

1. Assessment Plan - Three Column



PIE - Student Services: ACCESS Unit

2. Where We Are Now: Year at a Glance

2020-21

Contact Person: Malia Flood; Diana Diaz; Matt Dawood; Monica Jones; Tim Engle; Julie Bradley; Liz Hernandez; Barbara Quinn; Gabrielle Garcia-Untz

Email/Extension: mjones85@mtsac.edu; ext 5638; mflood2@mtsac.edu; ext. 5640

Summary of Notable Achievements: Established DHH Center website which includes written information as well as in an ASL format.

Brought English and History classes, along with their instructors to Gallaudette University in Washington D.C. Some of these students continued on with staff to present at a national conference for people who are Deaf in the fields of Medicine and Mental Health. They were the only student group to present.

DHH worked with the National Park Conservancy to develop and offer self guided cave tours in ASL via tablets for visitors.

DHH students went on a tour of Amazon which resulted in one of the students being hired.

-Accessible Technology Center – Students receiving support in ATC LRND2 had an 87% success rate overall across all academic courses in Spring 2020.

-Accessible Technology Center - Vik, a Mt. SAC ABI program and ATC student, successfully transitioned into credit instruction and has graduated with his MBA.

Operations Group:

-ACCESS provided 54 remote proctors for ACCESS testers and professors during Fall 2020/Spring 2021 terms. Provided remote film transcription for blind student during Fall 2020 term. Provided remote scribes for 112 class sessions during Spring 2021 term.

-Contacted 97 ACCESS students for Grad Fest with 2-day turnaround, Contacted (insert #) ACCESS Students for Reconnect & Engage Program

-Due to COVID - 19 Pandemic ACCESS Independent Contractors not requested due to online class's ability to record lectures. Spring 2019 None. Fall 2019 None Winter 2021 None Spring 2021 2 Invoices received and process to payroll 2 Independent Contractors received for processing.

-As a result of COVID-19 Pandemic, Faculty and other staff have become more aware of students need for short questions. This has resulted in Faculty becoming more available for students on a non-apt scheduled basis.

-Disability Awareness Month succeeded in offering multiple events and workshops throughout the month of October virtually through zoom as a result of COVID-19 Pandemic. Events and workshops offered include: D.A.M. Kick Off, Ask ACCESS Q&A, Let's Meditate, Transfer Tuesdays, Got Stress? Get a Green Thumb, Wellness Stretch for All, Disability Athletics Faire, Horsin' Around is Therapy, Addressing the Barriers for Students with Autism, Get Crafty with ACCESS, and Accessible Technology Solutions.

Faculty Group:

-ACCESS successfully recruited and hired a FT Instructional Specialist, Writing Support professor. Professor began working during Winter 2020.

-ACCESS received approval to hire a FT instructional Specialist, Math Support, for the 20-21 academic year. The hiring activities were temporarily placed on hold due to COVID-19. Hiring activities recently resumed and ACCESS is working with HR to post the position at this time (July 2020).

-ACCESS faculty and classified staff collaborated to develop guidance that addresses student and professor responsibilities for implementing accommodations in an online environment as student enrollment in online courses obviously increased dramatically due to COVID-19.

-Faculty discussed whether to request a new FT hire for the ACCESS program during the 20-21 request for faculty proposal period (RFP). While ACCESS needs increased faculty support a decision was made not to submit a RFP during the upcoming round of proposals due to COVID-19.

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

Program Planning for Retention and Success: Providing all-Deaf cohorts in English 67, 68, 1A, !C; Speech 1A; History 7 & 8; Geology 10. Will add all-Deaf cohorts for Math 71A, Biology 1, and LERN D2 within the next year.

Most classes are linked to ACCESS support classes taught by DHH faculty in ASL.

External and Internal Conditions Analysis: Internal:

More DHH cohort classes reduces the hours available for our hourly interpreters.

Humanities continues to hire interpreters without formal assessments and routinely increases the level of pay for interpreters working in both departments beyond what DHH assigns via in-house assessment or national certification. This affect morale and willingness of hourly interpreters to accept work with DHH.

With students being more successful in the DHH cohort classes, more are able to move on to higher level courses. This requires that the interpreters have higher skill levels, which is difficult in a practice profession which requires many years of experience to develop.

POD does not pay for "training", only for conferences. Lead Interpreters are required to keep their national certifications, which require CEUs being earned. The vast majority of opportunities are through training and NOT at the national interpreter conference. This is felt to be an undue burden on Lead Interpreters as compared to other employees who routinely attend conferences which are paid for.

External:

AB 705 has had a negative impact on DHH students - our programming has been modified in an effort to offer a more level playing field.

CPP instituted a policy to pay all interpreters and CART providers at a rate significantly over the going rates no matter the skill level. This led to some Mt. SAC providers being less available for our classes. In some cases it also led to less skilled interpreters working at CPP for our transfer students.

Hill High School Literacy (Hacienda/La Puente) program was closed. This has resulted in more non-college ready DHH students coming to Mt. SAC, presenting challenges for faculty and interpreters/CART providers.

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 in DHH students as well as a major reduction in the work available to our hourly employees.

Operations Group:

-Awareness: a) Increased public awareness of mental health issues, concerns, needs and increases in support for students. b) Front Counter is still seeing students that express having no prior knowledge of services and have a verified disability, same students are expressing that their professors were not aware of our program's services either and they've been struggling in their class. c) Parents of new incoming students continue to express that their student does not want to come in to the ACCESS office and apply for services because they not want to be identified as a person with a disability. d) Requests from other campus departments/programs for presentations and

informational booths continue to rise, these are in addition to the events coordinated by ACCESS. ACCESS does not have the staffing or promotional items needed to satisfy all requests.

-Professors are not receiving student accommodations in timely manner. Too many human hours are used in beginning of term. Increase in professors requests for emailed accommodations. Tram drivers needing to hand deliver accommodations first week of term while still accommodating students.

-Student Assistants are tasked with MIS data entry. There is a continued need to hire and train Student Assistants for data entry as permanent staff is not available for ongoing support. One MIS permanent staff is responsible for inputting student's term records and monitoring all contacts associated. Such tasks take place after the student has received the service(s) and/or accommodation(s). When students are missing Title 5 required documents and/or signatures, it is challenging to contact students to complete necessary documents.

-Growth in ACCESS 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.

-The ACCESS testing program has suffered considerable setbacks 18-19 FY & 19-20 FY with the loss of our only testing rooms in Building 9B (Club Room & ACCESS Testing Room). Our only remaining testing room is small room in building 6 (219). Testing Center project is currently on hold and lacks campus wide support. ACCESS has to borrow space in Student Services, 9E Classrooms, ASAC, and 9D sometimes having to move students from one room to another. Assessment Questionnaire (AQ) and counseling info sessions have impacted space availability and has shifted use of space in Assessment Center. Large room in Assessment is available to ACCESS only 2 three days/week. Storage closet in Assessment Center has been semi-converted to a testing room although cabinets, small refrigerator and microwave still remain in this room. ACCESS student complaints have increased and are related to inconsistent and inappropriate testing space and lack of distraction-reduced environment. Meeting with Tom Mauch, Malia Flood, George Bradshaw, Francisco Dorame, Nico Martinez and Gabby Garcia-Untz pending scheduling this summer to discuss space in Assessment Center that will be designated for ACCESS testing use.

-Increased submission of electronic testing materials by professors via ACCESS testing email has created an increased burden on the limited ACCESS testing staff to print and sometimes enlarge/format test materials prior to logging and administration. This has created a need for additional/consistent support staff for ACCESS testing, especially midterms and finals.

-Additional workload caused by: Community colleges open access policy and civil rights laws do not allow ACCESS to cap program or services.

-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.

-Tram drivers do not have a designated space or computer to manually enter contacts in APEX. Currently, drivers keep a paper log with tallies to record number of times accommodated students use Tram per day before they can enter in APEX, this is separate from other logs they maintain such as test deliveries. Depending on season/time of year, drivers may not have the chance to enter contacts before the end of day.

-Front Counter has difficulty dispatching tram calls for the following reasons: 1) Front Counter becomes overwhelmingly busy and may forget to inform drivers of students requesting tram ride. 2) Drivers may not hear the tram call and front counter is unaware, front counter will often call drivers on their cellphones to reach drivers.

-Various student files are missing Title 5 components (documents and/or signatures) for MIS. These errors are recognized by MIS staff after the student has met with a counselor and has received services and/or accommodations. Obtaining documents and/or signatures from students is challenging as the student has already received their

desired service and/or accommodation. The missing documents/ signatures often prevent ACCESS from claiming funding for the services/accommodations provided.

-Front Counter is inconsistent and unable to capture all MIS contacts, such as maps, note taking paper, on/off campus referrals, registration assistance.

-Front counter personnel staff lack coverage to operate properly. Front counter personnel are involved with extra-assigned duties, such as attending Planning and logistics meetings for upcoming events, officiating the event in their assigned role, presentations to high school students that tour our campus, PIE, Marketing committees, Student Services Division meetings mandatory (twice yearly) Operation Meetings, vacation requests, personnel call out for personal necessity or sick time or Medical Leave. Additional duties such as: hiring documents for note-takers, note-takers follow-up, making copies for record keeping, enlarging students tests for the visually impaired. Front Counter coverage is needed for Classified Staff to step away to take care of the above processes and other misc. assignments given.

-Ergonomic and safety concerns with front desk layout. Desk needs to accommodate students of all shapes and sizes, including access for student or visitors in wheelchairs, but current monitor set up makes it very difficult for Front Desk staff to communicate with students effectively. Space is shared with accommodated testing for storage, setting up of tests, and logging. Staff at front desk are constantly bumping into each other or maneuvering around each other which is a safety concern.

-Additional duties are being added on to staff whose primary duties are other than front counter. Day-to-day operations can be hectic when trying to meet deadlines, but are being pulled sometimes for a day or two due to sick time, vacation time, break and lunch coverage of the front counter.

-Tram drivers that call out sick need coverage, student assistants are back up, but at times their schedule conflicts with the hours needed. Classified Staff step in to cover tram services which pulls the staff from their duties.

-Often the department is short staffed during the busy time of finals week. A dedicated scanning person is needed to have a consistent flow of scanning paper files to electronic files.

-Additional Workload: Data entry directly related to department funding and MIS is currently done by Student Assistants that do not have the former training or experience, resulting in data entry errors that affect MIS reporting and department as a whole. Time Sheets review requires concentrated and dedicated review. ACCESS presentation representative and event table for college events on or off of Mt.SAC.

-Front counter's need to have ongoing support for front counter coverage when needed for front counter personnel that are on Medical Leave, vacations, sick time or personal necessity over many areas need relieve time for other front office to do their extra duties assigned, and to help close from 4:00pm - 6:00pm.

-We have 2 scanners that are over 15 years old and were given to us 12-years ago by our technology center when they upgraded to newer scanners. For the last 2-3 years the scanners do not work properly and when we call our IT department for support, when they break down, they are unable to fix them because of the parts not being available and they are too old. We have used these scanners extensively for the last 12-years since we began scanning. But the scanners are not able to keep up with the large volume of scanning and give us a better return for the time we invested in scanning.

-Students would have short questions and did not want answer from Front Desk. It was difficult to find faculty member available to answer question. Typically, they would need to schedule apt 2-weeks out or come for drop-ins (which they were not always available for).

-Not enough appointments/drop-ins are available for students. This results in student complaints and front counter having to provide immediate support/service or campus referral.

-More follow-up is needed for students that apply. Many begin the process but do not complete all steps to establish services. Confusion continues to exist where student applies, but does not complete steps but requires accommodations.

-After hours/evening appointments need continues. Quicksteps are offered while students are in class. These quicksteps target high school students mainly which are still in school.

Faculty Group:

-With the rapid move to remote learning due to COVID-19 ACCESS faculty have varying levels of in the quality of college issued technology. ACCESS professors who are teaching need would benefit greatly from having tablets with pencils (e.g. I-pad) to give "written" feedback to student work.

Critical Decisions Made by Unit: DHH Program Specialist position was changed to DHH Program Coordinator.

A second 80% DHH Program Coordinator was requested and approved by Cabinet.

An agreement was reached with HR that tri-lingual 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).

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.

Contributors to the Report: Malia Flood, ACCESS

Monica Jones, ACCESS

Eloise Reyes, ACCESS

Tim Engle, ACCESS

Vicki Greco, ACCESS

Barbara Quinn, ACCESS

Elizabeth Hernandez, ACCESS

Brian Heflin, ACCESS

Cyndi Van Meter Smith, ACCESS

Gabrielle Garcia Untz, ACCESS

Brandi Melton, ACCESS

Ralph Barragan, ACCESS

James Milliken, ACCESS

Margaret Palumbo, ACCESS

Diana Diaz, ACCESS

Topher Avila, DHH

Julie Bradley, ACCESS

Lori Mahan, DHH

Elizabeth Mahler, DHH

Jennifer Stephenson, DHH

Kathy Goodson, DHH

Tina Jenkins, DHH

Manoj Jayagoda, ATC

Tim Zaal, ATC

David Montes, ATC
 Matthew Dawood, ATC
 Dana Johnson, ATC
 Julie Cortez, ATC
 Heather Ponce, ATC

Diana Chou, ACCESS/Student Health

Adjuncts:
 Abril Trasvina, ACCESS
 Paige Henley, ACCESS - Starts next week
 Valentina Gaete, ATC
 Ryan Mahler, DHH

2020-21

Contact Person: Populate Later

Email/Extension: Populate Later

Summary of Notable Achievements: -Successfully recruited and hired an Instructional Specialist, Math Emphasis

Program Planning for Retention and Success: Populate Later

External and Internal Conditions Analysis: Populate Later

Critical Decisions Made by Unit: Populate Later

Contributors to the Report: Populate

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Equal Access - Ensure students' equal access to instructional programs and services.

Status: Active

Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22

Goal Entered: 09/01/2016

Report directly on Goal

Reporting Year: 2020-21

% Completed: 100

Successfully hosted an online ACCESS Advisory Board Meeting on June 3, 2021. Campus partners included representatives from High School Outreach, Deaf & Hard of Hearing, and the Accessible Technology Center. The student representative that was selected was a participant from Puzzle Project. The student was successful in sharing her experiences as a student with a disability, and shared the resources that have helped her succeed. The student was able to overcome social and communication barriers that generally affect students on the spectrum. (06/03/2021)

Reporting Year: 2020-21

% Completed: 100

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
	Report directly on Goal	<p>Developed and revised accommodation guidance for online classes for each semester/term during COVID pandemic. (04/21/2021)</p> <hr/> <p>Reporting Year: 2020-21 % Completed: 100 Successfully recruited and hired an ACCESS Instructional Specialist Math Emphasis Professor and arranged a start date during current academic year (April 2021) to support students in math. (04/21/2021)</p> <hr/> <p>Reporting Year: 2020-21 % Completed: 50 Testing for Topher. (01/29/2021)</p>
	<p>Request - Full Funding Requested - ATC will continue to provide students with federal/state mandated alternate media services to ensure equitable access to instruction. Funding needed to maintain alternate media software licenses, hardware, and hourly support staff who assist in production of alternate media.</p> <p>Describe Plans & Activities Supported (Justification of Need): ATC staff use software and hardware to produce and provide alternate media for students. Students utilize specialized software to access alternate media content.</p> <p>Lead: Matthew Dawood</p> <p>What would success look like and how would you measure it?: Alternate media software licenses continue to be maintained and upgraded, sufficient hourly staff support available to meet student demand.</p> <p>Type of Request: INSTRUCTIONAL SUPPORT PROGRAM FUNDING</p>	<p>Reporting Year: 2020-21 % Completed: 50 ATC provided alternate media services to 99 students in 20-21 (Summer 2020: 8 students, Fall 2020: 31 students, Winter 2021: 22 students, Spring 2021: 61 students). There were 316 alternate media related student contacts in 20-21 (Summer 2020: 10 contacts, Fall 2020: 134 contacts, Winter 2021: 51 contacts, Spring 2021: 202 contacts). The team converted 21916 pages into alternate format for students in 20-21 (Summer 2020: 1801 pages, Fall 2021: n/a pages, Winter 2021: 3440 pages, Spring 2021: 16675 pages). Since Jill retired, the ATC still lacks FT faculty support for assistive technology and alternate media. Workload from retired FT faculty assignment has fallen onto adjunct faculty and classified staff. (06/23/2021)</p>

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

(INSTRUCTIONAL EQUIPMENT):
Equipment, library material, or technology for classroom instruction, student instruction or demonstration, or in preparation of learning materials in an instructional program, equal or over \$500.

Planning Unit Priority: High
On-Going Funding Requested (if applicable): 40000

Request - Full Funding Requested -
Faculty to provide assistive technology/alternate media/computer adaptive technology instruction needed to work with students to determine appropriate alternate media accommodations and teach assistive technology.

Describe Plans & Activities Supported (Justification of Need):
Non-credit and credit course instruction for students who are eligible for accessible technology accommodations.

Lead: Matt Dawood, Department Chair(s)

What would success look like and how would you measure it?:
Specialized instruction in assistive technology/alternate media/computer adaptive technology is offered in a manner that meets the needs of students.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High
One-Time Funding Requested (if applicable): 150000

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Total Funding Requested: 150,000

Request - Full Funding Requested -

Full time faculty with expertise in assistive technology/computer adaptive technology/alternate media.

Describe Plans & Activities

Supported (Justification of Need):

Retirement of a full time faculty member who worked with distance learning and accessibility of instructional materials has created a gap that continues to grow. Distance Learning continues to grow and so is the demand for accessibility guidance as a result of increased attention to timely delivery of instructional materials converted into alternate formats.

Lead: Faculty

What would success look like and

how would you measure it?: Faculty assignment(s) in the area of accessible technology and UDL is hired. allow for consultation with faculty peers regarding accessibility of course materials to ensure students with disabilities have equitable access to instruction.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

On-Going Funding Requested (if applicable): 150000

Total Funding Requested: 150000

Request - Full Funding Requested -

An additional counselor to address new placement process with students and lessen the current

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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appointment wait time of 3 weeks.

Describe Plans & Activities

Supported (Justification of Need):

Counseling faculty member to take the lead on addressing student issues related to the new placement process and keeping other ACCESS faculty informed of updates and trainings.

Lead: ACCESS Faculty

What would success look like and how would you measure it?:

Appointment wait time of 3 weeks is shortened. ACCESS students will be informed and be placed appropriately with necessary supports in place. Low number of ACCESS student complaints regarding AQ results, ACCESS student completion and success rates stay the same or increase, ACCESS counseling faculty report understanding of placement process.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: Medium

On-Going Funding Requested (if applicable): 150000

Total Funding Requested: 150000

Request - Full Funding Requested -

Hire full time faculty member with expertise in Universal Design for Learning (UDL) and accessible technology

Describe Plans & Activities

Supported (Justification of Need):

Hiring a Faculty Member with expertise in UDL in the classroom and technology will assist us to

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

continue promoting UDL and accessible technology throughout campus. This is now a Chancellor's Office Directive.

Lead: Tim Engle, Malia Flood

What would success look like and how would you measure it?: Faculty member focusing on universal design is hired.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: Low

On-Going Funding Requested (if applicable): 150000

Total Funding Requested: 150000

Request - Full Funding Requested - Funds for increased cost of services provided to Deaf/Hard of Hearing students.

Describe Plans & Activities

Supported (Justification of Need): The DHH student population continues to grow as does student involvement in campus activities. Growth, student involvement, and salary increases have placed the DHH budget in the red. There has been no permanent increase in the District allocation in the last 9 years. These funds will ensure that full access to all aspects of education for DHH students is maintained.

Lead: Malia Flood, DHH

What would success look like and how would you measure it?: DHH budget would be balanced

Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.

Planning Unit Priority: Medium
On-Going Funding Requested (if applicable): 250000

Total Funding Requested: 250000
Request - Full Funding Requested -

Continue to develop critical partnerships with high school personnel through our Advisory Council.

Describe Plans & Activities Supported (Justification of Need):

Hosting of Advisory Board Meeting with campus and community attendance.

Lead: Department Chair(s)
What would success look like and how would you measure it?:

Attendance of critical representatives who have interest in students with educational limitations and their transition to college and academic achievement, dialog between campus personnel, community representatives, and/or students, meeting agenda that meets the goals of all attendees.

Type of Request: SUPPLIES AND MATERIALS: Instructional supplies and materials are items to be used by students, faculty and other personnel in connection with an instructional program, less than \$500.

Planning Unit Priority: Medium
On-Going Funding Requested (if

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

applicable): 500

Total Funding Requested: 500

Request - Full Funding Requested -

Permanent Testing Space for accommodated Testing program.

Describe Plans & Activities

Supported (Justification of Need):

Permanent facility, furniture and fixtures for ACCESS testing program required to improve testing facilities and plan for growth of state mandated accommodated testing services for students requiring distraction reduced environments, 1 on 1 testing spaces, scribes and/or readers, and appropriate facilities and equipment for students requiring assistive technology for their exams, tests and/or quizzes. This Testing Center will be shared with ASAC to provide a universally designed space for students to promote equal access for students to the campus and their class related tests, quizzes and other related assignments.

Lead: Malia Flood, Gabrielle Garcia Untz

What would success look like and how would you measure it?: A new shared Testing Center that is fully operational and staffed. Student complaints about inadequate testing space would decrease, as they would have access to a space designed and equipped for taking accommodated class tests and quizzes.

Type of Request: FACILITIES: This section includes minor building improvement projects and alterations

Reporting Year: 2020-21

% Completed: 0

Currently advocating for testing space in Assessment Center as we return to campus from remote work. A permanent testing center is still the end goal.

(07/08/2021)

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

to specific rooms or operational areas.

Planning Unit Priority: Low

One-Time Funding Requested (if applicable): 200000

Total Funding Requested: 200000

Related Documents:

[Test Counts Through Fall 2019.pdf](#)

Request - Full Funding Requested -

Administrative Specialist I for permanent Testing Center to cover days.

Describe Plans & Activities

Supported (Justification of Need):

Administrative Specialist I required for ACCESS testing program to cover day time operational hours.

This will improve testing services and plan for growth of state mandated accommodated testing services for students requiring distraction reduced environments, 1 on 1 testing spaces, scribes and/or readers, and appropriate facilities and equipment for students requiring assistive technology for their exams, tests and/or quizzes. This Testing Center will be shared with ASAC to provide a universally designed space for students to promote equal access for students to the campus and their class related tests, quizzes and other related assignments.

Lead: Malia Flood, Gabrielle Garcia Untz

What would success look like and how would you measure it?: A new shared Testing Center that is fully operational and staffed. Students

Reporting Year: 2020-21

% Completed: 0

Currently advocating for testing space in Assessment Center as we return to campus from remote work. A permanent testing center is still the end goal. (07/08/2021)

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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would have access to a space designed and equipped for taking accommodated class tests and quizzes.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: Low

On-Going Funding Requested (if applicable): 57073

Total Funding Requested: 57073

Request - Full Funding Requested - Administrative Specialist I for permanent Testing Center to cover evenings.

Describe Plans & Activities

Supported (Justification of Need): Administrative Specialist I for ACCESS testing program to cover evening hours. This will improve testing services and plan for growth of state mandated accommodated testing services for students requiring distraction reduced environments, 1 on 1 testing spaces, scribes and/or readers, and appropriate facilities and equipment for students requiring assistive technology for their exams, tests and/or quizzes. This Testing Center will be shared with ASAC to provide a universally designed space for students to promote equal access for students to the campus and their class related tests, quizzes and other related assignments.

Lead: Malia Flood, Gabrielle Garcia Untz

What would success look like and how would you measure it?: A new

Reporting Year: 2020-21

% Completed: 0

Currently advocating for testing space in Assessment Center as we return to campus from remote work. A permanent testing center is still the end goal. (07/08/2021)

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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shared Testing Center that is fully operational and staffed. Students would have access to a space designed and equipped for taking accommodated class tests and quizzes.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: Low

On-Going Funding Requested (if applicable): 57073

Total Funding Requested: 57073

Request - Full Funding Requested - Additional Project/Program
Coordinator for permanent Testing Center

Describe Plans & Activities Supported (Justification of Need):
Project/Program Coordinator required to overlap with current Project/Program Coordinator and cover evenings. This will improve testing services and plan for growth of state mandated accommodated testing services for students requiring distraction reduced environments, 1 on 1 testing spaces, scribes and/or readers, and appropriate facilities and equipment for students requiring assistive technology for their exams, tests and/or quizzes. This Testing Center will be shared with ASAC to provide a universally designed space for students to promote equal access for students to the campus and their class related tests, quizzes and other related assignments.

Lead: Malia Flood, Gabrielle Garcia

Reporting Year: 2020-21

% Completed: 0

Currently advocating for testing space in Assessment Center as we return to campus from remote work. A permanent testing center is still the end goal. Continue. (07/08/2021)

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

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What would success look like and how would you measure it?: A new shared Testing Center that is fully operational and staffed. Students would have access to a space designed and equipped for taking accommodated class tests and quizzes.

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Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: Low

On-Going Funding Requested (if applicable): 70941

Total Funding Requested: 70941

Request - Full Funding Requested - Equipment for permanent Testing Center

Describe Plans & Activities

Supported (Justification of Need):

Computers, printers, copiers, scanners, cameras and assistive technology/equipment for ACCESS testing program will improve testing facilities and plan for growth of state mandated accommodated testing services for students requiring distraction reduced environments, 1 on 1 testing spaces, scribes and/or readers, and appropriate facilities and equipment for students requiring assistive technology for their exams, tests and/or quizzes. This Testing Center will be shared with ASAC to provide a universally designed space for students to promote equal access for students to the campus and their class related tests, quizzes and other related

Reporting Year: 2020-21

% Completed: 0

Currently advocating for testing space in Assessment Center as we return to campus from remote work. A permanent testing center is still the end goal. (07/08/2021)

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

assignments.

Lead: Malia Flood, Gabrielle Garcia Untz

What would success look like and how would you measure it?: A new shared Testing Center that is fully operational and staffed. Students would have access to a space designed and equipped for taking accommodated class tests and quizzes.

Type of Request: NON INSTRUCTIONAL EQUIPMENT: Tangible property with useful life of more than one year, other than land or buildings improvements, equal and over \$500 per individual item. Used for administrative or non-instructional purposes.

Planning Unit Priority: Low
One-Time Funding Requested (if applicable): 200000

Total Funding Requested: 200000
Request - Full Funding Requested - Supplies for permanent Testing Center

Describe Plans & Activities Supported (Justification of Need): Pencils, 11x17 paper, timers, pens, flashdrives, erasers, calculators, LED lamp(s), magnifiers, spellcheckers, markers, white boards, noise cancelling headphones, white noise machines, earplug dispenser and disposable earplugs, hand sanitizer, tissues and other supplies for ACCESS testing program. This will improve testing services and plan for growth of state mandated accommodated testing services for

Reporting Year: 2020-21
% Completed: 0
Currently advocating for testing space in Assessment Center as we return to campus from remote work. A permanent testing center is still the end goal.
(07/08/2021)

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

students requiring distraction reduced environments, 1 on 1 testing spaces, scribes and/or readers, and appropriate facilities and equipment for students requiring assistive technology for their exams, tests and/or quizzes. This Testing Center will be shared with ASAC to provide a universally designed space for students to promote equal access for students to the campus and their class related tests, quizzes and other related assignments.

Lead: Malia Flood, Gabrielle Garcia Untz

What would success look like and how would you measure it?: A new shared Testing Center that is fully operational and staffed. Students would have access to a space designed and equipped for taking accommodated class tests and quizzes.

Type of Request: SUPPLIES AND MATERIALS: Instructional supplies and materials are items to be used by students, faculty and other personnel in connection with an instructional program, less than \$500.

Planning Unit Priority: Low

One-Time Funding Requested (if applicable): 10000

On-Going Funding Requested (if applicable): 5000

Total Funding Requested: 15000

Request - Full Funding Requested -

Student Assistants to staff permanent Testing Center.

Describe Plans & Activities

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Supported (Justification of Need):

Student Assistants proctors needed to monitor security camera screens of multiple testing rooms and perform ACCESS testing program related support duties. This will improve testing services and plan for growth of state mandated accommodated testing services for students requiring distraction reduced environments, 1 on 1 testing spaces, scribes and/or readers, and appropriate facilities and equipment for students requiring assistive technology for their exams, tests and/or quizzes. This Testing Center will be shared with ASAC to provide a universally designed space for students to promote equal access for students to the campus and their class related tests, quizzes and other related assignments.

Lead: Malia Flood, Gabrielle Garcia Untz

What would success look like and how would you measure it?:

A new shared Testing Center that is fully operational and staffed. Students would have access to a space designed and equipped for taking accommodated class tests and quizzes.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: Low

On-Going Funding Requested (if applicable): 30000

Total Funding Requested: 30000

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
	<p>Request - No Funding Requested - Sample disability statement for syllabi</p> <p>Describe Plans & Activities Supported (Justification of Need): Chancellor's office survey revealed nearly 70% of faculty respondents would like ACCESS to provide a sample disability statement for their students. Faculty and/or Dean to create a sample syllabi statement. Faculty and/or Dean to provide a sample disability statement for syllabi. Sample to be added to ACCESS website under faculty resources and readily accessible to operations group and faculty.</p> <p>Lead: Malia Flood, Gabrielle Garcia Untz</p> <p>What would success look like and how would you measure it?: Sample disability statement for syllabi is complete and posted on ACCESS website. All ACCESS faculty and staff have access to sample syllabi to provide for faculty when requested.</p> <p>Type of Request: IT SUPPORT: Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies.</p> <p>Planning Unit Priority: High Total Funding Requested: 0</p>	<p>Reporting Year: 2020-21 % Completed: 100 Faculty Toolkit created with sample disability statement with Universal Design principles. Available on ACCESS website under Faculty tab. (07/08/2021)</p>
<p>Instruction and Support - Provide instruction and services that support students gaining knowledge, skills and experiences in order to persist, move forward and succeed.</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21 % Completed: 100 Successfully hired an ACCESS Instructional Specialist, Math Support, faculty member who started in April 2021. (04/29/2021)</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
<p>Status: Active</p> <p>Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22</p> <p>Goal Entered: 09/01/2016</p>	<p>Request - Full Funding Requested - Permanent, ongoing funding for Peer Mentors for students in the program, hourly clerical and budgetary support.</p> <p>Describe Plans & Activities Supported (Justification of Need): Continue to provide a structured program for students on the Autism Spectrum that will offer social interaction and executive functioning skills improvement.</p> <p>Lead: Faculty, Elizabeth Hernandez, Heather Ponce</p> <p>What would success look like and how would you measure it?: Permanent, ongoing funding is secured. 75% of Puzzle Project students will pass at least 1 credit academic course during regular semesters (fall and spring).</p> <p>Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.</p> <p>Planning Unit Priority: High</p> <p>On-Going Funding Requested (if applicable): 35000</p> <p>Total Funding Requested: 35,000</p> <p>Related Documents: Equity Project F2 Puzzle Project.pdf</p>	<p>Reporting Year: 2020-21</p> <p>% Completed: 75</p> <p>In 2020-21, twenty-three students participated in Puzzle Project during the fall and spring semesters. Students participated in various components of the program, such as attending weekly Puzzle workshops, participating in Transitional, or Puzzle Pieces. All twenty-three students were paired with a peer mentor. The ratio was one peer mentor for every two students, 1:2. Sixteen students passed one or more academic, credit courses during the fall and spring semesters. This is roughly 70% of the student participants. Two students passed one or more academic credit courses in fall semester, but withdrew (EW) from courses in the spring. Five students struggled academically and were unsuccessful in passing credit courses. The factors that contributed to the lack of success were directly related to online learning. Some of the courses were asynchronous, so students lacked the direct interaction with professors. Puzzle Project Peer Mentors guided students to resources, such as online tutoring and professor's office hours. Students met with ACCESS Counselors for academic counseling, but students shared that online learning was difficult to grasp given their learning styles and educational limitations. A plan of action was developed for the five students who will continue in the fall 2021 despite the academic setbacks faced this year.</p> <p>Funding for peer mentors, and temporary hourly employees continues to be a high priority. Despite not reaching the overall 75% success goal, Puzzle Project students accomplished important milestones. One student obtained employment at a grocery store during the pandemic. Grocery store workers have become front line workers, and this particular student had been seeking job opportunities for the last 2 years. The student was one of the five students who were unable to pass classes, so he has decided to pursue a vocational path. Within a few months of employment, the student obtained Employee of the Month recognition.</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Two Puzzle Project students graduated from Mt. SAC with a 3.00+ cumulative GPA, and received associate degrees to transfer. Both students will be transferring to a four year university. One of the two students was highlighted during Commencement due to overcoming extraordinary circumstances during this journey as a student. Ten students are on a transfer path, and have completed five or more transferable courses, including the Golden Four for CSU transfer.

One student participated as a student representative in the ACCESS Advisory Board meeting held on June 3rd, 2021. The student was successful in sharing her experiences as a student with a disability, and shared the resources that have helped her. The student was able to overcome social and communication barriers that generally affect students on the spectrum. (07/02/2021)

Request - Full Funding Requested - Permanent ongoing funding for staffing, maintaining and upgrading software, annual software licensing costs, and hardware for the Acquired Brain Injury program (ABI).
Describe Plans & Activities Supported (Justification of Need): Faculty will utilize various state of the art cognitive retraining software applications as well as web-based applications to provide cognitive retraining instruction to ABI students.
Lead: Matthew Dawood, Heather Ponce
What would success look like and how would you measure it?: Software licenses will be maintained and students will continue to receive high quality instruction.
Type of Request: INSTRUCTIONAL
EQUIPMENT: Equipment, library

Reporting Year: 2020-21
% Completed: 50
Instruction was provided to 77 students with an acquired brain injury for 20-21 (Summer 2020: 15 ABI students, Fall 2020: 20 ABI students, Winter 2021: 20 ABI students, Spring 2021: 22 ABI students). 1558 hours of service were provided (Summer 2020: 176 hours, Fall 2020: 524 hours, Winter 2021: 244 hours, Spring 2021: 614 hours). The ABI program rapidly pivoted to an online format due to continue to provide uninterrupted instruction to students during the covid-19 pandemic. (06/24/2021)

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

material, or technology for classroom instruction, student instruction or demonstration, or in preparation of learning materials in an instructional program, equal or over \$500.

Planning Unit Priority: High
On-Going Funding Requested (if applicable): 5000
Total Funding Requested: 5000

Request - Full Funding Requested - Ongoing funds needed for hourly staffing and to maintain/upgrade software licenses and hardware.

Describe Plans & Activities Supported (Justification of Need): ATC will continue to provide assistive technology and academic strategies instruction to students with disabilities and veterans. Noncredit lab instruction to provide academic support for students as they pursue their educational goals.

Lead: Matthew Dawood, Department Chair(s)

What would success look like and how would you measure it?: ATC is properly staffed and software/hardware continue to be maintained and upgraded to provide students high quality instruction.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High
On-Going Funding Requested (if applicable): 120000
Total Funding Requested: 120000

Reporting Year: 2020-21
% Completed: 50

Accessibility Technology Center (ATC) instruction was provided to 322 ACCESS and Veteran students in 20-21 (Summer 2020: 38, Fall 2020: 111, Winter 2021: 30, Spring 2021: 143). 7 (2.17%) of these students were identified as veterans (Summer 2020: 4 veterans, Fall 2020: 2 veterans, Winter 2021: 0 veteran, Spring 2021: 1 veterans).

1964 hours of service were provided (Summer 2020: 75 hours, Fall 2020: 1118 hours, Winter 2021: 41 hours, Spring 2021: 730 hours).

All ATC instruction and services had to rapidly transition to an online platform due to the campus closure because of the covid-19 pandemic. ATC was able to continue to serve students and provide instruction remotely. Prior to the pandemic, the study center had also been closed for a semester due to rain damage, so students began to utilize other resources.

There are multiple factors that may have contributed to the change in numbers including the Covid-19 pandemic that caused the campus closure. ATC LRND2 instructional hours were drastically reduced (instructional hours cut by 32 hours per week/71.11% hours per week in the fall/spring semesters and cut by 22 hours per week/61.11% in the winter/summer) due to lack of noncredit faculty support available to teach the noncredit course. When the pandemic began, the number of ATC hourly support staff was also significantly reduced (cut by 72.73%), from 11

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

hourly support staff to only 3 hourly support staff. This significant reduction in instructional hours directly impacted the number of students served due to the lack of instructional hours provided. This percentage of cut hours is directly proportional to the decrease in numbers when compared to the prior fiscal year. Despite significant reduction in resources, ATC faculty and staff managed to serve ACCESS students and adopt to the remote environment. ATC was also able to make assistive technology software available for students to download on their own personal devices. (06/30/2021)

Request - Full Funding Requested -

Part time Instructional Specialist with proficiency in American Sign Language

Describe Plans & Activities

Supported (Justification of Need):

Instructional Specialist would provide specialized academic support to ACCESS/DHH students to increase their ability to be successful in their classes.

Lead: Julie Bradley, DHH Counselor

What would success look like and how would you measure it?:

Students would have academic support through direct communication in their first language with consideration of language deprivation experiences as well as Deaf culture.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: Urgent

On-Going Funding Requested (if applicable): 60000

Total Funding Requested: 60000

Request - No Funding Requested -

Staff time to explore the possibility

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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of converting some of the hourly interpreter positions into staff interpreter positions.

Describe Plans & Activities

Supported (Justification of Need):
 The current on-line environment has reduced the amount of work available on a regular basis for the hourly interpreters. It is anticipated that some of these hourly workers will no longer be available in the future. Staff interpreters would allow DHH Services to have more control over the quality of services we provide to students. These positions would not be at the same level as Lead Interpreters. Hourly workers would still be essential to providing the flexibility in work hours that cannot be done with classified employees.

Lead: Kathy Goodson, Jennifer Stephenson, Tina Jenkins, Lori Mahan

What would success look like and how would you measure it?: DHH budget would be more consistent with known expenses for salaries. Students would receive a more consistent, high quality accommodation and this would better support their retention and success in their educational goals.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: Medium

Total Funding Requested: 0

Request - Full Funding Requested -
 Obtain access to a website called IXL.

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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com

Describe Plans & Activities

Supported (Justification of Need):
 The website provides for diagnostic testing and student practice in the areas of English and Math. Specifically it can provide mediation strategies, address student knowledge gaps, and provide repetition and practice as students learn new skills.

Lead: Julie Bradley and Julie Cortez.

What would success look like and how would you measure it?: Success would be measured by evaluating data regarding student success in academic courses (e.g. assignment grades, test grades, final exams, skill improvement). The website could also be used in ACCESS support classes where student learning and academic proficiency can be monitored and addressed.

Type of Request: INSTRUCTIONAL

EQUIPMENT: Equipment, library material, or technology for classroom instruction, student instruction or demonstration, or in preparation of learning materials in an instructional program, equal or over \$500.

Planning Unit Priority: High

One-Time Funding Requested (if applicable): 6000

Total Funding Requested: 6000.00

Promote Acceptance - Promote campus-wide acceptance and understanding of students with special needs such as disabilities, who need extra support, and who have	Report directly on Goal	Reporting Year: 2020-21 % Completed: 75 The Puzzle Project Team provided professional development opportunities for faculty and staff to promote acceptance and understanding of students with disabilities.
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<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
<p>mental health conditions to reduce systemic barriers.</p> <p>Status: Active</p> <p>Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22</p> <p>Goal Entered: 09/01/2016</p>	<p>Report directly on Goal</p>	<p>In October 28, 2020, they presented on Addressing the Barriers for Students with Autism Spectrum Disorder (ASD) in a College Setting. The presentation was offered through POD, and attendees received Professional Growth Increment hours as an incentive. There were approximately 15 attendees. The presentation focused on describing the common ASD characteristics, addressing the academic, communication, and social barriers that college students face, campus wide resources, and strategies that can be implemented by professors to help this student population.</p> <p>In the spring semester, the Puzzle Project Team collaborated with the English department to promote campus-wide acceptance and understanding of students with special needs. The purpose of this collaboration was to gain understanding of the common questions and concerns that professors have when working directly with students with ASD. To measure the level of understanding, a Qualtrics survey was created and distributed to professors in the English department. Responses were used to create a presentation and Q & A handout with strategies that can be implemented in the classroom, and ways to provide support when working 1-on-1 with students on the spectrum. Several meetings were held with English Professors, Peter Churchill and Rocio Avila throughout the semester. On May 12, 2021, the Puzzle Project Team attended an English Department meeting where they introduced themselves as key partners and shared the resources with the department. (07/02/2021)</p> <p>Related Documents: Puzzle Project Presentation Outline.pdf Q&A English Department Handout.pdf</p>
	<p>Request - Full Funding Requested - Food, catering, contracted services, and other misc. expenses needed to increase campus-wide acceptance and understanding of students with disabilities and reduce systemic</p>	<p>Reporting Year: 2020-21 % Completed: 0 Department continues to seek funding available through other funding resources. Received SEAP funding. Due to COVID-19 pandemic no on-campus events were planned. (07/09/2021)</p>

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

barriers.

Describe Plans & Activities

Supported (Justification of Need):

Faculty and Staff for an Access Center Marketing and Publicity Committee to plan and execute comprehensive inreach and outreach strategic campaigns, and engage with current and prospective students through workshops, fairs, events and activities in order to promote campus and community awareness of ACCESS program and services and reduce negative systemic barriers for students with disabilities and/or medical conditions. Includes professional, themed design of brochures, flyers, signage, packaged foods/food supplies, catering, and contracted services.

Lead: Malia Flood, Diana Diaz, Brandi Melton

What would success look like and how would you measure it?:

The campus and surrounding community agencies, targeted schools, and prospective students will have knowledge of ACCESS program and services. ACCESS will see an increase in student participation in the program. Front Counter will see a decrease of self-disclosing reports from students and/or parents that they did not know about the ACCESS center or they don't want to apply because they do not want to be identified as disabled. Success will be measured by reviewing APEX reports, data collected from MyACCESS

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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application for services, sign-in and check-in sheets, feedback forms, and surveys.

Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.

Planning Unit Priority: Medium
On-Going Funding Requested (if applicable): 2500

Total Funding Requested: 2500
Related Documents:
[18-19_ACCESS_Events.pdf](#)

Request - No Funding Requested - ACCESS will revise handbook

Describe Plans & Activities Supported (Justification of Need): Marketing and Publicity Committee (MPC) is revising existing handbook to update department name, include current information, make shorter in pages, and have digitally on ACCESS website.

Lead: Malia Flood
What would success look like and how would you measure it?:

Handbook will be complete and published on ACCESS website.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: Low
Total Funding Requested: 0
Related Documents:

[2019_ACCESS_Marketing_Plan.pdf](#)

Request - No Funding Requested -

Reporting Year: 2020-21
% Completed: 0
 Decided to create GPS Spotlight for ACCESS website to replace existing handbook (07/09/2021)

Reporting Year: 2020-21

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
	<p>Develop new ACCESS Center shared vision statement</p> <p>Describe Plans & Activities Supported (Justification of Need): Access Center Marketing and Publicity Committee (MPC) to create vision statement will help of all ACCESS faculty and staff.</p> <p>Lead: Malia Flood</p> <p>What would success look like and how would you measure it?: New vision statement created and published</p> <p>Type of Request: MARKETING: Requests for services in the areas of graphic design, news, and photography, posting information, communication and social media.</p> <p>Planning Unit Priority: Low</p> <p>Total Funding Requested: 0</p> <p>Request - No Funding Requested - Staff time</p> <p>Describe Plans & Activities Supported (Justification of Need): DHH will continue development of the DHH web page to educate the campus regarding and promote acceptance of DHH students.</p> <p>Lead: Kathy Goodson</p> <p>What would success look like and how would you measure it?: Information regarding the DHH Center and services will be accessible both on line.</p> <p>Type of Request: MARKETING: Requests for services in the areas of graphic design, news, and photography, posting information, communication and social media.</p> <p>Planning Unit Priority: Medium</p>	<p>% Completed: 0</p> <p>Change of Management. (07/09/2021)</p>

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Total Funding Requested: 0

Request - Full Funding Requested -

Marketing Specialist, ACCESS or ACCESS Specialist

Describe Plans & Activities

Supported (Justification of Need):

Marketing Specialist required to increase visibility of ACCESS program and services at on/off campus events, presentations, orientations, and other activities; collaborate with other Equity and Student Services programs to identify and onboard eligible students; establish working and collaborative relationships with community and state agencies and organizations, targeted schools, and stakeholders; identify trends and solutions for student participation in ACCESS program; implement ideas, projects and plans for activities, campus events, and/or trainings to reduce systemic barriers and promote awareness of disabilities and educate the campus; implement marketing strategies to identify stakeholders, conduct research, develop marketing material and maintain ACCESS website; provide expert knowledge to ACCESS committees to improve execution of plans, projects, and attendance; work as a liaison and establish relationships between ACCESS and other campus departments; purchase marketing materials and maintain inventory of supplies; lead "Planning for College" event planning committee and participate in other department or campus

Reporting Year: 2020-21

% Completed: 0

Need for position has increased as ACCESS looks to increase outreach/inreach efforts and visibility through Social Media. (07/08/2021)

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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committees as needed or requested. Manage department's social media accounts.

Lead: Malia Flood, Diana Diaz, Brandi Melton

What would success look like and how would you measure it?: ACCESS will have a full time District funded Marketing Specialist. Visibility on-campus and off-campus will increase. Department struggles to find presenters for request to staff information booths or conduct presentations will decrease. Students from other Equity and Student Services programs will have knowledge of ACCESS program, and seek and receive ACCESS services. Department will see increase of students in our programs and collaboration with other departments and programs will strengthen. Systemic barriers will decrease. Front Counter staff will see a decrease in students self reporting that they or their professors were "not aware" of the ACCESS program. ACCESS will have a designated person to answer questions about events, identify and onboard students, and perform marketing duties related to ACCESS. We will measure success by reviewing and compiling APEX reports, data collected from MyACCESS student application for services, sign-in sheets, surveys and feedback forms.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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On-Going Funding Requested (if applicable): 63881.96
Total Funding Requested: 63881.96
Related Documents:
[18-19_ACCESS_Events.pdf](#)
[8-19_Events_ACCESS_was_Invited_To.pdf](#)
[MARKETING POSITION.pdf](#)
[2019_ACCESS_Marketing_Plan.pdf](#)

Request - Full Funding Requested -
 Supplies and promotional items to plan and execute a series of events and activities for the annual Disability Awareness Month.

Describe Plans & Activities Supported (Justification of Need):
 Disability Awareness Month committee will plan and coordinate a series of activities and events during the month of October in celebration of Disability Awareness Month, which has become an annual recognized campus celebration. Continue to strategically plan and organize activities with universal design concepts such as: Movie Event, Workshops, Arts and Crafts, Disability History Exhibit, and other new fun activities for students and the community to increase public awareness of ACCESS program and services and reduce systemic barriers. Includes professionally themed flyers, brochures, posters, signage and other printed materials; promotional giveaways that include event branding; as well as off-the-shelf supplies needed for activities

Reporting Year: 2020-21
% Completed: 0
 Department continues to seek funding available through other funding sources. This year Associated Students and SEAP funds approved. (07/09/2021)

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

and/or decorations.

Lead: Diana Diaz, Brandi Melton, Manoj Jayagoda, David Montes

What would success look like and how would you measure it?:

Activities and events will increase awareness of program's services; stigma will diminish; more students will have knowledge of program services; committee will continue to record attendees with check-in/sign-in sheets and feedback forms.

Type of Request: SUPPLIES AND MATERIALS: Instructional supplies and materials are items to be used by students, faculty and other personnel in connection with an instructional program, less than \$500.

Planning Unit Priority: Medium

On-Going Funding Requested (if applicable): 3500

Related Documents:

[DAM 2018 Calendar.pdf](#)

[E2_Equity Project_E2 DSPTS](#)

[Workshops_DAM.pdf](#)

Request - Full Funding Requested - Supplies, marketing material and promotional items to promote increase enrollment and reduce systemic barriers.

Describe Plans & Activities

Supported (Justification of Need):

Faculty and Staff for an Access Center Marketing and Publicity Committee to plan and execute comprehensive inreach and outreach strategic campaigns, and engage with current and prospective students through workshops, fairs, events and activities in order to

Reporting Year: 2020-21

% Completed: 100

Restricted funds approved to purchase promo items. (07/08/2021)

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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promote campus and community awareness of ACCESS program and services and reduce negative systemic barriers for students with disabilities and/or medical conditions. Includes professional, themed design of brochures, flyers, signage, promotional giveaways with department icon, and off-the-shelf supplies needed for activities and/or decorations; as well as to meet requests from other departments or programs for promotional materials needed for their students or their own events.

Lead: Malia Flood, Diana Diaz, Brandi Melton

What would success look like and how would you measure it?: The campus and surrounding community agencies, targeted schools, and prospective students will have knowledge of ACCESS program and services. ACCESS will see an increase in student participation in the program. Front Counter will see a decrease of self-disclosing reports from students and/or parents that they did not know about the ACCESS center or they don't want to apply because they do not want to be identified as disabled. Success will be measured by reviewing APEX reports, data collected from MyACCESS application for services, sign-in and check-in sheets, feedback forms, and surveys.

Type of Request: SUPPLIES AND MATERIALS: Instructional supplies and materials are items to be used by

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

students, faculty and other personnel in connection with an instructional program, less than \$500.

Planning Unit Priority: High

On-Going Funding Requested (if applicable): 7500

Total Funding Requested: 7500

Related Documents:

[8-19_Events_ACCESS_was_Invited_To.pdf](#)

Request - Full Funding Requested -

Food, catering, contracted services, and other/misc. expenses to plan and execute a series of events and activities for the annual Disability Awareness Month.

Describe Plans & Activities

Supported (Justification of Need):

Disability Awareness Month committee will plan and coordinate a series of activities and events during the month of October in celebration of Disability Awareness Month, which has become an annual recognized campus celebration. Continue to plan and organize activities with universal design concepts such as: Movie Event, Workshops, Arts and Crafts, Disability History Exhibit, and other new fun activities for students and the community to increase public awareness of ACCESS program and services and reduce systemic barriers. Requiring the following items: movie license, catering, packaged food, food supplies, and misc.

Lead: Diana Diaz, Brandi Melton,

Reporting Year: 2020-21

% Completed: 0

Department continues to seek funding available through other funding sources. This fiscal year Associated Students and SEAP funds were approved. (07/09/2021)

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Manoj Jayagoda, David Montes
What would success look like and how would you measure it?:
 Activities and events will increase awareness of program's services; stigma will diminish; more students will have knowledge of program services; committee will continue to record attendees with check-in/sign-in sheets and feedback forms.
Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.
Planning Unit Priority: Medium
On-Going Funding Requested (if applicable): 5500
Related Documents:
[DAM 2018 Calendar.pdf](#)
[E2_Equity Project_E2 DSPS Workshops_DAM.pdf](#)

<p>Currency of Employees - ACCESS employees will keep current in technology, laws, regulations, and best practices in teaching and counseling related to students with disabilities by participating in professional development and intra-departmental training. Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22 Goal Entered: 09/01/2016</p>	<p>Report directly on Goal</p> <hr/> <p>In Progress - Funding for Planning Day venue, supplies, and food. Access Center restricted funding does not allow funding this activity. Faculty and staff to conduct the training. All staff will attend departmental meetings and trainings, and be up to date in the</p>	<p>Reporting Year: 2020-21 % Completed: 100 In consultation with the Vice President Student Services, the Dean of ACCESS and Wellness permitted faculty to begin to begin making conference and travel (including in-person events) requests. (04/29/2021)</p>
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<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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field. Relevant information learned at professional development opportunities is shared with each other.

Describe Plans & Activities Supported (Justification of Need):

Ongoing training is necessary for sharing updates, technological advances, and changing laws with faculty and staff. For example, Accessible Technology Center staff to keep current with types, uses, and issues with mobile technology; ATC staff to provide general training/refreshers on assistive/alternate media and technology, DHH to provide instructional strategies that work with DHH students.

Lead: Malia Flood, Matt Dawood, Tim Engle

What would success look like and how would you measure it?:

1. Accessible Technology Center staff are current in mobile technology applications.
2. Faculty and staff report that Planning Day is a worthwhile activity to continue and is fully funded.
3. Student assistants are cross trained. Student assistants' talents and skills are documented and used.
4. ACCESS employees are up-to-date in technology applications used in ACCESS.
5. ACCESS employees are up-to-date in emerging disabilities and accommodations.
6. ACCESS employees are up-to-date

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

with the latest laws and court cases.

Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.

Planning Unit Priority: Medium

On-Going Funding Requested (if applicable): 7000

Total Funding Requested: 7000

Request - Full Funding Requested -

Funding for faculty and staff for travel conference National Convention Association for Higher Education and Disability

Describe Plans & Activities

Supported (Justification of Need): In order to remain updated, current, and relevant, Mt. SAC typically sends classified and faculty to the national association's AHEAD convention every year. The college is an institutional member of the Association. This year, ACCESS funds cannot support reimbursing travel costs. Attendance at this convention is necessary for the ACCESS employees to remain current in their areas of expertise. Flight and hotel costs will be incurred.

Lead: Malia Flood

What would success look like and how would you measure it?:

Information learned is relayed to all ACCESS employees at various times throughout the year.

Type of Request: OTHER OPERATING

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.

Planning Unit Priority: Low
One-Time Funding Requested (if applicable): 10000

Total Funding Requested: 10000

Request - Full Funding Requested - Food and related supplies to continue to provide Student Assistant trainings.

Describe Plans & Activities Supported (Justification of Need): Provide new and continuing student assistants trainings twice a year. Plan and cross train ATC and DHH student assistants with ACCESS Main office. Integrate a training for student assistants to conduct department/program presentations, staff information booths and assist in events. Continue focus on fostering talents and skills of student assistance and utilize them for projects or assignments including: bi/multi-lingual; artistic skills, talents, and software knowledge to develop flyers, signage and crafts used for events and activities; meet tram driving requirements; front counter coverage.

Lead: Gabby Garcia Untz
What would success look like and how would you measure it?: Student assistants are crosstrained. Student assistants skills and talents are

Reporting Year: 2020-21
% Completed: 0
 Not needed due to COVID-19 Pandemic. Trainings provided virtually. (07/07/2021)

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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documented and used.

Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.

Planning Unit Priority: Low

On-Going Funding Requested (if applicable): 500

Request - Full Funding Requested - on-going funding is needed for Lead Interpreters in DHH Services to attend trainings/workshops in order to maintain their required Certifications.

Describe Plans & Activities Supported (Justification of Need): Lead Interpreters would be able to remain current in their field. POD only covers the cost of conferences. Interpreting conferences are geared towards people new to the field and do not benefit the Leads. They must be able to attend a training or a workshop to earn CEUs required to maintain their national Certifications. This is required for their jobs and no other sources of financial support to do so are offered by the college.

Lead: Kathy Goodson

What would success look like and how would you measure it?: All Lead Interpreters would continue to hold national Certifications from RID

Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.
Planning Unit Priority: High
On-Going Funding Requested (if applicable): 2000
Total Funding Requested: 2000

<p>Efficiency and Effectiveness - Maximize efficiency and effectiveness in providing support services, instruction, and maintaining records. Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22 Goal Entered: 09/01/2016</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21 % Completed: 100 All ACCESS faculty were issued VPN accounts that permitted faculty to access secure college documents and information from remote locations. (04/29/2021)</p> <hr/> <p>Reporting Year: 2020-21 % Completed: 100 ACCESS faculty provided entirely remote services to students and assisted students in managing all aspects of ACCESS "business" including Applying to ACCESS, developing and signing accommodation plans, notifying professors of approved accommodations, uploading documents, etc. These changes eliminated the need provide hard copy documents to ACCESS and to faculty and shortened the amount of time needed for students to establish services and to arrange accommodations. (04/29/2021)</p>
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Request - Full Funding Requested -
 Provide DHH with adequate ongoing permanent space for the DHH Center.
Describe Plans & Activities Supported (Justification of Need):
 New facility
Lead: Malia Flood
What would success look like and how would you measure it?:
 Permanent location is secured, funded, and plans begin on it's

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

design.

Type of Request: FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas.

Planning Unit Priority: High
One-Time Funding Requested (if applicable): 2000000

Total Funding Requested: 2000000

Request - No Funding Requested - IT support to build APEX to include the ability to receive and process student classroom accommodation requests.

Describe Plans & Activities Supported (Justification of Need):

Continue to build digitized APEX system to include the ability to receive and process student classroom accommodation requests and reduce or eliminate the current manual process. Many human hours are invested in the current process associated with processing paper accommodation letters to professors and other necessary paper processes related to specific requests (i.e. PCA accommodation)

Lead: Malia Flood

What would success look like and how would you measure it?: eFile

Case Management system is fully implemented. Students are able to submit accommodation requests through their MyACCESS account. Counselors are able to process accommodations and are received by teaching faculty of the students as processed by APEX, reducing or

Reporting Year: 2020-21

% Completed: 25

Due to COVID-19 Pandemic and campus closure students were given the ability to download their AAP (Academic Accommodation Plan) and submit to professors. DHH Center to test online request for AAP Summer 2021. (07/08/2021)

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

eliminating the manual work required to fully communicate student's accommodations to professors.

Type of Request: IT SUPPORT: Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies.

Planning Unit Priority: High

Total Funding Requested: 0

Related Documents:

[PROCESS FOR ACCOMM_2017-18.pdf](#)

Request - No Funding Requested - IT support to automate processes to capture and report more accurate MIS data; identifying service contacts electronically and bridging database platforms.

Describe Plans & Activities

Supported (Justification of Need):

More IT time to continue building APEX to this functionality.

Lead: Malia Flood

What would success look like and how would you measure it?: ACCESS will increase efficiency in it's services and service delivery. MIS process is streamlined and staff time is freed for other responsibilities.

Type of Request: IT SUPPORT: Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies.

Planning Unit Priority: High

Total Funding Requested: 0

Reporting Year: 2020-21

% Completed: 0

APEX and OnBase still don't communicate. Continued need to streamline and capture accurate MIS data. (07/07/2021)

Request - No Funding Requested -

Reporting Year: 2020-21

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Assistance from HR as needed to make formal changes to job descriptions, functions.

Describe Plans & Activities Supported (Justification of Need):
 Migration to eFiles will change current employee's job duties. Redistribute clerical job functions to create an even workload for all.

Lead: Malia Flood

What would success look like and how would you measure it?: Clerical workload is evenly distributed among the ACCESS Office Operations Staff.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: Low
Total Funding Requested: 0

Request - Full Funding Requested -
 Obtain funding and approval to hire Director of Accessible Technology.

Describe Plans & Activities Supported (Justification of Need):
 To ensure that students with disabilities are fully included and have the latest assistive technology available to them to access instruction and college activities as well as succeed in their course of study, ACCESS includes an Accessible Technology Center in a separate location than the ACCESS offices with the latest assistive technology. In addition to assistive technology, the Accessible Technology Center also houses a program for students with acquired brain injuries, produces alternate media, offers one-on-one informal instruction on

% Completed: 0
 Still converting to eFile system. Continue discussion to identify what staff will be impacted by this change. On Hold until near completion of converting all paper files to eFiles. (07/08/2021)

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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the use of accessible technology (software and hardware) such as alternate media and assistive devices, has a fully functioning accessible computer lab and study center, and provides noncredit instruction for the improvement of cognitive skills (focus, concentration, speed of processing, memory, sequencing, reasoning, planning, etc.). The Accessible Technology Center continues to be highly in demand and is growing in usage, staffing, and in diversified purposes. The day-to-day manager for the ATC is currently the Dean of ACCESS and Wellness. Her time is spread over other areas of responsibility and is unable to address the day-to-day managerial needs of the ATC. If approved, this manager would oversee the Accessible Technology Center.

Lead: Malia Flood
What would success look like and how would you measure it?: The Job Description, funding, and hiring is approved.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High
On-Going Funding Requested (if applicable): 160000

Total Funding Requested: 160000
Request - Full Funding Requested - Hygiene and Sound barrier for front desk

Describe Plans & Activities Supported (Justification of Need):

Reporting Year: 2020-21
% Completed: 0
 No progress. Continue discussion with facilities for options when campus returns to normal operation following COVID-19. (07/08/2021)

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Discuss with facilities project manager possible solutions to add a sound barrier between front desk and hallway. This will prevent crucial confidential information of students or ACCESS team to be heard outside of the department. This will also reduce sound from hallway to be heard by front desk staff which affects ability to appropriately assist students, faculty and staff in person and by phone. Other faculty and staff have noticed and expressed that information communicated at the front counter is heard outside of the office into the hallway. In certain cases upset students have also been overheard throughout the building. Also provide more barriers to COVID and other infections diseases.

Lead: Malia Flood, Front Desk
What would success look like and how would you measure it?: Hygiene and Sound barrier will be added to main office.

Type of Request: FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas.

Planning Unit Priority: Urgent
One-Time Funding Requested (if applicable): 15000

Total Funding Requested: 15,000

Request - No Funding Requested -
 ATC looks to continuously improve its efficiency of data tracking, APEX options continue to be explored.

Describe Plans & Activities

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Supported (Justification of Need):

ATC staff will continue to work with Brian to better track alternate media contacts in APEX.

Lead: Matthew Dawood

What would success look like and how would you measure it?:

Alternate media data tracking is streamlined, efficient, and reports can be efficiently generated in apex.

Planning Unit Priority: Medium

Request - Full Funding Requested -

ATC is continuously improving in its efficiency and effectiveness in providing alternate media to students. Ongoing funding is needed to support the technology needs to maintain high quality service.

Describe Plans & Activities

Supported (Justification of Need):

As technology improves and methods of accessing digital media evolve, ATC will transition from transferring content from device to device to delivering alternate media content electronically and hosting accessible instructional content on the cloud.

Lead: Matthew Dawood

What would success look like and how would you measure it?:

Technology continues to be maintained and upgraded.

Type of Request: IT SUPPORT:

Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies.

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Planning Unit Priority: Medium

On-Going Funding Requested (if applicable): 5000

Total Funding Requested: 5000

Request - No Funding Requested - IT support to develop 'Tram App' for ACCESS students accommodated for Tram/Mobility Assistance.

Describe Plans & Activities

Supported (Justification of Need): IT support to identify proper equipment, technology, vendors and/or funding needed to develop a Tram App that is downloadable through mobile devices and can be compatible with APEX developers software. Students accommodated with Tram/Mobility Assistance will have the ability to request a tram ride and submit tram schedules through the Tram App. Students will have a more efficient way to request tram rides when accommodated resulting in less needs to call front desk in especially during high volume season for incoming calls, minimize errors from front desk when dispatching ride requests, facilitate locating students for drivers, and enables MIS service contacts to be recorded directly onto APEX.

Lead: Diana Diaz, Brian Heflin, Ralph Barragan, James Milliken

What would success look like and how would you measure it?: Tram App will be complete and ready for download by ACCESS students who are accommodated for Tram. Students will have a more efficient

Reporting Year: 2020-21

% Completed: 0

No progress due to COVID-19 (07/07/2021)

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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way to request tram rides when accommodated. Front Counter will have a decrease in tram calls by accommodated students. Front Counter will receive tram requests from non-established ACCESS students (courtesy rides) or students that lack technology to download Tram App. Tram drivers will have less need to manually enter contacts in APEX.

Type of Request: IT SUPPORT:
Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies.

Planning Unit Priority: High

Related Documents:
[SDR0004_DSPS_Student_Summary_by_FY_2018-19pdf.pdf](#)
[2019_May_MIS_Discrepancies.pdf](#)

Request - No Funding Requested - IT
Support to automate front counter SARS check-in to alert students to see front counter staff when required.

Describe Plans & Activities Supported (Justification of Need):
Front Counter, MIS, and Faculty will work closely to improve our capturing of students with MIS discrepancies related to Title 5. IT support required to automate SARS check-in appointment that alert students to see the Front Counter regarding MIS discrepancy. Alerts will also be received by faculty when student has signed in for appointment. Meanwhile, student

Reporting Year: 2020-21
% Completed: 0
Purchased iPad to streamline front desk check in during COVID-19 return to campus restrictions. Student Assistant/Front Desk assisting with check-in will be able to see Alert and assist ACCESS student. Continue to work with IT for when students return to using self check-in system. Continue discussion to establish process for on campus and remote appointments.
(07/08/2021)

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

assistants will continue to follow up with next day appointments and record notes on report for 'next day's appointments', this report will be provided to front counter to try to manually capture students when able to.

Lead: Diana Diaz, Brandi Melton, Cyndi Van Meter, Monica Jones

What would success look like and how would you measure it?: SARS

check-in will be automated to alert students to see front counter.

ACCESS will see a decrease in student files out of compliance with Title 5 components. Reports in APEX, Argos, SARS and other spreadsheets will continue to be used to capture this data.

Type of Request: IT SUPPORT:

Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies.

Planning Unit Priority: Medium

Related Documents:

[2019_May_MIS_Discrepancies.pdf](#)

Request - No Funding Requested - Risk Management and Facilities support to redesign front counter layout

Describe Plans & Activities

Supported (Justification of Need):

Support from Risk Management and Facilities Project Manager to identify solutions and make recommendations for new front desk layout that addresses ergonomic concerns and improves

Reporting Year: 2020-21

% Completed: 0

Contacted facilities - paused due to COVID-19.
(07/07/2021)

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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functionality to assist students with disabilities or medical conditions, specially student and/or visitors in wheelchair and improves shared space with accommodated testing program.

Lead: Diana Diaz

What would success look like and how would you measure it?: New front desk layout that meets ergonomic concerns and functionality is improved.

Type of Request: FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas.

Planning Unit Priority: High

Request - Full Funding Requested - Full Time Administrative Specialist II

Describe Plans & Activities Supported (Justification of Need):

Permanent Administrative Specialist II (full time) required to perform multi-purpose administrative functions and duties in support of MIS, Student Services Program Specialist and Project/Program Coordinator. Administrative Specialist II would assist operations staff with data preparation and entry, project coordination, quality control, data analysis, developing strategies to capture accurate data, improving workflow, marketing and events and overseeing student staff. Will provide coverage for front counter, tram, testing and operations team when needed. Hours to include evening coverage.

Reporting Year: 2020-21

% Completed: 0

Position edited and need continues. No progress. (07/07/2021)

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Lead: Gabby Garcia Untz, Brandi Melton, Cyndi Van Meter, Monica Jones

What would success look like and how would you measure it?:

Permanent Full Time Classified staff hired and district funded.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

On-Going Funding Requested (if applicable): 57924

Total Funding Requested: 57924

Related Documents:

[Stats_Entry Level Data Entry Counts.xlsx](#)

Request - No Funding Requested - Complaint process available as a handout and easily accessible on ACCESS website.

Describe Plans & Activities

Supported (Justification of Need): Chancellor's Office survey results revealed high percentage of students lacking knowledge of complaint process. Redesign website to make complaint process easier to locate and contain current and accurate content. Operations group to create handouts with complaint process for faculty and staff to use and/or hand out.

Lead: Malia Flood, Gabby Garcia Untz, Diana Diaz

What would success look like and how would you measure it?: Front counter has complaint process handouts and can be easily found on ACCESS website by students.

Reporting Year: 2020-21

% Completed: 0

Faculty reviewing and updating AP 5140. Creating smartsheet to streamline complaints within department. Currently will hold on handout. (07/08/2021)

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Type of Request: IT SUPPORT:

Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies.

Planning Unit Priority: High

Total Funding Requested: 0

Request - No Funding Requested -

Equipment for 'Tram App' for ACCESS students accommodated for Tram/Mobility Assistance.

Describe Plans & Activities

Supported (Justification of Need):

Equipment needed for 'Tram App' to be used with trams or by each tram driver. Equipment needed to capture tram contacts "on the go" or complete ride service contact requested through 'Tram App'. This will facilitate locating students for drivers, and enable MIS service contacts to be recorded directly onto APEX.

Lead: Diana Diaz, Brian Heflin, Ralph Barragan, James Milliken

What would success look like and how would you measure it?:

Tram App will be complete and ready for download by ACCESS students who are accommodated for Tram. Students will have a more efficient way to request tram rides when accommodated. Front Counter will have a decrease in tram calls by accommodated students. Front Counter will receive tram requests from non-established ACCESS students (courtesy rides) or students that lack technology to download

Reporting Year: 2020-21

% Completed: 0

Contacted IT for possible technology solutions. P:aised due to COVID-19.

(07/07/2021)

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Tram App. Tram drivers will have less need to manually enter contacts in APEX.

Type of Request: NON

INSTRUCTIONAL EQUIPMENT:

Tangible property with useful life of more than one year, other than land or buildings improvements, equal and over \$500 per individual item. Used for administrative or non-instructional purposes.

Planning Unit Priority: High

One-Time Funding Requested (if applicable): 6000

Related Documents:

[SDR0004_DSPTS_Student_Summary_by_FY_2018-19pdf.pdf](#)

[2019_May_MIS_Discrepancies.pdf](#)

Request - Full Funding Requested -

Storage trailer needed to store equipment for DHH related activities.

Describe Plans & Activities

Supported (Justification of Need):

Given the importance for experiential learning of the DHH student population, equipment storage is needed to house materials for various learning opportunities and activities.

Lead: Monica Jones, Kathy Goodson, Julie Bradley

What would success look like and how would you measure it?: Having secure storage, sufficient to meet the needs of the department.

Type of Request: NON

INSTRUCTIONAL EQUIPMENT:

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Tangible property with useful life of more than one year, other than land or buildings improvements, equal and over \$500 per individual item. Used for administrative or non-instructional purposes.
Planning Unit Priority: Medium
One-Time Funding Requested (if applicable): 5000
Total Funding Requested: 5,000

<p>Promote Technology - Promote the campus use of the latest technologies to provide equal access to college information, resources, and instruction. Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22 Goal Entered: 09/01/2016</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21 % Completed: 50 ACCESS faculty were involved in discussions and the implementation of plans to increase the accessibility of classes taught remotely. Such endeavors included adding sign language interpreters to synchronous zoom classes, providing remote test proctoring services when needed, providing remote scribe services as needed, etc. (04/29/2021)</p>
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Request - No Funding Requested -
ATC will continue to work with partners across campus to promote accessible technology and assistive technology solutions to provide equal access.
Describe Plans & Activities Supported (Justification of Need):
Continue to work with campus partners including the IT Web Team, Faculty Center for Learning Technology, and campus computer labs to promote wide scale assistive technology solutions.
Lead: Matthew Dawood
What would success look like and how would you measure it?:
Technology is utilized effectively and college information resources and instruction are accessible

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Planning Unit Priority: Medium

1. Assessment Plan - Three Column



PIE - Student Services: ACES Unit

2. Where We Are Now: Year at a Glance

2020-21

Contact Person: Victor Rojas

Email/Extension: VROJAS6@MTSAC.EDU

Summary of Notable Achievements: A: To Advance Academic Excellence and Student Achievement:

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

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

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

B: To Support Student Access and Success

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

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

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

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

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

C: Secure Human, Technological, & Financial Resources:

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

-Technological Resources: The campus' computer and mifi loaner program greatly impacted ACES students ability to work through the COVID pandemic.

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

D: To Foster an Atmosphere of Cooperation and Collaboration:

-Due to the ongoing pandemic, the first-generation initiative on campus to create awareness on campus by having a one-week event to highlight first-generation student success (inclusive of administration, staff, students, and faculty) had to be postponed. Pending college financial support, we are planning on celebrating this upcoming year.

Program Planning for Retention and Success: Fall 2020:

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

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

- The ACES Program created an ACES Hub through Canvas to assist and retain our participants (Emergency notification, counseling appointments, and transfer information).
- ESARS was created for the ACES Program participants to make counseling appointments online due to transitioning remotely.
- ACES Program contacted all ACES participants due to the transition remotely. The ACES staff and faculty provided participants with technological support by securing loaner laptops and mifis.
- The ACES Program created and hosted bi-weekly workshops "Stronger Together" to create a sense of community and provide important information through our ACES Hub (Canvas) ConferZoom.

Summer 2020:

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

External and Internal Conditions Analysis: External Conditions:

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

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

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

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

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

Contributors to the Report: Yadira Perez, Program Specialist

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Persistence - 80% of all participants served by ACES Program must persist from one academic year to the beginning of the next academic year	Request - Full Funding Requested - Mt. SAC First-Generation Celebration Button & T-Shirt	Reporting Year: 2020-21 % Completed: 0 Vendors were not contacted due to the pandemic (07/10/2020)
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<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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or graduate and/or transfer from a 2-year to a 4-year institution during the academic year.
Status: Active
Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21
Goal Entered: 09/01/2016

Supported (Justification of Need):
 Ability to give all Mt. SAC faculty, classified, and management a T-shirt and a First- Generation Button in order to promote the importance of supporting our first-generation students.
Lead: Victor M. Rojas Jr.
What would success look like and how would you measure it?: Mt. SAC faculty, classified, and management will submit their first-generation college story that will be tracked through Smart Sheets.
Type of Request: MARKETING: Requests for services in the areas of graphic design, news, and photography, posting information, communication and social media.
Planning Unit Priority: High
On-Going Funding Requested (if applicable): 15000
Total Funding Requested: \$15,000
Request - No Funding Requested - Assistance from Research and Institutional Effectiveness (RIE) Office

Describe Plans & Activities
Supported (Justification of Need):
 To help identify first- generation faculty, classified, and management employees at Mt.SAC. Once identified they will help promote the first- generation initiative by wearing a first-generation button and t-shirt.
Lead: Victor Rojas
What would success look like and how would you measure it?: It would be measured by obtaining a complete list of faculty, staff, and management

Reporting Year: 2020-21
% Completed: 0
 Research and Institutional Effectiveness (RIE) Office was not contacted due to the cancelation of the event (07/10/2020)

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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employees who are first- generation
Type of Request: RESEARCH
 SUPPORT: Evaluating or researching the impact of your educational intervention (cross sectional, cohort tracking).
Planning Unit Priority: High
Total Funding Requested: \$0.00

College Completion: Graduation /Transfer - 40% of new participants served each year must graduate with an associate’s degree or certificate within four (4) years. 35% of new participants served each year must transfer with an associate’s degree or certificate within four (4) years
Status: Active
Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21
Goal Entered: 09/01/2016

Request - Partial Funding Requested
 - Career Exploration Workshops/Events
Describe Plans & Activities Supported (Justification of Need):
 Invite industry leaders to provide career workshops to Mt. SAC students on their chosen professions with the goal of exposing ACES participants to career opportunities. This would occur two times (\$800 per semester) per academic year. This would expose students to opportunities they would not otherwise know about. The funding would allow for a small travel stipend to be given to the speaker and snacks for participants.
Lead: Victor M. Rojas Jr.
What would success look like and how would you measure it?:
 Evaluate the knowledge of participants to different career options before and after the series.
Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not

Reporting Year: 2020-21
% Completed: 100
 Events were scheduled to take place in April 2020. Due to COVID-19, the ACES Program Career Exploration Workshops/Events were held virtually. (04/10/2020)

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

require the assistance of POD.

Planning Unit Priority: High

One-Time Funding Requested (if applicable): 1600

Total Funding Requested: \$1,600

Request - Full Funding Requested - 1 **Reporting Year:** 2020-21

ACES Adjunct Counselor

% Completed: 100

Describe Plans & Activities

Request has been submitted and funded for the 2020-2021 academic year. (05/15/2020)

Supported (Justification of Need):

Provide one-on-one intrusive advising and counseling for ACES participants.

Lead: Victor Rojas

What would success look like and how would you measure it?: All

program participants served at least twice per year and completed comprehensive educational plan.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

On-Going Funding Requested (if applicable): 50000

Total Funding Requested: \$50,000

Request - No Funding Requested - **Reporting Year:** 2020-21

Provide classrooms for the 2021

% Completed: 100

Summer Science Transfer Experience

Classrooms were provided for the summer of 2020. Request has been submitted for summer 2021. (08/14/2020)

Describe Plans & Activities

Supported (Justification of Need):

2021 Summer Science Transfer Experience will help increase ACES and Mt. SAC students graduation/transfer rates by students completing Counseling 7, Geography 1, and Geography 1 Lab accompanied by a peer coach and embedded tutors.

Lead: Victor Rojas

What would success look like and

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

how would you measure it?:

Accommodation for 30-60 summer participants, including courses and tutoring support

Type of Request: FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas.

Planning Unit Priority: High

Total Funding Requested: 0

Request - Full Funding Requested -

Provide Student Equity funding for the 2021 Summer Science Transfer Experience

Describe Plans & Activities

Supported (Justification of Need):

2021 Summer Science Transfer Experience will help increase a minimum of 60 ACES and Mt. SAC students' graduation rates by completing Counseling 7, Physics 1 and Physics 1 Lab, Geography 1, and Geography 1 Lab accompanied by a peer coach and embedded tutors. The transfer rates will also increase due the 1-week exposure at the University of California, Santa Barbara (UCSB).

Lead: Victor Rojas

What would success look like and

how would you measure it?:

Students' successful completion of CSU/UC physical science transferable courses will demonstrate high retention, graduation, and transfer rates.

Type of Request: SUPPLIES AND MATERIALS: Instructional supplies and materials are items to be used by

Reporting Year: 2020-21

% Completed: 100

SEAP provided ACES funding to support the 2020 Summer Science Transfer Experience. Request has been submitted for summer 2021. (08/07/2020)

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

students, faculty and other personnel in connection with an instructional program, less than \$500.

Planning Unit Priority: High
On-Going Funding Requested (if applicable): 75000

Total Funding Requested: \$75,000

Request - Full Funding Requested - Provide marketing materials for the 2021 Summer Science Transfer Experience

Describe Plans & Activities Supported (Justification of Need): 2021 Summer Science Transfer Experience will help increase ACES and Mt. SAC students graduation/transfer rates by students completing Counseling 7, Geography 1, and Geography 1 Lab accompanied by a peer coach and embedded tutors.

Lead: Victor M. Rojas Jr.
What would success look like and how would you measure it?: Information sessions will track how students heard about the summer experience.

Type of Request: MARKETING: Requests for services in the areas of graphic design, news, and photography, posting information, communication and social media.

Planning Unit Priority: High
On-Going Funding Requested (if applicable): 350

Total Funding Requested: \$350

Request - Full Funding Requested - 1 ACES tenured full-time Counselor/Coordinator

Describe Plans & Activities

Reporting Year: 2020-21

% Completed: 0

Marketing has provided the 2020 Summer Science Transfer Experience with printing services to promote the program. Request has been submitted for summer of 2021. (05/16/2020)

Reporting Year: 2020-21

% Completed: 100

ACES Counselor/Coordinator is currently being funded through SSSP for 2019-2020. Request has been submitted

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Supported (Justification of Need):

Provide one-on-one intrusive advising and counseling for ACES participants. Create programmatic events that align to the mandated federally funded program and objectives.

Lead: Victor Rojas

What would success look like and how would you measure it?: Number

of students served and completed comprehensive educational plans

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

On-Going Funding Requested (if applicable): 156000

Total Funding Requested: \$156,000

Request - Partial Funding Requested

- Provide supplemental funding for ACES Transfer Achievement Ceremony for Spring 2021. (TRIO funding limitations)

Describe Plans & Activities

Supported (Justification of Need):

Create a Transfer Achievement Ceremony for ACES participants to celebrate transfer and/or graduation accomplishments.

Lead: Victor Rojas

What would success look like and how would you measure it?: ACES

Program will create a sign in sheet for eligible ACES participants and track their attendance

Type of Request: SUPPLIES AND MATERIALS: Instructional supplies and materials are items to be used by students, faculty and other personnel

for 2020-2021. (07/15/2020)

Reporting Year: 2020-21

% Completed: 0

The transfer celebration was conducted virtually and meals were paid from the grant. (07/15/2020)

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

in connection with an instructional program, less than \$500.

Planning Unit Priority: High

One-Time Funding Requested (if applicable): 1000

Total Funding Requested: \$1,000

Request - No Funding Requested -

Assistance from Research and Institutional Effectiveness (RIE) Office

Describe Plans & Activities

Supported (Justification of Need):

Research and Institutional Effectiveness (RIE) will assist in compiling data for the Summer Science Transfer Experience, track academic success, and assess the experience through a survey.

Lead: Victor Rojas

What would success look like and

how would you measure it?: It would be measured by assessing students through a quantitative and qualitative survey.

Type of Request: RESEARCH

SUPPORT: Evaluating or researching the impact of your educational intervention (cross sectional, cohort tracking).

Planning Unit Priority: High

Total Funding Requested: \$0.00

Request - Full Funding Requested - 1

TRIO full-time Director (ACES/SSS & Upward Bound)

Describe Plans & Activities

Supported (Justification of Need):

Provide supervisory oversight for ACES/SSS and Upward Bound. Create programmatic events that align to

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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the mandated federally funded program and objectives.
Lead: Victor Rojas
What would success look like and how would you measure it?: ACES will meet and/or exceed Prior Experience (PE) Points.
Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: High
On-Going Funding Requested (if applicable): 160000
Total Funding Requested: \$160,000

<p>Good Academic Standing - 85% of all enrolled participants served by ACES must meet the performance level required to stay in good academic standing at the grantee institution (2.0 gpa or higher). Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21 Goal Entered: 09/01/2016</p>	<p>Request - Full Funding Requested - Describe Plans & Activities Supported (Justification of Need): Provide food and appetizer Create a Progress Report event (\$1,000 per semester) for ACES participants to promote good academic standing by speaking to a counselor in a timely manner each semester. Lead: Victor Rojas What would success look like and how would you measure it?: All participants will submit a progress report mid-semester and the success of the event will be measured by following up with participants not meeting good academic standing. (2.0 G.P.A and below) Type of Request: SUPPLIES AND MATERIALS: Instructional supplies and materials are items to be used by students, faculty and other personnel in connection with an instructional program, less than \$500.</p>	<p>Reporting Year: 2020-21 % Completed: 0 Events were scheduled to take place in April and May of 2020. Due to COVID-19, the ACES Program had to postpone the Progress Report Event. (07/15/2020)</p>
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<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Planning Unit Priority: High
One-Time Funding Requested (if applicable): 1000
Total Funding Requested: \$1,000
Request - Full Funding Requested -
 Dinner with Student Services Vice President/ TRIO Director for 2 semesters
Describe Plans & Activities Supported (Justification of Need):
 Good Academic Standing event (\$1,000 per semester) for the ACES Program to celebrate and incentivize participants to obtain a 3.0 G.P.A. or higher for the academic year.
Lead: Victor Rojas
What would success look like and how would you measure it?: ACES Program will run a Argos report at the end of each semester and will invite students with a 3.0 G.P.A. or higher to a celebratory dinner.
Type of Request: SUPPLIES AND MATERIALS: Instructional supplies and materials are items to be used by students, faculty and other personnel in connection with an instructional program, less than \$500.
Planning Unit Priority: High
One-Time Funding Requested (if applicable): 2000
Total Funding Requested: \$2,000

Reporting Year: 2020-21
% Completed: 0
 Due to the pandemic, the event could not take place. Requested for 2020-2021academic year. (07/15/2020)

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

Request - Full Funding Requested -
 Financial Literacy Day
Describe Plans & Activities Supported (Justification of Need):
 Provide a one day awareness campaign to promote healthy financial decision-making to all Mt.

Reporting Year: 2020-21
% Completed: 0
 Events were scheduled to take place in March 2021. Due to COVID-19, the ACES Program had to postpone the financial literacy events. (07/10/2020)

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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throughout the academic year.
Status: Active
Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21
Goal Entered: 09/01/2016

SAC students per semester. (\$3,000 per semester)
Lead: Victor Rojas
What would success look like and how would you measure it?: The ACES Program would take attendance of their participants and implement a pre and post surveys for all Mt.SAC students.
Type of Request: SUPPLIES AND MATERIALS: Instructional supplies and materials are items to be used by students, faculty and other personnel in connection with an instructional program, less than \$500.
Planning Unit Priority: High
One-Time Funding Requested (if applicable): 6000
Total Funding Requested: \$6,000

1. Assessment Plan - Three Column



PIE - Student Services: Admissions and Records Unit

2. Where We Are Now: Year at a Glance

2020-21

Contact Person: George Bradshaw

Email/Extension: gbradshaw@mtsac.edu/5570

Summary of Notable Achievements: Awarded over 1000 degrees and certificates via the auto-award process.

Degrees	Total Applied	AW (Non Auto-P)	AW (Auto-P)	DN
Summer 2020	617			136
Fall 2020			170	
Winter 2021	1013			
Spring 2021	622		108	985
Total	2211	392	108	1477
Certificate	5473	373	96	
Summer 2020	74	340	454	
Fall 2020		1782	1050	
Winter 2021	206	2946		6
Spring 2021	223			27
Total	739		4	55
		64	79	161
	1342	200	4	249

1. Successfully moved all paper forms via online and created new business processes, timelines and training's to process and track all forms including AdobeSign technologies for record keeping.

2. Re-worked all business processes and assigned people to return to campus in support of those functions as a result of Covid-19.

3. Develop changes that support "phone trees" to successfully accommodate the high volume of incoming phone calls.

4. Continued to work through one-click registration issues regarding the implementing of EAB registration.

5. Continued to utilize and Improve the auto-award support structure utilizing PowerBI.

6. Worked with IT to create an online graduation petition in the student portal.

Program Planning for Retention and Success: The Admissions and Records Office routinely coordinate its programs planning dialog to fit within the larger college and student services division goals.

External and Internal Conditions Analysis: 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.

- Continue to work with process changes related to the EW, P/NP and W guidelines and processes.
- Worked with IT to change the grade submission processes and timeline.
- Worked with IT to change the repeats and forgiveness setup in Banner to accommodate Covid-19 changes.
- Worked with IT to change time ticketing processes at the request of counseling to forgive various probation categories.
- Worked with IT to implement personal pronoun, gender and preferred name preferences into Student Information System.
- Worked with various campus constituents to mitigate and deter fraudulent registration and subsequent awarding of financial aid.
- Worked with unit employees to facilitate a smooth Return to Campus with all employees developing an "office friendly" on campus work schedule.

Critical Decisions Made by Unit: • Continued to be flexible with regard to re-implementation of the EW, P/NP and W guidelines and processes.

- Worked with IT and noncredit to change time ticketing processes at the request of noncredit to allow the assignment of noncredit registration appointments.

Contributors to the Report: George Bradshaw, Dean, Enrollment Management

Maria Macedo, Manager, Student Services

Patricia Montoya, Assistant Director of Admissions

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
<p>Technology - A&R wants and needs to sustain the most advanced software to keep delivering world class service. Status: Active Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22 Goal Entered: 04/11/2019</p>	<p>Report directly on Goal</p> <hr/> <p>Request - No Funding Requested - EAB Implementation Support Describe Plans & Activities Supported (Justification of Need): The successful launch of EAB will require close integration and support with major campus partners, these partners will include; counseling, instruction, IT, financial</p>	<p>Reporting Year: 2020-21 % Completed: 100 Fully implemented Smartsheet technology/ OnBase imaging which allowed several A&R functions to become fully online. This implementation allowed students to request transactions virtually and featured email and digital responses from the A&R staff. Added additional functionality to student portal item #45 which allows students to apply for degrees and certificates. (09/15/2021)</p>

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

aid and research for institutional research.

Lead: George Bradshaw/ Francisco Dorame/ Antonio Bangloy

What would success look like and how would you measure it?: The delivery of a seamless interface for student registration.

Type of Request: IT SUPPORT: Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies.

Planning Unit Priority: High

Request - No Funding Requested - OnBase Templates including PDF options

Describe Plans & Activities Supported (Justification of Need):

Develop additional transcript templates for both paper and electronic transcripts. Add PDF functionality.

Lead: George Bradshaw/ Maria Macedo/ Monica Cantu-Chan

What would success look like and how would you measure it?: The development of additional templates to increase utilization of transfer credit and degree works.

Type of Request: IT SUPPORT: Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies.

Planning Unit Priority: Urgent
One-Time Funding Requested (if applicable): 50000

Reporting Year: 2020-21

% Completed: 25

Progress related to requested improvement has been limited. Impact of COVID-19 and death Hyland consultant seriously limited progress related to completing this technology improvement. (06/14/2021)

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Total Funding Requested: 50000

Request - Partial Funding Requested

- Admissions and Records Specialist II

Describe Plans & Activities

Supported (Justification of Need): -

Reviews transcripts and enters coursework, which has already been identified on a pre-established list, for eligibility, including prerequisite overrides and transferable courses, into the student information systems (e.g. Banner).Processes Advanced Placement, International Baccalaureate, Credit By Exam, and other campus based high school partnerships that facilitate the awarding of credits.

-Compiles information and data for various reports; checks and ensures accuracy of the data.

-Maintains and updates departmental record systems and specialized databases; enters and updates information; retrieves information from systems and specialized databases as required.

-Maintains accurate and detailed spreadsheets, files, and records, verifies accuracy of information, researches discrepancies, and records information.

-Learns and applies emerging technologies and, as necessary, to perform duties in an efficient, organized, and timely manner.

-Performs other related duties as assigned.

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

1. Due to existing frosting of positions, the existing \$81,937 would need to be unfrosted.

Lead: George Bradshaw

What would success look like and how would you measure it?: Success would be the ability to successfully upload official PDF transcripts from our partnership institutions.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: Urgent
One-Time Funding Requested (if applicable): 81937

Total Funding Requested: 81937

Request - Full Funding Requested -

Added technology (inclusion of multiple transcript sources)

Describe Plans & Activities

Supported (Justification of Need): System to have the ability to receive the data from Parchment and National Student Clearinghouse to upload into OnBase and do a partial match to a student record. The ability to process electronic transcripts from multiple sources.

Lead: Maria Macedo

What would success look like and how would you measure it?: The inclusion of additional electronic transcript sources. We would measure it by the number of transcripts we receive from sources other than E-transcript California.

Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.

Planning Unit Priority: Urgent

One-Time Funding Requested (if applicable): 45100

Total Funding Requested: 45100

Request - No Funding Requested -

Improved existing technology (Licenses and Scanners)

Describe Plans & Activities

Supported (Justification of Need):

System to have the ability to receive the data from Parchment and National Student Clearinghouse to upload into OnBase and do a partial match to a student record. The ability to process electronic transcripts from multiple sources.

4- Additional Licenses (\$3000/ea) requested = \$12000

2 - scanners requested = \$2000

Lead: Maria Macedo

What would success look like and how would you measure it?: The

inclusion of additional electronic transcript sources. We would measure it by the number of transcripts we receive from sources other than E-transcript California.

Type of Request: IT SUPPORT:

Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies.

Planning Unit Priority: Urgent

One-Time Funding Requested (if

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

applicable): 2000

On-Going Funding Requested (if

applicable): 12000

Total Funding Requested: 17000

Request - Partial Funding Requested

- Position upgrade from Specialist I to a Specialist II

Describe Plans & Activities

Supported (Justification of Need): -

Reviews transcripts and enters coursework, which has already been identified on a pre-established list, for eligibility, including prerequisite overrides and transferable courses, into the student information systems (e.g. Banner).Processes Advanced Placement, International Baccalaureate, Credit By Exam, and other campus based high school partnerships that facilitate the awarding of credits.

-Compiles information and data for various reports; checks and ensures accuracy of the data.

-Maintains and updates departmental record systems and specialized databases; enters and updates information; retrieves information from systems and specialized databases as required.

-Maintains accurate and detailed spreadsheets, files, and records, verifies accuracy of information, researches discrepancies, and records information.

-Learns and applies emerging technologies and, as necessary, to perform duties in an efficient, organized, and timely manner.

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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~Performs other related duties as assigned.

In addition to the A&R Specialist I position being unfrosted we are requesting an additional \$7,000 to move the position from Specialist I to a Specialist II.

Lead: George Bradshaw

What would success look like and how would you measure it?: Success would be the ability to successfully upload official PDF transcripts from our partnership institutions.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: Urgent

On-Going Funding Requested (if applicable): 7000

Total Funding Requested: 7000

<p>Increase Professional Development Opportunities for Staff - Ensure adequate funding for managers and front line staff to attend local, regional and national professional development opportunities. Status: Active Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22 Goal Entered: 07/01/2019</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21 % Completed: 100 Training on new business processes related to smartsheet technology and completed COVID-19 return to campus protocols. (09/15/2021)</p>
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<p>Facilities - Improve storage capacity for records. Status: Active Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22 Goal Entered: 07/01/2019</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21 % Completed: 25 Working on developing a process to archive and store data from smartsheet technologies. (09/15/2021)</p>
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1. Assessment Plan - Three Column



PIE - Student Services: ARISE Unit

2. Where We Are Now: Year at a Glance

2020-21

Contact Person: Aida Dural Cuenza-Uvas

Email/Extension: acuenzauvas@mtsac.edu

Summary of Notable Achievements: 1. Full implementation of the Arise Canvas Hub: Enhancements to the hub since it was first developed has led to it serving as our main gateway for virtual/online access. Through the use of this technology, we have been able to sustain student support strategies for counseling (self-made appointments), transfer/graduation (repository of information and links to the Transfer Center), financial literacy (student engagement quiz), tutoring (tutor schedule and links to on campus tutoring centers), financial aid specialist; track engagement (drop-in schedule announcements). We are sampling basic Canvas analytics to look at student traffic (frequency of visits), peak times of engagement in the Hub, and tracking number of hub membership.

2. That's Major Career Exploration Series (SP 2021) were planned in Fall and piloted in Spring 2021. By looking at Arise student data on top majors of interest, we scheduled the series to include a focus on Nursing, Business, Art, STEM, and Undecided. For the specific majors, speakers included a counselor liaison, program representative, and industry guest speaker(s). Students had an opportunity to engage with speakers by asking questions verbally or through the chat feature. This was a successful pilot and will be continued in future terms.

3. The virtual environment created the opportunity to develop a robust calendar of events for Asian Pacific Islander Heritage month (APIHM). The events had multiple focused topics: anti-Asian racism violence during the pandemic, faculty talk on the socio-historical perspectives of anti-Asian racism and "Yellow Peril", AAPI career speakers for the That's Major series, and a virtual cultural night where students and staff shared a part of their cultural identity. AAPI TV Personalities, Sam Choy (Celebrity Chef) and Kelly Hu (The Scorpion King, Finding Ohana), shared their journey in their respective careers, including lessons learned, cultural background, dealing with Asian stereotypes, and offered career advice. Peer mentors and Arise staff used Padlet to share event information as well as "Humans of Arise", a segment on the cultural background and stories of AAPI students, staff, faculty, and administrators (videos and profiles). Review info here: <https://padlet.com/AriseProgram/apihm>

4. Scholarships- A total of 87 students applied for scholarships with 34 (unduplicated) students receiving awards. Forty-five scholarships were awarded with a total dollar value of \$52,000. Two Arise students, Hyeon Hwa Kim and Khan Vo, were named Jack Kent Cooke (JKC) semi-finalists.

5. Kare'I Lokeni was named NASPA 2021 Community College Professional. Guests were invited to a zoom meeting where the virtual awards ceremony was held and she was recognized among other NASPA award recipients.

6. Students of Distinction: Hyeon Hwa Kim was honored as the award recipient of the Academic Achievement category.

7. Milestones Recognition Ceremony 2021: 55 students were recognized. Anticipated transfers colleges and universities include USC, CSU Fullerton, Cal Poly Pomona, UCLA, UCI, CSUSB, CSU Chico, Arizona State University, University of La Verne. This event was delivered as a pre-recorded closed-captioned video accessible here: <https://www.youtube.com/watch?v=mIXIeJYk3Os>.

Program Planning for Retention and Success: Programming planning remained virtual during 2020-2021. To promote retention and success, we established regular hours in our Virtual Front Desk (VFD) zoom link where students can drop-in, in addition to scheduling appointments with our educational advisor and counselors. Non-Arise students, the Mt. SAC community, and general public could enter our VFD through our website. Students officially in our program could also engage with us through the hub (emails, chat, self-scheduled appointments, link to the VFD, student announcements). In Spring 2021, we joined Grad Fest where we had 60 students signed up to receive free caps and gowns, food pantry items, and our Milestones recognition items.

External and Internal Conditions Analysis: In 2020-2021, we continued to operate remotely due to COVID-19. Upon transition to online remote services, the program staff continued to enhance virtual services, communication, and expanded use of technology to promote student engagement (e.g., Padlet). External conditions impacting us were sustained health orders, vaccination trends, and COVID-19 illness trends. Grant funding was stable, but due to our working conditions our student programming was limited to virtual events.

Critical Decisions Made by Unit: Given the conditions of our work environment and because of the way that our student leadership retreat is designed and organized, the team decided to postpone the leadership retreat activity until we can safely return in person. We anticipate being able to offer this opportunity to our Arise students next Summer 2022. This has also impacted our ability to engage in the Digital Stories project, which we also expect to resume with a new cohort to be recruited in Fall 2021.

Contributors to the Report: Aida Cuenza-Uvas, Lisa DiDonato, Kare'l Lokeni, Tutasi Asuega

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Educational Plan Campaign: Working towards Comprehensive MAPs - 80%
of Arise students have an educational plan on file. (Grant 2: Objective 5)
Status: Active
Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21
Goal Entered: 09/01/2016

Report directly on Goal

Reporting Year: 2020-21
% Completed: 75
In the 2020-2021 academic year, we have continued to track the evidence of student educational plans. Using our grant objective (Grant 2, Objective 5) as the target measurement, we expect to have at least 80% of our Arise students with an educational plan on file. Since we are still operating remotely due to COVID-19 health orders, we have continued to operate in a virtual setting with students having access to counseling and advisement via video counseling sessions (eSARS) held within the Arise Virtual Front Desk. In Fall 2020, 94% of all enrolled Arise students (n=544) had an educational plan on file. In Spring 2021, 98 percent of enrolled Arise students (n=441) had an educational plan. Of the total number of Arise students enrolled during this period, 120 students joined the program between July 1, 2020 to June 30, 2021. Thirty-nine percent joined in Fall 2020, 37% in Spring 2021, 13% in Winter 2021, and 11% in Summer 2020. Among the total group of new students, 93% have an educational plan. (07/19/2021)

Request - Full Funding Requested -
Human resources: Grant currently funds an Educational Advisor (full-time), a program specialist (full-time) and a researcher (part-time), and Counselor (hourly). The director position (full-time) was institutionalized prior to the second AANAPISI grant award. This grant

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

award is for 5 years. In the grant, the Educational Advisor position is expected to be fully institutionalized by the end of the grant. This is documented on page 38 of the project narrative, which indicates the proposed schedule for implementation. We request institutionalization of these positions as we progress toward the end of the grant in 2021: Educational Advisor (1 FT), Program Specialist or Coordinator (1 FT), Counselor (1 FT), educational research assessment analyst (1 PT), administrative support (1 FT), and hourly funding for tutors (2 student assistants) and peer mentors (5 student assistants).

Describe Plans & Activities

Supported (Justification of Need):

Evidence of MAP on Arise students' profile is embedded within Arise Guided Pathways (Arise Student Action Plan or ASAP!), which is one of the major objectives within the grant that addresses counseling intervention and student development activities.

Lead: Primary: Kare'l

What would success look like and how would you measure it?: SLO 1:

70% of new Arise students will complete 70% of their guided pathways checklist of tasks within one year of program enrollment.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

Related Documents:

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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[Mt. SAC - Project Narrative.pdf](#)

<p>Increase AAPI visibility/ Student Recognition - Promote campus understanding of the diversity of our AAPI students, their accomplishments, and their aspirations; share with other students, faculty and staff.</p> <p>Status: Active</p> <p>Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21</p> <p>Goal Entered: 09/01/2016</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21</p> <p>% Completed: 75</p> <p>In 2020-2021, we had several opportunities promote campus understanding of our AAPI diversity. We collaborated with El Centro and offered a workshop, "Farmworkers Movement and the Untold Stories". Delano residents, Alex Edillor and Roger Gadiano, shared stories about the Filipino community's historical contribution to this movement. We also collaborated with the Library who developed a relevant student research guide, which can be found here https://mtsac.libguides.com/untoldstories. Increased anti-Asian racism and violence drew attention and concern among the AAPI community. In March 2021, a virtual event was held to create space for community processing and healing. Student engagement, sharing of resources, and individual processing were incorporated to https://padlet.com/AriseProgram/StopAntiAsianHate. We offered a robust schedule of events for Asian Pacific Islander Heritage month in May 2021 (https://padlet.com/AriseProgram/apihm). Several virtual events were held to address anti-Asian racism and to celebrate API heritage: A faculty led workshop, "Who's afraid of Asians? Understanding Yellow Peril in the United States", guest speaker, Dr. Russell Jeung, SFSU Faculty and co-founder of stopaapihate.org presented on, "Anti-Asian Racism and the Rise in Violence during the Pandemic", guest speakers from various career industries, and API cultural night. As was done in the prior year, we created a pre-recorded the annual Milestones Recognition Ceremony, viewable here: https://www.youtube.com/watch?v=mIXIeJYk3Os.</p> <hr/> <p>In Progress - Human resources: Grant currently funds an Educational Advisor (full-time), a program specialist (full-time) and a researcher (part-time), and Counselor (hourly). The director position (full-time) was institutionalized prior to the second</p>
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Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

AANAPISI grant award. This grant award is for 5 years. In the grant, the Educational Advisor position is expected to be fully institutionalized by the end of the grant. This is documented on page 38 of the project narrative, which indicates the proposed schedule for implementation. We request institutionalization of these positions as we progress toward the end of the grant in 2021: Educational Advisor (1 FT), Program Specialist or Coordinator (1 FT), Counselor (1 FT), educational research assessment analyst (1 PT), administrative support (1 FT), and hourly funding for tutors (2 student assistants) and peer mentors (5 student assistants).

Describe Plans & Activities

Supported (Justification of Need):

Student Events: Welcome Back (Fall & Spring for new & returning students), Milestones Recognition Ceremony (certificate earners, graduates, and transfers)

Lead: Arise Team: Aida, Kare'l, Lisa, Tutas

What would success look like and how would you measure it?: Number of new Arise students admitted to the program each year.

Type of Request: SUPPLIES AND MATERIALS: Instructional supplies and materials are items to be used by students, faculty and other personnel in connection with an instructional program, less than \$500.

Planning Unit Priority: Medium
On-Going Funding Requested (if

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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applicable): 5000
Related Documents:
[11-Appendix K-2017-18 New Resources Spreadsheet-Arise Program.xlsx](#)

<p>Program Institutionalization - Initiate process to transition support for the program to the District by phasing in budget allocations for some of the personnel costs, operating expenditures, and facilities. Status: Active Goal Year(s): 2015-16, 2016-17, 2017-18, 2018-19, 2019-20, 2020-21 Goal Entered: 09/01/2016</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21 % Completed: 25 The end of the current grant is September 30, 2021 the grant. However, we are requesting a one year, no-cost extension to exhaust the remaining funds through September 30, 2022. We continue to submit requests for institutionalization of the educational advisor position, program specialist, counselor, administrative assistant, and social worker (shared with DREAM and REACH) as part of the Student Services Division prioritizations. Based on conditions and urgency, these positions are being prioritized as a budget resource immediate need. (07/19/2021)</p>
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Request - Partial Funding Requested
- Human resources (80% of funding allocation): Grant currently funds an Educational Advisor (full-time), a program specialist (full-time) and a researcher (part-time), and Counselor (hourly). The director position (full-time) was institutionalized prior to the second AANAPISI grant award. This grant award is for 5 years. In the grant, the Educational Advisor position is expected to be fully institutionalized by the end of the grant. This is documented on page 38 of the project narrative, which indicates the proposed schedule for implementation. We request institutionalization of these positions as we progress toward the end of the grant in 2021: Educational

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Advisor (1 FT), Program Specialist or Coordinator (1 FT), Counselor (1 FT), educational research assessment analyst (1 PT), administrative support (1 FT), and hourly funding for tutors (2 student assistants) and peer mentors (5 student assistants).

Operational Budget (20% of funding allocation): Supplies, Travel and Conference/professional development, Printing, Catering, Contract (e.g., leadership retreat and guest speakers), promotional and recognition items (e.g., Milestones Recognition), other (e.g., college/cultural fieldtrips), uniform for professional staff and student assistants (peer mentors) .

2019-2020 PIE:
 While the positions noted above provide a program funded at full capacity and has been articulated as part of the PIE process since 2011 (first grant), we are now approaching a critical juncture to continue with the institutionalization of the program. Prior to the end of the first grant, the director position was institutionalized. The current grant is expected to sunset in September 2021. In order to sustain the program in which students are dependent on the resource and connections that the staffing provides, we request that at least partial funding is provided to cover human resources (Educational Advisor or Counselor and a Student

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Services Program Specialist II) is considered urgent. It may come under advisement to shift the educational advisor to a faculty counselor position in order to align with scope of practice and maximize human resource potential. We have built a active program that continues to enhance its efforts in providing meaningful academic, social, culturally-relevant to the Asian American and Pacific Islander community, and student development opportunities and support for students' college engagement, participation and success. At this time we would like to be considered for partial funding of the two positions along with an operational budget (post-grant) to fund specific activities: Fale fono meetings (six per term), Milestones Recognition, Pasifika Family Day, AAPI Heritage Month, annual student leadership retreat, and professional development (APAHE and NASPA/WRC).

Describe Plans & Activities

Supported (Justification of Need):

Continue to integrate institutionalization request within PIE to articulate program human resource needs.

Lead: Aida

What would success look like and how would you measure it?:

Institutional funding provided for the requested positions and operational budget prior to the grant end in order to ensure continuity of care.

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

One-Time Funding Requested (if applicable): 250000

Total Funding Requested: 250000

In Progress - Program

Institutionalization: Educational Advisor

Describe Plans & Activities

Supported (Justification of Need):

The grant narrative states institutionalization in phases for the Educational Advisor position, with the first 10% upon completion of year one. By the fourth year of the grant, an additional 40% is expected with 100% implementation upon close of the grant. Intent is to fully-institutionalize the funding of this position upon the end of grant 9/30/2021, as articulated in the grant project narrative found on page 38.

To address expansion of services and ongoing program support for Asian/Pacific Islander students and others enrolled in the Arise program. This position provides academic advisement, on/off campus resource referrals, increases students' social and navigational capital to manage student tasks, and provides advisement on strategies for students who encounter challenges or need nuanced support (e.g., mental health referrals, communication with faculty, letters

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

of recommendation, scholarship essays, navigating conflicts arising from cultural expectations).

Lead: Aida Cuenza-Uvas

What would success look like and how would you measure it?:

Evidence of institutionalized funding level :

Educational Advisor

Year 1: 10% (90% AANAPISI grant)

Year 5: 40% (50% AANAPISI grant)

*Post-Grant: 100%

*As of 6/30/2021, we are approaching the end of the grant (9/30/2021).

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: Urgent

On-Going Funding Requested (if applicable): 116131

Total Funding Requested: 116131

Related Documents:

[Mt. SAC - Project Narrative.pdf](#)

Request - Full Funding Requested -

Program Institutionalization:

Program Specialist I (change to SSPS II)

*Student Services Program Specialist II (Salary & Benefits). This position was reclassified from SSPS I to SSPS II, which was Board Approved in 2020 and made effective July 1, 2019.

Describe Plans & Activities

Supported (Justification of Need):

Apart from the grant narrative, the Program Specialist position is a critical part of the team, as this

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

position provides support for the coordination, planning, logistics of events and the daily operations oversight (e.g., appointments for counselors, response to program inquiry via individual consultation and presentations. This position is responsible for the daily operations, planning logistics, and assumes primary lead role for program planning throughout the year, which includes the following regularly held events: welcome back, Fale Fono, student workshops (including collaborations with other programs), Pasifika Family Day, Filipino American History month, Asian American Pacific Islander Heritage month, Milestones Recognition, summer leadership retreat. This position also determines, trains, and guides the work of student support staff, which includes peer mentors and student assistants.

Lead: Aida

What would success look like and how would you measure it?: 100% Institutionalization by the end of the grant.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: Urgent
On-Going Funding Requested (if applicable): 102155

Total Funding Requested: 102155

Related Documents:

[11-Appendix K-2017-18 New Resources Spreadsheet-Arise Program.xlsx](#)

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Request - Full Funding Requested -

Program Institutionalization: Full-Time Counselor

Describe Plans & Activities

Supported (Justification of Need):

Assignment of a counselor who understands the nuanced needs of the AAPI sub-populations and who can provide holistic support to students in the program. Activities would include academic and personal counseling, career decision making, AQ consultation as part of educational planning, academic progress monitoring, and helping students to complete their graduation and/or transfer objectives.

Lead: Aida

What would success look like and how would you measure it?:

New resource allocation by the end of the grant to hire a full-time counselor assigned to work directly with the students utilizing a case management approach.

Planning Unit Priority: High

On-Going Funding Requested (if applicable): 95000

Request - Full Funding Requested -

Program Institutionalization:

Administrative Support position

Describe Plans & Activities

Supported (Justification of Need):

Human resources

Uniform for professional and student staff

Lead: Aida

Planning Unit Priority: Medium

One-Time Funding Requested (if

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

applicable): 40000

In Progress - Program

Institutionalization: Program

Coordinator

Planning Unit Priority: Medium

One-Time Funding Requested (if applicable): 0

Request - Full Funding Requested -

Program Institutionalization: Hourly funding for Peer Mentors and Tutors

Uniforms for professional and student staff.

Describe Plans & Activities

Supported (Justification of Need):

Human Resources

Lead: Kare'I Lokeni

What would success look like and

how would you measure it?: New resource allocation to fund short-term hourly costs for student assistants to serve as peer mentors by the end of the grant.

Planning Unit Priority: Low

One-Time Funding Requested (if applicable): 800

On-Going Funding Requested (if applicable): 36000

Related Documents:

[11-Appendix K-2017-18 New Resources Spreadsheet-Arise Program.xlsx](#)

Request - Full Funding Requested -

Administrative Assistant III (Range 81, Step III)

Describe Plans & Activities

Supported (Justification of Need):

Increasing complexity and frequency of programming requires a staff assigned to handle the organization

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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and processing of paperwork and online procedures to support purchase requisitions, travel and conference, support for budget tracking, event program tracking and follow-up needs (e.g., communication, data entry), website and Canvas updates, calendars and appointments coordination. This position will work in tandem with the team to ensure resources are secured and communication enhanced within and external to the department. They will process hire documents, time sheets, and other administrative work necessary to complete business practices tasks, resolve issues, provide solutions.

Lead: Aida

What would success look like and how would you measure it?: Secured 100% funding for the position.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

On-Going Funding Requested (if applicable): 92342

Total Funding Requested: 92342

Request - Full Funding Requested - Social Worker (1 FTE): shared resource with multiple programs housed in the Equity Center

Describe Plans & Activities

Supported (Justification of Need):

Arise students struggle with the transition into college and navigating through colleges. Asian American Pacific Islander students are not a monolith. They have very diverse

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

experiences (e.g., immigration status, generational status, socio-economic status, cultural nuances-experiences and expectations, support, priorities). They may also experience trauma through their lived experiences as refugee immigrants, as undocumented individuals, confronting anti-Asian racism and violence, managing academic stressors, and other mental health issues connected to microaggressions, food, housing, and income insecurities. The intersections of these external factors may act as an unknowing barrier to students and result in outcomes that impact academic performance, attendance, participation, departure, and completion. A Social Worker will bring the knowledge of public services and the necessary skill set to support and assist our students from a trauma informed perspective. The Social Worker will support the Arise program by providing targeted emotional and social support to individual students that infuses culturally-competent strategies. In addition, the Social Worker will assist the program in developing positive behavioral intervention strategies and develop staff training programs to strengthen the community around the student.

Lead: Aida

What would success look like and how would you measure it?: 100%

Funding secured for Social Worker (1

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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FTE) that will be shared with the programs housed in the Equity Center.
Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: High
On-Going Funding Requested (if applicable): 104000
Total Funding Requested: 104,000

<p>Leadership Development: Arise Leadership Retreat - Create the opportunity and space for our students to learn about themselves as leaders and to promote their personal development. Status: Active Goal Year(s): 2015-16, 2016-17, 2017-18, 2018-19, 2019-20, 2020-21 Goal Entered: 09/01/2016</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21 % Completed: 75 Due to COVID-19, the Arise Program staff and counselors supporting this student programming activity have elected to postpone these annual summer retreats until we are able to safely return to in-person programming. This annual retreat is highly interactive, occurring over multiple dates at an off-site location (typically a university setting). This opportunity is given to mainly first-time attendees, with some allowances for repeat participants. We anticipate scheduling this in the next academic year following Summer 2022 (August 2022). (07/19/2021)</p>
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Request - Full Funding Requested -
 Staffing, presenters, handbook/materials/supplies, venue costs (e.g., lodging, food, team building activities), transportation. Once the grant sunsets in Sept. 2021, funds will no longer be available to support this annual student development program.
Describe Plans & Activities Supported (Justification of Need):
 Leadership Retreat held every summer, off-site for 3 days.
Lead: Aida
What would success look like and how would you measure it?: 70% of Arise students who participate in

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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program activities will self-report an enhanced sense of identity and confidence in their abilities to achieve educational goals.

Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.

Planning Unit Priority: Medium

On-Going Funding Requested (if applicable): 12000

Related Documents:
[Arise Grant 2 Year 1 Research Report_Leadership Summer 2017.pdf](#)

<p>Staff Professional Development - Encourage staff development by supporting participation in training, conferences, and other workshops intended to increase technical knowledge, skills or understand of student populations served.</p> <p>Status: Active</p> <p>Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21</p> <p>Goal Entered: 09/01/2016</p>	<p>Report directly on Goal</p> <hr/> <p>Request - Full Funding Requested - Ensure that adequate resources are provided for Arise and the other programs to be housed in the Equity Center.</p> <p>Describe Plans & Activities Supported (Justification of Need): 1-2 day staff professional development retreat that will focus on developmental needs for the AAPI</p>	<p>Reporting Year: 2020-21</p> <p>% Completed: 75</p> <p>In 2020-2021, professional development opportunities were held virtually. Staff attended AANAPISI Community Forums (ACF) and presented on an online community, the virtual APAHE conference, and other webinars/trainings/conferences: Liberated Ethnic Studies Curriculum; CORA training. Kare'l presented for the Mountie Money Management Center on the Cost of Community College. (07/19/2021)</p>
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Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

- Human resources

Describe Plans & Activities

Supported (Justification of Need):

The following is a shift from AriseFamilies to Arise Guided Pathways: Plan implementation of Arise Guided Pathways beginning with in-take of new students to the program through program exit (e.g., graduation, transfer, other).

The Arise Student Action Plan! (ASAP!) letter was disseminated in Spring 2017 (inaugural), Fall 2017, Spring 2018, Fall 2018 and Spring 2019 (Aug 2019). This letter provides a personal profile of an individual student's achievement on selected progress markers: GPA, units completed vs. attempted, English and math progression. Recommended targets for each marker is listed (e.g., completion of at least 70% of units attempted) and suggested actions highlighted (e.g., meeting with a counselor).

In 2019-2020, plan to host a free Pacific Islander Student/Family Education Day targeting 100-150 people to address college access and opportunity, financial aid literacy, economic mobility and career development, and increasing familial and institutional support for student success. Increasing knowledge and awareness for both the student and their family is important to support the expected outcomes of graduation, transfer and other

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

student goals.

Lead: Primary: Aida

What would success look like and how would you measure it?: 70% of new Arise students will complete 70% of their Arise Guided Pathways checklist of tasks within one year of program enrollment.

Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.

Planning Unit Priority: High

One-Time Funding Requested (if applicable): 5000

Related Documents:

[11-Appendix K-2017-18 New Resources Spreadsheet-Arise Program.xlsx](#)

[Arise Grant 2 Year 1 Research Report_ASAP!.pdf](#)

1. Assessment Plan - Three Column



PIE - Student Services: ASPIRE Unit

2. Where We Are Now: Year at a Glance

2020-21

Contact Person: Clarence Banks

Email/Extension: cbanks@mtsac.edu/5661

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

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

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

Critical Decisions Made by Unit: Umoja Aspire will continue to postpone the mentor program due to a lack of human resources.

Contributors to the Report: Clarence Banks, MPA - Director, Umoja Aspire Program
Dr. Francisco Dorame- Dean, Counseling Department

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
<p>Increase Student Membership - Increase the number of student membership in the Aspire Program Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, 2022-23 Goal Entered: 09/01/2016</p>	<p>Report directly on Goal</p> <hr/> <p>Request - Full Funding Requested - Marketing Lead: Clarence Banks Planning Unit Priority: High One-Time Funding Requested (if applicable): 10000 On-Going Funding Requested (if applicable): 10000</p> <hr/> <p>Request - Full Funding Requested -</p>	<p>Reporting Year: 2020-21 % Completed: 50 The Umoja Aspire Program membership is at a historical high. Umoja Aspire increased membership by 25% during the pandemic. (05/29/2021)</p> <hr/> <p>Reporting Year: 2020-21 % Completed: 0 Due to the pandemic, the Umoja Aspire Program provided virtual events and activities, eliminating the need to spend funds on traditional marketing. The Umoja Aspire Program is still in need of marketing funds as the college returns to in person assignments for 2021-22. (05/29/2021)</p> <hr/> <p>Reporting Year: 2020-21</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
	<p>Outreach Event: Family Cookout Lead: Clarence Banks Planning Unit Priority: Medium One-Time Funding Requested (if applicable): 7000 On-Going Funding Requested (if applicable): 7000 Request - Full Funding Requested - Describe Plans & Activities Supported (Justification of Need): There is a need for a full-time employee to outreach Black students before they attend college, share information about Umoja Aspire and Mt. San Antonio College with the Black Community, and connect incoming Black student with needed resources. Lead: Clarence Banks What would success look like and how would you measure it?: Success will be measured by enrollment data- in particular an increase in Black student enrollment at Mt. Sac Antonio College. Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees. Planning Unit Priority: Urgent On-Going Funding Requested (if applicable): 100000 Total Funding Requested: 100,000.00</p>	<p>% Completed: 0 The Aspire Program was not awarded funds for the outreach event. The Aspire Program is still in need of this funding. (05/29/2021)</p>
<p>Increase Participation - Increase the student participation and involvement of students in the Umoja Aspire events and activities hosted throughout the year. Status: Active</p>	<p>Report directly on Goal</p> <hr/> <p>Request - Full Funding Requested -</p>	<p>Reporting Year: 2020-21 % Completed: 75 Participation was affected by the pandemic. However, Umoja Aspire was able to reach more than 750 participants with events and activities. (05/29/2021)</p> <hr/> <p>Reporting Year: 2020-21</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
<p>Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, 2022-23</p> <p>Goal Entered: 09/01/2016</p>	<p>Faculty Stipends</p> <p>Describe Plans & Activities Supported (Justification of Need): Faculty are important partners in student participation. There has been an observed correlation between faculty participation and student participation. Stipends are a useful tool to encourage faculty to engage and support Umoja Aspire in addition to time obligated by contract.</p> <p>Lead: Clarence Banks</p> <p>What would success look like and how would you measure it?: Increase in faculty involvement.</p> <p>Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.</p> <p>Planning Unit Priority: Medium</p> <p>One-Time Funding Requested (if applicable): 4000</p> <p>Total Funding Requested: 4000</p> <p>Request - Full Funding Requested - Student Leadership Conference: ACES, Arise, Aspire, Bridge, DREAM, and REACH</p> <p>Lead: Clarence Banks</p> <p>Planning Unit Priority: Medium</p> <p>One-Time Funding Requested (if applicable): 30000</p>	<p>% Completed: 0</p> <p>The Umoja Aspire Program was not awarded faculty stipends. Umoja Aspire is still in need of this funding. (05/29/2021)</p>
<p>Increase Retention Rates - Increase the retention of African-American students in the Umoja Aspire</p>	<p>Request - Full Funding Requested - Short-term Hourly & Tutors</p> <p>Lead: Clarence Banks</p>	<p>Reporting Year: 2020-21</p> <p>% Completed: 25</p> <p>Umoja Aspire was able to use funding for short-term hourly.</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
<p>Program and campus-wide. Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, 2022-23 Goal Entered: 09/01/2016</p>	<p>Planning Unit Priority: High One-Time Funding Requested (if applicable): 50000 On-Going Funding Requested (if applicable): 50000 Request - Full Funding Requested - Textbooks: Student Supplies Describe Plans & Activities Supported (Justification of Need): Funds will be used to provide textbooks for students enrolled in Umoja Aspire learning community and other classes. Lead: Clarence Banks What would success look like and how would you measure it?: Every Umoja Aspire student having the books needed for classes enrolled. Type of Request: SUPPLIES AND MATERIALS: Instructional supplies and materials are items to be used by students, faculty and other personnel in connection with an instructional program, less than \$500. Planning Unit Priority: High One-Time Funding Requested (if applicable): 16000 On-Going Funding Requested (if applicable): 16000 Total Funding Requested: 32000</p>	<p>Umoja Aspire received much less than requested funding. Umoja Aspire is still in need of this funding. (05/29/2021)</p> <p>Reporting Year: 2020-21 % Completed: 0 The Umoja Aspire Program did not purchase any textbooks. With the changing of textbooks for the classroom, and the creation of Umoja Aspire courses for 2021-22, the program is in need of funding for new textbooks. (05/29/2021)</p>
	<p>Request - Full Funding Requested - Umoja Aspire Summer Program Describe Plans & Activities Supported (Justification of Need): Black students need to be connected to campus before beginning fall term. Research shows that students who participate in summer programs are more successful. Lead: Clarence Banks</p>	<p>Reporting Year: 2020-21 % Completed: 0 The Umoja Aspire Program was not funded for a summer program. The program is still in need of this funding. (05/29/2021)</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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What would success look like and how would you measure it?: 20 students participating in an Umoja Aspire Summer Program.
Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.
Planning Unit Priority: Urgent
One-Time Funding Requested (if applicable): 30000
Total Funding Requested: 30000

Increase Faculty/Staff - Increase the personnel support by hiring more faculty & staff.
Status: Active
Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, 2022-23
Goal Entered: 09/01/2016

Request - Full Funding Requested - Adjunct Counseling, Aspire Program
Lead: Dr. Francisco Dorame
What would success look like and how would you measure it?: Counseling coverage five days per week.
Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: High
One-Time Funding Requested (if applicable): 50000
On-Going Funding Requested (if applicable): 50000
Total Funding Requested: 100000

Reporting Year: 2020-21
% Completed: 50
 The Aspire Program was able to utilize Adjunct Counseling during 2020-21 . Though Aspire requested one-time funding in the previous PIE, there is a need for on-going funding. There is a continuous need for Adjunct Counseling funding. (05/29/2021)

Request - Full Funding Requested - Educational Advisor, Aspire Program
Lead: Clarence Banks
What would success look like and how would you measure it?: 1 full time Educational Advisor serving Umoja Aspire students.

Reporting Year: 2020-21
% Completed: 0
 The Aspire Program did not hire an Educational Advisor for the 2020-21 year. The Program is still in need of funding to hire an Educational Advisor. (05/29/2021)

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

One-Time Funding Requested (if applicable): 100000

On-Going Funding Requested (if applicable): 100000

Total Funding Requested: 200000

Request - Full Funding Requested - Administrative Assistant/Clerical Specialist

Describe Plans & Activities

Supported (Justification of Need):

The Umoja Aspire Program has never had a full time administrative assistant. The program and the Director needs full time administrative assistance.

Lead: Clarence Banks

What would success look like and

how would you measure it?: Full-time administrative assistant for the Umoja Aspire Program

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: Urgent

One-Time Funding Requested (if applicable): 80000

On-Going Funding Requested (if applicable): 80000

Total Funding Requested: 160000

Request - Full Funding Requested -

Create: Director, Aspire Program

Lead: Dr. Francisco Dorame

Planning Unit Priority: High

One-Time Funding Requested (if applicable): 150000

Request - Full Funding Requested -

Reporting Year: 2020-21

% Completed: 0

The Umoja Aspire Program did not hire an Administrative Assistant/ Clerical Specialist in 2020-21. The Umoja Aspire Program is requesting an Administrative Assistant/Clerical Specialist III position. The Umoja Aspire Program is still in need of funding for this position. (05/29/2021)

Reporting Year: 2020-21

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
	<p>Program Specialist, Aspire Program Lead: Clarence Banks Planning Unit Priority: High One-Time Funding Requested (if applicable): 77024 On-Going Funding Requested (if applicable): 77024</p> <p>Request - Full Funding Requested - Counselor, Aspire Program Lead: Dr. Francisco Dorame Planning Unit Priority: High One-Time Funding Requested (if applicable): 130000 On-Going Funding Requested (if applicable): 130000</p>	<p>% Completed: 100 The Umoja Aspire Program successfully filled the vacant Student Services Program Specialist II position in January 2021. (05/29/2021)</p> <p>Reporting Year: 2020-21 % Completed: 0 The Aspire Program did not hire a full-time counselor in 2020-21. The Aspire Program is still in need of hiring a full-time counselor. (05/29/2021)</p>
	<p>Request - Full Funding Requested - Administrative Assistant III (50%) Describe Plans & Activities Supported (Justification of Need): Aspire is in desperate need of administrative help dedicated solely to the Aspire Program. This person would work with the Director to ensure that all administrative processes are complete. Lead: Clarence Banks Planning Unit Priority: High On-Going Funding Requested (if applicable): 40000</p>	<p>Reporting Year: 2020-21 % Completed: 0 The Umoja Aspire Program did not hire a 50% Administrative Assistant III position for 2020-21. Umoja Aspire is still requesting funding for this position. (05/29/2021)</p>
	<p>Request - Full Funding Requested - Full-Time Social Worker Describe Plans & Activities Supported (Justification of Need): The Aspire Program needs to hire a full-time social worker to professionally and effectively address the past and continued trauma experienced by Aspire students.</p>	

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Lead: Clarence D. Banks, MPA
What would success look like and how would you measure it?: Success would be achieved if the Social Worker was hired in a permanent position
Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: High
One-Time Funding Requested (if applicable): 130000
On-Going Funding Requested (if applicable): 130000
Request - Full Funding Requested - Marriage Family Therapist
Describe Plans & Activities Supported (Justification of Need): Students are in need of culturally sensitive therapy. A full-time Marriage Family Therapist would help Umoja Aspire students address their unique mental health needs
Lead: Clarence Banks, MPA
What would success look like and how would you measure it?: Full-time Marriage Family Therapist hired permanently.
Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: Urgent
One-Time Funding Requested (if applicable): 150000
On-Going Funding Requested (if applicable): 150000
Total Funding Requested: 150000
Request - Full Funding Requested - Student Services Outreach Specialist
Lead: Clarence Banks, MPA

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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What would success look like and how would you measure it?: Full-time Student Services Outreach Specialist hired permanently
Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: Urgent
One-Time Funding Requested (if applicable): 100000
On-Going Funding Requested (if applicable): 100000
Total Funding Requested: 100000
Request - Full Funding Requested - Student Services Inreach Specialist
Describe Plans & Activities Supported (Justification of Need): Umoja Aspire serves 10% of the Black student population at Mt. SAC. There is a need for an inreach specialist to reach the thousands of other Black students on campus.
Lead: Clarence Banks, MPA
What would success look like and how would you measure it?: Full-time Student Services Inreach Specialist hired permanently.
Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: High
One-Time Funding Requested (if applicable): 100000
On-Going Funding Requested (if applicable): 100000
Total Funding Requested: 100000

Establish Consistent Funding Source - Establish consistent funding sources (i.e. Basic Skills, Student Equity) with	Request - Full Funding Requested - Professional Development Lead: Clarence Banks	Reporting Year: 2020-21 % Completed: 100 The Aspire Program was able to send staff to Umoja
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<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
<p>an established commitment annually. Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, 2022-23 Goal Entered: 09/01/2016</p>	<p>Planning Unit Priority: High One-Time Funding Requested (if applicable): 15000 On-Going Funding Requested (if applicable): 15000 Request - Full Funding Requested - Aspire: 30 laptops Lead: Clarence Banks Planning Unit Priority: High One-Time Funding Requested (if applicable): 40000 Request - Full Funding Requested - Office Supplies Lead: Clarence Banks Planning Unit Priority: Medium One-Time Funding Requested (if applicable): 4000 On-Going Funding Requested (if applicable): 4000</p>	<p>Conference, A2MEND Conference, and the Umoja Summer Learning Institute. (05/29/2021)</p> <p>Reporting Year: 2020-21 % Completed: 0 The Umoja Aspire Program did not purchase any laptops in 2020-21. The Aspire program is still in need of this funding to upgrade outdated laptops.. (05/29/2021)</p> <hr/> <p>Reporting Year: 2020-21 % Completed: 50 The Aspire Program did purchase office supplies in 2020-21. The Aspire Program is still in need of this funding. (05/29/2021)</p>
<p>Increase Collaboration Amongst Campus-wide Efforts - Increase the collaboration between Aspire and the academic programs and student services to increase African-American student involvement within campus-wide efforts. Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, 2022-23 Goal Entered: 09/01/2016</p>	<p>Request - Full Funding Requested - Renowned Guest Speakers Lead: Clarence Banks Planning Unit Priority: High One-Time Funding Requested (if applicable): 15000 On-Going Funding Requested (if applicable): 15000</p>	<p>Reporting Year: 2020-21 % Completed: 25 The Umoja Aspire Program only allocated \$2500 for renowned guest speakers in 2021-22. Umoja Aspire is in need of full funding. (05/29/2021)</p>
<p>Ensure that ALL students have a Comprehensive MAP on record - Ensure that all Aspire students have a completed Comprehensive Educational Plan on file 6 months from enrolling in the Aspire Program. Status: Active</p>		

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, 2022-23
Goal Entered: 09/01/2016

<p>Increase Campus-wide Events and Workshops - Increase the amount of events and workshops for Aspire students and African-American students on campus. Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, 2022-23 Goal Entered: 09/01/2016</p>	<p>Request - Full Funding Requested - On-Campus: Faculty Professional Development/Training Lead: Clarence Banks Planning Unit Priority: High One-Time Funding Requested (if applicable): 10000</p>	<p>Reporting Year: 2020-21 % Completed: 0 The Aspire Program did not have on-campus faculty professional development/training in 2020-21. The program is still in need of this funding, (05/29/2021)</p>
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<p>Expose students to 4-year universities & cultural trips - Provide trips in collaboration with ACES, Arise, Bridge, and Career/Transfer Services; Also, expose students to educational cultural trips to include museums, theater shows, and/or Speakers. Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, 2022-23 Goal Entered: 09/01/2016</p>	<p>Request - Full Funding Requested - Cultural/Educational Conferences: Staff and Students Lead: Clarence Banks Planning Unit Priority: High One-Time Funding Requested (if applicable): 60000 On-Going Funding Requested (if applicable): 60000</p>	<p>Reporting Year: 2020-21 % Completed: 100 The Umoja Aspire Program was able to take students to the Umoja Conferences in 2020-21. The Umoja Aspire Program received less funding than requested. Umoja Aspire is in need of full funding. (05/29/2021)</p>
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<p>Request - Full Funding Requested - Graduation Items & Event Lead: Clarence Banks Planning Unit Priority: High One-Time Funding Requested (if applicable): 10000 On-Going Funding Requested (if applicable): 10000</p>	<p>Reporting Year: 2020-21 % Completed: 100 The Umoja Aspire Program was able to have a virtual End of the Year Celebration Event where Aspire students were recognized for graduating and/or transferring. The program was able to provide Aspire Educational Kits for graduating/transferring students. (05/29/2021)</p>
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<p>Request - Full Funding Requested - Black College Tour Lead: Clarence Banks Planning Unit Priority: High One-Time Funding Requested (if applicable): 40000 On-Going Funding Requested (if applicable): 40000</p>	<p>Reporting Year: 2020-21 % Completed: 0 The Aspire Program did not receive funding for a Black College Tour. The Aspire Program is still in need of this funding. (05/29/2021)</p>
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Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

applicable): 40000

1. Assessment Plan - Three Column



PIE - Student Services: Assessment and Matriculation Unit

2. Where We Are Now: Year at a Glance

2020-21

Contact Person: George Bradshaw

Email/Extension: gbradshaw@mtsac.edu

Summary of Notable Achievements: Facilitated the completion of 23,644 AQ submissions for the 2020-21 year.

Assisted RIE in preparing/administering the AQ Impact Survey during the Fall 2020 semester.

- ? • 5025 students were invited to participate in the survey.
- ? • 829 students completed the survey.
- ? • 179 classes (CRNs) were invited to participate in the survey
- ? • 67 classes completed the survey

Program Planning for Retention and Success: The Assessment and Matriculation Office routinely coordinate its programs planning dialog to fit within the larger college and student services division goals.

External and Internal Conditions Analysis: AB705 continues to shape the way we assess and place students. Through the combined efforts of IT, Institutional Research, Instruction and Assessment the campus has been able to develop strategies and business processes to follow the new guidelines.

Due to the closure of the campus due to COVID-19 and the Chemistry Department decision to change the placement method for CHEM 50, the Chemistry Placement Test is no longer being administered at the Assessment office. The Assessment office is assisting the Chemistry department with the new process by entering the appropriate score/code in the students' record in Banner for eligibility for CHEM 50.

Critical Decisions Made by Unit: • Updated webpages and publications related to assessment and placement due to the Chancellor's Office requirements of information provided to students regarding AB705.

- Emailed 277 students via EAB to notify students regarding change in eligibility to ENGL 1A.

Contributors to the Report: George Bradshaw

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Technology: Website - Continuously add information provided in department website to assure that information is up to date.

Status: Active

Request - No Funding Requested - Continually update assessment webpage.

Describe Plans & Activities

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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<p>Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22 Goal Entered: 09/01/2016</p>	<p>Supported (Justification of Need): IT support Lead: George Bradshaw and Nico Martinez What would success look like and how would you measure it?: Students will experience successful navigation when using our website. Type of Request: IT SUPPORT: Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies. Planning Unit Priority: High</p>	
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<p>Assessment Questionnaire Research - Research the effectiveness of the AQ related to student placement and success in courses students are placed in. Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22 Goal Entered: 09/01/2016</p>	<p>Request - Full Funding Requested - Research and Analysis Support from RIE and AQ Development Support from IT Describe Plans & Activities Supported (Justification of Need): The development, modification and implementation of the various AQ versions that will be needed to correctly place incoming students. Lead: George Bradshaw What would success look like and how would you measure it?: Students successfully passing the courses in which they are placed via the AQ. Type of Request: RESEARCH SUPPORT: Evaluating or researching the impact of your educational intervention (cross sectional, cohort tracking). Planning Unit Priority: High</p>	
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<p>Course Placement Test Research -</p>		
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<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Continue to research the success rates of students placed in courses when tests and multiple measures are used for student placement.
Status: Active
Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22
Goal Entered: 09/01/2016

Customer Service - Continue to improve processes which will help us better serve students. Given the changing landscape around AB705 and Mt. SAC's evolving implementation, it is important for assessment to take an active role in helping inform the campus of the new assessment processes.
Status: Active
Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22
Goal Entered: 09/01/2016

1. Assessment Plan - Three Column



PIE - Student Services: Basic Needs Resources Unit

2. Where We Are Now: Year at a Glance

2020-21

Contact Person: Rigo Estrada

Email/Extension: restrada15@mtsac.edu

Summary of Notable Achievements: During the 2020-21 academic year, the Mountie Fresh Basic Needs Resources achieved the following:

1. Rehired two short-term hourly staff to provide CalFresh outreach support. The program hired one student as Mountie Fresh Ambassador who supported the food pantry and our CalFresh outreach efforts. And a short-term hourly staff was hired as the Mountie Fresh Basic Needs Resources Assistant to support the case management component of the program.
2. Maintained collaboration with Los Angeles County Department of Public Social Services, local transitional housing programs, Coordinated Entry System, and other housing agencies in the area.
3. Collaborated with the Los Angeles Housing and Services Authority (LAHSA) and Hathaway Sycamores in Pasadena to find various pathways to housing for students. Through efforts by these agencies and Mountie Fresh Basic Needs Resources, 42 housing insecure students were assessed and provided resources/referrals.
4. Maintained a partnership with Hathaway Sycamores Child & Family Services and secured a Campus Peer Navigator for Mt. SAC that provides housing referrals for housing insecure students (services were provided remotely due to Covid-19).
5. Disbursed over 4,100 bags, equating to over 100,000 lbs. of food through our drive-thru food pantry during 2020-2021. The food pantry model remained a drive-thru distribution model due to the COVID-19 campus closure starting in March 2020. The food pantry will remain a drive-thru model throughout the summer term and return to an in-person, store-model for Fall 2021.
6. Awarded "Gold Certification" for our food pantry through our partnership with Leah's Pantry who provided technical support and guidance to ensure a high quality, trauma-informed, equity-based food pantry for our students.
7. Maintained partnership with Sowing Seeds For Life, which continues to provide LA Regional Food Bank food resources for the Mountie Fresh Food Pantry.
8. Ensured 611 students completed their CalFresh applications through our CalFresh outreach efforts during the 2020-2021 academic school year. Of those applicants, 12% of applicants have confirmed now receiving CalFresh benefits.
9. Basic Needs Resources Coordinator referred 30 students to receive emergency grants (CARES Act funding and basic needs emergency funds) due to their basic needs challenges caused by Covid-19.
10. Two students that received basic needs resources were distinguished and highlighted during the 2021 Commencement Ceremony.
11. Maintained an online scheduling application to increase access to services and resources in a remote service environment due to COVID-19. As a result, it now takes students about 3-5 minutes to set up an appointment with staff.
12. Collaborated with Tzu Chi Foundation to help provide 15 students a \$3,000 subsidy each to support their basic needs challenges.
13. Collaborated with Mt. SAC's Foundation and Alumni Association to help continue raising money for the Basic Needs Fund to support students in need.
14. Continued being the primary source for student food voucher distribution throughout the 2020-21 academic school year.
15. Basic Needs Resources Program applied and successfully obtained a \$20,000 grant from the John Burton Advocates for Youth Organization.
16. Actively engaged and provided individual remote assistance to DHH students seeking CalFresh support throughout the Spring Semester.

17. Secured a housing program MOU with Jovenes Inc, who will be providing housing support (bridge housing, or rapid rehousing) for up to 20 students starting July 2021.
18. Provided multiple presentations about Mt. SAC's #RealCollege fall 2020 survey report with faculty and campus partners to promote better understanding of the impact of the pandemic on students with basic needs insecurity.
19. Developed and presented a comprehensive Basic Needs Plan to the campus executive leadership to support requests for implementation of expanding basic needs resources to support housing, mental wellness, and ongoing food resources.
20. Participated actively in advocacy work with JBAY and other community college partners to support request from state legislators and Governor Newsom for ongoing basic needs funding. This was successful as there will be \$30 million ongoing allocation for basic needs plus a one-time \$100 million allocation over three-years to be allocated to community colleges statewide for the 2021-22 budget year.

Program Planning for Retention and Success: The Mountie Fresh Basic Needs Resources staff and supervisor met on a weekly basis throughout the 2020-21 academic year to discuss program goals, policies and procedures, delivery of services and growth capacity. Additionally, the Basic Needs Resources staff participated in annual CalFresh Outreach Confidentiality & Civil Rights Training for the 2020-2021 academic school year through the Center for Healthy Communities Org.

Collaborated with Research and Institutional Effectiveness office to collect, analyze, and present data on students who used the food pantry and one-on-one case management services with the Basic Needs Resources Coordinator. The research and report were based on a student-equity perspective since those most affected with basic needs are disproportionately impacted in the Student Equity data.

External and Internal Conditions Analysis: External Conditions: Mountie Fresh Basic Needs Resources received funds from three major funding streams, our CalFresh Outreach grant via a contract with Cal State Chico State's Center for Healthy Communities, the California Community College's Hunger Free Campus allocation (established in 2017), and the CARES Act funding for food resources.

The Department of Social Services (CDSS) through the Consolidated Appropriations Act 2021 (H.R 133) temporarily expanded the CalFresh student eligibility requirement. Any student that is eligible for state or federally financed work study or any student that has an Expected Family Contribution (EFC) of \$0, as determined by the California Aid Commission (CSAC) meets the student eligibility for CalFresh and will have a higher chance of receiving CalFresh benefits.

The Coronavirus Aid, Relief, and Economic Security Act (CARES Act), passed in March 2020, allowed our Basic Needs Resources Program to provide students with resources such as emergency grant funds and resources such as technological equipment loans such as laptops and Wi-Fi hotspots.

AB 801 (2016) expanded priority registration and various other benefits received by foster youth to homeless youth as well and mandated the designation of a foster and homeless youth liaison at public college and university campuses. Mountie Fresh Basic Needs Resources serves as the homeless liaison for the College.

SB 568: Reducing Homelessness Among California's College Students. This bill, co-authored by Senator Anthony Portantino and Senator Richard Roth, will reduce homelessness among college students in California by establishing housing resources within the Community College and CSU Chancellor's Offices and UC Office of the President and by requiring campuses that receive funding to implement measures to maximize the financial aid received by homeless students and ensure linkage to community-based housing resources.

A Campus Peer Navigator that supports homeless students was provided for a second year to Mt. SAC through funding by LAHSA via Proposition H from Los Angeles County. This positively impacts our program as it allows us to more thoroughly support our homeless and housing insecure students. This Campus Peer Navigator, however, is technically only required to work with college students under the age of 24 who qualify for the Youth Coordinated Entry System, thus, collaboration with other Coordinated Entry Systems populations is needed.

The Mountie Fresh Basic Needs Resources staff was informed that the campus was going to remain closed and classes and services would continue to be provided remotely due to the COVID-19 for the 2020-2021 academic school year. Since the campus closure, 90% of services were provided remotely using Zoom and other online platforms. Also, Google Voice was a major mode of communication to engage students with Basic Needs Resources staff. The food pantry services transitioned to a drive-thru model for the rest of spring and summer terms.

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 for other areas of basic needs services. 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.

Critical Decisions Made by Unit: The Basic Needs Resources Coordinator was converted into a Temporary Manager position starting in July 2021.

The program decided to continue providing food pantry services during the 2020-2021 academic school year despite the campus closure and move to remote learning and services. A drive-thru food pantry distribution model was put in place.

Contributors to the Report: Rigo Estrada
Dr. Koji Uesugi

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
<p>Program Growth - Increase number of student participants for Basic Needs Resources through targeted outreach and referrals from faculty and staff.</p> <ul style="list-style-type: none"> - Increase number of homeless student referrals by the Mountie Fresh Basic Needs Resources to appropriate services (Rapid-Re-Housing or Bridge-Housing via Jovenes Inc. or Coordinated Entry Systems via Hathaway Sycamores) by 25% - Increase the educational promotion of CalFresh Program throughout the campus and increase CalFresh benefit recipients by 25%. - Increase food distribution to students through food pantry and food card resources (up to 1,000 a month). <p>Status: Active Goal Year(s): 2020-21, 2021-22</p>	<p>Report directly on Goal</p> <hr/> <p>Request - Full Funding Requested - Basic Needs Resources Center Describe Plans & Activities Supported (Justification of Need):</p>	<p>Reporting Year: 2020-21 % Completed: 75</p> <p>For the 2020-2021 academic year through the start of summer session, Basic Needs Resources has engaged and referred 43 homeless and housing insecure students to appropriate Coordinated Entry Systems of support surpassing our goal of 35. Furthermore, our program was able to increase CalFresh benefit recipients and applicants. Due to the large number of student applicants to CalFresh during 2020-2021, a clear number of CalFresh benefits recipients is unclear, but it is substantially higher than the goal of 45 students. We know that 611 students applied to CalFresh in 2020-2021. Due to COVID-19 restrictions and guidelines, our program's food pantry distribution transitioned from an on campus, in-person experience to a drive through distribution model that was held twice a month during each semester of 2020-2021. On average, the student participation at our distributions was 450 students a month. (06/23/2021)</p> <hr/> <p>Reporting Year: 2020-21 % Completed: 0</p> <p>A physical space for basic needs support services has been identified (Building 9G) for 2021-22 and beyond. Presently,</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
<p>Goal Entered: 06/29/2020</p>	<p>The Basic Needs Resources staff space was originally configured for a function that has rapidly increased due to the demand for basic needs services by students. In order to meet the increased services, adequate space with appropriate modular equipment is needed, in addition to the Mountie Fresh Food Pantry that serves students in need of food resources.</p> <p>Lead: Rigo Estrada</p> <p>What would success look like and how would you measure it?: We would be successful in achieving this goal when we increase the number of basic needs students served and the variety of resources provided. We would also be successful when we secure space and ongoing funding to hire additional staff.</p> <p>Type of Request: FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas.</p> <p>Planning Unit Priority: High</p> <p>One-Time Funding Requested (if applicable): 5000</p> <p>Total Funding Requested: 5,000 plus see furniture and technology needs section</p> <p>Request - No Funding Requested - Ongoing professional experts and Basic Needs student ambassadors</p> <p>Describe Plans & Activities Supported (Justification of Need): These employees are critical to continue targeted outreach, using social media, student portal</p>	<p>students seeking basic needs resources are being provided support remotely via Zoom and telephone. Transitioning to remote support during COVID-19 restrictions allowed the Basic Needs Resources team to continue providing support, as we return to in-person services, adequate space with appropriate modular equipment is still needed to engage in both in person and remote services. (06/24/2021)</p>

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

announcements, phone calls, and presentations (virtual and in-person) to promote Basic Needs Resources, which include housing insecurity and homelessness referrals, CalFresh application assistance, and supporting the food pantry.

Lead: Rigo Estrada

What would success look like and how would you measure it?:

Increases in housing referrals, primarily through Campus Peer Navigator and BNR Coordinator (5%), CalFresh Outreach pre-screen and application completion (10%), and food resource access to eligible students.

Type of Request: SUPPLIES AND MATERIALS: Instructional supplies and materials are items to be used by students, faculty and other personnel in connection with an instructional program, less than \$500.

Planning Unit Priority: High

Total Funding Requested: NA

Request - No Funding Requested - Collaborative support from Student Services units (Counseling, Bridge, Equity Center programs, EOPS/CARE, ACES, Career Center, Promise+, Financial Aid CCCPG recipients), non-credit programs, Basic Needs Committee, BWT, and faculty.

Describe Plans & Activities

Supported (Justification of Need): Outreach to students participating in Student Services and faculty to inform them of basic needs resources and request referral assistance.

Reporting Year: 2020-21

% Completed: 75

Our student caseload increased this academic year through targeted outreach and referral processes. With our different partnerships, we were able to extend our outreach to students from various campus programs with various needs. The Financial Aid office sent out a CalFresh Outreach email to over 6,000 students who met student CalFresh eligibility to encourage Mt. SAC students to apply for CalFresh benefits. The Basic Needs Committee actively engaged and ensured dissemination of basic needs resources information to their respective networks and contacts. REACH Guardian Scholars from the Equity Center programs actively engaged in CalFresh outreach efforts by hosting office hours and by training their program specialist

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Lead: Rigo Estrada
What would success look like and how would you measure it?: Student caseload increase in Basic Needs Resources through targeted outreach and referrals.
Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.
Planning Unit Priority: High
Total Funding Requested: NA
Request - Full Funding Requested - Director, Basic Needs Resources
Describe Plans & Activities Supported (Justification of Need):
 This position assumes all administrative responsibilities to lead and manage the College's basic needs efforts. The director manages the multiple budgets associated with basic needs and CalFresh, including two state-wide basic needs allocations, HEERF supported expenses, CalFresh Outreach grant, and private funds in collaboration with the Foundation Office. The director also supervises classified, professional experts (social workers), hourly, and student staff, and assists the Dean, Student Services with campus and statewide student equity/basic needs initiatives.

to be a CalFresh liaison who has the ability to complete CalFresh applications. (06/24/2021)

Lead: Koji Uesugi
What would success look like and

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how would you measure it?: A successful implementation of the recent basic needs support services (Jovenes housing program) and student case management with social workers, and filling positions needed to move Basic Needs Resources forward with funding from the state and HEERF in addition to meeting the increased demand for basic needs among Mt. SAC students are measurable outcomes during the 2021-22 year.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: Urgent

On-Going Funding Requested (if applicable): 155000

Total Funding Requested: 155,000

Request - Full Funding Requested -

Administrative Specialist III (PT)

Describe Plans & Activities

Supported (Justification of Need): A part time administrative specialist to assist Basic Needs Resources Manager with duties including monitoring budgets, creating requisitions, preparing monthly timesheets, scheduling, and responding to student and staff inquiries about basic needs is needed with the growth of the program.

Lead: Rigo Estrada

What would success look like and

how would you measure it?: The administrative specialist will ensure effectiveness and efficiency of the Basic Needs Resources operation by

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

supporting the program manager and staff. Number of students served, successful delivery of services, and student satisfaction through a survey will help us measure success.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

On-Going Funding Requested (if applicable): 50000

Total Funding Requested: 50,000

Request - Full Funding Requested -

Funds for the "Basic Needs Resources Awareness Campaign" on campus and promotional items to be displayed creatively on multiple mediums to be provided to campus staff and faculty for basic needs resources awareness.

Describe Plans & Activities

Supported (Justification of Need): A majority of Mt. SAC students (59%) who completed the #RealColle survey reported not being aware of basic needs resources on campus, or feeling that they are unable to utilize these services.

Lead: Rigo Estrada

What would success look like and how would you measure it?: Campus staff and faculty will coordinate efforts led by Basic Needs Resources Program, will wear shirts and use other mediums to promote the "basic needs campaign" on designated dates to become "walking billboards" for students to learn about an event that day (food pantry) and to learn about how to access basic needs resources

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on campus. Participation in basic needs resources/program by students will increase by at least 5%.

Type of Request: MARKETING:

Requests for services in the areas of graphic design, news, and photography, posting information, communication and social media.

Planning Unit Priority: High

One-Time Funding Requested (if applicable): 8000

Total Funding Requested: 8,000

Request - Full Funding Requested -

Furniture and technology

Describe Plans & Activities

Supported (Justification of Need):

Furnishing the new space with ergonomic chairs, tables and waiting area to provide CalFresh Outreach and other basic needs resources and equipping 9G conference room with technology to be able to provide staff trainings, and student presentations

Lead: Rigo Estrada

What would success look like and how would you measure it?:

Students seeking CalFresh Outreach assistance and other basic needs support will be able to comfortably and confidently request assistance in a safe, aesthetically pleasing, and well furnished space dedicated to basic needs and behavioral wellness.

Type of Request: NON

INSTRUCTIONAL EQUIPMENT:

Tangible property with useful life of more than one year, other than land or buildings improvements, equal and over \$500 per individual item. Used

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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for administrative or non-instructional purposes.

Planning Unit Priority: High

One-Time Funding Requested (if applicable): 88000

Total Funding Requested: 88,000

Request - No Funding Requested - Coordinator, Project/Program (Basic Needs Resources)

Describe Plans & Activities Supported (Justification of Need):

The coordinator is currently vacant due to Rigo Estrada's temporary manager appointment for Basic Needs Resources. The coordinator's primary responsibilities will be to lead the food resources functions of the operation, which includes coordinating all food pantry and CalFresh Outreach activities, facilitating the basic needs cards (food and gas), and assisting the manager with student case management.

Additional funding is not needed as there is general funds already allocated for this position.

Lead: Koji Uesugi

What would success look like and how would you measure it?: The successful transition of the food pantry from the drive-thru model during the campus closure to the on-campus store pantry, increasing and improving CalFresh Outreach activities and successful completion of CalFresh applications, and implementation of expanded Basic Needs Resources to meet the increase in student demand for

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

services are measurable outcomes of success of this position.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

On-Going Funding Requested (if applicable): 0

Total Funding Requested: 0

Request - Full Funding Requested -

54" Glass Door Reach-In Freezer

Describe Plans & Activities

Supported (Justification of Need):

Furnishing the food pantry space (67A-103) with an operational glass door reach-in freezer will allow our Mountie Fresh Food Pantry to be able to provide students with frozen food options to support their food insecurity and allow students to focus on their educational aspirations. We will be able to increase our food options in our food pantry.

Lead: Rigo Estrada

What would success look like and how would you measure it?:

Students seeking frozen food options during our hours of operation will be able to eat ready to microwave frozen food meals on campus or at home.

Type of Request: NON

INSTRUCTIONAL EQUIPMENT:

Tangible property with useful life of more than one year, other than land or buildings improvements, equal and over \$500 per individual item. Used for administrative or non-instructional purposes.

Planning Unit Priority: Urgent

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One-Time Funding Requested (if applicable): 6000
Total Funding Requested: 6,000

Professional Development - Provide opportunities for professional development and technical training for Basic Needs Resources staff, and coordinator.
Status: Active
Goal Year(s): 2020-21, 2021-22
Goal Entered: 07/07/2020

Report directly on Goal

Reporting Year: 2020-21
% Completed: 50
 Due to Covid 19 restrictions, many opportunities for professional development and technical training were not available in person. Basic Needs Resources Staff participated in the CalFresh Outreach Summit during a two day remote learning conference. Basic Needs Resources staff also completed the CalFresh Outreach annual Civil Rights and Confidentiality trainings this academic school year. The Basic Needs Resources Coordinator actively participated in the #RealCollege Virtual Journey, a series of webinars created by the Hope Center to train and provide professional development for Basic Needs staff that work in California Community Colleges (07/01/2021)

Request - Full Funding Requested -

Provide training and engagement opportunities for Basic Needs Resources staff and students in the area of basic needs and student equity.

Describe Plans & Activities

Supported (Justification of Need):

Funding is need for Basic Needs Resources staff to participate in professional development opportunities (conference, trainings, seminar) related to the topic of basic needs, mental health, and student equity. Ongoing training is valuable to the staff as the program expands its operations to best support students with basic needs insecurity. Students will also be invited to attend conferences that include student tracks or to participate in any presentations offered by the

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

staff.

Lead: Rigo Estrada

What would success look like and how would you measure it?: Basic Needs Resources staff demonstrating updated knowledge about current basic needs efforts and initiatives, and implementing best practices gained from trainings and conference would be indicators of success of this component.

Type of Request: PROFESSIONAL & ORGANIZATION DEVELOPMENT (POD): Requests that provide professional learning opportunities for Mt. SAC employees.

Planning Unit Priority: Medium
One-Time Funding Requested (if applicable): 5000

Total Funding Requested: 5,000
Request - Full Funding Requested -

Basic Needs Summit at Mt. SAC

Describe Plans & Activities Supported (Justification of Need):
Basic Needs Resources Program seeks to host a Basic Needs Summit to educate the campus about Mt. SAC students facing basic needs challenges, promote resources available to students, and share best practices in and out of the classroom to support students with basic needs insecurity.

Lead: Rigo Estrada

What would success look like and how would you measure it?: Active and full participation of students, faculty, and staff at the summit (150 attendees). We would measure success by providing participants with

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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pre and post evaluations of conference material related to basic needs.

Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.

Planning Unit Priority: Medium
One-Time Funding Requested (if applicable): 10000

Total Funding Requested: 10,000
Request - Full Funding Requested -
 #RealCollege California Annual Membership

Describe Plans & Activities Supported (Justification of Need):
 the #RealCollege California Coalition gives the Basic Needs Resources Program access to the coalition's programming and technical assistance which in turn will allow us to create an institutional culture of care, increase our institutional effectiveness to advance basic needs and build internal capacity to implement and advocate for policy change

Lead: Rigo Estrada
What would success look like and how would you measure it?: Basic Needs Resources staff will incorporate the best practices with basic needs supports. Staff will be able to build atleast 2 new outside partnerships to improve basic needs support on campus

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Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.
Planning Unit Priority: High
One-Time Funding Requested (if applicable): 6000
Total Funding Requested: 6,000

Student Success - Positively impact students' ability to succeed academically at Mt. SAC through addressing basic need insecurities.
Status: Active
Goal Year(s): 2020-21, 2021-22
Goal Entered: 07/10/2020

Request - Full Funding Requested - Student Services Program Specialist II
Describe Plans & Activities Supported (Justification of Need): A full-time permanent staff is necessary to support the operational needs, which include increasing student participation, supporting students' educational success, and ensuring their access to on and off campus resources.
Lead: Koji Uesugi
What would success look like and how would you measure it?: Review the data and the number of increase in participants, their persistence, course success, and engagement with campus and off-campus resources.
Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: Medium
On-Going Funding Requested (if applicable): 90000
Total Funding Requested: 90,000

Reporting Year: 2020-21
% Completed: 0
 AAA (07/19/2021)

Request - No Funding Requested -

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1. Where We Make an Impact: Closing the Loop on Goals and Resources

Research and Institutional Effectiveness partnership to collect and analyze data of students' basic needs and impact of resources provided.

Describe Plans & Activities

Supported (Justification of Need):

Administration of surveys and other assessment methods, including qualitative data through focus groups, of food pantry participants, basic needs caseload students, and general population to assess needs and possible impact of services for program improvement.

Lead: Rigo Estrada and Koji Uesugi

What would success look like and how would you measure it?:

A research-based understanding of students' basic needs at Mt. SAC so that services and resources can be customized to meet their needs.

Type of Request: IT SUPPORT:

Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies.

Planning Unit Priority: High

Total Funding Requested: NA

Request - Full Funding Requested -

Full time Social Worker

Describe Plans & Activities

Supported (Justification of Need):

Our students continued basic needs challenges put them in situations where they require specialized support navigating federal, state, county, and local eligibility criteria to access resources that are often

Unit Goals

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1. Where We Make an Impact: Closing the Loop on Goals and Resources

times beyond the capacity of traditional community college programs and personnel. Social workers' case management support will ensure linkage to resources for students that impact their academic trajectory, motivation, sense of self-efficacy.

Lead: Rigo Estrada

What would success look like and how would you measure it?:

Students facing basic needs insecurities will be able to link to resources at least 75% of the time

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

Total Funding Requested: 105000

Request - Full Funding Requested -

Food resources

Describe Plans & Activities

Supported (Justification of Need):

Provide students facing food insecurity food resources via our Mountie Fresh Food Pantry

Lead: Rigo Estrada

What would success look like and how would you measure it?: Food

Pantry will service at least 400 students a month

Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc.

services. May also include request for travel and conference that does not require the assistance of POD.

Planning Unit Priority: High

Unit Goals

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1. Where We Make an Impact: Closing the Loop on Goals and Resources

On-Going Funding Requested (if applicable): 200000

Total Funding Requested: 200,000

Request - Full Funding Requested -

Funds to purchase basic needs cards to provide students short term quick food and/or hygiene support. Gift cards from places such as Stater Bros., Cardenas, Target, Vons, Chevron, etc.. Gift cards will be valued at \$20-25 each.

Describe Plans & Activities

Supported (Justification of Need):

Providing students with immediate short term support via physical gift cards can ensure that students remain focused on their educational goals. As students return to campus and focus on in-person classes, the Basic Needs Resources Program will need to be able to provide immediate assistance to students in need of food resources when food pantry is not available.

Lead: Rigo Estrada

What would success look like and how would you measure it?: Basic

Needs Resources Program will grow active engaged students by 5% each academic year.

Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.

Planning Unit Priority: High

On-Going Funding Requested (if

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1. Where We Make an Impact: Closing the Loop on Goals and Resources

applicable): 10

Total Funding Requested: 10,000

1. Assessment Plan - Three Column



PIE - Student Services: Behavior & Wellness Team

2. Where We Are Now: Year at a Glance

2020-21

Contact Person: Haneen Alghita Aguilar

Email/Extension: Halghitaaguilar@mtsac.edu

Summary of Notable Achievements: 1. Increased CM outreach (check-ins) to students during COVID 19 pandemic

2. Completion of policy and procedure manual
3. Workshops for all students in collaboration with SHS OT
4. Presentations to faculty/staff in various departments
5. Completion of BWT brochure, ordered marketing materials and new team BWT shirts

Program Planning for Retention and Success: 1. The Team's purpose and daily work is to improve student retention and success, one student at a time.
 2. Meaningful dialogue surrounding Team composition, size, terms of membership.
 3. Assess student's needs and ensure resources/programs provided are equitable and individualized for each student.

External and Internal Conditions Analysis: 1. Increased outreach attempts to students (wraparound approach) due to COVID 19 pandemic
 2. Assessment of Team functioning by National Behavior Intervention Team Association.
 3. Ongoing training via NaBITA
 4. Transitioned to remote working due to COVID 19, continuing to assess student's needs via telephone and/or video conferencing.

Critical Decisions Made by Unit: 1. Focus on assessing Team
 2. Developed a BWT task force to address BWT policies/procedures and needs; meetings 2x per month
 3. Finished the Behavior & Wellness Team Policies and Procedures Manual
 5. COVID 19 shifted how BWT offer services. CM reaches out to student via telephone, video conferencing and utilizes database to text message student.
 6. Zoom workshops for all students addressing various topics related to stressors surrounding COVID 19 and online learning.

Contributors to the Report: Malia Flood/Haneen Aguilar

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Support and Advise - Support and Advise individuals who experience concerning or potentially threatening behavior
Status: Active

Request - Full Funding Requested - Educational and promotional items
Describe Plans & Activities Supported (Justification of Need):

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Goal Year(s): 2019-20, 2020-21, 2021-22
Goal Entered: 06/29/2020

Brochures on mental health conditions, related conditions and resources support information for students. BWT marketing items to provide to faculty and staff to help in promoting BWT program.

What would success look like and how would you measure it?:
 BWT/CM to continue presentations to various departments on campus.

Type of Request: MARKETING:
 Requests for services in the areas of graphic design, news, and photography, posting information, communication and social media.

Planning Unit Priority: High
Total Funding Requested: 5000
Request - Full Funding Requested -
 Hire Project Expert, Level II

Describe Plans & Activities Supported (Justification of Need):
 Project Expert to perform multi-purposed administrative functions and duties to assist with growing BWT caseload. Project Expert to support with marketing strategies, increased visibility on campus, re-distribution of referrals to BWT in Case Manager's absence, data entry and social media tracking.

Lead: Haneen Alghita Aguilar, Malia Flood

What would success look like and how would you measure it?:
 Increased referrals, extensive data tracking, increased on campus/online BWT presentations and workshops and marketing on MT. SAC website and various social media sites.

Type of Request: STAFFING: Requests

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for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: Urgent
On-Going Funding Requested (if applicable): 25000
Total Funding Requested: 25,000



Educate and Empower - Educate and empower the campus community to recognize, report, and effectively address concerning, dangerous and threatening behavior.
Status: Active
Goal Year(s): 2019-20, 2020-21, 2021-22
Goal Entered: 06/29/2020

Request - Full Funding Requested - Yearly funding for Team training on various risk and threat assessment tools such as SIVRA, VRAW, Looking Glass, Suicide Scale, etc.
Describe Plans & Activities Supported (Justification of Need): Training for the Team on a variety of research-based tools allows the Team to better assess the level of threat as well as interventions needed for students' behaviors reported to the Team as concerning. Certifications expire every year.
What would success look like and how would you measure it?: Core Team members are trained on the most of the tools offered by the national association.
Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.
Planning Unit Priority: High
On-Going Funding Requested (if applicable): 25000
Total Funding Requested: 25000

Request - Full Funding Requested - Annual BWT planning day. Funding

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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for planning day venue, supplies and food.

Describe Plans & Activities

Supported (Justification of Need):

Ongoing training is necessary for sharing updates, changing laws, NaBITA recommendations, complete and discuss team/self assessment tool, multi-disciplinary team members to share departmental updates with team and how this may affect students/current procedures of BWT

Lead: Haneen Alghita Aguilar and Malia Flood

What would success look like and how would you measure it?:

1. Complete and discuss team/self assessment tool annually
2. Staff are current with threat assessment, NaBITA and other trainings

Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.

Planning Unit Priority: High

Total Funding Requested: 3000

Collect, Assess, and Track - Collect, assess, and track information on student behavior and referrals
Status: Active
Goal Year(s): 2019-20, 2020-21, 2021-22
Goal Entered: 06/29/2021

Completed - Funding for consultants to conduct assessment of Team functioning
Describe Plans & Activities
Supported (Justification of Need): Assessment of Team Functioning by National Behavior Intervention Team

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Association

What would success look like and how would you measure it?:

Assessment is conducted and a report of effectiveness and efficiency is delivered.

Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.

Planning Unit Priority: Medium

One-Time Funding Requested (if applicable): 20000

Total Funding Requested: 20000

1. Assessment Plan - Three Column



PIE - Student Services: BRIDGE Unit

2. Where We Are Now: Year at a Glance

2020-21

Contact Person: Anabel Perez

Email/Extension: aperez@mtsac.edu

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

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

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

The majority of Summer Bridge 2020 students applied for financial aid (SB 2020 students must complete 2 financial aid application years (2019-2020 and 2020-2021):
93% (224 of 240) applied for year 2019-2020
99% (238 of 240) applied for year 2020-2021

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

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

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

Program Planning for Retention and Success: Summer Bridge 2020 Data:

86% are first generation college students

85% are Latinx.

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

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

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

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

The top 5 high schools with the highest number of SB 2020 participants are:

1. Sierra Vista 25
2. La Puente 21
3. Nogales 20
4. Workman 16
5. Garey 16

These high schools are low-resourced schools with a high percentage of Latinx students.

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

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

3. 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).

Critical Decisions Made by Unit: 1. To increase communication with Bridge students, Bridge worked with a 'mailer' vendor to send students postcard messages at various times throughout the year. This communication campaign included messages reminding students about registration and Bridge counseling appointments, motivational messages to prepare for finals, and SB 2020 students received a 'congratulations, you completed your first year of college' at the end of the Spring 2021 semester.

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

Contributors to the Report: Lyssette Trejo, Bridge Counselor
Lynn Matthiesen, Bridge Program Specialist
Cynthia Orozco, Bridge Educational Advisor

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
<p>Increase Success, Retention, and Engagement for Summer Bridge and Fall/Spring Bridge students - Bridge students, of whom the majority are first-generation, Latinx, and financial aid recipients, will successfully pass the courses offered in the Bridge Program.</p> <p>Status: Active</p> <p>Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22</p> <p>Goal Entered: 09/18/2019</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21</p> <p>% Completed: 75</p> <p>Summer Bridge 2020 overall success rate in general education courses was 83% (this rate includes PN, D, F, and EW).</p> <p>238 students enrolled in the SB Online Program; 13 students opted for the EW (Excused Withdrawal) option.</p> <p>222 of 225 students (98.7%) persisted to the Fall 2020 semester (this rate does not include the 13 students who opted for EW). When EW is included, 230 of 238 (96.6%) SB students persisted to the Fall 2020 semester.</p>

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Report directly on Goal

214 of 238 SB 2020 students (89.9%) enrolled in the Spring 2021 semester. Of the 214 students, 167 (78%) completed the Spring 2021 semester.

Fall 2020 total Bridge learning communities: 11 cohorts (linked courses)

Spring 2021 total Bridge learning communities: 9 cohorts (linked courses) plus 3 additional stand-alone Counseling cohorts (07/11/2021)

Request - No Funding Requested - In order to increase the number of students who participate in the Summer Bridge Program, facilities that accommodate 125-150 students are needed. The Summer Bridge instruction model (LCOM 80 course) requires group activities and engagement. Currently, only 9C-Stage has the flexibility to organize the room for group activities. In addition, for the fall and spring semesters, classrooms are needed to offer tutoring sessions and English and math courses.

Describe Plans & Activities

Supported (Justification of Need):

The Summer Bridge Program has successfully supported first-time, first-generation, recent high school graduates to transition to Mt. SAC. A challenge with growing the program has always been the lack of large classrooms that can accommodate large (non-lecture style) classes. Facilities that are flexible in design and space, will support the growth of Summer Bridge so that more students can participate.

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

For the fall and spring Bridge Programs, availability of classrooms has been an issue that has impacted our tutoring sessions as well as the number of English and math courses designated for the Bridge Program.

Lead: Francisco Dorame/Lina Soto

What would success look like and

how would you measure it?: The number of Summer Bridge student participants will increase by 35%. The number of courses offered in the Fall/Spring Bridge program will increase by 20%.

Type of Request: FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas.

Planning Unit Priority: Medium

Total Funding Requested: 0

Request - Full Funding Requested -

Provide faculty who teach for the Bridge Program a stipend to attend on-going faculty professional development, Bridge Program faculty meetings, and to develop curriculum specific for their learning community (ex. shared assignments, integrate courses). On average there are 30 faculty who teach for the Bridge Program within summer, fall and spring Bridge learning communities.

Describe Plans & Activities

Supported (Justification of Need): A

key component for a successful learning community program is faculty professional development

Reporting Year: 2020-21

% Completed: 25

Faculty, both Part-time and Full-time, who teach for the Bridge Program are not offered any compensation for attending program meetings, trainings, or for designing curriculum and interventions with their learning community faculty partner. Although not all instructors will request compensation for their work with the Bridge program, it does serve as an incentive for participation. Previously, a stipend was available for Bridge Program faculty, it ranged from 15-30 non-instructional rate hours per instructor. There has been a decrease in attendance at Bridge Program meetings/trainings since the stipend is no longer an option. (07/11/2020)

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

and incentives for faculty participation. Currently, we do not provide faculty stipends for participating in the Bridge Program which has resulted in a very small number of faculty who participate in meetings and training. The training would consist of effective practices for teaching in a learning community, as well as culturally relevant teaching. The goal of professional development for faculty who teach for Bridge is to ensure that they have an understanding of Bridge students (their background and strengths), learn innovative, engaging, and culturally relevant strategies to deliver their course content in a learning community format, and to work with learning community partners to address early alert interventions and supports for students. A stipend for faculty who teach in a learning community/Bridge was previously offered at Mt. SAC but was eliminated several years ago. This has resulted in less participation in professional development, especially among adjunct faculty.

Lead: Francisco Dorame/Lina Soto

What would success look like and how would you measure it?: Faculty participation in Bridge professional development will increase resulting in higher course success rates for Bridge learning communities.

Type of Request: PROFESSIONAL & ORGANIZATION DEVELOPMENT (POD): Requests that provide

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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professional learning opportunities for Mt. SAC employees.
Planning Unit Priority: High
On-Going Funding Requested (if applicable): 25000
Total Funding Requested: 25,000

<p>Bridge Program center resources and services will be used to increase success in college. - Bridge students will utilize the resources and services offered in the Bridge Program such as the study areas, study rooms, computers and laptops, printing, peer advising, and counseling and advising to feel connected to the college and to engage with the program. Status: Active Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22 Goal Entered: 09/01/2016</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21 % Completed: 75 Due to the Covid -19 pandemic and campus closure, only counseling and advising services were tracked.</p> <p>Bridge SARS reports for Counseling and Advising: July 1, 2020 - June 30, 2021 = 1,172 Showed Appointments July 1, 2019 - June 30, 2020 = 1,371 Showed Appointments July 1, 2018 - June 30, 2019 = 1,234 Showed Appointment</p> <p>Please note that the Bridge Educational Advisor resigned in January 2021 and the position was not filled until June 2021 thus limiting advising appointments for 5 months. (07/11/2021)</p>
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Request - Full Funding Requested -
 Bridge Program entrance doors need to have a mechanism for locking from the inside in case of an emergency. There was progress made on this request, Bridge staff can now use their key fobs to lock the doors but must go outside to do so.
Describe Plans & Activities Supported (Justification of Need):
 Currently, the main entrance doors (from both sides) cannot lock manually. The doors are operated and controlled (opened and closed) by facilities. After the Active Shooter training for student services, it became even more clear, that the mechanism for locking and opening

Reporting Year: 2020-21
% Completed: 50
 The Bridge main entrance doors and key fobs were modified so that full-time employees can now lock the doors but it requires that staff leave the center and go outside to lock them. For safety purposes, we are still requesting for the locks to be modified so they can be closed from the inside or a button (to close the doors) be installed at the front counter area for emergencies that require that we shelter in place. (07/14/2020)

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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the doors must be changed so that the doors can be manually locked from the inside.

Lead: Lina Soto/Jolene Chong

What would success look like and how would you measure it?:
Employees and students will feel safer.

Type of Request: FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas.

Planning Unit Priority: High

One-Time Funding Requested (if applicable): 3000

Total Funding Requested: 3,000

Request - Full Funding Requested -
Bridge Student Staff salaries

Describe Plans & Activities Supported (Justification of Need):
Peer Advisors are an important and valuable part of the Bridge Program and a college success best practice. They provide support and mentorship to students in the program, both in and outside the classroom. Peer Advisors also work closely with faculty who teach in the Bridge Program to connect students to resources and make referrals as needed. Funding is requested for Peer Advisors to provide academic support to the learning communities via tutoring and peer advisement. Peer Advisors also work closely with Counseling faculty to ensure students schedule educational planning and personal, academic, and career counseling appointments.

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Lead: Anabel Perez/Jolene Chong
What would success look like and how would you measure it?: The number of student visits to the Bridge Program center will increase by 10%.
Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: High
On-Going Funding Requested (if applicable): 55000
Total Funding Requested: 55,000

<p>Increase collaboration with English and Math departments via English and Math faculty liaisons positions. - Improve collaboration and communication with English and Math departments by designating faculty in each department as a Bridge liaison. Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22 Goal Entered: 09/01/2016</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21 % Completed: 50 Bridge liaisons have been made possible by the NRA process. The funding for these positions are not enough to cover both english and math liaisons. Will explore the liaison roles at the non-instructional rate assignment or re-assign time. The challenge has been when faculty use this assignment as load. But having an identified english and math faculty work closely with the Bridge Counselor/Coordinator does facilitate communication on scheduling, professional development, and challenges which may arise. (07/11/2021)</p>
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Request - Full Funding Requested -
 Reassigned time for Bridge faculty (English and Math) liaison positions
Describe Plans & Activities Supported (Justification of Need):
 Requesting to reinstate English and Math faculty liaison positions that were eliminated during previous budget cuts. Progress has been made on this request. LHE was approved for 1 English and 1 Math faculty for the Spring 2020 semester. Updating this request to change from LHE to a non-instructional rate assignment.

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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The liaisons are responsible for: scheduling Bridge courses, recruiting faculty in their respective departments to teach for Bridge, consistent communication between program and department, providing professional development specific to their discipline, and meeting with the Bridge Counselor/Coordinator. This new assignment at the non-instructional rate would support Fall and Spring semesters consistent with the Fall and Spring Bridge Program learning communities which focus on English and Math.

Lead: Anabel Perez

What would success look like and how would you measure it?: English and Math Bridge scheduling would be completed on a timely basis.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: Medium

On-Going Funding Requested (if applicable): 20000

Total Funding Requested: 20,000

<p>Increase English and Math courses success and completion via a First Year Experience program - Provide Bridge students a positive and successful First-year Experience program that includes learning communities to facilitate success through English and math courses at first attempt.</p> <p>Status: Active</p> <p>Goal Year(s): 2018-19, 2019-20,</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21</p> <p>% Completed: 50</p> <p>This past year, all Bridge learning communities were online. Many Bridge students noted challenges in this learning format and life situations such as: increase work hours, not living in environments conducive to online learning or studying, difficulty focusing in front of a computer for extended periods of time, and losing motivation. The aforementioned factors will impact Bridge success rates and completion of English and math at first attempt. Working with Research Office for data.</p>
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<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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2020-21, 2021-22
Goal Entered: 09/01/2016

Report directly on Goal

Fall 2020 success data is pending.
 Spring 2021 success data is pending. (07/11/2021)

Request - Full Funding Requested -
 A Full-time Bridge Program Counselor to teach in the program, provide necessary interventions, meet with learning community English/Math faculty link partner(s), provide proactive, on-time, academic, personal and career counseling, and engage with the families of students.

Describe Plans & Activities Supported (Justification of Need):
 Bridge is a comprehensive learning community program providing majority first- year, first-generation, low-income, and disproportionately under-served students an academic experience by offering Counseling courses and services, integrating English, math and general education courses, providing tutors and peer advisors to ensure student success.

Reporting Year: 2020-21
% Completed: 0
 A request for a new FT Counselor position for the Bridge Program was approved by the Counseling department in 2019 and 2018 but the position does not rank high enough in the new Faculty Request Prioritization process through Academic Senate.
 Due to Covid-19 in Spring 2020 and budget implications, requests for New Faculty positions were put on hold. (07/11/2020)

A goal of the Bridge Program is to support students to successfully complete (at first attempt) English and math courses and to clarify career and major goals. With AB705, students - especially Bridge students- are in need of more support to be able to pass college-level English and math courses. Bridge courses are not producing as high success rates from previous years, thus a new FT Counselor would support our students to pass English and math Bridge courses,

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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clarify goals, identify relevant guided pathways, and develop comprehensive educational plans. In addition, a new Counselor would support the program by facilitating a family/parent program that continues post the Summer Bridge Family Orientation in an effort to engage the families of our students on a more consistent basis as part of a First-Year experience program.

The Bridge Program counseling faculty consists of 1 FT Counselor and 1 FT Counselor/Coordinator which limits the ability of the program to serve students for counseling services. With increased new cohorts of students and continuing Bridge students from past years/past cohorts, Bridge counselors are limited in their ability to provide services critical to the student population (first generation, low-income) such as proactive counseling/interventions and career exploration. Bridge Counselors have noticed an increase in personal counseling appointments and student concerns related to mental health. Thus, a new Counselor would support those efforts as well. A new FT Counselor would replace a previous FT Counselor position that the Bridge Program had through a previous Title V Grant.

Lead: Francisco Dorame/Lina Soto
What would success look like and how would you measure it?: Bridge English and math course success rates

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

will be higher than non-Bridge courses.

The number of Bridge students who have a comprehensive educational plan by the end of their first year will increase from 30% (SB 2018 statistic) to 60%.

The number of counseling and advising appointments will increase by 40%.

The achievement gaps of disproportionately impacted students (i.e. first generation, low-income, Latinx) will decrease.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: Urgent

On-Going Funding Requested (if applicable): 85000

Total Funding Requested: 85,000

1. Assessment Plan - Three Column



PIE - Student Services: CalWORKS Unit

2. Where We Are Now: Year at a Glance

2020-21

Contact Person: LaTasha Hagler

Email/Extension: lhagler1@mtsac.edu

Summary of Notable Achievements: Notable Achievements for Theme A: To Advance Academic Excellence and Student Achievement:

1. The CalWORKs program served approximately 293 students during the 2020-21 academic year.
2. CalWORKs Counselors and Program Specialists provided more than 1,855 contacts during the 2020-21 academic year.
3. Twenty-nine CalWORKs students earned their certificate, degree, and/or transferred for 2020-21.
4. The retention rates for CalWORKs students during the Fall 2020 term was 79.3%.
5. The success rate for CalWORKs students during the Fall 2020 term was 73.2%.
6. The persistence rate for CalWORKs students from Fall 2020 to Spring 2021 was 89%, with a GPA between 2.0 to 4.0.
7. CalWORKs average GPA in Fall 2020 2.71 and 2.49 in Spring 2021.
8. Twenty-four students were nominated and selected for the 2021 statewide CalWORKs Student Voices and two students received scholarships and participated in CalWORKs Annual Training Institute.
9. The Counseling 54 course (Single Parent Academy) was offered for the fifth year, including more than 75% of all CalWORKs eligible students.
10. 293 (100%) of CalWORKs student receive case management
11. 88% of CalWORKs students have a current comprehensive education plan on file
12. Twenty-one CalWORKs students participated in Work-Study earning more than \$89,000 in unsubsidized wages.
13. Seventeen CalWORKs Students were nominated for Students of Distinction; 11 CalWORKs students attained a GPA of 3.5 or higher and 12 students attained a GPA

between 3.0 to a 3.49 in Spring 2019.

Notable Achievements for Theme B: To Support Student Access and Success:

1. Revised intake packets to fillable PDF forms, including electronic signatures.
2. Updated program website including temporary CalWORKs hotline and staff direct Google phone numbers.
3. Identified priorities and best practices to best support student in an online environment.
4. Developed surveys to assess student satisfaction and capture gaps in services and technology requests, such as laptops and Wi-Fi.
5. Supported Professional Development Trainings to enhance student access and success: CalWORKs Annual Training Institute, LAC-5 Regional Training, CalWORKs Association Board, CalWORKs Region 8 Representative, CalWORKs Student Voices Chair.
6. CalWORKs Counselors received Cranium Café training to provide remote counseling support to program participants.
7. Launched online workshops, small group and virtual hangouts for CalWORKs students. Some topics included but limited to: CalWORKs Children's Reading Corner, Housing Resources and Legal Support, Financial Aid and Scholarships, Transfer, Student Panel CalWORKs Alumni, Adapting to Remote Instruction. Many students expressed their appreciation for offering diverse topics and time in which workshops were offered. Based upon workshop evaluations program participants strongly agreed that the content was beneficial and easy to apply, especially in a virtual learning environment.
8. Created a celebration video in place of our year-end recognition event: https://www.youtube.com/watch?v=THgeBv_KMw8
9. Created Canvas Shell to offer tutorial support remotely for CalWORKs/EOPS students. The Canvas Shell provided students with the opportunity to submit questions and assignments to be reviewed by tutors. This was a collaborative effort with EOPS/CARE program director, program faculty and tutoring specialist. Transition our tutoring services from 100% in person to 100% online.

Notable Achievements for Theme C: Secure Human, Technological, & Financial Resources:

- 1 District provided matching funds so department could offer Work-Study efforts to 21 program participants to serve as peer mentors.
2. Awarded carryover SEAP funds to assist with reconnect, re-engage, and recruit efforts for CalWORKs students.
3. Successfully met criteria for year three of three of the DPSS contract, which allows us to sustain salary and benefits (\$127,000) for CalWORKs staff.

Notable Achievements for Theme D: To Foster an Atmosphere of Cooperation and Collaboration:

- CalWORKs and EOPS/CARE staff continued to work collaboratively on programs events and workshops as students overlap both programs. Program directors meet frequently and attend program staff meetings when needed.
- As our Work-Study efforts continue to increase maintaining positive relationships with campus partners such as, Financial Aid Office and Career/Transfer Center is critical to

improving the structure and expansion of Work-Study participants. In order to best track our Work-Study funds, we were given approval rights from Fiscal Services to monitor/change participant timesheets.

- Hosted weekly CalWORKs team meetings, including team building exercises.
- Cross-training with other categorical programs and student support services that serve similar student populations.
- CalWORKs staff attended ESL and ABE/HSD orientation sessions to promote program services and benefits to eligible students.
- CalWORKs staff/faculty participated in ESL conference to inform prospective students on program services and benefits.
- Developed positive working relationships with local county offices and attended monthly collaborative meetings, which include GRET, LA County Community Partners Meetings, CWTEP Steering Committee Meetings

Participated in Mt. SAC's Laptop Loaner Program as a volunteer and Mt. SAC's Drive-Thru Commencement.

Program Planning for Retention and Success: The CalWORKs program served approximately 293 students during the 2020-21 academic year, which is 17% less than the total number of students served during the prior year. All 293 students served (100%) received case management and 88% of CalWORKs students have a current comprehensive education plan on file. During the pandemic, program participation significantly declined as students struggled to adjust to online learning, while caring for their children and families and was unable to prioritize their academics. Program staff continued to support CalWORKs students by providing more than 1,855 contacts, which consisted of appointments, workshops, and monthly check-ins.

Approximately 10% (29 students) of the total number of CalWORKs students served earned their certificate, degree, and/or transferred for 2020-21. The retention rates for CalWORKs students taking degree applicable courses during the Fall 2020 term was 79.3%. The success rate for CalWORKs students taking degree applicable courses during the Fall 2020 term was 73.2%. The persistence rate for CalWORKs students from Fall 2020 to Spring 2021 was 75%, with a GPA between 2.0 to 4.0, which is 12% less than the prior year as a result of ongoing challenges students experienced during the pandemic. Additionally, students continued to struggle academically, and their GPAs slightly decreased compared to the previous year. CalWORKs average GPA in Fall 2020 2.71 and 2.49 in Spring 2021.

Despite the obstacles, CalWORKs continued to thrive and seventeen CalWORKs Students were nominated for Students of Distinction; 11 CalWORKs students attained a GPA of 3.5 or higher and 12 students attained a GPA between 3.0 to a 3.49 in Spring 2021. Twenty four students were nominated and selected for the 2021 statewide CalWORKs Student Voices and two students received \$500 scholarships and participated in CalWORKs Annual Training Institute. The Counseling 54 course (Single Parent Academy) was offered for the fifth year, including more than 75% of all CalWORKs eligible students. Twenty one CalWORKs students participated in Work-Study earning more than \$89,000 in unsubsidized wages.

External and Internal Conditions Analysis: 1. In an effort to navigate through the impacts of COVID-19 with minimum disruption of services to CalWORKs students, all local county offices created guidance to college CalWORKs staff and GAIN Services Workers (GSWs)/Contracted Case Managers (CCMs) on how to temporarily proceed with certain education activity requirements as a result of COVID-19 related campuses closure.

2. During the pandemic and as the campus remain closed, CalWORKs students were not required to complete participation hours and no negative action will be taken until further notice.

3. Due to students' lack of technology, county offices increased computer allowance from \$300 to \$400 excluding taxes and shipping fees. This was critical for many students who did not have access to reliable internet service and equipment to support learning in an online environment.

4. 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.

5. Average monthly CalWORKs caseload is estimated to be approximately 724,000 families in 2020-21, a 102 percent 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.

6. Mt. SAC's geographic location serves four (4) county Departments of Public Social Services (Los Angeles, Orange, San Bernardino and Riverside). The impact of serving the various counties presents a more complex process for intaking applications and verification of county benefits since each area has varying regulations. This causes confusion for the students, staff and the county GAIN workers.

7. A year ago, the Chancellor's Office announced that Pell and Promise (BOG) grants no longer qualified as matching dollars. Programs were incredibly concerned about cutting services and losing funding if their colleges were not able to meet the full match. This was the historic impact of the match without Pell & Promise (BOG) as an option. Through discussion with the Chancellor's Office, CWA secured a "hold harmless" for using those grants through the 2019-2020 fiscal year. Over the last year, the CalWORKs Association Board worked tirelessly to find a resolution to preserve our programs and address the disparity in the match requirement for CalWORKs versus other categorically funded programs. CWA's advocacy involved engaging our partners, including the Western Center on Law and Poverty, Chancellor's Office, Community College League of California, CA Department of Social Services, and the CA Welfare Director's Association. Through these efforts and collaborations, the dollar-for-dollar match removed gone.

8. As of July 1, 2021, AB 128 extends the COVID-19 good cause time limit exemption to aided CalWORKs adults through the implementation of the 60-month CalWORKs time limit.

9. 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.

10. The program currently has one full-time counselor and in order to effectively meet the academic and county service delivery needs of CalWORKs students, additional counseling support is needed by our adjunct counselor. During this academic year we hired one adjunct counselor to offer additional support to meet the diverse needs of our students, especially as students struggled to transition to an online environment.

11. The front counter staff is serviced by one part-time administrative specialist and hourly staff to fill consistent gaps in front counter coverage. Since the administrative specialist also has additional administrative support responsibilities, there are greater instances of gaps in coverage. An over reliance on hourly staff for front counter coverage can lead to inconsistency of information and services to CalWORKs students, so this is a staffing matter that needs to be addressed to effectively support students and staff.

12. The CalWORKs department lacks an administrative assistant position to provide a variety of higher-level advance administrative support to the assigned manager, professional staff, and faculty. Advance administrative assistance is needed to support the efforts of the director and needs of the program. These duties include: coordinating multiple calendars, schedules, oversight of student workers/temporary employees, loading faculty schedules, making travel arrangements and preparing agenda items for Board of Trustees. Lack of appropriate administrative support creates hardship for the program and requires the CalWORKs director at times to lead clerical efforts to prevent the program's integrity and quality of services from being compromised. Currently, the CalWORKs department is reliant upon support from other areas (e.g., General Counseling and Dean of Student Services) that have administrative specialists available to perform complex administrative duties.

Critical Decisions Made by Unit: One of the critical decisions made during this academic year was the implementation process of Work Study as our campus was not

administering Federal Workstudy. As a result of this decision, we did not want our students to suffer and not be offered the opportunity to earn extra subsidized income for their families. During the pandemic we offered Work Study program participants and developed an online mentoring program for new and continuing CalWORKs students. The peer mentors met with Work Study coordinator, Ms. Danette Perkins, who hosted weekly and monthly events for program participants to connect with their peers. As we continued to offer online services, we found that students desired connection so we created intentional virtual spaces for students to engage with their peers. In addition to the monthly student check-ins, the peer mentors also offered daily virtual Zoom hours for students to ask quick questions regarding topics such as registration, county related issues, financial aid, technology requests, food pantry, and return to campus.

Another critical decision made during this academic year was our tutoring efforts. CalWORKs/EOPS did not receive BSI funds for AY 2020-21 to support with academic tutoring and program directors are considering the effectiveness of support offered, especially in an online environment as many students are not utilizing this programmatic service. CalWORKs/EOPS did not offer tutoring during Winter 2021 and Summer 2021, due to low enrollment. During the past 2 years, tutoring services are only being accessed by 5% or less by our student populations and will be re-evaluated for the upcoming academic year.

Contributors to the Report: LaTasha Hagler and CalWORKs staff: Danette Perkins, Yesenia Reyes, Ana Silvia Turcios (faculty), Anisa Alonso, Rajwattie Chatarpaul, Huu Bui (CalWORKs/EOPS) and Evie Loadjaja (CalWORKs/EOPS).

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
<p>Growth - Increase on and off campus awareness of CalWORKs services in order to grow the program participants by at least 5% each year. Status: Active Goal Year(s): 2017-18, 2018-19, 2019-20, 2020-21, 2021-22 Goal Entered: 09/01/2016</p>	<p>Report directly on Goal</p> <hr/> <p>Request - No Funding Requested - None Describe Plans & Activities Supported (Justification of Need): During the 17-18 AY we plan on recruiting students via outreach</p>	<p>Reporting Year: 2020-21 % Completed: 0 Due to COVID-19, program participation declined as students dropped classes and experienced many challenges adapting to online instruction, remote supportive services, and did not increase program participants by 10%. However, an average monthly CalWORKs caseload is estimated to be approximately 724,000 families in 2020-21, a 102 percent increase from the Governor's Budget projection due to the COVID-19 pandemic.</p> <p>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. (07/27/2021)</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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activities off campus. We plan on having a booth at a GAIN job fair. Make a presentation at a Mental Health agency which service the SGV area for students who currently have cash aid and will transition to “adult” cash aid. Go to a GAIN staff meeting in Pomona or El Monte office to make a presentation to their staff.

Attend monthly/quarterly meeting with Department of Social Services and county GAIN workers in order to increase referrals to the CalWORKs program and to facilitate students access to priority registration, county documentation and ancillary forms.

Hold tabling events to promote CalWORKs to the Mt. SAC community on campus. Participate in Student Life New Student Welcome, EOPS New Student Carnival, REACH outreach events and other campus wide information sessions.

Lead: Eric Lara, Ana Silva Turcios, Anisa Alonso

What would success look like and how would you measure it?: BE SURE TO DETAIL WHAT A SUCCESSFUL OUTCOME WOULD LOOK LIKE.

Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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require the assistance of POD.

Planning Unit Priority: Low

Total Funding Requested: NA

Request - No Funding Requested -
None.

Describe Plans & Activities

Supported (Justification of Need):

During the 2018-19 AY, the CalWORKs director attended monthly/quarterly meeting with Department of Social Services and county GAIN workers in order to increase referrals to the CalWORKs program and to facilitate students access to priority registration, county documentation and ancillary forms. As this continues to be a priority, the CalWORKs director and staff will develop an outreach plan to promote services to eligible CalWORKs students.

Lead: LaTasha Hagler, Ana Silvia Turcios, Danette Perkins, Yesenia Reyes, Anisa Alonso

Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.

Planning Unit Priority: Low

Request - No Funding Requested -
None

Describe Plans & Activities

Supported (Justification of Need):

During the 2019-20 AY, the CalWORKs director continued to attend monthly and quarterly

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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meetings with Department of Social Services and county GAIN workers in order to increase referrals to the CalWORKs program and to facilitate students access to priority registration, county documentation and ancillary forms. The CalWORKs director also met with sister programs, such as EOPS/CARE, ESL, and ABE to discuss a pipeline for shared students who are eligible to CalWORKs services. Creating these relationships are critical to the growth and awareness of the program as we seek to grow the number of eligible participants.

Lead: LaTasha Hagler, Ana Silvia Turcios, Danette Perkins, Yesenia Reyes, Anisa Alonso and Shalini Chatarpaul.

What would success look like and how would you measure it?: .

Type of Request: NON INSTRUCTIONAL EQUIPMENT: Tangible property with useful life of more than one year, other than land or buildings improvements, equal and over \$500 per individual item. Used for administrative or non-instructional purposes.

Planning Unit Priority: Low

Total Funding Requested: 0

<p>Technology - Work collaboratively with IT to improve and streamline CalWORKs processes to increase program efficiency.</p> <p>Status: Active</p> <p>Goal Year(s): 2016-17, 2019-20, 2020-21, 2021-22</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21</p> <p>% Completed: 25</p> <p>In collaboration with IT, the CalWORKs dept was able to convert all county and program documents electronically for student to access and complete virtually. Next, we plan to enhance APEX by running reports and create an online application for students to apply to the program on the</p>
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<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
<p>Goal Entered: 09/01/2016</p>	<p>Report directly on Goal</p> <p>Request - No Funding Requested - Support from IT</p> <p>Describe Plans & Activities Supported (Justification of Need): Collaborate with IT to develop an online application process so files are accessible and uploaded via APEX and Onbase electronically.</p> <p>Lead: CalWORKs Team</p> <p>What would success look like and how would you measure it?: Students are able to apply to the program from the CalWORKs website and submit forms (eg eligibility documentation) and accessible for staff via APEX and Onbase.</p> <p>Type of Request: IT SUPPORT: Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies.</p> <p>Planning Unit Priority: High</p> <p>Total Funding Requested: 0</p>	<p>program's website. (07/27/2021)</p>
<p>Program Visibility and Campus Outreach - Collaborate with Non-credit and implement CalWORKs workshops for Adult Basic Education, English as a Second Language, Electronic System Technician, In Home Support Services, ESL Career Conference, General Education Diploma, and High School Diploma programs in order to inform potentially eligible CalWORKs student about support services.</p> <p>Status: Active</p>	<p>Report directly on Goal</p> <p>Request - No Funding Requested - Coordinate with NC</p> <p>Describe Plans & Activities Supported (Justification of Need): Coordinate with NC to go and</p>	<p>Reporting Year: 2020-21</p> <p>% Completed: 100</p> <p>CalWORKs faculty/staff participated in ESL conference, ABE/HSD presentations, ESL presentations and non-credit orientation session. The ongoing goal to coordinate with campus partners in Non-Credit will continue to be a priority as there are CalWORKs eligible students in Non-Credit programs. (07/27/2021)</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Goal Year(s): 2017-18, 2018-19, 2019-20, 2020-21, 2021-22
Goal Entered: 08/20/2017

present to their students at least twice a semester.
 Work with Community Education to send their Short-term training students, who are receiving county funding, to our office to formally apply to CW.

Lead: Eric Lara, Anisa Alonso
What would success look like and how would you measure it?: An increase in CalWORKs participant as a result of recruitment from collaboration with Non-Credit campus partners.

Planning Unit Priority: High
Request - No Funding Requested - None.

Describe Plans & Activities Supported (Justification of Need):
 During AY 2018-19, CalWORKs staff/faculty presented at ESL conference, facilitated classroom presentations for ABE/HSD, and presented at NC orientations for several short term programs.

Lead: LaTasha Hagler, Anisa Alonso, Ana Silvia Turcios, Danette Perkins and Yesenia Reyes

Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.

Planning Unit Priority: Low
Request - No Funding Requested - None

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Describe Plans & Activities Supported (Justification of Need):
 During AY 2019-20, CalWORKs staff/faculty presented at ESL conference, facilitated classroom presentations for ABE/HSD, and presented at NC orientations for several short term programs. Due to COVID-19, CalWORKs staff/faculty were still able to facilitate remote presentations to share program services and benefits with potentially eligible students. The CalWORKs program will continue to participants in these outreach events as it strengthens our campus partners and increase awareness of program services.

Lead: LaTasha Hagler, Ana Silvia Turcios, Danette Perkins, Yesenia Reyes, Anisa Alonso and Shalini Chatarpaul

What would success look like and how would you measure it?: .

Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.

Planning Unit Priority: Low
Total Funding Requested: 0

Community and County Involvement - Attend monthly/quarterly meeting with Department of Social Services and county GAIN workers in order to increase referrals to the CalWORKs	Report directly on Goal	Reporting Year: 2020-21 % Completed: 100 The CalWORKs director attended all county meetings and will continue to attend to maintain collaborative relationships with county GAIN workers to help increase
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<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
<p>program and to facilitate students access to priority registration, county documentation and ancillary forms. Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22 Goal Entered: 09/01/2016</p>	<p>Report directly on Goal</p> <hr/> <p>Request - No Funding Requested - None. Describe Plans & Activities Supported (Justification of Need): CalWORKs director attended monthly/quarterly meetings during 2018-19 and will continue to strengthen partnership with local county offices in order to increase referrals and streamline process. Lead: LaTasha Hagler Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD. Planning Unit Priority: Low</p>	<p>and streamline referrals to Mt. SAC. The CalWORKs director also assigned each CalWORKs program specialist a county to also serve as a liaison to receive and deliver information regarding program services and program participants. (07/27/2021)</p>
<p>Professional Development - Provide opportunities for professional development growth for CalWORKs staff and faculty by attending at least two training/conferences a year. Status: Active Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22 Goal Entered: 06/24/2019</p>	<p>Report directly on Goal</p> <hr/> <p>Completed - None. Describe Plans & Activities Supported (Justification of Need): During AY 2019–20, CalWORKs staff and faculty attended virtual Annual</p>	<p>Reporting Year: 2020-21 % Completed: 100 CalWORKs team attended virtual Annual Training Institute and other trainings and webinars hosted by the Chancellor's Office, LAC5, DPSS, and POD. These trainings allowed CalWORKs staff to remain abreast of pertinent changes/updates and best practices as we remain in a remote setting while offering program services to students. (07/27/2021)</p>

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Training Institute along with webinars and online courses offered through POD and the Chancellor's Office. Due to COVID-19, CalWORKs staff and faculty were unable to attend in-person professional development opportunities but will continue to seek out remote resources and/or trainings that align with program's goals.

Lead: CalWORKs direct, faculty and staff

What would success look like and how would you measure it?:

Attendance of training. Apply information shared to revise and/or implement services to better serve student population.

Type of Request: PROFESSIONAL & ORGANIZATION DEVELOPMENT (POD): Requests that provide professional learning opportunities for Mt. SAC employees.

Planning Unit Priority: Low

Total Funding Requested: 0

Request - No Funding Requested -
None

Describe Plans & Activities

Supported (Justification of Need):

During AY 2020-21, ensure all CalWORKs staff and faculty seek professional development opportunities (ex., virtual conferences, webinars) designed to support programs offering remote services and align with campus and program goals.

Lead: CalWORKs director, faculty and staff.

What would success look like and

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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how would you measure it?:
 Attendance of conference.
Type of Request: PROFESSIONAL & ORGANIZATION DEVELOPMENT (POD): Requests that provide professional learning opportunities for Mt. SAC employees.
Planning Unit Priority: Low
Total Funding Requested: 0

<p>Data Collection - Develop assessment and evaluation tools for all services and programming offered to CalWORKs students to evaluate outcomes for continuous quality improvement. Status: Active Goal Year(s): 2019-20, 2020-21, 2021-22 Goal Entered: 07/16/2020</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21 % Completed: 0 No progress has been made but this goal continues to be a priority for the upcoming academic year. (07/27/2021)</p>
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<p>Student Engagement - Increase the number of CalWORKs students participating in program sponsored activities/events Status: Active Goal Year(s): 2019-20, 2020-21, 2021-22 Goal Entered: 07/16/2020</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21 % Completed: 25 During the pandemic students struggled to stay in engaged, as many struggled to adjust to an online environment. All program services were offered online, including workshops, events and activities for CalWORKs students and children. By offering activities for students, along with their children we found higher participation rates and will continue to offer a similar model for the next academic year. (07/27/2021)</p>
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1. Assessment Plan - Three Column



PIE - Student Services: Career & Transfer Services Unit

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
<p>Employer Connection - Continue to further increase communication and collaboration with employers to determine employment trends, and identify/facilitate student employment opportunities. Facilitate on campus recruitment to foster networking opportunities for students and employers.</p> <p>Status: Active</p> <p>Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21</p> <p>Goal Entered: 09/01/2016</p>		
<p>Program Awareness - Ensure student, faculty, and staff awareness of our Career and Transfer Services, activities, and events.</p> <p>Status: Active</p> <p>Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21</p> <p>Goal Entered: 09/01/2016</p>	<p>Request - Full Funding Requested - Marketing Material</p> <p>Describe Plans & Activities Supported (Justification of Need): Will be utilizing these funds to support marketing materials such as flyers, brochures, posters, social media and other outreach efforts.</p> <p>Lead: Rosa Asencio, Zelda Bolden</p> <p>What would success look like and how would you measure it?: Increase of student use of career and transfer services as well as awareness of our services throughout the campus ie: staff, faculty etc.</p>	

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Type of Request: MARKETING:
 Requests for services in the areas of graphic design, news, and photography, posting information, communication and social media.
Planning Unit Priority: High
One-Time Funding Requested (if applicable): 6000

Incorporate New Technology -
 Explore new technology and continue to effectively utilize existing technology such as Mountie CareerSource, Student Portal, Campus Listservs, Mobile Apps, MAP, UC Transfer Admissions Planner, Social Media and program website to improve services to further assist students in their employment and transfer needs.
Status: Active
Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21
Goal Entered: 09/01/2016

Request - Full Funding Requested -
 Mountie CareerSource yearly licensing agreement_copy
Describe Plans & Activities Supported (Justification of Need):
 Database for students to be able to locate employment/ internship opportunities full time and part time.
Lead: Rosa Asencio
What would success look like and how would you measure it?: Mt. SAC students using Mountie CareerSource will increase by 5% per year.
Type of Request: IT SUPPORT:
 Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies.
Planning Unit Priority: High
On-Going Funding Requested (if applicable): 4000

Data Tracking - Continue to improve tracking and reporting of Career and Transfer Services' student contacts, activities, & events in order to measure and assess student use of service, satisfaction, and learning outcomes.

Request - No Funding Requested -
 Research Assistance for Surveys
Lead: Zelda Bolden
What would success look like and how would you measure it?: Ability to measure services provided to students and staff across campus.

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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<p>Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21 Goal Entered: 09/01/2016</p>	<p>Type of Request: RESEARCH SUPPORT: Evaluating or researching the impact of your educational intervention (cross sectional, cohort tracking). Planning Unit Priority: High</p>	
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<p>Increase Staffing Needs - To hire support for an ongoing basis to keep enhancing the careers/transfer services program to offer career assessments. Myers-Briggs etc. Status: Active Goal Year(s): 2018-19, 2019-20, 2020-21 Goal Entered: 05/06/2019</p>	<p>Request - Full Funding Requested - Career Services Counselor Describe Plans & Activities Supported (Justification of Need): Certificated personnel to distribute and analyze the career assessments. Lead: Francisco Dorame What would success look like and how would you measure it?: Being able to provide this service in our department. Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees. Planning Unit Priority: High One-Time Funding Requested (if applicable): 100000</p>	
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	<p>Request - Full Funding Requested - Admin Support Front Counter Lead: Francisco Dorame Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees. Planning Unit Priority: High</p>	
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<p>Staff Professional Development & Training - Career and Transfer Services will be trained to provide up-to-date career and transfer related services. Professional development will result in innovative services and more engaging workshop presentations resulting in a 10%</p>	<p>Request - Full Funding Requested - Conference and Travel Describe Plans & Activities Supported (Justification of Need): To continue to develop staff knowledge and career development. Lead: Zelda Bolden What would success look like and</p>	
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<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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<p>increase in student workshop participation.</p> <p>Status: Active</p> <p>Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21</p> <p>Goal Entered: 07/01/2017</p>	<p>how would you measure it?: Knowledgeable staff members.</p> <p>Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.</p> <p>Planning Unit Priority: High</p> <p>One-Time Funding Requested (if applicable): 5000</p>	
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<p>Student Equity Employment - With the support of Student Equity Funds, Career Services will develop a comprehensive "Student Employment Training Program." Once participants receive soft skills and procedural training, they will be placed to work on specific campus departments that are relevant to their major/career goal.</p> <p>Status: Active</p> <p>Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21</p> <p>Goal Entered: 09/01/2016</p>	<p>Request - Full Funding Requested - PT Admin Support for SSEED</p> <p>Describe Plans & Activities Supported (Justification of Need): Increase ability to document data, to intake, to calculate etc. Part-Time staff member would be less than 29 hours. Increase student and employer orientations across campus.</p> <p>Lead: Zelda Bolden</p> <p>What would success look like and how would you measure it?: Able to dedicate additional time to employment development for students.</p> <p>Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.</p> <p>Planning Unit Priority: Medium</p> <p>One-Time Funding Requested (if applicable): 30000</p>	
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1. Assessment Plan - Three Column



PIE - Student Services: Career Services Unit

2. Where We Are Now: Year at a Glance

2020-21

Contact Person: Francisco Dorame,

Email/Extension: fdorame@mtsac.edu

Summary of Notable Achievements: To Foster an Atmosphere of Cooperation and Collaboration: 1. A total of ## students logged in to use the Mountie CareerSource system during this past year. Of those students ## submitted job applications on-line and ## resumes were uploaded to the system. A total of ## students met virtually with a Career Specialist for career development sessions with a total of ## students participated in virtual workshops during the campus closure.

The Career Center continues to support the professional development of students through the Student Support 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 (pending return to campus). SSEED program continues to collaborate with the Counseling Department as well as Academic Support & Achievement Center (ASAC) to develop workshops to enhance job readiness skills. SSEED students were placed in various department on campus before and during the campus closure. In addition to their work assignments, students are required to attend various meetings and workshops to enhance their work performance and their soft skills development. SSEED participants are placed with specific departments relevant to their major/career goal. Workshop Participation: 98% of SSEED Students attended workshops each month. The SSEED Student Average GPA: Overall average is 2.0-3.0 (GPA range declined due to pandemic). The SSEED Program had 15 students successfully transfer. Six SSEED students were hired on to their assigned department budgets.

The Career Center will be hosting our 1st Spring Virtual Employment & Career Readiness Seminar on April 21, 2021. This event will be completely FREE and an interactive platform for all participants. This event will be set up via ZOOM break-out sessions allowing students and faculty to virtually move from room to room. Employers control their individual Zoom sessions. During each session, employers will be able to provide information to individuals attending their session. All variable access will be initially setup, in order to allow hosts complete control over the virtual environment. Employers are expected to offer students a comprehensive insight into their specific organization, industry standards and trends. As they continue to pursue their education, an opportunity to collaborate with industry professionals will allow them to follow through with a clear prospective on professional development and any job openings full-time, part-time, internships, or volunteer opportunities. Faculty participation will be encouraged in order to bridge any barrier of communication that may exist amongst either local or regional employers. This interaction will allow students to build both professional confidence and networking skills necessary to develop their individual professional portfolio.

Program Planning for Retention and Success: The Career Center held the 1st Annual Equity & Employability Symposium. This 2-day event provided students and alumni with relevant skills and knowledge necessary to navigate through the workforce industry of their choice. Presenters provided an in-depth professional analysis on the effects of equity within the workplace, as well as within everyday social settings. Presenters also discussed key attributes of employability and how to sustain proper professional development techniques within any industry. Participation in this symposium provided participants with both informational knowledge and general certification. The event was held on October 27, and October 28, 2020. Students and alumni received a certificate for their direct involvement and participation with the symposium. 1 Day = (1 Workshop) Certificate of Participation (12 participants received this type of certification). 2 Days = (2 Workshops > Both Topics) Certificate of Recognition (17 participants

received this type of certification).

External and Internal Conditions Analysis: Due to the unforeseen circumstances and restrictions of the Covid-19 pandemic, the Career Center was forced to move all services to a virtual platform using Zoom for workshops and by enlisting the use of eSARS, our campus online appointment system to conduct student appointments by phone. One benefit of the Covid-19 pandemic was that the department was able to achieve our goal of going paperless and collect data measures in digital formats. The responsibility of collection and processing of this data remains with our department Administrative Specialist. With the reduced awarding of Student Equity funds for student employment a limited number students participated in Career Center events and activities.

Critical Decisions Made by Unit: 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 Career Center to close and staff to telecommute immediately. With the campus closure the department was forces move all services online to a virtual format for student appointment, workshops and Career Fairs.

Contributors to the Report: Rosa Asencio, Zelda Bolden, Colin Brooks

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
<p>Employer Connection - Continue to further increase communication and collaboration with employers to determine employment trends, and identify/facilitate student employment opportunities. Facilitate on campus recruitment to foster networking opportunities for students and employers.</p> <p>Status: Active</p> <p>Goal Year(s): 2019-20, 2020-21</p> <p>Goal Entered: 07/15/2020</p> <p>Date Goal Archived/Inactivated: 07/15/2022</p>	<p>Request - Full Funding Requested - Funds needed to purchase print materials/soft ware programs to be used for marketing the department services to local employers.</p> <p>Describe Plans & Activities Supported (Justification of Need): Will be utilizing these funds to support marketing materials such as flyers, brochures, posters, social media (infographics) and other outreach efforts. Increase employer awareness of services provided by the Career Center to assist them meet their recruitment needs by hiring Mt. SAC students for their company.</p> <p>Lead: Zelda Bolden & Colin Brooks</p> <p>What would success look like and how would you measure it?: Increase employer awareness of services provided by the Career Center to assist them meet their recruitment needs by hiring Mt. SAC students for their company.</p> <p>Type of Request: MARKETING: Requests for services in the areas of graphic design, news, and photography, posting information,</p>	

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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communication and social media.
Planning Unit Priority: High
One-Time Funding Requested (if applicable): 6000
Total Funding Requested: 6000

Program Awareness - Ensure student, faculty, and staff awareness of our Career Center activities and events.
Status: Active
Goal Year(s): 2019-20, 2020-21
Goal Entered: 07/15/2020
Date Goal Archived/Inactivated: 07/15/2022

Request - Full Funding Requested - Marketing materials for student outreach
Describe Plans & Activities Supported (Justification of Need): Funds will be utilized to support and purchase marketing materials such as flyers, brochures, posters, social media (infographics) and other outreach efforts to increase student awareness of Career Center services.
Lead: Rosa Asencio & Zelda Bolden
What would success look like and how would you measure it?: Increase student use of Career Center services throughout the campus i.e. staff, faculty.
Type of Request: MARKETING: Requests for services in the areas of graphic design, news, and photography, posting information, communication and social media.
Planning Unit Priority: High
One-Time Funding Requested (if applicable): 6000
Total Funding Requested: 6000

Incorporate New Technology - Explore new technology and continue to effectively utilize existing technology such as Mountie CareerSource, Student Portal, Campus Listservs, Mobile Apps, Social Media and program website to

Request - Full Funding Requested - Mountie CareerSource yearly licensing agreement.
Describe Plans & Activities Supported (Justification of Need): Online Career Management System database for students to be able to

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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improve services to further assist students in their employment needs.
Status: Active
Goal Year(s): 2019-20, 2020-21
Goal Entered: 07/15/2020
Date Goal Archived/Inactivated: 07/15/2022

locate employment/internship opportunities full and part time.
Lead: Rosa Asencio
What would success look like and how would you measure it?: Mt. SAC students using Mountie CareerSource will increase by 5% per year.
Type of Request: IT SUPPORT: Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies.
Planning Unit Priority: High
On-Going Funding Requested (if applicable): 4500
Total Funding Requested: 4500

Data Tracking - Continue to improve tracking and reporting of Career Center services, student contacts, activities, & events in order to measure and assess student use of service, satisfaction, and learning outcomes.
Status: Active
Goal Year(s): 2019-20, 2020-21
Goal Entered: 07/15/2020
Date Goal Archived/Inactivated: 07/15/2022

Request - Partial Funding Requested
 - Research and Institutional Effectiveness assistance in developing surveys
Describe Plans & Activities Supported (Justification of Need):
 Develop surveys to assess effectiveness of services provided to students.
Lead: Zelda Bolden
What would success look like and how would you measure it?: Ability to measure effectiveness of services provided to students and staff across campus,
Type of Request: RESEARCH SUPPORT: Evaluating or researching the impact of your educational intervention (cross sectional, cohort tracking).
Planning Unit Priority: High
Total Funding Requested: 000

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Increase Staffing Needs - To hire support for an ongoing basis to keep enhancing the career and job placement services to students with additional career readiness and preparation programs and to assist in program planning, and evaluation of services.
Status: Active
Goal Year(s): 2019-20, 2020-21
Goal Entered: 07/15/2020
Date Goal Archived/Inactivated: 07/15/2022

Request - Full Funding Requested -
 (1) Career Specialist (A-88), (1) Student Services Project/Program Specialist I (A-71)
Describe Plans & Activities Supported (Justification of Need):
 Career Specialist - to provide career & job placement services to students via guided pathways, career readiness & preparation, and expand career workshops to equity based populations and high need students in Career Education Programs. Student Services Project/Program Specialist I - to assisting in the program planning, evaluation of services and communication to faculty and staff.
Lead: Dr. Francisco Dorame
What would success look like and how would you measure it?: Hire (1) Career Specialist and (1) Student Services Project/Program Specialist in the Fall 2021/Winter 2022
Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: Urgent
On-Going Funding Requested (if applicable): 140000
Total Funding Requested: 140000

Staff Professional Development & Training - Career Center staff will be trained to provide up-to-date career related services. Professional development will result in innovative services and more engaging workshop presentations resulting in a 10% increase in student workshop

Request - Full Funding Requested -
 Conference and Travel Funds
Describe Plans & Activities Supported (Justification of Need):
 To continue to develop staff knowledge of career development
Lead: Zelda Bolden
What would success look like and

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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participation. Training will incorporate analysis and interpretation of additional assessments.
Status: Active
Goal Year(s): 2019-20, 2020-21
Goal Entered: 07/15/2020
Date Goal Archived/Inactivated: 07/15/2022

how would you measure it?:
 Knowledgeable staff members will be better able to serve students
Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.
Planning Unit Priority: High
Total Funding Requested: 5000

Student Equity Employment - With the support of Student Equity Funds, the Career Center continues to develop and support a comprehensive "Student Employment Training Program." Once participants receive soft skills and procedural training, they will be placed to work within specific campus departments which are relevant to their major/career goal.
Status: Active
Goal Year(s): 2019-20, 2020-21
Goal Entered: 07/15/2020
Date Goal Archived/Inactivated: 07/15/2022

Request - Full Funding Requested -
 PT hourly support for SSEED program
Describe Plans & Activities Supported (Justification of Need):
 Increase ability to document data, to intake, to calculate etc. Part-time staff member would be less 19 hours. Increase student and employer orientations across campus
Lead: Zelda Bolden
What would success look like and how would you measure it?: Able to dedicate additional time to employment development for students
Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: High
One-Time Funding Requested (if applicable): 25000
Total Funding Requested: 25000

Industry Specific Field Trips for

Request - Full Funding Requested -

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Students - Increase ability for students to research and become familiar with jobs available and employer’s worksites.
Status: Active
Goal Year(s): 2019-20, 2020-21
Goal Entered: 07/15/2020
Date Goal Archived/Inactivated: 07/15/2022

Transportation, meals and PPE for students and staff.
Describe Plans & Activities Supported (Justification of Need):
 Increase ability for students to research and become familiar with jobs available and employer's worksites
Lead: Colin Brooks
What would success look like and how would you measure it?:
 Students will be able to engage in classroom discussions with peers and make informed career decisions
Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.
Planning Unit Priority: High
One-Time Funding Requested (if applicable): 3000
Total Funding Requested: 3000

1. Assessment Plan - Three Column



PIE - Student Services: Counseling Department Unit

2. Where We Are Now: Year at a Glance

2020-21

Contact Person: Francisco Dorame, Dean of Counseling; Lina Soto, Associate Dean of Counseling

Email/Extension: fdorame@mtsac.edu/5317; lsoto@mtsac.edu/

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

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

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

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

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

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

--In 2020-2021, the Counseling Department had 22,896 (duplicated) students complete an Educational Plan on our DegreeWorks Audit System. 6,282 Abbreviated Education Plans were developed and 6,459 Comprehensive Educational Plan were completed (Heasley, 2021). During the pandemic these numbers are reflective of our decrease in

enrollment, adjunct counseling and retirees, and modality (i.e. Phone) making it challenging to duplicate previous years Educational Plan outcomes such as 2018-2019 (25,750) and 2019-2020 (29,082).

--In 2020-2021, the Probation Intervention was not active no student was placed on dismissal, probation, or continued probation.

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

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

--The Counseling Department decreased the Summer Transition Enrichment Program (STEP) to 600 students in the Summer of 2020 due to the pandemic. High School Outreach and Promise +Plus leadership informed the Counseling Department that limited participation was occurring from High School students in different HSO Mt. SAC events, workshops, and activities. HSO in addition, requested not to provide a 3rd session in STEP impacting numbers further. The STEP program integrated Guided Pathways and the Promise Program, the Counseling Department decreased the amount of Counseling 1 sections from 27 courses in the Summer of 2019 to 21 courses in the Summer of 2020. The STEP program as a main point of entry to Mt. SAC for hundreds students and a link to the Promise +Plus Program. Unfortunately, due to the pandemic and other factors the program decreased by 200 students from 2019 to 2020.

--Human Resources: The Counseling Department in 2020-2021 hired (2) two members:

--(1) Tenure Track Faculty Counselor - Traci Ebue

--(1) Student Services Program Specialist II - Completion Center - Kaylynn Lare

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

--Technological Support:

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

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

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

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

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

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

(MECA) continues to expand and recruit students successfully with Counseling support.

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

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

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

External and Internal Conditions Analysis: --The Counseling Department decreased the Summer Transition Enrichment Program (STEP) to 600 students in the Summer of 2020 due to the pandemic. High School Outreach and Promise +Plus leadership informed the Counseling Department that limited participation was occurring from High School students in different HSO Mt. SAC events, workshops, and activities. HSO in addition, requested not to provide a 3rd session in STEP impacting numbers further. The STEP program integrated Guided Pathways and the Promise Program, the Counseling Department decreased the amount of Counseling 1 sections from 27 courses in the Summer of 2019 to 21 courses in the Summer of 2020. The STEP program as a main point of entry to Mt. SAC for hundreds students and a link to the Promise +Plus Program. Unfortunately, due to the pandemic and other factors the program decreased by 200 students from 2019 to 2020.

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

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

Contributors to the Report: Francisco Dorame; Lina Soto; Angel Lujan; Beverly Heasley; Stacy Lee; Caron Gomes

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

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

Status: Active

Goal Year(s): 2016-17, 2017-18,

Request - Full Funding Requested -

Full-time Tenured Track Faculty Counselor (General)

Describe Plans & Activities

Supported (Justification of Need):

Academic, career, and personal counseling to the general student population. To address new initiatives and retirements.

Lead: Francisco Dorame

What would success look like and

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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2018-19, 2019-20, 2020-21
Goal Entered: 09/01/2019

how would you measure it?: Fill the vacant positions we lost due to retirements (3). Increase student completion in certificates, associates, and transfer. The measurement would be impact on numbers increased in all three areas indicated.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

On-Going Funding Requested (if applicable): 150000

Total Funding Requested: 150000

Request - Full Funding Requested -
 Administrative Specialist II - Articulation

Describe Plans & Activities Supported (Justification of Need):
 Articulation continues to expand and get more complex as state mandates and regulations are authorized via legislation. The integration of GE Ethnic Studies Area F for CSU has increased the workload of our Articulation Officer substantially and we continue to grow programs exponentially.

Lead: Francisco Dorame; Jamaika Fowler

What would success look like and how would you measure it?: Provide substantial support to our Articulation Officer who is need of Administrative support to help develop reports, notes, and data. In addition, help with communication both internally and externally.

Type of Request: STAFFING: Requests for permanent employee positions or

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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temporary/hourly employees.
Planning Unit Priority: Urgent
On-Going Funding Requested (if applicable): 75000
Total Funding Requested: 75000

<p>Student Education Plan - Continue to address all issues related to SEAP and Guided Pathways specifically related to the abbreviated and comprehensive educational plans (i.e. target students who do not have a comprehensive ed plan; utilize MAP to create templates institutionalized pathways). Expand to Guided Pathways MAP's to EAB Navigate for student usage and schedule/registration implementation. Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22 Goal Entered: 09/01/2021</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21 % Completed: 100 Abbreviated 6,282 and Comprehensive 6,459; overall 22,896 were developed as duplicated students who returned to develop additional guidance and modifications to their Educational Plans. (10/01/2021)</p>
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<p>New Student Orientations/MAP Workshops - Continue to address the demands and process related to SEA Program specifically related to New Student Orientations-via online (i.e. Veteran, International, and Connect 4) and MAP Workshops. Make annual edits and modifications to both Online NSO and MAP Workshops. Status: Active Goal Year(s): 2016-17, 2017-18, 2019-20, 2020-21, 2021-22 Goal Entered: 09/30/2021</p>	<p>Request - Full Funding Requested - Contract with Advantage Design to create a more user friendly New Student Orientation. Lead: Francisco Dorame Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD. Planning Unit Priority: High</p>	
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Marketing/Communication -	Request - Full Funding Requested -	
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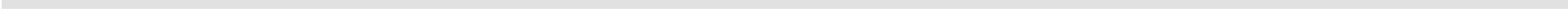
<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Promote Counseling Department services and courses to the campus and community audience via social media, billboards, news, brochures, and multimedia means (i.e. electronic monitors, Mt. SAC portal). Establish student campaigns to promote Counseling Services such as, 15 to Finish Campaign, Re-enroll Campaign, and It's Time to Graduate Campaign.
Status: Active
Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, 2022-23
Goal Entered: 09/01/2021

Promotional funds to market the Completion Center
Describe Plans & Activities
Supported (Justification of Need): Completion Center - create student testimonials, brochures, marketing fliers with completion tag lines, and fliers for services and activities (i.e. Recognition Ceremonies)
Lead: Francisco Dorame
What would success look like and how would you measure it?: Students know and learn about the Completion Center and see an increase of students attend events and activities hosted by the staff and faculty.
Type of Request: MARKETING: Requests for services in the areas of graphic design, news, and photography, posting information, communication and social media.
Planning Unit Priority: Medium
On-Going Funding Requested (if applicable): 15000



Student Learning
Outcomes/Program Learning
Outcomes - Continue to address Student Learning Outcomes for courses and services. Integrate Program Learning Outcomes (PLO's) into our services, workshops, and activities offered by the Counseling Department.
Status: Active
Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, 2022-23
Goal Entered: 09/01/2021



<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Professional Development - Increase the opportunities and develop for professional development activities for all department staff and faculty (i.e. front counter training, transfer CSU/UC admissions, career planning and assessment).
Status: Active
Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22
Goal Entered: 09/01/2021

<p>Guided Pathways - The Counseling Department will make critical decisions on how we implement the Guided Pathways Model. Decisions will be made on Mapping of majors and alignment of all academic and career pathways with transfer and employment opportunities with equity mindedness. Continue to provide training and integration of Counseling Faculty with Meta-Majors/Career Clusters. Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22, 2022-23 Goal Entered: 09/01/2019</p>	<p>Request - Full Funding Requested - Full-time (tenure track) Faculty Counselor (Pathways) Describe Plans & Activities Supported (Justification of Need): Pathways Faculty Counselor - serve as the main point of contact with Guided Pathways personnel, trends, and initiatives. Establish, maintain, and monitor Guided Pathway models and serve as liaison to Instruction. Lead: Francisco Dorame/Thomas Mauch What would success look like and how would you measure it?: Expand and keep up to date Guided Pathways Models and have them be an active participant with committees and initiatives regarding Pathways. Planning Unit Priority: Medium</p>	
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MAP Workshops - To present career guided pathways and education plans within the first semester for all first time students to support guided pathways efforts and meet SEA Program and Student Centered

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Funding Formula.
Status: Active
Goal Year(s): 2019-20, 2020-21, 2021-22, 2022-23
Goal Entered: 06/10/2021

Student Equity/DEI - Continue to review services and curriculum on a regular basis to ensure counseling is providing equitable services and curriculum for all students. Expand knowledge on diversity, equity, and inclusion for all Counseling Faculty. Ensure integration of emerging practices in the Counseling discipline continue to be at the forefront of training and development.
Status: Active
Goal Year(s): 2019-20, 2020-21, 2021-22, 2022-23
Goal Entered: 06/10/2021

Request - Full Funding Requested - Funding to attend the Student Equity Institute Training's
Describe Plans & Activities Supported (Justification of Need): Provide Faculty Counselors the Equity based training necessary to support and assist in the development of services, curriculum, and activities within general and special programs.
Lead: Dr. Francisco Dorame
What would success look like and how would you measure it?: Make significant changes in the delivery of service and programming, making significant difference with Student Equity populations and close the achievement gap.
Type of Request: PROFESSIONAL & ORGANIZATION DEVELOPMENT (POD): Requests that provide professional learning opportunities for Mt. SAC employees.
Planning Unit Priority: High
On-Going Funding Requested (if applicable): 10000

1. Assessment Plan - Three Column



PIE - Student Services: DREAM Unit

2. Where We Are Now: Year at a Glance

2020-21

Contact Person: Dario Fernandez

Email/Extension: dfernandez55@mtsac.edu

Summary of Notable Achievements: NA

Program Planning for Retention and Success: NA

External and Internal Conditions Analysis: At the federal level, uncertainty regarding the future of DACA remains after the most recent Supreme Court case on 6/18/20 upheld DACA. Subsequent legal updates, as recently as 7/16/21, have also brought up concerns for first-time DACA applicants that will surely linger throughout this academic year as the case makes its way through the legal channels.

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 even after we return to in-person instruction and services, 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. The addition of the DREAM/REACH Social Workers will help address the persistent needs of our students and their families. These needs often require a familiarity with resources and services outside of Mt. SAC, and the social workers will be ready to assist in this manner.

Critical Decisions Made by Unit: 1.

2. Hired Social Workers to support students through a holistic case-management approach.

3. Began a career and professional development project to address the challenges that undocumented students face as they explore career options in health-related fields. With the guidance of our counseling team, we hope to begin expanding this to other fields in the 21-22 year. This project will inform counseling practices in one-on-one counseling appointments, workshops, and day-to-day inquiries received by DREAM Program Staff

Contributors to the Report: Dario Fernandez, Director / DREAM Program

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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<p>Increase Staffing Resources - Increase staffing resources to better support the goals of the DREAM Program and to improve direct services for students. This includes administrative, programmatic, and academic resources. Status: Active Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22 Goal Entered: 07/10/2020</p>	<p>Request - Full Funding Requested - Administrative Specialist II Describe Plans & Activities Supported (Justification of Need): Supports with budget tasks, processing purchasing paperwork, timekeeping, drafting communications to students and campus community. Lead: Dario Fernandez, Director/DREAM Program What would success look like and how would you measure it?: Roles amongst DREAM Program staff will be more clearly defined and we will add capacity for the day-to-day clerical needs of our program. Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees. Planning Unit Priority: Medium On-Going Funding Requested (if applicable): 75000 Total Funding Requested: 75000</p>	<p>Reporting Year: 2020-21 % Completed: 25 For 2020-2021 we seek funding for a full-time AS II. Funding requested in Phase 13 NRA in July 2021. (07/19/2021)</p>
	<p>Request - Full Funding Requested - Hiring a Social Worker to help with Mental Health Support Describe Plans & Activities Supported (Justification of Need): DREAM students struggle with the transition from college and often have childhood adverse experiences that have created long lasting consequences that may hinder their college success. A social worker will bring the knowledge of public services and the necessary skill set and training to work with our students from a trauma informed perspective. The Social Worker will</p>	<p>Reporting Year: 2020-21 % Completed: 50 Position was funded in 2021 through CARES Act funding for DREAM/REACH Social Workers, but ongoing funding is still needed. (07/19/2021)</p>

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

support the DREAM Program by providing personal counseling to support their mental health and personal growth. Thus, resulting in students doing well in their academics.

Lead: Dr. Eric Lara / Dario Fernandez, Director/DREAM Program

What would success look like and how would you measure it?: Having this resource would help because DREAM students drop and stop-out rates will decrease as retention and persistence will increase by 75% for active DREAM students.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High
One-Time Funding Requested (if applicable): 104000

Total Funding Requested: 104000

Request - Full Funding Requested - Funding to support front-desk coverage and peer-mentoring component of the program.

Describe Plans & Activities Supported (Justification of Need): Help support the Program Specialist and provide front-desk coverage. Funding will facilitate peer-to-peer support for students in our program.

Lead: Dario Fernandez, Director/DREAM Program

What would success look like and how would you measure it?: More efficient and effective support for students at the front-desk. The more efficient we are at trouble-shooting

Reporting Year: 2020-21

% Completed: 25

Funding for front-desk coverage and peer-mentoring was utilized from the DREAM SEAP Discretionary funding for 20-21. (07/19/2021)

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

and assessing students' needs, the more efficient and effective we can be with counseling appointments.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: Medium

On-Going Funding Requested (if applicable): 40000

Total Funding Requested: 40000

Request - Partial Funding Requested

- Funding for adjunct counselors to support the counseling component of our program and to support our full-time counselor.

Describe Plans & Activities

Supported (Justification of Need):

Support the development of educational plans for students.

Support academic and curricular development of linked DREAM courses.

Support development and facilitation academic, personal, and career workshops.

Lead: Dario Fernandez, Director/DREAM Program

What would success look like and how would you measure it?:

Additional counseling appointments would be made available for our students and additional academic support would be available for workshops and activities.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

Reporting Year: 2020-21

% Completed: 25

Funding for 20-21 was granted through SEAP funds in the amount of \$40,000. (07/19/2021)

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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One-Time Funding Requested (if applicable): 45000
Total Funding Requested: 45000
Request - Full Funding Requested - \$115,000
Describe Plans & Activities Supported (Justification of Need):
 Full-time Educational Advisor
Lead: Dario Fernandez
What would success look like and how would you measure it?: in progress
Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: High
On-Going Funding Requested (if applicable): 115000
Total Funding Requested: 115,000

Reporting Year: 2020-21
% Completed: 25
 8.10.21 (08/10/2021)

Increase DREAM Student Success -
 Track students' success measures including, but not limited to, retention, persistence, transfer readiness, and completion.
Status: Active
Goal Year(s): 2020-21, 2021-22
Goal Entered: 07/13/2020

Professional Development - Increase professional development opportunities for program faculty, staff, and students.
Status: Active
Goal Year(s): 2020-21, 2021-22
Goal Entered: 07/13/2020

Request - Full Funding Requested -
 Professional development of staff and students. Funds would cover travel, lodging, meals, and conference registration fees.
Describe Plans & Activities Supported (Justification of Need):
 Participation in conferences to increase knowledge base of the most pressing student services issues in community colleges,

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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especially issues particular to undocumented students and students from mixed-status families.

Lead: Dario Fernandez, Director/DREAM Program

What would success look like and how would you measure it?: Staff and students participate in professional development opportunities they otherwise wouldn't have access to. Pre and post assessments will measure the impact of the funding used for these critical experiences.

Type of Request: PROFESSIONAL & ORGANIZATION DEVELOPMENT (POD): Requests that provide professional learning opportunities for Mt. SAC employees.

Planning Unit Priority: Low

One-Time Funding Requested (if applicable): 10000

Total Funding Requested: 10000

Request - Full Funding Requested - Counseling faculty professional development

Describe Plans & Activities Supported (Justification of Need): Professional development opportunities for counseling faculty in the DREAM Program to improve curriculum and pedagogy pertinent to undocumented students' needs.

Lead: Dario Fernandez, Director/DREAM Program

What would success look like and how would you measure it?: Success in this goal will be reflected in current and up-to-date best-practices in curriculum development and

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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pedagogical practices. Assessment of students' experiences will be conducted.

Type of Request: PROFESSIONAL & ORGANIZATION DEVELOPMENT (POD): Requests that provide professional learning opportunities for Mt. SAC employees.

Planning Unit Priority: Medium
One-Time Funding Requested (if applicable): 4000
Total Funding Requested: 4000

Outreach and Partnerships - Increase DREAM Program's outreach footprint while maintaining mutually-beneficial partnerships. This overarching goal helps to better support undocumented students in other programs and areas of campus not just those in the DREAM Program. Additionally, we also serve as a resource for staff and faculty in those programs to address questions, trouble-shoot, and build capacity to better support undocumented students across campus.

Status: Active

Goal Year(s): 2020-21, 2021-22

Goal Entered: 07/13/2020

Student Development and

Engagement - Coordinate program events and activities that provide professional, personal, and academic development opportunities for DREAM students.

Status: Active

Goal Year(s): 2020-21, 2021-22

Goal Entered: 07/13/2020

1. Assessment Plan - Three Column



PIE - Student Services: EOPS and CARE Unit

2. Where We Are Now: Year at a Glance

2020-21

Contact Person: Julie Marquez

Email/Extension: jmarquez170@mtsac.edu/x.5930

Summary of Notable Achievements: Fall 2020:

Launched EOPS/CARE Canvas Shell

Counseling, Tutoring, and Workshops were all offered online

Developed the EOPS/CARE Peer Navigator Program

892 out of 919 (97%) that were eligible to return registered for Fall 2020 semester.

276 new students accepted for Fall 2020 semester.

Spring 2021:

Launched an EOPS/CARE Peer Navigator Component filled by current students selected for the new effort. As a result of the Peer Navigators involvement with reaching out to students, 90% of new students completed all 3 of their counseling contacts).

9 out of 14 Mt. SAC CARE applicants were awarded a Soroptomist award

4 EOPS students and 1 EOPS/CARE student was among Student of Distinction

All FT and Adjunct EOPS/CARE Counselors were recognized in the Transfer Achievement Ceremony.

88% percent of EOPS/CARE students persisted from Fall 2020 to Spring 2021.

185 EOPS/CARE students obtained an associate degree.

250 EOPS/CARE students participated in Grad Fest.

250 EOPS/CARE students earned their certificate, degree, and/or transferred for 2019-20.

Program Planning for Retention and Success: From CCC (California Community Colleges) Data Mart:

The retention rates for EOPS/CARE students taking degree applicable courses during the Fall 2020 term was 98% and 97% for the general MT. SAC student population.

The success rate for EOPS students taking degree applicable courses during the Fall 2019 term was 87% and 83% for non-EOPS students.

These two data points show that EOPS/CARE students are staying enrolled and succeeding at slightly higher rate than the general Mt. SAC student population.

Served at total of 1,409 EOPS/CARE students. This is 90 students less than those served in 19-20 and was a direct consequence of not being staffed at the same level (due to

staff and faculty taking leaves of absences during the pandemic) as the prior year.

External and Internal Conditions Analysis: External Conditions Analysis:

Pandemic: The pandemic has significantly changed the delivery of EOPS/CARE Program services. Since the onset of the pandemic, our EOPS/CARE services have shifted from being in person to being virtual. While the programmatically the transition to virtual services has been smooth, our students continue to struggle with services only being offered online. However, many students have reported to have benefited from the college offering online classes. They have reported to find it easier to be full-time students since they are no longer spending time travel to campus, parking and walking to class. This positive outcome has mostly been shared by student parents. Additionally, now that the economy has re-opened our students are beginning to report that they will be taking the next year off to work - since job are plentiful. While there is no data yet, this will be a trend to look out for in 21-22.

K-12 School Closures: As a result of the pandemic, EOPS/CARE staff had to continue to take time off to care for their children since K-12 schools remained closed during the 20-21 academic year. This resulted in needing to hire one additional adjunct counselor, front counter staff and peer navigators. The hiring of these individuals helped us meet the needs of the EOPS/CARE student population and allowed the program to retain our students at Mt. SAC.

Internal Conditions Analysis

Budget:

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

Space:

One benefit of having virtual services is that we did not have to worry about the space issues in our department. This allowed the EOPS/CARE Department to hire additional EOPS/CARE Counselors, Peer Navigators and Front Counter support. In the past, much of our scheduling revolved around the physical space we had. Now that we are transitioning back there continues to be a lack of adequate space. Plans to reconfigure the space in EOPS/CARE have moved forward, but due to COVID related ordering issues the remodeling is not expected to be completed until early November 2021. In addition, as we transition back to in person services, the EOPS/CARE Department is going to be working towards identifying a space that can be used to help build community among EOPS/CARE students.

Critical Decisions Made by Unit: During the 20-21 academic, EOPS/CARE began new methods of serving our students as well as assessing the impact of traditional services, and filling the void in counseling.

Communication w/Students

During the 20-21 academic year a Canvas shell was created for EOPS/CARE & CalWORKs Tutoring & EOPS/CARE Communication. CANVAS was the main communication tool that was used by EOPS/CARE staff to engage with our student population. While students are use to using CANVAS we found the tool not to be engaging. As a result, we decided to spend summer 2021 revamping the CANVAS shell to include elements that would attract more students to our CANVAS shell.

In addition to CANVAS we began to use SMORE to create monthly newsletters to make the information to students look more appealing. Based on the analytics available for SMORE, it seems liked we had an average of 1200 views per month. Therefore, a decision to continue with the Newsletters was made.

EOPS Program Services

Book Service: As a result of the pandemic we shifted to providing students with Book Grants instead of Book Vouchers. This eliminated the students having to physically come to campus to get their books. After conducting a survey on what students preferred we found that over 90% of students prefer to get the book grants. Students reported that the grant allows them to purchase books at a cheaper price from online vendors and was easier than using the book voucher. Programmatically it was also

easier to track grants therefore at the end of the 20-21 year the decision to continue issuing book grants was made.

Tutoring: Tutoring was not offered during Winter 2021 and Summer 2021 due to tutoring enrollment being significantly low. Given the cost of the tutoring operation and anticipated funding challenges, the lower student usage rate, particularly in the virtual environment, and hearing of students' technology needs related to other types of academic support, we will re-evaluate the feasibility of tutoring services during the fall 2021 semester. During the past 2 years, tutoring services are only being accessed by 5% or less by our student populations. As a result of the downward trend, a critical decision will be made in 21-22 about EOPS/CARE Tutoring.

Counseling: During the 20-21 the EOPS/CARE Department went through the prioritization process as a result of a retirement. Our position was approved to be posted in October/November 2020 and we began the recruitment process in December 2020. The search ended in March and the EOPS/CARE department offered the position to Mrs. Carolyn Lake-Bain who began serving in the role in May 2021.

Peer Navigator Program: During the Spring 2020 semester the EOPS/CARE Department determined that there was a strong need for a peer mentor component. While this was partially due to the pandemic and our need to increase our efforts to connect with students. Therefore, during the Fall 2020 semester a committee was formed to plan what the Peer Navigator Program would look like and layout how the Peer Navigators would assist the program in achieving it's goal. As a result of team effort, we launched the Peer Navigator Program during the Spring 2021 semester. EOPS/CARE hire 6 Peer Navigators to assist with helping the program retain those admitted during the Spring 2021 semester. While the initial goal was to hire 10 Peer Navigator, due to staffing limitations we decided to only hire 6. While we did not hire as many PN's as we had hoped the program was very successful and as a result of the success the EOPS/CARE team decided to continue to program after Spring 2021.

Contributors to the Report: Julie Marquez,

- Urias Garcia
- Carolyn Lake-Bain
- Maria Hernandez Figueroa
- Alex Brambila
- Kaitlyn Yrineo
- Huu Bui
- Jana Crawford
- Selene Roman
- Jazmin Hurtado
- Evie Loadajaja

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
<p>Professional Development: - Provide opportunities for professional development and technical training for EOPS tutors, staff, counselors and director.</p> <p>Status: Active</p> <p>Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22</p> <p>Goal Entered: 09/01/2016</p>	<p>Report directly on Goal</p> <hr/> <p>Request - No Funding Requested - Support to send EOPS tutors, staff, counselors and director to trainings. Support to have staff from other</p>	<p>Reporting Year: 2020-21</p> <p>% Completed: 50</p> <p>During the 2020-21 academic year EOPS/CARE staff members attending virtual trainings. While they were helpful, the staff is still in need of additional training on areas such as MIS,. (07/20/2021)</p>

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

areas on campus come in and provide in service training. For instance, have Financial Aid office come to a staff/faculty meeting to provide us with information on how we can assist our students when they have incomplete financial aid files.

Describe Plans & Activities

Supported (Justification of Need):

- 1.) Have various department staff representatives attend our meeting to share what the EOPS team can do to better serve their population of students. For example, ask the new DREAM Director to provide a training on the needs of undocumented students and what we can do to support them.
- 2.) Support 2 Classified Staff and 2 Counselors to attend the annual EOPS Conference.
- 3.) Encourage staff, counselors and tutors to attend relevant POD training.
- 4.) Work with staff to create an effective tutor training day.

Lead: Julie

What would success look like and how would you measure it?: Staff would participate in PD.

Type of Request: PROFESSIONAL & ORGANIZATION DEVELOPMENT (POD): Requests that provide professional learning opportunities for Mt. SAC employees.

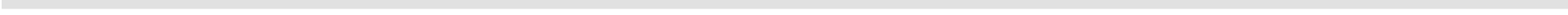
Planning Unit Priority: Medium

Total Funding Requested: 0

Request - No Funding Requested - In order to make sure that staff are

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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properly trained we need continued support to attend training.
Describe Plans & Activities
Supported (Justification of Need): In the Fall the EOPS Director will identify online training that may be beneficial to program staff.
Lead: Julie
What would success look like and how would you measure it?: The successful of technical training can be measured by doing an in service audit.
Type of Request: PROFESSIONAL & ORGANIZATION DEVELOPMENT (POD): Requests that provide professional learning opportunities for Mt. SAC employees.
Planning Unit Priority: Low
Total Funding Requested: 0



Technology - Increase program efficiency.
Status: Active
Goal Year(s): 2016-17, 2018-19, 2019-20, 2020-21, 2021-22
Goal Entered: 09/01/2016

Report directly on Goal

Reporting Year: 2020-21
% Completed: 25
 During the 2020-21 academic year we continued to focus on providing remote services. While our efficiency has increased when it comes to the intake process we now have to find a way to increase our efficiency by eliminating paper files. Therefore, this will be one of the goals that we focus on this year. We are currently in the process of exploring program but have not taken any steps to convert all our paper files to e-files. (07/20/2021)

Request - No Funding Requested -
 Scanner
Describe Plans & Activities
Supported (Justification of Need): 1)
 Explore programs to house EOPS documents
 2) Convert all paper files to e-files
Lead: Julie Marquez
What would success look like and

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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how would you measure it?:
 Paperless files for all EOPS/CARE Students

Type of Request: IT SUPPORT:
 Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies.

Planning Unit Priority: High

Total Funding Requested: \$0

Request - No Funding Requested - IT Support

Describe Plans & Activities Supported (Justification of Need):
 Phase II: Advancements in the APEX database. Phase II will train all the front counter staff in how to utilize the system.

Lead: Julie Marquez

What would success look like and how would you measure it?: The new system will shorten the amount of processing time as it will eliminate a lot of data entry.

Type of Request: IT SUPPORT:
 Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies.

Planning Unit Priority: High

<p>Collaboration - Increase collaboration with student support programs, departments on campus, higher education institutions, and community agencies in order to better serve students.</p> <p>Status: Active</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21</p> <p>% Completed: 50</p> <p>During the 2020-21 the EOPS/CARE team worked on strengthening our partnerships with equity programs at Mt. SAC, HSO, Bridge, and community partners. Specifically, as a result of our partnership with Soroptimist 11 CARE students were awarded a scholarship. This is the highest</p>
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<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22
Goal Entered: 09/01/2016

Report directly on Goal

number of Mt. SAC recipients in one single year. Typically we only have about 4 winners. We also worked on our partnership with Equity Programs, HSO and Bridge in order to increase access to our program. As a result in 2020-21 we had over 500 new students. Another partnership that was established was the CARE collaborative. The CARE collaborative was spear headed by Mt. SAC's EOPS/CARE Coordinator - Maria Hernandez Figueroa. As a result of the partnership, CARE services were leveraged. Specifically, different colleges hired speakers and our students were able to attend other CARE program Zoom events and vice versa. (07/20/2021)

Request - No Funding Requested -

Access to the SARS Grid of other departments such as DREAM and REACH. This way when we look up our EOPS students we are able to see if they are meeting with counselors in other areas.

Describe Plans & Activities

Supported (Justification of Need): 1)

- Expand the committee makeup of the EOPS Advisory Committee .
- 2) Hold standing meetings with key staff from various areas such as REACH, DREAM, CalWORKs and Financial Aid.
- 3) Provide training for counselors in other programs if students choose to receive their EOPS counseling contacts from their respective counselors.

Lead: Julie Marquez

What would success look like and how would you measure it?: At least 2 coordination meeting a semester will be held between the various programs.

Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.

Planning Unit Priority: High

Total Funding Requested:)

Request - No Funding Requested -

Continued support to work with DREAM and REACH to identify students shared.

Describe Plans & Activities

Supported (Justification of Need): 1)

Continue including REACH, DREAM and FA in the EOPS/CARE Advisory Committee .

2) Continue holding meetings with key staff from various areas such as REACH, DREAM, CalWORKs and Financial Aid.

3) Provide training for counselors in other programs if students choose to receive their EOPS counseling contacts from their respective counselors.

Lead: Julie Marquez

What would success look like and how would you measure it?: At least 2 coordination meeting a semester will be held between the various programs.

Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Planning Unit Priority: High
Total Funding Requested: 0

Data Collection - Conduct ongoing systematic assessments and evaluate outcomes for continuous quality improvement.

Status: Active

Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22

Goal Entered: 06/19/2019

Report directly on Goal

Reporting Year: 2020-21

% Completed: 25

During the 2020-21 academic year we continue gathering data and met with the IT team several times to ensure that our ARGOS reports were accurate. While most reports are now matching our internal records we are still in need of revising some of the reports to make sure they are capturing accurate data.

In addition, we are still working with the research department to capture the information needed to complete the Student Equity Report. In this area, we did take steps towards gathering data and we identified measurable outcomes.

Moving forward we need to focus on the data being populated in EAB to ensure that we can begin utilizing the tool in order to make data driven decisions about which students need additional intervention. (07/20/2021)

Request - No Funding Requested -

Support from the IT Dept. with pulling the necessary data for the EOPS Department to evaluate and assess how we are doing.

Describe Plans & Activities

Supported (Justification of Need):

- 1.) Ask that IT Staff update the dashboards on a year to year basis.
- 2.) Tutorial Specialist will continue gathering data on the numbers of students that are accessing tutoring, their grades and any other relevant information.
- 3.) EOPS staff and faculty will continue administering surveys through quadratics and utilize the data gathered to make

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

improvements.

Lead: Julie Marquez

What would success look like and

how would you measure it?: We would have all the dashboards requested.

- 1) EOPS Head Count
- 2) Degree & Certificate Completion
- 3) GPA
- 4) Success & Retention Rate
- 5) Persistence
- 6) Financial Aid: Breakdown of the percentage of our students are receiving a fee waiver under method A, B, C, Pell and CHAFFEE.
- 7) College Level English & Math: Breakdown on the percentage of our students who have completed college level English & Math, as well as the percentage who have completed both.
- 8) Academic Standing: Percentage of our students who are in good standing, level 1 & 2 probation.
- 9) PT vs. FT: Breakdown of the number of units our students are enrolled in.
- 10) Persistence within our program

Type of Request: IT SUPPORT:

Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies.

Planning Unit Priority: High

Request - No Funding Requested -

Internally we need to have a better way of collecting and analyzing tutoring data. We may need a researcher's assistance to evaluate this service.

We also need support from the IT Dept. with pulling the necessary data for the EOPS Department to evaluate and assess how we are doing.

We also need support to fix our ARGOS reports.

Describe Plans & Activities

Supported (Justification of Need):

- 1.) Submit request for IT staff to fix issues with current dashboards that were created for EOPS. These were great but can no longer be accessed. The high turnover in researchers has impacted our ability to collect data specific to EOPS and create a comparison group.
- 2) Submit request for ARGOS reports to be fixed.
- 2.) Have Tutorial Specialist gather tutoring data and ask for him to meet with researcher to see what other data can be pulled.
- 3.) Continue administering surveys through quadratics and utilize the data gathered to make improvements.

Lead: Julie Marquez

What would success look like and how would you measure it?:

Accurate ARGOS reports: We continue having issues with Argos report SER007. Much of this is a result of assignments not being ended correct (3 + years ago.) Accurate reports would lead to accurate data on how our students are doing.

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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We had the dashboards below at the start of the academic year but along the way the links stopped working and this has not been resolved.

- 1) EOPS Head Count
- 2) Degree & Certificate Completion
- 3) GPA
- 4) Success & Retention Rate
- 5) Persistence
- 6) Financial Aid: Breakdown of the percentage of our students are receiving a fee waiver under method A, B, C, Pell and CHAFFEE.
- 7) College Level English & Math: Breakdown on the percentage of our students who have completed college level English & Math, as well as the percentage who have completed both.
- 8) Academic Standing: Percentage of our students who are in good standing, level 1 & 2 probation.
- 9) PT vs. FT: Breakdown of the number of units our students are enrolled in.
- 10) Persistence within our program

Type of Request: IT SUPPORT:
 Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies.

Planning Unit Priority: High
Total Funding Requested: 0

<p>Academic Support - Increase the number of students who are utilizing EOPS/CARE academic support services. Status: Active Goal Year(s): 2018-19, 2019-20,</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21 % Completed: 25 During the 2020-21 academic year we struggled to increase the number of students receiving tutorial support. The number declined instead of increasing. Although we have observed a downward trend in the number of students who</p>
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<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
2020-21 Goal Entered: 06/19/2019 Date Goal Archived/Inactivated: 07/01/2021	<p>Report directly on Goal</p> <hr/> <p>Completed - Funding to hire tutors to support the academic needs of our EOPS and CARE students. (Currently receive BSI, SSSP and SE funds to fund most of EOPS/CARE tutoring.) In order to continue offering tutorial services during the Summer, Fall, Winter and Spring terms we need permanent funding. EOPS funding cannot be used since apportionment is collected.</p> <p>Describe Plans & Activities</p> <p>Supported (Justification of Need): 1) Continue requesting SEAP funds to cover the costs of tutoring. 2) Continue offering one-on-one tutoring, group tutoring and walk in tutoring. 3) Faculty and staff will promote EOPS/CARE tutoring by giving students flyers during appointments and sending e-mail reminders.</p> <p>Lead: Julie Marquez</p> <p>What would success look like and how would you measure it?: Track our ability to serve each EOPS/CARE student who has requested tutoring. Track the success rate of the students who attend tutoring. Success would equate to having an 80% + success rate for the students that utilize our academic support center.</p> <p>Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.</p> <p>Planning Unit Priority: High</p> <p>On-Going Funding Requested (if</p>	<p>are seeking academic support, the pandemic made it more difficult to increase the number of students served. (07/20/2021)</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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applicable): 0
 Total Funding Requested: 0

<p>Growth: Increase access to Mt. SAC students who are EOPS eligible - Increase the number of students served through the EOPS program by 10% every year. Status: Active Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22 Goal Entered: 05/10/2019</p>	<p>Report directly on Goal</p> <hr/> <p>Request - No Funding Requested - Space Describe Plans & Activities Supported (Justification of Need): As we look ahead, we need to keep in mind that in the future we will need more space to serve more EOPS eligible students and to ensure that all our services are in one location. Currently, we have our EOPS/CARE & CalWORKs academic support area in ASAC. Ideally all EOPS/CARE services should take place in the same location. Therefore, as space becomes available in 9B and programs shift to the new SS Building 9A, we need to keep in mind that due to the limited space we currently have, we have our tutoring services in another location. Lead: Julie Marquez What would success look like and how would you measure it?: We'd be successful in achieving this goal when we increase the number of students</p>	<p>Reporting Year: 2020-21 % Completed: 50 During the 20-21 academic year we served 1402 students. This is about 80 student less than last year. This decline was partly due to key staff members being out on COVID leave at the start of the academic year and one counselor retiring at the end of the 19-20 academic year. Staffing levels in 20-21 negatively impacted our ability to serve more students. In addition during the 20-21 academic year it was more challenging to recruit students since Mt. SAC campus was closed. (07/20/2021)</p>
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Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

served. We would also be successful when we secure space and the funding to hire additional adjunct counselors.

Type of Request: FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas.

Planning Unit Priority: High
One-Time Funding Requested (if applicable): 0
On-Going Funding Requested (if applicable): 0

Total Funding Requested: 0
Request - No Funding Requested -
Space

Describe Plans & Activities Supported (Justification of Need):

While we are in the process of re configuring some of the work spaces in the EOPS area, we need to begin thinking about re configuring the center area of the EOPS offices. Ideally EOPS would have a designated space for EOPS students to use computers and study. In addition, we need additional space for tutoring. Currently we are tucked in a corner by ASAC and it would be preferred for tutoring services to be provided in the space space where EOPS Counseling takes place.

Lead: Julie Marquez

What would success look like and how would you measure it?: We'd be successful in achieving this goal when we increase the number of students served. We would also be successful when we secure space and the

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

funding to hire additional adjunct counselors.

Type of Request: FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas.

Planning Unit Priority: High

Total Funding Requested: 0

Request - No Funding Requested - In order to serve more students we need to bring up our EOPS/CARE Admin I from 49.5% to 100%. This will allow our Admin II and EOPS/CARE Program Specialist to focus on serving students and not the answering phones/overseeing the front desk.

Describe Plans & Activities

Supported (Justification of Need):

The EOPS/CARE budget has a PT Admin I position that is vacant and our current PT Admin I has been working in the EOPS/CARE Department for almost 15 years.

Lead: Julie Marquez

What would success look like and how would you measure it?:

Reduction in short-term hourly workers. Consistent front desk support for students.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

One-Time Funding Requested (if applicable): 0

On-Going Funding Requested (if applicable): 0

Total Funding Requested: 0

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
<p>Student Engagement - Increase the number of EOPS/CARE students participating in EOPS/CARE sponsored activities/events. Status: Active Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22 Goal Entered: 06/19/2019</p>	<p>Report directly on Goal</p> <hr/> <p>Request - No Funding Requested - EOPS/CARE staff to help plan and facilitate activities. Space/Rooms to hold the activities. Describe Plans & Activities Supported (Justification of Need): 1) Offer EOPS "community building" opportunities, such as EOPS Board Game Night, EOPS Movie Night, EOPS Networking and etc. 2) Start an EOPS Club to increase engagement among EOPS students. 3) Become active on social media in order to promote EOPS events. 4) Increase our marketing efforts before EOPS events.</p> <p>Lead: Julie Marquez What would success look like and how would you measure it?: Track attendance at EOPS sponsored activities/events and compare the percentage of students involved in our program activities to the prior year. Success would mean seeing a 10% increase in participation. Type of Request: SUPPLIES AND MATERIALS: Instructional supplies and materials are items to be used by</p>	<p>Reporting Year: 2020-21 % Completed: 50 During the 20-21 academic year EOPS/CARE students were engaged in our virtual workshops. The Monthly EOPS/CARE check in and workshops were well attended and students reported enjoying them despite only being offered virtually. In addition, the Peer Navigators helped keep our new students engaged by calling, texting and e-mailing them. As a result of their efforts, 90% of all new students completed their EOPS/CARE requirements. (07/20/2021)</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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students, faculty and other personnel in connection with an instructional program, less than \$500.

Planning Unit Priority: Medium
Request - No Funding Requested - EOPS/CARE staff to help plan and facilitate online activities to keep students engaged.

Describe Plans & Activities Supported (Justification of Need): 1) Create additional online workshops
 2) Create a space for students to connect with theirs. (Canvas shell discussion section is a possibility.)
 3) Increase our social media presence.

Lead: Julie Marquez
What would success look like and how would you measure it?: Track attendance and compare the percentage of students involved in our program activities to the prior year. Success would mean seeing a 10% increase in participation.

Type of Request: SUPPLIES AND MATERIALS: Instructional supplies and materials are items to be used by students, faculty and other personnel in connection with an instructional program, less than \$500.

Planning Unit Priority: Medium
Total Funding Requested: 0

<p>Program Visibility - Increase the visibility of the EOPS/CARE program at Mt. SAC and the surrounding community. Status: Active Goal Year(s): 2018-19, 2019-20,</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21 % Completed: 50 This academic year the EOPS/CARE team increased it's visibility by posting announcements on the students portals, increasing our social media presence and connecting with key departments on campus to ensure that all eligible EOPS</p>
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<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
<p>2020-21, 2021-22 Goal Entered: 06/19/2019</p>	<p>Report directly on Goal</p> <hr/> <p>Request - No Funding Requested - Would need the marketing team's support to help us promote EOPS events and activities.</p> <p>Describe Plans & Activities Supported (Justification of Need): 1) Plan a luncheon to celebrate EOPS 50 year anniversary. 2) Look for opportunities to promote the EOPS Program. 3) Increase our presence in social media. 4) Have EOPS staff table at key campus events. 5) Present at Faculty Flex Day and Classified Professional Development. 6) Attend community events and present on the EOPS program. Lead: Julie Marquez What would success look like and how would you measure it?: To determine if we have achieved this goal we would find out many faculty and staff around campus know about our program and the services we offer. We would also base our success on the number of referrals that come from staff and faculty across campus. Type of Request: MARKETING: Requests for services in the areas of graphic design, news, and</p>	<p>students are aware of EOPS and the services offered. However, due to the pandemic we were not able to increase our physical presence. Therefore, in 21-22 the EOPS program will work on increasing our presence by attending in person events, setting up tables near the pantry, and welcoming non EOPS students to our EOPS functions - such as workshops. (07/20/2021)</p> <hr/>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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photography, posting information, communication and social media.
Planning Unit Priority: Medium
Request - No Funding Requested -
 Support from the Marketing Department and programs that serve similar populations.
Describe Plans & Activities Supported (Justification of Need): 1) Increase our presence in social media.
 2) Do targeted outreach
 3) Continue participating in college virtual events
 4) Revamp the EOPS/CARE website

Lead: Julie Marquez
What would success look like and how would you measure it?: To determine if we have achieved this goal we would find out many faculty and staff around campus know about our program and the services we offer. We would also base our success on the number of referrals that come from staff and faculty across campus.
Type of Request: MARKETING: Requests for services in the areas of graphic design, news, and photography, posting information, communication and social media.
Planning Unit Priority: Medium
Total Funding Requested: 0

<p>Provide students with a quality over and above services. - Provide students with adequate access to EOPS/CARE counselors. Provide students with the financial</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21 % Completed: 25 The EOPS/CARE staff strive to provide students with quality services and in an effort to do so the EOPS/CARE Director has continued to request SE support to provide students</p>
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<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
<p>resources needed (book vouchers, cap and gown). Provide students excellent customer service. Respond to students need in a timely manner. Status: Active Goal Year(s): 2020-21, 2021-22 Goal Entered: 07/13/2020</p>	<p>Report directly on Goal</p> <hr/> <p>Request - No Funding Requested - In order to provide students with a quality program we need to be adequately staffed. Staffing Describe Plans & Activities Supported (Justification of Need): Currently the Admin I position is 47.5% and we need to increase time and effort to 100% in order to better serve students.</p> <p>This position is currently funded from General Fund (47.5%) Therefore, we would propose to pay the difference with EOPS funds since there are two positions vacant (Admin II at 47.5% and EOPS Program Specialist.) Instead of hiring an Admin II at 47.5% the EOPS Program would like to have a 100% Admin I in order to ensure that we have enough coverage to answer the phones and when we return to campus to be at the front counter. This would allow the Admin II to focus on other projects instead of only answering phones. By making the Admin I full-time we would not have to relay so heavily on short-term hourly support. Instead of hiring 3-4 we would now only need one.</p>	<p>with adequate services. As a result, EOPS/CARE received 200,000 SE dollars and was able to hire additional adjunct counselors and bring 5 Peer Navigators on board. We also connect with College Promise and through the collaboration was able to provide 250 EOPS students with Cap & Gowns with no cost to the program. This allowed EOPS to provide students with an additional grant. (07/20/2021)</p>

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Lead: Julie Marquez

What would success look like and how would you measure it?: Success would mean that we have consistent front desk coverage and that as a result our students feel that there is always a consistent message being shared. It also means that we don't have to worry as much about front desk coverage when one hourly is out.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High
One-Time Funding Requested (if applicable): 0

On-Going Funding Requested (if applicable): 0

Total Funding Requested: 0
Request - Full Funding Requested - Ubiduo to serve deaf and hard of hearing students

Describe Plans & Activities Supported (Justification of Need): Place and Ubiduo at our front counter to make Deaf and Hard of Hearing students more comfortable when visiting the EOPS/CARE Office.

Lead: Julie Marquez

What would success look like and how would you measure it?: When Deaf and Hard of Hearing students and EOPS/CARE staff don't have to resort to paper and pen to communicate.

Type of Request: NON
INSTRUCTIONAL EQUIPMENT:
Tangible property with useful life of more than one year, other than land

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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or buildings improvements, equal and over \$500 per individual item. Used for administrative or non-instructional purposes.

Planning Unit Priority: Low
One-Time Funding Requested (if applicable): 3000
Total Funding Requested: 3000

1. Assessment Plan - Three Column



PIE - Student Services: Financial Aid Unit

2. Where We Are Now: Year at a Glance

2020-21

Contact Person: Manuel Cerda

Email/Extension: mcerda918@gmail.com X5970

Summary of Notable Achievements: Continued the high level of support for students given the instability caused by the pandemic

1. Mobilize entire financial aid operation to an remote work from home environment:
 - Reviewed remote work logistical needs and provided all staff equipment needed to do remote work.
 - Evaluated staff workload and provided cross-training opportunities (increased level of remote services and available resources to students).

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

-Continued monitoring of compliance adherence as well as staff remote work performance as related to financial aid processing. Implemented various federal and state regulatory flexibilities caused by the COVID pandemic.
2. Implementation State Disaster Relief funds and HEERF II Emergency funds distribution model:
 - Analyzed student population to determine most effective and equitable funds distribution model
 - Collaborated with other campus departments to include Basic Needs in order to create a HEERF Emergency Aid referral process.
 - Develop multiple financial aid fund codes in order to best disaggregate and analyze different tiers of student eligibility
3. Developed and enhanced technology to adapt for effective remote student financial aid support service. Maintained all timeframes related to verification, awarding and disbursement of financial aid to students
3. Due to spike in statewide Federal Financial Aid Fraud – developed an effective fraud identification process to put a hold and stop over 1,234 potential fraudulent financial aid disbursements.
 - With the assistance of a campus-wide fraudulent application committee developed a formal process to identify, report and mitigate fraudulent financial aid activity.

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

- Review and analyze to determine what's working effectively and areas of improvement with the implemented FA Success lab and FA On the Go.
- Collaborated with the Engage and Reconnect efforts in order to best assist students that may have ceased enrollment due to COVID related reasons
- Ongoing discussions on internal/external conditions that may impact our student population and explore ways to better serve our students and their families.
- Continue to cross-train and develop staff so that they have the resources needed to perform their job duties and confidently assist students and campus community.

External and Internal Conditions Analysis: Continued changes in federal and state regulations specifically related to flexibilities and around continued COVID Pandemic; Executive Orders from the Community College Chancellors Office and Governors Office; Continued state budget cuts specifically to the BFAP SFAA annual budget for 2020-2021. Federal and state emergency COVID Pandemic continues creating an unstable environment effective the ability to plan accordingly.

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

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

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

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

Contributors to the Report: Manuel Cerda

Desiree Marquez

Rosario Esparza

David Tran

Sandy Miranda

Heather Zhang

Justin Barber

Marlene Sandoval

Windy Lozano

Sandra Bollier

Serina Gutierrez

Terrence Pratt

Christine Santiago

Roman Cardona

Rudy Sanchez

Teresa Pham

Jazmin Vargas

Naomi Spinella

Erika Diaz

Xochilt Vallarta

Desiree Landeros

Eric Lopez-Blount

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
<p>Increase Applications - Continue to increase number of Financial Aid/Veterans applications from completion of FAFSA, CA Dream Act, California College Promise Grant (BOG Fee Waiver), and Veterans Benefits (VA) that will essentially result in more federal and state funds disbursed to students and will positively impact the Student Funding Formula.</p> <p>Status: Active</p> <p>Goal Year(s): 2015-16, 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22</p> <p>Goal Entered: 06/21/2017</p>	<p>Report directly on Goal</p> <hr/> <p>Request - Full Funding Requested - Physical space, furniture and technology equipment: computers/tablets, etc.</p> <p>Describe Plans & Activities Supported (Justification of Need): Computer Lab to provide hands-on, one-on-one assistance to guide students through the process of applying and receiving financial aid. Students not only receive one-on-one assistance from a staff member but they will gain the necessary knowledge to navigate their FA portal and have the confidence to be self-reliant with the financial aid process.</p> <p>Lead: Jenny Phu</p> <p>What would success look like and how would you measure it?: Increase in number of applications and reduction in the number of phone calls and students waiting in line. The idea is to teach students how to navigate the financial aid and student portal to be self sufficient. This will essentially translate to higher volume of federal and state financial aid funds being processed and disbursed to students for educational assistance.</p> <p>Type of Request: FACILITIES: This section includes minor building improvement projects and alterations</p>	<p>Reporting Year: 2020-21</p> <p>% Completed: 50</p> <p>We have a increased FAFSA applications from 40,000 to 55,000</p> <p>Continuous effort to increase application to 100% (03/27/2019)</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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to specific rooms or operational areas.
Planning Unit Priority: High
One-Time Funding Requested (if applicable): 25000
On-Going Funding Requested (if applicable): 5000
Total Funding Requested: 30000
Related Documents:
[FASL Survey Results.pdf](#)
[FA_Success_Lab_Log_1920.docx](#)

<p>Inreach/Outreach - Continue inreach/outreach efforts with other departments to reach out to students on campus and in surrounding community. Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21 Goal Entered: 06/21/2017</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21 % Completed: 75 During the 20-21 school year, all outreach and inreach activities were conducted remotely via Zoom, Webex, Google Classroom, etc. While we did see a decrease in inreach and outreach activities due to the pandemic as many departments, offices, and local high schools were navigating logistically how to effectively conduct distance learning, the Outreach/Inreach Unit maintained a presence on- and off-campus. For 2020-2021, we served 4,780 students in 390 workshops/presentations on-campus and 4,870 community members in 43 workshops/presentations off-campus. That is a total of 433 FA Inreach/Outreach Workshops serving 9,650 students/individuals. (06/07/2021) Related Documents: 20-21 Outreach Inreach Tracking.xlsx</p>
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Request - Full Funding Requested - Student Services Program Specialist, Financial Literacy
Describe Plans & Activities
Supported (Justification of Need): Prior year piece meal approach to Financial Literacy surveys tell us that students find these financial literacy workshops to be very useful and needed. Research also shows that

Reporting Year: 2020-21
% Completed: 75
 Participated in California Community College Chancellor's Office's Financial Literacy Pilot. For Fall 2020 partnered with Counseling Office to conduct 5 Financial Literacy workshops to Counseling 2 and Counseling 5 classes. Throughout semester communicated to participating students Financial Literacy educational emails each week.
 For winter, 2021, partnered with Counseling to conduct 2

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
	<p>financial wellness is not a too common topic among low SES communities, especially those who are on financial aid.</p> <p>Lead: Rosario Esparza</p> <p>What would success look like and how would you measure it?: Success will include evidence of 1000 students PLUS students participating in our bi-annual Financial Literacy hands-on events. Success will also be measured with minimal students traffic in the FA office inquiring about emergency funds.</p> <p>Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.</p> <p>Planning Unit Priority: High</p> <p>One-Time Funding Requested (if applicable): 60000</p> <p>Total Funding Requested: 60000</p> <p>Request - No Funding Requested - Rehire 1 FA Specialist Position to support FA Inreach/Outreach. This is a vacant position due to Erica Morales resignation in March 2020.</p> <p>Describe Plans & Activities Supported (Justification of Need): This is an essential position as demonstrated in our student survey and increase in our inreach/outreach activities and events in a short period of time.</p> <p>Lead: Rosario Esparza</p> <p>What would success look like and how would you measure it?: Increase in Inreach/Outreach events on and off campus. Increase in community events and high school workshops to promote financial aid programs and</p>	<p>Financial Literacy workshops to Counseling 5 classes. Partnered with Title V Financial Literacy Faculty Coordinator, Lisa Amos, to support the financial literacy efforts assigned through the Title V grant.</p> <p>Need for a permanent employee or temporary/hour employee Student Services Program Specialist to dedicate to Financial Literacy initiatives and expand the program on campus and work with the assigned Title V Financial Literacy Faculty Coordinator. (06/07/2021)</p> <p>Reporting Year: 2020-21</p> <p>% Completed: 100</p> <p>We have successfully rehired 1 FA Specialist-Community Engagement position to support FA Inreach/Outreach efforts. (06/07/2021)</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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applications.
Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: High
Total Funding Requested: N/A

<p>Compliance/Efficiency - Maintain efficiency and service to financial aid/Veterans recipients with adherence to Federal, State, and District regulations and policies. Status: Active Goal Year(s): 2015-16, 2016-17, 2017-18, 2018-19, 2020-21, 2021-22 Goal Entered: 06/21/2017</p>	<p>Request - Full Funding Requested - Transfer Cash for College Budget from BFAP to Student Equity/District Funding Describe Plans & Activities Supported (Justification of Need): Required hands-on financial aid assistance for families through BFAP funding. Due to COLA, health benefit and salary increases, BFAP is completely used to cover salaries and benefits; the District needs to ensure that Cash for College operational costs are cover in order to ensure compliance with CO's BFAP categorical funding. Lead: Jenny Phu What would success look like and how would you measure it?: We will be in compliance with CO's BFAP categorical funding requirements. We will also be able to benefit from the increase of inreach/outreach activities and support our students and community. Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.</p>	
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Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Planning Unit Priority: High
One-Time Funding Requested (if applicable): 50000
Total Funding Requested: 50000

Completed - Financial Aid Systems Technician

Describe Plans & Activities

Supported (Justification of Need):
Financial Aid work is very technical in nature being very dependent on systems; a systems technician assigned specifically in financial aid can ensure upkeep of systems setup and adhoc reporting for compliance and efficiency.

Lead: Chau Dao

What would success look like and how would you measure it?: Hiring of a qualified staff member who can assist with systems needs of the financial aid office.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High
One-Time Funding Requested (if applicable): 90000
Total Funding Requested: 90000

Completed - Funding has already been secured with the Chancellor's Office for Program Coordinator, Veterans position. Added notation here to ensure documentation for archive purposes.

Describe Plans & Activities

Supported (Justification of Need):
Programming - academic/social support for student Veterans on campus

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Continuous rapport with campus community and Veterans Resource Center

Assistance with VA certifications to reduce wait time

Lead: Chau Dao, Director, Financial Aid, Scholarships, and Veterans

What would success look like and how would you measure it?: Increase programming for student Veterans with increased engagement from Veterans community on campus. Also, assistance with VA certifications so that student Veterans do not experience any wait time to receive notification of their benefits; more timely reporting of all things VA.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

Total Funding Requested: 0

Request - Full Funding Requested - Salary and benefits difference to change current Manager, Financial Aid and Special Programs to Director, Scholarships and Veterans

Describe Plans & Activities Supported (Justification of Need): Growth of both programs, scholarships and Veterans, requires an upgrade of current management position overseeing these two programs. Both programs have distinct rules and regulations that are tied to federal, state and district policies.

Lead: Jenny Phu

What would success look like and how would you measure it?: Increase

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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oversight in the Veterans Resource Center with Director office located in VRC. Increase engagement of both programs in terms of programming, applications, and center usage.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

On-Going Funding Requested (if applicable): 30000

Total Funding Requested: 30000

Informed Staff - Ensure Financial Aid, Scholarship, and Veterans staff members are trained and stay informed with current and new processes and regulatory requirements.

Status: Active

Goal Year(s): 2015-16, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22

Goal Entered: 06/21/2017

Mitigate Potential fraud - Ongoing review/enhancement of policy and procedures to mitigate fraud - internally/externally check and balance.

Status: Active

Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22

Goal Entered: 06/05/2018

Request - Partial Funding Requested

- Support from administration with ethics training for department staff; support with changes to policy and procedures in processing of financial aid applications. Also support from IT to enhance security to ensure tighter control.

Describe Plans & Activities

Supported (Justification of Need):

Ethics training for all financial aid staff and other department who work closely with financial aid such as Student Services departments and Athletics. Institute this type of training on an annual basis.

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Continue to review and enhance policy and procedures to mitigate potential fraud.

Institute a quality control review process where percentage of staff work are checked for accuracy.

Institute a policy that all FA staff must provide all possible conflict of interest in writing for each aid year.

Lead: Jenny Phu

What would success look like and how would you measure it?: Staff members will gain the necessary knowledge and confidence to support all students and the Mt. SAC community without any ill-defined situations. Continuous training and information sharing will provide staff clear understanding of regulatory requirements to prevent any potential fraud.

Type of Request: PROFESSIONAL & ORGANIZATION DEVELOPMENT (POD): Requests that provide professional learning opportunities for Mt. SAC employees.

Planning Unit Priority: High

One-Time Funding Requested (if applicable): 10000

Total Funding Requested: 10000

1. Assessment Plan - Three Column



PIE - Student Services: High School Outreach Unit

2. Where We Are Now: Year at a Glance

2020-21

Contact Person: Tannia Robles

Email/Extension: trobles@mtsac.edu/ext. 5988

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

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

- Community/High School Partners: 146 of local high school administrators, counselors, career technicians, and teachers participated in HSO hosted events that provided updates and trainings from both Instruction and Student Services programs (11% decline from 2019-20). Providing training to our community partners will assist in disseminating the correct info about our college to potential new incoming students and their guardians.
- Online Virtual Services due to COVID 19: 1,577 students served through the following services (26% increase from 2019-20/69% of 2020-21 services were 1:1 appointments): Virtual Help Center, Virtual Summer Program Info Sessions, Virtual Financial Aid & Outreach Assistance, Virtual Honors, Transfer, & Outreach Info Sessions, Get Connected; Stay Connected Event, Virtual Open Houses, 1:1 appointments
- Community Collaborative Event (Get Connected; Stay Connected): 83 Students
- Special Program Presentations 2020-21: 534 students attended (Summer Programs, ACCESS, DREAM, EOPS)
- Approximate Student Count for Connect 4 steps completion 2020-21: Presentations/Workshops: General Presentations 6,980, application workshop 5,229, AQ workshop/Account Claim General Presentations 2,420 (65% decrease from 2019-20), application workshop 1,633 (69% decrease from 2019-20), AQ workshop/Account Claim 707 (x% decrease from 2019-20)
- Virtual College Fairs 2020-21: slightly over 40.
- Continued Campus Partnerships: DREAM, Financial Aid (Cash for College), REACH, Bridge & STEP recruitment, Promise+Plus (NEW), General Counseling, Student Life-New Student Welcome planning, EOPS recruitment, Marketing (web development and marketing materials), Broadcasting Services-virtual campus tour (NEW)

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

External and Internal Conditions Analysis: 1. 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.

2. Limited access to high school students due to limited virtual instructional hours. HSO was not permitted to present during instructional time. Because all scheduled

workshops took place outside of instructional time, there was a decrease in workshop attendance.

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

Critical Decisions Made by Unit: 1. Transitioned all services to digital, online Zoom and phone services

2. Due to lower interest in STEP and Summer Bridge, HSO hosted Zoom Summer Programs Virtual Info Sessions with in increased focus in districts with the most disproportionately marginalized populations (Baldwin Park, Basset, Pomona, Hacienda/La Puente)

awareness. The events were in collaboration with Bridge, STEP, Promise+Plus, and Financial Aid.

4. 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).

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

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

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

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

Contributors to the Report: Blanca Juarez

Salote Wailasse

Tarik Ross

Annette Monge-Hermosillo

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
<p>Campus Promotion and Outreach - Increase college awareness within the local feeder high schools by informing potential students of Mt. SAC academic programs and student services.</p> <p>Status: Active</p> <p>Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21</p> <p>Goal Entered: 09/01/2016</p>	<p>Request - Full Funding Requested - HSO Cell Phones and media plan</p> <p>Describe Plans & Activities Supported (Justification of Need): Specialists are consistently on the go from one high school to the next and the high school counselors often need to communicate with them directly. Additionally, students are more likely to text questions than to call.</p> <p>Lead: Immediate Manager</p> <p>What would success look like and how would you measure it?: Ability to communicate with the specialists.</p> <p>Type of Request: NON INSTRUCTIONAL EQUIPMENT: Tangible property with useful life of more than one year, other than land or buildings improvements, equal and</p>	

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

over \$500 per individual item. Used for administrative or non-instructional purposes.

Planning Unit Priority: Urgent

On-Going Funding Requested (if applicable): 4000

Total Funding Requested: 4,000

Request - Full Funding Requested -

Mt. SAC Printed promotional marketing brochures outreach events, College/Community/Career Fairs, and presentations/ workshops in K-12.

Describe Plans & Activities

Supported (Justification of Need):

Professionally printed materials are necessary as resources of information for students, parents/guardians, and the community.

Lead: HSO Director

What would success look like and

how would you measure it?: Use of printed materials by intended audience

Type of Request: MARKETING:

Requests for services in the areas of graphic design, news, and photography, posting information, communication and social media.

Planning Unit Priority: High

On-Going Funding Requested (if applicable): 15000

Total Funding Requested: 15,000

Request - Full Funding Requested -

Promotional items for outreach and recruitment

Describe Plans & Activities

Supported (Justification of Need):

Dissemination of promotional items

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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at college fairs, presentations, workshops, and outreach sponsored events. Necessary in maintaining competitive edge over the competition.

Lead: Director of HSO

What would success look like and how would you measure it?: Student use of promotional items

Type of Request: MARKETING: Requests for services in the areas of graphic design, news, and photography, posting information, communication and social media.

Planning Unit Priority: High

One-Time Funding Requested (if applicable): 15000

Total Funding Requested: 15000

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

Status: Active

Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21

Goal Entered: 09/01/2016

Request - Full Funding Requested - Catering/Food for lunch and learn workshops for high school employees at the high school sites.

Describe Plans & Activities Supported (Justification of Need): Keeping our high school partners up to date with what our college offers is crucial. Each year we host slightly over 100 local educators on campus, however, most counselors and career techs are unable to attend. We need to take the information to their high school site by offering lunch and learn workshops for high school employees, more specifically at high need districts (e.g. Bassett, Pomona).

Lead: Director of HSO

What would success look like and how would you measure it?:

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Attendance at lunch and learn events
Type of Request: PROFESSIONAL & ORGANIZATION DEVELOPMENT (POD): Requests that provide professional learning opportunities for Mt. SAC employees.
Planning Unit Priority: Medium
One-Time Funding Requested (if applicable): 10000
Total Funding Requested: 10,000

Analysis of Outreach Data - Collect qualitative and quantitative data on HSO events, activities, and services related to Student Learning Outcomes and Goals/Objectives.
Status: Active
Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21
Goal Entered: 09/01/2016

Request - No Funding Requested - RIE Support
Describe Plans & Activities Supported (Justification of Need): Event and services assessment design
Lead: Director of HSO
What would success look like and how would you measure it?: Evaluation of our services at events
Type of Request: RESEARCH SUPPORT: Evaluating or researching the impact of your educational intervention (cross sectional, cohort tracking).
Planning Unit Priority: High
Total Funding Requested: 0

Connect 4 Early Registration Facilitation - Provide potential students with enrollment related services to facilitate registration/enrollment: (1) Apply; (2) Assessment; (3) Orientation; and (4) Register.
Status: Active
Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21
Goal Entered: 09/01/2016

1. Assessment Plan - Three Column



PIE - Student Services: International Students: Admissions Unit

2. Where We Are Now: Year at a Glance

2020-21

Contact Person: Patricia Montoya

Email/Extension: pmontoya@mtsac.edu/5571

Summary of Notable Achievements: Even as a result of COVID, our program continued to assist students all around the world. The creation of a virtual front desk facilitated the availability of staff to meet with students and answer questions. The International Student Center along with the Admissions International Students unit worked together to support student access and success. The team collaborated to meet the goals of the program, department and campus.

Program Planning for Retention and Success: The International Student Program - Admissions Unit has been actively supporting students who remained in the US and who are abroad. Support was given to students via our virtual front desk, zoom meetings, emails and phone calls. Actively worked with students to make sure they were in compliance and were adhering to SEVP/SEVIS guidelines as they pertain to F1 Student Visas. Collaboration with ISP - International Student Programming.

External and Internal Conditions Analysis: Federal Mandates to SEVP - Student Exchange Visitor Program
Delay of response by SEVP regarding OPT (Optional Practical Training), and approval for Economic Hardship
Consulate and Embassy closures

Critical Decisions Made by Unit: Administrative support to allowed us to continue to have student assistants even as we worked remotely. The approval allowed the program to continue to assist students in a remote environment. Access to a "DSO - Designated School Official" allowed students to gain quick access to staff and address critical questions and issues.

Contributors to the Report: Patricia Montoya & International Student Program

Related Documents:

[6_F1_ISP_Cabinet_Report_June_22_2021\(1\).pdf](#)

[F1 ISP Cabinet Report March 23 2021.pptx](#)

[F1 ISP Cabinet Report Dec 2020.pptx](#)

[Broadcast Message 2104-05 ICE Continues March 2020](#)

[Guidance for the 2021-22 Academic Year.pdf](#)

[Mt. San Antonio College. Accrediation Ltr.pdf](#)

[I-17 Form.2021.pdf](#)

[edits.pdf](#)

[pay.gov.pdf](#)

[International Student Program.pptm](#)

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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<p>Summer Institute - Implement a three week summer program for F-1 students focusing on academic, social, and personal enhancement. Need to promote dates early to encourage summer growth</p> <p>Status: Active</p> <p>Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22</p> <p>Goal Entered: 03/22/2018</p>	<p>Request - No Funding Requested - Improved Staffing: Hiring of an International Student Specialist (Designated School Official)</p> <p>Lead: Patricia Montoya</p> <p>Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.</p> <p>Planning Unit Priority: High</p> <p>Related Documents: 17-18 Success Data.pdf</p>	
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<p>Improved Knowledge: Training on Federal Regulations that affect International F-1 Students. - We have had many changes and updates on federal regulations affecting international students. It is critical that we stay abreast of these changes. In order to stay updated with these changes, staff will need to attend meetings, workshops, and conferences.</p> <p>Trend across the nation is that enrollment is down due to changes affecting issuance of students visas. By staying abreast of the latest federal changes, we will be better prepared to work on increasing enrollment.</p> <p>COVID has brought a lot of federal changes affecting the admissions of F-1 Students. Critical that our program attend any meetings, webinars and training</p> <p>Status: Active</p> <p>Goal Year(s): 2017-18, 2018-19, 2019-20, 2020-21, 2021-22</p> <p>Goal Entered: 01/01/2018</p>	<p>Request - No Funding Requested - Attendance at conferences, workshops and meetings</p> <p>Describe Plans & Activities Supported (Justification of Need): Continued attendance at conferences, workshops and meetings.</p> <p>Lead: Patricia Montoya</p> <p>What would success look like and how would you measure it?: Staying informed of federal changes.</p> <p>Type of Request: PROFESSIONAL & ORGANIZATION DEVELOPMENT (POD): Requests that provide professional learning opportunities for Mt. SAC employees.</p> <p>Planning Unit Priority: High</p>	
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<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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<p>Improve Graduation Statics: Mt San Antonio College degree and transfer outcomes for International Students</p> <p>- A large percentage of international students who attend Mt. SAC do not obtain a degree. Many students transfer after two years. The goal is to work increase the number of graduates from Mt. SAC. For the 2020-2021 academic year, we had 54 students petition for graduation and of those 54, 16 students participated in the 75 Commencement ceremony. An F-1 Student Graduate Exit Form was created. Students have been completing this form which is allow us to track this information. With the arrival of the new Director of International, goal is to work on obtaining alumni.</p> <p>Status: Active</p> <p>Goal Year(s): 2017-18, 2018-19, 2019-20, 2020-21, 2021-22</p> <p>Goal Entered: 01/01/2018</p>	<p>Request - No Funding Requested - Workshops Recognition Ceremony</p> <p>Describe Plans & Activities Supported (Justification of Need): This goal will be accomplished by working with the Transfer Center and Mt. SAC International Student Alumni and the International Student Counselor. Alumni could provide their experiences and benefits about obtaining a degree. Working with the Transfer Center will provide information about the transfer process and deadlines. The International Student Counselor will provide information and assist with the development of an Educational Plan.</p> <p>Lead: Patricia Montoya Darren Grosch Allen Wang</p> <p>What would success look like and how would you measure it?: Increase the number of students obtaining degrees and not just transferring.</p> <p>Type of Request: MARKETING: Requests for services in the areas of graphic design, news, and photography, posting information, communication and social media.</p> <p>Planning Unit Priority: High</p>	
<p>SEVIS (Student Exchange and Visitor Information System) Re-certification</p> <p>- Successful SEVIS re-certification.</p> <p>Status: Active</p>	<p>Request - No Funding Requested - Successful submissions of Mt. SAC's SEVIS Recertification. It is critical that questions are answered and that the recertification is submitted</p>	

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Goal Year(s): 2017-18, 2018-19, 2020-21, 2021-22
Goal Entered: 08/13/2021

on time prior to the deadline.

Describe Plans & Activities Supported (Justification of Need):
 Successful submissions of Mt. SAC's SEVIS Recertification. It is critical that questions are answered and that the recertification is submitted on time prior to the deadline. Recertification happens every 2 years.

Lead: As the PDSO (Primary Designated School Official) I am the main person of contact for SEVP (Student Exchange and Visitor Program).

Filing for recertification consists of two essential actions the PDSO must take in prompt sequence. First, the PDSO must complete the recertification petition in SEVIS. The personal SEVIS account of the PDSO at the main instructional site (i.e., campus, in current regulation) must be used to submit for recertification in SEVIS. Second, the PDSO must upload the complete recertification filing (i.e., signed Form I-17, "Petition for Approval of School for Attendance by Nonimmigrant Student," and other supporting documentation) via SEVIS.

What would success look like and how would you measure it?:

Successful recertification means that Mt. San Antonio is able to continue to accept international students

Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.

Planning Unit Priority: High

Total Funding Requested: 0

Increase the number of "completed" applicants.

- Increase the number of "Completed" applicants. Students often submit an incomplete applications. Staff often do not follow up with a student unless an issue arises or after the deadline has passed. Need to determine why students are not completing their applications. Goal is to have staff follow up with students as soon as an incomplete application is submitted. The last few years we have seen a decline in applicants, particularly after COVID hit. Consulates and embassies closed through out the world making it difficult for students to obtain a visa.

Plan to aggressively work with students to encourage students to apply to the campus as we continue to monitor the opening of consulates and embassies. Staff are setting up zoom meetings to facilitate the process as well as answer any questions.

Status: Active

Goal Year(s): 2018-19, 2020-21, 2021-22

Goal Entered: 08/01/2021

1. Assessment Plan - Three Column



PIE - Student Services: International Students: Support Services Unit

2. Where We Are Now: Year at a Glance

2020-21

Contact Person: Patricia Montoya

Email/Extension: pmontoya@mtsac.edu

Summary of Notable Achievements: 1. On boarded Master Agents to represent Mt. SAC in Canada, UK and Hong Kong.

2. Transitioned to online/ virtual recruitment fair.

3. Completed medical/ health insurance RFP process for international students.

4. Developed a virtual front desk to allow existing and new students to meet virtually

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

Program Planning for Retention and Success: 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 5) professional development and 6) development of soft skills for student assistants.

External and Internal Conditions Analysis: External Conditions: 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 previous 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 trump administration has placed travel bans on countries that typically attract F-1 students such 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. Prior administration travel ban and negative rhetoric. 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.

Critical Decisions Made by 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 and Spring 2021.
 Development of virtual front desk.
 Partnered with Keystone vendor to strengthen follow up with student leads.
Contributors to the Report: Patricia Montoya & Stephanie Lopez & Raelyn Alvarez

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Agent Intake System - Development of an agent contract, processing systems, and support documents that will help grow the F-1 student population
Status: Archive
Goal Year(s): 2017-18, 2018-19, 2019-20, 2020-21
Goal Entered: 03/27/2018
Date Goal Archived/Inactivated: 07/06/2020

Request - No Funding Requested - Marketing materials.
Describe Plans & Activities Supported (Justification of Need): Using student staff to assist manage social media platforms such as WeChat and Instagram. Print materials needed for the promotional of the international student program at Mt. SAC. Mt. SAC promotional items needed for advertising for admissions.
Lead: Darren Grosch
What would success look like and how would you measure it?: Increase number of Master Agents under contract with Mt. SAC. with a goal increasing from our current one Master Agent (ELS) to a total four.
Type of Request: MARKETING: Requests for services in the areas of graphic design, news, and photography, posting information, communication and social media.
Planning Unit Priority: High
Related Documents:
[Recruitment Services Agreement MOU.doc](#)

Conditional Admission Agreements - Increase the number of conditional admits we accept from intensive English language programs.

Request - No Funding Requested - Marketing materials.
What would success look like and how would you measure it?:

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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<p>Status: Active Goal Year(s): 2017-18, 2018-19, 2019-20, 2020-21, 2021-22 Goal Entered: 03/12/2018</p>	<p>Increasing our current number of Conditional Admission Agreements from three to five. Type of Request: MARKETING: Requests for services in the areas of graphic design, news, and photography, posting information, communication and social media. Planning Unit Priority: High Related Documents: UCAN agreement ELS and MT. SAC.docx</p>	
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<p>ISP Program Evaluations - Continued evaluation of the programs provided by the International Student Program which include: Brown Bag Workshops Explorer Series Global Cafe Global Pals International Education Week On Campus Summer Institute</p> <p>Status: Active Goal Year(s): 2018-19, 2019-20, 2020-21 Goal Entered: 05/01/2018</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21 % Completed: 100</p> <p>Brown Bag Workshops: Brown Bag Workshop series aimed at preparing F-1 students to succeed academically, socially, and personally while studying at Mt. SAC. Workshops focus on one of five pillars: 1) Transition to the U.S. 2) English Lang skills. 3) Leadership Skills. 4) Diversity and Global Consciousness. 5) Professional Development. 29 students participated in Brown Bag Workshops during the dates of September 2020 – June 2021.</p> <p>ISP Hangouts: Aimed at fostering intercultural friendship formations between F-1 students while studying at Mt. SAC. 105 F-1 students and 8 DREAM students participated in ISP Hangouts during the dates of September 2020 – December 2021. Students had the opportunity to participate in as many as 9 events. Of the 113 participants, 11 participated in Game Night, 12 in the Cooking Class, 14 in Ghouls Night Out, 10 for Movie Night of Fall 2020, 12 in Friday Hues, 11 in Ride Around The World, 9 in Eggfest, 16 in The Heist where we collaborated with the DREAM program, 7 in Student Life Workshop, and 11 in Movie Night of Spring 2021.</p> <p>Global Café: Aimed at infusing international students on campus to facilitate intercultural learning by allowing time for structured encounters with local students and customs in a variety of contexts. 141 students & staff participated in</p>
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<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
	Report directly on Goal	<p>Global Cafés during the dates of September 2020 – May 2021. Students had the opportunity to participate in as many as four events. Of the 141 participants, 24 participated in the Canada Global Café, 52 participated in the Australia Global Café, 38 participated in the Myanmar Global Café, and 27 participated in the Vietnamese Global Café.</p> <p>Global Pals: Aimed at fostering intercultural friendship formation between F-1 and domestic students while studying at Mt. SAC. 8 F-1 students and 15 domestic students participated in Global Pals during the dates of September – December 2020 and March – May 2021.</p> <p>International Education Week: Aimed at celebrating the benefits of international education and exchange worldwide. This joint initiative of the U.S. Department of State and the U.S. Department of Education is part of our efforts to promote programs that prepare Americans for a global environment and attract future leaders from abroad to study, learn, and exchange experiences. 253 students, staff, and faculty participated in International Education Week during the dates of November 16 – November 20, 2020. Students had the opportunity to participate in as many as four events. Of the 253 participants, 200 participated in the International Education Fair. 35 students participated in Friendsgiving. 18 students participated in the Scavenger Hunt.</p> <p>On Campus Virtual Events: Aimed to enhance the student experience and provide opportunities for international students to get involved on campus. 26 students participated in the Welcome Carnival on September 25, 2020. 4 student clubs participated in this event. Students had the opportunity to meet ISP staff, fellow F1 students, and student club officers. 24 students and staff participated in the Lunar New Year Celebration. 58 students participated in the Recognition Ceremony.</p> <p>Summer Institute & Global Leaders (GLs): Aimed at</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
	<p>Report directly on Goal</p>	<p>preparing F-1 students to succeed academically, socially, and personally while studying at Mt. SAC. GLs served as cross-cultural group leaders during Summer Institute and, continue to support new international students throughout the academic year. 28 F-1 students participated in Summer Institute during the dates of July 27 – Aug 6, 2020. Students had the opportunity to participate in as many as 16 sessions, which included an activity or workshop. Of the 28 Summer Institute participants, 6.9% were from Brazil, 10.34% were from Cambodia, 24.14% were from China, 3.45% were from Hong Kong, 6.9% were from Indonesia, 3.45% were from Myanmar, 3.45% were from Nigeria, 3.45% were from Panama, 6.9% were from Philippines, 17.24% were from Taiwan, and 13.79% were from Vietnam. Of the three Global Leaders that participated in Summer Institute, 1 was from Argentina, 1 from Australia, and 1 from Peru. (06/18/2019)</p>
	<p>Request - No Funding Requested - Logic Models to support survey development of ISP programs. What would success look like and how would you measure it?: enhancement of current ISP evaluation tools. Type of Request: RESEARCH SUPPORT: Evaluating or researching the impact of your educational intervention (cross sectional, cohort tracking). Planning Unit Priority: Medium Related Documents: Explorer Series Report_2018-2019.docx Global Cafe_2018-2019.docx Global Pals Report_2018-2019.docx International Education Week_2018.docx On Campus Events 2018-2019.docx Summer Institute Report_2018.docx</p>	

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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ESL Language School - To identify and onboard a third party ESL Language School to operate on the campus of Mt. SAC.
Status: Active
Goal Year(s): 2018-19, 2019-20, 2020-21
Goal Entered: 06/17/2019

Request - No Funding Requested -
 Six classroom spaces. Two administrative offices.
Describe Plans & Activities Supported (Justification of Need):
 By on boarding a third party ESL School that can offer language services to F-1 students it would...
 A) Generate Revenue for the International Student Program
 B) Increase our international student population through transfers upon completion of an ESL program.
Lead: Darren Grosch
What would success look like and how would you measure it?: A contractual agreement with a third party ESL program that would operate on the campus of Mt. SAC, thereby, generating revenue for the international student program
Type of Request: FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas.
Planning Unit Priority: High

F-1 Student Outreach and Recruitment - To increase the number of overseas and local recruitment trips in an effort to boost international student enrollment.
Status: Active
Goal Year(s): 2018-19, 2019-20, 2020-21
Goal Entered: 06/17/2019

Report directly on Goal
Request - No Funding Requested - A
 position dedicated to the recruitment of international

Reporting Year: 2020-21
% Completed: 25
 Increase participation in virtual fairs during COVID and again this year. Target markets - Canada, India, UK and Hong Kong. As we continue to make connections with schools, students and agencies we hope to see to recoup our enrollment in the next academic year as consulates and embassies open up. (09/24/2021)

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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students both overseas and domestically.
 Approval to attend international recruitment fairs and domestic visits to our partner schools and local recruitment events.
Describe Plans & Activities Supported (Justification of Need):
 The ISP would like to commit to participating in a minimum of four overseas recruitment events a year. In addition to ongoing visits to local high schools, community events, domestic recruitment fairs, and visits to our partner institutions during the academic year. To accomplish this, a dedicated position focused on recruitment is needed.
Lead: Darren Grosch
What would success look like and how would you measure it?: The hiring of a full-time position dedicated to the recruitment of f-1 students and approval to attend overseas and domestic recruitment events.
Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: High

International Student Recruiter Specialist - Hire a full time F-1 Student Recruiter to assist with agent relations, student applications, and recruitment of F-1 students both domestically and abroad through virtual and in person student fairs.
Status: Active
Goal Year(s): 2019-20, 2020-21

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Goal Entered: 07/06/2020

1. Assessment Plan - Three Column



PIE - Student Services: Promise+Plus Program Unit

2. Where We Are Now: Year at a Glance

2020-21

Contact Person: Bianca Valle-Ward

Email/Extension: ext. 5688

Summary of Notable Achievements: COHORT 1 (Incoming class of 2019)

- Started and received Promise Benefits Fall 2019: 863
- Eligible Students Fall 2020: 545 (63% of those that started in Fall 2019)
- Eligible Students Spring 2021: 403 (47% of those that started in Fall 2019)
- Completed College Level English Fall 2020: 38% Spring 2021: 15%
- Completed College Level Math Fall 2020: 53% Spring 2021: 31%
- Completed Speech 1A or 1A-H Fall 2020: 13% Spring 2021: 5%
- Average Overall GPA: 3.3
- Average Unit Completion (within their first two-years of college): 58 units
- Enrollment Status- Fall 2020 Part-time: 24%, Full-time 76%; Spring 2021 Part-time: 30%, Full-time 70%
- Approved to Graduate Spring 2021: 16% (of Spring Eligible Students 67/403)
- Participated in Grad Fest 2021: 46% (187/403)
- Approved to Graduate Fall 2021: 17% (67/403)
- Transferring (self-reported survey): 30% (120/403)

COHORT 2 (Incoming class of 2020)

- Started and received Promise Benefits Fall 2020: 654
- Eligible Students Fall 2020:649 (654 originally but removed 7 for >6 units) -Eligible Students Spring 2021: 443 (68% of those 649 that started in Fall 2020)
- Completed College Level English Fall 2020: 92 % Spring 2021: 61%
- Completed College Level Math Fall 2020: 65% Spring 2021: 63%
- Completed Speech 1A or 1A-H Fall 2020: 40% Spring 2021: 14%
- Average Overall GPA: 3.46
- Average Unit Completion (in their first of college): 29.4 units
- Enrollment Status- Fall 2020 Part-time: 14%, Full-time 86%; Spring 2021 Part-time: 19%, Full-time 81%

Program Planning for Retention and Success: **

External and Internal Conditions Analysis: External Conditions-Campus Closure due to COVID-19

Internal Conditions–Campus Closure due to COVID-19, remote work, inability to offer on-campus events and services. Lack of permanent staffing.

- Critical Decisions Made by Unit:**
1. Transitioned from awarding Book Vouchers to Book Grants
 2. Transitioned from awarding Sodexo on-campus meal cards to Electronic Target Cards
 3. Transitioned from distribution of benefits in person to drive-thru Grab and Go events
 4. Transitioned from in-person to virtual events
 5. Distributed benefits through home-mailer for those that did not attend on campus Grab and Go events
 6. Increased communication via mailed postcards to students home
 7. Implementation of kudos initiative - mailed promotional items to students home
 8. To accommodate nontraditional timeline for college entry - inclusion of Rising Scholars
 9. To accommodate remote learning and transition during COVID-19 piloted Fall and Winter sub-cohort entry to Promise mid-academic year
 10. Addition of three adjunct counselors to the Promise Program
 11. Purchase of SMORE Newsletter & CANVA for virtual communication.

Contributors to the Report: Bianca Valle-Ward, Tannia Robles, Catalina Quintero

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
<p>Math & English Completion - Completion of AB705 requirements within the first two years of college; 65% of participants will complete English and math within their first two years. Status: Active Goal Year(s): 2020-21 Goal Entered: 07/06/2021</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21 % Completed: 100 Completed 1A Cohort One (Started 2019) Spring 2021: 88% (355/403) Cohort Two (Started 2020) Spring 2021: 81% (357/443) Completed Math 71 & Above Cohort One (Started 2019) Spring 2021: 66% Cohort Two (Started 2020) Spring 2021: 64% (08/17/2021)</p>
<p>Counseling Support - Academic & personal interventions based on required semester counseling appointments. 50% of our student population will completed a full educational plan by the end of their first year. Status: Active Goal Year(s): 2020-21 Goal Entered: 07/06/2021</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21 % Completed: 100 Cohort One (Started 2019) Met with a Counselor Fall 2020: 81% Spring 2021: 79% Cohort Two (Started 2020) Met with a Counselor Fall 2020: 83% Spring 2021: 89% (07/07/2021)</p>
<p>College Engagement - To create awareness of and connection to campus resources through mandated workshop/event attendance. Goal =</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21 % Completed: 100 Cohort One (Started 2019) Fall 2020: 91% Spring 2021: 63%</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
<p>80% of our student population will have attended at least one Promise Approved workshop/event. Status: Active Goal Year(s): 2020-21 Goal Entered: 07/06/2021</p>	<p>Report directly on Goal</p>	<p>Cohort Two (Started 2020) Fall 2020: 86% Spring 2021: 82% (07/07/2021)</p>
<p>College Completion and Transfer - Develop programming and support that will significantly impact college completion and transfer. Status: Active Goal Year(s): 2020-21 Goal Entered: 07/06/2021</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21 % Completed: 25 Cohort One (Started in 2019) Graduation Application Approved 17% Cohort One (Started in 2019) Self-Reported Graduation and/or 38% (07/07/2021)</p>

1. Assessment Plan - Three Column



PIE - Student Services: REACH Unit

2. Where We Are Now: Year at a Glance

2020-21

Contact Person: Jeze Lopez

Email/Extension: jlopez164@mtsac.edu/6528

Summary of Notable Achievements:

1. The REACH program was awarded a \$50,000 gift donation from the California College Pathways Fund.
2. REACH had 10 students graduate/transfer to a University this year.
3. For a fourth year in a row at least one REACH student was awarded the Student of Distinction award.
4. REACH applied and successfully obtained a \$35,000 gift from the Pritzker foundation for a fourth year.
5. REACH received a \$10,000 gift donation from Doing Good Works.
6. REACH implemented 2 new scholarships for students, REACH now has 4 scholarships designated for REACH students.

Program Planning for Retention and Success:

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.

External and Internal Conditions Analysis: In March 2020, due to the COVID-19 pandemic, Mt. SAC closed in person services due to a Safer at Home order given by the state of California. REACH transitioned its services to virtual platforms and will continue as such until further notice. Currently, programs are working to transition back to in-person services with an expected return to full capacity on August 9, 2021.

Critical Decisions Made by Unit:

1. REACH program applied and successfully obtained a \$35,000 gift from the Pritzker foundation for a third year.

2. REACH Program was invited to apply for gift by the California College Pathways Fund and received an award of \$50,000. REACH was invited to apply for a renewal.

3. REACH Program Director will be the new lead for Region 8 Foster Youth Success Initiative.

4. REACH and DREAM hired two part-time Social Workers for the 21-22 academic year.

Contributors to the Report: Jeze Lopez, REACH/Student Success and Equity

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
<p>REACH Program Growth - Increase number of Foster Youth Students that are part of the REACH program by 10%</p> <p>Status: Active</p> <p>Goal Year(s): 2015-16, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22</p> <p>Goal Entered: 03/21/2018</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21</p> <p>% Completed: 75</p> <p>REACH served 263 unduplicated students in the 2020-2021 year. While many of our students dropped classes at the beginning of the pandemic, the program intensified its outreach efforts to support students. This included keeping in contact with those students that were originally enrolled in courses but dropped them at some point in the semester. (07/19/2021)</p>
	<p>Request - Full Funding Requested - Administrative Assistant II</p> <p>Describe Plans & Activities Supported (Justification of Need): REACH will increase outreach efforts year round, but specific emphasis will be placed in the summer. These outreach efforts will include promotional items, activities, programing and workshops. As the program increases its participants and the services provided to them, REACH will need a full-time administrative assistant to assist REACH Director with duties such as orders, requisitions, scheduling, to name a few.</p>	<p>Reporting Year: 2020-21</p> <p>% Completed: 75</p> <p>In the 2020-2021 Academic year the REACH program served 263 unduplicated students. (07/19/2021)</p> <hr/> <p>Reporting Year: 2020-21</p> <p>% Completed: 0</p> <p>The REACH program has not only increased in the number of students served, but it has also increased the variety of services offered to students. Therefore, the workload and complexity of services requires administrative support for the program. (07/19/2021)</p>
	<p>Lead: Jeze Lopez, REACH Program Director</p> <p>What would success look like and how would you measure it?: REACH program will grow active members by 10% each academic year.</p> <p>Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.</p> <p>Planning Unit Priority: High</p> <p>On-Going Funding Requested (if applicable): 97000</p>	

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Total Funding Requested: 97000

Request - Full Funding Requested -
High School Foster Youth Conference

Describe Plans & Activities

Supported (Justification of Need):
REACH would seek to expand the conference to include McKinney-Vento (unaccompanied youth) students and include professional development for staff.

Lead: Jeze Lopez

What would success look like and how would you measure it?: The conference will target high school foster youth from our surrounding community. The conference will allow high school foster youth to gain knowledge and understanding about the REACH program and the educational resources provided at Mt. SAC.

Type of Request: PROFESSIONAL & ORGANIZATION DEVELOPMENT (POD): Requests that provide professional learning opportunities for Mt. SAC employees.

Planning Unit Priority: High

One-Time Funding Requested (if applicable): 10000

Request - Full Funding Requested -
Marketing and Promotional Items

Describe Plans & Activities

Supported (Justification of Need): In order to promote the program to prospective students and partners, REACH will purchase marketing materials and promotional items that will allow the program brand to be recognizable.

Lead: Jeze Lopez, REACH Director

Reporting Year: 2020-21

% Completed: 0

Due to COVID-19 Pandemic, REACH conference was cancelled in 2021. (07/19/2021)

Reporting Year: 2020-21

% Completed: 0

Funding for this was requested through SEAP carry-over as well. (07/19/2021)

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

What would success look like and how would you measure it?: REACH will be able to adequately provide materials to serve as outreach and/or recruitment of new REACH students or to create collaborations with other programs/agencies.

Type of Request: MARKETING: Requests for services in the areas of graphic design, news, and photography, posting information, communication and social media.

Planning Unit Priority: Medium
One-Time Funding Requested (if applicable): 5000

Request - Full Funding Requested -

Foster Youth Awareness Month

Describe Plans & Activities

Supported (Justification of Need): The REACH program has organized a yearly Foster Youth Awareness week for the past 5 years. However, in an effort to increase awareness campus wide the event would be expanded to become a full month of events.

This month would include training opportunities, guest speakers and other events to bring awareness to our campus on how to better support our foster youth students.

Lead: Jeze Lopez, REACH Director

What would success look like and how would you measure it?: Surveys would be implemented throughout the events to capture the increase in knowledge regarding foster youth services and best practices by those in attendance.

Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.
Planning Unit Priority: Medium
One-Time Funding Requested (if applicable): 10000
Total Funding Requested: 10000

<p>Improve REACH student Transfer/Graduation rates - REACH students will graduate/transfer at a rate of 7% each academic year. Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22 Goal Entered: 05/15/2019</p>	<p>Request - Full Funding Requested - Counselor, REACH Describe Plans & Activities Supported (Justification of Need): Foster youth students have many barriers that prevent them from succeeding in their educational goals. One of them is the lack of consistency within their adult mentors. This causes students to struggle in trusting and opening up about their issues and would benefit from having a consistent counselor within the program that allows rapport to be created between the student and the counselor. Lead: Jeze Lopez What would success look like and how would you measure it?: REACH students will have higher retention and persistence rates when compared with non-REACH foster youth students. Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees. Planning Unit Priority: High On-Going Funding Requested (if applicable): 114000</p>	<p>Reporting Year: 2020-21 % Completed: 0 REACH currently has 2 adjunct counselors and a full-time counselor that provides hours in the program. However, recent budget cuts to REACH counseling budget will mean that the program must cut back in the hours provided by adjunct counselors. (07/19/2021)</p>
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<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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<p>REACH Case Management - Implement Case Management system for REACH students Status: Active Goal Year(s): 2018-19, 2019-20, 2020-21, 2021-22 Goal Entered: 05/16/2019</p>	<p>Request - Full Funding Requested - REACH Leadership Retreat Describe Plans & Activities Supported (Justification of Need): The REACH program would like to have a 2 day retreat with up to 30 REACH students. This retreat would include specific workshops and interventions geared towards addressing foster youth issues such as trauma, healthy relationships and identity. The retreat would have an overnight component for which a location would need to be secured. Lead: Jeze Lopez What would success look like and how would you measure it?: 50% of REACH students attending the retreat will remain active in the program for the academic year. Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD. Planning Unit Priority: Medium One-Time Funding Requested (if applicable): 10000</p>	<p>Reporting Year: 2020-21 % Completed: 0 Due to Covid, the retreat was not held this year. The program will seek funding to hold it again in 2022. (07/09/2020)</p>
	<p>Request - Full Funding Requested - Full Time Social Worker Describe Plans & Activities Supported (Justification of Need): REACH students struggle with the transition into college and often have childhood adverse experiences that have created long lasting</p>	<p>Reporting Year: 2020-21 % Completed: 50 The DREAM and REACH program hired two part-time social workers using CARES Act funding. The funding is set to expire on June 2022 and other funding will be needed to continue the services. (07/09/2020)</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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consequences that may hinder their college success. A Social Worker will bring the knowledge of public services and the necessary skill set to support and assist our students from a trauma informed perspective.. The Social Worker will support the REACH program by providing targeted emotional and social support to individual students. In addition, the Social Worker will assist the program in developing positive behavioral intervention strategies and develop staff training programs.

Lead: Jeze Lopez, REACH Director
What would success look like and how would you measure it?: Dropout rates of REACH students will decrease as retention and persistence rates will be over 75% in active REACH students.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High
One-Time Funding Requested (if applicable): 104000

Request - Full Funding Requested - Full time Life Skills Specialist

Describe Plans & Activities Supported (Justification of Need): Foster Youth students require a higher level of interventions when compared to Non-Foster Youth students due to their lack of family support and basic life skills knowledge. A Life Skills Specialist will develop life skills curriculum, coordinate, and teach life skills

Reporting Year: 2020-21
% Completed: 50
 REACH program hired a short-term hourly worker to perform this function in the 20-21 year. However, the need for these services exceeds the current resource capacity. (07/09/2020)

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

workshops for REACH students both in a group setting and individually. This employee will also work with external facilitators to facilitate classes and maintain a detailed schedule of workshops.

Lead: Jeze Lopez, REACH Director

What would success look like and how would you measure it?: All

REACH students will have their life skills assessed at the beginning and the end of the academic year by the REACH assessment. 50% of REACH students will report improvement in their life skills assessment by the end of the academic year.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

On-Going Funding Requested (if applicable): 95242

Total Funding Requested: 95242

1. Assessment Plan - Three Column



PIE - Student Services: Rising Scholars Unit

No data found for the selected criteria.

1. Assessment Plan - Three Column



PIE - Student Services: Scholarships Unit

2. Where We Are Now: Year at a Glance

2020-21

Contact Person: Desiree A. Marquez, M.Ed.

Email/Extension: dmarquez@mtsac.edu, X4417

Summary of Notable Achievements: • (Theme A): Four (4) Jack Kent Cooke Undergraduate Transfer Semi-Finalists selected from a pool of over 1,300 students from 370 community colleges nationwide

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

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

External and Internal Conditions Analysis: External Analysis:

1. Increased number of requests for Scholarship presentations from within the campus as well as outside community while having limited staffing.
2. Expanded pool of topic experts from department and outside of department are needed with respect to Scholarships to conduct presentations and complete reviewing tasks.
3. As the cost of college increases, more and more families will need assistance with options to pay for school.
4. Reliance on technology: Scholarship Program Office is dependent on technology due to the need to implement multiple compliance measures; current on-line management system is limited in some areas which means continued manual confirmation of eligibility for some scholarships with very refined criteria (specified grade in a particular course for example).
5. Need for consistent and documented communication with the College's Foundation Office to ensure accuracy in administration of scholarship programs.
6. Push to increase college-wide efforts in scholarship support for students related to Guided Pathways Initiative, Student Funding Formula, etc.
7. Need to transition to remote services due to COVID-19 pandemic and ensuing campus closure.

Internal Analysis:

1. Scholarship Ceremony budget is not sufficient to cover past year's expenses and had to request one-time additional funding that is not guaranteed in future years.
2. Lack of operating budget specific to scholarship outreach efforts.
3. Lack of office space for private scholarship advising sessions.
4. Trend to increase outreach to special programs continues to be a Student Services priority.
5. Lack of full-time Scholarship Coordinator/Director.
6. Gap in staffing administrative and logistical needs due to promotions/resignations/re-assignments in the FA Office.

Critical Decisions Made by Unit: Critical decisions made that are impacting planning this cycle primarily revolve around budgetary issues.

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

Contributors to the Report: Desiree A. Campos Marquez, Manager of Financial Aid & Special Programs (Veterans & Scholarships)

Teresa Pham, Student Services Program Specialist - Scholarships

Christine Santiago, Financial Aid Specialist - Scholarships

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
<p>Informed Staff - Ensure Scholarship staff members are trained and informed of continued and new rules and processes.</p> <p>Status: Active</p> <p>Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22</p> <p>Goal Entered: 09/01/2016</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21</p> <p>% Completed: 75</p> <p>Supported staff in attending scholarship-specific training (Blackbaud Conference) and Manager and staff presented at several Conferences/Meetings (CASFAA and CO All-Director's Training) this year on the topics of: Scholarship Compliance and Best Practices in the Administration of Scholarships at the request of the Chancellor's Office. Provided remote reviewer training to ALL active Scholarship Committee Members and staff reviewers at-large (30+ faculty/staff). (06/14/2021)</p>
	<p>Request - Full Funding Requested - Student Services Program Coordinator, Scholarships</p>	

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Describe Plans & Activities Supported (Justification of Need):
 Human Resources
Lead: Jenny Phu
What would success look like and how would you measure it?:
 Workload demand and compliance monitoring needs will be more accurately supported.
Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: High
On-Going Funding Requested (if applicable): 152000
Total Funding Requested: 152,000
Request - Full Funding Requested -
 Provide support to Scholarship Team members in attending scholarship-specific trainings/conferences.
Lead: Jenny Phu
What would success look like and how would you measure it?: Ensure staff is up to date on compliance, regulations and laws with respect to scholarship administration.
Type of Request: PROFESSIONAL & ORGANIZATION DEVELOPMENT (POD): Requests that provide professional learning opportunities for Mt. SAC employees.
Planning Unit Priority: High
On-Going Funding Requested (if applicable): 20000
Total Funding Requested: 20000

<p>Faculty Participation - Increase faculty participation on the Scholarship Committee (as reviewers, advocates of programmatic needs,</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21 % Completed: 75 Worked with Academic Senate to send out email blasts to promote new membership recruitment. Scholarship Team</p>
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<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
<p>outreach partners, etc.) and maintain 100% reader participation. Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22 Goal Entered: 09/01/2016</p>	<p>Report directly on Goal</p> <hr/> <p>Request - No Funding Requested - Train ALL faculty members participating in the scoring and application review process. What would success look like and how would you measure it?: Ensure compliance, fairness and scoring equity in the review process. Type of Request: PROFESSIONAL & ORGANIZATION DEVELOPMENT (POD): Requests that provide professional learning opportunities for Mt. SAC employees. Planning Unit Priority: High</p>	<p>member attended Academic Senate Meeting to promote new membership recruitment as well. All faculty who served as reviewers completed 1 hour of Scholarship Compliance/Application Review Training. Continued progress in the following areas is still needed: -Number of Faculty Reviewers (drop in membership this year due to personal reasons - 23 vs. 30) -Advocates of Programmatic Needs -Outreach Partners (06/14/2021)</p>
<p>Student Support - Increase support available to applicants of the Mt. SAC Scholarship Program (staffing, events, outreach, etc.). Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22 Goal Entered: 09/01/2016</p>	<p>Report directly on Goal</p> <hr/> <p>Request - Full Funding Requested - Marketing budget Describe Plans & Activities Supported (Justification of Need): Marketing materials and promotional items. Lead: Chau Dao What would success look like and how would you measure it?: Applicant count will increase 5-10%</p>	<p>Reporting Year: 2020-21 % Completed: 0 Staff support for the Mt. SAC Scholarship Program has decreased due to the promotion of the Administrative Specialist assigned to Scholarships creating a vacancy in the unit. (06/14/2021)</p>

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

from prior year.

Type of Request: MARKETING:

Requests for services in the areas of graphic design, news, and photography, posting information, communication and social media.

Planning Unit Priority: High

One-Time Funding Requested (if applicable): 5000

Request - Full Funding Requested -

Increase the annual College's Scholarship Ceremony budget by \$10,000.

Describe Plans & Activities

Supported (Justification of Need):

Financial (\$25,000 facility rental, \$2,000 marketing, \$2,000 supplies, \$1,000 printing)

Lead: Chau Dao

What would success look like and

how would you measure it?: Increase students success by providing a momentum point recognition event.

Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.

Planning Unit Priority: High

One-Time Funding Requested (if applicable): 10000

On-Going Funding Requested (if applicable): 25000

Request - Full Funding Requested -

Student-workers (1-3) to assist with counter intake and outreach needs.

Lead: Teresa Pham

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

On-Going Funding Requested (if applicable): 12000

Request - Full Funding Requested -

Student workers to serve as "Scholarship Ambassadors"

Describe Plans & Activities

Supported (Justification of Need):

Previous scholarship winners will provide peer-to-peer assistance in the application process.

Lead: Chau Dao

What would success look like and

how would you measure it?: Increase in number of applicants/completed applications.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: Medium

On-Going Funding Requested (if applicable): 24000

Request - Full Funding Requested -

Full-time Administrative Specialist assigned to Scholarships

Lead: Jenny Phu and Desiree Maquez

What would success look like and

how would you measure it?: Re-assigning of a front-line FA Team Member to support Scholarships

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: Urgent

Total Funding Requested: 0

Request - Full Funding Requested -

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Upgrade of AcademicWorks System to include 15 flex apps.
Lead: Desiree Marquez
What would success look like and how would you measure it?:
 Emergency Fund programs utilizing single-sign on flex apps with Banner interface.
Type of Request: IT SUPPORT:
 Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies.
Planning Unit Priority: Urgent
On-Going Funding Requested (if applicable): 15000
Total Funding Requested: 15,000

<p>Increase Awareness - Increase awareness of the Mt. SAC Scholarship Program (application, workshops, targeted awards, assistance available, etc.) through various marketing strategies and enhance multi-media outreach campaign (social media beyond Instagram and list-serve, etc.). Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22 Goal Entered: 09/01/2016</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21 % Completed: 50</p> <ul style="list-style-type: none"> • Q&A Workshops offered throughout Winter & Spring via Zoom • Created Online Video Tutorials to walk students through the application process (Getting Started, Writing Tips). • The International Student Program created a 3 minute Scholarship Commercial we promoted on our site. • Maintained Instagram account: Mtsac_Scholars with 626 Followers (+111 from LY). Posted stories receiving 300+ views per story/post • Created Online Video Tutorials to share via listserv (over 10,000 subscribed). Posted to our Mt. SAC Scholarship Webpage under “Workshops & Events” accessible 24/7 <p>Areas to focus on:</p> <ul style="list-style-type: none"> • Ability to share with College Departments, Students Services Programs, & Clubs via email. • Create Canvas Hub/Module
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Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Report directly on Goal

- Attend Department Meetings (06/14/2021)

Request - Full Funding Requested -

Develop multi-media outreach campaign.

Describe Plans & Activities

Supported (Justification of Need):

Increase access for students.

Lead: Teresa Pham

What would success look like and how would you measure it?:

Applicant count will increase from prior year.

Type of Request: MARKETING:

Requests for services in the areas of graphic design, news, and photography, posting information, communication and social media.

Planning Unit Priority: High

Request - Full Funding Requested -

Survey Tool - to determine to collect data from students regarding scholarship needs.

Describe Plans & Activities

Supported (Justification of Need):

Purchase of annual service fee for Survey Monkey or like-resource.

Lead: Teresa Pham

What would success look like and how would you measure it?: Utilize survey findings to focus on the development of outreach efforts that students report are most helpful.

Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

travel and conference that does not require the assistance of POD.

Planning Unit Priority: High

On-Going Funding Requested (if applicable): 500

Total Funding Requested: 500

Request - Full Funding Requested -

Marketing budget

Describe Plans & Activities

Supported (Justification of Need):

Marketing materials and promotional items, including "Scholarship Swag":

a. Continue providing Scholar package for winners (t-shirt &/or sweatshirt)

b. "I Hit Submit" buttons

Lead: Jenny Phu and Desiree Marquez

What would success look like and how would you measure it?:

Applicant count will increase 5-10% from prior year.

Type of Request: MARKETING:

Requests for services in the areas of graphic design, news, and photography, posting information, communication and social media.

Planning Unit Priority: High

On-Going Funding Requested (if applicable): 5000

Total Funding Requested: 5000

Request - Full Funding Requested -

Student workers to serve as "Scholarship Ambassadors"

Describe Plans & Activities

Supported (Justification of Need):

Previous scholarship winners will provide peer-to-peer assistance in the application process.

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Lead: Jenny Phu and Desiree Marquez
What would success look like and how would you measure it?: Increase in number of applicants/completed applications.
Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: Medium
On-Going Funding Requested (if applicable): 24000
Total Funding Requested: 24000

<p>Increase Applications - Increase the number of students who submit completed scholarship applications (versus drafted or unfinished) Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22 Goal Entered: 09/01/2016</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21 % Completed: 0</p> <ul style="list-style-type: none"> 1098 Submitted Applicants vs. 543 Drafted Applicants 67% Submitted vs. 74% Submitted LY (Progress in this area severely impacted by campus closure due to pandemic). (06/14/2021)
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Request - Full Funding Requested -
 Survey Tool - to collect data from applicants.
Lead: Teresa Pham
What would success look like and how would you measure it?: Utilize survey findings to increase completed applications.
Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.
Planning Unit Priority: High
On-Going Funding Requested (if

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

applicable): 500
Total Funding Requested: 500

Collaboration - Expand collaborative efforts with departments & campus community

Status: Active

Goal Year(s): 2020-21, 2021-22

Goal Entered: 07/15/2019

Report directly on Goal

Reporting Year: 2020-21

% Completed: 75

- Partnered with the Veterans Resource Center for “Money Mondays” offering one-on-one scholarship assistance from 2-4pm
- Partnered with the Financial Aid Office for “FA Fridays” offering one-on-one assistance from 1-2pm
- Collaborated with the Equity Center to create a Scholarship Series open to ALL Mt. SAC students –Zoom Tutorials held every Monday for 5 weeks: breaking down the application question by question. One-on-one assistance was available every Thursday & culminated with the Scholarship Midnight Marathon. Assisted over 80 students
- Special Program Presentations: Aspire (2), REACH (1), Dream (4), EOPS/CARE (2), CalWorks (1), VRC (3), Honors Program (1), International Student Program (2), Student Government Meeting (1), Presented at A.S. Visibility Day, Inter-Club Council Meeting (1), Mountie Transfer Club (1), Culture Shock Club (1), Alpha Gamma Sigma (1), Phi Theta Kappa (1), Filmmakers Club (1), Minority Male Initiative MMI (1), Prof. Kemp (2), Prof. Trujillo (1), Prof. Gernhart (1); Nursing Dept. (1), RadTech (1); Communication Dept (1) (06/14/2021)

1. Assessment Plan - Three Column



PIE - Student Services: Student Health Services Unit

2. Where We Are Now: Year at a Glance

2020-21

Contact Person: Marti Whitford

Email/Extension: 5964

Summary of Notable Achievements: Student Health Services (SHS) continued to deliver medical and mental health services remotely to students throughout the 2020-21 academic year, and played a pivotal role in Mt. SAC's response to the COVID-19 pandemic. SHS provided students appointments by telephone and virtually using a HIPAA-compliant format through Zoom. Front desk staff provided support by responding to calls to schedule appointments and answer questions during all business hours Monday through Friday. Medical and mental health staff communicated with students, faculty and staff via campus-wide emails; a pilot program with Signal Vine text messaging system; and the college's social media platforms (including Facebook and Instagram). Multiple new medical services were provided to meet the unique needs brought about by the COVID-19 pandemic, including COVID-19 vaccine clinics (in partnership with East Valley Community Health), testing and contact tracing. The SHS director and staff attended numerous public health briefings and webinars in order to provide accurate and up-to-date information to the Mt. SAC community. Medical and mental health needs were additionally supported during the academic year with live and recorded workshops, podcasts and videos focused on various medical and mental health topics. The SHS website was overhauled to include expanded content with medical and mental health resources, with the content categorized in a more user-friendly way. Details and data on specific activities are included below.

Student Health Services continued providing services via Zoom and with telehealth phone appointments throughout the pandemic year. The following number of visits represent those received from May 1, 2020 through May 1, 2021:

Mental health visits - 816

Occupational therapy visits - 204

Medical visits - 229

Nurses visits - 1,154

Vaccine Clinics - 214

Students reached with mental health workshops and events:

Spring 2020 - 2,866

Fall 2020 - 1,926

Spring 2021 - 980

Dr. Ann Walker, Medical Director provided two campus-wide presentations to staff and faculty. One was a Townhall presentation with over 338 participants. Additionally, Dr. Walker, JoAnne Bermejo RN and Marti Whitford, Director of SHS presented at the annual Flex Day for MtSAC staff. These presentations were key in demystifying the issues related to COVID and returning to campus safely. Topics included those related vaccination, safety practices, COVID data, effects of COVID on the body.

COVID related trainings and operations took place throughout the entire year. These included campus-wide collaborations with Administration, Campus Safety, and Risk Management to name a few. SHS was involved throughout the entire pandemic year even before the campus closure. These are just some of the trainings and operations SHS was actively involved in:

1. Completion of the mandatory training and application to become a California vaccine provider, leading to the provision of three vaccine clinics through May 27, 2021 at Mt. SAC
2. Participation in the Return to Campus Committee, assisting in writing Mt. SAC's return to campus procedures and guidelines
3. Participation in the COVID-19 Compliance Taskforce Committee and Subgroup; COVID-19 Vaccine Committee Subgroup; OSHA Compliance Committee
4. Assisted in the development of the Safety Smartsheet and screening questionnaire for staff and students to complete before coming onto campus
5. Student Health Services RNs rotated their shifts to provide coverage 7 days a week to monitor the Smartsheet questionnaire and manage COVID-19 illness and exposures
6. RNs managed and contact traced all the student COVID-19 illness and exposures, placing students and classes on quarantine and/or isolation following the LACDPH IHE guidelines
7. Daily completion of the LACDPH liaison COVID-19 exposures and illness Excel spreadsheet
8. Provided the President's Office the weekly COVID-19 student data for the Mt. SAC dashboard
9. Incorporated a HIPAA compliance ZOOM for medical and mental health appointments
10. Managed the Mt. SAC AED program
11. Return to Work trainings via POD (COVID-19 Compliance)

Mental Health Program Achievements:

Mental health staff participated in Professional Organizational Development's division Employee Health and Wellness Series, with the following topics:

Holiday Blues & Maintaining Hope – Live via Zoom – Session 1 & 2

Reimagining Your Recharge (Magic Mountie Podcast Episode 99)

Caregiver Support – Live via Zoom

Coping with Depression – (Video)

Managing Emotions & Anxiety – Live via Zoom

Students were provided weekly and bi-weekly student mental health support groups; weekly "Vibe Check" for Aspire students; International Students talking circle; LGBTQ+ weekly support group; Grief processing group for students session 1 & 2; When Athletes Can't Play: Coping during the pandemic;

In addition, a mental health library was developed that includes videos focusing on topics that impact students' mental health:

Coping with Anxiety; Coping with Depression; and Coping with Disordered Eating/Eating Disorders

Podcasts:

Reimagining Your Recharge; Defining and Working with Grief; and An Introductory Conversation About Mental Health and Loneliness

Program Planning for Retention and Success: Staff met weekly to discuss changes and updates on the COVID-19 pandemic. These weekly sessions were critical in order to implement ongoing operational changes that dealt with daily pressing needs. Staff input was essential in every step of the process as it involved unforeseen circumstances and drastic changes to the manner in which the clinics provided services.

External and Internal Conditions Analysis: External Conditions:

On March 19 2020, Mt. SAC campus was closed due the Corona Virus Pandemic. This closure left students without access to medical and mental healthcare. In order to continue providing services, SHS brought the Telehealth program into existence. This virtual adaptation enabled students to receive medical and mental health services via Zoom.

Many of the Allied Health student programs or essential worker programs were immediately placed on hold. Students in these programs were close to completion of their program curriculums, ready to graduate and join the work force.

The Return to Campus Committee was formed to work with the Los Angeles County Department of Public Health to develop procedures to meet all the Institutes of Higher Education guidelines to gain permission to return these Essential Workers back to their classrooms and clinical rotations. During this time, an accessible safety Smartsheet was developed to screen all staff and students prior to them going onto campus.

Internal Conditions:

Starting March 20, 2020, all Student Health Services staff were working from home. The staff were re-trained on how to complete their job functions from their home computer. The staff were trained on the use of Zoom communications for patient visits, communication through POD and video educational programs. Mitel IP phones were installed to allow the staff to answer the phone through the campus extension.

Student Health Services took over monitoring of Coronavirus exposures and infections, by trainings on the Los Angeles County Department of Public Health Coronavirus exposure guidelines and contact training algorithms. Student Health worked daily with the LACDPH liaison nurses and physicians to document daily campus COVID-19 exposures and infections. The RNs attended biweekly telebriefings with Dr. Barbara Ferrer to learn all the recent LACDPH updates and how to incorporate the Institutes of Higher Education (IHE) Guidelines.

In January 2021, the Director, Student Health became the medical officer of the California Immunization Program, to start the process of SHS having access to the COVID-19 vaccines for the campus community.

In February 2021, SHS returned to campus following IHE guidelines and personal protective equipment (PPE) guidelines to offer medical care to the student population.

In March 2021, SHS collaborated with East Valley Community Health Center to begin the first of many collaborative COVID-19 immunization clinics.

May 12, 2021 Student Health returned to campus to provide medical services to students and staff.

Critical Decisions Made by Unit: Using a telehealth program during the pandemic was essential for providing medical and mental health services to student and staff. Patient confidentiality was an essential component to this telehealth program. Through the assistance of the California Community College Chancellor's Office, a HIPAA compliant Zoom program was incorporated to conduct confidential mental health and medical appointments.

Contributors to the Report: Marti Whitford

- Irene Martinez
- JoAnne Bermejo
- Diana Chou
- Jose Pena
- Seth Meyers
- Amanda Gonzalez

No data found for the selected criteria.

1. Assessment Plan - Three Column



PIE - Student Services: Student Life Unit

2. Where We Are Now: Year at a Glance

2020-21

Contact Person: Andi Fejeran Sims

Email/Extension: asims16@mtsac.edu / 5950

Summary of Notable Achievements: A: To Advance Academic Excellence and Student Achievement

-The Leadership Education And Development (LEAD) Program had an increase in workshop attendees and certificate completions with the implementation of virtual workshops, increasing access and demonstrated success. The Data for 20-21 is below with % difference to 19-20:

- ~ Workshops offered = 72 (+12%)
- ~ # of attendees at all workshops = 1,357 (+103%)
- ~ # of Personal Leadership certificate completions = 50 (+138%)
- ~ # of Organizational Leadership certificate completions = 47 (+123%)

-The LEAD program additionally launched the Pre/Post Survey evidencing the LEAD Program as an intervention program that impacted student leadership development. The survey used a 6 point Likert scale with 1 being strongly disagree through 6 being strongly agree assessing 6 key leadership areas in the two certificate programs: Personal and Organization Leadership. The Data for 20-21 is below:

PERSONAL LEADERSHIP:

- ~ Prior to LEAD 38% of students strongly agreed that they possessed self-awareness of their values and beliefs. After LEAD completion, 82% of students strongly agreed.
- ~ Prior to LEAD 61% of students strongly agreed that they possessed an understanding and appreciation for diversity. After LEAD completion, 82% of students strongly agreed.
- ~ Prior to LEAD 28% of students strongly agreed that they possessed an understanding of group dynamics, conflict resolution, and group dynamics. After LEAD completion, 81% of students strongly agreed.
- ~ Prior to LEAD 43% of students strongly agreed that they possessed an understanding of ethical decision making and why its important. After LEAD completion, 76% of students strongly agreed.
- ~ Prior to LEAD 28% of students strongly agreed that they possessed effective communication skills and techniques. After LEAD completion, 78% of students strongly agreed.
- ~ Prior to LEAD 28% of students strongly agreed that they possessed an awareness of their community and the role/responsibility that they play within the community. After LEAD completion, 73% of students strongly agreed.

ORGANIZATIONAL LEADERSHIP:

- ~ Prior to LEAD 42% of students strongly agreed that they possessed self-awareness of their values and beliefs. After LEAD completion, 90% of students strongly agreed.
- ~ Prior to LEAD 64 % of students strongly agreed that they possessed an understanding and appreciation for diversity. After LEAD completion, 85% of students strongly agreed.
- ~ Prior to LEAD 30% of students strongly agreed that they possessed an understanding of group dynamics, conflict resolution, and group dynamics. After LEAD completion,

83% of students strongly agreed.

~ Prior to LEAD 40% of students strongly agreed that they possessed an understanding of ethical decision making and why its important. After LEAD completion, 85% of students strongly agreed.

~ Prior to LEAD 19% of students strongly agreed that they possessed effective communication skills and techniques. After LEAD completion, 88% of students strongly agreed.

~ Prior to LEAD 27% of students strongly agreed that they possessed an awareness of their community and the role/responsibility that they play within the community. After LEAD completion, 83% of students strongly agreed.

-Associated Students leadership development included the implementation of a Canvas Hub for Associated students to supplement online trainings for 29 student leaders. Total engagements of the student leaders include viewing canvas 2,300 times and completing 259 course discussions.

B: To Support Student Access and Success

-Facilitated 86 planning meetings and distribution/return dates for the Laptop Loaner Program, serving over 4,000 in the academic year

-Created and implemented an online Associated Student Leader application process with 102 applications

-Adjudicated 398 student conduct cases online; a 113% increase from the 2019-2020 academic year

-Adjudicated 20 grievance cases online

-Social Media Analytics: Instagram Insights 25,784 Total Engagements (Likes 1,993, Comments 44 , Shares 551, Saved 145, Profile visits 745, Accounts reached 22,256, Website link visits 50); Facebook Insights 3,366 Total Engagements (Reached 3,134, Likes 129, Comments 5, Shares 4, Link Clicks 94)

C: Secure Human, Technological, & Financial Resources

-Attended and advocated for employee and student voice on Student Center Steering Committee

-Continued to maintain and utilize \$2 million budget structure for Associated Students working with A.S. to pass legislation enacting use of unused funds for the subsequent academic year and deposit action annually into the student center reserve account

-Facilitated technological resource access for all Student Life employees to work remotely

D: To Foster an Atmosphere of Cooperation and Collaboration

-Facilitated annual pre-recorded and live awards ceremonies to maintain recognition events such as: New Student Welcome (460 attendees, 750 registered), Inspiring Women Ceremony (102 attendees, 33 nominations), Students and Educators of Distinction Ceremony prerecorded YouTube (660 views), and Student Leader and Advisor Awards Ceremony prerecorded YouTube) (239 views)

-Collaborated with Student Equity Committee and Humanities & Social Sciences Division to bring equity and diversity speaker, Dr. Betina Love with over 300 attendees who also received mailed copies of Dr. Love's book.

-Registered 832 voters through the online statewide advocacy campaign

-Provided 21 A.S. events online

-Mailed out 2,000 care packages to students engaged at our online events

-Recognized 175 Inter Club Council student leaders this academic year

Student Life Contributions to Campus:

-Eighteen Online Training Workshops facilitated: (LEAD Getting Involved on Campus, LEAD Budget Management, LEAD Recruiting, Members & Keeping them Active, LEAD How to Get Involved on Campus, LEAD Event Planning, Leadership & Team Building, LEAD Leading for Change, New Faculty Student Conduct Orientation, Student Conduct Board Hearing Training, Navigating Your Leadership Journey)

Campus Wide Service - Campus Wide Committees membership/service by Student Life Team

-College-Wide and Shared Governance Appointed: Laptop Loaner Program; Behavior & Wellness Team; Commencement Committee; Facilities Advisory Committee; Faculty

Association Scholarship Committee; Grievance Review Committee; Basic Needs Committee; Inspiring Women Committee; Students of Distinction Committee; Student Conduct Hearing Board, Womxn's Empower-meant Committee; TransferCon, Textbook & Instructional Related Materials Committee; BP/AP Virtual Recordings Group, Mascot Task Force, , Sexual Misconduct and Response Team, Student Life / EEO Title IX Committee, Student Center Steering Committee

-Division-based: Minority Male Initiative, New Student Welcome Planning Committee, Grad Fest 2021

-Department-based: Associated Students President's Cabinet, Associated Students Executive Board, Associated Students Senate, Associated Students Student Court, Educators of Distinction Committee, Inter Club Council

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

External and Internal Conditions Analysis: The global COVID-19 pandemic continued to be a driving force the impacted internal and external working conditions and programs/services that were provided through Student Life and Associated Students.

Internal: Additionally, work load of Director was impacted by Assistant Director's FMLA for four months in the fall. The increase of responsibility to the Director also included co-leading the campus Laptop Loaner Program, which involved daily management and monthly on-site event implementation throughout the entire year.

External: Long-term preparations were made with the Risk Management Office to support the development of employee remote work environments. Laptops, chairs, and computer equipment were supplied to all employees as needed. Due to pandemic, co-curricular events became the department standard and included Care Packages that were mailed to the students. Health and Safety protocols were incorporated in all event planning discussions.

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

Contributors to the Report: Dr. Andi Fejeran Sims, Alejandra Gonzalez, Donna Balducci-Lopez, Leslie Hennings, Gabi Quiroz, Giovanni Rodriguez, and Julia Walker

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
<p>Technology Improvements - Increase Student Engagement - 1. Work with IT to develop use of APEX software modules to increase LEAD participation and completion through marketing and technology</p> <p>2. Revise club recognition database to create online database to house Club Constitutions</p> <p>3. Implement BoardDocs software use for Associated Students meetings</p> <p>4. Adjust Students of Distinction software program to require only one letter of recommendation.</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21</p> <p>% Completed: 100</p> <p>Completed collaboration with IT to create, design, and implement pre/post LEAD survey data. Facilitated expanded meetings with IT managers to clarify constitution document inclusion and incorporation directly into the APEX system versus OnBase. Determination of BoardDocs use only for Legislative and Executive Board branches. Student Court and ICC would remain via AS Website posting of accessible documents. All legislation is current and online. Completion of Grievance process digitally through Q:Drive Fall 2020 and June 2021 conversion to Maxient. Donna Balducci-Lopez, Gabrielle Quiroz, and Dr. Andi Sims worked to develop</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
<p>5. Explore use of Google form tracking forms for data collection of patrons served</p> <p>6. Begin digitizing paper files, specifically Associated Students Legislation and place on new developed webpage</p> <p>Status: Inactive</p> <p>Goal Year(s): 2016-17, 2017-18, 2018-19, 2020-21</p> <p>Goal Entered: 09/01/2016</p> <p>Date Goal Archived/Inactivated: 07/13/2021</p>	<p>Report directly on Goal</p>	<p>workflow for Maxient. Online templates and forms were initiated and testing completed. Launch of Maxient for Grievances was successful. Continued monitoring and upgrades are encouraged. (07/18/2021)</p>
<p>Staffing & Professional Growth -</p> <p>Ensure quality trained staff are in place to provide optimal services to the campus community.</p> <p>ASC I (x2 FT) for new student center office suites</p> <p>Conference and Travel funding for SL Classified staff</p> <p>Coordinator, Student Activities for Leadership/RSCOs</p> <p>Status: Active</p> <p>Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21</p> <p>Goal Entered: 09/01/2016</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21</p> <p>% Completed: 75</p> <p>Included request of two FT ASCI for new student center SL/DSS Office and AS/Club Center Office suites in the 2021-22 Division New Resource Allocation Request for ongoing funds. Next phase would be development of Position Descriptions in preparation for NRA approval. These positions are critical to supporting the New Student Center opening in 2023. Request to move ASIII from 13 to fund 11 was removed as P.C. deemed the position appropriately allocated using student fee money because it is a position that directly supports Associated Students. Coordinator of Multicultural Center was removed and placed with VPSS on the College SEEC Plan. Manager, New Student Center M-13 was also removed from Student Life and placed on VPSS NRA. Conference and Travel remain a vital need for SL staff to stay current on emerging trends of student leadership engagement, responsibility, advocacy, and inclusion. Funding was requested NRA 21-22. Coordinator for Student Activities reclassification is what is needed to convert the Student Center Specialist to a Coordinator level. Difference of funds was also requested via NRA 21-22. Exploration of Associated Students fee allocation will be explored to supplement the reclassification of the the SCS (C79) to CSA (C105) as the position directly supports the</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
	<p>Report directly on Goal</p> <hr/> <p>Request - Full Funding Requested - Administrative Specialist I Staff (x2)</p> <p>Describe Plans & Activities Supported (Justification of Need): Two full time administrative specialists to provide critical support in the new Student Center starting beginning August 2022. One will staff the Student Life and Dean of Student Services Office suite and other will support the Associated Students/Club Center suites. These personnel will provide quality services to support the increased student life office traffic and student life center expanded hours. Professional staff (as opposed to student staff) are needed who demonstrate complex understanding of campus policies/procedures and who demonstrate professional demeanor to handle sensitive customer service needs/referrals</p> <p>Lead: Andi Fejeran Sims</p> <p>What would success look like and how would you measure it?: Successful resource acquisition of salary (plus benefits) and successful recruitment/onboarding of two full-time administrative positions to support front office operations in the Dean, Student Services / Student Life Office suite and Associated Students/Club Leader office suite in new student center scheduled to open 2023.</p> <p>Type of Request: STAFFING: Requests for permanent employee positions or</p>	<p>Student Club Office, Center, Recreation, Multipurpose Room, and all Club/Organization Officers. (07/13/2021)</p> <hr/> <p>Reporting Year: 2020-21</p> <p>% Completed: 25</p> <p>Continuous request of staffing support is reported on annual New Resource Allocation request for the division. This will be the 3rd year of request for NRA ongoing in order to sustain the opening of the New Student Center. (07/13/2021)</p>

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

temporary/hourly employees.

Planning Unit Priority: High

On-Going Funding Requested (if applicable): 160000

Total Funding Requested: 160000

Request - Full Funding Requested -

Conference & Travel Funding for Student Life Staff

Describe Plans & Activities

Supported (Justification of Need):

Provide professional development training aligned with program areas. The Student Life Office staff (7) needs continuous annual training to effectively perform job duties while staying abreast of current trends and laws. Specific certification is request for California Community College Student Affairs (CCCSAA), MaxFest for Maxient software program, Association of Student Conduct Administrators (ASCA) and additional state training for 1st Amendment, Title IX and VAWA compliance. This C&T request includes teleconference enrollment costs during COVID-19 pandemic.

Lead: Andi Fejeran Sims

What would success look like and how would you measure it?: \$2000 assigned to each of the 7 staff members to ensure annual attendance at critical training.

Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not

Reporting Year: 2020-21

% Completed: 25

Placed on Division NRA request year 3. Need still remains as online training is available through CCCSAA, SSCCC, and NASPA. (07/13/2021)

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

require the assistance of POD.

Planning Unit Priority: Medium

One-Time Funding Requested (if applicable): 14000

Total Funding Requested: 14000

Request - Full Funding Requested -

Coordinator, Student Activities (Leadership / Recognized Student Clubs & Organizations)

Describe Plans & Activities

Supported (Justification of Need):

Reclassification of Student Center Specialist to a permanent full-time position of Coordinator, Student Activities to provide coordination of programs and services of leadership programs, recreational oversight of the student center, and oversee the training and development of Recognized Student Clubs and Organizations (RSCOs) faculty advisors to ensure Campus Security Authority compliance and risk management and student officers training (approximate training population of 500 college employees and students). Current salary line for C-79 plus additional \$20k ongoing to convert to C-105.

Lead: Andi Fejeran Sims

What would success look like and how would you measure it?:

Reclassification of Student Center Specialist position to Coordinator level position

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: High

On-Going Funding Requested (if

Reporting Year: 2020-21

% Completed: 25

Reclassification of Student Center Specialist to Coordinator, Student Activities is needed to focus on leadership development, recreational equipment of the student center, and training and development of faculty and student officers from the Recognized Student Clubs and Organizations. Need to discuss process for reclassification and acquisition of additional funding to secure higher level from C-79 to C-105. Submitted on Division NRA 21-22. Analysis of cost difference will also be explored through Student Activities Fee revenue. (07/13/2021)

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

applicable): 20000
Total Funding Requested: 77,000

Improvement of Leadership

Environment - Renovation and remodel of Student Life and Student Center Offices to provide appropriate services, advisement, and oversight of related programs.

1. Associated Students Canvas Hub
2. Acquisition of 3 stand up desks
3. Two-way radio set

Status: Inactive

Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21

Goal Entered: 09/01/2016

Date Goal Archived/Inactivated: 07/13/2021

Report directly on Goal

Reporting Year: 2020-21

% Completed: 100

Creation and implementation of Associated Students Canvas Hub for training and data tracking by cohort years completed. The development of assessment tools will be the next phase focus. Assessment of stand-up desk in current space was put on hold due to COVID and focus on new building of the new Student Center successfully included all sit to stand desks. Assessment of radio and vehicle eCart equipment needs will be completed this year for possible subsequent year NRA or through purchase by use of A.S. reserve funds. (07/13/2021)

Student Conduct & Grievance

Development Improvements - 1.

Provide additional information and resources for staff and faculty on the Standards of Conduct and Student Discipline Procedures.

2. Enhance conduct tracking system to capture categorical violations with annual cohort comparisons.
3. To Create/utilize satisfaction surveys and data reports.
4. To complete revisions of BP 5500 and AP 5520
5. To provide opportunities for learning and personal development
6. To complete the collaborative revisions and approval process of Judicial Directive
7. Explore need for additional staffing support in conduct area
8. Increase involvement and

Report directly on Goal

Reporting Year: 2020-21

% Completed: 75

Successful completion of AP 5520 and Judicial Directive revisions and approval acquired. Due to COVID-19, Grievance process was moved to digital technology in fall 2020 and transitioned to Maxient at the end of spring 2021. Development of student conduct reporting annual training and improved assessment/tracking methods will be focus of Assistant Director's professional goals. Revision of broad based goal to produce outcomes reportability. (07/13/2021)

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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awareness of Student Court, Judicial Branch of A.S.
 9. Explore and create online process to manage Grievances.
Status: Inactive
Goal Year(s): 2019-20, 2020-21
Goal Entered: 06/21/2019
Date Goal Archived/Inactivated: 07/13/2021

<p>Data Informed Programming - Develop assessment and evaluation tools for all services and programs of Student Life and Associated Students. 1. Track user data for each program and service area 2. Develop and implement assessment and evaluation tools for all services and programs 3. Enhance Budget tracking, accessibility, and usage Status: Inactive Goal Year(s): 2018-19, 2019-20, 2020-21 Goal Entered: 07/10/2018 Date Goal Archived/Inactivated: 07/13/2021</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21 % Completed: 50 This goal will be inactive due to revisions of unit goals, specifically the development of the Co-Curricular Engagement Services: Determine the effectiveness of co-curricular engagement for students that utilize Student Life and Associated Students activities and services. (07/15/2021)</p>
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1. Assessment Plan - Three Column



PIE - Student Services: Transfer Services Unit

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
<p>Transfer Awareness - The Transfer Awareness goal is to develop programing that will increase and maximize students' successful university transfer guided by student outcome assessments and professional expertise.</p> <p>Status: Active</p> <p>Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22</p> <p>Goal Entered: 07/12/2020</p>	<p>Request - Full Funding Requested - - Food funding is needed for this all day event to provide breakfast and lunch for at least 200 student participants. (This request is based on the assumption that an in-person event is feasible for spring 2021.)</p> <p>Describe Plans & Activities Supported (Justification of Need): In Spring 2017, Mt. SAC's first Transfer Conference took place to assist students with transfer strategies for success in collaboration with Mt. SAC faculty and staff along with university representatives who presented on various transfer topics (e.g. Transfer Shock, Transfer Transitions, Building a Transfer Success Network, etc.). It is imperative to continue the implementation of this type of activity that supports one of our college's main functions, which is transfer.</p> <p>Lead: Lupita De La Cruz, Transfer Specialist</p> <p>What would success look like and how would you measure it?: Students will develop a better</p>	

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understanding of their transfer options and see transfer as a viable option for them. They will receive pre and post conference surveys to measure their transfer knowledge and comfort with the transfer process.

Type of Request: SUPPLIES AND MATERIALS: Instructional supplies and materials are items to be used by students, faculty and other personnel in connection with an instructional program, less than \$500.

Planning Unit Priority: High
On-Going Funding Requested (if applicable): 4000

Total Funding Requested: 4,000

Related Documents:

[Transfer-Con-2020-Flyer.pdf](#)

Request - No Funding Requested - -

Supplies and Materials: Upon program completion, students will receive a Transfer lapel pin and diploma. Given that the inaugural Transfer Application Bootcamp will be in virtual format, funding for supplies and materials will not be needed this year. Nonetheless, funding may be needed for next year's program, pending format, needs and outcomes. Hence, the amount is provided below.

-Staffing: Transfer Specialists will facilitate workshop series and the assessment of program and student outcomes.

Describe Plans & Activities

Supported (Justification of Need):

The first Transfer Application Bootcamp will be implemented in

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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summer 2020 to provide students with an opportunity to get a head start on the transfer admission applications through individualized assistance with CSU and UC transfer admission applications. Program curriculum includes a series of weekly workshops on the following topics: Transfer 101, Transfer Admission Guarantee, CSU & UC Admission Applications, and Q&A.

Lead: Lupita De La Cruz, Transfer Specialist

What would success look like and how would you measure it?: Transfer surveys will be distributed at the beginning and at the end of the program to measure the following student learning outcomes:

- Students will have increased knowledge about the transfer process including different transfer options, application deadlines and admissions requirements to CSU and UC.

- Feel more comfortable about writing successful responses to admissions open-ended questions (e.g. UC PIQ's, CSU EOP, etc.) and will complete first draft of responses.

- Students will have increased knowledge about the CSU ADT's, UC TAG, and strategies to guarantee transfer admission and/or eligibility.

- Learn how to fill out the CSU and UC online admissions application.

Type of Request: SUPPLIES AND MATERIALS: Instructional supplies and materials are items to be used by students, faculty and other personnel in connection with an instructional

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program, less than \$500.

Planning Unit Priority: Low

One-Time Funding Requested (if applicable): 500

Total Funding Requested: 500

Request - Partial Funding Requested

- - Conference and Travel Funding: In order to continue to support the professional development of transfer staff who participate in annual conferences such as the CSU Counselor Conference, UC Ensuring Transfer Success, National Institute for the Study of Transfer students (NISTS), region 8 meetings, etc., it is essential to provide an on-going budget that will cover the costs of conference registration fees, travel, meals, and lodging.

Describe Plans & Activities

Supported (Justification of Need):

One key role of Transfer Specialists is to provide advise to students pursuing transfer as their academic goal. The participation of Transfer Staff in professional development opportunities is imperative to stay up-to-date with policies and best practices that impact transfer success. This will in turn allow transfer staff to provide accurate advise to students and to apply theory to practice.

Lead: Transfer Center Diretor and Transfer Specialists: Lupita De La Cruz, Krystle Bybee, and Martin Gonzalez

What would success look like and how would you measure it?: Transfer Specialists and Director will apply the

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knowledge gained from trainings and conferences in the development, expansion and implementation of innovative and exemplary transfer programs and services.

Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.

Planning Unit Priority: Medium

On-Going Funding Requested (if applicable): 6000

Total Funding Requested: 6,000

Related Documents:
[NISTS Conference Poster Banner.pdf](#)

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

Status: Active

Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22

Goal Entered: 07/12/2020

Request - Full Funding Requested -

To meet Northern California University Tours program goals and facilitate student learning outcomes, the following resources are needed:

- Conference & Travel (\$12,000): This will cover lodging accommodations for about fifty students and four chaperones.
- Meals (\$6,000): This will cover two meals a day and snacks for about fifty students and four chaperones. Breakfast is typically included in hotel cost.
- Uniforms (\$2,000): This will cover the cost of warm sweaters for program participants.
- Transportation: This resource is typically covered by the Student Services office.

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Given the successful student outcomes of the Northern California University Tours, funding is also being requested for local tours to start providing meals that will remove this financial barrier for underrepresented students.

-Meals for local tours (\$4,000): This will cover the meals for about 40 student participants per local tour, which is typically a total of 10 annual local tours (e.g. Cal Poly Pomona & CSUF, CSULB & CSULA, UCI & UCSD, UCLA Open House, UCLA STOMP Conference, UC Santa Barbara Spring Insight Event, UC Riverside Transfer Exposure Day, USC Transfer Day, etc.).

Describe Plans & Activities

Supported (Justification of Need):

The Northern California University Tours (NCT) is an annual three-day and two-night trip coordinated by the Transfer Center during the fall semester to provide students exposure to out of the area transfer options. This trip serves an average of 45 students each year. Campuses visited include: San Francisco State University, UC Berkeley, UC Davis, and UC Santa Cruz with overnight stays in the San Francisco area.

Program activities include Transfer Talks, UC Personal Insight Question (PIQ) review, general campus tours, admissions presentations, alumni panels, and personal time for students at each campus to visit specific academic departments of

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interest, specialized student programs, or to explore the surrounding area of the campus.

Using a student equity lens in support of Mt. SAC's Strategic Plan Goal 5: Ensure Access, Equity & Completion, in fall 2017, the annual Northern California University Tours were restructured aiming to increase diversity and participation of students who fall in the student equity gap in transfer rates at Mt. SAC (e.g. first-generation, low-income, Latinx, etc.). Towards that goal, (1) clear student-learning outcomes were developed, (2) application and selection criteria were revamped, and (3) student equity funds were requested and received in order to remove any financial barriers to explore transfer options, develop a sense of belonging in higher education and support student persistence through the transfer process.

The Transfer Center receives an average of 120 applications each year. In fall 2019, 144 students applied, but only 46 students were able to participate based on availability of funds and bus capacity. This program won the 2020 President's Award in Excellence & Innovation in Teaching and Learning through Outcomes Assessment. In the comprehensive program outcomes assessment, both the qualitative and quantitative data

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gathered highlighted the importance of institutionalizing activities like this trip by prioritizing it in the resource and funding allocation process of the college. Some students mentioned in their survey responses that extending the duration of the trip could enhance the experience even more by spending more time at each institution, having the opportunity to experience a class lecture, and visiting during a school day when there are more student engagement activities and events going on. Similarly, their responses shed light upon the need to expand this opportunity to more Mt. SAC students, which would require more funding. Therefore, it is crucial to secure on-going funding for this program moving forward.

Lead: Lupita De La Cruz, Transfer Specialist

What would success look like and how would you measure it?: This program is assessed every year through a post participant survey that measures the success of each student learning outcome: (1) remove any financial barriers to explore transfer options, (2) develop a sense of belonging in higher education, and (3) support student persistence through the transfer process.

To ensure the success of this program, it needs to continue to be truly accessible to students from low-income households, who tend to also be first-generation college students

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and come from underrepresented backgrounds, by removing all the financial barriers that ay come with it. This will allow all students to have the same opportunity to explore transfer options. Being selected to participate is not enough; selected students need reassurance that all financial expenses will be covered in order to securely explore transfer options. Food and housing insecurity, lack of access to warm clothing, transportation, and other factors need to be taken into account when coordinating programs like this one. The Transfer Center will continue to assess the program in order to enhance it and to apply successful practices to the local tours and other department services.

Type of Request: SUPPLIES AND MATERIALS: Instructional supplies and materials are items to be used by students, faculty and other personnel in connection with an instructional program, less than \$500.

Planning Unit Priority: Urgent

On-Going Funding Requested (if applicable): 24000

Total Funding Requested: 24000

Related Documents:

[NCT Comprehensive Assessment.pdf](#)

Request - No Funding Requested - -

Food Funding: This is requested to provide snacks for future student participants when this event resumes its in-person implementation, which involves a Transfer Center Open House for students to come get snacks while

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exploring our center.

Describe Plans & Activities

Supported (Justification of Need):

The Transfer Center started implementing an annual annual Transfer Awareness Week (TAW) in fall 2018. This annual event aims to align with the National Transfer Student Week to enhance the transfer culture on campus by raising awareness of transfer services and promote transfer as a viable option for students.

Lead: Lupita De La Cruz, Transfer Specialist

What would success look like and how would you measure it?: The

Transfer Center will increase awareness of transfer services and resources available to students by measuring students' participation on transfer activities and event as a result of (TAW).

Type of Request: SUPPLIES AND MATERIALS: Instructional supplies and materials are items to be used by students, faculty and other personnel in connection with an instructional program, less than \$500.

Planning Unit Priority: Low

On-Going Funding Requested (if applicable): 300

Total Funding Requested: 300

Related Documents:

[TAW 2018 Flyer.pdf](#)

Request - Full Funding Requested - -

Printing: This funding will be used to cover the cost of color printing of flyers, posters, a transfer guide, and banners that promote different

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transfer programs, services and events.

~Supplies and Materials: This funding will be used to cover the cost of promotional items that will have the Transfer Center logo and contact information such as pens, table cloths, t-shirts, a button-maker machine, etc.

Describe Plans & Activities

Supported (Justification of Need): A Transfer Center Marketing Campaign is imperative to increase full participation of students in transfer activities and events.

Lead: Krystle Bybee, Lupita De La Cruz, Martin Gonzalez

What would success look like and how would you measure it?: Success of this resource allocation will be reflected in an increase of student participation in activities and events hosted by the Transfer Center. Data will be gathered through SARS reports, surveys, and Transfer Center annual report of services.

Type of Request: MARKETING: Requests for services in the areas of graphic design, news, and photography, posting information, communication and social media.

Planning Unit Priority: High
One-Time Funding Requested (if applicable): 15000
On-Going Funding Requested (if applicable): 0

Total Funding Requested: 15000
Request - Full Funding Requested -
Funding for large transfer events:
~Transfer Fairs (one in fall, one in

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spring): funding needed to provide food for participating university representatives and students.

-Transfer Achievement Celebration: funding needed for transfer medallions, recognition lapel pins, printing (programs, certificates, flyers posters), Transfer Hall of Fame display supplies, decorations, and food.

Describe Plans & Activities Supported (Justification of Need): - Each year, we hold two transfer fairs to expose students (especially those who are underrepresented) to transfer options and provide access to information about university admission. As event host, the Transfer Center provides lunch to the university representatives who attend, and we intend to provide lunch to student attendees in the future as an incentive to participate.

-The Transfer Achievement Celebration honors all transferring students and is especially meaningful to students who are not graduating with an Associate's degree and therefore, do not participate in Commencement. The event itself, medallion, certificate, and Transfer Hall of Fame display mark this milestone accomplishment. In addition to the printed certificates and programs, marketing materials are required to inform the campus community about the event. As part of the event, lapel pins are given to college personnel who are recognized by the

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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students as being supportive and influential during the students' Mt. SAC experience.

Lead: Krystle Bybee, Lupita De La Cruz, Martin Gonzalez

What would success look like and how would you measure it?: -

Transfer Fairs: providing students with food will also allow us to get a headcount of students who attended (which is normally not possible in the open, outdoor space) and connect those students with additional transfer events and services. University representatives will highly rate our hospitality via surveys distributed at the fair.

-Transfer Achievement Celebration: students will report a sense of recognition/accomplishment/pride and highly rate the overall event and refreshments via a survey after the event.

Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.

Planning Unit Priority: High

On-Going Funding Requested (if applicable): 14000

Total Funding Requested: 14000

Request - No Funding Requested - Facilities: large venue with adequate stage and seating.

Describe Plans & Activities Supported (Justification of Need): In

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order to host a successful Transfer Achievement Celebration that allows students to celebrate with friends, family, and Mt. SAC personnel, we request use of Hilmer Lodge Stadium and the Commencement set-up arrangements as in previous years. The number of student RSVPs has increased each year, and the DTC auditorium may not even accommodate all transferring students in coming years; the current venue does not allow for any friends/family to attend, and space for college personnel is extremely limited.

Lead: Krystle Bybee, Lupita De La Cruz, Martin Gonzalez

What would success look like and how would you measure it?: A

successful event is one that accommodates all transferring students, allows students to invite 2+ friends/family, and is also open to Mt. SAC personnel. This would be measured by the number and type of attendees.

Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.

Planning Unit Priority: High

Total Funding Requested: 0

Request - Full Funding Requested - -

Transfer Ambassadors (\$40,000):

This funding will cover the cost of 3-

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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4 student assistants working 15-19 hours a week throughout the fiscal year being compensated at level IV or V of the Student Assistant Hourly Pay Schedule due to the nature of skills and knowledge required to perform the job duties and responsibilities.

-Administrative Specialist III (about \$55,000 in annual salary + benefits):
 With the separation of Career & Transfer Services and the development and implementation of various new transfer programs and initiatives, the Transfer Center now needs an administrative specialist who can perform a variety of administrative support duties related to transfer projects and programs. This funding request will cover the cost.

Describe Plans & Activities Supported (Justification of Need):
 Having these funds available will ensure front counter coverage and the processing of administrative matters while Transfer Specialists focus on one-on-one meetings with students and coordinate transfer activities and events. Furthermore, having this funding available will give Transfer Center staff the flexibility to recruit student workers who are more knowledgeable about the subject matter in our department and other resources available on campus. The consistent hiring and allocation of Transfer Ambassadors is crucial as they play a key role in the recruitment of student

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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participants in our transfer services and the dissemination of transfer information in the Transfer Center front counter.

Lead: Krystle Bybee, Lupita De La Cruz, Martin Gonzalez

What would success look like and how would you measure it?: Success will allow Transfer Specialist flexibility in their schedule to effectively plan and schedule one-on-one meeting with students on a weekly basis. At the end of the year, data will allow us to determine the number of students that were serviced through one-on-one transfer advising appointments, walk-in application assistance, transfer workshops, university tours, classroom presentations and overall drop in contacts.

Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.

Planning Unit Priority: Urgent

On-Going Funding Requested (if applicable): 95000

Total Funding Requested: 95,000

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

Status: Active

Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22

Goal Entered: 07/12/2020

Request - Partial Funding Requested

- This funding will be mainly used for Transfer Champions and Transfer Agents POD Trainings. The first one will be an all-day training, where Sodexo is intended to deliver a breakfast and lunch buffet as well as snacks throughout the day (1 training @ \$1,100 for 35 people each). The Transfer Agents trainings will only be about 2 hours long, so only Costco snacks will be provided

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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for these participants. The goal is to recruit at least 15 participants to become transfer agents. Through these efforts, the goal is to increase transfer awareness and knowledge amongst the entire Mt. SAC community (students, faculty, staff, and administrators) in order to develop a transfer sending culture on campus and increase the transfer rates of underrepresented students.

Describe Plans & Activities Supported (Justification of Need):

The Transfer Center would like to start implementing Professional and Organization Development (POD) training opportunities for Mt. SAC employees regarding the topic of transfer. The main goal of the project is to cultivate a Transfer Sending Culture on campus by educating Mt. SAC Faculty, Staff, and Administrators in how they understand the topic of transfer pertaining to completion. The dissemination of information and student support seem to be inconsistent across campus among the Transfer Center, student support programs and instruction, which can create a lot of confusion surrounding the process and requirements for transfer and completion for Mt. SAC students, as well as employees. By developing Transfer Agents and Transfer Champions through POD trainings, the Transfer Center aims to reduce informational and cultural barriers for student transfer success and to advocate for transfer to

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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become integrated and prioritized on a structural level at the campus. The expected activities are aimed at reducing the misinformation about transfer requirements, increasing the amount of students who apply to transfer and receive degrees, and ultimately increasing overall transfer and completion rates. This practice also aims to address equity gaps in transfer and completion rates.

Lead: Krystle Bybee, Lupita De La Cruz, Martin Gonzalez

What would success look like and how would you measure it?: Transfer Champions and Transfer Agents will be adequately trained to support the Transfer Center in advocacy efforts as well as during the peak application period providing application assistance to students.

Type of Request: PROFESSIONAL & ORGANIZATION DEVELOPMENT (POD): Requests that provide professional learning opportunities for Mt. SAC employees.

Planning Unit Priority: High

One-Time Funding Requested (if applicable): 1500

Total Funding Requested: 1,500

1. Assessment Plan - Three Column



PIE - Student Services: Upward Bound Unit

2. Where We Are Now: Year at a Glance

2020-21

Contact Person: Victor Rojas

Email/Extension: VROJAS6@MTSAC.EDU

Summary of Notable Achievements: A: To Advance Academic Excellence and Student Achievement:

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

-The UB Program created and hosted a virtual End of the Year Ceremony to honor our participants especially those moving onto college in Fall 2021. The students received a delivered UB medallion along with pizza delivered to their homes.

-For Summer 2021, UB collaborated with various departments across campus to secure seats for 63 seats across 5 disciplines.

B: To Support Student Access and Success:

In the 2019-2020 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%.

C: Secure Human, Technological, & Financial Resources:

-Secure Human Resources: UB was able to navigate the pandemic by hiring extra peer mentors to assist with after school tutoring and supplemental instruction during the Summer Enrichment Program.

-Technological Resources: UB purchased 20 laptops and 30 mifis to support students' technology needs.

-Financial Resources: Mt. SAC continued support of resources stopped during the pandemic as most events were held virtually.

D: To Foster an Atmosphere of Cooperation and Collaboration:

-The UB staff continue to nourish our relationships with two important feeder schools: Sparks Middle School in La Puente and Cortez Magnet School in Pomona. Inroads made at both these schools allowed us to successfully recruit incoming students to the program.

Program Planning for Retention and Success: -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 hybrid year.

-14 seniors completed the newly implemented college application requirements. All 14 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 2019-2020 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. The 2-hour in-person tutoring was increased to 4 hours.

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

-Upward Bound continued to have our Saturday Academies throughout the school year. 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 continued. This planning allowed us to recruit additional student workers to serve as peer mentors and supplemental instructors.

Summer 2021:

-To comply with our grant objectives, our Summer Enrichment Program was offered completely virtually. Supplemental instruction is being offered to help students succeed and prevent attrition.

-Care packages were assembled and disseminated to students to help cope with being home for an extended period of time.

External and Internal Conditions Analysis: -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 2021 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.

Internal Conditions:

-The college's continuous financial support to UB was paused due to the pandemic.

-This past year we were able to bring on our new Project Coordinator. With his arrival we will be able to engage our UB Alumni in a more meaningful way. With his arrival, UB will engage with potential community partners to establish volunteer and internship opportunities for current participants.

Critical Decisions Made by Unit: -Upward Bound repurchased Lacai for the 2020-2021 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.

-UB continued to work with Mr. Jakel Harris as our Leadership Specialist allowing UB to once again offer its Incoming Freshman Summer Enrichment Program to tremendous success. Incoming UB students experience our leadership curriculum. This work continued into the school year and has yielded a high GPA and participation in our Freshman class.

-2020-2021 put stress on our program due to the COVID pandemic which affected the changes made by the new full-time TRIO Director. The changes which were allowing 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 were put to the test. Additionally, we ensured participant files are up-to-date and in compliance with federal requirements was put on hold. With our anticipated return to work, this will be addressed.

Contributors to the Report: Victor M. Rojas Jr., Director

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Upward Bound Participants - Serve

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
<p>70 eligible Upward Bound participants. Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21 Goal Entered: 09/01/2016</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21 % Completed: 100 Upward Bound successfully served over 73 students this past year. The cultivation of meaningful relationships with our outgoing senior has allowed for us to continue to serve them as they start their college journey. This also helps our other grant objective (college completion). We will continue to stress the importance of always being part of TRIO to our current and past students as a mean to engage them. (07/09/2021)</p> <hr/> <p>Reporting Year: 2020-21 % Completed: 100 Upward Bound served 70+ current and past participants. Resources provided allowed for the Upward Bound to reach out to our community partners (school administrators, school districts, teachers, and parents) and effectively recruit new participants. The positive returns from our new relationship with Sparks Middle Schools are encouraging as we now have a pipeline for incoming students. These students would join UB even before their high school journey begins. (07/09/2021)</p>
	<p>Request - Full Funding Requested - Informational material for UB to share with constituencies at target communities (flyers, brochures, program applications, etc.).</p> <p>Describe Plans & Activities Supported (Justification of Need): Mail out informational packets to potential students in order to recruit 30 Upward Bound (UB) eligible students (15 each for Ganesha and La Puente High Schools) .</p> <p>Lead: Victor Rojas</p> <p>What would success look like and how would you measure it?: 30 participants who meet Upward Bound eligibility will be recruited.</p> <p>Type of Request: MARKETING:</p>	<p>Reporting Year: 2020-21 % Completed: 25 Plan and activities were carried out. Thirty students were recruited to the new incoming Upward Bound class. New relationships with Sparks Middle School in La Puente were fruitful as we had over 50 applications from that school site alone for the new class. The change in administration at Cortez Magnet School in Pomona hindered our recruitment efforts as we were only able to recruit 10 students for Ganesha High School. We need to establish a relationship with the new Cortez principle in order to improve our recruitment numbers. (07/09/2021)</p>

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Requests for services in the areas of graphic design, news, and photography, posting information, communication and social media.

Planning Unit Priority: High
Total Funding Requested: 500.00

Request - No Funding Requested - Snacks and refreshments for 2 parent Upward Bound informational sessions (evening)

Describe Plans & Activities Supported (Justification of Need):

Recruit 30 Upward Bound (UB) eligible students (15 each for Ganesha and La Puente High Schools) by making presentations at Sparks Middle School and Cortez Elementary Pre-K to 8th Grade to inform students, teachers, counselors, and parents of UB program offerings, eligibility criteria and selection process.

Lead: Victor Rojas
What would success look like and how would you measure it?: 30 participants who meet Upward Bound eligibility will be recruited.

Type of Request: SUPPLIES AND MATERIALS: Instructional supplies and materials are items to be used by students, faculty and other personnel in connection with an instructional program, less than \$500.

Planning Unit Priority: High
Total Funding Requested: 0

Request - Full Funding Requested - Mileage funding for multiple trips to-and-from Mt. SAC campus and high school campuses.

Reporting Year: 2020-21
% Completed: 100
 Instructional supplies and materials proved useful as we held various information sessions at both Sparks and Cortez in English and Spanish. Parents, students, and their teachers were able to actively participate in our interactive presentations. (07/09/2021)

Reporting Year: 2020-21
% Completed: 0
 Multiple round trips were made to-and-from Mt. SAC to our middle school and high school partners. These trips are

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Describe Plans & Activities Supported (Justification of Need):
 Recruit 30 Upward Bound (UB) eligible students (15 each for Ganesha and La Puente High Schools) by making presentations at Sparks Middle School and Cortez Elementary Pre-K to 8th Grade to inform students, teachers, counselors, and parents of UB program offerings, eligibility criteria and selection process
Lead: Victor Rojas
What would success look like and how would you measure it?: 30 participants who meet Upward Bound eligibility will be recruited.
Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.
Planning Unit Priority: High
One-Time Funding Requested (if applicable): 500
Total Funding Requested: 500.00

highly critical to our ability to fulfill our grant objectives. They helped us recruit our new class of incoming students along with continuing to support our existing participants. Success was achieved in terms of recruitment. Goal was not reached because reimbursement was not requested. (07/09/2021)

<p>Parent Involvement - Ensure project offers opportunities for parents to be engaged with their students' education. Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21 Goal Entered: 07/01/2016</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21 % Completed: 100 This past year we were able to meet with all of participant parents/guardians. This was critically important to our programs success as we continue to get more buy in from parents/guardians. We met with parents/guardians based on their children's class standing. This allowed us to have meaningful conversations centered on their students high</p>
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Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
	<p>Report directly on Goal</p> <hr/> <p>Request - No Funding Requested - Snacks for evening or Saturday workshops/meetings.</p> <p>Describe Plans & Activities Supported (Justification of Need): Ensure project offers opportunities for parents to be engaged with their students' education through parent workshops and Saturday Academies. Lead: Victor Rojas What would success look like and how would you measure it?: Parents attend at least 2 workshops per year and 2 Saturday Academy meetings per year. Type of Request: SUPPLIES AND MATERIALS: Instructional supplies and materials are items to be used by students, faculty and other personnel in connection with an instructional program, less than \$500. Planning Unit Priority: High Total Funding Requested: 0</p>	<p>school experience and requirements. Parents are pleased and have commented that "knowing what their kids are doing and what is expected of them will allow them to help their younger children". These meeting continued, via Zoom, once saver at home order went into affect. (07/09/2021)</p> <hr/> <p>Reporting Year: 2020-21 % Completed: 100 Upward Bound parents/guardians attended workshops and Saturday Academies geared to their children's grade levels. At these meetings they received grade level specific information that allowed them to better understand the expectations of our program and their children's school. (07/09/2021)</p>
	<p>Request - No Funding Requested - Meeting rooms at Mt. SAC and partner schools to hold parent meetings.</p> <p>Describe Plans & Activities Supported (Justification of Need): Ensure project offers opportunities for parents to be engaged with their students' education through parent workshops and Saturday Academies.</p>	<p>Reporting Year: 2020-21 % Completed: 0 Mt. SAC was very accommodating in allowing Upward Bound to use both large and small meeting spaces to conduct our meetings with students and parents/guardians. (07/09/2021)</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Lead: Victor Rojas
What would success look like and how would you measure it?: Parents attend at least 2 workshops per year and 2 Saturday Academy meetings per year.
Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.
Planning Unit Priority: High

<p>College Readiness - Ensure project prepares students' college readiness Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21 Goal Entered: 07/01/2016</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21 % Completed: 100 Upward Bound took steps to continue students holistic development. The development of our new incoming Freshman Summer Enrichment Program is already proving to be fruitful as 97% of our freshman class obtained a 2.75 GPA or higher. Additionally, the development of Senior Seminar throughout the school year has allowed Ganesha and La Puente senior to focus on PIQ for the UC and the Common Application for private schools with more ease and thoughtfulness. The seminar has also allowed for the UB staff to have critical conversations with participants and parents/guardians about the upcoming changes that college will bring. The data indicates that we should continue these two efforts and add more enrichment content to our Saturday Academies. (07/09/2021)</p>
	<p>Request - Full Funding Requested - Mt. SAC faculty to teach courses students enroll in during Summer Enrichment Program and Leadership Seminar during Saturday Academies. Describe Plans & Activities Supported (Justification of Need): Ensure project prepares students'</p>	<p>Reporting Year: 2020-21 % Completed: 100 UB contracted with StudySmart to prepare the academic tutors provide quality tutoring to students struggling to fulfill A-G course requirements. An SAT/ACT preparation course was also purchased from a recommended vendor: "Study Smart Tutors". Excursions and Saturday Academies were also provided to participants to increase opportunities</p>

Unit Goals	Resources Needed	1. Where We Make an Impact: Closing the Loop on Goals and Resources
	<p>college readiness Lead: Victor M. Rojas Jr. What would success look like and how would you measure it?: UB participants make adequate progress in academic (GPA), standardized test, and completion of rigorous program of study each academic year. Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees. Planning Unit Priority: High One-Time Funding Requested (if applicable): 5000 On-Going Funding Requested (if applicable): 5000 Total Funding Requested: 5000 Request - Partial Funding Requested - ACT & SAT test preparation course</p>	<p>for college exposure. This is a recurring goal for the program. (07/09/2021)</p> <hr/> <p>Reporting Year: 2020-21 % Completed: 75 We were not successful at securing a Mt. SAC faculty to teach for our Leadership Seminar during Saturday Academies due to lack of interest on the faculty side. As an alternative we hired a content expert to help lead the effort. Since this was our trial run, we conducted the class with our freshman class only. It was done intentionally as they started the leadership work during the summer. Although there is not quantifiable data to demonstrate the tremendous growth our students have made, qualitatively we see the change in study habits, maturity, and responsibility in the students. (07/09/2021)</p> <p>Reporting Year: 2020-21 % Completed: 100</p>
	<p>Describe Plans & Activities Supported (Justification of Need): Ensure project prepares students' college readiness Lead: Victor M. Rojas Jr. What would success look like and how would you measure it?: UB participants make adequate progress in academic (GPA), standardized test, and completion of rigorous program of study each academic year. Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD. Planning Unit Priority: High</p>	<p>There was progress made in this area this past year. SAT prep classes were offered through a contract with StudySmart. In an analysis of this goal we realize that more work needs to be done in this area. We need to deliver more academic content during the school year at all four grade levels. Preparing students academically would allow for all student to pass standardize testing done through the district. (07/09/2021)</p>

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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On-Going Funding Requested (if applicable): 5000
Request - No Funding Requested -
 Provide Mt. SAC classrooms for Saturday Academy workshops, classes, meetings

Reporting Year: 2020-21
% Completed: 0
 Mt. SAC accommodated all of our Upward Bound request for facilities. (07/09/2021)

Describe Plans & Activities Supported (Justification of Need):
 Ensure project prepares students' college readiness
Lead: Victor M. Rojas Jr.
What would success look like and how would you measure it?: UB participants make adequate progress in academic (GPA), standardized test, and completion of rigorous program of study each academic year.
Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.
Planning Unit Priority: High

Request - No Funding Requested -
 Transportation to make sure students have opportunity to visit variety of college/university campuses and career exploration sites that will inspire/motivate them to pursue postsecondary education. Food: snacks for tutoring sessions, meals during Summer and Saturday Academies and fieldtrips/campus visits._copy

Reporting Year: 2020-21
% Completed: 100
 An analysis of this goal shows success as we had a productive virtual college tour. These visits were highly productive as we are now hearing from first hand from first-generation/low income students about their college experience. We believe that these visits are contributing to our students applying to a wider range of colleges. (07/16/2021)

Describe Plans & Activities Supported (Justification of Need):

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Ensure project prepares students' college readiness

Lead: Victor M. Rojas Jr.

What would success look like and how would you measure it?: UB

participants make adequate progress in academic (GPA), standardized test, and completion of rigorous program of study each academic year.

Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.

Planning Unit Priority: High

Request - No Funding Requested - Snacks for tutoring sessions, meals during Summer and Saturday Academies and fieldtrips/campus visits.

Describe Plans & Activities

Supported (Justification of Need):

Ensure project prepares students' college readiness

Lead: Victor M. Rojas Jr.

What would success look like and how would you measure it?: UB

participants make adequate progress in academic (GPA), standardized test, and completion of rigorous program of study each academic year.

Type of Request: SUPPLIES AND MATERIALS: Instructional supplies and materials are items to be used by students, faculty and other personnel in connection with an instructional program, less than \$500.

Reporting Year: 2020-21

% Completed: 0

This request although small pays big dividends as snacks and food entice students to come to UB events. Having students at UB events allows us to disseminate information to prepare students' college readiness. This did not happen due to COVID (07/09/2021)

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Planning Unit Priority: High
Total Funding Requested: 0

<p>Academic Success Plan - Ensure all project participants have a current academic success plan (ASP) on file and meeting A-G standards. Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21 Goal Entered: 07/01/2016</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21 % Completed: 100 All UB participants now have comprehensive academic success plans on file. We also ensured that all our students are meeting A-G requirements, making them eligible for college admission. UB now has an advisement calendar in place to ensure this goal is achieved year-to-year. (07/09/2021)</p>
	<p>Request - No Funding Requested - Staff: Academic Advisor and Project Coordinator Describe Plans & Activities Supported (Justification of Need): Ensure all project participants have a current academic success plan (ASP) on file and meeting A-G standards. Lead: Victor M. Rojas Jr. What would success look like and how would you measure it?: Academic Success Plan on file for all participants and students use it to schedule courses that help them complete A-G course requirements. Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees. Planning Unit Priority: High</p>	<p>Reporting Year: 2020-21 % Completed: 100 All participants had individual consultations with the program academic specialist to create a high school academic success plan to help them plan for college and complete A-G requirements. This is a recurring goal for the program. (06/11/2021)</p>

<p>Technological Currency - Develop program processes to begin tracking participant data via the Lacai Database. Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21 Goal Entered: 06/28/2018</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21 % Completed: 100 Tremendous progress was made in this area. Upward Bound has gone away from paper and spreadsheets tracking. Lacai system is now used at all UB events to collect and track participant data. (07/09/2021)</p>
	<p>Request - No Funding Requested - IT advise and support when technology issues arise.</p>	

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Describe Plans & Activities Supported (Justification of Need):
 This activity would allow for productivity to increase by minimizing our reliance on paper.

Lead: Victor M. Rojas Jr.

What would success look like and how would you measure it?:
 Paperless functionality of all aspects of the grant.

Type of Request: IT SUPPORT:
 Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies.

Planning Unit Priority: Medium

Total Funding Requested: 0

<p>Alumni Networking - To develop an active alumni base in order to strengthen and create long term support for the Mt. SAC Upward Bound program and participants.</p> <p>Status: Active</p> <p>Goal Year(s): 2016-17, 2017-18, 2020-21</p> <p>Goal Entered: 06/28/2018</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21</p> <p>% Completed: 75</p> <p>Efforts were made to start this goal. We made strong connections with our graduating class and are sure they will stay active via social media. Due to the lack of our Project Coordinator, we were not able to reach out to UB alum in college. Once the Project Coordinator is hired, this will be one of their primary projects. (07/09/2021)</p>
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1. Assessment Plan - Three Column



PIE - Student Services: Veterans Unit

2. Where We Are Now: Year at a Glance

2020-21

Contact Person: Desiree A. Campos Marquez

Email/Extension: dmarquez@mtsac.edu, X4417

Summary of Notable Achievements: A: To Advance Academic Excellence and Student Achievement

- Maintained remote service model, including daily walk-ins with Certifying Officials via Virtual Front Desk, weekly walk-ins with VRC Financial Representative and VA Veterans Success Counselor (4,560 Front front desk contacts, average of 111 hours/month in real time assistance)
- Created NEW avenues for students to access VRC Counseling via Appointments with Counselors, Phone Appointments, and Virtual Drop-In Hours via Zoom
- Launched SALUTE Veterans National Honor Society Program, 19 students honored as new inductees
- Selected to present at NASPA Military Symposium on "Engaging Student Veterans in the Covid-19 Cyber Environment: Developing an Effective Virtual Service Model for Veterans Resource Centers"
- Requested to present at Region 7 Veterans Director's Consortium Meeting on "Engaging Student Veterans in the Covid-19 Cyber Environment: Developing an Effective Virtual Service Model for Veterans Resource Centers"
- Held virtual Veterans Recognition Ceremony honoring graduating and/or transferring VRC students (17 students recognized)
- Supported 47 VRC students in applying for the Mt. SAC Scholarship Program (18 winners with collectively 31 awards totaling \$27,500 in scholarships)

B: To Support Student Access and Success

- Maintained outreach efforts to include development of social media platform (Instagram) which has 101 posts and 369 subscribers
- Completed VRC FA Outreach Campaign for VRC students whose FA files were not completed with the following results:
 - o Fall semester, began with 14 uncompleted files - ended with 3
 - o Start of spring semester, began with 29 uncompleted files - ended with 11
- In spring 2021, 341 of 381 GI Bill students completed the semester (enrolled in one or more units) - 89% semester completion rate
- Initiated a calling campaign to touch base with students leading up to the Mt. SAC Scholarship deadline. Example of note from call: "Thankful for all the help and very easy to get a hold office. I have been very happy with the whole veteran team you have been able to answer any questions that I have and very quickly."
- Supported VRC students during finals week with the mailing of "Finals Kits"
- Supported incoming NEW VRC students with "Welcome Kits" and concurrent "Welcome Workshops"
- Expanded outreach efforts to include a weekly "Mt. SAC VRC Newsletter" which received over 37,000 views (37,665)
- Enhanced Title 38 document submission/intake process to include docusign platform
- Maintained and updated "Online Student Tutorials" accessible to students around the clock to guide students through document submission and selecting courses that qualify for residential pay
- VRC Counselors collectively provided the following services to VRC students:
 - o 1109 Appointments

- o 966 Drop-Ins
- o 608 Emails, 952 Online Counseling sessions, 26 Phone Calls
- VRC Counselors collectively recorded over 3,000 unduplicated appointment contacts in such highlighted areas as:
 - o Academic Counseling (1,233)
 - o Adjustment Counseling (133)
 - o General Advising (1268)
 - o Career Advising (478)
 - o VA MAPs (733)
 - o Transfer (457)
 - o VocRehab (99)

C: Secure Human, Technological, & Financial Resources

- Completed onboarding of the following VRC Team Members:
 - o VRC Financial Aid Specialist – Naomi Spinella
 - o VRC Certifying Official – Lisa Foster
 - o VRC Counselor – Luis Echeverria-Newberry

D: To Foster an Atmosphere of Cooperation and Collaboration

- Identified a processing gap in Chapter 31 payments to the institution and developed a process with Fiscal Services to remedy issue
- VRC Collaborated with:
- VA Loma Linda to offer virtual Medical Benefits Workshops
 - VA Home Loan Program to offer virtual loan information Workshops
 - Scholarship Office to provide virtual Scholarship Series Leading up to campus deadline (33 military-connected students participated in the series)
 - Student Equity and Scholarship Program Office to host Scholarship Marathon
 - Veterans Success on Campus Counselor to provide virtual CH 36 Workshop Informational and CH31 Workshop Informational
 - Financial Aid to provide virtual Money Monday's virtual FA drop-in hours
 - Financial Aid on referrals for CARES funding for several students
 - Financial Aid to promote the VRC's "It's Not Too Late to Apply for FA" virtual Workshop
 - Student Life to host a "Destress" event with Giovanni Rodriguez (drawing)
 - Student Services to plan and execute GradFest
 - Basic Needs on referrals for food/gift cards for students in need and to promote food pantry dates to student with food insecurities
 - Student Equity to assist students that needed books and/or supplies
 - Technology Loan Program to make referrals for our military-connected students in need of laptops and hotspots

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

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

External and Internal Conditions Analysis: External Conditions:

1. Increased number of contacts with student Veterans while having limited staffing.
2. As the cost of college increases, more and more student Veterans will need assistance with options to pay for school (beyond 36 month GI Bill).
3. Reliance on technology: VRC is dependent on technology provided by the Federal Veterans Affairs Office that is antiquated; current document imaging system is limited in

some areas which means continued manual confirmation of certifications by students.

4. Need for consistent and documented communication with the VA, CA state approving agency, and the Chancellor's Office to ensure accuracy in administration of Veterans programs.
5. Push to increase college/state-wide efforts in support of student Veterans.
6. The State Budget, specifically with respect to ongoing funding resources and SEAP funds delays planning.
7. Need to transition to remote services due to COVID-19 pandemic and ensuing campus closure.

Internal Conditions:

1. Lack of operating budget specific to VRC support.
2. Lack of office space for VRC management, VA Rep, VRC FA Specialist and Certifying Official in VRC.
3. Trend in educating/training faculty and staff on VRC issues continues to be a priority.
4. Inconsistent tracking methods between Veterans Counselors and adjunct Counselors.
5. Internal processing procedures limited to on-site access.

Critical Decisions Made by Unit: -Needing to apply a more robust system to maintain the level of productivity and efficiency to deliver Title 38 eligibility documents to the VA in a more timely manner, we collaborated with the FA Systems team to incorporate docusign into our process flow
 -Expansion and emphasis on academic recognition via launch of SALUTE National Veterans Honor Society program
 -Creation of Exceptional Funding program for students seeking funds to advance academic success (conference travel, honor society membership, transfer applications, etc.)

Contributors to the Report: Desiree A. Campos Marquez, Financial Aid & Special Programs Manager (Veterans & Scholarships)

Jazmin Vargas, VRC Coordinator

Lisa Foster, VRC Certifying Official

Naomi Spinella, Financial Aid Specialist - Veterans

Dr. Bernie Somers, VRC Counselor

Luis Echeverria-Newberry, VRC Counselor

Jason Conway, VRC Adjunct Counselor

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Increase Applications - Increase number of Veterans completing aid applications (FAFSA, BOGW, Scholarship, etc.)

Status: Active

Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22

Goal Entered: 09/01/2016

Report directly on Goal

Reporting Year: 2020-21

% Completed: 75

-As of spring 2021, under 15 (of over 500) student-Veterans collecting GI Bill benefits did not complete their FAFSA file.

-In total, 47 student Veterans submitted completed Mt. SAC Scholarship applications.

-Of those who applied for scholarship consideration, 18 were successful in winning a scholarship award (collectively winning 31 total awards).

-Collectively Mt. SAC student Veterans received \$27,500 at this year's campus-wide Scholarship Ceremony. (06/22/2021)

Request - Full Funding Requested -

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Marketing materials to promote workshops.
Describe Plans & Activities Supported (Justification of Need):
 Host FAFSA and Scholarship workshops in the VRC.
Lead: Desiree Marquez
What would success look like and how would you measure it?: % increase in Veterans completing FA applications
Type of Request: MARKETING: Requests for services in the areas of graphic design, news, and photography, posting information, communication and social media.
Planning Unit Priority: Medium
On-Going Funding Requested (if applicable): 3000
Total Funding Requested: 3000

Inreach/Outreach - Continue inreach/outreach efforts with other departments to reach out to students on campus and in surrounding community.
Status: Active
Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22
Goal Entered: 09/01/2016

Report directly on Goal

Request - No Funding Requested -
 None

Reporting Year: 2020-21
% Completed: 50
 Co-sponsored programs/events for Veterans included collaborations with the following campus/community partners: Financial Aid Office; Scholarship Program Office; Basic Needs, Student Equity, International Students; VA Home Loan; Loma Linda VA; Columbia University, Student Life; ACCESS Center; STEM Center; Transfer Center; Writing Center; Library Services; Los Angeles Department of Rehab, Los Angeles VR&E Division of the VA; and the Health Center.

To promote transfer success, the following partners assisted in providing transfer information specific to student Veterans: Cal Poly Pomona University; University of La Verne; California State Fullerton; California State University Long Beach; and California State University at San Bernardino. (06/22/2021)

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Describe Plans & Activities
Supported (Justification of Need):
 Develop inreach plan to target non-benefit collecting Veterans
Lead: Jazmin Vargas
What would success look like and how would you measure it?: Increase in number of inreach/outreach collaborations
Type of Request: MARKETING: Requests for services in the areas of graphic design, news, and photography, posting information, communication and social media.
Planning Unit Priority: Medium
One-Time Funding Requested (if applicable): 1000
Total Funding Requested: 1000

<p>Compliance/Efficiency - Maintain efficiency and service to Title 38 recipients with adherence to Federal, State, and District regulations and policies. Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22 Goal Entered: 09/01/2016</p>	<p>Report directly on Goal</p> <hr/> <p>Request - Full Funding Requested - Transfer one-time Veteran Funding to District Funding operating budget. Lead: Desiree Marquez What would success look like and how would you measure it?: Approval of operational budget by BOT. Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.</p>	<p>Reporting Year: 2020-21 % Completed: 75 509 Title 38 recipients were processed between 7/1/20 and 6/22/22 with adherence to Federal, State and District regulations and policies. (06/22/2021)</p>
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<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Planning Unit Priority: High
On-Going Funding Requested (if applicable): 50000
Total Funding Requested: 50000
Request - Full Funding Requested -
 VRC Administrative Specialist
Lead: Jenny Phu and Desiree Marquez
What would success look like and how would you measure it?: Hiring of FT Administrative Support Staff
Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: High
On-Going Funding Requested (if applicable): 75000
Total Funding Requested: 75,000

Request - Full Funding Requested -
 Full-Time Veterans Counselor
Lead: Dr. Bernie Somers
What would success look like and how would you measure it?: Hiring of FT Veterans Counselor
Type of Request: STAFFING: Requests for permanent employee positions or temporary/hourly employees.
Planning Unit Priority: High
On-Going Funding Requested (if applicable): 155000
Total Funding Requested: 155,000

<p>Informed Staff - Ensure Veterans staff members are trained and informed of continued and new rules and processes. Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22 Goal Entered: 09/01/2016</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21 % Completed: 50 Comprehensive training was offered to VRC Counselors and Vet Staff via attendance at the following virtual conferences/meetings: National Association of Veterans Program Administrators (NAVPA), Western Association of Veterans Education Specialists (WAVES), Student Affairs Administrators in Higher Education (NASPA) Military</p>
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<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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	<p>Report directly on Goal</p> <hr/> <p>Request - Full Funding Requested - Travel and Conference Budget for Vet Team (2 Counselors, 1 adjunct, 1 Coordinator, 1 Manager, 1 FA Specialist, 1 Certifying Official, 5-10 Peer Mentors) Lead: Jenny Phu and Desiree Marquez What would success look like and how would you measure it?: Vet Team utilizing approved funding to attend the following essential trainings: WAVES Conference NAVPA Conference VPAC Trainings VA Trainings Chancellor's Office Veterans Summit Regional Meetings Student Veterans of America Conference SALUTE National Conference CCCCSFAAA Conference Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD. Planning Unit Priority: High On-Going Funding Requested (if applicable): 30000 Total Funding Requested: 30000</p>	<p>Symposium, and the Region VIII Veterans Program Director's Consortium. (06/22/2021)</p>
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<p>Access to Technology - Expand computer access to Veterans in the</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21 % Completed: 25</p>
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<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
<p>VRC Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22 Goal Entered: 09/01/2016</p>	<p>Report directly on Goal</p> <hr/> <p>Request - No Funding Requested - IT Support Describe Plans & Activities Supported (Justification of Need): Track computer-use/needs of student Veterans at the VRC. Type of Request: IT SUPPORT: Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies. Planning Unit Priority: High</p> <hr/> <p>Request - Full Funding Requested - Expand technology options available to VRC Students, including, but not limited to: AT on all Center computers, calculators for rent, smart pens and books, laptops, mifi, and updated/current software on lab desktops. Lead: Jenny Phu and Desiree Marquez What would success look like and how would you measure it?: Securing of additional technologies listed.</p> <p>Type of Request: IT SUPPORT: Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies. Planning Unit Priority: High One-Time Funding Requested (if applicable): 20000</p>	<p>Limited progress was made in this area due to Covid-19 pandemic campus closure. Referrals for students in need of computer access were made to Laptop Loaner Program. (06/22/2021)</p>

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Total Funding Requested: 20,000

Request - Full Funding Requested -

Access to APEX, established protocol, and training staff.

Describe Plans & Activities

Supported (Justification of Need):

Utilize APEX software as a tool to electronically process Veterans files. The process of Veterans benefits determination is tedious and requires case-management style process.

Lead: Jenny Phu and Desiree Marquez

What would success look like and how would you measure it?: The

design of APEX will be critical to ensure a end-to-end process that is student/user friendly while also adhering to all Veterans rules and regulations.

Type of Request: IT SUPPORT:

Requests for projects related to the implementation, integration, application, delivery, and support of information and instructional technologies.

Planning Unit Priority: High

On-Going Funding Requested (if applicable): 10000

Total Funding Requested: 10000

Request - Full Funding Requested -

Expand Veterans Resource Center by creating an adjacent space as a computer lab.

Lead: Jenny Phu and Desiree Marquez

What would success look like and how would you measure it?: Secure additional computer lab space.

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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Type of Request: FACILITIES: This section includes minor building improvement projects and alterations to specific rooms or operational areas.
Planning Unit Priority: High
On-Going Funding Requested (if applicable): 100000
Total Funding Requested: 100000

<p>Veteran Support Programming - Provide academic, wellness and community building programs that support the academic and personal success of student Veterans and their families. Status: Active Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22 Goal Entered: 09/01/2016</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21 % Completed: 75 VRC programs included virtual Educational/Career Counseling; calling campaign; Scholarship and Financial Aid advising; daily assistance via Virtual Front Desk; Welcome Events for New Students; Weekly Newsletter; Art Therapy; Wellness Meditation Workshops; Momentum Recognition Events; Academic Support Workshops; VA Contact Walk-In Virtual Hours; Finals Kits; Transfer and Honor Presentations; Transfer Info Sessions and Health and Wellness Zoom Workshops. (06/22/2021)</p>
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Request - Full Funding Requested -
 Faculty Student Veteran Luncheon
Lead: Desiree Marquez
What would success look like and how would you measure it?: High level of faculty participation in a non-classroom setting
Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.
Planning Unit Priority: Medium
On-Going Funding Requested (if applicable): 6000
Total Funding Requested: 6000

Unit Goals

Resources Needed

1. Where We Make an Impact: Closing the Loop on Goals and Resources

Request - Full Funding Requested -

Provide extended hours and support during finals week (study, finals supplies, food, staffing OT, and access to a computer and printer).

Type of Request: INSTRUCTIONAL SUPPORT PROGRAM FUNDING (INSTRUCTIONAL EQUIPMENT):

Equipment, library material, or technology for classroom instruction, student instruction or demonstration, or in preparation of learning materials in an instructional program, equal or over \$500.

Planning Unit Priority: Medium

On-Going Funding Requested (if applicable): 3000

Request - Full Funding Requested -

Program funding for Community Building

What would success look like and how would you measure it?:

Implementation of camaraderie/community building programs for the military connected students (examples: hiking, bowling, sport games, etc.),

Type of Request: OTHER OPERATING EXPENSES AND SERVICES: Requests for contracted, legal/ audit, personal/ consultant, rent/ leases, repairs/ maintenance, and other misc. services. May also include request for travel and conference that does not require the assistance of POD.

Planning Unit Priority: High

On-Going Funding Requested (if applicable): 20000

Total Funding Requested: 20000

<i>Unit Goals</i>	<i>Resources Needed</i>	<i>1. Where We Make an Impact: Closing the Loop on Goals and Resources</i>
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<p>Off-Campus Resources - Expand community-based resources that are present at the VRC (workshops, presentations, etc.)</p> <p>Status: Active</p> <p>Goal Year(s): 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22</p> <p>Goal Entered: 09/01/2016</p>	<p>Report directly on Goal</p>	<p>Reporting Year: 2020-21</p> <p>% Completed: 25</p> <p>Limited progress was made this year due to the COVID-19 pandemic campus closure. (06/22/2021)</p>
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