

Section 1 and 3 - Analysis of Unit PIE & Updates on Goals

PIE - Student Services: Counseling & Special Programs Manager

2018-19

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Division Mission Statement: The Counseling Department 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.

1. Summary of Notable Achievements: ACES successfully submitted 2017-2018 Annual Performance Report (APR) to the Department of Education (DOEd) on February 13, 2019. ACES met the mandated 2017-2018 objectives (persistence, good academic standing and graduation/transfer); ACES 2019 Transfer Achievement Celebration will take place on May 29th, 2019 and 30 ACES students will be transferring to a CSU, UC, or private school for Fall 2019. Overall ACES has a total of 234 transfers since the inception of the program in August 2010; For the summer 2019, ACES Program has collaborated with various departments across campus including: ASPIRE, ARISE, Bridge, Counseling, DREAM, REACH, Transfer Center, student clubs and organizations, and faculty through in-class presentations. 35 students are expected to participate in the 2019 Summer Science Transfer Experience to complete a Counseling and Physical Geography lecture with lab courses.

The Aspire Program in 2018-19 had 19 students graduate and/or transfer from Mt. SAC. The Aspire Program increased student membership by 82 bringing new students during the 2018-19 year; 2018-19 saw the Aspire Program expand programming to include Movie and Discussion series, as well as Theater Plays and Dance Theater Performance by Black playwrights and choreographers. For many students, this was their first time attending theater or professional arts events. 2018-19 continued an increase of student participation in the Aspire Program. Aspire's highest attended event, The Annual Black History Month Luncheon, was attended by more than 250 students, faculty, staff, board of trustee members, and administrators; Aspire collaborated with the Minority Male Initiative to take a group of students to the A2MEND Conference.

The Bridge Program: Summer Bridge 2018 to Spring 2019 persistence rate was 86% (of 234 summer bridge students, 202 completed the Spring 2019 semester); 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); Summer Bridge 2018 retention rate was 97.4%; Collaboration with Mountie Mentor for Latinx themed event.

Career and Transfer Services:

The Counseling Department was able to MAP 320 certificates and degrees in DegreeWorks as part of the Guided Pathways effort; 17,062 (unduplicated) students completed an abbreviated and comprehensive educational plan. 9,038 abbreviated and 8,024 were comprehensive (Heasley, 2019); 4,810 (unduplicated) students have a follow-up plan (Heasley, 2019); Online New Student Orientation served 6,277 (unduplicated) students (Heasley, 2019); MAP workshops served 2,574 (unduplicated) students (Heasley, 2019); Probation Intervention served 3,424 (duplicated) students who were dismissed, on probation, or continued probation (Heasley, 2019); Online Counseling Services served 3,755 students who were unable to come on campus to meet with a counselor in person (SARS Report); Counselor On the Go (COG) served 183 students that met with a counselor on campus in different locations. 52 COG's appointments were scheduled; Counselor Day served 810 students. Students met with counselors throughout the campus programs, served lunch, received prizes, and made appointments to complete their

educational plans; Counseling Center Services served 26,501(unduplicated) students (i.e. counseling appointments, drop-ins, online counseling, and orientations) (Heasley, 2019); Counseling courses have a fill-rate over 92%; Individual Counseling Appointments: 8,149 (unduplicated) students attended a counseling appointment; Drop-In's: 18,349 (unduplicated) students attended a Quick Question.

High School Outreach in 2018- 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; Juniors' Day 18-19- Outcomes: 597 Students from 18 high schools participated; Seniors' Day 18-19- Outcomes: 270 graduating seniors/potential new students and 180 family and/or friends; Increased visibility of Mt. SAC in the surrounding community through increased participation in: out of district college/ career fairs, K-8 events, K-8 campus tours. 45 fairs attended; Principals' Breakfast 18-19: 23 high school administrators participated; HSO specialists served 1,500 potential incoming students through presentations of specialized programs to specific student populations (e.g. Students with disabilities -DSPS, Foster Youth-REACH, Undocumented Students-DREAM, Basic Skills & Income- EOPS) , Financial Aid general presentations and application assistance, Bridge presentations and application assistance; Campus Tours (3,415 guests/122 tours total) : Large Campus Tours (including middle schools, elementary, high schools)-70 tours, 3,161 guests, Small family tours-52 tours, 254 guests.

Upward Bound: College Acceptance- 100% of participating Seniors graduated with a high school diploma from La Puente and Ganesha High School's. 100% of our Seniors applied to college and submitted a FAFSA application. 90% are attending college in the Fall of 2019, significantly higher than the grant goal of 55%. The majority are attending a UC or CSU campus. This success can be attributed to the individualized attention given to students within UB and to their exposure to colleges through our campus/university visits that expose students to a variety of post-secondary options; UB 2019 Achievement Celebration will take place on May 10, 2019 and 10 UB students will be attending a CSU, UC, or private school for Fall 2019.

Closing the Loop - Analysis of Progress on College Goals: TRIO Staffing- New Director of TRIO Programs, Victor Rojas was hired on August 2018 to oversee Upward Bound and ACES Program; Staffing- ACES Program hired Yadira Perez as a full time support-Program Specialist to join the team on October 2018; Staffing- ACES Program was supported with a Professional Expert (Joe Louis Hernandez) to update program files, maintain the LACAI database, and support programmatic events. Joe Louis is being funded through SSSP for the 2018-2019 academic year; ACES is normally supported with one adjunct counselor (Lynn Wang) and one full-time Counselor/Coordinator (Diana Felix). Starting January 2019, due to Diana Felix maternity leave, ACES was additionally supported with two adjunct counselor to cover her leave (January 2019- June 2019). The three adjunct counselors are being funded through SSSP for the 2018-2019 academic year; ACES has a strong TRIO Alumni network with about 167 alumni who continuously give back to Mt. SAC (financially and physically). These Mt. SAC alumni seek ACES' guidance and support as they graduate with their Bachelors degrees and continue their educational goals (masters or doctorates).

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

Career and Transfer Services:

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.

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.
- 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.

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

Career and Transfer Services:

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.

Upward Bound: N/A

Tracking Conditions and Trends: c. Program Planning Dialogue: Upward Bound: 2018-2019 was the second year of the current 5-year grant cycle for Upward Bound (UB). UB has an approved plan of operation that includes a full description of program services, target students, participant recruitment and selection, as well as documentation of progress. Minor adjustments were implemented to ensure grant objectives were met and programming stayed within budget. Adjustments included reducing summer residential stay from five days to three days, decreased the number of days for the Spring break college tour, and working with external contractors to reduce the cost of SAT prep.

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

Career and Transfer Services:

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.

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

Career and Transfer Services:

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, DSPPS- 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, DSPPS, 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.

Analysis of Division's Plans, Activities, and Resources: Counseling and Special Programs plans, activities, and resources