

PIE Narrative Summary



PIE - Student Services: VP Analysis & Summary

2019-20

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Summary of Notable Achievements: STUDENT SERVICES

ACCESS

- Accessible Technology Center – Students receiving support in ATC LRND2 had an 87% success rate overall across all academic courses in Spring 2020.
- ACCESS proctored 2,476 classroom tests and proctored 246 1-on-1 testers
- A total of 633 unduplicated students used testing services
- As a result of COVID-19 campus closure, ACCESS Faculty and Staff followed up with a total of 2,124 ACCESS students with current AAPs' by both email and phone. From these follow ups students were scheduled counseling appointments, provided administrative support, and referred to Behavioral and Wellness.

ACES

- ACES was awarded a five-year continuation grant beginning 9.1.20
- ACES successfully submitted their 2018-2019 Annual Performance Report (APR) to the Department of Education (DOEd) in November 2020. ACES met and exceeded the mandated 2018-2019 objectives (persistence, good academic standing, and graduation/transfer).
- 95% of ACES students persisted from Fall 2018 to Fall 2019
- 98% Of ACES students were in good academic standing
- 59% of ACES students from 2018-2019 graduated from Mt. SAC.
- 49% of ACES students from 2018-2019 graduated from Mt. SAC and transferred to a 4-year institution
- The ACES staff collaborated and established 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).

ADMISSIONS AND RECORDS

- Awarded nearly 1000 degrees and certificates via the auto-award process and improved the auto-award support structure by working with IT to develop reports utilizing PowerBI. Also, successfully began the process of testing and implementing EAB registration.
- Due to Covid 19, successfully moved all paper forms via online and created new business processes, timelines and training's to process and track all forms. Re-worked all business processes and assigned people to return to campus in support of those functions as a result of Covid-19. Also, developed changes that support "phone trees" to successfully accommodate the high volume of incoming phone calls.

ARISE

- Spring 2020 Arise created a robust Canvas Hub due to campus closure post COVID-19 with 85% of Arise students having accepted the invitation. This allowed us to maintain continuity of care to provide online presence and access to students through hub announcements, links to online Counselor schedules, access to math tutor, and virtual student engagement programming. Virtual programming included weekly check-ins, career guest speakers, fole fono, creative workouts, social gatherings. These spaces also enabled faculty/staff who joined in to answer unanticipated student questions. The sense of community was recreated for the online space.

BASIC NEEDS

- Disbursed over 3,500 bags, equating to over 87,000 lbs. of food through the food pantry during 2019- 2020.
- The food pantry was immediately transitioned to a drive-thru services once the campus closed due to the Covid-19 stay at home order by the state. The drive-thru food pantry will operate throughout the summer term. Student Services Mountie Meals supplemented the Food Pantry during the Spring semester.

BRIDGE

- 97% of Summer Bridge 2019 students enrolled in the Fall 2020 semester and 98% of Summer Bridge 2019 students applied for FAFSA or the CA Dream Act.
- For Fall 2019:
 - 78.8 % success rate for Bridge Math 110/11/COUN 2 learning community
 - 75.9% success rate for Bridge English 1A/80/COUN 2 learning community
 - 75.5% success rate for English 1A/COUN 2 learning community (Dream Program cohort may have been included but data is consistent with Bridge Program internal report on success rates for Engl 1A/COUN 2 = 75.5%)

CalWORKs

- 351 students received services.
- Counselors and Program Specialists provided more than 2,150 contacts.
- 25 CalWORKs students earned their certificate, degree, and/or transferred.
- The retention rates during the Spring 2020 term was 81.1% with a success rate of 71.4%.
- The persistence rate for CalWORKs students from Fall 2019 to Spring 2020 was 87%, with a GPA between 2.0 to 4.0.
- CalWORKs tutoring served 54 students for a total of 539 hours during 2019-20.

COUNSELING

- The Counseling Department completed 19,170 Orientations, and 44,383 Counseling services (duplicated). These numbers represent 18,062 unduplicated students for Orientation, 26,928 and 20,554 unduplicated Counseling services.
- The Counseling Department completed 15,096 (unduplicated) educational plans with 7,365 abbreviated and 7,731 comprehensive plans.

EOPS/CARE

- The number of EOPS students served increased by 13% from Fall 2018 to Fall 2019 (Fall 2018 = 1101, Fall 2019 =1272)
- The number of CARE students served increased by 20% from Fall 2018 to Fall 2019 (Fall 2018 = 61 , Fall 2019 = 78)

FINANCIAL AID

- 42,548 FAFSA applications were received, 1,339 Dream applications were processed and awarded, and 24,235 students were awarded the California College Promise Grant (formerly known as the Board of Governors Fee Waiver.)
- Financial Aid office disbursed \$42,965,869 (15.01% increase from prior year) in Federal grants, \$24,961,504 (0.08% decrease from prior year) in state grants and \$17,318,310 (7.1% decrease from prior year) in California College Promise Grant (formerly known as the Board of Governor Fee Waiver).
- As of June 22, 2020, a total of 12,368 students received a federal CARES Act emergency grant for a total awarded amount of \$8,402,700.

HIGH SCHOOL OUTREACH

- Of the 3,143 high school students who applied for Fall 2019, 84% completed an assessment, 66% completed an abbreviated educational plan, 97% enrolled in classes, 71% enrolled full-time. Conversely only 34% of non-Connect 4 applicants registered in classes, with only 51% enrolling full time.
- Community/High School Partners: 164 of local high school administrators, counselors, career technicians, and teachers participated in HSO hosted events that provided updates and trainings from both Instruction and Student Services programs. Providing training to our community partners will assist in disseminating the correct info about our college to potential new incoming students and their guardians.

INTERNATIONAL STUDENTS PROGRAM:

- Transitioned to an Online Acceptance Package for students: Acceptance Letter, Handbook, Orientation Guide and I-20 to facilitate visa appointments for students.

REACH

- The REACH program was featured in a news article by KCRW highlighting the services offered by the program and applied and successfully obtained a \$30,000 gift from the Pritzker foundation for a third year.
- A student club (FAM) was created to support foster youth on campus in addition to REACH.

- A California Youth Connection chapter was created on campus to assist with advocacy for Foster Youth.
- Two REACH students attended a day at the Capitol to lobby for policies supporting Foster Youth.

SCHOLARSHIPS

- Six (6) Jack Kent Cooke Undergraduate Transfer Semi-Finalists with a successful candidate, Hoang XXXX who will receive a full scholarship for up to \$40,000 annually toward his undergraduate degree and eligible for \$75,000 toward an advanced degree.
- Increased the number of Scholarship Workshops by 64%.
- Provided 70 scholarship workshops in person & via Zoom in 2019-2020 vs. 45 in 2018-2019
- Created multiple Scholarship tutorial videos accessible online to walk students through the application process, answering the short-answer questions, & tips & common mistakes to avoid when applying.
- Collaborated with the Student Equity & the Veterans Resource Center to host a Scholarship Marathon providing virtual one-on-one assistance to students.

STUDENT HEALTH SERVICES

- In the area of cooperation and collaboration, Student Health Services had its greatest year. Through collaborative agreements, the clinics brought critical resources to campus, including HIV testing, Sexual assault counseling, mobile dental and vision clinics and a variety of speakers and programs.
- After the closure of the campus due to the pandemic, Student Health Services conducted a virtual DeStress Festival with a variety of live and recorded videos. Student Health Services has also been a leader in continuing to provide its services via online to students.

STUDENT LIFE

- 98.9% of the students who attended the New Student Orientation believed the college fair helped them find different ways to get support and be involved on campus.
- 97.8% of students who attended the New Student Welcome believed that they felt a sense of belonging to Mt. San Antonio College as a result of attending the event.
- 93% of the students that attended the Fall Leadership Conference believed that their leadership skills were enhanced as a result of participation and 88% of the students who participated believed that they learned more about diversity and advocacy.

TRANSFER CENTER

- 3,645 students were served through appointments and drop-ins. This was a 53% increase compared to 2018-2019 (duplicated counts).

UPWARD BOUND

- In the 2018-2019 Annual Performance Report (APR), the following Prior Experience (PE) points were awarded based on the following:
 - Participation objective written into the grant was exceeded as we served 81 students
 - Persistence objective written into the grant of 80% was exceeded with a rate of 100%.
 - Good academic standing rate written into the grant of 85% was exceeded with a rate of 100%.
 - College graduation within six years written into the grant at 40% was exceeded for the first time in years with a rate of 42%.

VETERANS

- Expanded outreach efforts to include development of social media platform (Instagram) which has 70 posts and 325 subscribers.
- Expanded outreach efforts to include a weekly "Mt. SAC VRC Newsletter" which averaged 746.75 views per week during the Spring 2020.
- Created "Online Student Tutorials" accessible to students around the clock to guide students through document submission and selecting courses that qualify for residential pay and revamped unit website to allow student's easier access to commonly searched topics (contact info, form access, Counselor appointment buttons, etc.).

STUDENT SERVICES CROSS COLLABORATION:

COMMENCEMENT

Over 600 graduates experienced the College's first ever Drive-Thru and Virtual 2020 Commencement Ceremony on Thursday, June 18, 2020. The ceremony began with a virtual ceremony that was available online with pre-recorded congratulatory

messages by campus leaders and students. The drive-thru commencement experience followed the virtual ceremony with a sophisticated check-in and grad pack gift distribution in Parking Lot B and culminated with a “red carpet” experience where graduates’ names were announced by faculty and diploma covers handed out by Mt. SAC Board of Trustee members and administrators. The pageantry of the students driving through the “commencement stage” was livestreamed so family members and friends who could not join their graduates in their vehicles could also participate in real-time. Along the nearly one mile drive-thru route, dozens of enthusiastic faculty and staff lined the streets cheered, danced, and held up colorful signs with uplifting messages for the graduates while practicing social distance and wearing masks.

FOOD PANTRY:

Prior to COVID-19

Fall of 2019: 3,374 bags of food were distributed

Winter of 2020: 733 bags of food were distributed

During COVID-19

Spring 2020: 2,727 bags of food were distributed (2,377 by Mt. SAC and 350 by Tzu Chi Foundation)

Summer 2020: 300 bags of food were distributed and plan to distribute an additional 150 bags of food at the final summer distribution.

BEHAVIORAL AND WELLNESS TEAM (BWT)

- 204 referrals were received compared to 113 received in 2018-19 which was an 80.5% increase.
- Due to COVID 19 and students’ transition to online learning, BWT worked with Student Health Services’ occupational therapist to present various workshop topics including Stress Management, Socializing During COVID 19 and Sleep Hygiene. These workshops were open to all students.
- The BWT continues to work directly with Student Conduct to meet with students who have sanctions that need to get resolved prior to enrolling. BWT works with these specific students to get them connected with the resources needed in order to complete their Conduct sanctions. BWT reports back to Student Conduct regarding outcomes of meeting with students. BWT has also reached out to several community mental health agencies (before and after COVID 19) in order to be able to collaborate and refer students to a main point of contact.

LOANER TECHNOLOGY DISTRIBUTION

In March 2020, in response to Covid-19, Mt. SAC closed its physical campus and moved as many classes as possible to a virtual online environment. Aware that some students were lacking the necessary technology to make this transition, the college began loaning l pads, laptops, and mobile wifi devices (hotspots) to students who requested these items.

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

- **G1 Expand & Support Instruction and Student Services:** expand and support innovation in teaching, learning, support, and management within the College
SS-1 SERVICES: Develop, maintain and improve student support services that are integrated and coordinated to promote student engagement, retention and success.
SS-4 TECHNOLOGY: Use technology more effectively to streamline processes, including monitoring and reporting, and maximize efficiency of administrative and programmatic functions.
- **G2 Fiscal Stability:** Ensure fiscal stability and effective and efficient use of resources
SS-8 FACILITIES/SPACE: Develop space to account for program/department growth, technological trends, and future needs for students and staff.
SS-9 FISCAL RESOURCES: Expand and secure funding for services and staffing to meet the needs of a diverse student population.
- **G3 Expand Professional Development:** Provide professional development that advances the contribution of College personnel in achieving the College mission
SS-5 TRAINING: Utilize and promote available training and create additional opportunities for all employees to develop new knowledge and improve existing skill sets.
- **G4 Sustain Effective Collaboration:** Sustain effective participatory governance and decision-making to ensure that the direction of the College is well informed and collectively implemented

SS-6 POLICIES: Review, update and/or create college board policies, administrative procedures, and departmental protocols to ensure currency, equity, and compliance with state and federal mandates.

SS-7 COLLABORATION: Establish intentional collaboration with internal and external partners and educate the campus community regarding key student issues and concerns, procedures, policies and regulations.

- G5 Access, Equity and Completion: Ensure access, equity, and completion of educational goals for all current and future Mt. SAC students

SS-2 STUDENT LEARNING: Provide the most relevant curriculum for workshops, orientations, information sessions and courses to improve student learning and success.

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

SS-10 COMMUNICATION: Develop and improve communication to increase students' college knowledge of, access to, and engagement with available campus resources and services.

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

ACCESS and Wellness:

External Conditions: The Covid-19 pandemic has been the most abrupt external condition affecting all of our operations in all 3 areas, ACCESS, BWT, SHS. Internally, faculty and staff have learned to provide instruction, services, and communicate effectively online, via email, and on the telephone.

COVID-19 resulted in an immediate transition to on-line teaching without time to research the best method to provide interpreting and captioning in a variety of complex classes. The result is a loss overall in ACCESS students as well as a major reduction in the work available to our hourly employees.

Growth in ACCESS 9B staffing has resulted in space needs, inappropriate work stations, ergonomic concerns. There are constraints in our ability to provide services in Accommodated Testing. Storage space is low.

ADMISSIONS AND RECORDS/ASSESSMENT/INTERNATIONAL PROGRAM:

External Conditions: Continued statewide mandates and legislation routinely impact who and how Mt. SAC attracts, enrolls, and graduates students. In addition to "tweaks" to Assembly Bill 705 regarding placement, the SCFF, the CARES act and everything else, COVID 19 was definitely a game changer. This wave of "newness" forced the campus and Admissions and Records to radically change the way we provide services to students, faculty, staff and the community.

- Radically changed 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 IT to change time ticketing processes at the request of counseling to forgive various probation categories.
- Made short-term changes to fees to release holds and allow students to be eligible to enroll without issues.
- Made adjustments to the degree/ certificate awarding processes to help facilitate to accommodate the drive through commencement.
- Collaborated with 2019-20 commencement to promote the event virtually

International Students: Admissions Unit:

Due to Covid 19, colleges across the state and nation have closed down and reverted to online learning. This has also resulted in the temporary closure of many U.S. Embassies and Consulates, thereby delaying the issuance of F-1 visas to students or visa renewals. As a result of campus closures which occurred beginning March of 2020, SEVP has allowed F-1 students to continue their degree programs using online platforms offered by colleges. With COVID-19 and the political climate, we have seen a decrease in student enrollment. SEVP guidelines have fluctuated, travel bans as well as tuition increases and visa delays are causing fear and anxiety.

International Students: Support Services Unit:

Due to Covid 19 California Campus' have closed down and reverted to online learning. This has also resulted in the temporary closure of many U.S. Embassies and Consulates, thereby delaying the issuance of F-1 visas to students or visa renewals. As a result of campus closures which occurred beginning March of 2020, SEVP has allowed F-1 students to continue their degree programs using online platforms offered by colleges. However, recent SEVP guidelines have stated that F-1 students will no longer be permitted to take all their courses online in the U.S. as previously stipulated beginning FALL semester in order to maintain status their status. Additionally, the President's administration

has also suspended the issuance of various visa types that typically attract F-1 visa students to the U.S. such as H-1B visas. Finally, the President's administration has placed travel bans on countries that typically attract F-1 students such as Myanmar and Nigeria.

Why the slowdown: Covid-19. Temporary closures of Embassies and Consulates. Restricted access to various visa types such as H-1B. Travel bans on countries such as Nigeria and Myanmar that attract F-1 students. Canada, Germany, and the U.K., are recruiting students more aggressively. Tuition increases. Visa Delays Reduction in scholarship money. Political Uncertainty Changes to H1-B visa regulations. Social factor fears Internal: F-1 students are not currently eligible for priority registration. This limits their ability to obtain 12 units of credit which is needed to maintain status while a foreign students. This inability for students to have priority registration means that new arrival F-1 students under non-Covid-19 conditions are required to physical report to campus and attend orientation up to 30 days prior to their program start date. This early entry date means less time for students to obtain an F-1 visa. In addition, the increasing costs of tuition and other fees is making it increasingly difficult to study at Mt. SAC and limits our ability to attract students from certain regions such as West Africa, and South America.

COUNSELING/CAREER/TRANSFER/ACES/ASPIRE/BRIDGE/HSO/UPWARD BOUND:

ACES:

-External Conditions: On Thursday, March 19, 2020, Mt. SAC employees had to adhere to the Stay-at-Home order by the Governor of California. Due to this, the ACES Program calendar of events in Spring 2020 was impacted adversely by COVID-19.
-On Monday, July 6, 2020, the House Subcommittee on Labor, Health and Human Services, and Education ("LHHS") Appropriations released its Fiscal Year (FY) 2021. The bill included a \$10 million funding increase for the Federal TRIO Programs for FY 2021 (Program Year 2021-2022).

Bridge Program:

-External: Campus closure due to COVID-19 presented some challenges and opportunities to review program processes and services. The most challenging was how to keep our students engaged and connected with the program.
-The impact of AB-705 on Bridge students and courses still needs to be researched and analyzed.
-Internal: The demand for Bridge Program courses is higher in the summer and fall, with a slight decrease in the spring semester. This may be due to AB705 (not as many sequence courses needed to reach college-level courses). In the Spring semester, due to low enrollment, three learning communities were unlinked and only the COUNSELING courses was designated as a Bridge Program course. The stand-alone Bridge COUNSELING courses did fill.

Counseling Department:

External Conditions: Legislation, AB705: Implementation of Multiple Measures required us to change our New Student Orientation (online), develop a new format (online orientation and MAP workshops), training for counselors on Assessment Questionnaire (AQ), and assigned counselors to be available to address questions, problems, and concerns regarding the AQ. After one-year of implementation approximately 40% of students are not successfully completing their English and math courses. The Counseling Department continues to seek opportunities to meet with English and math departments via Liaison efforts to help address the success gap.

--Legislation and Funding:

- Student Success and Support Programs (SSSP), Guided Pathways allocation, Promise Grant, Student Equity and Achievement Program (SEAP): Services Counseling continues to address, orientation, career cluster pathways, educational planning, priority registration, probation and dismissal, close to completion, and 100 unit limit requirements. Requires numerous hours of counseling faculty and staff time.

- Plan and participate in the development of equitable funding distribution to Counseling Department needs through SSSP. Gain staffing and faculty for appropriate services.

- Increase the number of students completing certificates, associate degrees, and Associate Degree Transfer (ADT).

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

has allowed us to continue to serve thousands of students prior to COVID-19.

High School Outreach:

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

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

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

Transfer Center:

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

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

Upward Bound:

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

EOPS, CARE, CalWORKs, & STUDENT LIFE:

Basic Needs Resources:

External Conditions: The most significant impact to Basic Needs Resources and all college units, was the COVID-19 pandemic. Beginning March 20, 2020, one-on-one services to students was no longer possible and 90% of services were transitioned remotely using Zoom and other online platforms, including Google Voice. The food pantry services transitioned to a drive-thru model for the rest of spring and summer terms.

Funding continues to be an external condition that is a challenge for basic needs efforts. This year, the CalFresh Outreach grant and the California Community College's Hunger Free Campus allocation (established in 2017) were the primary funding sources to support students. Unfortunately, the Hunger Free Campus funding was phased out for 2020-21 and beyond. Funding to develop fledgling basic needs programs at all colleges will be a challenge when funds are not provided by the state.

CalWORKs:

External Conditions: 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 the colleges 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 college campuses being closed due to the impact of COVID-19. During the pandemic and as campus remain closed, CalWORKs students are not required to complete participation hours and no negative action will be taken until further notice.

Governor Gavin Newsom has 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. Average monthly CalWORKs caseload is estimated to be approximately 724,000 families in 2020-21, a 102% increase from the Governor's Budget projection due to the COVID-19 pandemic. This is a drastic change compared to years prior as CalWORKs experienced a continuing downward trend of at least 30% decrease in the number of CalWORKs participants statewide. This trend represents a challenge for CalWORKs programs at community colleges that are seeking to increase program participants in order to increase program allocations to effectively support the operational needs of their programs.

EOPS/CARE:

External Condition: As a result of COVID-19, EOPS/CARE students have reported struggling with not being able to come to Mt. SAC and conduct business as usual. Students have reported struggling with the transition to online courses. Students initially reported challenges in getting a hold of various departments across campus. Students also reported that some of their classes were canceled. Another challenge was that professors changed the class time and that resulted in additional barriers. Some of

EOPS/CARE students reported losing their employment or being concern with losing employment. In addition, students have shared that they have had to start working because their parents were laid off as a result of the closures around the county.

In addition to impact to students, the pandemic has impacted EOPS/CARE staff as they have had to take time to care for their children since schools are also closed. This resulted in hiring additional adjunct counselors to meet the counseling needs of the EOPS/CARE student population. The additional adjunct counselors started with minimal training, but did a great job adjusting to the EOPS/CARE counseling philosophy. Short-term hourly support were also critical to fill the gaps and make sure that our students felt that we were there to support them.

Student Life:

External Conditions: Global pandemic of COVID-19 resulted in shut down of physical offices and transition of all services to online including appointments, workshops, meetings and Student Conduct Board Hearings. Department of Education Title IX VAWA regulations update in May 2020 resulted in planning for changes in procedures beginning August 2020. Telecommuting required technology acquisition for all Student Life team.

EQUITY CENTER: ARISE/DREAM/REACH:

ARISE: Forced closure due to the public health crisis known widely as COVID-19 or the Coronavirus was a major external condition affecting our department and the entire campus.. As instruction and other student support services transitioned to online learning formats and provision of resources, our department had to similarly adapt and provide a way to sustain a link to the campus and the various resources, and support students' ability to navigate online. For some, virtual spaces became a "lifeline", a place for support and encouragement, an opportunity to communicate issues and frustrations, and be in community. Utilization of multiple platforms to communicate--zoom, Instagram, chat, Arise canvas hub, Facebook, emails--have been essential to the daily operations and delivery of services and maintaining connections.

DREAM: At the federal level, uncertainty regarding the future of DACA remains after the most recent Supreme Court case on 6/18/20 upheld DACA. Many experts believe the decision is a short-term win. With a lack of comprehensive immigration reform, the issues affecting undocumented students as they reach college-going age are sure to persist. State laws providing access to in-state tuition, state financial aid, and scholarships continue to broaden access to public higher education. State and institutional emergency funding to address expenses incurred by students due to the COVID-19 pandemic will surely play a critical role, especially for basic needs. Mt. SAC is ready to address undocumented students' needs in this complex landscape. Legal services, financial aid support, and community and health service referrals continue to be the most common support requested by students.

FINANCIAL AID/SCHOLARSHIPS/VETERANS:

Managers and staff participate in committees, meetings, and training to be appraised of latest regulatory changes and monitor conditions and trends. Ongoing discussions on internal/external conditions that may impact our student population and explore ways to better serve our students and their families. These conditions include; Changes to federal and state regulations; Executive Orders from the Community College Chancellor's Office and Governors Office; state budget cuts; Under-staffed due to Covid hiring freeze; Federal and state emergencies.

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

ACCESS AND Wellness:

ACCESS student complaints related to inconsistent and inappropriate testing space and lack of distraction-reduced environment have increased due to the ACCESS testing program suffering considerable setbacks 18-19 FY & 19-20 FY with the loss of our only testing rooms in Building 9B ACCESS has to borrow space in Student Services, 9E Classrooms, ASAC, and 9D sometimes having to move students from one room to another.

Additional workload caused by maintaining paper records while transitioning to a electronic e-file system and scanning of paper files continues to be needed on a consistent basis.

Due to noise level in 9B Student Services hallway, ACCESS Front counter personnel are not able to hear callers on the telephone and students standing in front of them. Confidential information is easily overheard by bystanders.

ADMISSIONS & RECORDS/ASSESSMENT/INTERNATIONAL PROGRAM:

Newly admitted F-1 students for Fall 2020 under non-Covid-19 conditions are making it difficult for newly admitted students. F-1 students in Initial attendance are required to physically report to campus and attend orientation up to 30 days prior to their program start date. We have had to re-think how we do orientation and accommodate late arrivals and students who remain in their home country.

The Assessment and Matriculation department had also worked with the math faculty to create the Math Success Lab aimed at both preparing for and supplementing Math courses. However, due to limited support for the math success lab, the facility closed during Summer 2019.

COUNSELING/CAREER/TRANSFER/ACES/ASPIRE/BRIDGE/HSO/UPWARD BOUND:

ACES:

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

Bridge:

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

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

Career Center:

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

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

Counseling:

- The Summer Transition and Enrichment Program (STEP) or STEP into College as it is commonly known will increase the number of students it serves from 180 in 2018 to as many as 810 in 2019. Open to all students, however, primary focus is on incoming freshman. Incoming freshman that meet the requirements will be eligible for Promise+Plus grant funding and resources to assist them during their first semester.

- Integrated Plan (SEAP): Basic Skills, Student Equity, and SSSP model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. Beginning 2019, all funding will be integrated into SEAP funding.

High School Outreach:

-High School classrooms have limited new technology or computer labs to accommodate the increase of online resources needed when assisting students with their transition to Mt. SAC (e.g. online application workshops, AQ); High School classrooms have slow internet or blocked internet that prevents students from login into the student portal to complete enrollment related steps (e.g. AQ, online orientation).

-Preference for lunch time or after school visits which are least preferred time/method of student interaction for HSO.

-Increased services/recruitment to our local in district schools by Rio Hondo and Chaffey College. Higher competition for classroom time and student interaction; Citrus and Rio Hondo College offer 2 semesters of early registration to their incoming freshmen that participate in their outreach program. We only offer 1 semester.

Transfer Center:

-Mt. SAC has a limited number of Associate Degrees for Transfer (ADT). These degrees plays an important role in expanding transfer pathways. Although the college lacks ADTs for some popular majors, CSU transfers remain steady at 1409 in 18-19

compared to 1354 in 17-18. The number of ADTs awarded continues to increase, and a few very popular ADT majors were added in recent years.

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

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

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

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

Upward Bound:

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

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

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

EOPS, CARE, CalWORKs, & STUDENT LIFE:

Basic Needs:

Internal Conditions: Although the food pantry was able to begin operations at its stand alone market-style space in 67A-103, there continues to be a lack of adequate space. This impacts 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. There continues to be a need for Mountie Fresh Basic Needs Resources to seek assistance with IT to better utilize existing technology, including APEX, to increase efficiencies with the operations of the department.

CalWORKs:

Internal Conditions: The CalWORKs office lacks adequate confidential workspace for adjunct counseling. The CalWORKs adjunct counselors do not have an office to provide counseling services. While a semi-confidential cubicle space for adjunct counseling is available, CalWORKs requires an office for adjunct counselors. The CalWORKs department also lacks an administrative assistant position to provide a variety of higher-level administrative support to the assigned manager, professional staff, and faculty. Currently, the CalWORKs department is reliant upon support from other areas (e.g., general counseling and Dean of Student Services office) that have administrative specialists to perform complex administrative duties.

EOPS/CARE

Internal Condition: There continues to be a lack of adequate space, which continues to impact the quality of services provided by the program. Services impacted include counseling, tutoring, and peer advising services. Plans to reconfigure the space in EOPS/CARE have begun to move forward and expected to have three to four functional work spaces. While the reconfiguration will help with the space issue, the lack of privacy continues to be an issue, specifically for the CARE Coordinator, who meets with students individually and needs a confidential space for students to feel safe. In addition, our EOPS Specialist meets with students to go over their CalFresh eligibility and needs a confidential space to have these conversations. Tutoring is currently housed in the library near ASAC and it would be ideal to locate this service closer to our main operation.

Student Life:

Internal Conditions: Staff vacancy of student conduct manager resulted in increased need for director to lead student conduct matters, which led to less time to guide Associated Students officers and programs. Lack of space for

campus offices necessitated incorporation of Basic Needs Staff into the Student Life Center office to provide staff office space. Student Life Center also moved to permanently remove video gaming and implement a "Connect/Study Time" within the operational hours in addition to prayer/meditation space. The decision to remove video gaming was due to increased disruptive behavior in spite of numerous warnings and attempts to create a respectful space for all users of the center.

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

ACCESS AND STUDENT HEALTH SERVICES:

SHS Maintain focused on COVID-related services, other essential services, and plan protocols for reopening of clinics.

BWT is focused on going through national accreditation; which relies heavily on team structure, and is growing. More personnel is needed.

Replacement of the Director, DHHS as a result of retirement of the previous Director was approved.

DHH Program Specialist position was changed to DHH Program Coordinator and a second 80% DHH Program Coordinator was requested and approved by Cabinet.

An agreement was reached with HR that tri-lingual ASL interpreters on campus would be compensated one pay level above their normal level when doing tri-lingual work (up to the maximum of Level V).

ACCESS Faculty decided to proceed with hiring activities for the Instructional Specialist, Math Emphasis, position despite the fact that it's possible that remote interviews may need to be conducted. In-Person interviews remains the preference if arrangements can be made.

ADMISSIONS & RECORDS/ASSESSMENT/INTERNATIONAL PROGRAM:

Continued improvement and expansion of the auto-awarding of degree and certificates.

- Radically changed 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 IT to change time ticketing processes at the request of counseling to forgive various probation categories.
- Made short-term changes to fees to release holds and allow students to be eligible to enroll without issues.
- Made adjustments to the degree/ certificate awarding processes to help facilitate to accommodate the drive through commencement.
- Collaborated with 2019-20 commencement to promote the event virtually.

Assessment and Matriculation Unit:

Ongoing decisions about what the study and how to conduct appropriate research related to disproportionate impacts that may be the result of the AQ2.

International Students: Admissions Unit:

*Development of an online/remote admission office that provides support, guidance and solutions for students who remained in the country or return to their home country.

*Providing Town Hall meetings to provide students with latest federal guidelines regarding online courses

*Adhering to the new SEVP guidelines and monitoring changes that can affect students as well as our program.

*creation of an International student center in Canvas Shell as well as orientation

International Students: Support Services Unit:

Approval of Additional Master Agents, GSM and BlueChip.

Development of Canvas Shell for online orientation

Creation of an International Student Center through Canvas

Issuance of \$300 credit applied to the International Student Health Insurance for Fall 2020

COUNSELING/CAREER/TRANSFER/ACES/ASPIRE/BRIDGE/HSO/UPWARD BOUND:

ACES:

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

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

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

Bridge Program:

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

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

-Instead of hosting one large SB 2020 Student and Family Orientation followed by one make-up session, we decided to offer 7 student orientations (with a max of 50 students per session) and 2 family orientations (1 in English and 1 in Spanish). All orientations were via ZOOM. The student session agenda was facilitated by Bridge Counselors and consisted of: overview of the SB program, understanding online learning, review of technology loan program (laptop/wifi), and hands on registration for summer bridge courses. All students received a SB Student Handbook as a guide for the orientation. The handbook was emailed and mailed to each student. The Family Orientation included staff from the Financial Aid office.

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

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

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

Career Center:

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

Counseling Department:

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

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

-Cranium Café: Due to COVID-19 provided training to all Counseling Faculty on Cranium Café. The training encompassed

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

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

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

High School Outreach:

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

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

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

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

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

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

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

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

Transfer Center:

Due to COVID-19:

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

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

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

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

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

Upward Bound:

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

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

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

EOPS, CARE, CalWORKs, & STUDENT LIFE:

Looking ahead to 2020-21, the Dean of Student Services Division will face the challenges of the COVID-19 pandemic that will be the case for all CA community colleges. Each unit made tremendous efforts in the Spring Semester to transition all services online, so maintaining as well as improving these online services will be critical to support students as they struggle with online courses and lack of access to in-person services. Collaboration among the units and with other programs in Student Services, Instruction, and Administrative Services will be necessary to help the entire Mt. SAC community successfully navigate through the pandemic.

EQUITY CENTER: ARISE/DREAM/REACH:

Each program is continuing to make strides towards achieving their outcomes and goals. ARISE, REACH and DREAM have all seen the need to provide a wrap around type of approach to their daily student interactions. This would require the hiring of a FT Equity Center Social Worker.

With the ARISE AANAPISI grant coming to a close, it is critical that the campus prioritizes the efforts of the ARISE program and start the process to institutionalize at 100% funding.

FINANCIAL AID/SCHOLARSHIPS/VETERANS:

Due to the nature of financial aid, scholarship, and Veterans programming responsibilities, we will continue to maintain our goals and monitor/track with each year. There will be adjustments made based on changes to federal and state regulations - at times, these changes are effective immediately and others are given a few years for implementation. Being under the Student Services Division has helped our work align with division goals of equity and diversity.

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

ACCESS and WELLNESS:

All 3 units engaged in various trainings throughout the year to increase their own knowledge of equity as it relates to retention and success and have implemented programming to address. Generally, more linked ACCESS courses, workshops, particularly mental health and coping workshops were planned and delivered. All three units are working on return to campus protocols and requesting needed safety equipment, supplies and modifications.

ACCESS is providing all-Deaf cohorts in English 67, 68, 1A, 1C; Speech 1A; History 7 & 8; Geology 10. Will add all-Deaf cohorts for Math 71A, Biology 1, and LRND 2 within the next year.

Most classes are linked to ACCESS support classes taught by DHH faculty in ASL. The Team's purpose and daily work is to improve student retention and success, one student at a time.

ACCESS Instructional Specialist, Writing Support, planned, collaborated, and developed with English Dept. faculty a linked ENGL-1A/80 course linked with ACCS-34. An unlinked ACCS-34 option was also available for students.

BWT had meaningful dialogue surrounding Team composition, size, terms of membership.

BWT Assessed student's needs and ensure resources/programs provided are equitable and individualized for each student.

BWT planned for a rigorous accreditation that includes equity components to come in Fall 2020.

BWT planned and delivered Zoom workshops for students addressing various topics related to stressors surrounding COVID 19 and online learning.

Monthly SHS staff meetings and sub-committee meetings have maintained an ongoing, inclusive planning environment. Mental health staff and health education staff have had separate meetings to plan the numerous ongoing activities during this year.

ADMISSIONS & RECORDS/ASSESSMENT/INTERNATIONAL PROGRAM:

The Admissions and Assessment areas routinely coordinate its programs planning dialog to fit within the larger college and student services division goals. The International Student Program (ISP) at Mt. San Antonio College is dedicated to the belief that engaging with other communities, cultures, and experiences broadens the mind and enables a deeper sense of self. The International Student Program offers programming that will contribute to their academic, personal, and social success. Further, development in these areas will enhance students' 1) transition to the United States; 2) English language skills; 3) leadership skills; 4) diversity and global consciousness; and 5) professional development.

COUNSELING/CAREER/TRANSFER/ACES/ASPIRE/BRIDGE/HSO/UPWARD BOUND:

ACES:

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

- ACES Program gathered data and worked with the grants office to submit a grant renewal to the Department of Education (DOEd). The grant competition was submitted in Winter 2020.
- The ACES Program created an ACES Hub through Canvas to assist and retain our participants (Emergency notification, counseling appointments, and transfer information).
- ESARS was created for the ACES Program participants to make counseling appointments online due to transitioning remotely.
- ACES Program contacted all ACES participants due to the transition remotely. The ACES staff and faculty provided participants with technological support by securing loaner laptops and mifis.
- The ACES Program created and hosted weekly workshops "Stronger Together" to create a sense of community and provide important information through our ACES Hub (Canvas) ConferZoom.
- To continuously support our Mt. SAC students in completing a physical science course and lab the ACES Program made a critical decision to transition the Summer Science Transfer Experience Online.

Bridge Program:

Summer Bridge 2019:

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

Career Center:

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

The Counseling Department:

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

High School Outreach:

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

Transfer Center:

-The Transfer Center will continue to collaborate and develop new partnerships with other Student Services departments to provide specialized workshops (e.g. DREAM Program Transfer Workshop Series) to minimize the duplication of services and maximize joint services.

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

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

Upward Bound:

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

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

-All our students successfully submitted a FAFSA application.

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

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

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

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

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

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

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

EOPS, CARE, CalWORKs, & STUDENT LIFE:

Basic Needs Resources:

The Mountie Fresh Basic Needs Resources staff (Coordinator) participated in planning retreats with Dean of Student Services and EOPS/CARE, Student Life, and CalWORKs managers in August 2019 to discuss program objectives and areas of growth from its initiation in May 2019. The goals and objectives for basic needs were specifically focused on providing a wide range of basic resources to students in need, who were largely those from historically underrepresented backgrounds. The Mountie Fresh Basic Needs Resources staff worked with the Basic Needs Committee to prioritize basic needs as a student equity issue, and made efforts to work with equity programs and outreach to students to access resources.

CalWORKs:

The CalWORKs Program at Mt. San Antonio College is designed to support student-parents with access to educational programs

to become gainfully employed and financially self-sufficient by providing comprehensive services, including individualized academic counseling, advocacy and support, case management, and community resource referrals. During the national pandemic of COVID-19, the CalWORKs program continued to offer quality support for students remotely while maintaining a virtual presence as students experienced difficulty adapting to online instruction. The program director and staff/faculty met weekly to discuss challenges, available resources or the lack thereof, and operational procedures to best serve students in a remote environment. As a student-centered campus, Mt. SAC's CalWORKs aims to mirror this model by providing a wide-range of academic, social, and leadership development opportunities that impact the educational experience of student-parents.

EOPS/CARE:

The concerted efforts by the EOPS/CARE staff to increase program participation for students seeking its services and their dedication to support students to completion. As a result, approximately 200 EOPS/CARE students earned their certificate, degree, and/or transferred for 2019-20. In addition, according to the CCC Data Mart, the retention rate for EOPS students taking degree applicable courses during the Fall 2019 term was 89.67%, compared to 87.38% for the general MT. SAC student population. The success rate for EOPS students taking degree applicable courses during the Fall 2019 term was 74.75%, compared to 70.57% for non-EOPS students.

Student Life:

Researched, attending training modules, and completed the development of an Associated Students Canvas Hub to be used for cohort officer training and access to resources. This is a new learning noncredit course and resource to support the learning, training, and development of Associated Students Officers and College Wide Committee Student Representatives. The development was successfully completed May and June with scheduled implementation mid July. No budget or facility implications exist in the remote/telecommuting environment.

EQUITY CENTER: ARISE/DREAM/REACH

ARISE: In 2019-2020 we planned two additional activities in response to the needs of our AAPI community (Filipinx-American History month and Pasifika Family Education Day). Following the campus closure (COVID-19), we approached the challenge of shifting to virtual support programming by engaging students in multiple ways, using different tools and social media platforms. To create a base or "hub", we designed and implemented a Canvas shell-Arise Hub where emailing, chats, announcements, counseling/advising appointment scheduling, math tutor, and links to other resources provided ways to maintain communication and access to resources. We also held weekly check-in and other student engagement events, adapting what typically host in person (e.g., fale fono, scholarship marathon, finals frenzy, AAPI Heritage month cultural night, and Milestones). Students forced to transition online faced varying degree of challenges both directly related to their online learning capacity as well as increased pressures/stress from home/work environments.

REACH: 1. REACH plans on creating cohorts to best support REACH students both virtually and in person. 2. REACH will make services accessible virtually, in addition to in person, to remove barriers in participation.

FINANCIAL AID/SCHOLARSHIPS/VETERANS:

Managers and coordinators participate in program planning and report program results on a quarterly or annual basis. We administer surveys to staff and students so that we can assess the trends and incorporate into our strategic planning.

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

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

Facilities

Staffing

Cross-collaboration

New Initiatives

Research and IT support

Student communication

FACILITIES: Planning for the new Student Center, new Student Services North building, and small facility projects in Student Services. Completed the Student Services narrative in 17-18 for the Educational Facilities Master Plan, and continuing to articulate and advocate for space needs and facilities issues. A Student Services plan and budget for facilities has been approved and we will continue to meet with Facilities for the next few years with a major focus on cross-divisional work in Student Services. Student Services is working to ensure that the facilities needs and issues are identified and addressed ranging from

repairs and safety concerns, to housing of faculty, staff and managers in permanent work stations and private offices, to identification of temporary and permanent locations for specific programs/departments such as Deaf and Hard of Hearing (DHH), International, EOPS, ACCESS, and Counseling. Critical repairs and upgrades to Building 9B and 9C are needed both for safety and aesthetics.

STAFFING: Having sufficient support staff, managers, and program personnel continues to be a challenge for Student Services especially with Covid-19. Student Equity and SSSP funding has been combined into one SEAP budget, but as particular student needs continue to increase, the ongoing challenge is how to provide services to students with limited staffing resources. For the size of our institution and the vast number of specialized support services provided to students, the staffing levels are wholly inadequate to meet the demand and to ensure that services are delivered in an organized, efficient, effective and sensitive manner. The demand for counseling continues across all programs as well as the Counseling Center as is the location of private counseling offices. Some programs are experiencing phenomenal growth and existing staff are unable to provide sufficient levels of service: Dream, EOPS/CARE, Veterans, REACH, Student Health, DSPS/DHH. We were able to hire 20 new/vacant positions in the 18-19 academic year, but with covid-19, we still have 30 vacant positions to fill in the 19-20 and 20-21 academic year. These new positions will help us provide more services to students and meet student demand at a much higher level.

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

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

RESEARCH and IT SUPPORT: Concerns continue in this area with limited progress to date. Many programs are still burdened with paper processes to track student outcomes and collect student information, despite OnBase and APEX initiatives. Lack of direct, specific research support focused on individual student support efforts have resulted in very little data to measure outcomes and impacts of services. Although Student Services programs have successfully moved to remote services due to covid-19, increasing efficiency, becoming paperless, tracking student engagement and progress continue to be primary goals for all Student Services programs and departments.

STUDENT COMMUNICATION: The ability to communicate directly with students to inform them and guide them about their educational plans and meeting their goals, remains elusive. Students are not responding to traditional means and forms of communication. The goal is to utilize a dashboard methodology coupled with pushing out messages, reminders, and check lists to students to assist them to stay on track and to reach their goals in a timely, informed manner. Included in this challenge is the implementation of a more robust Early Alert system. With the implementation of Pathways and Multiple Measures, the need for immediate counseling interventions is critical. Hiring of more staff and counselors is necessary. We have updated our Student Services website to be more robust and provide necessary resources for our students during this pandemic. IT completed Ask Joe Mountie and a check list that provides answers and helps direct students with the matriculation process. We have also contracted with EAB to provide other forms of communication to address these concerns. We were able to pilot EAB Navigate in spring 2020 and in the summer of 2020 and plan to pilot an Early Alert system in spring 2021.