

# Matching Support to Student Need



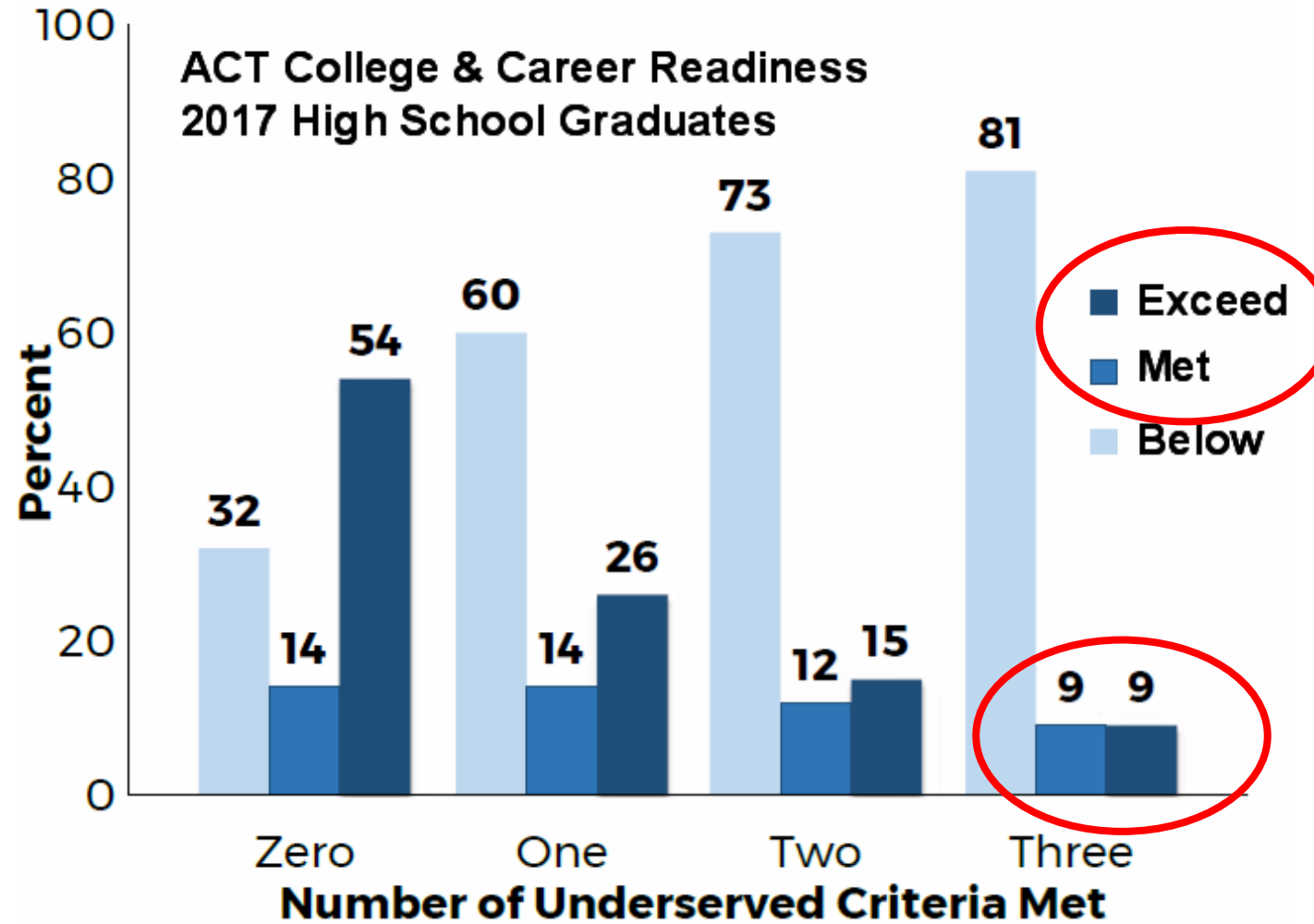
**Bill Scroggins**  
**October 18, 2018**



# The Need is Great

- More than 70 percent of community college students enter the system under-prepared to do college-level work.
- A majority of these are **first generation college students, low-income, and/or are from underrepresented groups.**
- These students face the most challenging obstacles for success and, unfortunately, have the lowest completion rates in the system.
- A major focus of the Task Force is to give these students the tools, support, and academic foundation to succeed.

# The Need is Great



**1) First Generation 2) Low Income 3) Minority**

# What is Mt. SAC Doing About This?



# Emancipated Foster Youth



Mt. San Antonio College  
**REACH**

Reaching, Empowering, Achieving & Completing with Heart

- **73,000 foster youth in California**
- **75% perform below K-12 grade level standard**
- **Only 30% graduate from high school**
- **After high school, of emancipated foster youth:**
  - **50% are unemployed**
  - **25% are incarcerated**
  - **20% are homeless**
  - **Only 3% receive bachelor's degrees**

"Education of Foster Youth in California," LAO 2010





# Emancipated Foster Youth

## REACH Center Support



Mt. San Antonio College  
**REACH**

Reaching, Empowering, Achieving & Completing with Heart

Program Coordinator	Free Tuition
Program Specialist	Priority Registration
Counselors	Chafee Ed Grants
Admin Assistant	Textbook Loans
Success Coach	Peer Advising
Six Peer Advisors	Field Trips



# Emancipated Foster Youth

## Foster Youth Student Outcomes



Mt. San Antonio College  
**REACH**

Reaching, Empowering, Achieving & Completing with Heart

Fall 2017	Full Support	Walk In
Requirements	Orientation REACH Plan	Orientation
Services	Peer Advisor Textbook Loan Field Trips	N/A
# Students	82	56
GPA Average	2.00	1.68
Retention	83%	61%
% GPA >2.0	51%	46%
% GPA>3.0	32%	29%



# Foster Youth Success Story

- Mickey grew up in foster care with struggles including substance addiction.
- He came to Mt. SAC over 2 years ago starting his road to recovery and on OC Sheriff probation.
- Mickey focused on his recovery and excelled academically earning a 3.94 GPA.
- In the spring of 2018 he was awarded the Student of Distinction Award at Mt. SAC.
- He has been a model REACH student, always available to anyone needing assistance.
- He truly embodies the spirit of giving back and paying it forward.
- He understands that no matter the struggles, there is always an opportunity to recover and make amends.
- He transferred this Fall to San Francisco State for a BA in Social Work and plans to become a Social Worker helping others with addiction.
- Mickey is an example of how hard work and determination can lead to success no matter the obstacles.





# Arise Pacific Islanders



**Native Hawaiian/Pacific Islanders:  
144,386 in California; 55,631 in LA County; 33,776 Samoan**

	<b>Native Hawaiian/ Pacific Islanders</b>	<b>All CA</b>
Median Income	\$60,133	\$69,759
Poverty Rate	17.3%	13.3%
High School or More	<b>88.8%</b>	<b>83.3%</b>
BA or Higher>age 25	<b>21.5%</b>	<b>33.7%</b>
Graduate Degree	<b>6.5%</b>	<b>12.6%</b>
Veterans	<b>6.9%</b>	<b>4.4%</b>
Median Age	28.0	35.4



“Asian-American and Pacific Islander Heritage, March 2017” U.S. Census Bureau



# Arise Pacific Islanders

## ARISE Center Support



Counseling	Director
Academic Tutoring	Educational Advisor
Computers & Laptops/	Program Specialist
Free Printing	Research Analyst
Summer Leadership Retreat	Counselor
Peer Mentoring	ARISE Center Facility
Late Night Finals Study	API Conferences
Talking Circles (by Subgroup)	Heritage Month Events
Fale Fono-Samoan Meeting House	Educational Field Trips
Resiliency&Leadership Scholarships	Digital Stories Project



# Arise Pacific Islanders

## Program Outcomes

	Year	Non-Arise	Arise
<b>API Students</b>	2016-17	431	64
	2017-18	529	85
<b>Financial Aid</b>	2016-17	63%	72%
	2017-18	59%	82%
<b>Persistence</b>	Fa16-Sp17	68%	88%
	Sp17-Fa17	58%	98%
	Fa17-Sp18	66%	65%
<b>GPA</b>	Overall	2.08	2.47





# Student Success Story

- Priscilla “Sila” Wailase has *shown* perseverance through personal grit and has come into her own while in Arise.
- Previously, she had interruptions in her education due to family obligations and lack of personal motivation.
- After the Spring 2017 term, when put on probation, she was hit by the harsh reality of her academic progress.
- A year later, Sila earned 16.5 units and her GPA was up to 2.46 from below 2.00.
- Sila is now focused and has direction saying, “I’m going to stick to the plan.”
- Sila was in our Digital Stories project, narrating her personal educational journey and the factors that impact her sense of self and led to her success.
- She participated in the Arise Leadership Retreat and also in Pacific Islander Leaders of Tomorrow facilitated by Empowering Pacific Islander Communities.
- Sila currently serves as Vice President for Mt. SAC’s Pacific Islander Club.





# Deaf and Hard of Hearing

Deaf and Hard of  
Hearing Services

MT. SAC!

Deaf and Hard of Hearing In California and LA County		
2017^	California	LA County
18 to 64	12,243,198	3,881,668
Hearing Difficulty	140,111	32,482
Percent	1.14%	0.84%

As used here, the term deaf includes individuals who identify as deaf, hard of hearing, hearing impaired, late deafened, and deaf-disabled.

Educational Outcomes*		Deaf Disabled	Deaf	Hearing
HS Graduation		76%	83%	89%
Bachelor's		12%	18%	33%
Unemployed#		16.1%	8.8%	8.5%
Income by Field	Business		\$55K	\$59K
	Education		\$44K	\$43K
	Engineering		\$70K	\$88K
	Science		\$52K	\$60K
	Social Science		\$50K	\$56K

^U.S. Census Bureau, 2017 American Community Survey 1-Year Estimates, American Fact Finder

\*Deaf People and Educational Attainment in the United States, NDCPO, 2017

#U.S. Department of Labor, Bureau of Labor Statistics, 2011

# Deaf and Hard of Hearing



Served in 2017-18	Support
Deaf with interpreters – 75	Interpreters Counselor Accessible Tech Center Tutoring Assistive Learning Peer mentoring Study groups
Deaf with captioners – 10	
Hard of Hearing – 82	
Total – 167	

Deaf and Hard of Hearing  
Services Open House  
October 10, 2018

Course Pass Rates	Deaf	Hearing
English 67	73%*	82%
English 68	86%*	83%
English 1A	80%*	70%
Speech 1A	93%	78%
Sign 102	100%	77%

\*w/linked DSPS Course Support



# DHH Student Success Story

- Anahi Espiritu was born deaf in Guerrero, Mexico.
- Her family are hearing—not even Ahahi knew sign language.
- She did not know her own name until age six.
- At school in Mexico, with no interpreters, she learned nothing.
- Moving to California at 8, she attended school with all hearing students—no interpreters.
- At Mesa Elementary she was in the DHH program—not the only deaf person in the world!!!
- She learned sign language, was able to express herself, and felt included and happy.
- She attended South Hills High both in DHH and mainstream classes with interpreters.
- She started at Rio Hondo but transferred to Mt. SAC for DHH services and Dream Program.
- Struggles were learning English, ASL, and Deaf culture, but she developed her own identity.
- All-deaf English classes helped immensely in discovering correct English.
- She continues in the DHH Center, studying Vet Tech, and anticipates graduating in 2020.



# LGBTQ Students—Pride Center



## LGBTQ National College Statistics

- 2006, over 60 LGBT Centers —today over 100.
- 38 colleges offer gender-neutral housing.
- 13.4% of LGBT HS students experiencing frequent verbal harassment don't plan to attend college.
- 20% fear for their safety due to their gender identity or their perceived sexual orientation.
- Most common harassment: derogatory remarks.
- 29% did not feel their curriculum adequately represents contributions of LGBT individuals.
- Only four colleges currently have an LGBT Major.
- 31% feel administration addresses LGBT issues.

## Campus Pride Index

5.0	San Diego State
5.0	Harvey Mudd College
4.5	UCLA
4.5	Cal State Northridge
4.5	Humboldt State
4.5	UC Davis
4.5	UC San Diego
4.5	UC Santa Barbara
4.0	Cal State Long Beach
3.5	UC Irvine
3.5	Cal Poly Pomona
2.5	University of La Verne

Sources: [campusexplorer.com](http://campusexplorer.com), [campusprideindex.org](http://campusprideindex.org)





# LGBTQ Students—Pride Center

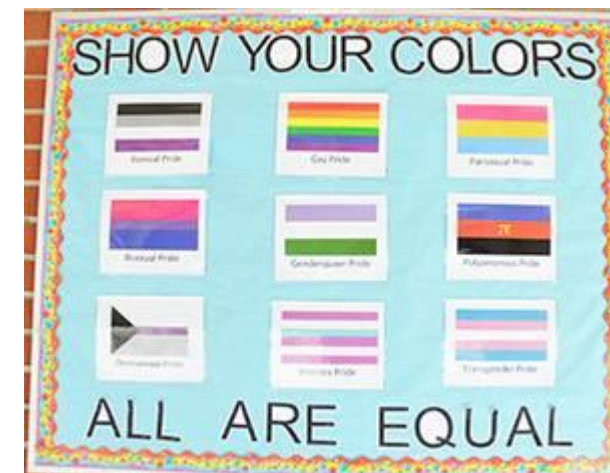


## Services

- Computers, Laptops, Printing
- Designated SAFE Space on Campus
- Study/Lounge Study/Social Hours
- Licensed Therapists
- Small Groups Led by Therapists
- Academic Counselor
- Faculty Volunteer Center Hours
- Donation-based Food Pantry

## Fall 2018 Weekly Participation

Safe Space	127
Study Space	62
Computers	22
Group	11
Counseling	10
Other	53
Overall Ave	248
Individuals	1295

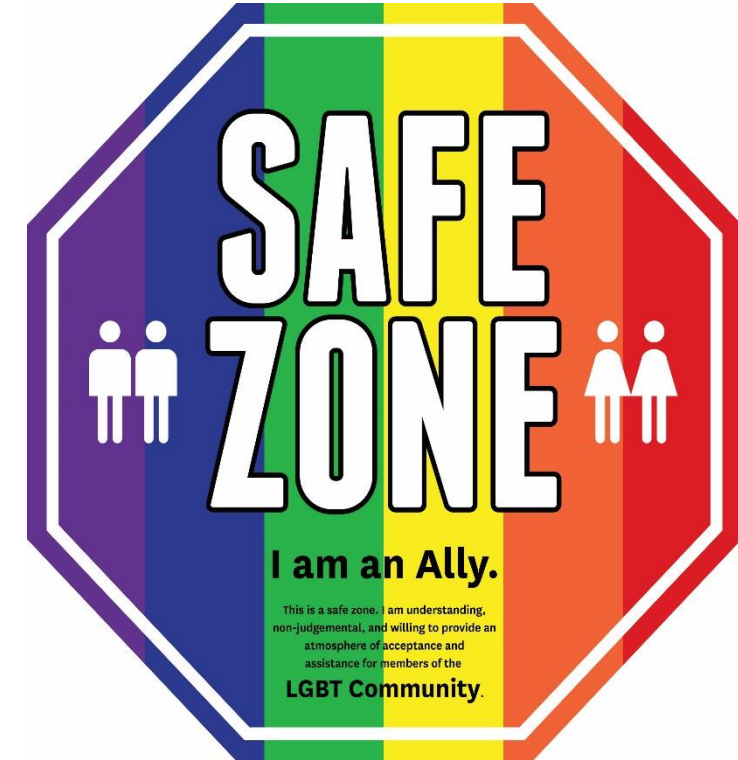


# LGBTQ Students—Pride Center



## California Legal Protection for Education of LGBTQ Students

- *Educational Equity Act 2017* No person shall be subjected to discrimination on the basis of disability, gender, **gender identity, gender expression**, nationality, race or ethnicity, religion, or sexual orientation, in any program or activity conducted by an educational institution.
- *School Success and Opportunity Act 2013* Students are permitted to participate in sex-segregated school programs and activities, and **use facilities consistent with their gender identity** without respect to the gender listed in the student's records.



# Pride Center Student Vignette

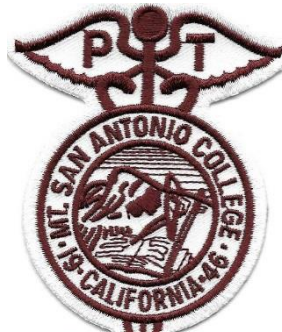


As a trans woman, the Pride Center has been a huge part of my journey as a student here on campus. In my 3 years at Mt. SAC, I must say it has made my experience and life much easier. It has been a place to find information, resources, and activities that are actually helpful. For example, they arranged for me to attend Transgender Orientation at the OC LGBT Center. They have also helped me connect with the Los Angeles LGBT Center's transgender health specialists. They even have open therapy sessions where I can feel safe to talk about whatever is going on in my life. Coming to the Pride Center as made my experience here very worthwhile. As a student and member of the LGBT community it really means a lot that we have an actual space for us to be positive and to be ourselves. The staff that run the center make coming to the Pride Center so much fun. I know I can trust them and count on them to help me with everything from getting through finals to personal matters in my life. I admire every single person that steps foot in this Center, including both students and advisors.



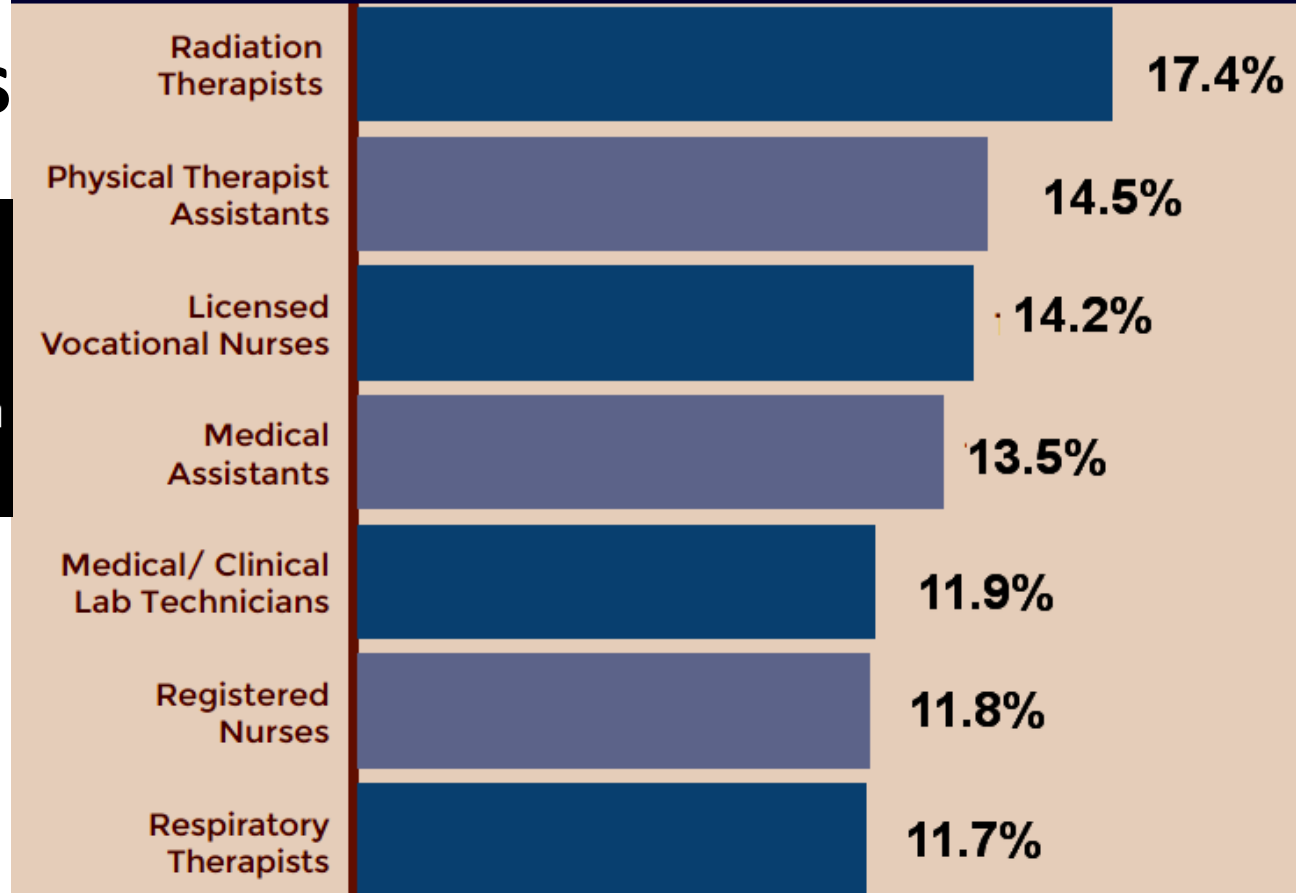
# Caduceus Club-Health Careers

## Supporting Mt. SAC Health Careers



Psych Tech

### MIDDLE-SKILL OCCUPATIONS FIVE YEAR GROWTH





# Caduceus Club-Health Careers

- Starting in 2004 with just 11 members, the Caduceus Club quickly expanded to over 800 students and recently added 130 members



## Caduceus Activities

Weekly Membership Meetings
UCD Prehealth Conference
Pre-SOMA Conference
General Dinner Meeting
Mental Health Awareness
Winter Social Night Out
AMSA National Convention
High School Outreach Day
Northern California Field Trip
Health Professions Conference
Natal Brazil University Visit



## Caduceus Services

Crash Cart 1st Week Help
Weekly Study Sessions
Academic Advisement
Operation Clean Sweep
Anti-Smoking Campaign
School Funding Advocacy



# Caduceus Club-Health Careers



## Student Outcomes

Caduceus club members are not tracked by the college, but many students come back to visit Mt. SAC and tell their stories.

- Magda Garcia finished at the top of her class in the MSMS program at Western University and is now a first-year medical student.
- Ed Nguyen, is the president of his medical school class.
- Joey Nguyen & Ricardo Padilla are 1<sup>st</sup> year emergency medical residents.
- Wai Szeto graduated from Drexel Medical School—applying for residency.
- Sonny Nguyen is in a family medicine residency program.
- Ritesh Salvi graduated at the top of his dental school class at UCLA,
- Kyle Hodge and Richard Lam are in the MSN program at Western U.
- Deanne Resplendor is in the Pathology Assistant Program at Loma Linda University.



# Caduceus Club Success Story

- Alexis Carbajal is in Japan teaching English and applying to med school.
- In school in Mexico, most of my teachers never came due to strikes.
- When I came to the U.S, I was put into 9th and 10th grade courses.
- I felt like I had zero useful education to help me in college.
- At Mt. SAC, I found I also lacked common sense and basic study skills.
- I found CHEM 50 more difficult than anything I had ever done before.
- I dropped chemistry, calculus, and physics—repeating I still got Cs.
- How talented premed students were! I had to get rid of my bad habits!
- Joining Caduceus I benefitted not just from advice but from the environment.
- Being around like-minded individuals pushed me to keep up.
- Caduceus was always there for me like a second home and family.
- I still struggled, but I vowed that I would never fall so low ever again.
- For the remainder at my time, I earned Bs and As and no Ws or Cs.
- I transferred to UC Davis and majored in Biological Sciences and Japanese.
- I graduated after 10 years and feel like it was possible thanks to Caduceus Club.
- I know the effort is mine, but that social support was so crucial to my success.



# Adult High School Diploma Program

Adult High School  
Diploma Program

MT. SAC!

K12--2016-17	Drops	#
Baldwin Park	4.9%	52
Bassett	1.4%	3
Bonita Unified	3.5%	39
Charter Oak	3.5%	15
Covina-Valley	1.3%	18
Glendora	1.9%	10
Hacienda-La P	5.9%	96
Pomona	11.6%	184
Rowland	6.1%	59
Walnut Valley	1.7%	24
West Covina	3.5%	28
Average/Total	5.2%	528

Source: California School Dashboard

## Options for Adults to Earn a High School Diploma

- General Educational Development (GED) Certificate
- California High School Proficiency Examination
- California Virtual Academy (9, **including WCUSD**)
- Continuation High School (400—to age 21)
- Community College Adult Diploma Programs

**Mt. SAC**, Pasadena,  
Glendale, Miracosta,  
North Orange,  
San Francisco, San Diego,  
Santiago Canyon,





# Adult High School Diploma Program

Students 18 and older can complete a high school diploma with academic support and robust student services. Students are guided by faculty in a self-paced, open-entry/exit structure allowing flexible attendance for students such as working adults and parents.

<p><b>Staffing:</b> one coordinator and two managers</p> <ul style="list-style-type: none"> <li>• 4 noncredit adjunct faculty</li> <li>• 2 FT &amp; 1 adjunct counselors</li> <li>• 1 educational advisor</li> <li>• 3 tutorial assistants</li> </ul>	<p><b>Additional resources and support</b></p> <ul style="list-style-type: none"> <li>• Bus passes for who meet attendance and assignment completion requirements</li> <li>• Assistive Technology</li> <li>• Computer-aided instruction</li> </ul>
<p><b>Academic Support</b></p> <ul style="list-style-type: none"> <li>• Required instructor progress checks</li> <li>• Case management by counselors and instructors</li> <li>• Regular communication between instructional and counseling faculty</li> <li>• Tutoring and supplemental instruction</li> </ul>	<p><b>Counseling</b></p> <ul style="list-style-type: none"> <li>• Academic and personal counseling intervention in the classroom as well as by appointment</li> <li>• Progress Policy tracking – requires students to finish courses within a set time</li> <li>• Referrals for students with specialized needs</li> </ul>
<p><b>Social Integration Activities</b></p> <p>End of semester celebrations, annual BBQs, Adult Literacy Week events, Book giveaways</p>	

# Adult Diploma Student Success Story

- Misty Richardson as in foster care for most of her young life.
- She went to Juvenile Hall at age 13 until she was 17 years old.
- In an abusive relationship, with two kids, she left and found work.
- While her grandparents' caretaker, she earned her Adult High School Diploma in 2017 at Mt. SAC
- Misty has shared that what helped her succeed was **“how the instructors and counselors go really hard for you”** and she felt cared for by faculty and staff.
- She utilized all services available including tutoring, counseling, and frequent check-ins with faculty while attending morning and evenings.
- She enrolled in credit courses and is connected to EOPS and Foster Care programs.
- Misty's plan is to transfer to University of La Verne and earn her BA and possibly an MA, with a goal of becoming a child advocate and working with children with experiences similar to hers.



# Honors Program: Students & Courses



- 962 Honors students in Fall 2018
  - Admitted based on 3.2 high school GPA or 3.2 college GPA in transferable units and placement into English 1A
  - 46.86% Hispanic/Latinx
  - 34.7% Asian/Pacific Islander
  - 11.53% White
  - 4.72 % Multi-Ethnicity
  - 2.1 % African-American
- Dedicated Honors Classes
  - 30-35 Honors sections offered each term
  - Open only to Honors students
  - Meet GE and major prep requirements
  - Average class size is 20 students
  - Discussion/seminar format not lecture



# Honors Program: Transfer Benefits



- Transfer Agreements with universities including UCLA's Transfer Alliance Program and UCI Irvine's Honor2Honors
- Honors scholarships including state and national awards
- **More likely to transfer (79.5%)** than a comparison group of Honors eligible students (52.7%).
- This Fall, 76% of Honors students admitted to UCLA, only 19% of regular Mt. SAC students.
- This Fall, 50 Honors students were offered guaranteed admissions to UC Irvine including admissions to their Honors program, housing, priority registration and scholarships to Honors certified students with a 3.7 GPA.





# Overall Transfer Data



Mt SAC to CSU & UC		
Year	CSU	UC
2017	<b>1385</b>	<b>497</b>
2016	1447	402
2015	1264	412
2014	1402	402
2013	1333	414
2012	946	391
2011	1180	420
2010	1350	387
2009	759	297
2008	1258	286

2017 Top 10 CSU	
1) Orange Coast	1,615
2) De Anza	1,436
3) Fullerton	1,420
<b>4) Mt. SAC</b>	<b>1,385</b>
5) Pasadena	1,354
6) El Camino	1,316
7) Palomar	1,204
8) Santa Monica	1,172
9) San Francisco	1,131
10) Fresno	1,090

2017 Top 10 UC	
1) Santa Monica	1289
2) De Anza	938
3) Diablo Valley	938
4) Pasadena	785
5) Santa Barbara	648
6) Irvine Valley	578
<b>7) Mt. SAC</b>	<b>497</b>
8) Foothill	481
9) Orange Coast	481
10 El Camino	392

2017 by UC Campus	
Berkeley	56
Davis	30
<b>Irvine</b>	<b>133</b>
Los Angeles	111
Riverside	65
San Diego	43
Santa Barbara	42
Santa Cruz	17

<http://asd.calstate.edu/ccct/2017-2018/index.shtml>

<https://www.universityofcalifornia.edu/infocenter/california-community-college-enrollments-uc>



# Honors Student Success Story



- Rogelio Medrano came to the US at age 5 from Mexico
- Took English 2<sup>nd</sup> Language courses for numerous years
- Not sure he could attend college due to undocumented and low income status
- High school 2.7 GPA so hesitant to believe he was “Honors material”
- Entered Honors Program provisionally thru special pre-Honors English 68
- Active in Concert Choir, Associated Students, Honors Ambassadors, DREAM Center
- Originally thought he would transfer to a local CSU
- Encouraged by Honors peers/faculty, accepted to UCLA, UC Davis, UC Berkeley
- Currently attending UC Berkeley majoring in Sociology
- UC Berkeley Student Transfer Co-Coordinator for Raíces Recruitment Center
- Aspires to complete a graduate degree and to be a college counselor serving underrepresented and first generation students



## Minority Male Initiative

- The Minority Male Initiative (MMI) is not a self-contained program.
- It is an “initiative” in the sense that it is organic and dynamic.
- MMI is constantly under development and making additions and adjustments to improve our reach and our outcomes.
- MMI includes both direct services and interventions to students.
- MMI is based on an action plan using a campus-wide approach to improving student success.





# Minority Male Initiative



- **English Completion** African American male students are much below equity in the most recent year (57%) and Five Year Average (59%).
- **Transfer** African American male students are much below equity in Four Year Average (59%).
- **Transfer** Latino male students are much below equity in Four Year Average (64%) and also much below equity in current year (65%).
- African American, Latino, Pacific Islander males are below equity in:
  - Access
  - Transfer
  - Certificate/Degree completion
  - English and math course completion

Source: Mt. SAC Student Equity Plan





# Minority Male Initiative



## *Outcomes:*

- **96%:** greater understanding of importance of communication/code switching
- **88%:** better understanding of how emotions affect their actions
- **89%** more informed on services to students from marginalized groups
- Of 17 students in the inaugural cohort in 2015, 10 have graduated; 5 have transferred; 1 has graduated with a BA degree

## *Quotes:*

- I reprioritized what needs to be done for me to be successful as a student.
- For once in a very long time I can say that I am genuinely happy.
- I realized that in order for me to achieve my goals I must take out all of the toxic people in my life.

Source: Student Leadership Retreat Survey Results (2017; 2018)



# Minority Male Student Success Story

Dewayne Wallace grew up in Pomona and is a former foster youth.

- He supports himself; no known family members; foster father is deceased.
- He graduated from Mt. SAC June 2018; preparing to transfer fall 2019.
- A Student Ambassador, he has also been in ACES, EOPS, Upward Bound.
- “The MMI program helped me focus in school and on what I want to do.
- Talking about helping students who “look like us” made me realize I am not the only one who goes through what I go through.
- Sharing my experience can help others transcend obstacles.
- MMI allowed me to be engaged and interact with students.
- This is fulfilling for me, students come in needing my help.
- It is comforting to know that they are comfortable with me.
- Things I have gone through allow me to give others my input.
- MMI solidified that I want to go back & give to my community.”



# WIN Program-Athletes



Mt SAC Sports and Student-Athletes			
Men's Basketball	24	Women's Basketball	35
Men's Baseball	36	Women's Beach Volleyball	13
Men's Cross Country	21	Women's Cross Country	15
Men's Football	99	Women's Golf	8
Men's Golf	9	Women's Soccer	27
Men's Soccer	31	Women's Softball	21
Men's Swimming	21	Women's Swimming	17
Men's Tennis	4	Women's Tennis	6
Men's Track & Field	91	Women's Track & Field	40
Men's Water Polo	21	Women's Volleyball	19
Men's Wrestling	24	Women's Water Polo	19
Total Men's	381	Total Women's	220

In 2016-17 there were 25,731 student athletes competing in varsity sports in the California Community Colleges.

All must successfully complete 6 units each semester and keep at least a 2.0 GPA.



# WIN Program-Athletes



The WIN is a Student Academic Success Center and a collaboration among the School of Continuing Education and the Kinesiology and Counseling Divisions. **730 student-athletes participate each year.**

Services to Student Athletes	
<b><i>Counseling:</i></b> <ul style="list-style-type: none"><li>• 2 Fulltime &amp; 2 Adjunct</li><li>• Success Workshops</li><li>• Team Meetings</li><li>• Summer Orientation</li><li>• Education Plans</li></ul>	<b><i>Staffing</i></b> <ul style="list-style-type: none"><li>• Tutors</li><li>• Project Specialist</li><li>• Noncredit adjunct faculty support</li><li>• Program Supervisor</li></ul>
<b><i>Academic Support</i></b> <ul style="list-style-type: none"><li>• One-on-one tutoring</li><li>• Group study sessions</li><li>• Textbooks on Reserve</li><li>• Computers</li><li>• Academic Progress Reports</li></ul>	<b><i>College Services &amp; Resources</i></b> <ul style="list-style-type: none"><li>• Outreach Librarian</li><li>• Anatomy bone kit &amp; skeleton</li><li>• Health fair and center</li><li>• Financial aid</li><li>• Scholarships</li></ul>
<b><i>Psychological Services</i></b>	<b><i>Social Integration</i></b>





# WIN Program-Athletes

Bruce Irvin, a high-school dropout who took to the streets, turned his life around at Mt. SAC so he could play football for the NFL Seattle Seahawks and win the 2015 Superbowl.



Participating	
2016-17	2017-18
<b>730</b>	<b>724</b>
% Male	% Female
66	33
Financial Aid	
2016-17	2017-18
<b>466</b>	<b>460</b>
2016-17	2017-18
100	140
92	74

## Awards

Degrees	100	140
Certificates	92	74



Native American	Asian	Black	Filipino	Latino	Pacific Islander	White
32	55	186	27	845	48	258

Course Pass %	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
WIN	<b>75</b>	<b>76</b>	<b>77</b>	<b>76</b>	<b>77</b>	<b>74</b>
Non-Win	<b>65</b>	<b>68</b>	<b>66</b>	<b>68</b>	<b>67</b>	<b>69</b>



# Student Success Story



- Nadya Wisham, Track and Field 2016-2018, is an athletic scholar.
- She is admired by her peers and respected by her coaches for her positive attitude.
- She is extremely self-sufficient but never fails to ask for assistance when she is in a bind.
- Her grade point average of 4.0 is a clear demonstration of her dedication to academics.
- Her biggest obstacle was to leave her country for her education and athletic career.
- She left England in 2016, alone, without any family.
- Nadya had to adjust and struggled with meeting people at first.
- “This was a brand new feeling to me.”
- “I had never been the smart one in school, so getting an A was an achievement.”
- “I had my coaches and teammates supporting and guiding me.”
- “In the WIN Program I spent 6-8 hours a week-it quickly became my 2nd home.”
- “The WIN staff were more than just tutors or workers, they were like family.”
- She was as a member of Student Athlete Advisory Council and the Relay for Life.
- She also spent her spare time coaching young girls in Spirit of SoCal.
- Her journey has not been easy.
- She has encountered financial struggles but that has never affected her on or off the field.
- She is now studying at Westmont College in Santa Barbara.
- She is majoring in Kinesiology with the goal of becoming a physical therapist.



# Veteran Resource Center



## Veterans Served by Mt. SAC

- About **1100 veterans** attend Mt. SAC each semester
- **82%** are Pell-eligible-of these, 55% have a \$0 Family Contribution
- About 650 are utilizing their GI Benefits
- **83%** are first-generation college students
- 58% are at least 25 years old
- Branches: Army: 39%, Marines: 34%
- Average length of service is 6.3 years
- 53% served Iraq or Afghanistan tours
- 35% are combat Veterans
- 50% sustained injuries during service
- 55% have a VA-related disability



# Veterans Resource Center



## VRC Services

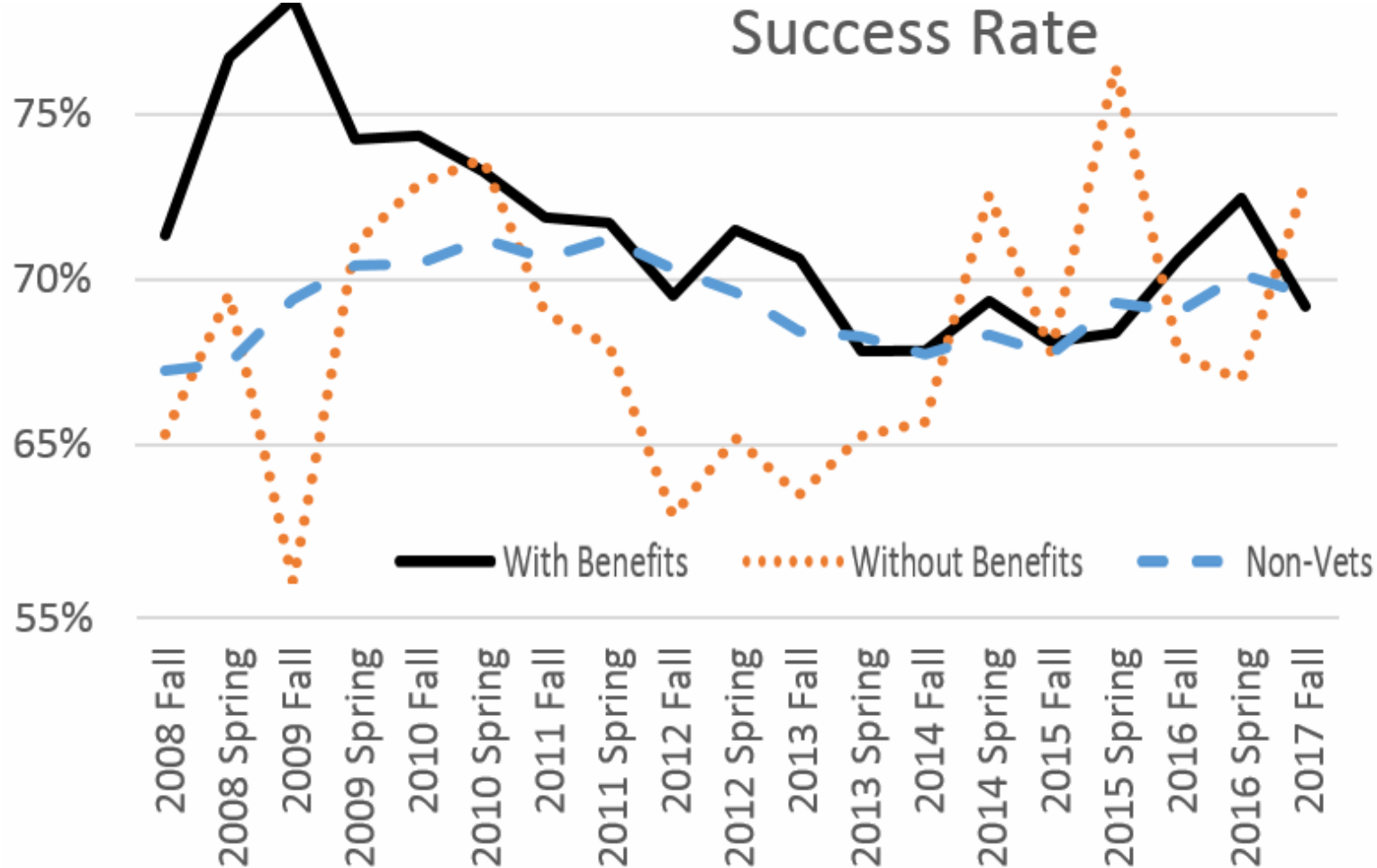
Veterans Lounge
Computers & Printing
Book Reserve/Loans
Financial Aid Assistance
Tutoring
STEM Vet Boot Camp
Laptop/Tablet/Calculator Rental
Academic Support Workshops
University Tours

## Staffing – Vet Team

- Vet Center Supervisor
- Counselors:
  - 1 Full-time
  - 2 Adjunct
  - 1 ACCESS (drop in)
- Financial Aid Specialist
- Program Specialist
- Peer Mentors
- Tutors
- VA Campus Counselor



# Veterans Resource Center



Veterans with benefits have generally better course success than others.

# Veterans Success Story

- As a United States Air Force Veteran, Erika Diaz serves as an excellent role model.
- As a Peer Mentor in the VRC, she readily shares her passion for serving others.
- She secured donations for two successful “Help Homeless Heroes” clothing and food drives.
- Erika served as Veteran speaker for Governor Jerry Brown’s visit to Mt. SAC’s VRC last year.
- She says, “My goal was to honor my country through service, but injury forced me to leave the service.
- Coming home, I faced a deep depression and I felt isolated and alienated.
- Finding the Mt. SAC VRC helped me adjust to my new role as a student.
- Serving as a Peer Mentor in the VRC I get to continue my role in serving others.
- I welcome other Veterans home as they start their own transition to civilian life.”
- Erika Diaz is currently majoring in Mechanical Engineering at Mt. SAC.



# Vocational English as a Second Language

- Language ability is an important aspect of employment and economic participation.
- Of the 5.3 million residents of Los Angeles County that speak languages other than English at home, **almost 27% speak English less than well.**

Spoken at Home LA County, 2014	Total (1000s)	Speak English Less than Well
Spanish	3,653.9	28.4%
Other Indo-European	499.7	17.9%
Asian and Pacific	1,001.5	26.6%
All other non-English	100.4	10.5%
LA County Total	5,255.6	<b>26.7%</b>

**Source:** Los Angeles: People, Industry and Jobs, 2015-2020, LAEDC, May, 2016



# Vocational English as a Second Language

VESL Career Paths is a **cohort model**, short-term program to prepare advanced ESL students for academic and career success. Courses in communication, career planning, and technology move students into credit programs and improve job promotion or career progress.

Cohort model program	Applied ESL Courses: <ul style="list-style-type: none"><li>• Welding</li><li>• Accounting</li><li>• Hospitality</li><li>• Electronics</li><li>• Workplace</li><li>• Healthcare</li></ul>
Career Education courses	
Progress Reports	
Student Portfolios	
VESL Tutoring	
Computer Lab Requirement	
Embedded Counseling	

**In the past two years, enrollment has increased by 102% due to the emphasis on pathways and transitions.**



# Vocational English as a Second Language

## Outcomes

Enrollment	2016-17	2017-18
	209	<b>423*</b>
Fall to Spring Persistence Rate	35%	29%
Course Pass Rate	52%	53%

**\*102% increase**

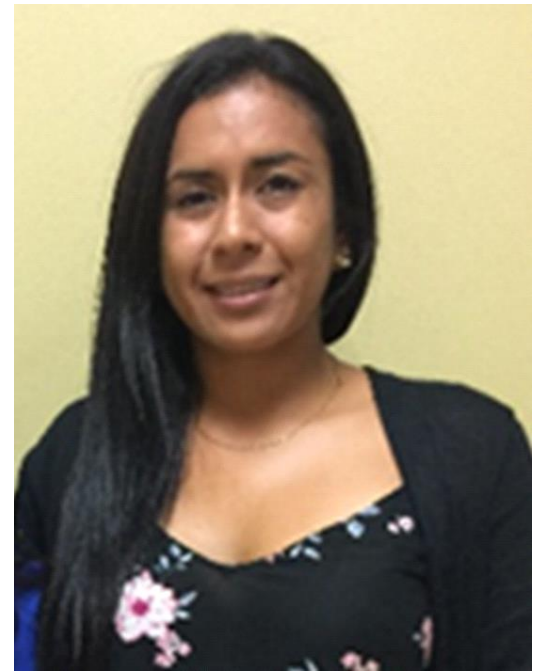
Matriculation to Credit Courses		
2012-13	2013-14	2014-15
36%	36%	31%

Career Dev & College Prep Certificates		
Certificate	2016-17	2017-18
CDCP VESL 1	95	108
CDCP VESL 2	48	53



# VESL Student Success Story

- Luisa Patino grew up in Popayan, Colombia suffering through guerilla warfare with the Colombian Army.
- She studied Tourism & Hotel Management at the University while working in a travel agency.
- In 2004, she was laid-off and unable to find a job for months.
- In a courageous decision, she created her own events company, “Integra Eventos.”
- Driven to be successful, she even organized an event for the Mayor of Bogota.
- With success, she noted, “I learned that behind a failure, there is an opportunity.”
- After her BA Degree, she moved to the U.S. and began ESL classes at Mt. SAC.
- Ever determined, she applied for and received an ESL Scholarship., saying  
“Obtaining this scholarship inspired me to continue my education and not give up.”
- In 2017, she entered and won the CATESOL Essay Contest (California Association of Teachers of English to Speakers of Other Languages) writing about her experiences.
- She continues to improve her language, recently passing English 1A with an “A”!
- Her goal is to complete general requirements and transfer to Cal Poly Pomona.





# Our Amazing Support Staff

## **Reach**

- Jeze Lopez, Coordinator
- Eric Lara, Associate Dean, Student Success and Equity

## **Caduceus Club**

- Carman Rexach, Adviser

## **Veteran Resource Center**

- Desiree Marquez, Manager. Veterans Services
- Chau Dao, Director, Financial Aid

## **Pride Center**

- Melinda Bowen, Director
- Maddy Stute, Program Assistant

## **Vocational ESL**

- Margaret Teske, ESL Instructional Support Manager
- Heidi Alcala, Vocational ESL Coordinator

## **Adult High School Diploma Program**

- Lesley Johnson, Director, Adult Basic Education
- Omideh Miri, Assistant Director, Adult Basic Education

## **WIN Program**

- Erica Ledezma, WIN Program Supervisor and Instructor
- Madelyn Arballo, Associate Vice President, School of Continuing Education
- Joe Jennum, Dean, Kinesiology, Athletics, and Dance
- Tom Mauch, Associate Vice President, Student Services

## **Honors Program**

- Heidi Lockhart, Director
- Misty Kolchakian, Faculty Coordinator

- Karolyn Hoover, Dean, Humanities and Social Sciences

## **Deaf and Hard of Hearing Program**

- Grace Hanson, Dean, Access and Wellness
- Don Potter, Director, Deaf and Hard of Hearing Services

## **Arise**

- Aida Cuenza-Uvas, Director
- Kare'l Lokeni, Educational Advisor
- Patricia "Tutasi" Asuega, Program Specialist
- Lisa DiDonato, Educational Research Analyst

## **Minority Male Initiative**

- Audrey, Yamagata-Noji, Vice President, Student Services
- Eric Lara, Associate Dean, Student Success and Equity



# And More Program Stories Yet to Tell....

