2020, the ACES Program received student equity funding (\$50,000) for the 2020 Summer Science Transfer Experience. The funding allowed for us to provide textbooks, success kits, and hire four SI leaders to work with participants.

Due to the ongoing pandemic, the first-generation initiative on campus to create awareness on campus by having a one-week event to highlight first-generation student success (inclusive of administration, staff, students, and faculty) had to be postponed.

Pending college financial support, we are planning on celebrating this upcoming year.

Aspire:

Umoja Aspire hired a full-time Student Services Program Specialist II in January 2021. Umoja Aspire was able to present successful virtual Black History Month Programming.

Bridge:

Summer Bridge 2021 Online program started with 240 students (capacity was 240) = enrollment in all learning community cohort classes was 100%.

Summer Bridge 2020 Online program started 240 students (capacity was 240) but 2 students dropped on the first day. Only 13 students opted for EW's in all of their Summer Bridge courses. Summer Bridge 2020 overall success rate in general education courses was 83% (this rate includes PN, D, F, and EW).

Collaborated with Financial Aid to offer workshops specifically for Summer Bridge students to complete financial aid applications which lead to high rates of students applying for financial aid (FAFSA/CA Dream Act).

The majority of Summer Bridge 2020 students applied for financial aid (SB 2020 students must complete 2 financial aid application years (2019-2020 and 2020-2021):

93% (224 of 240) applied for year 2019-2020

99% (238 of 240) applied for year 2020-2021

Piloted EAB (Early Alert feature) with Fall 2020 Bridge English, Math, and Counseling faculty. Educational Advisor served as main point of contact and followed up on cases.

78% of Fall and Spring Bridge students submitted a Progress Report.

In addition to the Summer Bridge family/parent orientations (1 in English and 1 in Spanish), we provided additional family/parent orientations in the fall semester (1 in English and 1 in Spanish).

High School Outreach Accomplishments:

Connect 4 2020-21: Based on the 6,644 graduating high school students who applied for Fall 2020:

3,460 (52%) applied through high school outreach (9% increase from 2019-20), 83% completed an assessment, 31% completed an Ed. Plan, 52% Enrolled in Fall 2020 (58% full-time, 62% part-time; 5% decrease from 2019-20). Conversely only 22% of non-Connect 4 applicants registered in classes (12% decrease from 2019-20), with only 40% enrolling full time (11% decrease).

Community/High School Partners: 146 of local high school administrators, counselors, career technicians, and teachers participated in HSO hosted events that provided updates and trainings from both Instruction and Student Services programs (11% decline from 2019-20). Providing training to our community partners will assist in disseminating the correct info about our college to potential new incoming students and their guardians.

Online Virtual Services due to COVID 19: 1,577 students served through the following services (26% increase from 2019-20/69% of 2020-21 services were 1:1 appointments): Virtual Help Center, Virtual Summer Program Info Sessions, Virtual Financial Aid & Outreach Assistance, Virtual Honors, Transfer, & Outreach Info Sessions, Get Connected; Stay Connected Event, Virtual Open Houses, 1:1 appointments

Community Collaborative Event (Get Connected; Stay Connected): 83 Students

Special Program Presentations 2020-21: 534 students attended (Summer Programs, ACCESS, DREAM, EOPS)

Approximate Student Count for Connect 4 steps completion 2020-21: Presentations/Workshops: General Presentations 6,980, application workshop 5,229, AQ workshop/Account Claim

General Presentations 2,420 (65% decrease from 2019-20), application workshop 1,633 (69% decrease from 2019-20), AQ workshop/Account Claim 707 (x% decrease from 2019-20)

Virtual College Fairs 2020-21: slightly over 40. Continued Campus Partnerships: DREAM, Financial Aid (Cash for College), REACH, Bridge & STEP recruitment, Promise+Plus (NEW), General Counseling, Student Life-New Student Welcome planning, EOPS recruitment, Marketing (web development and marketing materials), Broadcasting Services-virtual campus tour (NEW)

Financial Aid, Scholarship and Veterans Accomplishments:

Financial Aid:

Financial Aid continued the high level of support for students given the instability caused by the pandemic

Mobilize entire financial aid operation to an remote work from home environment:

Reviewed remote work logistical needs and provided all staff equipment needed to do remote work.

Evaluated staff workload and provided cross-training opportunities (increased level of remote services and available resources to students).

Analyzed technology options to determine best fit business flow for each project (successfully enhanced electronic forms & DocuSign electronic signature feature).

Continued monitoring of compliance adherence as well as staff remote work performance as related to financial aid processing. Implemented various federal and state regulatory flexibilities caused by the COVID pandemic.

Implementation State Disaster Relief funds and HEERF II Emergency funds distribution model:

Analyzed student population to determine most effective and equitable funds distribution model

Collaborated with other campus departments to include Basic Needs in order to create a HEERF Emergency Aid referral process.

Develop multiple financial aid fund codes in order to best disaggregate and analyze different tiers of student eligibility

\$18,666,971 of total HEERF funds distributed between May 2020 and July 2021 to 28,391 students (duplicated).

Developed and enhanced technology to adapt for effective remote student financial aid support service. Maintained all timeframes related to verification, awarding and disbursement of financial aid to students

Due to spike in statewide Federal Financial Aid Fraud – developed an effective fraud identification process to put a hold and stop over 1,234 potential fraudulent financial aid disbursements.

With the assistance of a campus-wide fraudulent application committee developed a formal process to identify, report and mitigate fraudulent financial aid activity.

Scholarships:

Jack Kent Cooke Undergraduate Transfer Semi-Finalists selected from a pool of over 1,300 students from 370 community colleges nationwide

Maintained scholarship application completion rate above 50% - 67% Completion

Updated Scholarship tutorial videos made accessible online to walk students through the application process & answering short-answer questions

Collaborated with the Student Equity Center to host a month-long Scholarship Workshop Series meeting twice per week & culminating in a Scholarship Marathon providing virtual one-on-one assistance to students. The Scholarship Application questions were broken down by week during the workshop with a drop in one-on-one assistance workshop as well. Scholarship Marathon hosted from 4pm to midnight on the scholarship deadline date via Zoom. 80 students assisted of which 38 were selected as scholarship recipients

Collaborated with the Financial Aid Office to provide one-on-one scholarship assistance to students every Friday during "Financial Aid Fridays"

Collaborated with the Veterans Resource Center to provide one-on-one scholarship assistance to students every Monday during "Money Mondays"

Provided online service assistance due to COVID-19 pandemic & increased collaborations with various departments, programs, & clubs to offer Scholarship Presentations & Workshops virtually through Zoom including Academic Senate, A.S. Visibility Day, etc. Updated Compliance Training Videos to provide reviewer training to ALL active Scholarship Committee Members and reviewers at-large (30+ faculty/staff), requiring a signed certificate to ensure understanding & completion of training content

All departmental scholarships continue to be administered through the online application process to ensure 100% compliance:

Veterans:

Maintained remote service model, including daily walk-ins with Certifying Officials via Virtual Front Desk, weekly walk-ins with VRC Financial Representative and VA Veterans Success Counselor (4,560 Front front desk contacts, average of 111 hours/month in real time assistance)

Created NEW avenues for students to access VRC Counseling via Appointments with Counselors, Phone Appointments, and Virtual Drop-In Hours via Zoom

Launched SALUTE Veterans National Honor Society Program, 19 students honored as new inductees

Selected to present at NASPA Military Symposium on "Engaging Student Veterans in the Covid-19 Cyber Environment:

Developing an Effective Virtual Service Model for Veterans Resource Centers"

Requested to present at Region 7 Veterans Director's Consortium Meeting on "Engaging Student Veterans in the Covid-19 Cyber Environment: Developing an Effective Virtual Service Model for Veterans Resource Centers"

Held virtual Veterans Recognition Ceremony honoring graduating and/or transferring VRC students (17 students recognized)

Supported 47 VRC students in applying for the Mt. SAC Scholarship Program (18 winners with collectively 31 awards totaling \$27,500 in scholarships)

Maintained outreach efforts to include development of social media platform (Instagram) which has 101 posts and 369 subscribers

Completed VRC FA Outreach Campaign for VRC students whose FA files were not completed with the following results:

Fall semester, began with 14 uncompleted files - ended with 3

Start of spring semester, began with 29 uncompleted files - ended with 11

In spring 2021, 341 of 381 GI Bill students completed the semester (enrolled in one or more units) - 89% semester completion rate

Initiated a calling campaign to touch base with students leading up to the Mt. SAC Scholarship deadline. Example of note from call: "Thankful for all the help and very easy to get a hold office. I have been very happy with the whole veteran team you have been able to answer any questions that I have and very quickly."

Supported VRC students during finals week with the mailing of "Finals Kits"

Supported incoming NEW VRC students with "Welcome Kits" and concurrent "Welcome Workshops"

Expanded outreach efforts to include a weekly "Mt. SAC VRC Newsletter" which received over 37,000 views (37,665)

Enhanced Title 38 document submission/intake process to include docuSign platform

Maintained and updated "Online Student Tutorials" accessible to students around the clock to guide students through document submission and selecting courses that qualify for residential pay

VRC Counselors collectively provided the following services to VRC students: 1109 Appointments; 966 Drop-Ins; 608 Emails, 952 Online Counseling sessions; 26 Phone Calls

VRC Counselors collectively recorded over 3,000 unduplicated appointment contacts in such highlighted areas as: Academic Counseling (1,233) Adjustment Counseling (133) General Advising (1268) Career Advising (478) VA MAPs (733) Transfer (457) VocRehab (99)

Identified a processing gap in Chapter 31 payments to the institution and developed a process with Fiscal Services to remedy issue

VRC Collaborated with: VA Loma Linda to offer virtual Medical Benefits Workshops

VA Home Loan Program to offer virtual loan information Workshops

Scholarship Office to provide virtual Scholarship Series Leading up to campus deadline (33 military-connected students participated in the series)

Student Equity and Scholarship Program Office to host Scholarship Marathon

Veterans Success on Campus Counselor to provide virtual CH 36 Workshop Informational and CH31

Financial Aid to provide virtual Money Monday's virtual FA drop-in hours

Financial Aid on referrals for CARES funding for several students

Financial Aid to promote the VRC's "It's Not Too Late to Apply for FA" virtual Workshop

Student Life to host a "Destress" event with Giovanni Rodriguez (drawing)

Student Services to plan and execute GradFest

Basic Needs on referrals for food/gift cards for students in need and to promote food pantry dates to student with food insecurities

Student Equity to assist students that needed books and/or supplies

Technology Loan Program to make referrals for our military-connected students in need of laptops and hotspots

Closing the Loop - Analysis of Progress on College Goals: Student Services Goals Mapped to New College Goals

- G1 Expand & Support Instruction and Student Services: expand and support innovation in teaching, learning, support, and management within the College
SS-1 SERVICES: Develop, maintain and improve student support services that are integrated and coordinated to promote student engagement, retention and success.
SS-4 TECHNOLOGY: Use technology more effectively to streamline processes, including monitoring and reporting, and maximize efficiency of administrative and programmatic functions.
- G2 Fiscal Stability: Ensure fiscal stability and effective and efficient use of resources
SS-8 FACILITIES/SPACE: Develop space to account for program/department growth, technological trends, and future needs for students and staff.
SS-9 FISCAL RESOURCES: Expand and secure funding for services and staffing to meet the needs of a diverse student population.

- **G3 Expand Professional Development:** Provide professional development that advances the contribution of College personnel in achieving the College mission
SS-5 TRAINING: Utilize and promote available training and create additional opportunities for all employees to develop new knowledge and improve existing skill sets.
- **G4 Sustain Effective Collaboration:** Sustain effective participatory governance and decision-making to ensure that the direction of the College is well informed and collectively implemented
SS-6 POLICIES: Review, update and/or create college board policies, administrative procedures, and departmental protocols to ensure currency, equity, and compliance with state and federal mandates.
SS-7 COLLABORATION: Establish intentional collaboration with internal and external partners and educate the campus community regarding key student issues and concerns, procedures, policies and regulations.
- **G5 Access, Equity and Completion:** Ensure access, equity, and completion of educational goals for all current and future Mt. SAC students
SS-2 STUDENT LEARNING: Provide the most relevant curriculum for workshops, orientations, information sessions and courses to improve student learning and success.
SS-3 RESEARCH: To improve student success and equity, develop and/or enhance data collection, tracking, planning and reporting of data to enhance outcomes, measurement, and informed decision-making processes.
SS-10 COMMUNICATION: Develop and improve communication to increase students' college knowledge of, access to, and engagement with available campus resources and services.

Tracking Conditions and Trends: a. External Conditions Analysis: Student Service

Admissions and Records: International

The internal recruitment climate remains challenging due to a host of external factors related to federal policy and pandemic related regulations. However, the international students program is well positioned to rebound once external limitations are removed.

CALWorks/EOPS/Basic Needs/Student Life:

The most significant external condition that greatly impacted all areas of our units during 2019-20 and continues through 2021-22 is the global COVID-19 pandemic. The pandemic led to campus closures at all institutions of higher education in the U.S. and disrupted the educational experiences of students, ravaged the economy, and altered delivery of instruction and services.

CALWorks/EOPS/Basic Needs/Student Life:

Basic Needs Resources:

Received funds from three major funding streams, our CalFresh Outreach grant via a contract with Cal State Chico State's Center for Healthy Communities, the California Community College's Hunger Free Campus allocation (established in 2017), and the CARES Act funding for food resources. The Coronavirus Aid, Relief, and Economic Security Act (CARES Act), passed in March 2020, allowed our Basic Needs Resources Program to provide students with resources such as emergency grant funds and resources such as technological equipment loans such as laptops and Wi-Fi hotspots. AB 801 (2016) expanded priority registration and various other benefits received by foster youth to homeless youth as well and mandated the designation of a foster and homeless youth liaison at public college and university campuses. Basic Needs Resources serves as the homeless liaison for the College. SB 568: Reducing Homelessness Among California's College Students.

CalWORKs: In an effort to navigate through the impacts of COVID-19 with minimum disruption of services to CalWORKs students, all local county offices created guidance to college CalWORKs staff and GAIN Services Workers (GSWs)/Contracted Case Managers (CCMs) on how to temporarily proceed with certain education activity requirements as a result of COVID-19 related campuses closure. During the pandemic and as the campus remain closed, CalWORKs students were not required to complete participation hours and no negative action will be taken until further notice. Governor Gavin Newsom identified CalWORKs as critical to the economic recovery of California and the safety net of California children. Community College CalWORKs is the key component in career education and upward mobility for low-income California families. Following the lead of Governor Newsom, California Community College CalWORKs programs must maintain their current level of funding in order to meet the demand of an influx of CalWORKs students due to the COVID-19-induced economic crisis. As of July 1, 2021, AB 128 extended the COVID-19 good cause time limit exemption to aid CalWORKs adults through the implementation of the 60-month CalWORKs time limit.

EOPS/CARE: The pandemic significantly changed the delivery of EOPS/CARE Program services. Since the onset of the pandemic, our EOPS/CARE services shifted from being in person to being virtual. While the programmatic transition to virtual services has been smooth, our students continue to struggle with services only being offered online. However, many students reported to have benefited from the college offering online classes. They reported finding it easier to be full-time students since they were no longer spending time traveling to campus, parking, and walking to class. This positive outcome was mostly shared by student parents. Additionally, now that the economy has re-opened our students are beginning to report that they will be taking the next year off to work since jobs are plentiful. While there is no data yet, this will be a trend to look out for in 2021-22.

Student Life:

The global COVID-19 pandemic continued to be a driving force that impacted internal and external working conditions and programs/services that were provided through Student Life and Associated Students. Additionally, work load of Director was impacted by Assistant Director's FMLA for four months in the fall. The increase of responsibility to the Director also included co-leading the campus Laptop Loaner Program, which involved daily management and monthly on-site event implementation throughout the entire year. Long-term preparations were made with the Risk Management Office to support the development of employee remote work environments. Laptops, chairs, and computer equipment were supplied to all employees as needed. Due to pandemic, co-curricular events became the department standard and included Care Packages that were mailed to the students. Health and Safety protocols were incorporated in all event planning discussions.

Equity Center:

During the 20-21 AY the Equity Center, along with our three main programs, ARISE, DREAM and REACH continued to deliver services remotely. All three programs fully transitioned only through various hubs or virtual front desks.

Counseling/Aspire/Bridge/HSO/Upward Bound:

The Counseling Department:

Mt. SAC and the Counseling Department continued the "Stay at Home" ordinance through the 2020-2021 academic year providing all services and courses online/remote due to the pandemic. The Mt. SAC Counseling Department was able to meet and exceed the demands issued by the State, California Community College Chancellor's Office, and District by serving and supporting - the Student Equity & Achievement Program (SEAP) which integrates SSSP (orientation, educational plans, follow up), Student Equity, and Basic Skills. The Counseling Department continued to play a critical role in AB705 (English, AMLA, and math assessment), Guided Pathways (i.e. Career Readiness and Development), Promise Program, Completion efforts, Dual Enrollment, and address the New Student Centered Funding Formula.

Decreased the Summer Transition Enrichment Program (STEP) to 600 students in the Summer of 2020 due to the pandemic. High School Outreach and Promise +Plus leadership informed the Counseling Department that limited participation was occurring from High School students in different HSO Mt. SAC events, workshops, and activities. HSO in addition, requested not to provide a 3rd session in STEP impacting numbers further. The STEP program integrated Guided Pathways and the Promise Program, the Counseling Department decreased the amount of Counseling 1 sections from 27 courses in the Summer of 2019 to 21 courses in the Summer of 2020. The STEP program as a main point of entry to Mt. SAC for hundreds of students and a link to the Promise +Plus Program. Unfortunately, due to the pandemic and other factors the program decreased by 200 students from 2019 to 2020. In 2020-2021, the Probation Intervention was not active no student was placed on dismissal, probation, or continued probation.

Aspire:

The Covid 19 pandemic greatly affected Black student enrollment at Mt. SAC. National Social Justice issues helped propel the program to address the needs of our students.

ACES:

Due to the college's continuous financial support in funding the Counselor/ Coordinator (Diana Felix) salary and benefits it has allowed the ACES Program to expand and offer more services to the ACES participants. The salary and benefits for Counselor/ Coordinator were not included in the TRIO federal grant competition for 2020-2025.

On Thursday, March 19, 2020, Mt. SAC employees had to adhere to the Stay-at-Home order by the Governor of California. Due to this, the ACES Program calendar of events in Spring 2020 was impacted adversely by COVID-19. All in-person events such as cultural activities (Hamilton), our San Diego College Tour, Council for Opportunity in Education (COE) Policy Seminar, Career Exploration Workshops, and Student Reactivation were canceled.

Bridge:

Campus closure due to Covid -19 presented some challenges and opportunities to review program processes and services. The most challenging were 1) how to keep our students engaged and connected with the program and 2) online classes, many students commented that taking English and Math in an online format was not conducive to their learning styles. Some of the Bridge course offerings were Asynchronous and students preferred a hybrid online format. This past year Bridge had limited staff support due to 2 staff members on maternity leave and Educational Advisor position being vacant for 5 months.

The demand for Bridge Program courses is higher in the summer and fall, with a slight decrease in the spring semester. This may be due to AB705 (not as many sequence courses needed to reach college-level courses).

HSO:

Mt. SAC physical campus closure and no in-person visits to the high schools due to COVID-19 resulted in transitioning services to online and phone services only.

Limited access to high school students due to limited virtual instructional hours. HSO was not permitted to present during instructional time. Because all scheduled workshops took place outside of instructional time, there was a decrease in workshop attendance.

Difficulty in connecting to high school counselors, they also reported their challenges with communicating and connecting with students due to virtual learning environment.

Financial Aid, Scholarships and Veterans:

Continued changes in federal and state regulations specifically related to flexibilities and around continued COVID Pandemic; Executive Orders from the Community College Chancellors Office and Governors Office; Continued state budget cuts specifically to the BFAP SFAA annual budget for 2020-2021. Federal and state emergency COVID Pandemic continues creating an unstable environment effective the ability to plan accordingly.

Scholarships:

Increased number of requests for Scholarship presentations from within the campus as well as outside community while having limited staffing.

Expanded pool of topic experts from department and outside of department are needed with respect to Scholarships to conduct presentations and complete reviewing tasks.

As the cost of college increases, more and more families will need assistance with options to pay for school.

Reliance on technology: Scholarship Program Office is dependent on technology due to the need to implement multiple compliance measures; current on-line management system is limited in some areas which means continued manual

confirmation of eligibility for some scholarships with very refined criteria (specified grade in a particular course for example).

Need for consistent and documented communication with the College's Foundation Office to ensure accuracy in administration of scholarship programs.

Push to increase college-wide efforts in scholarship support for students related to Guided Pathways Initiative, Student Funding Formula, etc.

Need to transition to remote services due to COVID-19 pandemic and ensuing campus closure.

Veterans:

Increased number of contacts with student Veterans while having limited staffing.

As the cost of college increases, more and more student Veterans will need assistance with options to pay for school (beyond 36 month GI Bill).

Reliance on technology: VRC is dependent on technology provided by the Federal Veterans Affairs Office that is antiquated; current document imaging system is limited in some areas which means continued manual confirmation of certifications by students.

Need for consistent and documented communication with the VA, CA state approving agency, and the Chancellor's Office to ensure accuracy in administration of Veterans programs.

Push to increase college/state-wide efforts in support of student Veterans.

The State Budget, specifically with respect to ongoing funding resources and SEAP funds delays planning.

Need to transition to remote services due to COVID-19 pandemic and ensuing campus closure.

Tracking Conditions and Trends: b. Internal Conditions Analysis: Student Services:

Admissions and Records: International

The internal recruitment climate remains challenging due to a host of external factors related to federal policy and pandemic related regulations. However, the international students program is well positioned to rebound once external limitations are

removed.

Basic Needs: Since the campus closure, 90% of services were provided remotely using Zoom and other online platforms. Also, Google Voice was a major mode of communication to engage students with Basic Needs Resources staff. The food pantry services transitioned to a drive-thru model for the rest of spring and summer terms. There continues to be a lack of adequate space for other areas of basic needs services. which can impact the quality of services provided by the program, including CalFresh support, one on one consultations with Coordinator, meetings with Campus Peer Navigator and student ambassador services..

EOPS/CARE: During the 2020-21 academic year we were fortunate to receive an estimate of \$200,000 in SEAP support, which enabled the EOPS/CARE Department to hire additional adjunct counselors and launch the EOPS/CARE Peer Navigator component. As a result of the support we received, we were able to hire student employees who were essential in helping the EOPS/CARE Program closely monitor new students' progress towards completing their EOPS/CARE requirements. For the 2021-22 academic year, we are seeking the same level of financial support to meet the needs of our students.

Financial Aid Internal Conditions- Work from home order for the entire 2020-2021 academic year. Slowly transitioning back to in person towards the end of the year. No in person student support.

Increase levels of Federal Fraudulent student financial aid applications causing the department to monitor data and student behavior to determine and limit funding fraudulent students

Scholarship Internal Conditions:

Scholarship Ceremony budget is not sufficient to cover past year's expenses and had to request one-time additional funding that is not guaranteed in future years.

Lack of operating budget specific to scholarship outreach efforts.

Lack of office space for private scholarship advising sessions.

Trend to increase outreach to special programs continues to be a Student Services priority.

Lack of full-time Scholarship Coordinator/Director.

Gap in staffing administrative and logistical needs due to promotions/resignations/re-assignments in the FA Office.

Veterans Internal Conditions:

Lack of operating budget specific to VRC support.

Lack of office space for VRC management, VA Rep, VRC FA Specialist and Certifying Official in VRC.

Trend in educating/training faculty and staff on VRC issues continues to be a priority.

Inconsistent tracking methods between Veterans Counselors and adjunct Counselors.

Internal processing procedures limited to on-site access.

Tracking Conditions and Trends: d. Critical Decisions Analysis: Student Services

ACCESS:

Access continued to deliver remote services to students throughout the 2020-21 academic year. Access provided students appointments by telephone and through zoom, with front desk records indicating that over 50% of Access students requested telephone appointments. Students were able to download their authorized accommodations from their My Access student portal and email these directly to their professors. Faculty and staff emailed the updated Online Accommodation Guidance document to both faculty and students. Access updated their webpage to make information more easily accessible to students. The Accessible Technology Center (ATC) provided remote instruction via Zoom, created a Canvas page with assistive technology resources, and provided assistive technology programs for students to download on their personal devices. The ABI and Puzzle Project provided all services through a remote format, continuing to engage students and offering instructional support. DHH provided both interpreting and captioning, as requested and approved, for students in online classes, while also offering remote activities to foster a sense of community. Access continued to support instructional faculty through test proctoring, providing student test-proctoring appointments via Zoom.

The Access total student count for 2020-21 was 2,494 students, which was only 34 students less than the 2019-20 student count of 2,528. The number of deaf and hard of hearing students remained about the same (178 students in 2019-20 and 182 students in 2020-21); however, interpreting costs declined significantly as most students enrolled in asynchronous courses where interpreting services were not needed. Interpreting costs dropped from a high of \$1,090,125 in 2018-19 to \$862,719 in 2019-20 to \$486,451 in 2020-21. This decrease in interpreting expenses is the major reason Access has a carry-over amount of approximately \$400,000 from our 2020-21 categorical budget. These carry-over funds have been budgeted to cover the anticipated increase in interpreting costs associated with the return to in-person classes.

For the 2021-22 year, Access will focus on increasing counseling availability for students. Currently, students wait 3-4 weeks for

a counseling appointment. Access will increase counseling availability by hiring part-time Access counselors, examining current faculty schedules to maximize appointment times, and requesting a full-time Access counseling position. In addition, Access will focus on outreach to both future and current Access students. We plan to hire a part-time professional expert to provide targeted marketing and information to high school students with disabilities. Access also plans to engage our community partners through our Community Advisory Committee and to host various outreach events. Access plans to increase outreach to current Mt SAC students to make sure that students are aware of Access services. Access will accomplish this by hosting several outreach events and engaging students in our Disability Awareness Month activities. In addition, Access plans to increase in-reach to current students by hiring a professional expert to provide support with all Access process and procedures. The goal of each of these activities is to ensure that students are aware of Access services, are successful in applying and utilizing Access services, and that the Access student count increases to reflect goal completion and success.

Behavior and Wellness:

The BWT received 184 referrals during the 2020-21 academic year, with most referrals coming from instructional faculty. Most referrals were first-time referrals; however, several students remain on a BWT "watch list." Student disclosures of mental/emotional health conditions increased by 47.1 percent from the previous academic year. The majority of BWT referrals receive off-campus resources. The BWT continues to provide workshops and trainings for faculty and staff in order to be more visible on campus.

For the 2021-22 year, the BWT will work on clarifying crisis response protocols for the college community, continue to offer campus trainings, and participate in professional development training.

Health Services Summary & Analysis

Student Health Services (SHS) played a pivotal role in Mt. SAC's response to the COVID 19 pandemic. The SHS director and staff attended numerous public health briefings and webinars in order to provide accurate and up-to-date information to the Mt SAC community. In addition, SHS hired and training contact tracers, and implemented a contract tracing process for students. Mt SAC SHS also partnered with East Valley Community Health to provide numerous vaccine clinics for Mt SAC students, staff and the community. SHS continued to serve students via both in-person and telehealth appointments.

Admissions and Records:

Analysis of conditions and resulting plans, activities, resources, progress and critical decisions.: The 2020-21 year was a year of change for the department. The adjustments brought on by COVID-19 and remote processing has had lasting impacts on each of the units. Despite those adjustments the unit has remained an integral part of the campus experience for students. We have been very successful in processing online requests for any number of admission and records transactions.

CALWorks/EOPS/Basic Needs/Student Life:

Basic Needs

The coordinator was converted into a Temporary Manager position starting in July 2021 to oversee the daily operations of the program and lead its expansion of service with new funding approved by the Governor, beginning in 2021-22. The program also decided to continue providing food pantry services during the 2020-2021 academic school year despite the campus closure and move to remote learning and services. A drive-thru food pantry distribution model was put in place. A Basic Needs Plan was also drafted and presented Mt. SAC's executive leadership to enable housing resources and case management support.

CalWORKs:

A critical decision made during this academic year was the implementation process of Work Study as our campus was not administering Federal Workstudy. As a result of this decision, CalWORKs program did not want their students to suffer and not be offered the opportunity to earn extra subsidized income for their families. During the pandemic the program offered Work Study participants and developed an online mentoring program for new and continuing CalWORKs students. Another critical decision made during this academic year was the program's tutoring efforts. CalWORKs/EOPS did not offer tutoring during Winter 2021 and Summer 2021, due to low enrollment. During the past 2 years, tutoring services are only being accessed by 5% or less by our student populations and will be re-evaluated for the upcoming academic year.

EOPS/CARE:

During the 20-21 academic year a Canvas shell was created for EOPS/CARE & CalWORKs Tutoring & EOPS/CARE Communication. CANVAS was the main communication tool that was used by EOPS/CARE staff to engage with our student population. While students are used to using CANVAS we found the tool not to be engaging. As a result, we decided to spend summer 2021 revamping the CANVAS shell to include elements that would attract more students to our CANVAS shell. As a result of the pandemic, EOPS Book Grants were provided to instead of Book Vouchers to allow them to purchase books at a cheaper price from online vendors and was easier than using the book voucher. Programmatically it was also easier to track grants therefore at the end of the 20-21 year the decision to continue issuing book grants was made. Also, tutoring was not offered during Winter

2021 and Summer 2021 due to tutoring enrollment being significantly low and as a result of the downward trend, a critical decision will be made in 21-22 about EOPS/CARE Tutoring. Counseling was also prioritized and stabilized with the hiring of Mrs. Carolyn Lake-Bain, to fill the vacancy due to the resignation of a former counselor. Finally, an EOPS/CARE Peer Navigator program was launched and it has become a critical component of the program.

Student Life:

Student Life maintained all workshops and trainings remotely. Associated Students also facilitated all events via online Zoom technology. CareKits were created and mailed out to student attendees of the A.S. events as a way to promote mental health & wellness through personal connections. Continuance of Campus Hub for A.S. Officer Training. Move to advocate for A.S. Budget at status quo funding and implementation of legislation to supplement loss and grow student center reserves. Positioned to advocate for Student Multipurpose Room over TV/Game room to support the diverse needs of recognized clubs and organizations. Moratorium on Red Cross Blood Drives for the entire academic year was determined as a result of campus closure. Continuance of Student Conduct Board Hearings via Zoom.

Counseling/Aspire/Bridge/HSO/Upward Bound

Counseling:

The Counseling Department intake and front desk process was severely impacted during the pandemic. We modified and improved our front counter services to address the remote service environment and meet the online and remote demand of students. Counseling was able to accomplish three major processes: (1) Increase the personnel answering front counter phones and emails; (2) Modify the schedules of Faculty Counselors during registration and start of school to meet the demand of students during those rush periods; and (3) Ensure our delivery of Counseling Services is multi-faceted to meet the needs of all students (via phone, email, online face-to-face).

Facilities: The Counseling Department was approved to receive new facilities (West Counseling) to help support our Completion Center, extra offices for Adjunct Faculty, and MAP Workshops.

Aspire:

Umoja Aspire will continue to postpone the mentor program due to a lack of human resources.

ACES:

The ACES Program repurchased Lacai for the academic year as the database for student management and tracking. The program continues to use this database to monitor and record student activity. ACES is currently working with Lacai to maximize the potential of the program to maximize work efficiency, productivity, and accuracy.

Since 2018, the ACES program has greatly benefited from the new full-time TRIO Director and ACES Program Specialist. With the new additions, it has allowed for the program to refocus in assuring the program is in federal compliance through the revamped recruitment and application process, the newly implemented student handbook which includes policies, procedures, and expectations. Additionally, we are ensuring participant files are up-to-date and in compliance with federal requirements.

Bridge:

Increase communication with Bridge students, Bridge worked with a 'mailer' vendor to send students postcard messages at various times throughout the year. This communication campaign included messages reminding students about registration and Bridge counseling appointments, motivational messages to prepare for finals, and SB 2020 students received a 'congratulations, you completed your first year of college' at the end of the Spring 2021 semester.

Similar to last year, Instead of hosting one large SB 2021 Student and Family Orientation followed by one make-up session, we decided to offer over 10 student orientations (with a max of 50 students per session) and 2 family orientations (1 in English and 1 in Spanish) via ZOOM. Understanding that parents/families have time commitments which may impact their ability to attend the orientation, a Summer Bridge Family Handbook (in English and Spanish) was mailed to all SB students, along with the Summer Bridge Student Handbook.

High School Outreach:

Transitioned all services to digital, online Zoom and phone services

Due to lower interest in STEP and Summer Bridge, HSO hosted Zoom Summer Programs Virtual Info Sessions with increased focus in districts with the most disproportionately marginalized populations (Baldwin Park, Basset, Pomona, Hacienda/La Puente) awareness. The events were in collaboration with Bridge, STEP, Promise+Plus, and Financial Aid.

Created a HSO Mt. SAC YouTube channel with "How to" videos that students could follow along as resources of information (e.g. How to apply, how to access the online orientation, how to register).

Did not host a virtual Juniors' or Seniors' Saturday. When the specialists were connecting to their students, the students were expressing feeling overwhelmed with online learning and multiple online services; Instead collaborated with other areas and

offered the Get Connected; Stay Connected Event.

Revamped the HSO website to include additional resources for students and the community.

Collaborated with Broadcasting Services to film an on-campus guided virtual tour to replace our in-person campus tours.

Did not host the annual Principals' Breakfast. Instead, invited administrators to attend the virtual High School Educators conference which includes various high school personnel.

Financial Aid/Scholarships/Veterans:

Financial Aid:

Managers and staff participate in committees, meetings, conferences, and training to be apprised of latest regulatory changes and monitor conditions and trends. Continue open dialogues and discussions of information sharing to strengthen staff members' knowledge base and comfort level.

Developed an effective fraud prevention process without creating hurdles for students to access the financial resources needed. Once staff slowly began to work back on campus- financial aid management in collaboration with the staff made the decision to proceed with support in person over the counter and continue to host student appointments remotely using Zoom.

Scholarships:

Critical decisions made that are impacting planning this cycle primarily revolve around budgetary issues.

Planning remains halted until funding becomes available for scholarship-specific outreach and an increase to the Scholarship Ceremony and outreach budgets.

Veterans: Needing to apply a more robust system to maintain the level of productivity and efficiency to deliver Title 38 eligibility documents to the VA in a more timely manner, we collaborated with the FA Systems team to incorporate docusign into our process flow

-Expansion and emphasis on academic recognition via launch of SALUTE National Veterans Honor Society program

-Creation of Exceptional Funding program for students seeking funds to advance academic success (conference travel, honor society membership, transfer applications, etc.)

Tracking Conditions and Trends: e. Progress on Outcomes Analysis: Student Services

CALWorks/EOPS/Basic Needs/Student Life: Program Planning (Equity, Retention and Success):

Basic Needs Resources:

The Mountie Fresh Basic Needs Resources staff and supervisor met on a weekly basis throughout the 2020-21 academic year to discuss program goals, policies and procedures, delivery of services and growth capacity. Additionally, the Basic Needs Resources staff participated in annual CalFresh Outreach Confidentiality & Civil Rights Training for the 2020-2021 academic school year through the Center for Healthy Communities Org. Collaborated with Research and Institutional Effectiveness office to collect, analyze, and present data on students who used the food pantry and one-on-one case management services with the Basic Needs Resources Coordinator. The research and report were based on a student-equity perspective since those most affected with basic needs are disproportionately impacted in the Student Equity data.

CalWORKs:

The CalWORKs program served approximately 293 students during the 2020-21 academic year which is 17% less than the total number of students served during the prior year. All 293 students served (100%) received case management and 88% of CalWORKs students have a current comprehensive education plan on file. The retention rates for CalWORKs students taking degree applicable courses during the Fall 2020 term was 79.3%. The success rate for CalWORKs students taking degree applicable courses during the Fall 2020 term was 73.2%. The persistence rate for CalWORKs students from Fall 2020 to Spring 2021 was 75%, with a GPA between 2.0 to 4.0, which is 12% less than the prior year as a result of ongoing challenges students experienced during the pandemic. Additionally, students continued to struggle academically, and their GPAs slightly decreased compared to the previous year. CalWORKs average GPA in Fall 2020 2.71 and 2.49 in Spring 2021.

EOPS/CARE:

The retention rates for EOPS/CARE students taking degree applicable courses during the Fall 2020 term was 98% and 97% for the general MT. SAC student population. The success rate for EOPS students taking degree applicable courses during the Fall 2019 term was 87% and 83% for non-EOPS

students. These two data points show that EOPS/CARE students are staying enrolled and succeeding at slightly higher rate than the general Mt. SAC student population. The program served a total of 1,402 EOPS/CARE students. This is about 100 students

less than those served in 19-20 and was a direct consequence of not being staffed at the same level (due to staff and faculty taking leaves of absences during the pandemic) as the prior year.

Student Life:

Associated Students collaborated with the Student Equity Committee, Humanities & Social Sciences Equity Speaker Series Committee, ARISE and ASPIRE this academic year to bring Dr. Betina Love virtually to campus for a dialogue and book offering, and created diversity focused celebration shirts (API Excellence & Black Excellence) to be used for the subsequent academic year. Student Life manager collaborated with the Management Professional Development Committee to develop and implement a diversity exploration workshop for managers titled: Navigating Your Leadership Journey. Student Life and Associated Students collaborated with the Title V Planning Team to identify student leader committee representatives.

Counseling Department and Specialized Programs:

The Counseling Department and Special Programs delivers essential academic, personal, and career counseling services to our diverse student population. We are committed to meeting the multifaceted needs of our students in an innovative and professional manner, maintaining sensitivity and honoring language and cultural differences via individual services, program activities & events, outreach, classroom environment, and overall engagement. In 2020-2021, Mt. San Antonio College served students 100% online/remote environment impacting enrollment, Instructional and Academic offerings, Student Services, Grading and Academic Standing, and overall services.

In 2020-2021 the Counseling Department redeveloped and formatted the MAP Workshops Online serving 2,754 students, hosting 72 MAP Workshops, and having approximately 600 Connect4 students complete the MAP Workshop. In 2019-2020, no MAP Workshop was conducted due to the pandemic. MAP Workshops are critical due to the fact that its the second part of NSO where students develop their 1st Semester Educational Plan and learn critical information about degrees, Guided Pathways, and Mt. SAC services and programs (Stacy Lee, 2020-2021 Data).

In 2020-2021, the Counseling Department had 22,896 (duplicated) students complete an Educational Plan on our DegreeWorks Audit System. 6,282 Abbreviated Education Plans were developed and 6,459 Comprehensive Educational Plan were completed (Heasley, 2021). During the pandemic these numbers are reflective of our decrease in enrollment, adjunct counseling and retirees, and modality (i.e. Phone) making it challenging to duplicate previous years Educational Plan outcomes such as 2018-2019 (25,750) and 2019-2020 (29,082).

Aspire:

Program Planning (Equity, Retention and Success): Umoja Aspire began planning Umoja Aspire classes for the 2021-22 school year. Umoja Aspire implemented a weekly mental health program in partnership with Student Health Services.

ACES:

Fall 2020:

- The ACES Program submitted the Annual Performance Report (APR) for the 2018-2019 academic year and received full Prior Experience (PE) points.

Due to COVID-19, the following programmatic changes were made:

The ACES Program created an ACES Hub through Canvas to assist and retain our participants (Emergency notification, counseling appointments, and transfer information).

ESARS was created for the ACES Program participants to make counseling appointments online due to transitioning remotely. ACES Program contacted all ACES participants due to the transition remotely. The ACES staff and faculty provided participants with technological support by securing loaner laptops and mifis.

The ACES Program created and hosted bi-weekly workshops "Stronger Together" to create a sense of community and provide important information through our ACES Hub (Canvas) ConferZoom.

Summer 2020:

To continuously support our Mt. SAC students in completing a physical science course and lab the ACES Program made a critical decision to transition the Summer Science Transfer Experience Online.

External and Internal Conditions Analysis: External Conditions:

On Monday, July 6, 2020, the House Subcommittee on Labor, Health and Human Services, and Education ("LHHS") Appropriations released its Fiscal Year (FY) 2021 bill in advance of Tuesday afternoon's "markup" of the bill by the Subcommittee. The LHHS Subcommittee is led by Chair Rosa DeLauro (D-CT) and Ranking Member Tom Cole (R-OK). The bill included a \$10 million funding increase for the Federal TRIO Programs for FY 2021 (Program Year 2021-2022)

Bridge:

Summer Bridge 2020 Data:

86% are first generation college students

85% are Latinx.
96.6 % (230 of 238) SB 2020 students persisted to the Fall 2020 semester.
89.9% (214 of 238) SB 2020 students enrolled in the Spring 2021 semester.
78% (167 of 214) SB 2020 students completed the Spring 2021 semester.
Summer Bridge 2020 overall success rate in general education courses was 83% (this rate includes PN, D, F, and EW).

High School Outreach:

Considering the population and income dynamics of our feeder districts, our events include information specific to address the socio-cultural-economic needs of the students we serve (e.g. FAFSA and CA Dream Act, Equity Program, ACCESS participation). In addition, during each presentation at the high schools or during 1:1 appointments, the staff highly encourage students to get connected to Counseling and special support programs that address the student's specific needs.

Financial Aid, Scholarships and Veterans:

Financial Aid: Continue to review policies and procedures to ensure compliance and best practice. The area of focus will be the Return of Title IV procedures as it is highly regulated and more likely to be included in audit findings.

Review and analyze to determine what's working effectively and areas of improvement with the implemented FA Success lab and FA On the Go.

Collaborated with the Engage and Reconnect efforts in order to best assist students that may have ceased enrollment due to COVID related reasons

Ongoing discussions on internal/external conditions that may impact our student population and explore ways to better serve our students and their families.

Continue to cross-train and develop staff so that they have the resources needed to perform their job duties and confidently assist students and campus community.

Scholarships:

Program Planning (Equity, Retention and Success):

Planning dialog this year included bi-monthly Scholarship Team meetings and the annual campus-wide Scholarship Committee meeting. Planning of goals included discussions of setting priorities for staff,

Committee members and management, as well as timelines for planning and execution. Additional discussion focused in revising the scholarship application (lowering maximum word-count for short answers, etc.).

Veterans:

Planning dialog this year included weekly meetings between Coordinator, Certifying Official and FA Representative, and monthly meetings with the entire Veterans Team (Counselors and Adjunct Counselor).

Quarterly meetings with the VRC Team and Associate Dean of Counseling (when available) also took place. Planning of goals included discussions of setting priorities for staff and management, as well as timelines for planning and execution of programs and services.

2018-19

Contact Person: Audrey Yamagata-Noji/Thomas Mauch

Email/Extension: 4505

Summary of Notable Achievements: STUDENT SERVICES

ACCESS DEPARTMENT:

> Accessible Technology Center (ATC) utilized various forms of technology and expertise to provide accessible instructional materials to a blind student taking calculus. 67 braille/math type alternate media projects were completed and provided to the student, who transferred to Mt. SAC specifically to utilize our ATC services (alt media, instructional support, and assistive technology). This student was a former student at Pasadena City College and submitted a compelling comparison between PCC's DSPS services and Mt. SAC's ATC. His story was published in the PCC Courier - PCC lacks vital services for disabled students.

> ACCESS coordinated with community agencies, Kinesiology and Athletics, President's Office, Event Services, and Associated Students to host the 4th Annual Disability Athletics Faire. Over 384 participants and athletes attended this event, with special guest former Dodger Dennis Powell.

> ACCESS collaborated with Faculty, Associated Students, and DHH Services for the annual Disability Awareness Month series of

events. Attendance for the movie event increased to 145 students; the first accessible Arts and Crafts activity had 53 participants; the first accessible Wellness event had 70 participants; the annual Disability History Exhibit received a total of 20 survey respondents and over 1000 viewers.

> Deaf and Hard of Hearing (DHH) and Student Equity offered a Meet & Greet/Presentation/Q&A by Nyle DiMarco, American model, actor and Deaf activist. All equity groups, faculty, administrators, staff groups were in the audience. Also in attendance were Deaf high school seniors from 4 of our feeder schools.

> DHH continues to collaborate with the English Department to offer all-Deaf English classes linked to an ACCESS support class. The model has shown great success for students and has expanded to offer an all-Deaf class of History 7. The pass rate for Eng. 67 was 52%, the pass rate for Eng. 68 was 71%, and the pass rate for History 7 was 90%.

> DHH, along with the English and History departments, took 40 DHH students to Washington D.C. for a week to tour Gallaudet University and visit historical sites, which support what they have been learning in the classes. 5 of the students continued on to Baltimore where they presented at the joint national conference for ADARA/AMPHL (Deaf Mental Health/Medical Practitioners).

> ACCESS had 35,301 total service contacts (an increase of 13.51%) during the school year and served 2,121 unduplicated students officially established with ACCESS services (an increase of 5%). Accommodated testing services were provided to 1,173 unduplicated students, proctored 4,457 classroom tests, and 475 1-on-1 testers this year by borrowing space from across the campus.

> Despite losing of our only permanent testing space, ACCESS provided accommodated testing services to 1,173 unduplicated students, proctored 4,457 classroom tests, and 475 1-on-1 testers this year by borrowing space from across the campus.

> Puzzle Project had a total of 12 students on the Autism Spectrum participate this year. 75% of the students passed one or more academic classes, 85% of the students completed their academic goal, and 69% of the students passed their social goal.

ACES PROGRAM:

> ACES successfully submitted 2018 Annual Performance Report (APR) to the Department of Education (DOE) on February 2019. ACES met the mandated 2018 objectives (persistence, good academic standing and graduation/transfer):

- 94% of ACES students persisted from Fall 2017 to Fall 2018
- 97% of ACES students were in good academic standing
- 52% of all ACES students from 2017-2018 graduated from Mt. SAC
- 42% of all ACES students from 2017-2018 graduated from Mt. SAC and transferred to a 4-year institution.

> ACES 2019 Transfer Achievement Celebration took place on May 29th, 2019 and 32 ACES students will be transferring to UC/CSU and Private Schools for Fall 2019. Overall ACES has 236 transfers since the inception of the program in August 2010.

> In the summer of 2018, ACES Program led the 4th Annual Summer Science Transfer Bridge Experience. 27 students from various educational equity programs at Mt. SAC: ACES, Arise, Aspire, Bridge, Dream, & Reach, completed one science course: a Physical Geography lecture and lab and one Counseling 7 (Introduction to the Transfer Process). 96% of students successfully passed their science courses during the summer 2018. This is the fourth year that ACES Program has coordinated the Summer Science Transfer Bridge Experience funded by Student Equity and 117 students have benefited from this experience, with an overall success rate of 97% of students passing their science courses in the past four years. This includes a one week stay at UC Santa Barbara where students have the chance to visit Santa Cruz Channel Islands and go kayaking on the island, applying the material they learned during the five weeks of Physical Geography at Mt. SAC.

> On October 12th, 2018 ACES participants were able to gain a better understanding of the transfer process and received financial literacy through the San Diego State University (SDSU) EOP, Financial Aid, and Weber Honors College and Transfer Student Outreach Alliance presentations. Additionally, participants also visited the University of San Diego (USD) campus where they were able to hear about the different resources offered on the private school's campus. The Center for Inclusion and Diversity prepared a presentation for our participants along with conducting a campus tour. Furthermore, on Saturday, October 13th, participants were taken to the University of California, San Diego (UCSD), where they received a campus tour and transfer admissions presentation from the UCSD TRiO Program. Over the weekend, participants were also taken to various cultural outings. Participants were able to gain historic knowledge through the San Diego Harbor Cruise. Additionally, participants had the opportunity to learn about the importance of preserving the rich heritage of Old Town

San Diego. Thus, participants were able to learn what is now considered the “birthplace” of California. Finally, on Sunday, October 14th, participants were taken to one last and very important cultural outing, Chicano Park. Through this cultural outing, participants were able learn about the history and the significance of the park to the surrounding community.

> In order to meet the required services and objectives written for the Mt. San Antonio College TRiO SSS ACES Program; ACES staff members took 8 ACES participants to Circle of Change Leadership Conference from Friday, November 30, 2018 to Sunday, December 1, 2018 at California State University, Dominguez Hills. ACES Peer Mentors/ participants had the opportunity to attend the Circle of Change Leadership Conference as a professional and personal development training. The ACES Program decided to take the ACES Peer Mentors to attend the conference for continuous training in order to best serve our ACES students. The Circle of Change Leadership Experience hosts an annual three-day national leadership conference in Los Angeles, California geared towards helping diverse student leaders discover the leader from within, develop the leadership and professional skills necessary to attain career leadership success, and the inspiration needed to help these incredible student leaders make a positive impact in their community. The conference incorporated many inspirational keynote speakers, leadership coaches, and a set of panelists from 85 top tier companies and organizations. Thus the goals and objectives aligned with the ACES Program such as exposing students to cultural and academic events that are not usually available for many students.

ADMISSIONS & RECORDS:

> The Office of Admissions and Records processed over 54,000 applications and admitted nearly 51,000 students. These applications led to the credit registrations of over 84,200 students. To support these registrations, there were over 12,500 incoming college transcripts processed.

> 3,613 degrees, 752 certificates, and 823 skills certificates were awarded in 2018-2019. 1,272 students participated in the 2019 commencement. This is a 14.6% increase from 2018.

ASSESSMENT:

> Over 6200 students completed the AQ 2 by the end of June 2019. 2921 were 1st time students.
1646 were 1st Mt. SAC transfer students 1089 were continuing students.
326 were returning students 220 were special admit.
33 were unknown.

BRIDGE PROGRAM:

> Increased by 28%, the number of student contacts and use of program services (includes computer usage, printing services, textbook reserves, study area, and study rooms) from 22,509 in 2017-2018 to 28,717 times/contacts in 2018-2019 (duplicated numbers).

> Fall 2018 Bridge students had higher success rates in English 1A (72%) and Math 71 (60.5%) than non-Bridge students, English 1A (69.8%) and Math 71 (52.5%).

> In Spring 2019, held a Professional Networking Dinner which consisted of 1) a workshop on dinner etiquette presented by Richard Hanna, Professor of Culinary Arts and 2) a panel of professionals in various careers who were former Bridge and Mt. SAC alumni. Knowledge of professional dinner etiquette increased from 20% (pre) to 100% (post). Having an understanding of educational paths towards different careers increased from 50% (pre) to 97% (post).

CALWORKS PROGRAM:

> The CalWORKs program served approximately 327 students during the 2018-19 academic year with more than 1,800 contacts by CalWORKs Counselors and Program Specialists.

> CalWORKs Counselors and Program Specialists provided more than 1800 contacts during the 2018-19 academic year.

> 31 CalWORKs students earned their certificate, degree, and/or transferred for 2018-19. Of these students, 24 participated in

the annual EOPS/CARE/CalWORKs End of Year Recognition Ceremony.

> The persistence rate for CalWORKs students from Fall 2018 to Spring 2019 was 93%, with a GPA between 2.0 to 4.0

> CalWORKs tutoring served 64 students for a total of 1,635 hours during 2018-19.

> 33 students were nominated and selected for the 2019 CalWORKs statewide Portraits of Student Success recognition. 6 CalWORKs students were acknowledged and awarded Mt. SAC scholarships. 23 CalWORKs students participated in the CalWORKs Work Study Program earning more than \$54,000 in unsubsidized wages.

COUNSELING DEPARTMENT:

> Over 82,214 students (duplicated) were served in the Counseling Department for counseling appointments, drop-ins, online counseling, and new student orientations.

> In 2018-2019, the Counseling Department completed 17,062 (unduplicated) educational plans with 9,038 abbreviated and 8,024 comprehensive plans.

> In spring 2019, the Counseling Department worked with approximately 2,200 "Close to Completion" students, increasing certificates and degrees by 848 from the year prior. In total, we offered 4,280 certificates and degrees.

DREAM PROGRAM:

> Hired the inaugural DREAM Program Director.

> In-house legal services were offered for the first time beginning in May of 2019 through a contract with the Law Offices of Lizbeth Mateo P.C. 32 students received legal services in the first two months ranging from DACA renewals to Naturalization.

> Coordinated Region 8 AB 540 Meetings with Long Beach City College; Mt. SAC will be hosting the next Region 8 meeting in August 2019.

> Hosted the 1st Annual AB 540 Conference where critical information was provided to high school students, high school educators, parents, current Mt. SAC students and higher education practitioners. Information and workshops included Know Your Rights, AB 540, California Dream Act, Scholarships, Immigration Updates, and Resources for undocumented students at CC/CSU/UC campuses. Approximately 200 people attended the event.

> DREAM Program provided guidance to the CCC Chancellor's Office regarding the implementation of legal services for community colleges.

> Participated in regional meetings as part of the CCC Dreamers Project which resulted a report titled "Strengthening Institutional Practices to Support Undocumented Student Success". This was a partnership between the California Community Colleges, Immigrants Rising, and the Foundation for California Community Colleges. Mt. SAC is featured under promising practices for community and high school outreach.

- 41 students transferred to a 4-year university; a little more than half received Mt. SAC scholarships

- 40 overall students received scholarships

- Collaborated in a Scholarship Marathon event with the Arise Program

- 54 participated in the Honors Program

> Selected to present a webinar for NCORE in October 2019 "Keeping the Dream Alive: A college Wide Approach to Embracing DREAMers" at NCORE--a National Conference on Race and Ethnicity.

> 7 new students were awarded the DREAM.US scholarship, \$101,500, for AY 19-20 and will be attending Mt. SAC;

EOPS/CARE PROGRAM:

- > Approximately 165 EOPS/CARE students earned their certificate, degree, and/or transferred for 2018-19. Of these students, 116 participated in the annual EOPS/CARE/CalWORKs End of Year Recognition Ceremony, the highest number for educational goal completion.
- > The retention rates for EOPS students during the Spring 2018 term was 87.4 % and 86.2 % for non-EOPS students.
- > The success rate for EOPS students during the Spring 2018 term was 74.6% and 70.2% for non-EOPS students.
- > EOPS tutoring served 455 students for a total of 11,928 hours during 2018-19.
- > ?
- > The EOPS/CARE program launched an online application in order to increase access. As a result, it now takes students about 5 –15 minutes to apply.
- > EOPS disbursed a combined \$722,523 to students for book vouchers (\$541,523) and grants (\$149,000).
- > Successfully hired the new FT EOPS/CARE Counselor.
- > Partnered with Soroptimist International, Puente Hills, to co-host the first annual scholarship recognition event for CARE students whom received scholarships. A total of 7 students were selected from various Soroptimist International Clubs.
- > Created a collaborative progress report. Students who are in HSO, DREAM, REACH, ASPIRE, ACES, ARISE, BRIDGE and EOPS are now aware that there only need to submit one program report – not one for each program they are participating in.

FINANCIAL AID, SCHOLARSHIPS and VETERANS PROGRAM:

- > Financial Aid processed 45,000 applications. \$63.1M dollars disbursed through financial aid and scholarships.
- > 660 VA (Veterans Administration) applications processed. \$183K in VA benefits was processed and paid to students directly.
- > Implemented online forms and automated verification process with ProVerify and DocuSign that will speed up the award notification process for students.

HIGH SCHOOL OUTREACH PROGRAM:

- > Of the 1,691 high school students who applied for fall 2018 through the Connect 4 program, 99% completed an assessment, 98% completed an abbreviated educational plan, 91% enrolled in classes, 61% enrolled full-time. Conversely only 25% of non-Connect 4 applicants registered in classes, with only 42% enrolling full time.
- > Close to 600 juniors from the local feeder high schools participated in Juniors' Day.
- > Slightly over 270 seniors from the local feeder high schools participated in Senior Saturday; An additional 180 participants were friends and family.
- > 120 high school administrators and counselors attended the High School Educators' Conference and/or Principals' Breakfast.
- > 70 campus tours were provided to slightly over 3,000 guests ranging from elementary school age to adults.
- > HSO represented Mt. SAC at 42 college fairs.

INTERNATIONAL STUDENT PROGRAM:

- > Developed and launched the International Student Online Application – received 407 applications in the 1st year.
- > SEVIS (Student Exchange Visitor Information System) Recertification was approved.

> The International Student Program (ISP) hosted 583 F-1 visa students.

> ISP collaborated with AMLA – Conversation Circle, ARISE – Explorer Series/Global Pals, ASPIRE – Explorer Series/ Global Pals/ Global Cafe, BRIDGE – Explorer Series/ Global Pals, EOPS – Explorer Series/ Global Pals, PRIDE – On Campus Events, REACH – Explorer Series/ Global Pals, Athletics – Campus Events, Aviation Science – Campus Events/ SI, Career Center – Workshops/ Campus Events, Counseling Services – Workshops/ Campus Events/ SI, Health Center – Campus Events, Hospitality – Campus Events, Humanities Dept – Campus Events/ Global Café, Foundation – CBYX Program, Language Center – Campus Events/ SI, Library – Library Assistant/ Campus Events/ SI, Transfer Center – Workshops/ Campus Events, Writing Center/Writing Tutor/ SI, with over 20 campus clubs.

> A total of 122 students participated in an International Student Program workshop.

> 222 students participated in an ISP led field trip

> 78 students participated in our Global Pals program

> 632 students participated in our Global Café program

> 933 Mt. SAC students participated in events sponsored by the International Student Program, International Education Week, Lunar New Year Celebration, and Welcome Carnival.

> 43 students participated in our Summer Institute program

REACH PROGRAM:

> REACH held its third annual REACH for College Foster Youth Conference, which had 152 high school students and 37 staff in attendance. Los Angeles County Department of Children and Family Services (DCFS), San Bernardino County DCFS, local K-12 school districts and non-profit agencies participated in the event.

> REACH was featured in a report on NPR highlighting the work the program and the campus do to support Foster Youth in college.

> REACH was selected as a host site for AmeriCorps, allowing REACH students to work for the REACH program as part of their work assignment for AmeriCorps and earning up to \$16,000 a year for part time work.

> REACH had 9 students graduate/transfer this academic year.

> A REACH student was elected to be the Student Board Trustee for the 2019-2020 year.

SSEED:

> Workforce Development Conference 2018-2019: Guest speaker: Simon Silva. Over 150 students participated including students from various Student Service programs.

> In 2018-19, 40 SSEED students transferred to a university and 5 SSEED students received their AA degree.

> In 2018-19, 98% of SSEED student attended at least four workshops.

> SSEED student average GPA ranged from 2.5 to 3.5.

STUDENT HEALTH SERVICES:

> Total clinic visits	13,180
> Total Chiropractic visits	1,484
> Total Mental Health sessions	1,553
> Total Medical provider visits	1,279
> Total Nurse visits	8,864
> Health Education and Outreach Contacts	4,084

> Student Health Services (SHS) implemented its first year of funding for the 24-month California Community Colleges Mental

Health Services grant that became effective July 1, 2018. This grant provided many unique programming throughout the year, focusing on vulnerable student populations. In addition, SHS received a mental health support allocation from the Chancellor's Office for \$275,862. These funds increased the delivery of mental health services, trainings and strengthening collaborations with community partnerships.

> Spring 2019 Flex Day Presentation: Depression: February 22, 2019. 152 Faculty and 5 Staff participated.

Student Health Services presented a one campus/one book theme, *Hyperbole and a Half*, a #1 New York Times Bestseller by Allie Brosh, was introduced to faculty at their training day. The topic of the graphic novel focuses on Depression, written in a uniquely humorous way that appeals to college students. A copy of the book was distributed to each faculty member. The book and topic of depression was summarized by a

Student Health Center mental health counselor to provide faculty and staff with valuable information on depression. This presentation was well received and Dr. Seth Meyers, presenter was asked to return for additional trainings.

> Do No Harm Conference: April 5, 2019. 278 Students, 8 Faculty, and 12 Staff participated.

Student Health Center staff collaborated with the students' Caduceus Club and their advisor, Dr. Carmen Rexach, to develop a six-hour conference focusing on suicide education and prevention, depression, and stress management for the members of the Allied Health Department and Programs. The programs that participated were: Associate Degree Registered Nursing, Associate Degree Respiratory Therapy Technology, Associate Degree Radiology Technology, Psychiatric Technician Program, Fire Academy, and Paramedic Program.

STUDENT LIFE:

> Student Conduct developed and implemented online assessment for Discipline Conferences, utilizing Qualtrics.

> Student Life provided 1,034 students leadership training workshops through the Leadership Education and Development program during fall 2018 and spring semester 2019 with 46 students who completed certificates.

> Associated Students implemented an online Volunteer sign-up and tracking system for Associated Students events which totaled 1,455 hours of student volunteer service.

> Student Life and Associated Students revised our Vision and Mission statements, as well as developed Associated Students funding priorities.

> Student Life staff attended eleven professional development trainings in the following subject areas: NASPA Student Affairs Administrators Regional and National development, Title IX Training, Brown Act, First Amendment Training - Speaking Freely and Shouting Fire, Association of Student Conduct Administrators annual conference, California Community College Student Affairs Association student leadership training, American Student Association of Community Colleges student advocacy training, Maxient training, Technology, Education, Assessment, and Management International conference, Housing and Food Insecurities Conference, and Questica budget development training; thereby strengthening our skills and abilities to provide student access and success.

> Associated Students developed a new online budget proposal process.

> Associated Students developed and implemented new cross cultural conversation program for enhancing student diversity education and awareness through three talk-story workshops.

> Associated Students assisted with the successful promotion of voter engagement through voter registration events, Election Day celebration, and supporting the marketing campaign for the passing of Measure GO.

> Student Life Office implemented a patron utilization and Lost & Found item tracking system in September 2018. From this, the Student Life Office provided support services to 5,449 patrons and processed 2,104 lost items. The Student Life Center tracked patron usage beginning July 2018, which resulted in access to recreation and study space for 11,463 patrons.

> Student Life collaborated with IT to implement and/or enhance the Students of Distinction scholarship submission software, Maxient reporting software, and the Club Recognition process/database.

> Student Life facilitated 43 workshops for the campus community to provide training and information to students, faculty, and

staff on the following topics: Behavior and Wellness, Essential Elements of Student Misconduct Reporting, Standards of Conduct, Sexual Misconduct, Power & Privilege, Ethical Decision Making, Character Development, Budget Management, Leading for Change, Recruiting Members & Keeping them Active, Time management & Goal Setting, and How to Get Involved on Campus.

> Student Life Staff provided representation on 16 Campus Wide Committees which includes: Sexual Misconduct and Response Team, Negotiations Team, #MountieMoms Task Force, Student Center Steering Committee, Homelessness and Basic Resource Committee, Mountie Fresh Food Pantry Committee, Mountie Fresh Planning Committee, Commencement Committee, Minority Male Initiative, Mountie Monthly Mentor, Inspiring Women Committee, Students of Distinction Committee, Educators of Distinction Committee, Student Services Boutique, and Great Staff Retreat

STUDENT SERVICES: BASIC NEEDS RESOURCES:

> A full-time Basic Needs Coordinator was hired in May of 2019 to serve as the lead for Mt. SAC's basic needs resource efforts.

> In collaboration with community partner Sowing Seeds for Life; approximately 3,800 bags of food were distributed from September 2018 through June 2019 (January excluded). At approximately 20 pounds per bag, this amounted to 76,000 lbs. of food for Mt. SAC students. We are grateful for the nearly 40 members of the campus community volunteer each month to operate the food pantry.

> A food storage location was secured at the former Short Stop space in Building 67A. This facility will house food and other basic needs supplies for the monthly Mountie Fresh Food Pantry and immediate need situations. The monthly food pantry will re-open for the 2019-20 on September 10 at the 9C Stage area and Patio, but will move to the new outdoor location in front of Building 67A beginning October 8, 2019.

> Awarded a CalFresh Outreach grant through Chico State University's Center for Healthy Communities. The three grant of up to \$65,000 annually is provided to Mt. SAC to promote CalFresh benefits and assist eligible students with the CalFresh application. Ms. Brenda Ricarte is currently serving as the CalFresh Outreach Assistant. Mt. SAC's CalFresh Outreach efforts was given the "Inspiration Award" at the annual statewide training meeting for the level of commitment demonstrated by the CalFresh Outreach team.

> Arranged for LA County Department of Social Services CalFresh eligibility workers to come to Mt. SAC twice a month to assist students with CalFresh applications. Student Health Services has partnered with us to serve as an application location.

> The second annual Mountie Fresh Day was held on April 16 and attended by over 400 members of the Mt. SAC community. The primary focus of the event was to promote and assist students with the CalFresh application, but it also promoted healthy eating and well-being as well as campus and community resources for students with basic needs insecurity.

> Spearheaded by the Homelessness & Basic Resources Committee (HBRC), Mt. SAC was a participant of the national 2018 Hunger and Homelessness Awareness Week campaign. A free screening of "Storied Streets: Reframing the Way We See Homelessness" was offered to the campus community to raise awareness of the homeless crisis in the United States and the "different faces" of our homeless population.

> Mt. SAC participated in The Hope Center's #RealCollege Survey in fall 2018. Statewide, nearly 40,000 students at 57 California Community Colleges participated in the basic needs survey, of which, 2,458 Mt. SAC students participated. The overall basic needs insecurity rates are as follows;

46% reported being food insecure compared to 50% statewide

58% reported being housing insecure compared to 60% statewide

18% reported being homeless compared to 19% statewide

> HBRC collaborated with Phi Theta Kappa for a toiletry supplies and towel drive that yielded hundreds of pounds of supplies that were distributed at the Mountie Fresh Food Pantry.

> Developed a partnership with St. Vincent De Paul group at Sacred Heart Church in Covina for monthly toiletry supply donations that are distributed at the monthly Mountie Fresh Food Pantry.

TRANSFER SERVICES:

> A “Transfer Talk” was facilitated for 136 students who attended the October Mountie Mentor meeting.

> The first annual Transfer Awareness Week took place in fall to showcase and bring awareness to various services provided by the Transfer Center.

> Transfer Services collaborated with student equity programs and EOPS to coordinate Mt. SAC’s participation in College Signing Day at UCLA featuring Michelle Obama. 71 students attended the event which celebrated students being admitted to colleges/universities and pursuing higher education.

> The annual Northern California University Tour was reformatted using a student equity framework. Aside from increasing students’ transfer awareness, the goals of the activity were to validate their experiences, empower them to continue their higher education and build a sense of community among participants in order to promote their college persistence and retention. After surveying the 44 student participants, 95% of them saw themselves studying at one of the universities visited and 100% considered at least one of the campuses to be a good fit for them. When students were asked if they would have been able to afford a trip like this one with lodging, transportation and food accommodations included, 97.4% responded no. Similarly, when they were asked if receiving a sweater was important to them, 90% responded yes, highlighting the fact that it projected a sense of unity among the group.

> Transfer Specialists served as primary advisors and presenters for the Transfer Club on campus attending general and officers meetings on a bi-weekly basis. Through presentations such as Transfer 101, Building a Transfer Success Network, and Transfer Transitions, the club provided 43 active student members with guidance and support to pave their journeys towards a university.

> The third annual Transfer Conference (April 2019) was reformatted to include a weeklong series of workshops and the spring transfer fair. This increased the number of workshops offered and student attendance (198 participants).

A new Transfer Specialist position was approved and hired in spring of 2019.

STUDENT SERVICES CROSS COLLABORATION:

MOUNTIE MENTOR MEETINGS:

> 883 students attended eight Mountie Mentor Meetings, an average attendance of 110 students per session. 111 Mt. SAC employees participated as mentors; 16 mentors on average per month (56% Instruction Division, 44% Student Services Division). The culminating Student Success Conference served close to 130 students. Topics included: Getting Organized for Success, Transfer Success, Budget Management, De-Stress, Movies (BlackKKlansman, Hidden Figures), Self Love and Healthy Relationships, and LatinX student movements.

MINORITY MALE INITIATIVE:

> Noted Latino cartoonist and activist, Lalo Alcaraz, spoke to students about perseverance and shared his art work.

> Author Colson Whitehead, The Underground Railroad, presented to faculty and students.

> Oscar “Oz” Sanchez, an American Paralympian spoke to students about his story as an Olympic athlete and his recovery from a spinal injury.

PROMISE PATHWAYS:

> Developed and designed the first year of the Mt. SAC Promise+Plus Program to serve 1,000 students. This was a collaboration between High School Outreach, Bridge, Counseling, Financial Aid, Marketing, IT, the Library, the Bookstore, and Fiscal Services to launch the new effort effective fall of 2019.

Closing the Loop - Analysis of Progress on College Goals: Student Services Goals Mapped to New College Goals

- **G1 Expand & Support Instruction and Student Services:** expand and support innovation in teaching, learning, support, and management within the College
SS-1 SERVICES: Develop, maintain and improve student support services that are integrated and coordinated to promote student engagement, retention and success.
SS-4 TECHNOLOGY: Use technology more effectively to streamline processes, including monitoring and reporting, and maximize efficiency of administrative and programmatic functions.
- **G2 Fiscal Stability:** Ensure fiscal stability and effective and efficient use of resources
SS-8 FACILITIES/SPACE: Develop space to account for program/department growth, technological trends, and future needs for students and staff.
SS-9 FISCAL RESOURCES: Expand and secure funding for services and staffing to meet the needs of a diverse student population.
- **G3 Expand Professional Development:** Provide professional development that advances the contribution of College personnel in achieving the College mission
SS-5 TRAINING: Utilize and promote available training and create additional opportunities for all employees to develop new knowledge and improve existing skill sets.
- **G4 Sustain Effective Collaboration:** Sustain effective participatory governance and decision-making to ensure that the direction of the College is well informed and collectively implemented
SS-6 POLICIES: Review, update and/or create college board policies, administrative procedures, and departmental protocols to ensure currency, equity, and compliance with state and federal mandates.
SS-7 COLLABORATION: Establish intentional collaboration with internal and external partners and educate the campus community regarding key student issues and concerns, procedures, policies and regulations.
- **G5 Access, Equity and Completion:** Ensure access, equity, and completion of educational goals for all current and future Mt. SAC students
SS-2 STUDENT LEARNING: Provide the most relevant curriculum for workshops, orientations, information sessions and courses to improve student learning and success.
SS-3 RESEARCH: To improve student success and equity, develop and/or enhance data collection, tracking, planning and reporting of data to enhance outcomes, measurement, and informed decision-making processes.
SS-10 COMMUNICATION: Develop and improve communication to increase students' college knowledge of, access to, and engagement with available campus resources and services.

Tracking Conditions and Trends: a. External Conditions Analysis: Student Services

ACCESS AND STUDENT HEALTH SERVICES:

Student demand, and fluctuations in funding continues to affect the Student Access and Health Organization and drives much of the work of the departments within. Continual changes in the Chancellor's Office initiatives, such as SEAP, and Student Success Funding Formula; uncertainties with new funding formula for ACCESS make it difficult to plan and address needs. District funding is needed to meet ACCESS mandates. Student demand continues to grow, though numbers don't always reflect the breadth and depth of the needs of each individual student, the needs continue to grow as needier populations, such as the inmate population, are invited on campus.

Student Health Services were forced to discontinue Chiropractic Services in February 2019. The Chiropractic Program from the California University of Health Services decided to eliminate Mt SAC Student Student Health as one of their clinical rotations. This change has resulted in loss of free chiropractic care for students, including needy athletes at Mt.SAC.

ADMISSIONS AND RECORDS/ASSESSMENT/INTERNATIONAL PROGRAM:

Continued federal/statewide mandates and legislation that will impact who and how Mt. SAC attracts, enrolls, and graduates students. For example, the statewide focus on Assembly Bill 705, Student Centered Funding Formula, Graduation Completion Initiatives, Promise Grants and other requirements continue to for the Admissions and Records Office to be nimble.

COUNSELING/CAREER/TRANSFER/ACES/ASPIRE/BRIDGE/HSO/UPWARD BOUND:

TRIO Programs: The Consolidated Appropriations Act, 2018, Pub.L. 115-141 provided an additional \$60 million to TRIO for a total

FY 2018 appropriation of \$1.01 billion. The U.S. Department of Education was pleased to use these funds to provide a 4.25 % across the board (ATB) increase from 2017 funding levels; ACES is gathering data and working with the grants office to establish a timeline to submit a grant renewal to the Department of Education (DOEd). The grant competition is expected to open late 2019 or early 2020. The ACES Program will be requesting a five-year extension at the current funding level.

Aspire Program: received funding from Student Equity that allowed the Aspire to have more movie/ discussion programs; Aspire is a member of the Umoja Consortium. The Umoja Consortium is a collection of African American student success programs throughout the state of California. Aspire students participate in Umoja activities throughout the academic year including the Annual Umoja conference.

Bridge Program: AB 705 increased placement results into higher level English and math courses. With an understanding that basic skills level English and math would not be where most students would be placing, our Summer Bridge and Fall/Spring Bridge program reflected that change and offered more general education courses and college-level English and math; Guided Pathways Initiative: with a focus on improving the on-boarding process and supporting students to clarify their goals from initial entry to college, Summer Bridge 2019 implemented career exploration curriculum; Student Centered Funding Formula: Includes completion of transfer-level mathematics and English courses within first academic year of enrollment; Bridge focused on supporting students to complete English and math courses during the fall and spring semesters.

Counseling Department: Legislation, AB705: Implementation of Multiple Measures required us to change our New Student Orientation (online), develop a new format (online orientation and MAP workshops), training for counselors on Assessment Questionnaire (AQ), and assigned counselors to be available to address questions, problems, and concerns regarding the AQ.

National and California Pathways Initiative: The Pathways Model is an integrated, institution-wide approach to student success based on intentionally designed, clear, coherent and structured educational experiences informed by available evidence, that guide each student effectively and efficiently from their point of entry through to attainment of high- quality postsecondary credentials and careers with value in the labor market. This has highly impacted the Counseling Department which plays a major role in integrating the Pathways Initiative.

Counseling - Legislation and Funding:

- Student Success and Support Programs (SSSP), Guided Pathways allocation, Promise Grant, Student Equity and Achievement Program (SEAP): Services Counseling continues to address, orientation, career cluster pathways, educational planning, priority registration, probation and dismissal, close to completion, and 100 unit limit requirements. Requires numerous hours of counseling faculty and staff time.
- Plan and participate in the development of equitable funding distribution to Counseling Department needs through SSSP. Gain staffing and faculty for appropriate services.
- Increase the number of students completing certificates, associate degrees, and Associate Degree Transfer (ADT).
- The Summer Transition and Enrichment Program (STEP) or STEP into College as it is commonly known will increase the number of students it serves from 180 in 2018 to as many as 750 in 2019. Open to all students, however, primary focus is on incoming freshman. Incoming freshman that meet the requirements will be eligible for Promise grant funding and resources to assist them during their first semester.
- SEAP -Integrated Plan: Basic Skills, Student Equity, and SSSP model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. Beginning 2019, all funding will be integrated into SEAP funding.

High School Outreach: Technology-High School classrooms have limited new technology, slow internet, blocked internet, and/or computer labs to accommodate the increase of online resources needed when assisting students with their transition to Mt. SAC (e.g. online application workshops, assessment multiple measures survey, my.mtsac account claim, Assessment Test Info Sessions; AQ Online Orientation); Some high school administrators limit class time for community college presentations/visits. They prefer lunch time or after school visits which are least preferred time/method of student interaction for HSO; Increased services/recruitment to our local in district schools by Rio Hondo and Chaffey College (Citrus and Rio Hondo College offer 2 semesters of early registration to their incoming freshmen that participate in their outreach program. We only offer 1 semester); Higher competition for classroom time and student interaction; Students are being instructed by High Schools to select the community college they will attend so that they can only participate in events or workshops for that particular college. For example, students are not allowed to do an early registration program/process for two community colleges simultaneously at the high school; Increase in need of individual student appointments with HSO specialists at the schools and at Mt. SAC due to more sensitive/personal student issues (e.g. deportation, death in the family, mental illness, housing issues, self esteem/self efficacy, lack of parent support, lack of finances for basic necessities); Some high schools prefer that we provide limited

services/visits to their students. This impacts student's level of awareness of resources and their confidence with the transition from high school to college (e.g. Sierra Vista HS, Los Altos HS, Bassett HS, Glendora HS); Some high schools do not want to bus their students to Mt. SAC for multiple events because coordinating and planning of the field trips is challenging. This presents obstacles to students wanting to complete orientation but have challenges providing their own transportation (e.g. Seniors' Day, Connect 4 Testing@Mt. SAC, New Student Orientation)

Upward Bound: Staffing- New Director of TRIO Programs, Victor Rojas was hired on August 2018 to oversee Upward Bound and ACES Program; UB is normally supported with one full-time Coordinator (Nayeli Madero). Starting June 2019, due to Nayeli Madero personal leave, UB was additionally supported with two professional experts to cover her leave (June 2019- August 2019). UB full-time Coordinator position will be posted in hopes of having someone by the end of Fall 2019; Funding. The U.S. Department of Education awarded every TRIO program a 4.5% increase to their award amount.

EOPS, CARE, CalWORKs, & STUDENT LIFE:

CalWORKs:

There are ongoing factors that occur off-campus that impact Mt. SAC's CalWORKs program. With students served by CalWORKs programs at four counties, differences in personnel, processes, and expectations continue to cause confusion for CalWORKs students and staff at Mt. SAC. Also, there is a continuing downward trend in the number of CalWORKs participants statewide. This trend represents a challenge for CalWORKs programs at community colleges that are seeking to increase program participants in order to increase program allocations to effectively support the operational needs of their programs. CalWORKs programs were also notified by the Chancellor's Office this year that federal financial aid award and CCPG award for program participants could no longer be included in the required 1:1 match. This creates a significant and substantial negative impact for CalWORKs programs statewide, so efforts have been made this year to legislative remove the 1:1 match as there are no other categorical programs that are required to provide 1:1 match to qualify for program allocation by the state.

EOPS/CARE:

A new funding formula for EOPS was implemented, but it did not negatively impact Mt. SAC's EOPS/CARE programs during the 2018-19 academic year. A new formula will be implemented during the 2019-2020 academic year. It appears that the revised formula will not negatively impact Mt. SAC's EOPS/CARE programs.

During 2018-19, EOPS/CARE continued to receive funds from SSSP, BSI and SE. For 2019-20, EOPS/CARE have been notified that they can count on the same level of support. However, this may not hold true in 2020-21 due to the categorical consolidation of these funds.

The Chancellor's Office proposed changes that would negatively impact the program during the Spring 2019 semester. The CO proposed to allow programs to count tutoring, workshops and similar services as counseling contacts. They also expressed wanting to provide blank waivers for EOPS Director and Counselor minimum qualifications. Many of the programs spoke against the proposed changes. In response to the suggested changes, Mt. SAC passed a resolution asking Chancellor Eloy Oakley to halt changes to the EOPS Implementing Guidelines. As a result of the advocacy, the Chancellor's Office has stated that they will not be moving forward with the proposed changes.

As a result of the passage of SB 705, Mt. SAC has changed the AQ and students are now able to start off with college level English and Math. While it is too early to determine whether this change will have a positive or negative impact on students, it has impacted the EOPS/CARE Program. First, the EOPS/CARE Counselors have had to remain informed of the changes so that they can provide students with the proper guidance. Second, the EOPS/CARE team has begun to plan for changes in the EOPS/CARE Tutoring Center to ensure that we are meeting the needs of the EOPS/CARE students.

Student Life:

Student Life Office staff worked closely with student leaders to educate students about the Measure Go bond and their right to vote. As a result, the Student Life had to both support the students' creative ideas and event development, while ensuring compliance with the restrictions and allowances of Bond Campaigns.

The second external condition that began in the 17-18 academic year, was the identification of space for use of Lactation rooms. Within this academic year, legislation was passed that required a campus to provide spaces for nursing mother. In response to this law, Student Life staff worked with Facilities Management to identify and start a taskforce to plan and implement the use of lactation rooms.

A third external condition was Faculty contractual rights. This academic year the Student Life Office learned through Faculty

Association, that the College's Grievance Process closely mirrored the Faculty Student Complaint Form. This awareness led to a collaborative meeting between the Student Life Office and Faculty Association, sitting down to review the current Grievance processes that overlapped or were separate from the Faculty negotiated student complaint process.

FINANCIAL AID/SCHOLARSHIPS/VETERANS:

Managers and staff participate in committees, meetings, and training to be apprised of latest regulatory changes and monitor conditions and trends

EQUITY CENTER: ARISE/DREAM/REACH:

ARISE:

Year three of the grant began October 1, 2018. The award amount for the AANAPISI grant was restored to \$350,000.

On May 8, 2019, a revised Assessment Questionnaire was implemented; this will continue to impact course taking patterns, counseling and educational advisement.

DREAM:

AB 134 Provided one time Emergency Aid funding for Dreamers students. This California Law provided 7 million dollars among California Community Colleges to provide emergency aid to students with an identified financial need who are except from paying non-resident tuition. This resulted in 141 of our undocumented students to be awarded this one-time emergency aid. In all we awarded \$51,000 to these students.

SB 68 Extension of both AB 540 and AB 2000. Under this bill, students can qualify for in-state tuition if they attended 3 years of more in a California High School or earn adult school hours, ESL, and Community College

REACH:

In 2016 an additional \$3 million was allocated by the state legislature to supplement funding for the Chafee Education and Training Voucher program. This is the only source of Financial Aid for college dedicated solely for Foster Youth. This increase will mean more Foster Youth will receive the Chafee Grant and will seek services from the REACH program.

AB 595 requires all students who are otherwise eligible for priority enrollment (including foster youth) to complete orientation, assessment and an educational plan in order to gain access to priority enrollment. Priority registration for Foster Youth documentation is primarily done through the REACH program.

AB 669 allows colleges and universities to grant resident status to foster youth under the age of 19 who were residing out of state as a dependent or ward under California's child welfare system. The issue of non-residency has been a common one amongst first-time college Foster Youth students at Mt. SAC.

AB 801 (2016) expanded priority registration and various other benefits received by foster youth to homeless youth as well and mandated the designation of a foster and homeless youth liaison at public college and university campuses. REACH program has served as the unofficial homeless liaison for the college.

SB 906 (2016) removed the sunset clause from priority registration for foster youth (original bill was scheduled to sunset on Jan 1, 2017) and expanded eligibility to include all foster youth who were in foster care after their 16th birthday under the age of 26. AB 1393 requires UCs and CSUs to give foster youth priority for on-campus housing. California community colleges are requested to give priority to foster youth. In addition, CSUs that have student housing open during school breaks are required to give first priority to current and former foster youth. UCs are only required to do so for foster youth who are otherwise eligible for a particular campus housing facility. REACH program has collaborated with Cal Poly Pomona to provide priority housing to Mt. SAC Foster Youth at Cal Poly Pomona Village.

SB 12 (2017) Expands access to financial aid for foster youth by requiring county child welfare agency to identify a person to assist foster youth with applications for postsecondary education and financial aid; streamlining the financial aid verification process for foster youth who apply through FAFSA; and expanding CAFYES from the current level of 10 community college districts to up to 20 districts

8. AB 1567 (2017) Requires community colleges and CSU campuses to provide information to foster youth regarding resources available on campus such as EOPS, CAFYES and EOP.

SB 568: Reducing Homelessness Among California's College Students. This bill, co-authored by Senator Anthony Portantino and Senator Richard Roth, will reduce homelessness among college students in California by establishing housing resources within the Community College and CSU Chancellor's Offices and UC Office of the President and by requiring campuses that receive funding to implement measures to maximize the financial aid received by homeless students and ensure linkage to community-based housing resources.

SB150: Improving Access to the Chafee Grant. This bill will speed up the distribution of Chafee awards by authorizing the

California Student Aid Commission to “overaward” the grant at the beginning of the year, enabling more students to receive funds at the beginning of the year when funds are needed most. The bill would also replace the Chafee grant’s existing Satisfactory Academic Progress (SAP) requirement with one that is more flexible and takes into account the unique circumstances of foster youth. The webinar provided background information that explains the impetus for the legislation, outlined specifically what the bill will do, and walked through the necessary steps required to turn the bill into law.

Tracking Conditions and Trends: b. Internal Conditions Analysis: Student Services

ACCESS AND STUDENT HEALTH SERVICES:

Workload issues caused by external conditions, new staff, resignations, and new facilities create new opportunities to examine services, collaborate with others, and create services in order to remain relevant and useful to the campus community. Staffing changes continue to force departments to take a serious look at student needs and how best to address those needs. Increase in students with mental health concerns and disruptive behaviors on campus has created increased workload, stress, and reports of hostile work environments. Facilities continue to be inadequate to address student demand, especially for ACCESS Accommodated Testing Services. Increasing costs of personnel and the uncertain state funding sources are forcing budgets into the red for ACCESS. However Student Health Services was successful in obtaining an additional half million dollars to address mental health issues on campus.

Curricular changes have occurred in math and English in anticipation of increased student need for support courses due to the recent change in the course placement assessment process. Additionally, some courses at the basic skills level will not longer be offered in the future. It is unknown at this time about where possible gaps may exist with regards to support instruction and/or remedial instruction for students with educational limitations and disabilities.

Student Health Services Assistant Director (Nurse Practitioner) position has remained vacant and unfilled for several years. In the external environment of Southern California, Family and Adult Nurse Practitioners are in high demand. Due to the increased student mental health needs and crises, SHS is proposing to hire an Assistant Director with Behavioral Health licensing, instead of a Nurse Practitioner.

ADMISSIONS & RECORDS/ASSESSMENT/INTERNATIONAL PROGRAM:

The unit was fortunate enough to have received funding to hire an additional Evaluator to help award additional degrees focusing on helping those students who might have previously been denied receive degrees. As part of this campuswide initiative A&R worked very closely with IT and others to develop a more robust auto-petition process that has led to the awarding of more student degrees and certificates.

The Assessment and Matriculation department had also worked with the math faculty to create the Math Success Lab aimed at both preparing for and supplementing Math courses. However, due to limited support for the math success lab, the facility closed during Summer 2019.

F-1 students are not currently eligible for priority registration. This limits their ability to obtain 12 units of credit which is needed to maintain status while a foreign students. This inability for students to have priority registration means that new arrival F-1 students are required to physical report to campus and attend orientation up to 30 days prior to their program start date. This early entry date means less time for students to obtain an F-1 visa.

COUNSELING/CAREER/TRANSFER/ACES/ASPIRE/BRIDGE/HSO/UPWARD BOUND:

TRIO Programs: The Consolidated Appropriations Act, 2018, Pub.L. 115-141 provided an additional \$60 million to TRIO for a total FY 2018 appropriation of \$1.01 billion. The U.S. Department of Education was pleased to use these funds to provide a 4.25 % across the board (ATB) increase from 2017 funding levels; ACES is gathering data and working with the grants office to establish a timeline to submit a grant renewal to the Department of Education (DOEd). The grant competition is expected to open late 2019 or early 2020. The ACES Program will be requesting a five-year extension at the current funding level.

Aspire: Staffing challenges/issues impacted the Aspire Program with services, events, and activities; Lack of Program only facilities - The Aspire Program has moved three times in the last few years. The program moved into the new Equity Center in 2018-19. The Equity Center is shared by four programs. Many continuing Aspire students have expressed some un-comfortability in the space, and have sought to have contact with staff outside of the Equity Center. Having an Aspire only space would

contribute in-person contact; Due to lack of staffing, Aspire is not able to proactively monitor student performance. There is a need to closely monitor students' attendance, classroom conduct, class assignments, and submission of progress reports in order to intervene and direct students to appropriate campus resource(s) to increase academic success; Aspire will continue to research programs designed with intrusive monitoring models to create and implement a program approach that more closely monitors students; Aspire is working with Student Services Minority Male Initiative (MMI). The MMI effort can greatly impact Aspire Program participants; Aspire Program did not hire the Administrative Assistant which negatively impacted Aspire Program services. The Aspire Program had two unsuccessful searches for the Student Services Program Specialist II. The Aspire Program operated the entire year without the program specialist position.

Bridge Program: With the implementation of AB705 assessment and placement - fewer students will require basic skills courses which impacts the courses offered in Summer Bridge. The Fall and Spring Bridge Programs reflected this change and offered more college-level English and math courses; Increase in follow up services to Summer Bridge 2019 applicants and participants: In an effort to ensure that applicants completed the necessary steps to qualify for the Summer Bridge Program, Bridge staff hosted 4 on-campus Information Sessions, coordinated phone banking to applicants, and sent email reminders. In addition, once students were accepted into the Summer Bridge Program, more follow up was necessary to remind and help students apply for Summer 2019 admission term, complete the revised AQ, complete the Promise Plus application, and follow up on FAFSA/CA Dream Act applications (2018-2019 & 2019-2020).

Summer Bridge students must complete two financial aid applications because summer term is part of the current academic year financial aid process. There has been a noticeable increase in follow up services over the last couple of years; Low number of African American students: the number of African American students who participate in Summer Bridge continues to be low. In Summer 2019, only 7 African American students participated. These numbers are consistent with past years data; in Summer 2018, 7 participated. The Summer Bridge Program must enhance the diversity of the students who participate and increase the number of African American students who apply to Summer Bridge; Limited Facilities: There are only two large on-campus venues that can accommodate up to 400 people for program events (Bldg 13-1700 & the Sophia Clarke Theater). The format of the SB community class (LCOM 80) is interactive, engaging, and collaborative (group work). Only 9C-Stage is able to accommodate the LCOM course (round tables) but with a capacity of 120-125 students. The limited facilities for both program events and LCOM courses therefore, impacts the ability for the program to grow and serve more students; Limitations on Tutors and Classrooms: There are a limited number of tutors (ASAC & WC) available to meet the demand of Bridge and other programs therefore some of our Bridge LC's did not have a tutor assigned. In addition, limitations on classroom availability to hold tutoring sessions impacted the tutors ability to hold sessions. Bridge was able to host SI sessions in the large study room inside the Bridge area (max capacity: 8 -10 students) but the demand was larger than the room capacity (there were about 15 students in attendance).

Counseling Department: Facilities: Minimal offices available for full-time counselors, adjunct counselors, and staff to maintain adequate coverage. In addition, large-classroom space for orientations (MAP Workshops) to better serve students during breakout sessions. This also addresses the Pathways Initiative through major/career clusters; Faculty Resources: Increase in MAP workshop offerings due to new legislative and district mandates decreasing counselor/advisor availability for continuing students; Appropriate Classified Staffing: Hire appropriate staffing for demands and needs of institutional mission, state and national legislation, and trends. The lack of support in classified staff negatively impacts our services (i.e. NSO, Probation, 100 unit appeals, dual enrollment) and high demand during peak periods. The lack of support impacts staff morale, reporting, and accuracy & efficiency. Due to the significant number of meetings both the Dean and Associate Dean participate in, there is a need for a Director of Counseling services to oversee the day-to-day operations, delegate tasks such as scheduling workshops for MAPs, probation, dismissal, reinstatement, special admit, undecided, Counselor On the Go, STEP registration, and other events, as well as be available to go to in case of emergencies; The Pathways Initiative has highly impacted the Counseling Department which plays a major role in integrating the Pathways Initiative. A dedicated faculty counselor was assigned 60% to address Guided Pathways implementation and on-boarding. In addition, the Pathways Initiative has impacted Career related resources and needs (i.e. career assessments, interpretation, career & job placement software); Dual Enrollment: This program allows high school students to enroll in college courses for credit prior to high school graduation. The Counseling Department supports dual enrollment in three majors areas: (1) processes forms and documents; (2) reviews & approves clearances; and (3) schedules and conducts Information Sessions; Time and Effort: Length of time to obtain counseling/advising appointments, particularly during registration periods; Student/Counselor Ratio: The Counseling Department is not meeting state/national recommendations regarding the student/counselor ratio for reasonable services. The disparity impacts student success, service, and student satisfaction; Demographics: Growing change of student demographics continue to impact the Counseling Department through cultural, linguistic, and diversity trends; The Academic Support Program for Student Athletes serves over 1,700 under-represented and educationally disadvantaged students (including grey shirts, red shirts, and basic skills students utilizing the WIN) making it difficult to provide comprehensive services regarding counseling, interventions, and follow up.

High School Outreach: Communication between Counseling and HSO needs improvement. The Counseling Department with

consultation of HSO staff changed the New Student Orientation to only an online option. Our high school partners have expressed confusion and frustration with our ever changing enrollment process in regards to orientation format. This confused the schools and students; Implementation of Assessment Questionnaire (AQ) in May 2018. We had already tested over 1,500 students that were then communicated to "re-take" the revised AQ. We had to go back and change the process. This confused the schools and students; Open and Limited office work space that makes it uncomfortable for students and/or families meeting with the specialists. Additional challenges include safe and organized storing of marketing materials, event materials, and promotional items; HSO Marketing Budget: HSO does not have a marketing general funds budget to print multiple brochures that highlight the campus at college/career/community fairs, local schools, libraries, etc.; Signage is an issue in our space because the Student Services Information Sign is much larger than the High School Outreach sign. Students and/or families, high school partners wanting to meet with the outreach staff experience difficulty finding our department; The MAP workshops and online orientation provide limited instructions on how to register for classes; Implementation of Promise+Plus program began in March 2018, late for the High School academic year.

EOPS, CARE, CalWORKs, & STUDENT LIFE:

CalWORKs:

The CalWORKs office continues to lack adequate confidential workspace for adjunct counseling. The program currently has one full-time counselor and in order to effectively meet the academic and county service delivery needs of CalWORKs students, additional counseling support is needed. While the adjunct counselor for the program has a semi- confidential cubicle space, the program has requested for remodeling of existing space to increase capacity for counseling to ensure the program can grow to meet the demands of students. Also, the front counter staff is serviced by one part-time administrative specialist and hourly staff to fill consistent gaps in front counter coverage. Since the administrative specialist also has additional administrative support responsibilities, there are greater instances of gaps in coverage. An over reliance on hourly staff for front counter coverage can lead to inconsistency of information and services to CalWORKs students, so this is a staffing matter that needs to be addressed to effectively support students and staff. The CalWORKs department also lacks an administrative assistant position to provide a variety of higher-level administrative support to the assigned manager, professional staff, and faculty. Currently, the CalWORKs department is reliant upon support from other areas (e.g., general counseling and Dean of Student Services office) that have administrative specialists to perform complex administrative duties.

EOPS/CARE:

Launched an online application in Spring 2019. While they are still working on fixing some of the glitches, the process for students to apply is much easier. The program expects to get an increase number of applications during the 2019-20 academic year. There continues to be a lack of adequate space, which impacts the quality of services provided by the program. Services impacted includes counseling, tutoring, and peer advising services. A facilities request to remodel some of the areas in the department has been submitted. There also continues to be a need for EOPS and CARE to seek assistance with IT to better utilize existing technology, including APEX, to increase efficiencies with the operations of the department.

Student Life:

With regards to internal conditions, the Student Life Office physical location serves as the home of to the Dean, Student Services. The Dean, SS provides leadership for the emerging trend of Basic Needs support for our students. The Basic Needs support program continues to grow and the Student Life staff provides direct support to students who are referred. This support service has required frequent training and adaptations to both Student Life front counter and the Student Life Center front counter. The specific adaptations have been training and in certain instances, advisement to students in need. Additionally, a promotion of a half-time Student Life employee to a full-time Dean's ASC IV position resulted in office reconfiguration of department breakroom/storage space to alternate locations within the office to create a new private office space.

Next, the Student Life Office learned through student grievance meetings, that a separate faculty complaint form through the Faculty Contract was an avenue that was available and promoted by department chairs. During grievance meetings with students, we received communication that the Level I process that our office provides was already done similar or exact replication with a different faculty contract document. This trend of students communicating a faculty complaint form, led to a consultation meeting with Faculty Senate to review and compare both documents. As a result of this trend and meeting, the Student Life Office has now adapted the initial meeting with students to specifically cover the purview of our document and we provide resource information to the Faculty Complaint Form during our meeting. Additional meetings with Faculty Senate are recommended to ensure delineation of accurate oversight between the Grievance and Complaint processes.

The Associated Students organization has seen an increase in diversity composition as well as an increase in social justice advocacy perspectives. This growth in diversity of skills, abilities, and cultural backgrounds led to two unique changes within Associated Students. The first was the impact of ACCESS students on Senate or attending A.S. events which resulted in the

incorporation of interpreters, resource meetings, and the increased awareness & cultural sensitivity of our A.S. Officers. Specifically, A.S. officers became more aware of universal design for meetings, marketing, and event programs. Deaf and hard of hearing interpreters were utilized throughout the year and resource meetings with Access student counselors were conducted to ensure that the A.S. events were providing appropriate learning opportunities that met the needs of all student participants. The second impact of the increased diversity and social justice advocacy perspectives of the leaders resulted in the change of the Cross Cultural Senator's programming. Previously, A.S. held a Cultural Fair that merely replicated Join-A-Club for cultural clubs and held talent shows from cultural clubs. Student leaders discussed cultural appropriation, intent vs. impact, and established goals that sought to educate and provide forums for students to express concerns from cross-cultural perspectives. The development of the Cross Cultural Conversations program provided three learning dialogues during the spring semester and became a permanent change in the Associated Students cultural programming. Lastly, Associated Students organization vocalized the need to focus their funds in areas that they felt had meaning and value. A.S. assigned an internal task force made up of representatives from each branch of government. The product that resulted was a revision of the Associated Students Vision and Mission statements and the development of A.S. Priorities that would guide internal and external funding sponsorships.

FINANCIAL AID/SCHOLARSHIPS/VETERANS:

Managers and staff participate in committees, meetings, and training to be apprised of latest regulatory changes and monitor conditions and trends.

EQUITY CENTER: ARISE/DREAM/REACH:

ARISE:

As of the end of Fall 2018, our program along with Aspire, Dream, and REACH (foster youth) moved into the Equity Center (Bldg. 16E).

DREAM:

With the restructuring of the program, and potential growth of students served, a FT SSPSII is needed.

A holistic wraparound approach to counseling is crucial with the population of students served in REACH, and the Equity Center, thus requiring the services of a FT Social Worker.

REACH:

Increase in Foster Youth students, therefore increase in demand for assistance and services.

Increase in Foster Youth students usage of the REACH office; increase engagement.

Increase in our Foster Youth population by providing outreach/inreach; provide year-round activities.

Increase in outside referrals of Foster Youth Students from DCFS and High School Districts.

Collaboration with Career and transfer services in order to provide a smooth transition to transferring Foster Youth students.

Collaboration is being done with several Housing programs to offer local housing options to Foster Youth students attending Mt. SAC.

Increase collaboration with other Mt. SAC special programs such as ACES, Aspire, DREAM and Bridge.

Increase retention and persistence with REACH students by providing incentives and additional life skills support.

Increase workshops designed specifically for incoming Foster Youth students.

The program currently has no full-time counselor and in order to effectively meet the academic and holistic service needs of REACH students, a FT counselor is needed.

A holistic wraparound approach to counseling is crucial with the population of students served in REACH, and the Equity Center, thus requiring the services of a FT Social Worker.

Tracking Conditions and Trends: d. Critical Decisions Analysis: Student Services

ACCESS AND STUDENT HEALTH SERVICES:

Hiring a Case Manager/Coordinator for Behavior Wellness Team will be a high profile position, and critical to the campus initiative on student wellness and success.

Increase Mt. SAC Student Access to Dental and Vision Services In June 2019, Mt SAC will enter into an agreement with the Buddhist Tzu Chi Foundation, to offer free dental and vision services to Mt. SAC students. This foundation will provide services via monthly mobile units on campus. The dental unit will offer a free examination by a dentist, dental hygiene and minor dental treatments, including fillings. The mobile unit for vision care will offer a free examination by a Optometrist and free glasses. One

of the shared goals of the Foundation and Student Health is to provide one large clinic without walls on campus per year. This clinic will offer medical, dental, vision and acupuncture care to a large population of students, including noncredit, ESL and Adult Education. As an example, this clinic will have 24 dental chairs, which will provide dental services up to 300 students.

Certified Medi-Cal Provider SHS will pursue becoming a Certified Medi-Cal Provider to bring additional funding resources. As a Medi-Cal Provider, SHS will be able to bill for certain services, compensating for unpaid student health fees which the unit is currently dependent on for its budget. Although the process is lengthy and cumbersome, requiring many levels of approval, it will place SHS in a better financial position for the long-term as salaries continue to increase.

ADMISSIONS & RECORDS/ASSESSMENT/INTERNATIONAL PROGRAM:

Continued improvement and expansion of the auto-awarding of degree and certificates.

International Students - Student Support Services Development of an online application

Increase in Student Programming: The ISP launched Global Cafe, Brown Bag Workshops, Summer Institute, Global Pals, and Explorer Series.

Approval of Agent Contract Participation in overseas recruitment

Assessment:

The revision of the AQ and the implementation of AQ 2.

COUNSELING/CAREER/TRANSFER/ACES/ASPIRE/BRIDGE/HSO/UPWARD BOUND:

ACES Program: repurchased Lacai for the 2018-2019 academic year as the database for student management and tracking. The program continues to use this database and has been implemented since the Fall 2018 semester. ACES is currently working with Lacai to maximize the programs potential in order to maximize work efficiency, productivity, and accuracy; Since January 2017, the Counselor/ Coordinator (Diana Felix) salary and benefits continues to be funded by SSSP funding instead of the ACES federal grant funds which allows the program to offer more services and experiences to ACES participants; The ACES program has greatly benefited from the new full-time TRIO Director and ACES Program Specialist. With the new additions, it has allowed for the program to refocus in assuring the program is in federal compliance through the revamped recruitment and application process, the newly implemented student handbook which includes policies, procedures, and expectations. Additionally, we are ensuring participant files are up-to-date and in compliance with federal requirements.

Aspire Program: Aspire will continue suspension of the Mentor Program until the program has enough staff to provide service; MMI was released from Director of Aspire Program, Clarence Banks to further develop the Aspire Program, participants, services, and activities.

Bridge Program: Summer Bridge 2019 Refocus on Courses Offered: In Summer 2018, Summer Bridge offered a combination of English, math, speech, and literature courses. For English, only English 1A and 1A/80 combinations were offered. For Math, we continued to offer basic skills courses such as Math 50 and 51. Based on the success rates of the English and math courses (English 1A and Math 51 were lower than previous years and lower than the comparison group; Math 50 was also lower than previous years and 1% higher than the comparison group), we decided to not offer English and math in the summer but to refocus the courses that we offered to general education courses. The literature and speech courses offered in summer 2018 had higher success rates than the comparison group which gave us an indication that students would do well in general education courses. Thus for summer 2019, our schedule reflected only general education courses. To support Guided Pathways, for Summer 2019, we incorporated COUN 51 (Intro to Career Exploration) to review from the on-set, the guided pathways available at Mt. SAC. The COUN 51 course also included career assessments and educational planning; Fall/Spring Bridge Programs: The AQ increased the number of students who begin in college level English and math courses. To align with the new results of the AQ, Fall and Spring Bridge Programs increased the number of college-level and transfer-level English and math courses.

Counseling Department: Facilities: Due to the lack of space for a central-Counseling Department we have Counselors and support staff in another facility which has affected the day-to-day service and operations provided by the Counseling Department. As the department will gain another temporary facility for counselors and MAP workshops, the demands of staffing all areas are further complicated; Adjunct Counselors: There are very few offices available to adjunct counselors. This prohibits our ability to utilize them appropriately and restricts us from providing better service and coverage. Legislation, AB705 - Multiple Measures has changed our service to students at the point of entry, which include online orientation, MAP workshops, assessment questionnaire (AQ), assisting with placement, and answering questions on a drop-in basis; Pathways: Counseling has

had three counselors with reassigned time participate in the statewide Guided Pathways initiative. The three counselors were instrumental in working on three different areas of guided pathways, the point of entry/on-boarding process, MAPping of programs, and faculty professional development to provide campus-wide equity-minded programs and services for students. This has highly impacted the time and

effort required by the faculty counselors (i.e. national and local conferences, faculty meetings) taking time away from efforts including SSSP functions and general counseling services. Our online new student orientation and MAP workshops have been developed to support the efforts of student equity and the career pathways on-boarding process; Dual Enrollment and Early College Program: implementation with minimal staff has been a major issue. The vacancy of the Associate Dean of Counseling and transfer of a program specialist has greatly impacted the efficacy of the program. It has also impacted other areas including, High School Outreach, Counseling, and Assessment.

Upward Bound: UB repurchased Lacai for the 2018-2019 academic year as the database for student management and tracking. The program continues to use this database and has been implemented since the Fall 2018 semester. UB is currently working with Lacai to maximize the programs potential in order to maximize work efficiency, productivity, and accuracy; TRIO Director and UB Academic Advisor had to take a bigger role to compensate for the absence of the UB Coordinator.

EOPS, CARE, CalWORKs, & STUDENT LIFE:

CalWORKs:

Documenting and tracking students' progress continues to be a priority in order to capture retention, success, and performance. In addition to APEX and other operating systems, the CalWORKs staff developed a tracking sheet to assist with case management and monitor student performance.

EOPS/CARE:

Created and launched an online application for Mt. SAC students to apply to EOPS. While this has made it very easy for students to apply to the EOPS program, it has caused an increase in workload for the team member that process applications. This resulted in the EOPS/CARE Department accepting students after the normal application window. In lieu of the book voucher, students who were admitted too late to use the book voucher received a grant.

EOPS/CARE moved from 30-minute counseling appointments to 45 minute for the 1st counseling contact. While we have received great feedback from both the counselors and the students, it has made it difficult to serve more students. In order to serve more students, the EOPS/CARE department introduced group counseling workshops. Over 300 students completed their 3rd counseling contact in this manner. Students reported benefiting from the group counseling workshops. Topics included. Preparing for Transfer, CSU & UC applications, Preparing for Finals.

EOPS/CARE began counting the DREAM counseling contacts done by DREAM US Scholars to reduce the barriers for students to participate in both programs. The DREAM Coordinator and EOPS Director met twice a semester to ensure that the DREAM US Scholars' needs were being met by both programs.

Student Life:

The following decisions were made for Student Life staff: Off-site summer training for Associated Student Leaders for all branches of Government, include all Associated Students Advisors and administrative assistants in student training and professional staff training, increased professional development opportunities for all Student Life staff to ensure proper training, and develop service tracking sheet for Student Life Office and Student Life Center.

FINANCIAL AID/SCHOLARSHIPS/VETERANS:

Managers along with staff identify critical decision points based on conditions and trends. Will conduct research, analysis and reporting to ensure all stakeholders are included in each decision points.

EQUITY CENTER: ARISE/DREAM/REACH:

DREAM Coordinator was converted to a full-time Director position.

REACH program applied and successfully obtained a \$30,000 grant from the Pritzker foundation for a second year.

REACH Program Coordinator was converted into a full-time Director position.

REACH was assigned counseling hours from Jesse Lopez, full-time counseling faculty starting Fall 2018. Previously to this

assignment, REACH only had Adjunct Counselors assigned to the program. REACH program was chosen as a host site for the TAY AmeriCorps and will have 2 AmeriCorps volunteers placed at the REACH program in 2019. In addition, REACH will host AmeriCorps training for 2019.

Tracking Conditions and Trends: e. Progress on Outcomes Analysis: Student Services

COUNSELING/CAREER/TRANSFER/ACES/ASPIRE/BRIDGE/HSO/UPWARD BOUND:

ACES Program: fostered an atmosphere of cooperation and collaboration with the following programs/services; Global Opportunities (GO) Study Abroad office to jointly encourage, assist, and advise ACES students to apply to the Gilman National Scholarship (\$2,500-5,000); Financial Aid and Admissions office assisted the ACES Program in completing the 2017-2018 Annual Performance Report (APR) by providing student academic and financial records; ASPIRE, ARISE, Bridge, Counseling, DREAM, REACH, Transfer Center, student clubs and organizations, and faculty through in-class presentations to promote the 2019 Summer Science Transfer Experience.

Aspire Program: Aspire collaborated with the Minority Male Initiative to take a group of students to the A2MEND Conference. Students were able to participate in workshops and presentations by professors and speakers nationally renowned in the field of education and African American Male Achievement; Aspire collaborated with the STEM Center and the Mountie Mentor Program to host a program that brought Women of Color in STEM Professionals to campus to meet, and discuss with students the opportunities in STEM. There are few African American students participating in STEM majors and STEM activities on campus. It is important to expose African American to role their ancestors have played in STEM achievement; Aspire increased the number of events and workshops for Aspire and African American students from 2015-16; Aspire took a group of students to the Umoja Conference. Students were exposed to 4-year universities, as well as cultural workshops and activities. Many students were able to apply up to 40 Historically Black Colleges and Universities for free as a result of attending the conference; Aspire collaborated with the Student Health Center to bring a Black female LCSW to moderate the Souls of Black Girls documentary and discussion to Aspire students. This was the program's first program addressing the mental health needs of Black women on campus; Aspire collaborated with the English Department to provide context for the Theatrical Play and Dance theater events; Aspire collaborated with the Counseling Department to provide Indaba to Aspire students. Indaba are meetings where students can discuss culture, identity, current events, personal development, and experiences facilitated by a Counseling Faculty member; Aspire collaborated with the Student Health Center to have mental health small group discussions led by a Black therapist on staff in the Student Health Center.

Bridge Program: Collaboration with Mountie Mentor for Latinx themed event; Participated in several outreach and recruitment events, HSO Educator's Conference (SB Presentation), Junior's Day & Senior Saturday, and ACCESS event; Participated in Counselor Day; Collaborated with Dream Program and RAICES for documentary screening and discussion (ROCIO movie); In collaboration with several student equity programs, participated in joint events (university tour, cultural events).

Counseling Department: Adjunct Counselor Training: Provide monthly training during primary terms and annual evaluations; Dual Enrollment expansion and Early College High School have increased our cooperation and collaboration with our local high schools and districts; Mt. SAC Early College Academy (MECA): Hired 2 adjunct counselors to work with MECA students regarding their college courses. Met with principal to discuss standards of practice and facilities and technology needs of counselors; Counselor Liaison: Continue to develop partnerships to address relationships among faculty via Instruction and Student Services; School of Continuing Education (SCE) Counselors: Worked with administration to improve relationship and collaboration with SCE counseling faculty and bring the discipline together; Pathways: Increased faculty relationship through course mapping for degree completion. Counselors and instruction faculty worked together to develop career and degree pathways; AB705: Counselors collaborated with math, English, AMLA, and Read faculty to improve the AQ and develop a more robust AQ2 that would assist students in choosing math, English or AMLA, and Read courses to meet their educational goal; Increased counselor presence in Athletics, Aspire, Arise, ACES, DREAM, Dual Enrollment, Honors, International Students, REACH, STEM Center, TERC Lab, and other instruction departments.

High School Outreach: High School Educators' Conference 18-19: 96 high school counselors, career techs, instructors, and special education coordinators attended. 96% of attendees surveyed indicated "the information presented in this conference will help me as I help students transition to Mt. SAC". 96% felt the information presented was applicable to the issues they faced in helping students transition to college; 95% were more aware of resources and programs available to students at Mt. SAC. 96% indicated that they would recommend the conference to colleagues; Continued strong Campus Partnerships: DREAM, Financial Aid (Cash for College), REACH, Bridge recruitment and event participation, Financial Literacy planning, Student Life-New Student Welcome planning, DSPS- Planning for College event planning, EOPS recruitment, Marketing (web development and marketing

materials), Student Life-New Student Welcome, Assessment Center-Dual Enrollment Assessment coordination, In-Reach Services-New Student Welcome, Campus Info booth coordination; HSO Staff training from other departments: Career & Transfer Ctr., STEM Ctr., Fire Tech Program, Honors Program, Athletics, DSPS, Tutoring Centers, Financial Aid, EOPS, International Students; All HSO events include participation from Student Services Division and Instruction Division via workshops/presentations, tours of instructional areas, and resource fairs; Incorporation of family and friends (caretaker) component of Senior Saturday.

Upward Bound: This year UB was very intentional in recruiting UB students. We implemented a new strategic recruitment plan to ensure students have the proper guidance before starting their high school journey. Therefore, we established collaborative recruitment efforts with Sparks Middle School and Cortez Elementary Pre-K to 8th Grades. We successfully recruited over 25 rising ninth graders to participate in the UB Program starting Summer of 2019.

EOPS, CARE, CalWORKs, & STUDENT LIFE:

Each unit is making progress towards achieving their programmatic outcomes. CalWORKs is mainly focused on a service area outcome such improving and increasing recruitment activities in order to increase program participants, which has seen a significant decrease statewide over the last several years. Other outcomes include increased completion of educational goals. EOPS has been increasing its program participants over the last several years in order to meet the high demand for the program. With the addition of a fourth full-time counselor, EOPS and CARE will continue to provide the academic support services students in the program need to complete their educational goals. Student Life has seen increases in student traffic at the main office and with students that undergo the student conduct process. The Student Life team is also continuing to develop strategies to assist student club advisers and student government leaders with executing their respective roles to support students. Student Life has also organized a process for off-campus free- speech groups to ensure as orderly a process as possible to ensure their safety and to maintain a productive educational environment for the campus community.

FINANCIAL AID/SCHOLARSHIPS/VETERANS:

Managers and coordinators participate in program planning and report program results on a quarterly or annual basis. We also continuous report out within our department and division of our ongoing unit goals.

2017-18

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Summary of Notable Achievements: ACCESS

- Disabled Student Programs & Services (DSPS) changed its name to Accessibility Resource Centers for Students (ACCESS)
- ACCESS coordinated with community agencies, Kinesiology and Athletics, President's Office, Event Services, and Associated Students to host the third annual Disability Athletics Faire. Five hundred community members participated in the event.
- The Accessible Technology Center provided assistive technology and academic strategies instruction to 823 ACCESS and Veteran students, a 35.58% increase from 2016-17. Of the 823 students served, 200 (24.3%) were veterans, or 24.22% increase from 2016-17.

ACES

- 91% of ACES students persisted from Fall 2016 to Fall 2017
- 97% of ACES students were in good academic standing
- 37 ACES students (26%) will be transferring to UC/CSU and Private Schools for fall 2018. Overall ACES has 204 transfers since the inception of the program in August 2010.

Arise

- The Arise Program grew by 85% from the Spring of 2017 to a total of 588 students
- 93% of Arise students have completed an educational plan (MAP). Arise students have earned an average GPA of 2.81.
- 36 students graduated and/or transferred to the UC, CSU, private and out-of-state institutions, which includes student-athletes on full- scholarship to colleges such as UC Berkeley, the University of North Texas, the University of Buffalo and New Mexico State.
- 200 students, staff and family members participated In the Arise-sponsored celebration of Asian American Pacific Islander Heritage month (May). Students and community members shared their culture through digital storytelling,

performances in dance, singing, and cultural demonstrations.

- Mt. SAC's Arise program continues to be a point of contact for networking and collaboration between all AANAPISI grant-funded colleges across the United States and trust territories.

Aspire

- 21 Aspire students graduated in 2018 with 6 Aspire students to attend the University of California, 4 to attend the CSU, 3 to attend private colleges.
- The Aspire Program students attended the Umoja Conference in Fall 2017 and the A2MEND Conference in Spring 2018.
- More than 200 students, faculty, staff and administrators participated in the Black History Month Luncheon.
- More than 100 students participated in Aspire movie-discussion programs.
- The Aspire Program had 1,806 student contacts during the school year.
- At the end of Spring 2018, the Aspire Program has 37 male students with a cumulative GPA of 2.8 or higher.

Bridge Program

- The Summer Bridge 2017 program had its largest class to date with 479 first time first year students.
- Summer Bridge students' overall success rate was 91%. The highest course success rates were in Speech 1A (100%), English 67 (93%), and Math 51 (95%). 97% of Summer Bridge students persisted to the Fall 2017.
- The Bridge Program sponsored an overnight university transfer experience to Cal State L.A. and UCLA during the Spring semester for 36 students including the UCLA STOMP (Student Transfer Outreach and Mentor Program) Conference. Based on pre and post surveys, knowledge of transfer requirements increased from 19% to 86% and knowledge of university campus resources and support programs increased from 11% to 83%.

CalWORKs

- Contract negotiations between Los Angeles County area community college CalWORKs programs and Department of Public Social Services were successfully completed. Mt. SAC will receive an annual allocation of \$127,000 from this contract for the next three years.
- Eleven students were nominated and selected for the 2018 CalWORKs statewide Portraits of Student Success recognition.

Counseling

- In 2017-2018, the Counseling Center served over 61,042 students (i.e. counseling appointments, drop-ins, online counseling, and orientations).
- In 2017-2018, the Counseling Department completed 14,578 (unduplicated) educational plans with students both abbreviated (8,089) and comprehensive (6,489).

Dream Program

- Through collaboration with community agencies, legal advice and assistance to undocumented students applying for DACA renewal, including access to financial assistance to cover the \$495 renewal fee, were provided by the Korean Resource Center (KRC) and the National Immigration Law Center (NILC).
- The Dream program assisted students in accessing one-time funds available through AB 134 Emergency Aid. 99 Dream students received approximately \$914 each for a total of \$90,500.
- The number of the California Dream Act applicants increased to 1,047, with 190 Dream students receiving the Cal Grant and 1,361 receiving the BOG Fee Waiver.
- 35 Dream students transferred with an average GPA of 3.17; 9 students will be attending a UC, two private universities, one out of state, and the rest will be attending a CSU
- 5 students attained a GPA of 3.75 or higher with one 4.00 GPA; 15% achieved a GPA of 3.50 or higher; 65% achieved a GPA over 3.00
- Upon providing hours of assistance, 15 undocumented graduating high school students were recipients of the Dream. US Scholarship, receiving \$217,500 in scholarship money, which provides \$14,500 to graduating high school students to attend Mt. SAC and \$29,000 to students that will transfer.

EOPS/CARE

- The EOPS program served 1,384 students during the 2017-2018 academic year.
- EOPS Counselors conducted a total of 4,646 individual appointments during the 2017-2018 academic year in addition to 1,714 drop in sessions.
- 161 EOPS/CARE students earned their certificate, degree, and/or transferred for 2017-18.
- EOPS students who completed three counseling contacts demonstrated course success rates of 78% compared to 61%

of a comparison group for fall 2017. The retention rate for EOPS students was 91%.

- A partnership with Soroptimist International, Puente Hills, was established to co-host the first annual scholarship recognition event for CARE students.

Financial Aid, Scholarships, and Veterans

- Processed over 45,378 FAFSA/CA Dream Act applications
 - o 12,013 Pell Grant totaling \$40,055,015
 - o 25,841 Board of Governors Fee Waivers totaling \$20,085,578
 - o 4,177 Scholarships totaling \$557,639
- Served 4,919 students in 70 workshops/presentations on-campus and 6,480 community members in 42 workshops/presentations off-campus.
- Scholarships:
 - o The Mt. SAC Scholarship Team was invited by the Chancellor's Office to serve as the lead trainers for the state in Scholarship Management and Compliance.
 - o 70% application completion rate – highest rate yet!
- Veterans: Over 10,000 contacts per made with Veterans each term and nearly 1,450 VA awards were made totaling \$235,000 in Chapter 33 Awards.

HSO – High School Outreach

- 1,640 new incoming freshmen completed the Connect 4 program and registered for the Fall 2018 semester. Of those students, 70% registered full time.
- On December 2017, 200 local high school: administrators, counselors, math and English teachers attended the Annual High School Educators Conference. Included were 40 math and English high school teachers who joined with Mt. SAC English and math faculty for discipline dialogs related to curricular and assessment issues. Of those who attended, 94% agreed that the information provided was helpful to them as they help students transition from high school to college.
- Close to 600 juniors from the local feeder high schools participated in Juniors' Day October 2017.

International Students

- 40 F-1 international visa students transferred to UCs and CSUs along with 26 students who graduated. The average GPA of F-1 students was 3.11
- 20 F-1 students and twenty (20) domestic students participated in Global Pals to foster intercultural friendships.
- 55 students participated in the Summer Institute, designed to assist incoming and returning international students to become more acclimated to the U.S. and to Mt. SAC as well as to enhance their English language skills.

REACH

- 192 unduplicated students were served with a within term average retention rate of 87% and a term-to-term persistence rate of 70%.
- In only its second year of full operation, 10 REACH students graduated academic year. Eight of the students are transferring to a university including UC Santa Cruz, UCR, UC Davis and USC.
- 130 local high school foster youth students participated in the REACH program's second annual foster youth empowerment conference entitled "REACH for College." 30 staff from various agencies such as DCFS, LACOE, local High School districts and non-profits also participated.
- The REACH program held a job-training program in collaboration with the Alliance for Children's Rights and iFoster that connected 11 REACH students to employment this academic year. Mt. SAC was one of only two campuses to have been provided this opportunity in all of Service Provider Area 3 in Los Angeles County.

Student Health Services

- During June 1, 2017-May 31, 2018, Student Health Services served 20,460 students:
 - o Total Medical Clinic Visits: 10,615
 - o Total FREE HIV screenings: 621
 - o Total Health Education and Outreach Contacts: 5,869
 - o Total Chiro Visits: 1,926
 - o Total Mental Health Visits: 1,429
- Student Health Services (SHS) was awarded a \$250,000 24-month California Community College Mental Health Services Program Grant, effective July 1, 2018-June 30, 2020, to provide evidence-based and community-defined best practice programs for mental health services improvements.
- SHS collaborated with the Campus Police Department by offering Active Shooter Trainings to staff, faculty, and students. 160 people attended these events and by the end of the presentations, 95% of the attendees knew what to do if there

was an active shooter on campus.

- SHS expanded its community partnership with Project Sister by providing a private on-campus space for an advocate to meet with survivors of sexual assault. Last Spring, the advocate began providing confidential counseling services, Title IX services, academic support, and advocacy in the legal system.

Student Life

- Leadership was provided for approximately 208 hours of Student Conduct advising meetings, 132 educational leadership workshops, 225 hours of Associated Student Officer advising, 96 hours of Associated Students public meetings.
- Four (4) automated technology systems and program sustainability solutions were successfully initiated for Students of Distinction program (APEX/ARGOS/Banner), assessment of Leadership Education and Development-L.E.A.D. program (APEX/ARGOS), Student Conduct management software (Maxient), and Online Club Recognition (APEX/ARGOS).

CROSS COLLABORATION

STEM

- o The DREAM Program took 31 DREAMers to the second annual UNDOCUSTEM Conference at CSULB where students participated in many workshops, meet STEM alum and STEM educators from 4-year universities.
- o The ACES Program developed and sponsored a chapter of SHPE – Society of Hispanic Professional Engineers, partnering with Natural Science faculty, attending conferences, and awarding scholarships.
- o In the summer of 2017, ACES Program collaborated with the Transfer Center for its 3rd Annual Summer Science Transfer Bridge Experience. 33 students from various educational equity programs at Mt. SAC: ACES, Arise, Aspire, Bridge, Dream, & Reach, completed one science course: a Physical Geography lecture and lab or an Oceanography lecture and lab. 94% of students successfully passed their science courses during the summer 2017. This is the third year that ACES Program has coordinated the Summer Science Transfer Bridge Experience funded by Student Equity and 90 students have benefited from this experience, with an overall success rate of 98% of students passing their science courses in the past three years.

Mountie Mentor Program

- o Monthly mentoring meetings were initiated in 2017-18. Six mentoring sessions were held with an average attendance of 125 students and a high attendance of almost 200.
- o Over 30 faculty, managers, and staff served as mentors.
- o A Student Conference was held in May with over 150 students participating.

Equity Speaker's Series

- o The DREAM Program in partnership with Basic Skills Initiative and Student Equity sponsored speaker Sonia Nazario, author of Enrique's Journey.
- o Noted Latino cartoonist and activist, Lalo Alcaraz, spoke to students about perseverance and shared his art work.
- o Author Colson Whitehead, The Underground Railroad, presented to faculty and students.
- o Oscar "Oz" Sanchez, an American Paralympian spoke to students about his story as an Olympic athlete and his recovery from a spinal injury.

Joint Activities

- o Educational Fieldtrip to Manzanar Internment Camp: During Winter 2018, 20 students from our equity programs participated in a fieldtrip to the Manzanar Japanese Relocation Internment Camp. During a pre-travel meeting that was scheduled in advance of the trip, students got to meet and talk with Bacon Sakatani who lived part of his childhood at the internment camp at Heart Mountain (WY).
- o Finals Week Late Night Study Sessions: 75 students participated in late night study sessions during finals week. For three consecutive days, the Student Services Center was re-opened between 10 pm to 1 am. Tutoring in writing and math were available. Students from other equity programs also took advantage of this space.
- o Digital Stories: Students from Arise, REACH, Dream, and Aspire participated in the 3rd Digital Stories cohort. Their final presentations will be made at upcoming Classified and Faculty Flex Days.

Closing the Loop - Analysis of Progress on College Goals: Student Services Goals Mapped to New College Goals

- G1 Expand & Support Instruction and Student Services: expand and support innovation in teaching, learning, support, and management within the College
SS-1 SERVICES: Develop, maintain and improve student support services that are integrated and coordinated to promote student engagement, retention and success.
SS-4 TECHNOLOGY: Use technology more effectively to streamline processes, including monitoring and reporting, and maximize

efficiency of administrative and programmatic functions.

- G2 Fiscal Stability: Ensure fiscal stability and effective and efficient use of resources

SS-8 FACILITIES/SPACE: Develop space to account for program/department growth, technological trends, and future needs for students and staff.

SS-9 FISCAL RESOURCES: Expand and secure funding for services and staffing to meet the needs of a diverse student population.

- G3 Expand Professional Development: Provide professional development that advances the contribution of College personnel in achieving the College mission

SS-5 TRAINING: Utilize and promote available training and create additional opportunities for all employees to develop new knowledge and improve existing skill sets.

- G4 Sustain Effective Collaboration: Sustain effective participatory governance and decision-making to ensure that the direction of the College is well informed and collectively implemented

SS-6 POLICIES: Review, update and/or create college board policies, administrative procedures, and departmental protocols to ensure currency, equity, and compliance with state and federal mandates.

SS-7 COLLABORATION: Establish intentional collaboration with internal and external partners and educate the campus community regarding key student issues and concerns, procedures, policies and regulations.

- G5 Access, Equity and Completion: Ensure access, equity, and completion of educational goals for all current and future Mt. SAC students

SS-2 STUDENT LEARNING: Provide the most relevant curriculum for workshops, orientations, information sessions and courses to improve student learning and success.

SS-3 RESEARCH: To improve student success and equity, develop and/or enhance data collection, tracking, planning and reporting of data to enhance outcomes, measurement, and informed decision-making processes.

SS-10 COMMUNICATION: Develop and improve communication to increase students' college knowledge of, access to, and engagement with available campus resources and services.

Tracking Conditions and Trends: a. External Conditions Analysis: ACCESS: Fluctuations in categorical funding make it difficult to plan and to address student needs.

ACCESS: Limited availability of resources (such as language-improving software) to meet the needs of students, including Acquired Brain Injury students and Alternate Media.

ACCESS: National shortage of qualified interpreters.

Admissions and Records: Statewide mandates and legislation have impacted who and how Mt.SAC attracts, enrolls, and graduates students. For example, statewide focus on Dual Enrollment, Veterans, Foster Youth, transcripts notations, adjustments to AB 540 and residency requirements.

Assessment: This past year, the state is no longer moving towards the Common Assessment Initiative. Colleges are now required to use different measures to assess students for course placement. With current state mandates, Assessment processes are changing radically. The use of high school data as opposed to assessment instruments is now a requirement for all community colleges throughout the state.

ACES: California House and Senate reached an agreement regarding funding for the academic year 2017-18. This legislation included a \$50 million (or 5.6%) increase in TRIO funding.

ARISE: The award amount for the AANAPISI grant was reduced by 7% for the total of \$325,620. This reduction was equally applied to all grant recipients.

Bridge: AB 705. With Mt.SAC implementation of new Assessment Questionnaire (AQ) fewer students will require basic skills courses thus, impacting the courses offered in Summer Bridge.

CalWORKs: Mt. SAC's geographical region requires us to serve and coordinate efforts with four different counties (Los Angeles, San Bernadino, Orange, and Riverside). The impact requires complex intake processing and verification of county benefits as each county's processes vary. This also causes confusion for students, staff, and county GAIN workers.

Counseling: AB 705. Implementation of Multiple Measures required counseling to change New Student Orientation (online and in-person), assist and develop new scripts, training for counselors on Assessment Questionnaire (AQ), and assigned counselors

to be available to address questions, problems, and concerns regarding AQ.

Counseling: National and California Pathways Initiative. This has highly impacted the Counseling Department which plays a major role in integrating the Guided Pathways Initiative.

Dream: The climate regarding immigration and immigration reform has impacted students with the fear of deportation and concern over the viability of the DACA program.

Dream: The number of California Dream Act applicants decreased because students fear the federal government can use their information to deport them.

Dream: AB 134. Provided one time Emergency Aid funding for Dream students.

Dream: AB 68. Extension of both AB 540 and AB 2000. Under this bill, students can qualify for in-state-tuition if they attended 3 years of more in a California high school or earn adult school hours, ESL, and Community Colleges.

EOPS/CARE: Vulnerable Student Populations: There is a growing number of housing and food insecure students.

Financial Aid: New policies and legislative changes have impacted staff work load such as Direct Loans SULA, Veterans, Education Plans, Additional Pell Grant, BOG Loss, Federal Campus-Based Programs, Completion Grant, Homeless Youth, Federal Elimination of Quality Assurance, and Federal Verification Requirements.

Financial Aid: Increase in the number of request for Financial Aid presentations from local high schools and community.

High School Outreach: Limited access to technology at high schools has negatively impacted the ability for students to complete online processes (application, assessment, surveys, orientations).

High School Outreach: Some high school administrators do not support allocating class time for college presentations.

High School Outreach: Increased presence (and competition) from Rio Hondo, Citrus, and Chaffey College recruiting students from Mt. SAC's in-district high schools. Many schools require students to choose one college. Rio Hondo and Citrus are offering two semesters of early registration compared to our one semester.

International Students: National enrollment trends show a 3% decrease in first-time international students in U.S. colleges and universities.

REACH: SB 12. Expands access to Financial Aid for foster youth

REACH: The REACH program has served as the unofficial program to assist students who are homeless.

Student Health: Family and Adult Nurse Practitioners are in high demand in Southern California. This demand has increased salary scales, employment benefits, and autonomy, making Mt.SAC less competitive as an employer.

Student Life: Rise in occurrences of homeless student population. There has also been a rise in student behavior and wellness reports.

Upward Bound: Administration in Washington D.C. has created unpredictable trends for funding for TRIO programs in general.

Tracking Conditions and Trends: b. Internal Conditions Analysis: ACES: Effective January, 2017, the funding source for the Counselor Coordinator has been shifted to the college's SSSP funding, enabling the program to utilize their grant dollars to provide more staffing support to students.

ACCESS: Growth in DSPS staffing has resulted in more needs of space/facilities, appropriate work stations.

ACCESS/DHH: Temporary facility is inadequate and lacks confidential space; no permanent housing solutions have been identified.

ACCESS: Delays in the construction of a testing facility has negatively impacted the ability to provide testing accommodations to students.

Admissions and Records: Depending on the state's funding priorities and mechanisms, A&R will need to remain responsive as we continue to try and meet the campuses FTE and subsequent funding objectives.

Arise: Crowded conditions in the current facility (portable). The delay of the move to the new Equity Center has had a direct, negative impact on the program's ability to serve students.

Aspire: Staffing challenges have had a direct, negative impact on the program's ability to serve students and track outcomes of the program.

Assessment: Implemented the new assessment process for all students on April 2, 2018. This has and will continue to impact

course placement data. This will also impact course scheduling for effected departments.

Assessment: The implementation of Dual Enrollment has had a major impact on staff time and workload.

Bridge: The implementation of the Assessment Questionnaire (AQ) will mean fewer students will require basic skills courses thus, impacting the courses offered in Summer Bridge.

Bridge: The low enrollment of African American students in the program continues to be a challenge.

Bridge: There is an insufficient number of tutors to meet the demand of the Bridge program learning communities classes.

CalWORKs: Lack of confidential, private office space has negatively impacted the program's ability to provide counseling services to students.

CalWORKs: Staffing concerns have resulted in insufficient coverage, lack of consistency of information, and fling errors.

Career and Transfer: A large amount of time continues to be expended on maintaining paper records, despite the goal to go paperless.

Career and Transfer: The SSEED program has impacted the workload and efficiency of the front counter in being able to provide assistance to students, schedule appointments and workshops.

Counseling: Increased workload for counselors in implementing SSSP follow-up components, Dual Enrollment, and Guided Pathways (mapping, career exploration, educational planning, early alert).

Counseling: Continued, increased demand for counseling services; the need to shift the balance to more in person orientations from online orientations necessitates more counselors.

Counseling: Minimal offices available for full-time counselors, adjunct counselors, and staff to maintain adequate coverage. In addition, large classroom space for orientations (MAP workshops) to better serve students.

Counseling: Guided Pathways has highly impacted the Counseling Department. A dedicated faculty counselor was assigned 60% to address Guided Pathways implementation and on-boarding. In addition, it has impacted career related resources and needs (i.e. career assessments, interpretation, career and job placement software).

Dream: The program has continued to grow at a rapid pace within the first three years of the program. Currently, the program has over 850 applicants with very challenging needs and complex personal situations and legal concerns.

Dream: The program has not been able to reach the number of Asian Dream students who have similar, yet different needs for support.

EOPS/CARE: Has increased the number of program participants to over 1,300. This increase will impact the lack of adequate space, especially for counseling, tutoring, and peer advising services.

Financial Aid: Increase in student volume and workload.

Foster Youth: Increase in Foster Youth students has impacted the need for more staff and facilities to meet the increased demand for assistance and services.

High School Outreach: Limited, cramped, and unsafe work area for the number of full time staff.

International Students: The college goal to increase International student enrollment will increase need for more space and services to meet the demand.

Scholarships: Current on-line management system is limited and manual confirmation of eligibility must be performed.

Student Health Services: SHS staff continue to acquire the necessary education needed to meet the changing health demands of the college population.

Student Life: Rise in occurrences of homeless student population. There has also been a rise in student behavior and wellness reports.

Upward Bound: Staff and manager turnover in 2017-18 impacted UB services to participants as staff vacancies were being filled throughout the academic year.

Tracking Conditions and Trends: d. Critical Decisions Analysis: ACES: ACES Counselor/Coordinator salary and benefits were moved to District budget. This is a positive impact for the program. These funds can be redirected to programmatic events, activities, and staff support to help meet Federal objectives and college goals.

ACCESS: Faculty modified the non-counseling courses to change the current DSPS prefix to the course prefix ACCS and submitted the modified courses to the Educational Design Committee for review and approval.

ACCESS: DHH will be discontinuing the Interpreter Internship program due to large pool of new interpreters. They will institute Peer mediation in place of the Internship program.

ACCESS: To comply with direction to separate non credit from credit faculty assignments, DSPS faculty are now separated into credit and non credit.

Assessment: Changed Assessment procedures and operations to implement the new Assessment Questionnaire (AQ).

Aspire: Suspended the Mentor Program until the program has enough staff to provide the service.

Bridge: Decreased the number of students from 477 to 246 for summer 2018 due to the new English and math placement instrument (Assessment Questionnaire).

CalWORKs: The staff identified operational procedures that need to be changed in order to improve the overall quality of the program services. The staff determined that maintaining accurate case files and updating case notes are a priority to the program utilizing APEX system and uploading to OnBase.

Career and Transfer: Due to the demolition of the stadium, the Transfer Achievement Ceremony was moved to the auditorium in the Design Technology Building, which eliminated parents and family members from attending the ceremony.

Counseling: Due to lack of space for a central Counseling Center, counselors and support staff were moved into another facility which effected the day-to-day service and operations provided by the Counseling Department.

Counseling: AB 705, Pathways, and Dual Enrollment has had a big impact on Counseling staff and counselors in regards to time and effort to implement these initiatives. Critical decisions were made regarding changes to counseling operations to meet this demand.

EOPS: Given the high demand for the program, EOPS decided it would allow more students into the program for the 2017-18 year.

Financial Aid: Based on changing from Quality Assurance to Federal Verification, analyzed business process flows and student population needs and staff workload to work toward a more robust system to maintain the level of productivity and efficiency necessary to deliver financial aid funds in a timely manner.

High School Outreach: Added multiple on campus workshops in summer due to students being confused with new orientation process and the new Assessment Questionnaire.

International Student Program: Made decision to move from paper application to providing an online application and the submission of documents online.

REACH: The REACH program administrative oversight was transferred from the office of Financial Aid to flow under the Associate Dean of Success and Equity in anticipation of relocation to the Equity Center.

Student Health Services: In response to unsuccessful attempts to hire a Master's- prepared Registered Nurse, SHS decided to change the position of Assistant Director to Coordinator that only requires an Associate or Bachelor degree prepared-Nurse. This will also place the Student Health Center in a better financial position in the long run.

Tracking Conditions and Trends: e. Progress on Outcomes Analysis: ACES: 91% of students persisted from Fall 2016 to Fall 2017, with 97% in good academic standing.

ACCESS: DHH collaborated with the English Department to create an all deaf English cohort. 74% passed English 67, 86% passed English 68, and 76% passed English 1A.

ACCESS: Curriculum modifications for COUN 12 and COUN 13 successfully completed the curriculum process. Modifications included change of prefix from DSPS to COUN to avoid identification of disability on college transcripts.

Arise: For fall 2017, the average gpa for 417 Arise students was 2.77. 86% have at least a 2.0 gpa or higher. 26% have completed

English 1C and 30% have completed a transfer-level math.

Bridge: Summer Bridge 2017 overall success rate was 91%. Math 51 success rate was 95%, Speech 1A success rate was 100%, English 67 success rate was 93%, Lern 81 success rate was 95%, and Math 50 success rate was 88%.

Career and Transfer: 97% of SSEED students who attended the trainings overwhelmingly indicated that they strongly agreed or agreed that the training was effective in building their job preparedness skills.

Career and Transfer: 95% of students surveyed at the first annual Transfer Conference stated that they strongly agreed or agreed that after attending the conference they felt more informed of transfer requirements and options; 95% understood the role that campus involvement has in preparing them for transfer.

Counseling: Counseling courses have a fill-rate over 90%. In addition, all course level outcome assessments are up-to-date and have been linked to the 4 year curriculum review process.

EOPS/CARE: EOPS students who completed three counseling contacts demonstrated a course success rate of 78% compared to 61% comparison group in fall 2017. The retention rates, which used the same factors to measure outcomes, were 91% for EOPS and 84% for non-EOPS students.

HSO: Connect 4 2017 Cohort. 2,026 high school seniors who completed steps 1-3 of Connect 4 (the college application, assessment, new student orientation and education plan). 83% registered for courses, 62% registered full-time, and 90% registered on their assigned early registration date.

HSO: 2017-18 High School Counselors Conference. 201 high school counselors attended. This is a 50% increase from 2016-17. 95% of attendees survey indicated "the information presented at this conference will help me as I help students transition to Mt. SAC". 95% felt the information presented was applicable to the issues they faced in helping students transition to college; 98% were more aware of resources and programs available to students at Mt.SAC. 95% indicated that they would recommend the conference to colleagues.

Student Health: Step Up! Bystander Intervention training results = 100% of students were able to write the Five Steps of the Decision-Making process; 94% who completed Active Shooter Training knew what to do when they hear a gunshot on campus after completing the training. 95% of students completing the Welcome to the Party training knew where to go and what to do if a student has been sexually assaulted.

Upward Bound: 100% of participating Seniors graduated with a high school diploma from La Puente and Ganesha High School's. 97% of the Seniors applied to college and submitted a FAFSA application. 94% are attending college in the fall 2018, significantly higher than the grant goal of 55%. The majority are attending a CSU or UC.

2016-17

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Summary of Notable Achievements: ACES: The ACES Program began the first year of their five year TRiO continuation grant at \$220,000/year.

ACES: 94% of ACES students are in good academic standing (2.00 GPA or higher) which exceed their goal of 85%, yielding the maximum 4 Prior Experience points for their Annual Performance Report.

ACES: ACES partnered with the Global Opportunities Study Abroad office resulting in 11 students who have studied abroad over a 3-year period, each having received a \$5,000 Gilman National Scholarship.

Aspire: 300 new students enrolled in the Aspire Program.

Aspire: Collaborated with the English Department to provide context for the program's theatrical play and dance theater events.

Assessment: 35,911 tests were provided to 16,921 students.

Assessment: Test Information Sessions were incorporated into the assessment process with a substantial increase in the number of students completing the sessions.

Bridge: Summer Bridge served 327 students in the summer of 2016 with a retention rate of 97.3% and an average successful pass rate of 89.6%.

Bridge: Was recognized nationally by the Excelencia in Education organization in Washington D.C. for programs that accelerate Latino student success in higher education.

Bridge: 1,429 counseling and advising appointments were provided -- a 42% increase to 791 students.

CalWORKs: 8 CalWORKs students were featured in the statewide publication "Portraits of Student Success."

Career and Transfer: A total of 392 students attended Work Preparedness Conference held in the summer and winter.

Career and Transfer: Monthly collaboration meetings were held with Student Services programs (ACES, Arise, Aspire, Bridge, Dream, DSPS and REACH) to increase partnership efforts and maximize resources in providing workshops, university tours, and application advisement.

Career and Transfer: 950 appointments were held for students to meet with university representatives.

Counseling: 19,128 educational plans were created, with 79% (15,022) completed by counselors in the counseling center from July 1, 2016 to June 30, 2017.

Counseling: 11,398 students received probation intervention services.

Counseling: Over 66,000 students were provided with counseling services either through appointments, drop-ins, online, orientations, phone calls or workshops.

Counseling: 17,835 students were served in peak periods through the Counseling Department's Express Services for quick questions.

Counseling: 122 students completed the Step to College summer transition program.

Dream: Over 750 students were served in the second year of the Dream Program.

Dream: Over 500 high school students from Pomona, Baldwin Park, Bassett and La Puente, and other communities were supported to apply for TheDream.US scholarship. 16 students received the scholarships totaling \$200,000.

Dream: Conducted AB 540 Ally Training on campus for faculty, staff and administrators; conducted a workshop for faculty at the Spring Flex Day.

DSPS/DHH: DHH (Deaf and Hard of Hearing) collaborated with the English Department to create an all deaf English class cohort (learning community). 74% passed English 67 and of those students, 86% went on to pass English 68.

DSPS/DHH: A contract with a third party provider was established to provide mental health services to the deaf and hard of hearing student population.

DSPS: A professionally-designed tactile and Braille campus map was developed and has been praised by students.

DSPS: DSPS proctored 4,428 classroom/placement tests and provided 65 students with in-class scribe services to 143 different courses.

DSPS/ACT: The Accessible Technology Center served 607 students with 18,613 hours of service, including 161 veterans who received 2,390 hours of service.

EOPS/CARE: Tutoring services were provided to 428 students for a total of 12,656 tutoring hours.

EOPS/CARE: 110 students graduated with their Associate degrees and 85 students were accepted to transfer.

Financial Aid: 553 students and their family members attended the Cash for College events with 95% indicating they planned to attend Mt. SAC.

Financial Aid: Improved the financial aid awarding cycle by loading and processing applications earlier and sending real-time communications to students about any changes to their status.

Financial Aid: Instituted a cross-collaboration with Student Services programs to notify students and provide them with intervention regarding their pending loss of Board of Governors fee waivers.

High School Outreach: Out of the 2,095 high school seniors who completed the application, assessments, and orientation, 83% (1,749) completed priority registration through the Connect 4 program with 65% enrolling as full time, first time freshmen students.

High School Outreach: Recruited 206 foster youth and 473 Dream students; participated in 45 recruitment fairs; provided 82 campus tours to 3,253 guests.

High School Outreach: Almost 100 high school counselors, career techs, instructors, and special education coordinators attended the annual High School Educators' Conference. 95% reported that the information presented was applicable to the issues they faced in helping their students transition to college.

REACH: The REACH program achieved an all time high of 72 active students.

REACH: Hosted a Foster Youth Conference for 120 high school students entitled "Winning Your Challenges."

REACH: Established cooperative relationships with the Los Angeles County Department of Children and Family Services, Los Angeles Housing and Services Authority and Hathaway Sycamores and local transitional housing agencies to provide services to students, including Section 8 housing vouchers, and secure housing.

Scholarships: Applications for scholarships increased to 2,158 (80% increase) with 306 students receiving 414 awards. 67% of students who applied completed their applications.

Scholarships: 24 scholarship application workshops were held.

Student Health: 15,512 visits were held, including 554 students who received immunizations and 1,344 mental health visits and 2,172 chiropractic visits.

Student Health: 127 students attended the session entitled "Welcome to the Party" regarding sexual assault. After the session, 95% of participants reported that they knew where to go and what to do if a student has been sexually assaulted.

Student Health: Successfully completed the implementation of MediCat Electronic Health Records and Practice Management system.

Student Life: Developed and piloted the "Art of You" multicultural/diversity educational leadership experience for students.

Student Life: Secured district funding for two full time classified positions to free up funds from the Associated Students budget

and for a full time management position in student conduct.

Upward Bound: 81% of students earned a GPA of 2.5 or higher, exceeding the grant objective of 70%; 100% of students achieved at the proficient level on state assessment, exceeding the grant objective of 45%.

Upward Bound: 97% of students persisted to the next grade or graduated with a high school diploma; 67% of seniors completed the A-G pattern with 90% enrolling immediately in college following high school graduation (exceeding the grant objective of 55%).

Closing the Loop - Analysis of Progress on College Goals: Student Services Goals Mapped to New College Goals November, 2017

- **G1 Expand & Support Instruction and Student Services:** expand and support innovation in teaching, learning, support, and management within the College
SS-1 SERVICES: Develop, maintain and improve student support services that are integrated and coordinated to promote student engagement, retention and success.
SS-4 TECHNOLOGY: Use technology more effectively to streamline processes, including monitoring and reporting, and maximize efficiency of administrative and programmatic functions.
- **G2 Fiscal Stability:** Ensure fiscal stability and effective and efficient use of resources
SS-8 FACILITIES/SPACE: Develop space to account for program/department growth, technological trends, and future needs for students and staff.
SS-9 FISCAL RESOURCES: Expand and secure funding for services and staffing to meet the needs of a diverse student population.
- **G3 Expand Professional Development:** Provide professional development that advances the contribution of College personnel in achieving the College mission
SS-5 TRAINING: Utilize and promote available training and create additional opportunities for all employees to develop new knowledge and improve existing skill sets.
- **G4 Sustain Effective Collaboration:** Sustain effective participatory governance and decision-making to ensure that the direction of the College is well informed and collectively implemented
SS-6 POLICIES: Review, update and/or create college board policies, administrative procedures, and departmental protocols to ensure currency, equity, and compliance with state and federal mandates.
SS-7 COLLABORATION: Establish intentional collaboration with internal and external partners and educate the campus community regarding key student issues and concerns, procedures, policies and regulations.
- **G5 Access, Equity and Completion:** Ensure access, equity, and completion of educational goals for all current and future Mt. SAC students
SS-2 STUDENT LEARNING: Provide the most relevant curriculum for workshops, orientations, information sessions and courses to improve student learning and success.
SS-3 RESEARCH: To improve student success and equity, develop and/or enhance data collection, tracking, planning and reporting of data to enhance outcomes, measurement, and informed decision-making processes.
SS-10 COMMUNICATION: Develop and improve communication to increase students' college knowledge of, access to, and engagement with available campus resources and services.

Tracking Conditions and Trends: a. External Conditions Analysis: Assessment: Lack of clarity and direction from state Chancellor's Office regarding Common Assessment.

CalWORKs: Mt. SAC's geographical region requires us to serve and coordinate efforts with four different counties (Los Angeles, San Bernardino, Orange, and Riverside). The impact requires complex intake processing and verification of county benefits as each county's processes vary. This also causes confusion for students, staff, and county workers.

Dream: The climate regarding immigration and immigration reform has impacted students with the fear of deportation and concern over the viability of the DACA program.

Dream: The number of California Dream Act applicants decreased because students fear the federal government can use their information to deport them.

DSPS: Fluctuations in categorical funding make it difficult to plan and to address student needs.

DSPS: Limited availability of resources (such as language-improving software) to meet the needs of students, including Acquired Brain Injury students and Alternate Media.

DSPS: National shortage of qualified interpreters.

EOPS/CARE: The state allocation increased enabling the program to increase the numbers of students served and increase the amount of funding for book vouchers and grants.

Financial Aid: Changes in the federal requirement to review each ISIR transaction and performing quality control of federal financial aid files has created a tremendous work load burden.

Financial Aid: Need to reduce turn around time in receiving processed applications, ISIR corrections, and federal disbursement by implementing a TD Client FTP process related to Department of Education downloads and uploads.

High School Outreach: Limited access to technology at high schools has negatively impacted the ability for students to complete online processes (application, assessment, surveys, orientations).

High School Outreach: Some high school administrators do not support allocating class time for college presentations.

High School Outreach: Increased presence (and competition) from Rio Hondo and Chaffey College recruiting students from Mt. SAC's in-district high schools. Many schools require students to choose one college.

REACH: The REACH program has served as the unofficial program to assist students who are homeless.

Student Health: Due to the immunization requirement of day care employees from Senate Bill 792, 101 staff and students were assisted by certifying their immunizations by an established deadline.

Upward Bound: Mt. SAC's 2016-17 allocation was reduced by \$50,000 due to a large, unexpended fund balance in previous years which was caused by staff vacancies due to the prolonged hiring process of the college.

Tracking Conditions and Trends: b. Internal Conditions Analysis: ACES: Effective January, 2017, the funding source for the Counselor Coordinator has been shifted to the college's SSSP funding, enabling the program to utilize their grant dollars to provide more staffing support to students.

Arise: Crowded conditions in the current facility (portable). The delay of the move to the new Equity Center has had a direct, negative impact on the program's ability to serve students.

Aspire: Staffing challenges have had a direct, negative impact on the program's ability to serve students and track outcomes of the program.

Assessment/Counseling: The implementation of Dual Enrollment has had a major impact on staff time and workload.

Bridge: The low enrollment of African American students in the program continues to be a challenge.

Bridge: The low success rates for Math 110 are of concern; for the first time, Bridge students are performing lower than other students. Concern is based on the limited number of statistics tutors.

Bridge: There is an insufficient number of tutors to meet the demand of the Bridge program learning communities classes.

CalWORKs: Lack of confidential, private office space has negatively impacted the program's ability to provide counseling services to students.

CalWORKs: Staffing concerns have resulted in insufficient coverage, lack of consistency of information, and filing errors.

Career and Transfer: A large amount of time continues to be expended on maintaining paper records, despite the goal to go paperless.

Career and Transfer: The SSEED program has impacted the workload and efficiency of the front counter in being able to provide assistance to students, schedule appointments and workshops.

Counseling: Increased workload for counselors in implementing SSSP follow-up components, Dual Enrollment, and Guided Pathways (mapping, career exploration, educational planning, early alert).

Counseling: Continued, increased demand for counseling services; the need to shift the balance to more in person orientations from online orientations necessitates more counselors.

Dream: The program consists of only two full time staff members to serve over 750 students with very challenging needs and complex personal situations and legal concerns.

Dream: The program has not been able to reach the number of Asian Dream students who have similar, yet different needs for support.

DSPS: The retirement of two, key faculty and the uncertainty of funding and replacement has had a major impact on planning and provision of services to students.

DSPS: Growth in DSPS staffing has resulted in more needs of space/facilities, appropriate work stations.

DSPS/DHH: Temporary facility is inadequate and lacks confidential space; no permanent housing solutions have been identified.

DSPS: Delays in the construction of a testing facility has negatively impacted the ability to provide testing accommodations to students.

EOPS/CARE: Lack of adequate space, especially for counseling services.

Financial Aid: Increase in student volume and workload.

High School Outreach: Limited, cramped, and unsafe work area for the number of full time staff.

Scholarships: Current on-line management system is limited and manual confirmation of eligibility must be performed.

Tracking Conditions and Trends: d. Critical Decisions Analysis: ACES: Staff is working with IT to create reports to track follow-up for compliance with completing SSSP required services.

Bridge: Due to the size of the Summer Bridge Program and the lack of sufficient facilities, the Bridge Program has had to separate program functions, separating students from being part of the whole, separating parents from students for orientations, and eliminating parents from participating in closing ceremony.

Career and Transfer: Due to the demolition of the stadium, the Transfer Achievement Ceremony was moved to the auditorium

in the Design Technology Building, which eliminated parents and family members from attending the ceremony.

DSPS: To comply with direction to separate non credit from credit faculty assignments, DSPS faculty are now separated into credit and non credit.

DSPS: Name change -- the department has been approved to change their name to Accessibility Resource Center for Students.

Financial Aid: Based on changing from Quality Assurance to Federal Verification, analyzed business process flows and student population needs and staff workload to work toward a more robust system to maintain the level of productivity and efficiency necessary to deliver financial aid funds in a timely manner.

High School Outreach: New Student Orientation + Ed Plan development was pushed up from late June-early July to March through June due to the limited availability of counselors during the summer and to provide more time to enter educational plan information.

REACH: The REACH program administrative oversight was transferred from the office of Financial Aid to flow under the Associate Dean of Success and Equity in anticipation of relocation to the Equity Center.

Tracking Conditions and Trends: e. Progress on Outcomes Analysis: ACES: 91% of students persisted from Fall 2015 to Fall 2016, with 94% in good academic standing.

Bridge: 97% of Summer Bridge 2015 students completed an abbreviated educational plan.

Career and Transfer: 97% of SSEED students who attended the trainings overwhelmingly indicated that they strongly agreed or agreed that the training was effective in building their job preparedness skills.

Career and Transfer: 95% of students surveyed at the first annual Transfer Conference stated that they strongly agreed or agreed that after attending the conference they felt more informed of transfer requirements and options; 95% understood the role that campus involvement has in preparing them for transfer.

Counseling: All course level outcome assessments are up-to-date and have been linked to the 4 year curriculum review process.

DSPS: Of the 9 credit courses in DSPS, 5 have active SLOs which are in process of being assessed; 2 courses have completed an SLO assessment cycle in 2016-17. Of the 3 non credit courses in DSPS, 1 has an active SLO to be assessed in 2017-18 and the other 2 completed the assessment cycle in 2016-17.

Student Health: Step Up! Bystander Intervention training results = 100% of students were able to write the Five Steps of the Decision-Making process; 94% who completed Active Shooter Training knew what to do when they hear a gunshot on campus after completing the training. 95% of students completing the Welcome to the Party training knew where to go and what to do if a student has been sexually assaulted.

2015-16

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Summary of Notable Achievements: Many programs and services were expanded to serve more students (Bridge, CalWORKs, EOPS, DSPS/DHH, Veterans

Resource Center, High School Outreach); new programs were initiated such as the Dream Center and Foster Youth services (REACH); technological enhancements were under development (Admissions, Counseling, DSPS); crosscollaboration resulted in achievements related to Financial Literacy, Transfer activities (ACES, Arise, Aspire, Career/Transfer) and VAWA/Title IX (Student Health Services, Student Life); SSSP and Student Equity Plans were developed and submitted (Counseling, Assessment, Admissions); new interventions for test information and test preparation were implemented/piloted (Assessment, Arise); collaborative partnerships with community and government agencies enabled more students to receive services (Health Services, Veterans, CalWORKs, High School Outreach, DSPS).

2015-16: Student Services continued its focus to fully implement SSSP and to develop and initiate the revised Student Equity Plan. The college received the highest, single college allocation of SSSP funds in the state and received a glowing report of our SSSP Plan. Almost 2,500 more students completed New Student Orientation and almost 1,500 more students completed comprehensive education plans compared to 2014-15. New faculty counselors were hired in general counseling, international, veterans, DSPS, and Dream. Newer initiatives were further developed through staffing, facilities, and programmatic activities: Dream Center, REACH/Foster Youth, Veterans Resource Center. Mental health services were also expanded with a second full-time mental health clinician and additional hourly clinicians. Ongoing programs continued to expand in numbers and services: DHH, DSPS, Aspire, Arise, EOPS, ACES, Student Health Center. TRiO ACES received a 5-year renewal grant for \$1.2 million. With the opening of the new Student Success Center, critical programs were able to establish permanent locations: DSPS Accessible Technology Center, Veterans Resource Center, the Bridge Program, TRiO ACES and Upward Bound, and a second Student Health Center clinic. Planning continued to find more permanent housing for Aspire, Dream, REACH/Foster Youth, Arise and new tenure-track counseling faculty. Partnerships and cross-campus collaboration continued through new and ongoing initiatives such as: High School Outreach (principals, counselors, superintendents and board members), DSPS Transition Seminar, Financial Literacy, Cash4College, Seniors Day, New Student Welcome, VAWA/Title IX/Student Discipline training, SSEED student

employment program, Student Ambassadors, and technology interventions such as OnBase, eTranscripts, SARS implementation, APEX client management and tracking, and DegreeWorks MAP.

Closing the Loop - Analysis of Progress on College Goals: Implementing significant and appropriate services to improve student success continues to be a major focus for all

Student Services programs and departments; professional development remains a critical need across all programs; technological, research, and facilities need continue to be high priorities; college policies and procedures need to be addressed based on state/federal requirements; and communication strategies and marketing/outreach materials are needed.

2015-16 UPDATE: In the few areas in which Student Services was the recipient of new college resource allocations, funds were made available to increase programming for students. Most significantly, by shifting the costs for 2 FTE support positions from the Associated Students budget to the college's unrestricted general fund, the Associated Students was able to provide more direct programs for students and to fund more department requests for funding. New positions for the Student Health Center (Assistant Director) and EOPS will enable those programs to more efficiently serve students as the demand is high in both areas. Unfortunately, delays in hiring new positions has not enabled the positive impacts to take effect. SSSP and Student Equity resources were utilized to further develop and expand specialized support services to under-served students and to provide professional development training to staff, faculty and managers related to the educational support needs of under-represented and under-served students.

Tracking Conditions and Trends: a. External Conditions Analysis: All Student Services programs and departments are greatly impacted by external laws and regulations at the federal, state, and county level. Therefore, policies, processes, documentation and reporting as well as the manner in which support services are designed and provided must constantly be updated, developed and/or revised. Policy and procedural changes in other systems (university and K-12) also have a direct impact on the manner in which Student Services incorporates the impacts and provides services to students.

2015-16 UPDATE: External conditions continue to have a large impact on the work within Student Services. Most notably, the state requirement to re-write and re-submit a revised Student Equity Plan by December of 2015 was a major undertaking. Additionally, restrictions on the use of funds and unknown reporting expectations for SSSP and Student Equity create heavy workload burdens.

Tracking Conditions and Trends: b. Internal Conditions Analysis: New initiatives have created a "catch 22" situation in which increased student needs and lack of sufficient staffing has created difficulty in implementing support services. Complicating matters is a lack of sufficient facilities that will exist even after the opening of the new Student Success Center and the planned Equity Center. There has never been a Student Services Facilities Master Plan and Student Services needs are frequently overlooked. Student Services dependence on IT for technology implementation creates a major impact on the manner in which services are delivered and program accountability is managed.

Tracking Conditions and Trends: d. Critical Decisions Analysis: Decisions were made that had a negative impact on various programs and departments that hindered their ability to fully serve students.

Tracking Conditions and Trends: e. Progress on Outcomes Analysis: Student surveys, analysis of program participation data, and external validations (federal and state certifications of reports submitted) enabled Student Services to continue to make progress toward stated outcomes.