

PIE Narrative Summary



PIE - Student Services: VP Analysis & Summary

2018-19

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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.

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> 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 INNIATIVE:

> 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 appraised 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/HO/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, 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.

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.

Analysis of Division's Plans, Activities, and Resources: Student Services

Several themes categorize the future direction of Student Services related to plans, activities and the need for resources:

Facilities

Staffing

Cross-collaboration

New Initiatives

Research and IT support

Student communication

FACILITIES: Planning for the new Student Center, new Student Services North building, and small facility projects in Student Services. Completed the Student Services narrative in 17-18 for the Educational Facilities Master Plan, and continuing to articulate and advocate for space needs and facilities issues will continue to be a major focus of the cross-divisional work in Student Services for the next few years. Student Services is working to ensure that the facilities needs and issues are identified and addressed ranging from repairs and safety concerns, to housing of faculty, staff and managers in permanent work stations and private offices, to identification of temporary and permanent locations for specific programs/departments such as Deaf and Hard of Hearing (DHH), International, EOPS, ACCESS, and Counseling. Critical repairs and upgrades to Building 9B are needed both for safety and aesthetics.

STAFFING: Having sufficient support staff, managers, and program personnel continues to be a challenge for Student Services. As Student Equity and SSSP funding is capped, and as particular student needs continue to increase, the ongoing challenge is how to provide services to students with limited staffing resources. For the size of our institution and the vast number of specialized support services provided to students, the staffing levels are wholly inadequate to meet the demand and to ensure that services are delivered in an organized, efficient, effective and sensitive manner. The demand for counseling continues across all programs as well as the Counseling Center as is the location of private counseling offices. Some programs are experiencing phenomenal growth and existing staff are unable to provide sufficient levels of service: Dream, EOPS/CARE, Veterans, REACH, Student Health, DSPS/DHH. This past year, we were able to hire 20 new/vacant positions in the 18-19 academic year, but still has 23 vacant positions to fill in the 19-20 academic year. These new positions will help us provide more services to students and meet student demand at a much higher level.

CROSS-COLLABORATION: A cornerstone of the work that Student Services is undertaking emphasizes increased efforts to collaborate across departments within Student Services as well as with Instruction. Several successful efforts have been initiated such as combined transfer field trips, a Summer Transfer Science experience, special events for equity populations (movies, theatrical productions), joint field experiences (REACH foster youth and DHH camping trip), STEM Center activities. Existing activities such as Cash4College, Promise +Plus, Financial Literacy, Summer Bridge, Juniors/Seniors Day, continue to garner support from the majority of Student Services programs and departments.

NEW INITIATIVES: To address the emerging needs of our students, Student Services continues to develop new support services interventions. Inreach Services have been added. Student Ambassadors are located across the campus to assist students in connecting with needed resources. All new, first time students are invited to attend a 2-hour Mountie Fast Track to introduce them to the college and review the steps to matriculate, register, and apply for Financial Aid. Although not an official part of Student Services, the new Pride Center has opened with great student interest and involvement and support from the faculty. With primary leadership from Student Services, the Minority Male Initiative has continued to grow with more student participation, refinement of plans and goals, presentations at conferences, and a second leadership retreat. In addition, new state-wide initiatives such as the California Pathways and AB 705 - Multiple Measures have highly impacted Student Services which plays a major role in integrating these initiatives on campus.

RESEARCH and IT SUPPORT: Concerns continue in this area with limited progress to date. Many programs are still burdened with paper processes to track student outcomes and collect student information, despite OnBase and APEX initiatives. Lack of direct, specific research support focused on individual student support efforts have resulted in very little data to measure outcomes and impacts of services. Increasing efficiency, becoming paperless, tracking student engagement and progress continue to be primary goals for all Student Services programs and departments.

STUDENT COMMUNICATION: The ability to communicate directly with students to inform them and guide them about their educational plans and meeting their goals, remains elusive. Students are not responding to traditional means and forms of communication. The goal is to utilize a dashboard methodology coupled with pushing out messages, reminders, and check lists to students to assist them to stay on track and to reach their goals in a timely, informed manner. Included in this challenge is the

implementation of a more robust Early Alert system. With the implementation of Pathways and Multiple Measures, the need for immediate counseling interventions is critical. Hiring of more staff and counselors is necessary. This past year, IT has completed Ask Joe Mountie and a check list that provides answers and helps direct students with the matriculation process. We have also contracted with EAB to provide other forms of communication to address these concerns and plan to implement in summer 2020.

VP Goals Summary



PIE - Student Services: VP Analysis & Summary

Ongoing/Multi-Year Goal - Support Services: SS-1 Services: Develop, maintain and improve student support services that are integrated and coordinated to promote student engagement, retention and success.

<i>Updates on Goals</i>	
<p>Assessment: Testing and AQ implementation completed Spring 2019.</p> <p>Counseling and Special Programs: Expanded services that addressed success and retention by developing services that address completion.</p> <p>Counselors and advisers completed 29,413 abbreviated and comprehensive educational plans in the 2018-2019 academic year. Also, under Guided Pathways over 300 Certificate, Associates, and Transfer MAP's were developed as templates to facilitate students entering the major/career pathway.</p> <p>The Counseling Department increased the usage of COUN 1 through the STEP program and offered 750 students the opportunity to be eligible for the Promise +Plus program.</p> <p>Financial Aid: Enhanced Calling Campaign: FA Outreach team along with FA staff will reach out to students with pending items and be sure to take them through step by step on how to complete file and/or provide resources for one-to-one assistance such as the FA Success Lab.</p> <p>Reporting Year: 2018-19 Update Status: 50</p>	

Ongoing/Multi-Year Goal - Student Learning: SS-2 Student Learning: Provide the most relevant curriculum for workshops, orientations, information sessions and courses to improve student learning and success.

<i>Updates on Goals</i>	
<p>ACES, Aspire, Bridge, Career & Transfer Services, Counseling, High School Outreach and Upward Bound are aligning their services to respond to the multiple initiatives forming the CCC such as, Student Equity, Guided Pathways, Promise+Plus, and AB705.</p> <p>NSO/MAP Workshops - Updated the online student orientation and established the MAP Workshops to address Guided Pathways.</p> <p>MAP's were developed as templates to facilitate students entering the major/career pathway.</p> <p>The Counseling courses have changed their pedagogy making them more interactive via "teaching from the back of the room." Courses such as COUN 1, COUN 2, COUN 5, COUN 7, and COUN 51 have also seen high-fill rates and we have cancelled less classes.</p> <p>The Counseling Department increased the usage of COUN 1 through the STEP program and offered 750 students the opportunity to be eligible for the Promise +Plus program.</p> <p>Summer Bridge reformatted their program to align to Guided Pathways and have students exposed to major/career based courses along with a COUN 51 - Career Planning course. 250 students participated and were eligible for the Promise +Plus program.</p> <p>Reporting Year: 2018-19</p> <p>Update Status: 75</p>	

Ongoing/Multi-Year Goal - Research: SS-3 Research: To improve student success and equity, develop and/or enhance data collection, tracking, planning and reporting data to enhance outcomes, measurement, and informed decision-making processes.

<i>Updates on Goals</i>	
Research continues to be a challenge in the Counseling and Special Programs to plan and develop, services, resources, and interventions to address the academic and equity service gaps in students. Reporting Year: 2018-19 Update Status: 50	

Ongoing/Multi-Year Goal - Technology: SS-4 Technology: Use of technology more effectively to streamline processes, including monitoring and reporting, and maximize efficiency of administrative and programmatic functions.

<i>Updates on Goals</i>	
Financial Aid: File Processing Improvement: In spring 2019, Implemented online documents and automated verification system - ProVerify to ensure more efficient processing of files. Reporting Year: 2018-19 Update Status: 50	

Ongoing/Multi-Year Goal - Training: SS-5 Training: Utilize and promote available training and create additional opportunities for all employees to develop new knowledge and improve existing skill sets.

<i>Updates on Goals</i>	
<p>Counseling: Training was provided monthly to faculty, staff, and student workers. Some of the highlights included Adjunct Training, Customer Service Training for student workers, and Dean's Meeting. This area continues to be challenged due to the funding required to provide training that address, emerging practices in the area of counseling, programming, customer service, and technology.</p> <p>Financial Aid: Ensure funding level for staff to attend training and conference as well as for ability to conduct in house training for the purpose of professional development and maintenance.</p> <p>Reporting Year: 2018-19 Update Status: 75</p>	

Ongoing/Multi-Year Goal - Policies: 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.

<i>Updates on Goals</i>	
Financial Aid: Implement Quality Control Protocol in spring 2019 for all areas - to ensure compliance, accuracy and efficiency with all protocols/processes. Reporting Year: 2018-19 Update Status: 75	

Ongoing/Multi-Year Goal - Campus Collaboration: SS-7 Campus Collaboration: Establish intentional collaboration with internal and external partners and educate the campus community regarding key student issues and concerns, procedures, policies and regulations.

<i>Updates on Goals</i>	
<p>ACES, Aspire, Bridge, Career & Transfer Services, Counseling, High School Outreach and Upward Bound are aligning their services to respond to the multiple initiatives forming the CCC such as, Student Equity, Guided Pathways, Promise+Plus, and AB705.</p> <p>Transfer Center: Collaboration continues to expand in all areas, ensuring we are expanding relationships with 4-year universities, K-12 schools, state/federal agencies, employers, and financial literacy partners. We need to develop more advisories among our partners and expand our range to political figures to garner support, grants, and partnerships.</p> <p>Upward Bound provided presentations to both the Hacienda-La Puente Unified School District and Pomona Unified School District. Parents and students talked about their positive experience in the Mt. SAC Upward Bound program and the accomplishments students are having.</p> <p>Increase marketing campaign/social media so students are able to see the activities that Department is engaged with such as Scholarship workshop, FA Success Lab, Cash for College, Veterans Open House.</p> <p>FA on the Go - collaboration with multiple programs and departments on campus; FA Specialist/Manager for Outreach will be stationed to help answer FA/scholarship questions.</p> <p>Veterans on the Go - collaboration with multiple programs and departments on campus; Veterans Coordinator will be stationed to help answer Veterans questions; connect with Dependents of Veterans.</p> <p>Veterans on the Go: Veterans Coordinator will campaign at different areas of the campus to highlight the resources and programming available at the Veterans Resource Center. Will also make a concerted effort to work with Instruction and outside community partners in order to bring in resources for student Veterans and dependents.</p> <p>Reporting Year: 2018-19 Update Status: 75</p>	

Ongoing/Multi-Year Goal - Facilities/Space: SS-8 Facilities/Space: Develop space to account for program/department growth, technological trends, and future needs for students and staff.

<i>Updates on Goals</i>	
<p>The Counseling Department continues to be challenged with facilities due to the fact they we do not have a centralized location to provide optimal services to students.</p> <p>Career & Transfer Services lack the appropriate space to provide services and presentations to students. The open lab area where workshops are provided are loud and difficult to present at. The staff is in multiple cubicles and noise becomes a factor when they meet with students one-on-one.</p> <p>High School Outreach continues to be challenged with the space they have due to lack of desk space for the Outreach Specialist, storage, signage, and the area does not allow for meetings with parents/students and the public.</p> <p>Reporting Year: 2018-19 Update Status: 50</p>	

Ongoing/Multi-Year Goal - Fiscal Resources: SS-9 Fiscal Resources: Expand and secure funding for services and staffing to meet the needs of a diverse student population.

<i>Updates on Goals</i>	
<p>Financial Aid: In 2018-19, FA was able to continue to maintain current staffing level to ensure balanced workload. They continue to refill staff vacancy as fast as possible to prevent any work backlog.</p> <p>Staffing: Hired additional staffing, 1 Manager and 2 FA Specialist assigned to FA Inreach and Outreach, and Veterans Coordinator to increase programming for VRC and student Veterans/dependents in general.</p> <p>Financial Aid was able to ensure funding level for staff to attend training and conference as well as for ability to conduct in house training for the purpose of professional development and maintenance.</p> <p>The Counseling and Special Programs were able to hire all needs to meet the demands, including administrative staff and specialist.</p> <p>Reporting Year: 2018-19 Update Status: 75</p>	

Ongoing/Multi-Year Goal - Communication: SS-10 Communication: Develop and improve communication to increase students' college knowledge of, access to, and engagement with available campus resources and services.

<i>Updates on Goals</i>	
<p>Enhanced Calling Campaign: FA Outreach team along with FA staff will reach out to students with pending items and be sure to take them through step by step on how to complete file and/or provide resources for one-to-one assistance such as the FA Success Lab.</p> <p>Increase marketing campaign/social media so students are able to see the activities that Department is engaged with such as Scholarship workshop, FA Success Lab, Cash for College, Veterans Open House.</p> <p>FA on the Go: FA Outreach Team to go out to where students are - Library, Cafe, Instruction buildings, Equity Center, etc. so that we can reach far and wide; will also partner with Scholarship Program Specialist to ensure increase in scholarship applications.</p> <p>Veterans on the Go: Veterans Coordinator will campaign at different areas of the campus to highlight the resources and programming available at the Veterans Resource Center. Will also make a concerted effort to work with Instruction and outside community partners in order to bring in resources for student Veterans and dependents.</p> <p>Reporting Year: 2018-19 Update Status: 50</p>	