

PIE Narrative Summary



PIE - Student Services: VP Analysis & Summary

2020-21

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Summary of Notable Achievements: STUDENT SERVICES

ACCESS: Accomplishments:

- Access collaborated with instructional colleagues to implement and/or increase accessibility of remote courses; for example, adding sign language interpreters to synchronous zoom classes, providing remote test proctoring services, and providing remote scribe services.
- Access faculty provided entirely remote services to students and assisted students in managing all aspects of ACCESS operations; for example, applying to ACCESS, developing and signing accommodation plans, notifying professors of approved accommodations, and uploading documents.
- Students are now able to download their Academic Accommodation Plan (AAP) to provide to their professors, resulting in streamlined services for students and the ACCESS office.
- Developed and revised accommodation guidance for online classes and distributed to faculty and students.
- Created an online Academic Accommodation Plan (AAP) request form for DHH students to streamline the accommodation process and the scheduling of access service providers.
- Access used social media to provide information and updates to students.
- Placed a Faculty toolkit with sample disability syllabus statement with Universal Design principles on the Access website under Faculty tab.
- Hired an ACCESS Instructional Specialist, Math Support, faculty member who started in April, 2021.
- Access reviewed and updated Policy and Procedure 5140: Students with Disabilities.
- ATC instructional services rapidly transitioned to an online platform due to the COVID-19 campus closure. The ATC provided instruction to 322 ACCESS and Veteran students during the 2020-21 academic year for 1,964 hours of service. The ATC provided alternate media services to 99 students during 2020-21 academic year. The ATC converted 21,916 pages of text into alternate formats. ATC utilized various forms of technology and expertise to provide accessible instructional material for a blind student taking Calculus 67.
- Puzzle Project students were paired with a peer mentor and participated in various components of the program, including weekly Puzzle or Transitional (Puzzle Pieces) workshops. Seventy (70) percent of Puzzle participants passed one or more of their academic classes. Two Puzzle Project students graduated from Mt SAC with an ADT and a 3.00+ cumulative GPA. Ten Puzzle Project students are on a transfer pathway and have completed five or more transferrable courses. One Puzzle Project student, who is on a vocational pathway, obtained a job at a grocery store and was recognized as Employee of the Month. One Puzzle Project student was the student representative on the ACCESS Community Advisory Committee. The Puzzle Project faculty provided professional development opportunities for faculty and staff to promote access, patience and understanding of students with disabilities. In October 2020, Puzzle Project faculty presented Addressing the Barriers for Students on the Autism Spectrum Disorder (ASD) in a College Setting through POD. During Spring 2021, Puzzle Project faculty distributed a Qualtrics survey to English faculty, and responses were used to create a Q&A handout with classroom strategies that was distributed during an English department meeting.
- The ABI program rapidly pivoted to an online format and provided uninterrupted instruction to students during the COVID-19 pandemic, and provided instruction to 77 students with an acquired brain injury during the 2020-21 academic year. This included 1,558 hours of instructional support.
- DHH developed a DHH brochure for distribution on campus.
- DHH created a Canvas Hub for communication and resource sharing.

- The virtual setting allowed DHH to hire more Deaf interpreters for classroom and video translation work.
- DHH added new cohort classes: Math 71A and Biol 1
Biol 1 cohort class had a 71% pass rate.
Math 71 had a 52% pass rate (compared with a 27% pass rate for a non-DHH class-same professor)
DHH held their first Annual Spring Banquet.
Ten deaf students earned their associate degree and participated in commencement SP 2021.

Behavior Wellness Team Accomplishments:

- BWT Case Manager attended the following trainings: Looking Glass and Looking Glass Master Class, Suicide Checklist, Non-Clinical Suicide Assessment, Case Management and Intervention, Hard Conversations on Campus, Addressing Protests and Racial Injustice.
- Instituted new BWT membership structure, which includes a “Core” team and a “Resource” team, to streamline approach while expanding resource team members on campus to connect with students and assist in addressing needs.
- Added Title IX/Human Resource Analyst representative to assist student with Title IX cases and students who are also Mt. SAC employees.
- Initiated a BWT task force to meet bi-monthly to address needs, policies, procedures and overall BWT processes.
- Completed BWT policy and procedure manual.
- BWT members attended the following trainings: Looking Glass and Looking Glass Master Class, Suicide Checklist, Non-Clinical Suicide Assessment, Hard Conversations on Campus, Addressing Protests and Racial Injustice.
Delivered successful online BWT presentations to various Mt. SAC departments.
Case Manager increased outreach/check-in with students due to COVID 19 pandemic.
- Due to COVID 19 and student’s transition to online learning, BWT Case Manager worked with Student Health Services Occupational Therapist to present various workshop topics including: sleep hygiene, creating an ergonomic workspace, time management, and self-care activities.
- Updated BWT website and BWT link.
- BWT continued to collaborate directly with student conduct to meet with students who have sanctions that need to get resolved prior to enrolling. BWT Case Manager worked with these specific students to get them connected with the resources needed in order to complete their sanctions. BWT Case Manager reports back to student conduct regarding outcomes of meetings with students

Health Services Accomplishments:

- Hired Assistant Director of Behavioral Health.
- Managed the Mt. SAC AED program (9 AED units: SHS x2, Public Safety x2, Pool x1, Wellness Center x1, Athletic Trainers x2, Gym x1).
- Completed the bi-annual Alcohol and Other Drugs Prevention Program report.
- During 2020-21 academic year, provided 816 mental health visits via telehealth.
- Provided mental health presentations, including: workshops, talking circle formats, podcasts, and a webinar with a noted therapist, author, and motivational speaker, with discussion about COVID-19 related topics, highlighting stress management, sleep hygiene, resources, mindfulness and meditation, self-care and healing. Events were facilitated by licensed mental health professionals and, at times, optimized by a medical professional, to be able to address the students’ multidisciplinary issues and concerns.
Fall 2020: 8 workshops with 783 students attending
Spring 2021: 6 workshops with 490 students attending
- Total students reached with mental health workshops and events:
 - o Spring 2020 – 2,866
 - o Fall 2020 – 1,926
 - o Spring 2021 – 980
- The CARES-funded occupational therapist supported 87 students, through 204 student appointments, with challenges in daily life functions.
 - oNinety-eight percent (98%) of students receiving OT services met their OT goals.
 - oThe occupational therapist provided 16 workshops on the following topics: stress management, time management, organization, social skills, sleep difficulties, and behavioral wellness concerns.
- Medical visits – 229 (Physician and Nurse Practitioners were available to the students throughout the pandemic via telehealth and telephone appointments and made themselves readily accessible).
- Nurses visits – 1,154 (Appointments and immediate access to the registered nurses were available from the very beginning of lockdown to the present).
- Vaccine clinics – 214 (SHS partnered with East Valley Community Health Center for newly established vaccine clinics in April 2021, with further clinic partnerships planned indefinitely).

- Dr. Ann Walker, Medical Director, provided two campus-wide presentations to staff and faculty. One was a Town Hall presentation with over 338 participants. The other was the bi-annual Flex Day presentation to managers and faculty.
- Campus-wide collaborations with Administration, Campus Safety, and Risk Management on COVID related topics. SHS was involved throughout the entire pandemic year, even before the campus closure, with the following:
 - Completion of the mandatory training and application to become a California vaccine provider, leading to the provision of three vaccine clinics through May 27, 2021 at Mt. SAC
 - Participation in the Return to Campus Committee, assisting with writing Mt. SAC's return to campus procedures and guidelines.
 - Participation in the COVID-19 Compliance Taskforce Committee and Subgroup; COVID-19 Vaccine Committee Subgroup; and OSHA Compliance Committee.
 - Assisted in the development of the Health Check Smartsheet and screening questionnaire for students, employees, and visitors to complete before coming onto campus.
 - Student Health Services' RNs rotated their shifts to provide coverage 7 days a week, including after-hours, weekends, and holidays to monitor the Smartsheet questionnaire and conduct COVID-19 exposure and illness management.
 - RNs managed and contact traced all the student COVID-19 illness and exposures, placing students and classes on quarantine and/or isolation following the LACDPH IHE guidelines.
- Number of isolated students: 45
- Number of quarantined students: 262
- o SHS partnered with Pomona Urgent Care to provide COVID-19 PCR testing.
- Number of students referred by RNs for testing: 74
- o RNs conducted rapid COVID-19 testing on-site (newly acquired in May 2021).
- Number of students tested: 80
- o Daily completion of the LACDPH liaison COVID-19 exposures and illness Excel spreadsheet.
- o Provided the President's Office the weekly COVID-19 student data for the Mt. SAC dashboard.
- o Incorporated a HIPAA compliance ZOOM for medical and mental health appointments.
- o Return to Work trainings via POD (COVID-19 Compliance).

Admissions and Records, Assessment and International Accomplishments:

Admissions and Records:

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

Assessment and Matriculation Accomplishments:

- Facilitated the completion of 23,644 AQ submissions for the 2020-21 year.
 - Assisted RIE in preparing/administering the AQ Impact Survey during the Fall 2020 semester.
- 5025 students were invited to participate in the survey.
829 students completed the survey.
179 classes (CRNs) were invited to participate in the survey
67 classes completed the survey

International Students: Admission Unit:

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

International Students: Support Services Unit

- On boarded Master Agents to represent Mt. SAC in Canada, UK and Hong Kong.
- Transitioned to online/ virtual recruitment fair.
- Completed medical/ health insurance RFP process for international students.
- Developed a virtual front desk to allow existing and new students to meet virtually

- New partnership contract Study California, which opens up additional markets to tap into for recruitment.

CALWorks/EOPS/Basic Needs/Student Life Accomplishments:

Basic Needs:

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

CalWORKs Accomplishments:

The CalWORKs program served approximately 293 students during the 2020-21 academic year, all through remote access using technology and the expertise of the staff. Specifically, the CalWORKs Counselors and Program Specialists provided more than 1,855 contacts during the 2020-21 academic year. Their efforts contributed to the following success outcomes of CalWORKs student: 29 students earned their certificate, degree, and/or transferred for 2020-21, a 79.3% retention rate for Spring 2021, a success rate of 74%, a persistence rate 89% from Fall 2020 to Spring 2021, and GPA averages of 2.71 (Fall 2020) and 2.49 (Spring 2021). In addition, 24 students were nominated and selected for the 2021 statewide CalWORKs Student Voices and two students received scholarships and participated in CalWORKs Annual Training Institute. The Counseling 54 course (Single Parent Academy) was offered for the fifth year, remotely this year, including more than 75% of all CalWORKs eligible students. Also, 197 (88%) of CalWORKs students have a current comprehensive education plan on file. In its effort to pivot to remote services, the CalWORKs hotline and staff direct Google phone numbers were established and a survey was developed to assess student satisfaction and capture gaps in services and technology requests, such as laptops and Wi-Fi. Also, CalWORKs Counselors received Cranium Café training to provide remote counseling support to program participants and launched online workshops, small group and virtual hangouts for CalWORKs students. Some topics included but limited to: CalWORKs Children's Reading Corner, Housing Resources and Legal Support, Financial Aid and Scholarships, Transfer, Student Panel CalWORKs Alumni, Adapting to Remote Instruction. Created Canvas Shell to offer tutorial support remotely for CalWORKs/EOPS students. The staff also created a Canvas Shell to enable students to submit questions and assignments to be reviewed by tutors. This was a collaborative effort with EOPS/CARE program director, program faculty and tutoring specialist. Transition our tutoring services from 100% in person to 100% online. The program also successfully met criteria for year three of three DPSS contract, which allows CalWORKs to sustain salary and benefits (\$127,000) for the staff. Finally, in collaboration with EOPS/CARE, an end-of-year celebration video in place of our year end recognition event was developed: https://www.youtube.com/watch?v=THgeBv_KMw8

EOPS/CARE Accomplishments:

EOPS ended Spring 2019 having served over 1,500 EOPS students, and began the Fall Semester admitting new students in its effort to expand access to the program for eligible students. However, with the looming COVID-19 pandemic and the state-wide lockdown and subsequent campus closure that ensued in Spring 2020, EOPS and CARE services were transitioned 100% online. The staff launched an EOPS/CARE Canvas Shell and all services, including Counseling, Tutoring, and Workshops were all offered remotely via Zoom, Cranium Cafe, and other technological tools. In the Spring Semester, the program launched an EOPS/CARE Peer Navigator Component filled by current students selected for the new effort. As a result of the Peer Navigators involvement with reaching out to students, 90% of new students completed all 3 of their counseling contacts. The tremendous efforts by the

EOPS/CARE staff to provide all the basic services such priority registration, counseling, new student orientation, book grants, and workshops were provided seamlessly online, and these led to the following success outcomes: 9 out of 14 Mt. SAC CARE applicants were awarded a Soroptomist award, 4 EOPS students and 1 CARE student were among Student of Distinction, 88% percent of EOPS/CARE students persisted from Fall 2020 to Spring 2021, 185 EOPS/CARE students obtained an associate degree, 250 EOPS/CARE students participated in Grad Fest, and 250 EOPS/CARE students earned their certificate, degree, and/or transferred for 2019-20. EOPS/CARE collaborated with CalWORKs to celebrate their students' achievements with the joint end-of-year celebration video: https://www.youtube.com/watch?v=THgeBv_KMw8

Student Life Accomplishments:

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

Equity Center (ARISE/Dream/Reach)Accomplishments:

Equity Center:

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

ARISE Accomplishments:

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

DREAM Accomplishments:

Awarded \$111,000 in Dream Lisasion funding from the state budget

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

REACH Accomplishments:

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

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

Counseling:

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

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

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

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

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

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

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

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

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

The Counseling Department continued to provide counselor presence in Athletics, Aspire, Arise, ACES, DREAM, Dual Enrollment,

Equity Center, EOPS, Honors, International Students, PRIDE, REACH, STEM Center, TERC Lab, and other instruction departments to meet the needs of students seeking support in Special Programs and Departments.

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

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

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

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

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

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

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

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ACES:

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

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

For Summer 2020, the ACES Program collaborated with various departments across campus including Physics, ASPIRE, ARISE, Bridge, Counseling, DREAM, REACH, Transfer Center, student clubs and organizations, and faculty through in-class presentations. 30 students participated in the Summer 2020 Online Science Transfer Experience Physical Geography lecture with lab course. 24 students participated in the first every Physics lecture and lab course.

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

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

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

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

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

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

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

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

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

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

Aspire:

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

Bridge:

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

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

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

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

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

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

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

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

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

High School Outreach Accomplishments:

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

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

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

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

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

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

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

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

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

Financial Aid, Scholarship and Veterans Accomplishments:

Financial Aid:

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

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

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

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

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

Continued monitoring of compliance adherence as well as staff remote work performance as related to financial aid processing.

Implemented various federal and state regulatory flexibilities caused by the COVID pandemic.

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

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

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

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

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

Developed and enhanced technology to adapt for effective remote student financial aid support service. Maintained all timeframes related to verification, awarding and disbursement of financial aid to students
Due to spike in statewide Federal Financial Aid Fraud – developed an effective fraud identification process to put a hold and stop over 1,234 potential fraudulent financial aid disbursements.
With the assistance of a campus-wide fraudulent application committee developed a formal process to identify, report and mitigate fraudulent financial aid activity.

Scholarships:

Jack Kent Cooke Undergraduate Transfer Semi-Finalists selected from a pool of over 1,300 students from 370 community colleges nationwide
Maintained scholarship application completion rate above 50% - 67% Completion
Updated Scholarship tutorial videos made accessible online to walk students through the application process & answering short-answer questions
Collaborated with the Student Equity Center to host a month-long Scholarship Workshop Series meeting twice per week & culminating in a Scholarship Marathon providing virtual one-on-one assistance to students. The Scholarship Application questions were broken down by week during the workshop with a drop in one-on-one assistance workshop as well. Scholarship Marathon hosted from 4pm to midnight on the scholarship deadline date via Zoom. 80 students assisted of which 38 were selected as scholarship recipients
Collaborated with the Financial Aid Office to provide one-on-one scholarship assistance to students every Friday during "Financial Aid Fridays"
Collaborated with the Veterans Resource Center to provide one-on-one scholarship assistance to students every Monday during "Money Mondays"
Provided online service assistance due to COVID-19 pandemic & increased collaborations with various departments, programs, & clubs to offer Scholarship Presentations & Workshops virtually through Zoom including Academic Senate, A.S. Visibility Day, etc.
Updated Compliance Training Videos to provide reviewer training to ALL active Scholarship Committee Members and reviewers at-large (30+ faculty/staff), requiring a signed certificate to ensure understanding & completion of training content
All departmental scholarships continue to be administered through the online application process to ensure 100% compliance:

Veterans:

Maintained remote service model, including daily walk-ins with Certifying Officials via Virtual Front Desk, weekly walk-ins with VRC Financial Representative and VA Veterans Success Counselor (4,560 Front front desk contacts, average of 111 hours/month in real time assistance)
Created NEW avenues for students to access VRC Counseling via Appointments with Counselors, Phone Appointments, and Virtual Drop-In Hours via Zoom
Launched SALUTE Veterans National Honor Society Program, 19 students honored as new inductees
Selected to present at NASPA Military Symposium on "Engaging Student Veterans in the Covid-19 Cyber Environment: Developing an Effective Virtual Service Model for Veterans Resource Centers"
Requested to present at Region 7 Veterans Director's Consortium Meeting on "Engaging Student Veterans in the Covid-19 Cyber Environment: Developing an Effective Virtual Service Model for Veterans Resource Centers"
Held virtual Veterans Recognition Ceremony honoring graduating and/or transferring VRC students (17 students recognized)
Supported 47 VRC students in applying for the Mt. SAC Scholarship Program (18 winners with collectively 31 awards totaling \$27,500 in scholarships)
Maintained outreach efforts to include development of social media platform (Instagram) which has 101 posts and 369 subscribers
Completed VRC FA Outreach Campaign for VRC students whose FA files were not completed with the following results:
Fall semester, began with 14 uncompleted files - ended with 3
Start of spring semester, began with 29 uncompleted files - ended with 11
In spring 2021, 341 of 381 GI Bill students completed the semester (enrolled in one or more units) - 89% semester completion rate
Initiated a calling campaign to touch base with students leading up to the Mt. SAC Scholarship deadline. Example of note from call: "Thankful for all the help and very easy to get a hold office. I have been very happy with the whole veteran team you have been able to answer any questions that I have and very quickly."
Supported VRC students during finals week with the mailing of "Finals Kits"
Supported incoming NEW VRC students with "Welcome Kits" and concurrent "Welcome Workshops"
Expanded outreach efforts to include a weekly "Mt. SAC VRC Newsletter" which received over 37,000 views (37,665)
Enhanced Title 38 document submission/intake process to include docuSign platform
Maintained and updated "Online Student Tutorials" accessible to students around the clock to guide students through document submission and selecting courses that qualify for residential pay

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

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

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

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

VA Home Loan Program to offer virtual loan information Workshops

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

Student Equity and Scholarship Program Office to host Scholarship Marathon

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

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

Financial Aid on referrals for CARES funding for several students

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

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

Student Services to plan and execute GradFest

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

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

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

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

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

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

Admissions and Records: International

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

CALWorks/EOPS/Basic Needs/Student Life:

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

CALWorks/EOPS/Basic Needs/Student Life:

Basic Needs Resources:

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

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

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

Student Life:

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

Equity Center:

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

Counseling/Aspire/Bridge/HSO/Upward Bound:

The Counseling Department:

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

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

Aspire:

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

ACES:

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

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

Bridge:

Campus closure due to Covid -19 presented some challenges and opportunities to review program processes and services. The most challenging were 1) how to keep our students engaged and connected with the program and 2) online classes, many students commented that taking English and Math in an online format was not conducive to their learning styles. Some of the Bridge course offerings were Asynchronous and students preferred a hybrid online format.

This past year Bridge had limited staff support due to 2 staff members on maternity leave and Educational Advisor position being vacant for 5 months.

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

HSO:

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

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

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

Financial Aid, Scholarships and Veterans:

Continued changes in federal and state regulations specifically related to flexibilities and around continued COVID Pandemic; Executive Orders from the Community College Chancellors Office and Governors Office; Continued state budget cuts specifically

to the BFAP SFAA annual budget for 2020-2021. Federal and state emergency COVID Pandemic continues creating an unstable environment effective the ability to plan accordingly.

Scholarships:

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

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

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

Reliance on technology: Scholarship Program Office is dependent on technology due to the need to implement multiple compliance measures; current on-line management system is limited in some areas which means continued manual confirmation of eligibility for some scholarships with very refined criteria (specified grade in a particular course for example).

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

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

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

Veterans:

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

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

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

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

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

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

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

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

Admissions and Records: International

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

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

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

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

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

Scholarship Internal Conditions:

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

is not guaranteed in future years.

Lack of operating budget specific to scholarship outreach efforts.

Lack of office space for private scholarship advising sessions.

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

Lack of full-time Scholarship Coordinator/Director.

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

Veterans Internal Conditions:

Lack of operating budget specific to VRC support.

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

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

Inconsistent tracking methods between Veterans Counselors and adjunct Counselors.

Internal processing procedures limited to on-site access.

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

ACCESS:

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

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

For the 2021-22 year, Access will focus on increasing counseling availability for students. Currently, students wait 3-4 weeks for a counseling appointment. Access will increase counseling availability by hiring part-time Access counselors, examining current faculty schedules to maximize appointment times, and requesting a full-time Access counseling position. In addition, Access will focus on outreach to both future and current Access students. We plan to hire a part-time professional expert to provide targeted marketing and information to high school students with disabilities. Access also plans to engage our community partners through our Community Advisory Committee and to host various outreach events. Access plans to increase outreach to current Mt SAC students to make sure that students are aware of Access services. Access will accomplish this by hosting several outreach events and engaging students in our Disability Awareness Month activities. In addition, Access plans to increase in-reach to current students by hiring a professional expert to provide support with all Access process and procedures. The goal of each of these activities is to ensure that students are aware of Access services, are successful in applying and utilizing Access services, and that the Access student count increases to reflect goal completion and success.

Behavior and Wellness:

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

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

Health Services Summary & Analysis

Student Health Services (SHS) played a pivotal role in Mt. SAC's response to the COVID 19 pandemic. The SHS director and staff attended numerous public health briefings and webinars in order to provide accurate and up-to-date information to the Mt SAC

community. In addition, SHS hired and training contact tracers, and implemented a contract tracing process for students. Mt SAC SHS also partnered with East Valley Community Health to provide numerous vaccine clinics for Mt SAC students, staff and the community. SHS continued to serve students via both in-person and telehealth appointments.

Admissions and Records:

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

CALWorks/EOPS/Basic Needs/Student Life:

Basic Needs

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

CalWORKs:

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

EOPS/CARE:

During the 20-21 academic year a Canvas shell was created for EOPS/CARE & CalWORKs Tutoring & EOPS/CARE Communication. CANVAS was the main communication tool that was used by EOPS/CARE staff to engage with our student population. While students are used to using CANVAS we found the tool not to be engaging. As a result, we decided to spend summer 2021 revamping the CANVAS shell to include elements that would attract more students to our CANVAS shell. As a result of the pandemic, EOPS Book Grants were provided to instead of Book Vouchers to allow them to purchase books at a cheaper price from online vendors and was easier than using the book voucher. Programmatically it was also easier to track grants therefore at the end of the 20-21 year the decision to continue issuing book grants was made. Also, tutoring was not offered during Winter 2021 and Summer 2021 due to tutoring enrollment being significantly low and as a result of the downward trend, a critical decision will be made in 21-22 about EOPS/CARE Tutoring. Counseling was also prioritized and stabilized with the hiring of Mrs. Carolyn Lake-Bain, to fill the vacancy due to the resignation of a former counselor. Finally, an EOPS/CARE Peer Navigator program was launched and it has become a critical component of the program.

Student Life:

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

Counseling/Aspire/Bridge/HSO/Upward Bound

Counseling:

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

students (via phone, email, online face-to-face).

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

Aspire:

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

ACES:

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

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

Bridge:

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

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

High School Outreach:

Transitioned all services to digital, online Zoom and phone services

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

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

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

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

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

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

Financial Aid/Scholarships/Veterans:

Financial Aid:

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

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

Scholarships:

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

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

Veterans: Needing to apply a more robust system to maintain the level of productivity and efficiency to deliver Title 38 eligibility

documents to the VA in a more timely manner, we collaborated with the FA Systems team to incorporate docuSign into our process flow

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

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

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

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

Basic Needs Resources:

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

CalWORKs:

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

EOPS/CARE:

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

students. These two data points show that EOPS/CARE students are staying enrolled and succeeding at slightly higher rate than the general Mt. SAC student population. The program served a total of 1,402 EOPS/CARE students. This is about 100 students less than those served in 19-20 and was a direct consequence of not being staffed at the same level (due to staff and faculty taking leaves of absences during the pandemic) as the prior year.

Student Life:

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

Counseling Department and Specialized Programs:

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

In 2020-2021 the Counseling Department redeveloped and formatted the MAP Workshops Online serving 2,754 students, hosting 72 MAP Workshops, and having approximately 600 Connect4 students complete the MAP Workshop. In 2019-2020, no MAP Workshop was conducted due to the pandemic. MAP Workshops are critical due to the fact that its the second part of NSO

where students develop their 1st Semester Educational Plan and learn critical information about degrees, Guided Pathways, and Mt. SAC services and programs (Stacy Lee, 2020-2021 Data).

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

Aspire:

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

ACES:

Fall 2020:

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

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

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

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

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

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

Summer 2020:

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

External and Internal Conditions Analysis: External Conditions:

On Monday, July 6, 2020, the House Subcommittee on Labor, Health and Human Services, and Education ("LHHS")

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

Bridge:

Summer Bridge 2020 Data:

86% are first generation college students

85% are Latinx.

96.6 % (230 of 238) SB 2020 students persisted to the Fall 2020 semester.

89.9% (214 of 238) SB 2020 students enrolled in the Spring 2021 semester.

78% (167 of 214) SB 2020 students completed the Spring 2021 semester.

Summer Bridge 2020 overall success rate in general education courses was 83% (this rate includes PN, D, F, and EW).

High School Outreach:

Considering the population and income dynamics of our feeder

districts, our events include information specific to address the socio-cultural-economic needs of the students we serve (e.g.

FAFSA and CA Dream Act, Equity Program, ACCESS participation). In addition, during each presentation at the high schools or during 1:1 appointments, the staff highly encourage students to get connected to Counseling and special support programs that address the student's specific needs.

Financial Aid, Scholarships and Veterans:

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

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

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

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

our students and their families.

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

Scholarships:

Program Planning (Equity, Retention and Success):

Planning dialog this year included bi-monthly Scholarship Team meetings and the annual campus-wide Scholarship Committee meeting. Planning of goals included discussions of setting priorities for staff, Committee members and management, as well as timelines for planning and execution. Additional discussion focused in revising the scholarship application (lowering maximum word-count for short answers, etc.).

Veterans:

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

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