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Overview

This chapter describes Mt. SAC's comprehensive array of support services for students. The services are organized into three clusters based on characteristics that the services share.

- **In-take/Processing/Transactional**: These services are united by a primary focus on processing information and conducting transactions to enable students to be accepted, reviewed, and provided or awarded outcomes ranging from a registration appointment, course placement, and financial assistance. Additionally, these areas serve to introduce and welcome students to the College. These services support students by processing the necessary admissions and enrollment paperwork, determining status and placement, determining eligibility and making awards and providing information needed to transition into Mt. SAC.

- **General Support Services**: These areas provide support services to the general student population and are united by a primary focus on providing critical guidance information, assisting students along their educational paths, safeguarding students' health and well being, providing for students' cultural and leadership development and supporting students' persistence toward reaching their educational goals.

- **Specialized/Caseload Management-Based Services:** These support programs are uniquely designed to reduce documented gaps in achievement by providing services to students who are members of specific student groups. Students satisfy eligibility criteria to participate in these programs. Services that are provided and subsequent student outcomes and achievements are tracked and reported both internally and externally. Program accountability and compliance with government standards and regulations also characterize these support areas.

In the past two years the state's economic recovery and priority in addressing specific academic disparities has led to a number of Student Services initiatives to address the complexity of students' needs and the changing profile of community college students. These initiatives have created new and interesting opportunities to expand services to students. However, it is challenging to implement these initiatives in a timely manner while also accommodating the College's enrollment growth.

Student Services faces some significant challenges from sources that are external to the College, but which must be adapted to since these are outside of the College's control. These include:

- Laws and regulations are changed on an intermittent basis at the federal, state, and county levels. These changes mandate subsequent changes in Mt. SAC's policies, processes, documentation, reporting, and the manner in which support services are designed and provided, which result in an ongoing cycle of program revisions.
- Policy and procedural changes in four-year institutions and K-12 districts impact the College's policies, processes, and the manner in which support services are designed and provided, and these changes also contribute to the ongoing cycle of program revisions.

- The large number of grant-funded programs at Mt. SAC requires a significant and ongoing effort to document outcomes and reapply for funding.
- Funding for categorical programs from state agencies varies annually and is often allocated with insufficient time for effective planning and hiring, which has a significant impact on these programs and services: DSPS, EOPS, CARE, CalWORKs, Student Success and Support Program (SSSP), Student Equity, and Financial Aid.

Student Services also faces some significant challenges from sources that are internal to the College and are largely within the College's control. These challenges include:

- **Program integration:** Design and implement strategies to integrate activities between and among the various student services as well as between instructional programs and student services in order to expand and enrich the College's environment for student success. An example of needed program integration within Student Services is the alignment of these initiatives: Student Success and Support Program (SSSP), Student Equity, and Basic Skills. An example of further collaboration between instructional and student services is the proposal to embed counseling with certain courses.

- **Technology for students:** Incorporate objectives and activities designed to reduce the digital divide in college-wide planning. Many low-income students do not own computers and Mt. SAC Learning Centers often limit time on computers and/or charge fees, which creates a barrier to student success and perpetuates the achievement gap.

- **Technology for Student Services programs:** Develop and implement technology solutions to expand student access to services, track student outcomes, and measure program effectiveness.

- **Staffing:** Initiate processes for cross-training staff and reducing the complexity of the College's hiring processes to increase the pools of qualified experienced staff and fill vacant positions in a timely manner.

- **Facilities:** Design and advocate for facilities that address the needs unique to Student Services, such as:

    - Design spaces that are welcoming and inviting yet protect students' confidentiality
    - Create facilities approaches that enable students to easily comprehend and access services
    - Provide an assembly space for students and staff to gather for important functions, training, recognition events, and group activities
    - Increase student access by locating related support services adjacent to one another
    - Ensure access and healthy well being through the use of Universal Design, compliance with American with Disabilities Act standards, ergonomic accommodations, and accommodations such as service animals
    - Increase places to study and connect with other students to promote student engagement

- Build and remodel facilities following an open space, flexible-with-options model that allows for the fluid rotation of staff members and work stations
- Locate and cluster facilities to help students access related services

In-take/Processing/Transactional

The Student Services included in the **In-take/Processing/Transactional** cluster have a common focus of welcoming students to the College and are united by activities that are transactional in nature to include applying, determination of eligibility or direction and next steps. As an overview, these services support students by processing and conducting transactions that enable students to enter the College and become eligible for course enrollment, course placement, and receipt of financial assistance and other guidance services as new students. These services are:

- Admissions and Records
- Assessment and Placement
- Financial Aid
- High School Outreach

Admissions and Records

Admissions and Records is the main port of entry for individuals desiring to enroll at the College. They have the responsibility to provide clear information and efficient processes to enable students to understand how to apply to the College and how to meet College requirements and processes ranging from setting up their student accounts in the portal, to receiving critical information related to their eligibility to enroll in courses, obtain certificates, graduate, and verification of completion of requirements to be eligible to transfer. The services provided include:

- Process applications for admission
- Determine residency
- Prepare state reports
- Enroll students
- Record and change grades
- Maintain and evaluate academic records, including prior credit evaluations and certifications,
- Process requests and issue transcripts
- Evaluate records for graduation
- Enforce academic regulations

Data: Admissions and Records

2015 – 2016	# Students	Approved	Denied	No Action
Outgoing transcripts	35,513			
Incoming transcripts	7,527			
Petitions for exceptional action	2.104	1,359	460	285
Degree petitions	3,077	2,224	853	
Certificate petitions	1,403	1,279	124	
Registration appointments	240,753			
Admission applications	44,333			

Student transactions through Admissions and Records represent volume of workload for staff related to accepting and processing applications, incoming and outgoing transcripts, and determining eligibility. Of note is the importance of verifying documents and electronically processing and archiving documents that can be retrieved by authorized individuals to determine eligibility and compliance. Another critical aspect of the work in Admissions and Records that is integrated with the Instruction Divisions is to ensure that faculty have accurate and necessary information related to students' eligibility for courses, timely enrollment and assignment of grades, and submissions of required documents related to enrollment and grading. Although students may access some Admissions and Records services online, phone calls and in-person visits continue to be major sources of student contact. For example, during the first two weeks of spring 2015, Admissions and Records staff spoke with a total of 2,702 students either by phone or in person.

Assessment and Placement

All students entering the College are required to participate in assessment and placement. This student service is designed to support student success by placing them in the correct level of coursework and to support faculty in providing instruction at the appropriate level. The Assessment and Placement Office provides the following services:

- Administer placement tests for mathematics, English, chemistry and reading,
- Offer test information sessions to prepare students for English and mathematics placement tests, and
- Address student appeals to placement test results by reviewing evidence, such as proof of course equivalency.

There is currently substantial focus on the assessment, placement, and enrollment of students in courses, especially basic skills courses. This trend will have a tremendous impact on the department as traditional means of assessing and placing students may be altered, requiring new practices, collection of data, and development of new procedures and policies.

Data: Assessment and Placement

Assessment Services	2012-2013		2013-2014		2014-2015		2015-2016	
	# Students	# Contacts	# Students	# Contacts	# Students	# Contacts	# Students	# Contacts
# Appointments (duplicated)		40,369		39,810		42,499		43,339
# Attended (duplicated)		20,392		19,933		21,008		20,535
# Wait List (duplicated)		2,494		1,831		2,245		1,659
# H.S. Students Tested (unduplicated)	2,406	4,812	2,966	5,932	3,250	6,500	3,422	6844
# Assessment of Written English (unduplicated)	12,247		12,099		13,213		12,538	
# Mathematics (duplicated)	15,795		15,832		16,893		16,608	
# Degrees of Reading Power (unduplicated)	8305		7,905		7977		6,806	
# COMPASS ESL (unduplicated)	617		607		669		647	
# Chemistry (unduplicated)	426		429		483		446	
# Competency (unduplicated)	54		60		48		36	
# Tests Administered	37,444		36,932		39,283		37,081	

(duplicated)								
# Students Tested (unduplicated)	17,118		17,221		18,166		17,601	
Appointments English Info Sessions (duplicated)	No Data		No Data			238		2,166
Attendance English Info Sessions (unduplicated)					150		864	
Appointments Math Info Sessions (duplicated)						356		2,495
Attendance Math Info Sessions (unduplicated)					176		961	

Financial Aid

Financial Aid offers a full array of financial aid programs, grants, work-study, loans and scholarships to full-time and part-time students. The Financial Aid Office coordinates and distributes student aid from the federal government, the state of California, and other sources. The types of aid, including grants, loans, scholarships, student employment, and tuition and fee waivers, supplement family contributions to the total cost of education, which includes fees, books, supplies, food, housing, transportation, and childcare. The Financial Aid Office provides prospective and enrolled students with information, resources, and assistance, while meeting the fiduciary requirements of the funding sources. This department must constantly monitor both federal and state policies to remain compliant and efficient in providing financial assistance to students in need.

In 2015 – 2016 the Financial Aid Office processed nearly 46,000 applications: 44,948 Free Applications for Federal Student Aid, and 961 California Dream Act applications. Processing these applications required the review and verification of 15,000 files and the scanning of 90,000 documents. This requires substantial staff time and represents work on students' files who may never enroll at the College but have selected to send their information to the College.

As programs are added, amended or even deleted, Financial Aid staff spend substantial time being trained and cross-training each other as well as integrating their work with Information Technology, Fiscal Services, and Admissions and Records. Financial Aid is largely electronic in their operations, with an under-reliance on hard copy paperwork, except for paper documentation that is taken in on a daily basis from students. All paperwork is scanned and archived.

To increase student awareness about financial support opportunities, in 2015 – 2016 Financial Aid staff conducted 53 on-campus workshops attended by 2,854 students and 32 off-campus workshops attended by 3,829 students. Thus, even though Financial Aid is transactional in nature and function, in order to provide access to resources for students, in alignment with the College's student success and student equity priorities, Financial Aid staff conduct outreach and information sessions both on campus

and in the community. The annual Cash4College events net over 1,000 attendees. Additionally, The Financial Aid is Department is also in charge of the College's Scholarship Program, which requires staff to assist in developing award criteria, monitor the awarding of scholarships and dollars, coordinate the marketing of scholarships, and the entire eligibility and application process. Financial Aid staff historically supervised Veteran students' eligibility and coordination of benefits, working closely with the Veterans Administration to monitor compliance.

A total of 50, 934 awards were granted in 2015 – 2016. Some students may have received more than one award.

Data: Financial Aid

	2014 – 2015		2015 – 2016	
	# Awards	**$ Awarded**	**# Awards**	**$ Awarded**
Pell Grants	13,266	$43,308,075	12,928	$42,199,008
Federal Supplemental Educational Opportunity Grant	2,554	$707,100	3,660	$983,700
Loans	307	$1,142,960	390	$1,281,855
Work-study	202	$536,800	247	$657,562
BOG Fee Waiver	26,938	$22,897,300	25,954	$21,092,518
Cal Grant	2,662	$3,240,054	2,728	$3,371,599
Chafee Grant – Foster Youth	30	$152,084	45	$185,000
Scholarships	3,574	$411,909	4,982	$556,808
Total	**49,533**	**$72,396,282**	**50,934**	**$70,328,050**

High School Outreach

The High School Outreach Office extends a welcome to local high school graduates by assisting students in successfully transitioning from high school to Mt. SAC. Substantial services are provided on-site at local high schools, such as information sessions describing educational programs and opportunities at Mt. SAC and workshops on how to complete the application process. High School Outreach staff members spend a good portion of their time at high schools and in the community, working both during the day as well as evenings and weekends. Many services are provided at the College ranging from large-scale events such as Juniors/Seniors Day (multiple days serving a total between 500 to almost 1,000 students), High School Educators Conference (serving close to 100), high school students' orientation and registration assistance (serving a total of over 2,000), assessment testing (serving close to 20 high schools and over 600 students), New Student Welcome (serving close to 200). Although High School Outreach staff appear to work in an itinerant environment, the requirements to process substantial amounts of information and paperwork requires access to technology and sufficient office space. Additionally, confidentiality is critical as staff members also assist undocumented, foster youth, and other sensitive situations presented by matriculating students.

High School Outreach also provides the "information center," otherwise known as a "welcome center" for Student Services. Hourly support staff members, including substantial numbers of student workers, provide information to students entering the main Student Services Center seeking information about admissions and enrollment, counseling/advisement, and financial assistance.

Data: High School Outreach

2015 – 2016	# Students	# Eligible students	% Served	# Hours
College applications	5,000			250
Placement testing at high schools	3,602	5,000	72%	250
Placement testing at Mt. SAC + campus tour	615	1,398	43%	125
Connect 4 completers (Orientation and Ed Plan)	2,091	4,217	51%	250
Seniors' Day	605			11
High School Educators' Conference	91			7
Principals' Breakfast	22	45	48%	3
Campus tours for high school students	500			150
Campus tours for middle school students	1,000			350
Specialized presentations, i.e., Bridge, DSPS, Honors, Dream	2,500			100

Challenges and opportunities: In-take/Processing/Transactional Cluster

The main focus of challenges and opportunities relate to the technological aspects of the work conducted by these departments. Large numbers of students and corresponding data is processed and archived for students, all under governmental laws and regulations pertaining to eligibility and confidentiality/access issues. The work of these programs/departments requires efficiency, accuracy, and confidentiality as well as compliance. Critical to their success are technological processes, adequate training, and the ability to communicate immediately and clearly with students about requirements, procedures, processes, and policies.

- Admissions and Records, Assessment, and Financial Aid: Initiate processes to cross-train staff
- Admissions and Records, Assessment, and Financial Aid: Collaborate with Human Resources to increase the pools of qualified experienced staff and fill vacant positions in a timely manner

Implications for facilities: All Student Services programs

- Design spaces that are welcoming and inviting yet protect students' confidentiality
- Create facilities approaches that enable students to easily comprehend and access services
- Provide an assembly space for students and staff to gather for important functions, training, recognition events, and group activities
- Increase student access by locating related support services adjacent to one another
- Ensure access and healthy well being through the use of Universal Design, compliance with American with Disabilities Act standards, ergonomic accommodations, and accommodations such as service animals
- Increase places to study and connect with other students to promote student engagement
- Build and remodel facilities following an open space, flexible-with-options model that allows for the fluid rotation of staff members and work stations
- Locate and cluster facilities to help students access related services

General Support Services

The Student Services included in the **General Support Services** cluster provide support services to the general student population and are united by a primary focus of providing guidance and information to assist students to understand their direction and requirements in order to make successful and informed progress along their educational paths, safeguarding students' health and well being, developing non-cognitive aspects such as leadership skills to enable students to feel supported in persisting toward reaching their educational goals.   These services are:

- Career and Transfer Services
- Counseling
- Student Health Center
- Student Life

Career and Transfer Services

This department prepares students for their next steps upon completion of their educational goals at Mt. SAC – development of career skills and preparation for career employment and information and preparation as well as assistance in transferring to the baccalaureate level.

Career Services offers employment assistance and job opportunities to Mt. SAC students and alumni. The services include:

- Workshops and online resources to explore career options
- Workshops on writing resumes and cover letters as well as interviewing strategies
- Internships with local employers
- Work preparedness conferences each semester
- Career Fair each semester
- Job postings and scheduling on-campus interviews with employers

Beginning in January 2016, the Student Services Employment and Education Development (SSEED) Program was initiated in response to several documented concerns: the need to develop work skills for the most at risk students on campus, lack of soft skills development, and poor coordination of training for student workers. This student equity project for students with little to no work experience and high economic need was designed to improve student completion rates, teach job readiness skills, and develop student leadership skills. In addition to placement as a student worker on campus, these students attend group meetings and workshops to enhance their work performance and develop their career skills. This new effort more closely resembles programmatic components included in the Specialized/Caseload Management-Based Services.

Transfer Services prepare Mt. SAC students for successful transfer to baccalaureate institutions through workshops, activities, events, and advising focused on:

- Exploring four-year colleges and universities, including field trips (approximately 20 trips annually)
- Understanding the transfer process
- Connecting with university representatives
- University Fairs each semester including an evening University Fair in fall semesters
- Transfer achievement celebration serving 1,000 students

A new focus for transfer services is to apply an equity lens to identifying students who need to be encouraged to transfer and to develop transfer strategies faced by students who are first generation, low income, and disadvantaged. This new proactive approach differs from the more passive approach of making information and activities available to students who were motivated to seek the connection to the department independently. Specialized, equity-based efforts are under development to increase transfer rates for disabled, foster youth, and undocumented students, whose needs are varied and complex.

Data: Career and Transfer Services

2012-2013	# Students served	# Eligible students	% Served	# Contacts	# Hours
Career services	8,363	54,791	15%	10,721	5,640
Transfer services	11,050	19,656	56%	16,492	3,337

2015-2016	# Students served	# Eligible students	% Served	# Contacts	# Hours	$ Awarded
Career services	7,634	59,185	13%	9,850	4,150	N/A
SSEED	87	120	73%	503	925	$4,368/student
Transfer services	13,909	21,233	65%	20,865	3,500	N/A

Notes:

1) The number of students eligible for Career Services is the total numbers of students for these academic years reported in the Mt. SAC Annual Report.

2) The number of students eligible for Transfer Services is the total numbers of students for these academic years that declare transfer as their educational goal.

Counseling

Counseling provides essential support to students through individual and group interactions as well as classroom instruction. Counseling's core functions are academic, career, and personal counseling; crisis intervention; and outreach. Counseling services are designed to help students resolve personal difficulties and acquire the skills, attitudes, abilities, and knowledge that will enable them to take full advantage of their college experience and accomplish their educational goals. Students are given assistance in developing their education programs, coordinating their career and academic goals, understanding graduation, major, certificate, and transfer requirements, exploring career options, and resolving personal issues. Counseling services are delivered by means of individual counseling sessions,

small group counseling, classroom visitations, special workshops and programs, online advising, and credit classes.

The eight credit Counseling courses combine academic theory with practical application and are designed to assist students in identifying and overcoming academic and personal issues that impact their academic success.

Data: Counseling Courses

	Fall 2012	Winter 2013	Spring 2013	Summer 2013	Total
Number of Counseling Courses	37	3	41	22	103
Number of students served (assumes an average of 30 student per section)	1,100	90	1,230	660	3,080
	Fall 2015	Winter 2016	Spring 2016	Summer 2016	Total
Number of Counseling Courses	41	8	35	23	107
Number of students served (assumes an average of 30 student per section)	1,230	240	1,050	690	3,210

Data: Counseling Department Services 2012 – 2013

Service Provided	Fall 2012	Winter 2013	Spring 2013	Summer 2013	Total
In-Person Orientation (unduplicated)	902	246	589	567	2,304
Online Orientation (unduplicated)					10,787
Individual appointments (duplicated)	6,226	2,399	5,668	3,293	17,586
Drop-in (duplicated)	3,945	3,124	5,039	4,102	16,210
Counseling via online/email and phone (duplicated)	2,112	926	1,493	2,026	6,557
Special admits (duplicated)	32		32		64
Appointments and workshops for students on probation (duplicated)	2,428		2,922		5,350
Total Students Served (includes duplicated and unduplicated)					58,858

Data: Counseling Department Services 2015 – 2016

Service Provided	Fall 2015	Winter 2016	Spring 2016	Summer 2016	Total
In-Person Orientation (unduplicated)	1,300	240	2,501	1,196	5,237
Online Orientation (unduplicated)					11,051
Individual appointments (duplicated)	6,191	2,375	6,106	2,921	17,593

Drop-in (duplicated)	4,744	3,822	4,481	5,103	18,150
Counseling via online/email and phone (duplicated)	2,687	975	1,485	585	5,732
Special admits (duplicated)	45		42	73	160
Appointments and workshops for students on probation (duplicated)	3,644		4,029		7,673
Total Students Served (includes duplicated and unduplicated)					65,596

Student Health Center

The Student Health Center provides comprehensive, quality health services to students enrolled in the credit program. The purpose of the center is to assist the College's diverse student population to achieve and maintain optimum physical and psychological health as well as enhance retention and satisfaction with the college experience. The services are based on the philosophy that physical and psychological health is associated with academic development, leadership qualities, and overall satisfaction with college. All credit students are required to pay a health fee for every term of enrollment. Students qualifying for the Board of Governors Fee Waiver pay a reduced fee. Additional fees are charged for specific services. A partnership with Cal Poly Pomona enables students to be referred for reduced pharmaceutical needs. The Student Health Center is 100% self-funded through student fees.

The Student Health Center offers these medical and health care services provided by licensed nurses, mental health professionals, physicians and other trained health care professionals:

- Evaluation and treatment of minor illnesses and injuries
- Physical exams for Mt. SAC health careers programs
- Short-term personal counseling services
- Chiropractic services
- Sexual health services: routine gynecological and testicular examination, sexually transmitted infection screening, pregnancy tests, birth control pills, emergency contraception, and condoms
- Tuberculosis (TB) testing and immunizations; routine blood and urine tests
- Health education seminars and workshops
- Sexual assault prevention education training
- Some over-the-counter medications, such as Tylenol and Motrin

In addition, Student Health Services staff members assist in leading planning, interventions and decision-making efforts related to safety, emergency preparedness, emergency response, and coordination of tactical interventions with other departments on campus.

The primary Student Health Center is located on the eastern border of the campus and a satellite Student Health Center is located near the center of the campus, within the Student Services complex.

Data: Student Health Center

	Fall 2012	**Fall 2015**
Clinic		
Student Visits	6,954	5,641
Health Education		
Education Events	1,410	1,035
Class Presentations	826	1,385
Video Library	198	49
Health Fair	524	650
Health Newsletter	400	400
Health Ed Total	**3,358**	**3,519**
Total		
	10,312	**9,160**

Note: These data are duplicated student headcounts.

Student Life

The Student Life Office provides opportunities for students to enhance their educational experience, grow personally, develop leadership skills through co-curricular activities, and cultivate ethical decision-making, accountability, and advocacy. Students are encouraged to participate in and influence the College's social and political environment. Emphasis is placed on developing a sense of community among students, faculty, and staff through involvement.

The Student Life Office provides logistical support and leadership for the following groups and activities:

- Associated Students of Mt. SAC, which is the recognized student voice on all College issues
- LEAD, a co-curricular leadership education and development program
- Inter-Club council representing more than 60 clubs
- Awards and recognition programs that recognize inspiration and distinction of students, faculty and staff (Inspiring Women, Students and Educators of Distinction)
- Multicultural and Leadership development conferences
- Student Life Center, a relaxing area with free wireless internet, a variety of games, small group meeting spaces, and Associated Students leader offices
- Activities transcripts
- Lost and found
- Housing and food resource information
- Student advocacy for students' rights and due process procedures

The Student Life Office also serves a critical role in addressing student conduct issues, assuring the protection of students' rights, and the adjudication of grievance and discipline cases. In addition to focusing on the implementation of students' due process rights, Student Life staff work to ensure character development in resolving of student behavioral concerns. To that end, the Student Life Office is focused on providing opportunities for student growth and development, including student leadership skills and faculty/staff training.

Data: Student Life

Student Leadership Data	2012 – 2013	2015 – 2016
Associated Student Leaders	27	24
Student Club Officers	250	325
Campus Activity Events	N/A	67
Fall Leadership Conference Participants	40	50
Multicultural Leadership Retreat Participants	N/A	18

Student Conduct and Concerns	2012-2013	2015-2016
Reports of Violations	220	239

Discipline Conferences	194	212
Character Development Workshop Participants	N/A	102
Student Conduct Board Hearings	50	46
Grievance Consultation Meetings	N/A	13
Grievance Review Committee Meetings	20	4
Board of Appeals Cases	10	14

Challenges and opportunities: General Support Services Cluster

- All General Support Services: Collaborate with Human Resources to increase the pools of qualified experienced staff and fill vacant positions in a timely manner

- Counseling: Keep pace with the College's growing enrollment while also providing the personal attention necessary to meet the unique needs of students who are underprepared for college and are under-represented in degree and certificate completion data

- Counseling: Expand proactive counseling, such as integrating counseling services with course content

- Student Health Center: Develop processes for collecting data on types of patient visits

- Student Life: Develop processes for collecting data on number of students who attend the campus activities and visit the Student Life Office or the Student Life Center.

- Student Life: Implement electronic data management system to track student conduct, grievances, complaints, behavior/wellness concerns, and Title IX cases.

- Student Life: Increase campus awareness of programs offered by Student Life that focus on ethical development and advocacy, namely Student Conduct, complaints and grievances.

Implications for facilities: All Student Services programs

- Design spaces that are welcoming and inviting yet protect students' confidentiality
- Create facilities approaches that enable students to easily comprehend and access services
- Provide an assembly space for students and staff to gather for important functions, training, recognition events, and group activities
- Increase student access by locating related support services adjacent to one another
- Ensure access and healthy well being through the use of Universal Design, compliance with American with Disabilities Act standards, ergonomic accommodations, and accommodations such as service animals
- Increase places to study and connect with other students to promote student engagement

- Build and remodel facilities following an open space, flexible-with-options model that allows for the fluid rotation of staff members and work stations
- Locate and cluster facilities to help students access related services

Specialized/Caseload Management-Based Services

The Student Services included in the **Specialized/Caseload Management-Based Services** cluster are designed to reduce documented gaps in achievement by providing services to students who are members of specific groups. Students satisfy eligibility criteria to participate in these programs and their achievements are tracked and reported both internally and externally. Caseload management requires each program to have either a hard copy file, electronic file, or both in order to maintain program compliance, to track eligibility, services offered, contacts by staff, and completion of required program components. Highly accountable, these programs must maintain outcomes based on individual student progress and outcomes as well as overall program effectiveness. As of this report, these programs are:

- ACES (Achieving in College Ensuring Success) (federal TRiO Student Support Services grant)
- Arise (federal AANAPISI grant)
- Aspire
- Bridge
- CalWORKs
- DSPS (Disabled Student Program and Services)
- Dream
- EOPS and CARE (Extended Opportunity Programs and Services and Cooperative Agencies Resources for Education)
- International Students
- REACH (Reaching, Empowering, Achieving and Completing with Heart)
- Upward Bound (federal TRiO grant)
- Veterans Services

These specialized programs have the following aspects in common and provide parallel services specifically designed for their respective student populations:

- Specialized counseling, including academic advisement and personal counseling
- Tutoring, study groups, and instructional interventions
- Peer advising, peer mentoring, student workers
- Book loan services
- Dissemination of student success kits
- Laptop and other instructional equipment loan services
- Program-based orientations
- Specialized workshops, presentations, small and large group meetings

Specialized support efforts will continue to be developed based on student needs, and statewide and federal direction as well as College priorities. For example, efforts to reach out to Reentry Students as well as to LGBTQ students are high priorities and are under development.

The unique challenges of these programs are to meet the distinct needs of their respective student populations and to fully document the effectiveness of their efforts. Student Services is presently focusing on ways to coordinate particular program activities and interventions in order to maximize resources as well as to develop a more holistic approach to meeting the needs of diverse students who qualify for multiple specialized support programs.

ACES (Achieving in College Ensuring Success)

The ACES program was established by Congress to help students overcome class, social, academic and cultural barriers to higher education. The program assists low income, first generation, and/or disabled students in their paths toward degrees, certificates, or completion of transfer requirements. ACES served 154 students in 2015 – 2016. A U. S. Department of Education TriO-SSS grant provides funding for this program.

Arise

The Arise program is designed to help Asian American and Pacific Islander students fulfill their potential and achieve academic success. The activities include workshops, field trips, tutoring, and study hall. Arise served 459 students in 2015 – 2016. The U.S. Department of Education's Asian American and Native American Pacific Islander-Serving Institutions Program fund the program.

Aspire

Aspire supports the academic success, retention, degree completion, and transfer rates of African-American and other students by providing:

- Motivational workshops and events
- Connection to campus resources including Counseling, Career and Transfer Services, Financial Aid and other support services
- Academic assistance through study groups, tutoring, and learning communities
- Cultural understanding through educational forums and events that reflect and discuss African-American culture and history

Aspire served 152 students in 2015 – 2016 and has grown to 425 students in 2016 – 2017.

Bridge

The Bridge program offers learning communities to increase students' academic and personal success. Students in a learning community enroll in linked or clustered classes that are taught cooperatively with multiple instructors. Each learning community faculty team includes a counselor and focuses on a specific academic area. A unique aspect of the program is the strong partnership between student services and instruction, and a proactive counseling approach that includes educational planning and the systematic tracking of academic progress. Students in the Bridge program receive the following support services.

- Tutoring
- Peer mentoring
- Orientations sessions, including a bilingual parent orientation
- Engagement activities, such as field trips, guest speakers, student talent show, and recognition ceremony
- Computer laboratory including free printing
- Textbook loans
- Group and individual study areas

Data: Bridge

	# Students (duplicated)		# Applicants		% Served		# Contacts	
	2012-2013	**2015-2016**	**SU 2013**	**SU 2016**	**SU 2013**	**SU 2016**	**2012-2013**	**2012-2013**
Bridge program	736	859						
Summer Bridge	241	322	1,262	1,035	19%	31%		
Counseling							942	741
Info Sessions	376	499						
Use of Center Services (i.e., computers, printing, textbooks on reserve)							7,780	14,220
Textbook Loans	835 for 918 total books	1,069 for 1,485 total books						

From its first cohort of 82 students in 1998, the Summer Bridge Program will serve over 500 students in 2017. The program has been tasked to increase to 600 students, with a long-term goal of serving 1,000 students.

CalWORKs

CalWORKs delivers educational and training assistance to students who receive cash-aid through Temporary Assistance for Needy Families. This federally funded program assists students in entering the workforce at the highest possible level and developing a personal career ladder to increase self-sufficiency and individual growth. Specific services provided to 500 students in 2015 – 2016 are:

- Academic, career, and personal counseling
- Advocacy
- Book lending library
- Case management: including the completion of monthly attendance verification forms, progress reports, training verification, and ancillary requests
- Equipment loan program
- One-on-one tutoring center
- Priority registration
- Student computer use
- Student educational plans

DSPS (Disabled Students Program and Services)

DSPS assess, assigns, and delivers accommodations for students; provides instruction and training for students and employees; has state of the art accessible technology facilities; has complicated laws and processes to follow. DSPS has grown tremendously in the last 20 years in student population, services, staffing, and facilities. Recent trends are integration with other departments and groups as the services become more decentralized, inclusion in every aspect of campus, increased student contact and delivery of support services, technology advances, and universal design.

One of the largest changes is a change in **mission**. When DSPS was first conceptualized, the mission was to provide student **access** to educational programs and facilities. As laws change such as ADA, and initiatives are approved by the legislature such as Student Success and Support Programs and Student Equity, the program is required to adapt. For example, as a direct result of the inclusion of students with disabilities in SSSP and Student Equity, the mission of DSPS is slowly changing to include **success**. Access has not gone away, success is now also a requirement. While this is an increase in workload, it is also an opportunity to obtain additional funding to move students with disabilities closer to equal footing with non-disabled peers.

Data: DSPS Services

	Fall 2012			Fall 2015			Fall 2016		
	# Students	# Contacts	Hours of Service	# Students	# Contacts	Hours of Service	# Students	# Contacts	Hours of Service
Total for Term duplicated	**8,237**	**20,620**	**6,292**	**6,117**	**18,283**		**5,470**	**16,516**	
Total for Term unduplicated	**1,053**			**981**			**846**		
Counseling and Advising	4,566	8,142	1,225 1-hour appts; 489 drop-in	4,290	5,224	1,124 1-hour appts; 485 drop-in	3,485	4,265	783 1-hour appts; 266 drop-in

	Fall 2012			Fall 2015			Fall 2016		
Accommodated Testing	959	4,774		667	1,764		710	1,942	
Mobility Assistance	55	1,385		81	2,309		99	1,817	
Classroom Accommodations	1,413	1,998		809	3,511		869	3,871	
Clerical	825	1,349		176	221		222	279	
Sign Language Interpreting	79	463	9,518	94	5,254	11,071	85	4,342	
Sign Language Intern Hours (DHH in 9B)			675			1,625			
Captioning Hours			1,112			777			
Accessible Technology Center Usage (Unduplicated)	248		6,292	243 (Veterans estimated fewer than 10)		4,936	399 (105 are Veterans)	8,177	

Source: MIS

These data present trends of the services provided in three fall semesters, 2012, 2015, and 2016. The decline of the unduplicated headcount of students served in these three semesters (1,053 in fall 2012, 981 in fall 2015, and 846 for fall 2016) is proportionate to the decline in the number of contacts (20,620 in fall 2012, 18,283 in fall 2015, and 16,516 in fall 2016). For Classroom Accommodations and Sign Language Interpreting the numbers of student contacts and hours of service have increased significantly while the actual numbers of students who are Deaf or hard of hearing increased slightly. It is important to note that there is a major difference in the College's Management of Information Systems (MIS) data and the data obtained in the Chancellor's Office Data Mart. The Data Mart reports continual increases in the number of students served, while the College's MIS data shows a decline. The difference is explained by the fact that DSPS provides services for many more students (Data Mart) than they are able to receive state funding for (MIS).

In Summer 2015, DHH obtained their own space and opened The Center for Students who are Deaf or Hard of Hearing to "drop in" at their convenience and obtain mentoring, tutoring, and any other assistance they need. Therefore, the rise in hours of interpreting hours makes sense as these students are now more engaged as a result of this space. Another significant increase to note is the change in the number of students and hours of service of students using the Accessible Technology Center from Fall 2015 to Fall 2016. Students rose by 62% (243 fall 2015 compared to 399 fall 2016), and hours of service rose by 65% (4,936 fall 2015 compared to 8,177 fall 2016). This significant increase is attributed to the fact that the Accessible Technology Center moved from a temporary building to a new state-of-the-art facility. Additionally, the proximity of the Veterans Resource Center has increased the use of the ATC by student-veterans. These increases validate the old adage, "build it and they'll come." Finally, Accommodated Testing has also shown an increase from Fall 2015 to Fall 2016 in numbers of students and contacts. There is currently no dedicated testing center for students. Therefore DSPS is challenged

with finding suitable distraction-reduced locations to provide Accommodated Testing Services to qualified students. The DSPS Department is involved in initial design discussions along with the Learning Assistance Center for the proposed Campus Testing Center.   This decentralization of the DSPS services, and integration of facilities, personnel, and services with other departments appears to be an ongoing trend in DSPS. One of the challenges in integrating services is the fact that all facilities should be at least accessible to individuals with disabilities, but they are not. In some cases the learning environment is much less than satisfactory for certain groups of students, such as students who are Deaf or hard of hearing.

DSPS courses adapt to the needs of the population of students at the time. In the early 2000s, the largest population group was students with learning disabilities. Today, students with learning disabilities is still a large population, however, other disability groups have emerged as requiring specialized attention. A couple of recent examples of this is a heightened attention to students who are Deaf or hard of hearing and their acquisition of the English language, and students on the Autism Spectrum who need specialized executive functioning and social skills training. DSPS courses have flexed to address those needs.

Data: DSPS Courses

	FTES or Full-Time Equivalent Students							
	Summer 2012	**Fall 2012**	**Winter 2013**	**Spring 2013**	**Summer 2015**	**Fall 2015**	**Winter 2016**	**Spring 2016**
Credit	0.0	16.1	2.0	13.7	0.4	21.1	0.0	15.0
Noncredit	1.5	11.7	2.1	12.5	1.2	9.8	1.0	11.6
Totals	**1.5**	**27.8**	**4.0**	**26.2**	**1.6**	**30.9**	**1.0**	**26.6**

EOPS and CARE

EOPS (Extended Opportunity Program and Services) is a state-funded program that delivers educational and financial support to eligible students who have historically experienced economic and educational disadvantages by providing:

- Priority Registration
- Counseling and advisement
- One-on-one tutoring
- Textbook services
- Application fee waiver for UC, CSU, and private institutions
- Graduation cap and gown

CARE (Cooperative Agencies Resources for Education) is a state- funded program assist CalWORKs recipients who are single parent heads of household with children 13 years old and under. CARE students receive the following support services:

- Counseling

- Tutoring
- Financial assistance with books and supplies
- Grants
- Educational planning

EOPS	# Seats	Student Headcount			Contact Hours		
		2012 – 2013	2015 - 2016	% Change	2012 – 2013	2015 - 2016	% Change
Tutoring Center	74	217	364	67.7%	7,483	11,726	56.7%

EOPS provided tutoring services to a greater number of students in 2015 – 2016 than in 2012 – 2013. Overall, the EOPS/CARE program served 760 students in fall 2013 and 888 students in fall 2015.

International Students

International Students come from every corner of the world, including China, Taiwan, Hong Kong, Indonesia, South Korea, Japan, India, South America, Europe, Mexico, and Canada. The International Student Center supports students by providing the following services:

- Specialized orientations
- Counseling
- Workshops
- Field trips
- Study area and computers
- Resource library
- On campus referrals
- Assistance with F-1 visa rules and regulations

The numbers of students served by the International Students program have increased steadily in recent years.

Data: International Students

	2012 – 2013	2013 – 2014	2014 – 2015	2015 – 2016
Total Students	546	609	660	703
China	40.6%	53.3%	55.6%	58.8%
Hong Kong	4.7%	4.7%	4.6%	4.5%
Indonesia	4.7%	5.9%	5.7%	5.4%
Japan	2.1%	1.8%	1.3%	0.9%
South Korea	13.5%	11.6%	7.2%	5.6%
Taiwan	9.3%	8.2%	8.9%	7.6%
Vietnam	2.3%	2.7%	2.7%	3.5%
Other countries	20.5%	10.5%	12.5%	12.5%

REACH (Reaching, Empowering, Achieving and Completing with Heart)

REACH assists current and former foster youth in transitioning into higher education. Staff welcome foster youth to the College and serve as their advocates as needed, connecting them with campus and community resources, such as housing and employment. Foster youth are invited to take advantage of these campus resources dedicated for their use: computer, free printing, activities, and study area. REACH served 211 students in 2015 – 2016.

Upward Bound

Upward Bound provides college advisement and support services to first-generation and/or low-income high school students with the goal of increasing their eligibility for acceptance into a four-year college or university by offering:

- Saturday Academy Classes that introduce students to opportunities and professionals currently working in various careers
- Weekly advising at the high school site
- Twice weekly group tutoring at the high school site
- Workshops for both students and parents
- Assistance in developing an Academic Success Plan
- Assistance in applying for scholarships and university applications
- Tours of university and college campuses

Upward Bound served 70 students in 2015 – 2016 and is funded by a U.S. Department of Education TriO grant on a five-year cycle.

Veterans Services

Veterans Services support the academic success of veterans and their family members. Established as a California Community College Chancellor's Office pilot site, the Veterans Resource Center created an innovative, collaborative effort to ease the transition for student veterans as they navigate the community college system. Specific services include access to or appointments with:

- Student Veterans Lounge
- Student Veteran computer stations
- Veterans Success on Campus (VSOC) Counselor
- United States Department of Veterans Affairs Readjustment Representative/Counselor
- Tutoring
- Student Veteran Book Loan/Reserve Program
- One-one assistance in completing financial aid and/or disability claims applications
- One-on-one scholarship research and essay assistance
- DSP&S Instructional Specialist

- One-on-one VA Educational Benefits assistance
- One-on-one my.mtsac portal navigation assistance
- On and off-campus service referrals
- Monthly workshops and annual events for Veterans

	2014 - 2015	2015 - 2016
Certification of Federal VA Educational Benefits (unduplicated headcount)	685	662
Total contacts in the Veterans Resource Center	21,565	24,596

Challenges and opportunities: Specialized/Caseload Management-Based Services Cluster

- Aces, Arise, Aspire, CalWORKs, DSPS, EOPS/CARE, Bridge, International Students, Veterans Services: Initiate processes to cross-train staff and advocate for a reduction the complexity of the College's hiring processes to increase the pools of qualified experienced staff and fill vacant positions in a timely manner
- All Specialized/Caseload Management-Based Services: Collaborate with Information Technology to develop electronic systems for case management and program data tracking
- Bridge: Design and implement strategies to improve integration of activities and courses
- Bridge: Expand the number of learning communities offered

Implications for facilities: All Student Services Programs

- Design spaces that are welcoming and inviting yet protect students' confidentiality
- Create facilities approaches that enable students to easily comprehend and access services
- Provide an assembly space for students and staff to gather for important functions, training, recognition events, and group activities
- Increase student access by locating related support services adjacent to one another
- Ensure access and healthy well being through the use of Universal Design, compliance with American with Disabilities Act standards, ergonomic accommodations, and accommodations such as service animals
- Increase places to study and connect with other students to promote student engagement
- Build and remodel facilities following an open space, flexible-with-options model that allows for the fluid rotation of staff members and work stations
- Locate and cluster facilities to help students access related services