

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

PIE - Student Services: EOPS, CARE, CalWorks & Student Life Manager

2018-19

Contact Person: Koji Uesugi, Dean of Student Services

Email/Extension: kuesugi@mtsac.edu / (909) 274-5909

Division Mission Statement: We aim to provide a wide-range of high quality services to support the academic, social, leadership development, and basic needs of our students to create a rich and engaging educational experience for all Mt. SAC students.

1. Summary of Notable Achievements: CalWORKs:

A1. 33 students were nominated and selected for the 2019 CalWORKs statewide Portraits of Student Success recognition

A2. 32 CalWORKs students earned a certificate, graduated, and/or transferred by June 2019.

A3. A Mt. SAC CalWORKs student was awarded the LAC-5 scholarship at their annual staff retreat in June 2019.

A4. The Counseling 54 course (Single Parent Academy) was offered for the third year since the curriculum was revised to focus on CalWORKs and similar student populations.

A5. Six CalWORKs students were awarded Mt. Scholarships.

A6. 273 (93%) of CalWORKs students persisted from Fall 2018-Spring 2019 with a 2.0+ GPA.

A7. 290 (100%) of CalWORKs students received case management.

A8. 23 CalWORKs students participated in CalWORKs Work Study Program.

A9. 14 CalWORKs students were nominated for Students of Distinction.

B1. Organized and offered monthly academic and personal development workshops for CalWORKs and CARE students. Topics included effective parenting, housing resources, and legal rights Harriet Buhai Family Law Center and Welfare Rights.

B2. Revised Mt. SAC CalWORKs mission, vision, values, and established program priorities.

B3. Staff participated in professional development trainings to improve skills to better support students served by the program.

C1. A full-time CalWORKs Director started in July 2018 and has made efforts to bring stability to the program and provide the leadership needed to achieve a wide range of program outcomes.

C2. Successfully met criteria for year one of three of the DPSS contract, which allows us to sustain salary and benefits for CalWORKs staff.

D1. CalWORKs and EOPS/CARE staff continued to make efforts to work collaboratively, which improved the quality of workshops, the annual parent luncheon, and year-end recognition ceremony. This collaborative effort was primarily led by the CalWORKs and EOPS/CARE directors, but staff from both programs provided support.

D2. The CalWORKs Work Study Programs continues to have lower participation than expected, so increased efforts have been

made to improve collaboration with the Financial Aid Office and Career/Transfer Center since these offices play a key role with work study. There have been improvements to the structure of this program, which will assist us with growing Work Study participants for 2019-20.

D3. CalWORKs director and staff made intentional efforts to reach out areas including Non-Credit programs, ESL and ABE in particular, other special programs, and participated in division committees and initiatives to support the overall mission of Student Services.

EOPS/CARE:

A1. 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.

A2. The retention rates for EOPS students during the Spring 2018 term was 87.4 % and 86.2 % for non-EOPS students.

A3. The success rate for EOPS students during the Spring 2018 term was 74.6% and 70.2% for non-EOPS students.

A4. EOPS tutoring served 455 students for a total of 11,928 hours during 2018-19.

B1. 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.

B2. EOPS disbursed a combined \$722,523 to students for book vouchers (\$541,523) and grants (\$149,000). The book voucher was funded by EOPS and Student Equity funds (\$90,000.)

B3. Met with REACH and DREAM staff twice a semester to increase access to DREAMERS and Foster Youth. Accepted students from REACH and DREAM that were referred by those departments during the middle of the semester. While it is not ideal, the students referred needed the support as soon as possible.

C1. Successfully hired the new EOPS/CARE Counselor, whom will start in July 2019.

C2. Hired two additional adjunct EOPS/CARE counselors to increase ability to serve more students with quality counseling services.

C3. Received continued funding from SSSP, Student Equity, and Basic Skills Initiative to support the operations and book voucher distribution efforts of the program as well as the tutoring component of the EOPS/CARE program.

D1. Collaborated with the CalWORKs program to provide CARE students with access to effective parent workshops and activities to support their education and recognize their achievements.

D2. 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.

D3. 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.

Student Life:

A1. Developed assessment for Discipline Conferences, utilizing Qualtrics.

A2. Implemented assessment for Discipline Conferences, utilizing iPads.

A3. Worked with EOPS to develop cross-department academic progress report for Associated Students and other peer leaders.

A4. 733 students attended LEAD workshops (duplicated).

A5. 50 students attended the President/Trustee meet and greet.

A6. 648 students attended New Student Welcome.

- A7. Associated Students accumulated 1,455 hours of volunteer service.
- B1. The Student Life staff revised the department's mission and vision.
- B2. Associated Students reviewed its mission and vision and developed annual priorities.
- B3. Judicial Affairs Officer published the Academic Honesty brochure in collaboration with the Activities Coordinator.
- B4. Student Conduct engaged in 93 Discipline Conferences (as of March 29, 2019)
- B5. Student Life staff participated in professional development trainings to enhance skills and knowledge to improve support for student access and success. These trainings included: NASPA Student Affairs Administrators Regional and National, Title IX training, Brown Act, Association of Student Conduct Administrators, California Community College Student Affairs Association, etc.
- B6. Developed online Budget Proposal process for Associated Students.
- B7. Leadership of 180 club advisors and 600 student club officers.
- B8. 105 certificates distributed at the Student Leader & Advisor Awards ceremony.
- B9. Implemented Student Activities Fee Survey to explore initiation of a new Fee Referendum of 961 student responses.
- B10. Implementation of online Volunteer sign-up and tracking for Associated Students events.
- B11. Promotion of voter engagement through Associated Students events and supporting the passing of Measure GO
- C1. Hired full-time Student Services Program Specialist II to replace previous staff whom was promoted.
- C2. Approved for New Resource Allocation: Student Conduct iPad and full-time Basic Needs Coordinator for Dean of Student Services office.
- C3. Hired and trained 8 Student Center Assistants to enhance services and support to the Center and Associated Students programs.
- C4. Implemented Phase 3 and 4 of Online Club Activation System.
- C5. Associated Student resources to obtain new computer technology for Coordinator and ASIII.
- C7. Revision of Phase 2 Students of Distinction program.
- D1. Facilitation of various workshops: Behavior and Wellness Team, Essential Elements of Student Misconduct Reporting, Standards of Conduct, Sexual Misconduct, Power & Privilege, Ethical Decision, Character Development, Budget Management, Leading for Change, Recruiting Members & Keeping them Active, Time management & Goal Setting, How to Get Involved on Campus,
- D2. Associated Students equipment facilitation for campus requests: A-Frames, Popcorn Machine, Snow Cone Machine, Mountie Joe, etc.
- D3. Processed Student Life Marquee advertisement.
- D4. Collaborated with Event Services to improve club event reservation processes and training manual.
- D5. Collaborated with Information Technology to improve LEAD, Club Database, and Students of Distinction processes.
- D6. Voter registration collaboration between Associated Students and Clubs.

D7. Collaboration with Office of Risk Management to revise High Risk Clubs policy and Voluntary Waiver form.

D8. Staff and AS Students participated in campus wide committees, including: Facilities Advisor Committee, Sexual Misconduct and Response Team, Negotiations Team, #MountieMoms Task Force, Student Center Steering Committee, Homelessness and Basic Resource Committee, Mountie Fresh Food Pantry, Mountie Fresh Planning Committee, Commencement Planning Committee, Minority Male Initiative, Inspiring Women Committee, Students of Distinction Committee, Educators of Distinction Committee.

Closing the Loop - Analysis of Progress on College Goals: Each department reporting to the Dean of Student Services office has made steady progress towards achieving goals that are aligned with College's goals. The Student Life Office offers services and leadership experiences, especially for student government leaders that support Goals 1 and 4. As categorical programs, EOPS/CARE and CalWORKs, as well as newly formed Basic Needs resource area, in addition to Associated Students, work collaboratively with Fiscal Services to ensure fiscal stability and utilize resources effectively for the benefit of their students (Goal 2). Each department also supports professional development for staff (Goal 3) and engage in efforts that their practices ensure access, equity, and completion of Mt. SAC's diverse students (Goal 5).

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

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

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.

Tracking Conditions and Trends: c. Program Planning Dialogue: CalWORKs:

Our unit aim to provide a wide-range of academic, social, and engagement and leadership development support the educational experience of Mt. SAC students. Since the arrival of the CalWORKs director, the program has received stable leadership and improved program practices and developed effective outreach/inreach strategies to increase program participants.

EOPS/CARE:

The EOPS/CARE faculty and staff participated in planning retreats in January 2019 and June 2019 to discuss successes and areas for improvement from 2018-19. In addition, the EOPS/CARE faculty and staff met on a monthly basis throughout the 2018-19 academic year to discuss program goals, policies and procedures, delivery of services and capacity to grow program participants.

Student Life:

The following questions were discussed with staff. What planning have we done? What external conditions have we experienced that have impacted our areas? Internal conditions - what internal decisions have we made inside our department, Division, College? Buildings, space, staffing, etc. What critical decisions have we made as a team? What amazing work have we done. Talk about the notable achievements that we have accomplished throughout the year?

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

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

Analysis of Division's Plans, Activities, and Resources: Looking ahead to 2019-20, the Dean of Student Services Division is fully staffed at the director level for all three departments and seeks to explore strategies to increase student success and learning outcomes. Collaboration among the departments and with other programs in Student Services will be encouraged, and examination of resource needs and strategies to fill those needs will be made.

