

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



PIE - Student Services: Counseling & Special Programs Manager

2019-20

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Division Mission Statement: The Counseling Department and Special Programs delivers essential academic, personal, and career counseling services to our diverse student population. We are committed to meeting the multifaceted needs of our students in an innovative and professional manner, maintaining sensitivity and honoring language and cultural differences via individual services, program activities & events, outreach, classroom environment, and overall engagement.

Summary of Notable Achievements: --ACES:

In the 2018-2019 Annual Performance Report (APR), the following Prior Experience (PE) points were awarded based on the following:

- ACES renewed its federal grant for another 5 years awarded through 2025.
- Persistence objective written into the grant of 80% was exceeded with a rate of 95%.
- Good academic standing rate written into the grant of 85% was exceeded with a rate of 98%.
- Associate/certificate attainment written into the grant of 40% was exceeded with an attainment rate of 59%.
- Associate/certificate and transferring attainment written into the grant of 35% were exceeded with an attainment rate of 49%.

--Bridge Program:

Fall 2019 success data from RIE report titled "Success Rates and Grade Distributions of Fall 2019 AQ Placement Related Courses by Subject Draft (AMLA, ENGL, LERN, MATH, READ)" dated 3/12/2020 prepared by Maria Tsai yielded the following Math and English results:

- 78.8 % success rate for Bridge Math 110/11/COUN 2 learning community
- 75.9% success rate for Bridge English 1A/80/COUN 2 learning community
- 75.5% success rate for English 1A/COUN 2 learning community (Dream Program cohort may have been included but data is consistent with Bridge Program internal report on success rates for Engl 1A/COUN 2 = 75.5%)

--Career Center:

- A total of 16,721 students logged in to use the Mountie CareerSource system during this past year. Of those students 1,879 submitted job applications on-line and 2,219 resumes were uploaded to the system. A total of 1,834 students met with a Career Specialist for career development sessions with a total of 3,916 student contacts/visits to the Career Center before the campus closure.
- We facilitated Work Study orientations for 291 students during the 2019-2020 academic school year.
- Collaboration with Academic Support and Achievement Center (ASAC) to provide workshops for the general population students as well as the SSEED students.
- Collaborated with the Nursing Department for the Allied Healthcare Fair.

--Counseling:

The Mt. SAC Counseling Department was able to meet and exceed the demands issued by the State, California Community College Chancellor's Office, and District by serving and supporting - the Student Equity & Achievement Program (SEAP) which integrates SSSP (orientation, educational plans, follow up), Student Equity, and Basic Skills. The Counseling Department continued to play a critical role in AB705 (English, AMLA, and math assessment), Guided Pathways (i.e. Career Readiness and Development), Promise Program, Dual Enrollment, and address the New Funding Formula by emphasizing and developing a Completion Center. Lastly, the Counseling Department successfully transitioned majority of services and courses online/remote during the "Stay at Home" ordinance due to COVID-19, March 2020. Below are the notable achievements the Counseling

Department contributed to Mt. SAC in 2019-2020:

-In 2019-2020 overall, the Counseling Department completed 19,170 orientations, 85,337 assessments, and 44,383 counseling services (duplicated). These numbers represent 18,062 unduplicated students for orientation, 26,928 unduplicated students completing an assessment, and 20,554 unduplicated counseling services.

-15,096 (unduplicated) students completed an abbreviated and comprehensive educational plan. 7,365 abbreviated and 7,731 were comprehensive (Heasley, 2020).

-Online New Student Orientation served 18,062 (unduplicated) students (Heasley, 2020). Unfortunately, due to COVID-19 MAP Workshops did not transition until June 2020 (as a pilot).

-Probation Intervention served # (duplicated) students in the Fall 2019 who were dismissed, on probation, or continued probation (Heasley, 2020). No student was placed on probation, dismissal, or continued probation in the Spring 2020 term due to COVID-19.

-The Counseling Department served a total of 45,362 (duplicated) students; 22,364 of those students were seen via Individual Appointments; 8,137 were seen via ESARS (used online scheduling); and 14,861 were seen as Drop-In/Quick Questions (SARS Report, 2019-2020).

--High School Outreach:

-Connect 4: 2019- Of the 6,315 graduating high school students who applied for Fall 2019, 3,143 (50%) applied through high school outreach/Connect 4: 1, 2,636 (84%) completed an assessment, 1,740 (66%) completed an abbreviated educational plan, 97% enrolled in classes, 71% enrolled full-time. Conversely only 34% of non-Connect 4 applicants registered in classes, with only 51% enrolling full time.

-Community/High School Partners: 164 of local high school administrators, counselors, career technicians, and teachers participated in HSO hosted events that provided updates and trainings from both Instruction and Student Services programs. Providing training to our community partners will assist in disseminating the correct info about our college to potential new incoming students and their guardians.

-Online Virtual Services due to COVID 19 (April-June, 2020): 1,175 total served during the following; virtual 1:1 appointments, Registration 101 workshops, Connect 4 Catch-Up workshops, and Summer Programs Virtual office hours.

--Transfer Center:

-Transfer Specialists served a greater number of students through appointments and drop-ins: 3645 in 19-20 compared to 1927 in 18-19 and 1836 in 17-18 (duplicated counts). The addition of a third specialist allowed the staff to be even more accessible to students; having additional time for appointments and drop-ins also often allowed for more in-depth service. Highlights include helping students with complex academic histories complete university applications correctly, advising students about transfer requirements and how to strengthen their applications, assisting students with admission appeals (many of whom were subsequently admitted), and guiding students through financial aid awards/costs and next steps after being admitted.

--Upward Bound:

-Upward Bound (UB) successfully submitted the 2018-2019 Annual Performance Report (APR) to the Department of Education (DOEd) in December 2020. UB met and exceeded all but 1 of the mandated 2018-2019 objectives.

In the 2018-2019 Annual Performance Report (APR), the following Prior Experience (PE) points were awarded based on the following:

-Participation objective written into the grant was exceeded as we served 81 students

-Persistence objective written into the grant of 80% was exceeded with a rate of 100%.

-Good academic standing rate written into the grant of 85% was exceeded with a rate of 100%.

-College graduation within six years written into the grant at 40% was exceeded for the first time in years with a rate of 42%.

Closing the Loop - Analysis of Progress on College Goals: ACES:

-80% of all participants served by ACES Program must persist from one academic year to the beginning of the next academic year or graduate and/or transfer from a 2-year to a 4-year institution during the academic year.

-40% of new participants served each year must graduate with an associate's degree or certificate within four (4) years. 35% of new participants served each year must transfer with an associate's degree or certificate within four (4) years.

-85% of all enrolled participants served by ACES must meet the performance level required to stay in good academic standing at the grantee institution (2.0 gpa or higher).

-ACES will create partnerships with businesses, the community and other educational programs at Mt. SAC to build a financial literacy program that all Mt. SAC students, specifically ACES students, can benefit from throughout the academic year.

--Bridge Program:

-Bridge students, of whom the majority are first-generation, Latinx, and financial aid recipients, will successfully pass the courses offered in the Bridge Program.

- Bridge students will utilize the resources and services offered in the Bridge Program such as the study areas, study rooms,

computers and laptops, printing, peer advising, and counseling and advising to feel connected to the college and to engage with the program.

- Improve collaboration and communication with English and Math departments by designating faculty in each department as a Bridge liaison.

- Provide Bridge students a positive and successful First-year Experience program that includes learning communities to facilitate success through English and math courses at first attempt.

--Career Center:

- Continue to further increase communication and collaboration with employers to determine employment trends, and identify/facilitate student employment opportunities. Facilitate on campus recruitment to foster networking opportunities for students and employers.

- Ensure student, faculty, and staff awareness of our Career Center activities and events.

- Explore new technology and continue to effectively utilize existing technology such as Mountie CareerSource, Student Portal, Campus Listservs, Mobile Apps, Social Media and program website to improve services to further assist students in their employment needs.

- Continue to improve tracking and reporting of Career Center services, student contacts, activities, & events in order to measure and assess student use of service, satisfaction, and learning outcomes.

- To hire support for an ongoing basis to keep enhancing the careers center services program and to offer career assessments i.e. Myers-Briggs, True Colors, Strengths Quest, Holland Codes, etc.

- Career Center staff will be trained to provide up-to-date career related services. Professional development will result in innovative services and more engaging workshop presentations resulting in a 10% increase in student workshop participation. Training will incorporate analysis and interpretation of additional assessments.

- With the support of Student Equity Funds, the Career Center will develop a comprehensive "Student Employment Training Program." Once participants receive soft skills and procedural training, they will be placed to work within specific campus departments which are relevant to their major/career goal.

- Increase ability for students to research and become familiar with jobs available and employer's worksites.

--Counseling Department:

- Meet the student demand for counseling appointments, quick questions, workshops, and services while maintaining quality comprehensive in-person and online counseling services and maintaining quality comprehensive customer service.

- Secure more space for future hires--staff and faculty; Hire appropriate faculty and staff to meet the increasing needs of the growing state and federal legislation and student populations.

- Continue to address all issues related to SEAP and Guided Pathways specifically related to the abbreviated and comprehensive educational plans (i.e. target students who do not have a comprehensive ed plan; utilize MAP to create templates institutionalized pathways).

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- Continue to address the demands and process related to SSSP specifically related to New Student Orientations-via online (i.e. Veteran, International, and Connect 4). Look into contract with new vendor, Advantage Design, to update the online New Student Orientation.

- Promote Counseling Department services and courses to the campus and community audience via social media, billboards, news, brochures, and multimedia means (i.e. electronic monitors, Mt. SAC portal).

- Increase the opportunities and develop for professional development activities for all department staff and faculty (i.e. front counter training, career planning and assessment).

- Continue to offer an expansive offering of Counseling courses to enhance students understanding of college success strategies, career, and transfer related information; Have a fill-rate for all Counseling courses at 90%.

- Continue and develop partnerships to address relationships among faculty via Instruction and Student Services.

- Continue providing student success workshops and address interventions with probation status students.

- The Counseling Department will support dual enrollment in three majors areas: (1) processes forms and documents; (2) reviews & approves clearances; and (3) schedules and conducts Information Sessions.

- The Counseling Department will make critical decisions on how we implement the Pathways Model. Decisions will be made on Mapping of majors and alignment of all academic and career pathways with transfer and employment opportunities with equity mindedness.

- Continue to review services and curriculum on a regular basis to ensure counseling is providing equitable services and curriculum for all students.

- Assisting in the development and implementation of the Assessment Questionnaire, scripting, and understanding placement.

Also, assisted English and math departments in the creation of rubrics for placement purposes.

-To present career guided pathways and education plans within the first semester for all first time students to support guided pathways efforts and meet SSSP requirements.

--High School Outreach:

-Increase college awareness within the local feeder high schools by informing potential students of Mt. SAC academic programs and student services.

-Provide services, events, and workshops to students and high school employees staff to promote Mt. SAC.

-Provide services, events, and workshops to students and high school employees to raise awareness of Mt. SAC academic programs and student services.

-Collect qualitative and quantitative data on HSO events, activities, and services related to Student Learning Outcomes and Goals/Objectives.

-Increase college awareness within the local feeder high schools by promoting higher education via presentations, workshops, and involvement with the high school community.

-Provide potential students with enrollment related services to facilitate registration/enrollment: (1) Apply; (2) Assessment; (3) Orientation; and (4) Register.

-Collaborate with Student Services programs to connect students with specialized needs to specific services (e.g. REACH, Dream, DSPS, EOPS/Care, Financial Aid).

--Transfer Center:

-The Transfer Awareness goal is to develop programing that will increase and maximize students' successful university transfer guided by student outcome assessments and professional expertise.

-The Transfer Access and Equity goal is to develop and expand exemplary transfer programs and services that facilitate the participation of underrepresented students and promote their successful transfer.

-The Transfer Collaboration goal is to engage in effective and consistent dialogue with key campus and off-campus stakeholders to improve transfer services.

--Upward Bound:

-Serve 70 eligible Upward Bound participants.

-Ensure project offers opportunities for parents to be engaged with their students' education.

-Ensure project prepares students' college readiness.

-Ensure all project participants have a current academic success plan (ASP) on file and meeting A-G standards.

-Provide Paid Internship Opportunities for program participants that are excelling academically and have a desire to explore career options in the medical field among other opportunities.

-Develop program processes to begin tracking participant data via the Lacai Database.

-To develop an active alumni base in order to strengthen and create long term support for the Mt. SAC Upward Bound program and participants.

External and Internal Conditions Analysis: --ACES:

-External Conditions: On Thursday, March 19, 2020, Mt. SAC employees had to adhere to the Stay-at-Home order by the Governor of California. Due to this, the ACES Program calendar of events in Spring 2020 was impacted adversely by COVID-19.

-On Monday, July 6, 2020, the House Subcommittee on Labor, Health and Human Services, and Education ("LHHS") Appropriations released its Fiscal Year (FY) 2021. The bill included a \$10 million funding increase for the Federal TRIO Programs for FY 2021 (Program Year 2021-2022).

-Internal Conditions: The salary and benefits for Counselor/ Coordinator (Diana Felix) were not included in the TRIO federal grant competition for 2020-2025.

--Bridge Program:

-External: Campus closure due to COVID-19 presented some challenges and opportunities to review program processes and services. The most challenging was how to keep our students engaged and connected with the program.

-The impact of AB-705 on Bridge students and courses still needs to be researched and analyzed.

-Internal: The demand for Bridge Program courses is higher in the summer and fall, with a slight decrease in the spring semester. This may be due to AB705 (not as many sequence courses needed to reach college-level courses). In the Spring semester, due to low enrollment, three learning communities were unlinked and only the COUNSELING courses was designated as a Bridge Program course. The stand-alone Bridge COUNSELING courses did fill.

-El Centro is housed in the Bridge Program center resulting in an increase of student use of Bridge services and resources resulting in limited space for students during peak times.

-Tutoring support from the tutoring centers is becoming more challenging due to decreases in funding. Although Summer Bridge 2020 tutors were supported by the tutoring centers, there may be an expectation that Bridge fund the tutors for Bridge

courses.

--Career Center:

-In order to increase efficiency and take advantage of emerging technologies in the work study placement and training process, the Career Center continues to partner with CalWORKs and Financial Aid to streamline the Federal Work Study Program. The transition allows students to apply for work study jobs directly from the Mountie Career Source (online job search database). By streamlining the application process that previously required students to visit multiple departments in person during their job placement process. Due to the unforeseen circumstances of the Covid-19 pandemic, the Federal Work Study Program was unable to complete the placement process, resulting in reduced student participation.

-With the awarding of Student Equity funds, the Career Center has picked up additional projects, thereby, requiring the tracking of additional data. A large amount of time is expended and additional workload in maintaining paper records. We are still working with the Institutional Research office to narrow down the data that we collect in order to reduce the number of forms used. The goal is to go paperless and include many of these data collection measures on a digital format. Our department has shifted the responsibility of collection and processing of this data collection to our Administrative Specialist.

--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. After one-year of implementation approximately 40% of students are not successfully completing their English and math courses. The Counseling Department continues to seek opportunities to meet with English and math departments via Liaison efforts to help address the success gap.

--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 810 in 2019. Open to all students, however, primary focus is on incoming freshman. Incoming freshman that meet the requirements will be eligible for Promise+Plus grant funding and resources to assist them during their first semester.

- Integrated Plan (SEAP): 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.

-COVID-19: On March 19, 2020 Governor Gavin Newsom announced the "Stay-at-Home" ordinance due to the Coronavirus that spread worldwide and had significant impact in the Los Angeles County. COVID-19 displaced our students from being physically on-campus to an online environment. This transition made it difficult on students, faculty, staff, and administrators to address the instruction and our delivery of Student Services. This impact forced the Counseling Department to move all processes, services, and courses online relying and implementing platforms such as, Cranium Café, EAB/Navigate, ESARS, CANVAS, Advantage Design, and Power BI. We provided full training to approximately 100 counselors on Cranium Café, moved all Special Programs (i.e. ACES, ACCESS, Aspire, Arise, Bridge, Cal-WORKs, EOPS, Honors, PRIDE, REACH, STEM) to ESARS and allowing students to schedule appointments via online, leveraged the EAB/Navigate System to do a Campaign to address student remote transition, and continued to enhance other platforms like Advantage Design and Power BI. Our move into a remote environment has allowed us to continue to serve thousands of students prior to COVID-19.

--High School Outreach:

-High School classrooms have limited new technology 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, AQ); High School classrooms have slow internet or blocked internet that prevents students from login into the student portal to complete enrollment related steps (e.g. AQ, online orientation).

-Preference for 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. Higher competition for classroom time and student interaction; 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.

-COVID-19 Campus Closure and High School Closure led to cancellation of Senior Saturday, college fairs, and cancellation of the following recruitment presentations: Summer Programs, Promise+Plus, EOPS, ACCESS; Mt. SAC physical campus closure and no in-person visits to the high schools due to COVID-19 resulted in transitioning services to online and phone services only.

-MAP Workshops were not offered by the counseling department therefore 75% of Connect 4 students did not have an abbreviated education plan and didn't know which courses to take in the Fall semester.

-Increase in emails and calls from students and parents wanting course selection and registration assistance resulting from MAP workshops not being offered.

--Transfer Center:

-Mt. SAC has a limited number of Associate Degrees for Transfer (ADT). These degrees play an important role in expanding transfer pathways. Although the college lacks ADTs for some popular majors, CSU transfers remain steady at 1409 in 18-19 compared to 1354 in 17-18. The number of ADTs awarded continues to increase, and a few very popular ADT majors were added in recent years.

-Mt. SAC's current policies on academic renewal and grade forgiveness may impact the successful transfer of underrepresented students. The Transfer Center will lead an effort to begin examining AP 4240 and grade forgiveness (with course repetition at other colleges) to determine how these policies can best align with the metrics and goals of the Vision for Success, the Student Centered Funding Formula and the Student Equity and Achievement Program, placing priority emphasis on the preparation and transfer of underrepresented students as stated in Section 51027 of Title 5 regulations.

-COVID-19 presented many issues about which students needed advising such as grading options, withdrawing from classes, canceled classes, transfer requirements, etc.

-CSU and UC modified requirements/conditions of admission for students who were admitted for fall 2020 and acceptance of the P/NP grading option for GE and major courses taken during the affected terms.

-The Transfer Center lacks an established on-going budget to fund student staff and recurring events. In order to continue our work towards closing the student equity gap, it is necessary to expand the current budget of our department and allocate on-going funds that will support our transfer initiatives.

-The Transfer Center continues to operate without a director. The position has now been frozen due to COVID-19 and budget decisions. Additionally, the center lacks permanent administrative support staff and depending on funding, struggles to ensure adequate staffing.

-The department lacks adequate space and workstations for staff. The current workstations affect the staff's work performance and ability to serve students and maintain confidentiality in a safe space with minimal interruptions.

--Upward Bound:

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

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

-The college's continuous financial support to UB in the form of facilities, transportation, and overhead has allowed UB to expand services and resources to UB participants. Due to Mt. San Antonio College's support UB was able to offer more students a summer residential experience. It also allowed UB to visit more local colleges during the summer (CSULA, Cal Poly Pomona, UCI, UCR, and USC). This year UB was able to assist students with school supplies, computers, mifis, textbooks, and food.

-The lack of a Project Coordinator held us back from engaging our UB Alumni in a more meaningful way. It also prevented UB from engaging potential community partners to establish volunteer and internship opportunities for current participants.

Program Planning (Equity, Retention and Success): --ACES:

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

-ACES Program gathered data and worked with the grants office to submit a grant renewal to the Department of Education (DOEd). The grant competition was submitted in Winter 2020.

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

-ESARS was created for the ACES Program participants to make counseling appointments online due to transitioning remotely.

-ACES Program contacted all ACES participants due to the transition remotely. The ACES staff and faculty provided participants with technological support by securing loaner laptops and mifis.

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

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

--Bridge Program:

Summer Bridge 2019:

- 98.7 % (235 of 238 students) are first generation.
- 89% of students are Latina/o.
- 98% success rate in summer bridge general education courses.
- 98% retention rate in summer.
- 97% enrolled in the fall 2019 semester.

--Career Center:

- The Career Center continues to support and place students through the Student Success for Education and Employment Development (SSEED) Program. The program goals remain the same with providing the target population with job readiness skills, soft skill training and on-campus employment. A total of 118 students successfully completed the six-month training program. Workshop Participation: 98% of SSEED Students attended four workshops per month. The SSEED Student Average GPA: Overall average is 2.5-3.5. The SSEED Program had a total of 40 students successfully transfer. There was a total of 12 SSEED Program Students that were hired on to their assigned department budgets.
- The Career Center partnered with the Continuing Education Department, Mt. SAC Regional Consortium for Adult Education and other outside agencies to host a Campus-Wide Student Conference aimed at developing all students' job readiness skills as well as specialized target populations named in the Student Equity Plan. A total of 310 students attended the Conference and 182 attendees were target populations named in the Student Equity Plan.
- Continued use of Mountie CareerSource (on-line job board) to provide both students and employers electronic access for employment opportunities for students. A total of 16,721 students logged in to use the system during 2019-2020. Of those students 1,879 submitted job applications on-line and 2,219 resumes were uploaded to the system.
- A total of 1,834 students met with a Career Specialist for career development sessions with a total of 3,916 student contacts/visits to the Career Center before the campus closure.
- We facilitated Work Study orientations for 291 students during the 2019-2020 academic school year.

--The Counseling Department:

- New Funding Formula: the Counseling Department helped address the New Funding Formula by establishing a Close to Completion effort focus on students who had completed 45 or more degree applicable units, 2.0 GPA's and above, and those who either completed or completed one or the other English and math courses. Planning dialog's included both full-time and part-time counselors who were able to do outreach letters, phone banking, and pre-screening utilizing our new EAB/Navigate system to ensure students were informed on their close to completion of certificates, degrees, and transfer. The Completion Center will also be utilizing Power BI to target students who are closest to completion to ensure we focus on the students closest to completing.
- The California Promise: the Counseling Department to address the California Promise effort increased the Summer Transition and Enrichment Program (STEP) to 720 students by offering 27 Counseling 1 - Introduction to College courses to assist students with the on-boarding to process from high school into college. This increase allowed Mt. SAC to serve nearly 1,000 students and make them eligible for Promise +Plus benefits that included, book vouchers, food cards, t-shirts, and loan laptops.
- Student Equity & Achievement Program (SEAP): the Counseling Department continues to comply with the SSSP mandates offering Orientations (online & in-person - 18,062), Educational Plans (abbreviated and comprehensive - 15,096), and follow-up services (Unduplicated - 20,554). Counseling also supports the guided placement of the Assessment Questionnaire (AQ) (Unduplicated - 26,928).
- Equity-mindedness Counseling Practices: the Counseling Department continued to seek out opportunities to develop equity-mindedness counseling practices and approaches. Counseling faculty participated in "Counseling in the Era: Critical Competencies in Student Services" and have formed a departmental committee to enhance the knowledge, pedagogy, and service with an equity lens.

--High School Outreach:

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

--Transfer Center:

- The Transfer Center will continue to collaborate and develop new partnerships with other Student Services departments to

provide specialized workshops (e.g. DREAM Program Transfer Workshop Series) to minimize the duplication of services and maximize joint services.

-Transfer Specialists have served and will continue to serve as primary advisors and presenters for the Transfer Club on campus attending general and officers meetings on a bi-weekly basis for the last six years. The club serves the need for outreach, advising, and informing students about the transfer process while providing networking opportunities, facilitating peer mentoring, and encouraging academic excellence leading to their college success, persistence and retention. Through presentations such as Transfer 101, Building a Transfer Success Network, Transfer Action Plan, and Transfer Transitions, the club provides an average of 40 active student members annually with guidance and support to pave their journeys towards a university.

-The Northern California University Tours (NCT) comprehensive outcomes assessment yielded results that brought implications for the current practice of the local tours. Both the reflections from alumni and faculty involved with this program emphasized the pivotal role that peer to peer interactions play in the success of a program like the NCT. Alumni reflected on how seeing other Mt. SAC students at the Northern California campuses allowed them to see themselves at those institutions and eventually transfer there. Faculty reflected on the differences that alumni make in providing a more accurate picture of what student life is for transfer students at their campuses during situations where the university officials may fall short in fulfilling the expectations of the NCT participants. Considering this implication, the Transfer Center plans to use the same approach of relying on the success stories of Mountie alumni to facilitate panels and campus tours for the local tours. This entails continuing to maintain a Mountie Alumni Network database. Students who RSVP for the annual Transfer Achievement Celebration will be the first targeted group to form part of this database.

--Upward Bound:

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

-Twenty-one seniors completed the newly implemented college application requirements. All 21 students applied to four UCs, four CSUs, two private, and one community college.

-All our students successfully submitted a FAFSA application.

-Upward Bound successfully submitted the Annual Performance Report (APR) for the 2018-2019 academic year and received 4 out of 5 Prior Experience (PE) points.

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

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

-Our in-person tutoring went completely virtual. This was critical to the success of our students since LPHS did not provide students with instruction for about 1 month. The 2-hour in-person tutoring was increased to 4 hours.

-Upward Bound provided participants with technological support in the form of computer and wifi loaners.

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

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

Analysis of Division's Plans, Activities, Resources and Critical Decisions: --ACES:

-The ACES Program repurchased Lacai for the 2019-2020 academic year as the database for student management and tracking. The program continues to use this database to monitor and record student activity. ACES is currently working with Lacai to maximize the potential of the program to maximize work efficiency, productivity, and accuracy.

-Since January 2017, the Counselor/Coordinator's (Diana Felix) salary and benefits continue to be funded by SSSP funding. This allows the program to offer more services and experiences to ACES participants.

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

--Bridge Program:

-To continue student communication and engagement once the campus closed due to COVID-19, Bridge social media presence increased and counselors called all Summer 2019 and Fall 2019 Bridge students to check-in on them and answer any questions. Emails were also sent to all Summer 2019, Fall 2019 and Spring 2020 students with important updates and reminders.

-Since student workers were not approved to work remotely, 2 short-term hourly staff were hired to serve as Bridge Success Coaches for the Summer Bridge 2020 online program. Normally, each Summer Bridge link has one Peer Advisor assigned; 8 links = 8 Peer Advisors. The Success Coaches served a similar role as Peer Advisor except that they were Mt. SAC alumni and current university students. They were also former Summer Bridge students and former Bridge Program student staff.

-Instead of hosting one large SB 2020 Student and Family Orientation followed by one make-up session, we decided to offer 7 student orientations (with a max of 50 students per session) and 2 family orientations (1 in English and 1 in Spanish). All

orientations were via ZOOM. The student session agenda was facilitated by Bridge Counselors and consisted of: overview of the SB program, understanding online learning, review of technology loan program (laptop/wifi), and hands on registration for summer bridge courses. All students received a SB Student Handbook as a guide for the orientation. The handbook was emailed and mailed to each student. The Family Orientation included staff from the Financial Aid office.

-Moving to an online environment and taking online courses has been difficult for both students and faculty, thus instead of offering our traditional learning communities in the Summer Bridge Program that consist of 3 courses : LCOM 80 (1 unit), COUN 51 (1 unit), and 1 General Education course (3-4 units), we decided to offer 2 courses: LCOM 80 (1 unit) and 1 General Education (3-4 units). We felt the lower unit amount would be more manageable for new first time college students. The LCOM 80 course was selected because building community in an online environment was priority and the curriculum lend itself to this goal. The LCOM 80 professors (all counselors) decided to incorporate educational planning by offering 2-3 ed planning workshops for their assigned cohort of students. The LCOM 80 courses were synchronous and the GE courses were a combination of synchronous and asynchronous. providing students with a good balance.

-A benefit of the SB program is the Textbook Loan component. We decided to continue this benefit and provide textbooks. In an effort to recognize the different learning styles of students, we felt it was necessary to mail textbooks for Summer Bridge 2020 online classes to students. This was done in collaboration with the Mt. SAC bookstore. SB students also received a LCOM 80 resource handbook that included information for both LCOM 80 and Educational Planning.

-For the Spring 2020 Bridge Program, we decided to unlink three Bridge learning communities due to low-enrollment. Although the courses were unlinked, we decided to offer the COUNSELING course as a Bridge Program stand-alone course and were pleasantly surprised that these courses filled.

--Career Center:

-The Career Center faced a critical mid-year crisis in March 2020 when the Governor of the State of California announce a State of Emergency due to the COVID -19 Pandemic. This caused the Center to close and immediately move all services online and forced the staff to telecommute. Additional factor included the retirement of one (1) seasoned Career Specialist. Due to Federal Work Study fund allocation, the SSEED Program was advised to refer students from the SSEED program and the SSEED Program waitlist to the Federal Work Study Program.

--Counseling Department:

-The California Promise: the Counseling Department to address the California Promise effort increased the Summer Transition and Enrichment Program (STEP) to 720 students by offering 27 Counseling 1 - Introduction to College courses to assist students with the on-boarding to process from high school into college. This increase allowed Mt. SAC to serve nearly 1,000 students and make them eligible for Promise +Plus benefits that included, book vouchers, food cards, t-shirts, and loan laptops.

-The Counseling Department intake and front desk process was modified and improved to address COVID-19 to meet the online and remote demand of students. Counseling was able to accomplish three major processes: (1) Increase the personnel answering front counter phones and emails; (2) Modify the schedules of Faculty Counselors during registration and start of school to meet the demand of students during those rush periods; and (3) Ensure our delivery of Counseling Services is multi-faceted to meet the needs of all students (via phone, email, online face-to-face).

-Cranium Café: Due to COVID-19 provided training to all Counseling Faculty on Cranium Café. The training encompassed Counselors from across the campus including, ACCESS, General Counseling, Special Programs (Arise, Bridge, Cal-WORKs, EOPS) and School of Continuing Education. In total, over 100 Counseling Faculty full-time and part-time received this mandatory training in March 2020. Cranium Café is now fully functional allowing face-to-face counseling, online Quick Questions, and an environment that allows high traffic to be served.

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

-EAB/Navigate - the Counseling Department was able to develop the Explorer and Planning component of Navigate system. On the Explorer tab students have the opportunity to view resources, academic progress, and interact with peers and faculty. While, the Planning tab allows students to develop educational plans and register the full integration is still being implemented.

--High School Outreach:

Due to the campus closure resulting from COVID-19 the following critical decisions were made by the unit:

-Transitioned all services to digital, online Zoom and over the phone assistance.

-To address the missing MAP Workshop component, HSO hosted Zoom Registration 101 workshops to teach students how to register.

-Due to lower interest in STEP and Summer Bridge, HSO hosted Zoom Summer Programs Virtual Office Hours to raise awareness. The events were in collaboration with Bridge, STEP, Promise+Plus, and Financial Aid.

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

-Did not host a virtual Senior Saturday. When the specialists were connecting to their students, the students were expressing a lot of stress and anxiety over: (1) lack of technology/internet access (2) ability to graduate from high school (3) living conditions impeding their home learning environment. We did not want to add more to their list of stressors.

-Cancellation of in-person campus tours. Added a virtual campus tour option on the website.

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

--Transfer Center:

Due to COVID-19:

- Major spring events were cancelled (e.g. TransferCon, Spring Transfer Fair, tours).

- The Transfer Achievement Celebration was modified to feature students on Instagram in place of an in-person event. Transfer medallions were distributed via a drive-thru coordinated with the Scholarship Program and other Student Services programs.

- Transfer Center staff served students remotely by offering Zoom drop-in hours Monday - Thursday, implementing eSARS to allow students to book appointments directly online, continuing to facilitate appointments with university representatives, and via phone/text/email.

- Workshops were offered remotely via Zoom and will continue to be offered online in summer/fall 2020.

-Career & Transfer Services was divided into separate departments: Career Center and Transfer Center.

--Upward Bound:

-Repurchased Lacai for the 2019-2020 academic year as the database for student management and tracking. The program continues to use this database and has been implemented since the Fall 2018 semester. UB is currently working with Lacai to maximize the program's potential to maximize work efficiency, productivity, and accuracy especially in light of being short-staffed.

-Hiring Mr. Jakel Harris as our Leadership Specialist in the absence of our Project Coordinator allowed UB to offer its first-ever Incoming Freshman Summer Enrichment Program to tremendous success. Incoming UB students experience our newly created leadership curriculum. This work continued into the school year and has yielded a high GPA and participation in our Freshman class.

-2019-2020 allowed the program to get its initial result of the changes made by the new full-time TRIO Director. The changes have allowed for the program to refocus on assuring the program is in federal compliance through the revamped recruitment and application process, a newly implemented comprehensive student handbook that includes policies, procedures, and expectations. Additionally, we are ensuring participant files are up-to-date and in compliance with federal requirements.