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STUDENT SERVICES

OVERVIEW

The Student Services Division at Mt. SAC is focused on ensuring that all students, regardless of their skills, abilities, strengths, interests, and unique backgrounds, are provided with inclusive support services to ensure equitable opportunities to attain a college education. To operationalize this, Student Services focus on collaborative strategies and integrated services that maximize resources for students. This informs the development and creation of facilities and work environments that are welcoming and that value open access, respect for students' rights and privacy, and create space for active engagement. Traditional models and approaches in which services are separated and operate in silos, with restrictive aspects, such as hallways and doors, do not provide universal access. Adjacencies of programs and services are critical in order to create seamless pathways for students that bring services to students, rather than designing spaces that require students to initiate receipt of services on their own.

Addressing disparities in student success and achievement is the focal point of the nexus between Student Services and Instructional Programs. Partnerships that have at their core an integration of learning and support services are what will lead to greater student success, especially with students who have been traditionally marginalized. Thus, integration of the teaching-learning process with support services interventions within facilities designed to address collaborative learning and student engagement will enable the College to improve student success rates.

Student Services have created clear and integrated pathways designed to assist students in navigating through College requirements and processes with the end result of successful enrollment in appropriate and informed courses based on students' assessment levels and career interests detailed in electronic educational plans.

One of the greatest challenges in addressing student engagement is to design systems and strategies that improve direct contact with students by personalizing the approach. As a commuter campus, this goal is exacerbated due to the size of the campus, the large numbers of students, and the location of services in various buildings on campus. In addition to linking students with services, present efforts also focus on taking services to students, including outdoor activities, such as Counselor Day, Career Fairs, Transfer Fairs, and Student Services Fairs. In-reach activities on campus use student ambassadors to reach out to, inform, and assist their fellow students by directly connecting them with support services.

The critical focus of Student Services facilities planning is to develop designs of facilities to be more welcoming and inviting. To increase student success, facilities and programmatic efforts need to be designed to enable students to remain on campus in a supportive and engaged environment that facilitates collaborative learning. Ideally, new and remodeled facilities will include more places for students to sit and study, both independently and within small groups, and classroom designs that accommodate collaborative teaching, supplemental instruction, and interactive learning.

STUDENT SERVICES OVERVIEW (cont.)

Diverse learning strategies provide greater opportunities for students to more actively engage in on-campus learning activities, including jobs on campus, work experience, and internships, to gain academic experience related to their majors as well as develop solid skills that will enable them to obtain career employment.

Ongoing and future efforts must maximize technological advancements to improve communication and engagement with students, including keeping them informed of critical information, providing procedural and advising updates, and enabling students to track and chart their own progress (dashboards), resulting in students' increased ownership in reaching their educational and career goals. Use of technology will enable students to receive more support without being dependent on services comprising physical space. The implementation of online efforts, such as Just-in-Time Advising and Faculty Tool Kits, enable faculty to partner with Student Services in providing guidance information to students within the classroom setting. The development and implementation of a dashboard system will enable students to understand and track their own progress while receiving critical information that encourages their completion rates.

Students' affective development will be addressed through efforts that increase their academic self-esteem, self-efficacy, and locus of control. Expansion of current efforts will enable this to happen: online educational plans, infusion of career development at the earliest stages of student enrollment processes (Guided Pathways),

and embedding ethnic, cultural, linguistic, and identity development into both curriculum and support services interventions.

All Student Services programs and departments are funded either 100 percent or a particular percent with State and/or federal categorical and/or grant funds. These funding streams have enabled Student Services to grow exponentially in order to implement State initiatives such as the Student Success and Support Program (SSSP) and Student Equity. Both of these statewide initiatives have led to the creation of additional services that are in need of facilities, such as support services to Dream (undocumented students), foster youth, LGBTQ, African American, Latino, and Asian Pacific Islander students. Mt. SAC has a history of providing institutional support to categorically funded programs, especially when categorical funding has been negatively impacted due to budget cuts. This has enabled program efforts to continue and even increase the numbers of students served.

The design and development of appropriate and effective Student Services must bend, flex, and adapt to the ever-changing profile of the student population. This will involve improved efficiency yet maintenance of personalized intake processing and business transactions with students, how to best provide general support services to all students, and in particular, how to provide unique and distinct services to students based on their particular needs, backgrounds, and profiles through specialized and caseload management-based services.

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

- o **In-take/Processing/Transactional:** These services are united by a primary focus on processing information and conducting transactions to enable students to be accepted, reviewed, and provided or awarded outcomes ranging from registration appointments, course placement, and financial assistance. Additionally, these areas introduce and welcome students to the College. The following services support students by processing the necessary admissions and enrollment paperwork, determining status and placement, determining eligibility and making awards, and providing information needed to transition into Mt. SAC.
 - Admissions and Records
 - Assessment and Placement
 - Financial Aid
 - High School Outreach
 - In-reach Services
- o **General Support Services:** The following programs provide support services to the general student population and are united by a primary focus on providing critical guidance information, assisting students along their educational paths, safeguarding students' health and well being, providing for students' cultural and leadership development, and supporting students' persistence toward reaching their educational goals.
 - Career and Transfer Services
 - Counseling
 - Student Health Center
 - Student Life
- o **Specialized/Caseload Management-Based Services:** These support programs are uniquely designed to reduce documented gaps in achievement by providing services to students who are members of specific student groups. Students satisfy eligibility criteria to participate in these programs. Services that are provided and subsequent student outcomes and achievements are tracked and reported both internally and externally. Program accountability and compliance with government standards and regulations also characterize the following support areas.
 - Accessibility Resource Centers for Students (formerly known as Disabled Student Programs and Services)
 - ACES (Achieving in College Ensuring Success)
 - Arise
 - Aspire
 - Bridge
 - CalWORKs
 - DREAM (Developing Readiness for Educational Advancement Through Mentorship)
 - EOPS and CARE (Extended Opportunity Programs and Services and Cooperative Agencies Resources for Education)
 - International Students
 - REACH (Reaching, Empowering, Achieving and Completing with Heart)

STUDENT SERVICES OVERVIEW (cont.)

- Upward Bound
- Veterans Services

In the past two years the State's economic recovery and priority in addressing specific academic disparities has led to a number of Student Services initiatives to address the complexity of students' needs and the changing profile of community college students. These initiatives have created new and interesting opportunities to expand services to students. However, it is challenging to implement these initiatives in a timely manner while also accommodating the College's enrollment growth. This has necessitated the further development and expansion of services designed to increase student access and success as well as meet mandates from the State and federal governments.

The following are some of the significant challenges that face Student Services from sources that are external to the College, but which must be adapted to since these are outside of the College's control.

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

in which support services are designed and provided. These changes also contribute to the ongoing cycle of program revisions.

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

Student Services also face the following significant challenges from sources that are internal to the College and are largely within the College's control.

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

- o Technology for students: Incorporate objectives and activities in College-wide planning that are designed to reduce the digital divide. Many low-income students do not own computers and Mt. SAC Learning Centers often limit time on computers and/or charge fees, which creates a barrier to student success and perpetuates the achievement gap.
- o Technology for Student Services programs: Develop and implement technological solutions to expand student access to services, track student outcomes, and measure program effectiveness. One technological solution to improve efficiency is to shift from paper files to electronic files. The integration and inclusion of Student Service programs with the College's student information system and overall enterprise system is essential for the success of technological solutions.
- o Staffing: Initiate processes for cross-training staff and reducing the complexity of the College's hiring processes to increase the pools of qualified experienced staff and fill vacant positions in a timely manner.
- o Facilities: The approach to planning and developing facilities for Student Services must focus on the College's current knowledge about how students learn and their particular needs, as well as a vision for specific needs of students in the future. At the core of planning, concepts of diversity and inclusion must be incorporated into the design of facilities to enable the College to meet the increasing

demand for specialized support services. The challenge for planning today is the inability to project students' specific needs in the future.

Growth in the overall student population must be embraced within the planning for Student Services renovations and new construction. The impact of the College's overall growth coupled with the growth of particular populations of students who require more complex services are essential to facilities plans for Student Services. The ratio of administrative/professional space to operational space must be considered in all planning aspects. For example, a seven to ten percent growth in the campus overall will have a tremendous impact on support services ranging from intake/front counter services to technology to specialized services and the provision of required services at scale. As the College embraces State and federal educational agendas, including the integration and implementation of Guided Pathways, the ability for Student Services to provide extensive follow-through services to all enrolled students will require careful space and facilities planning.

The issue of adjacencies juxtaposed with collaboration must be carefully planned. Included in this planning is the notion of decentralization and centralization of particular services. How services can be better integrated across both instructional and support services programs and within Student Services is essential. Geographic location of services is also necessary to ensure accessibility. Prioritizing Universal Access is an essential aspect of the planning process. General gathering spaces for both points of quiet study as well as large functions must be carefully located

STUDENT SERVICES OVERVIEW (cont.)

and planned. All planning should involve both consideration of modification and reuse of current facilities and the location and creation of new facilities. The following are specific needs unique to facilities planning for Student Services.

- o Design spaces that are welcoming and inviting yet protect students' confidentiality
- o Create facilities approaches that enable students to easily comprehend and access services
- o Design, create, and maintain facilities that integrate instruction and support services to enhance learning and provide students with real-world skills, such as problem solving, project management, critical thinking, teamwork, and cross-collaboration
- o Provide an assembly space for students and staff to gather for important functions, training, recognition events, and group activities
- o Increase student access by locating related support services adjacent to one another
- o Ensure physical and programmatic access by implementing universal design strategies that include space for physical accommodations that go beyond minimal compliance with ADA, such as space to include large wheelchairs, service animals, and personal care attendants in classrooms, meeting spaces, and large meeting venues such as auditoriums
- o Ensure health and well-being by employing state-of-the-art workplace ergonomic strategies
- o Increase places to study and connect with other students to promote student engagement
- o Build and remodel facilities following open space, flexible-with-options models that allow for the fluid rotation of staff members and workstations



STUDENT SERVICES

IN-TAKE/PROCESSING/ TRANSACTIONAL

ADMISSIONS AND RECORDS

Admissions and Records is the main port of entry for individuals desiring to enroll at the College. These services are responsible for providing clear information and efficient processes to enable students to understand how to apply to the College and how to meet College requirements and processes ranging from setting up their student accounts in the portal to receiving critical information related to their eligibility to enroll in courses, obtain certificates, graduate, and verification of completion of requirements to be eligible to transfer. The specific services provided by Admissions and Records are as follows.

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

Student transactions through Admissions and Records represent the volume of workload for staff related to accepting and processing applications, incoming and outgoing transcripts, and determining eligibility. Of note is the importance of verifying documents and electronically processing and archiving documents that can be retrieved by authorized individuals to determine eligibility and compliance. Another critical aspect of the work in Admissions and Records that is integrated with

Instructional Programs is to ensure that faculty have accurate and necessary information related to students' eligibility for courses, timely enrollment, assignment of grades, and the submission of required documents related to enrollment and grading. Although students may access some Admissions and Records services online, phone calls and in-person visits continue to be major sources of student contact. For example, during the first two weeks of spring 2015, Admissions and Records staff spoke with a total of 2,702 students either by phone or in person.

Looking toward the future, the Office of Admissions and Records anticipates a continued increase in both the volume and the types of electronic interactions with students. In addition to the key indicators listed above, these interactions are likely to include texts, emails, portal announcements, and perhaps even direct messaging. In order to be ready to serve future students, the Office of Admissions and Records will need the physical space and technological infrastructure to support the campus' enrollment needs.

DATA: ADMISSIONS AND RECORDS

2015-2016	# Students	Approved	Denied	No Action
Outgoing transcripts	35,513			
Incoming transcripts	7,527			
Petitions for exceptional action	2,104	1,359	460	285
Degree petitions	3,077	2,224	853	
Certificate petitions	1,403	1,279	124	
Registration appointments	240,753			
Admission applications	44,333			

Source: Mt. SAC Admissions and Records

STUDENT SERVICES IN-TAKE/PROCESSING/TRANSACTIONAL (cont.)

ASSESSMENT AND PLACEMENT

All students entering the College are required to participate in assessment for course placement. This Student Service supports student success by placing them in the correct level of coursework. Specifically, the Assessment and Placement Office provides the following services.

- o Administer course placement process for Mathematics, English, Chemistry, and Reading
- o Offer placement test preparation and test information sessions to prepare students for English and Mathematics placement tests
- o Address student appeals to placement results by reviewing evidence, such as transcripts and other proof of course equivalency

There has historically been substantial focus on the assessment, placement, and enrollment of students in courses, especially basic skills courses. The

current focus in California is to use measures other than assessment instruments to place students in courses. This trend will have a tremendous impact on the department as the traditional means of assessing and placing students may be altered, requiring new practices, collection of data regarding a students' past scholastic achievement, and the development of new procedures and policies. These changes in course placement practices will require a strong partnership between Student Services and discipline faculty across the College to determine the most appropriate course placement for students. With less emphasis on using test instruments to place students, assessment staff workload will change but not lessen. The new emphasis will be on ensuring that the College has the most accurate information regarding student achievement in high school.

DATA: ASSESSMENT AND PLACEMENT

Services	2012-2013		2013-2014		2014-2015		2015-2016	
	# Students	# Contacts	# Students	# Contacts	# Students	# Contacts	# Students	# Contacts
# Appointments (duplicated)		40,369		39,810		42,499		43,339
# Attended (duplicated)		20,392		19,933		21,008		20,535
# Wait list (duplicated)		2,494		1,831		2,245		1,659
# H.S. students tested (unduplicated)	2,406	4,812	2,966	5,932	3,250	6,500	3,422	6,844

DATA: ASSESSMENT AND PLACEMENT (CONT.)

Services	2012-2013		2013-2014		2014-2015		2015-2016	
	# Students	# Contacts	# Students	# Contacts	# Students	# Contacts	# Students	# Contacts
# Assessment of written English (unduplicated)	12,247		12,099		13,213		12,538	
# Mathematics (duplicated)	15,795		15,832		16,893		16,608	
# Degrees of reading power (unduplicated)	8,305		7,905		7,977		6,806	
# COMPASS ESL (unduplicated)	617		607		669		647	
# Chemistry (unduplicated)	426		429		483		446	
# Competency (unduplicated)	54		60		48		36	
# Tests administered (duplicated)	37,444		36,932		39,283		37,081	
# Students tested (unduplicated)	17,118		17,221		18,166		17,601	
Appointments English info sessions (duplicated)	No Data		No Data			238		2,166
Attendance English info sessions (unduplicated)	No Data		No Data		150		864	
Appointments Math info sessions (duplicated)	No Data		No Data			356		2,495
Attendance Math info sessions (unduplicated)	No Data		No Data		176		961	

Source: Mt. SAC Assessment and Placement

STUDENT SERVICES

IN-TAKE/PROCESSING/TRANSACTIONAL
(cont.)

FINANCIAL AID

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

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

As programs are added, amended, or even deleted, Financial Aid staff spend substantial time being trained and cross-training each other as well as integrating their work with Information Technology, Fiscal Services, and Admissions and Records. Financial Aid is largely electronic in their

operations other than the paper documentation that students submit on a daily basis. All paperwork is scanned and archived.

To increase student awareness about financial support opportunities, in 2015–2016 Financial Aid staff conducted 53 on-campus workshops attended by 2,854 students and 32 off-campus workshops attended by 3,829 students. Thus, even though Financial Aid is transactional in nature and function, in order to provide access to resources for students, in alignment with the College’s student success and student equity priorities, Financial Aid staff members conduct outreach and information sessions both on campus and in the community. The annual Cash4College events draw over 1,000 attendees. Additionally, Financial Aid is also in charge of the College’s Scholarship Program, which requires staff to assist in developing award criteria, monitor the awarding of scholarships and dollars, coordinate the marketing of scholarships, and oversee the entire eligibility and application process.

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

DATA: FINANCIAL AID

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

Source: Mt. SAC Financial Aid

STUDENT SERVICES

IN-TAKE/PROCESSING/TRANSACTIONAL
(cont.)

HIGH SCHOOL OUTREACH

The High School Outreach Office extends a welcome to local high school graduates by assisting students in successfully transitioning from high school to Mt. SAC. Substantial services are provided on-site at local high schools, such as information sessions describing educational programs and opportunities at Mt. SAC and workshops on how to complete the application process. High School Outreach staff members spend a good portion of their time at high schools and in the community, working both during the day as well as evenings and weekends.

Many services are provided at the College ranging from large-scale events, such as Juniors/Seniors Day (multiple days serving a total between 500 to almost 1,000 students), High School Educators Conference (serving close to 100), high school students' orientation and registration assistance (serving a total of over 2,000), assessment testing (serving close to 20 high schools and over 600 students), and New Student Welcome (serving close to 200).

Although High School Outreach staff appear to work in an itinerant environment, the requirements to process substantial amounts of information and paperwork requires that staff have access to technology and sufficient office space that provides the confidentiality needed to help students with sensitive issues, such as foster youth.

High School Outreach also operates the information center or welcome center for Student Services. Hourly support staff members, including substantial numbers of student workers, provide

information to students entering the main Student Services Center seeking information about admissions and enrollment, counseling/ advisement, and financial assistance.

DATA: HIGH SCHOOL OUTREACH

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

Source: Mt. SAC High School Outreach

STUDENT SERVICES

IN-TAKE/PROCESSING/TRANSACTIONAL (cont.)

IN-REACH SERVICES

In response to strengthening pathways to success for students, the College instituted In-reach Services to assist incoming students in understanding the matriculation process and accessing critical services. Mountie Fast Track sessions were developed to inform incoming students about financial aid, assessment/ placement testing, counseling, orientation, and how to navigate the web, access critical support services, and register for classes. In 2015–2016, 1,378 first-time Mt. SAC students attended the Mountie Fast Track sessions.

In addition to Mountie Fast Track Sessions for incoming students, In-reach Services employ Student Ambassadors to inform currently enrolled students about services and programs. Student Ambassadors are stationed at various locations throughout the campus for the purpose of delivering timely information to students throughout the semester.

CHALLENGES AND OPPORTUNITIES FOR IN-TAKE/PROCESSING/TRANSACTIONAL

The main focus of challenges and opportunities of Student Services in the In-take/Processing/ Transactional Cluster relate to the technological aspects of the work conducted by these departments. Large numbers of students and corresponding data are processed and archived for students, all under governmental laws and regulations pertaining to eligibility and confidentiality/access issues. The work of these programs requires efficiency, accuracy, and confidentiality as well as compliance. Critical to their success are technological processes,

adequate training, and the ability to communicate immediately and clearly with students about requirements, procedures, processes, and policies.

- o Collaborate with Information Technology and the Office of Research and Institutional Effectiveness to increase access and dependency on electronic processing, file maintenance, and data retrieval systems by developing and implementing technology solutions to scan, archive, and retrieve documents; to process electronic transcripts from high schools and other colleges; and to download and upload student information for accountability and compliance purposes
- o Collaborate with Information Technology to develop and implement a dashboard system that allows students to understand and track their own progress and receive critical information in a timely manner
- o Expand In-reach Services and other programs to promote students' affective development, such as online education plans, infusion of career development at the earliest stages of student enrollment, and embedding ethnic, cultural, linguistic, and identity development into support services interventions
- o Develop strategies to improve efficiency of in-take processes and business transactions with students that will also improve direct contact with students through the personalization of those transactions

- o Expand collaboration with faculty on onboarding processes in disciplines such as Mathematics and English
- o Develop and implement strategies to cross-train staff
- o Integrate services across programs to maximize resources for students

IMPLICATIONS FOR FACILITIES FOR IN-TAKE/PROCESSING/TRANSACTIONAL

- o Locate assessment and placement services close to in-take/Admissions and Records and enrollment/Counseling to facilitate the integration of these services
- o Locate High School Outreach and In-reach Services in prominent, visible locations to facilitate pathways of access for students who are both new to the campus as well as for students who are enrolled but lack connectivity to services and programs
- o Design space for Financial Aid and related programs that is both accessible and confidential to assist students with applying for assistance as well as consulting with staff regarding sensitive eligibility issues
- o Combine private and confidential office space with open space that accommodates front counter reception as well as small group interaction and larger group presentations and workshops
- o Increase students' open access to computers to increase the College's efficiency, accuracy, and accountability
- o Remodel and reconfigure the Student Services Center (9B) to increase student access to in-take and onboarding services and to respond to policy and procedural changes, especially related to admissions, assessment, and student financial assistance
- o Consider programmatic adjacencies and cross-training efforts to create a more seamless approach to the matriculation of students

STUDENT SERVICES

GENERAL SUPPORT SERVICES

CAREER AND TRANSFER SERVICES

Career and Transfer Services prepare students for their next steps upon completion of their educational goals at Mt. SAC through the development of career skills and preparation for career employment, and assistance in transferring to the baccalaureate level.

Career Services offer the following employment assistance and job opportunities to Mt. SAC students and alumni.

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

The Student Services Employment and Education Development (SSEED) Program was initiated in January 2016 in response to several documented concerns: the need to develop work skills for the most at-risk students on campus, lack of soft skills development, and poor coordination of training for student workers. This student equity project for students with little to no work experience and high economic need was designed to improve student completion rates, teach job readiness skills, and develop student leadership skills. The program is also responsible for the on-campus job placement of program participants. Throughout the program, participants attend group meetings and workshops

to enhance their work performance and develop job readiness skills. This new effort more closely resembles programmatic components included in Specialized/Caseload Management-Based Services.

Transfer Services prepare Mt. SAC students for successful transfer to baccalaureate institutions through advising focused on developing students' understanding of the transfer process and through a variety of workshops, activities, and events such as the following.

- o Exploring four-year colleges and universities, including field trips (15 to 17 trips annually)
- o Connecting with university representatives
- o University Fairs each semester including an evening University Fair in fall semesters
- o Transfer Achievement Celebration serving 1,000 attendees annually

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

on targeting students identified in the equity plan with the goal of exposing them to transfer requirements and strategies before they have earned 30 transferable units.

DATA: CAREER AND TRANSFER SERVICES

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

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

Source: Mt. SAC Career and Transfer Services

NOTES

- o The number of students eligible for Career Services is the total number of students for these academic years reported in the Mt. SAC Annual Report.
- o The number of students eligible for Transfer Services is the total number of students for these academic years that declare transfer as their educational goal.
- o The decline in services provided in 2015–2016 is due to decreased staffing. Four Career Services Specialists provided services in 2012–2013 compared to two Career Services Specialists in 2015–2016.

STUDENT SERVICES

GENERAL SUPPORT SERVICES (cont.)

COUNSELING

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

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

The focus on the Completion Agenda and the Achievement Gap at the State and national levels (refer to Chapter 1: *Background*) has given rise to a number of initiatives tailored to provide student equity and reduce the Achievement Gap by tailoring support services to meet the unique needs of underprepared and underrepresented students. Counseling services are a key ingredient in these initiatives, such as the development and

implementation of Guided Pathways and requests for embedding counseling services with course content.

DATA: COUNSELING COURSES

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

Source: Mt. SAC Counseling

STUDENT SERVICES
GENERAL SUPPORT SERVICES (cont.)

DATA: COUNSELING DEPARTMENT SERVICES (2012–2013)

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

Source: Mt. SAC Counseling

DATA: COUNSELING DEPARTMENT SERVICES (2015–2016)

Service Provided	Fall 2015	Winter 2016	Spring 2016	Summer 2016	Total
In-person orientation (unduplicated)	1,300	240	2,501	1,196	5,237
Online orientation (unduplicated)					11,051
Individual appointments (duplicated)	6,191	2,375	6,106	2,921	17,593
Drop-in (duplicated)	4,744	3,822	4,481	5,103	18,150
Counseling via online/email and phone (duplicated)	2,687	975	1,485	585	5,732
Special admits (duplicated)	45		42	73	160
Appointments and workshops for students on probation (duplicated)	3,644		4,029		7,673
Total students served (includes duplicated and unduplicated)					65,596

Source: Mt. SAC Counseling

STUDENT SERVICES

GENERAL SUPPORT SERVICES (cont.)

STUDENT HEALTH CENTER

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

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

- o Evaluation and treatment of minor illnesses and injuries
- o Physical exams for Mt. SAC health careers programs
- o Short-term personal counseling services
- o Chiropractic services
- o Sexual health services: routine gynecological and testicular examination, sexually transmitted infection screening, pregnancy

- tests, birth control pills, emergency contraception, and condoms
- o Tuberculosis (TB) testing and immunizations
- o Routine blood and urine tests
- o Health education seminars and workshops
- o Sexual assault prevention education training
- o Some over-the-counter medications, such as Tylenol and Motrin

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

The primary Student Health Center is located on the eastern border of the campus and a satellite Student Health Center is located near the center of the campus in the Student Success Center, which is part of the Student Services Neighborhood.

DATA: STUDENT HEALTH CENTER

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

Source: Mt. SAC Student Health Center

STUDENT SERVICES

GENERAL SUPPORT SERVICES (cont.)

STUDENT LIFE

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

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

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

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

DATA: STUDENT LIFE

	2012–2013	2015–2016
Student Leadership Data		
Associated Student Leaders	27	24
Student Club Officers	250	325
Campus Activity Events	N/A	67
Fall Leadership Conference Participants	40	50
Multicultural Leadership Retreat Participants	N/A	18
Student Conduct and Concerns		
Reports of Violations	220	239
Discipline Conferences	194	212
Character Development Workshop Participants	N/A	102
Student Conduct Board Hearings	50	46
Grievance Consultation Meetings	N/A	13
Grievance Review Committee Meetings	20	4
Board of Appeals Cases	10	14

Source: Mt. SAC Student Life Office

STUDENT SERVICES

GENERAL SUPPORT SERVICES (cont.)

CHALLENGES AND OPPORTUNITIES FOR GENERAL SUPPORT SERVICES

- o Collaborate with Instructional Programs to develop and implement strategies to integrate course content with services such as Counseling and Career and Transfer services
- o Keep pace with the College's growing enrollment while also providing the personal attention necessary to meet the unique needs of students who are underprepared for college and are underrepresented in degree and certificate completion data
- o Collaborate with Information Technology and the Office of Research and Institutional Effectiveness to increase access and dependency on electronic processing, file maintenance, and data retrieval systems by developing and implementing technological solutions to measure outcomes of service interventions for accountability and compliance purposes
- o Collaborate with Information Technology to develop and implement a dashboard system that allows students to understand and track their own progress and receive critical information in a timely manner
- o Maximize emerging technologies to improve communication and engagement with students
- o Expand programs to promote students' affective development, such as online education plans, infusion of career development at the earliest stages of student enrollment, and embedding ethnic, cultural, linguistic, and identity development into support services interventions
- o Develop and implement strategies to cross-train staff
- o Integrate services across programs to maximize resources for students

IMPLICATIONS FOR FACILITIES FOR GENERAL SUPPORT SERVICES

- o Monitor the design and flow of services and activities in the future Student Center to learn about student needs and to measure student engagement and participation
- o Design and build a new facility that incorporates Counseling and advisement-related services, is highly visible, and is accessible to the campus community with clear indication about the services that are housed in the facility
- o Combine private and confidential office space with open space that accommodates front counter reception as well as small group interaction and larger group presentations for orientations and workshops

- o Locate classrooms and larger meeting spaces immediately adjacent to or embedded in the new facility
- o Increase students' open access to computers to increase the College's efficiency, accuracy, and accountability by providing online services for counseling, student health, and activities
- o Replace Building 9A with a multi-story new building to house Counseling and Career and Transfer Services
- o Consider consolidating like services to create a more seamless approach to the provision of advising-related services from educational and transfer planning to career planning and transition to work and careers

STUDENT SERVICES

SPECIALIZED/CASELOAD MANAGEMENT-BASED SERVICES

The programs in Specialized/Caseload Management-Based Services provide a holistic approach to serving a diverse student population. The spaces created for these programs serve a dual purpose of providing expanded resources as well as safe spaces. These specialized programs have the following aspects in common and provide the following parallel services specifically designed for their respective student populations.

- o Specialized counseling, including academic advisement and personal counseling provided one-to-one and in small groups
- o Tutoring, study groups, and instructional interventions
- o Peer advising, peer mentoring, and student workers
- o Book loan services
- o Dissemination of student success kits
- o Laptop and other instructional equipment loan services
- o Access to computer laboratories and free printing
- o Program-based orientations
- o Specialized workshops, orientations, presentations, and small and large group meetings
- o Collaboration with basic skills instruction
- o Utilization of personalized and online services related to advising, educational planning, and monitoring of progress toward goals
- o Access and use of early alert systems and dashboard tracking of student progress
- o Extended hours access to services
- o Group activities, socialization space, and the use of multi-media
- o Recognition ceremonies

These specialized programs also share common requirements, such as close monitoring of compliance and the publication and submission of reports documenting service utilization and outcome measures.

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

The unique challenges of these programs are to meet the distinct needs of their respective student populations and to fully document the effectiveness of their efforts. Facilities for these programs should incorporate both traditional and flexible space that will blend distinctiveness of programs, but flexible enough to collaborate and inter-mingle among program participants. Student Services is presently focusing on ways to coordinate particular program activities and interventions in order to maximize resources as well as to develop a more holistic approach to meeting the needs of diverse students who qualify for multiple specialized support programs.

ACCESS (ACCESSIBILITY RESOURCE CENTERS FOR STUDENTS) (FORMERLY KNOWN AS DISABLED STUDENT PROGRAMS AND SERVICES) ACCESS (formerly known as DSPS) is a State-funded categorical program regulated by both Title 5 as well as the State Education Code. ACCESS also receives substantial fiscal support from the College as part of the District's contribution toward services for students with disabilities. ACCESS assesses, assigns, and delivers accommodations for students; provides instruction and training for students and employees; has state-of-the-art accessible technology facilities; and follows complicated laws and processes. ACCESS has grown tremendously in the last 20 years in student population, services, staffing, and facilities. Recent trends are integration with other departments and groups as the services become more decentralized, inclusion in every aspect of campus, increased student contact and delivery of support services, technology advances, and universal design. ACCESS also serves as a College resource in reviewing Americans with Disabilities Act and 504/508 compliance regarding facilities, accommodations, policy development, and the provision of training to employees. A separate fund exists to provide accommodations to disabled individuals and employees who have access needs but are not students.

One of the largest changes is a change in mission. When ACCESS was first conceptualized, the mission was to provide student access to educational programs and facilities. As laws change, such as the Americans with Disabilities Act, and initiatives are approved by the legislature, such as Student Success and Support Programs

and Student Equity, the program was required to adapt. For example, as a direct result of the inclusion of students with disabilities in SSSP and Student Equity, the mission of ACCESS is slowly changing to include success. The focus on student access has not gone away, but student success is now also a requirement. While this is an increase in workload, it is also an opportunity to obtain additional funding to move students with disabilities closer to equal footing with non-disabled peers.

The data on the following pages present trends of the services provided in three fall semesters, 2012, 2015, and 2016. The decline of the unduplicated headcount of students served in these three semesters (1,053 in fall 2012, 981 in fall 2015, and 846 for fall 2016) is proportionate to the decline in the number of contacts (20,620 in fall 2012, 18,283 in fall 2015, and 16,516 in fall 2016). Classroom Accommodations and Sign Language Interpreting student contacts and hours of service have increased significantly while the actual number of students who are Deaf or hard of hearing increased slightly.

It is important to note that there is a major difference in the College's Management of Information Systems (MIS) data and the data posted on the Chancellor's Office Data Mart. The Data Mart reports continual increases in the number of students served, while the College's MIS data shows a decline. The difference is explained by the fact that ACCESS provides services for many more students (as shown in Data Mart) than they are able to receive state funding for (as shown in MIS).

STUDENT SERVICES

SPECIALIZED/CASELOAD MANAGEMENT-BASED SERVICES (cont.)

ACCESS offers two additional program aspects designed to address specific disability needs: services for the Deaf and Hard of Hearing (DHH) and the Accessible Technology Center. In summer 2015, DHH obtained their own space and opened The Center for Students who are Deaf or Hard of Hearing so that students could drop in at their convenience and obtain mentoring, tutoring, and other assistance as needed. Therefore, the rise in the number of interpreting hours makes sense as these students are now more engaged as a result of this space. However, some College facilities are incompatible with this program's needs. For example, Deaf students need larger computer stations in order to provide sufficient room to communicate with each other in sign language and to access videophones through the computer. Classrooms for Deaf students and students in the ASL/Interpreter training classes should be set up in either a half or full circle because they must be able to see one another.

Another significant increase to note is the change in the number of students and hours of service of students using the Accessible Technology Center from fall 2015 to fall 2016. The number of students rose by 62% (243 fall 2015 compared to 399 fall 2016) and hours of service rose by 65% (4,936 fall 2015 compared to 8,177 fall 2016). This significant increase is attributed to the fact that the Accessible Technology Center moved from a temporary building to a new state-of-the-art facility. Additionally, the proximity of the Veterans Resource Center has increased the use of the Accessible Technology Center by student-veterans. These increases validate the old adage, "build it and they will come." Finally, Accommodated

Testing has also shown an increase from fall 2015 to fall 2016 in numbers of students and contacts. There is currently no dedicated testing center for students. Therefore ACCESS is challenged with finding suitable distraction-reduced locations to provide Accommodated Testing Services to qualified students.

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

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

DATA: ACCESSIBILITY RESOURCE CENTERS FOR STUDENTS (FORMERLY KNOWN AS DSPS) COURSES

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

Source: Mt. SAC ACCESS

STUDENT SERVICES SPECIALIZED/CASELOAD MANAGEMENT- BASED SERVICES (cont.)

DATA: ACCESSIBILITY RESOURCE CENTERS FOR STUDENTS (FORMERLY KNOWN AS DSPS) SERVICES

	Fall 2012			Fall 2015			Fall 2016		
	# Students	# Contacts	Hours of Service	# Students	# Contacts	Hours of Service	# Students	# Contacts	Hours of Service
Total for Term (duplicated)	8,237	20,620	6,292	6,117	18,283		5,470	16,516	
Total for Term (unduplicated)	1,053			981			846		
Counseling and Advising	4,566	8,142	1,225 1-hour appts; 489 drop-in	4,290	5,224	1,124 1-hour appts; 485 drop-in	3,485	4,265	783 1-hour appts; 266 drop-in
Accommodated Testing	959	4,774		667	1,764		710	1,942	
Mobility Assistance	55	1,385		81	2,309		99	1,817	
Classroom Accommodations	1,413	1,998		809	3,511		869	3,871	
Clerical	825	1,349		176	221		222	279	
Sign Language Interpreting	79	463	9,518	94	5,254	11,071	85	4,342	
Sign Language Intern Hours (DHH in 9B)			3 interns = 675			6 interns = 1,625	32	423	4 interns = 744
Captioning Hours			1,112						
Accessible Technology Center Usage (Unduplicated)	248		6,292	243 (> 10 are Veterans)		4,936	399 (105 are Veterans)	8,177	

Source: MIS

4.34

ACES

The ACES (Achieving in College Ensuring Success) program is funded by a TRiO Student Support Services (SSS) grant that was established by Congress to help students overcome class, social, academic, and cultural barriers to higher education. The program assists low income, first generation, and/or disabled students in their paths toward degrees, certificates, or completion of transfer requirements by providing counseling, tutoring, specialized instruction, financial literacy workshops, transfer field trips, and a summer science academy. Funding provided by the U. S. Department of Education is supplemented by College funding.

ARISE

The Arise program is funded by an AANAPISI (Asian American Native American Pacific Islander Serving Institution) grant that was established to help Asian American and Pacific Islander students fulfill their potential and achieve academic success. Program services and activities include counseling and advising, a cultural-based developmental program ("Fale Fono"), academic workshops, cultural programs, field trips, tutoring, and study hall. Arise served 459 students in 2015–2016. Although the U.S. Department of Education is the primary funding source for the program, the College supplements this funding to provide additional program components, such as Math Boot Camp, Digital Stories, and the GRASP program (Gray and Red Shirt Academic Support Program).

DATA: ACES SERVICES (2015–2016)

	# Students served	# Eligible students	% Served	# Contacts	# Hours
Academic Tutoring	65	140	46%	195	130
Counseling	134	140	95%	402	804
Transfer Bridge Summer	27	140	19%	648	972
Financial Literacy	20	140	14%	80	120
FAFSA Application	140	140	100%	140	280
Application to transfer	40	140	28%	120	120

Source: Mt. SAC ACES

4.35

STUDENT SERVICES

SPECIALIZED/CASELOAD MANAGEMENT-BASED SERVICES (cont.)

ASPIRE

Aspire was developed with College funding to support the academic success, retention, degree completion, and transfer rates of African-American and other students by providing the following activities, events, and services.

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

Aspire served 152 students in 2015–2016, grew to 425 students in 2016–2017, and is expected to continue to grow.

BRIDGE

The Bridge program offers three structured learning communities to increase students’ academic and personal success: Summer Bridge, English Bridge, and Math Bridge. Students in a learning community enroll in linked or clustered classes that are taught cooperatively with multiple instructors. Each learning community team includes a counselor and focuses on a specific academic area. A unique aspect of the program is the strong partnership between Student Services and Instructional Programs, and a proactive counseling approach that includes educational planning and the systematic tracking of academic

progress. Students in the Bridge program receive the following support services.

- o Counseling
- o Instructional interventions, such as supplemental instruction and tutors in the classroom
- o Individualized tutoring
- o Peer mentoring
- o Orientations sessions, including a bilingual parent orientation
- o Engagement activities, such as field trips, guest speakers, student talent show, and recognition ceremony
- o Specialized training and workshops, including transfer, career, and professional development
- o Computer laboratory including free printing
- o Textbook loans
- o Group and individual study areas

From its first cohort of 82 students in 1998, the Summer Bridge Program served just under 500 students during the summer of 2017. The Summer Bridge Program is expected to grow to 1,000 students within the next several years. During the academic year, the Bridge Program served 712 students in 2016–2017 and is expected to grow to 2,000 students in the future.

CALWORKS

CalWORKs delivers educational and training assistance to students who receive cash-aid through Temporary Assistance for Needy Families. This program relies on State and County categorical funds to assist students in entering the workforce at the highest possible level and

DATA: BRIDGE

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

Source: Mt. SAC Bridge

STUDENT SERVICES

SPECIALIZED/CASELOAD MANAGEMENT-BASED SERVICES *(cont.)*

developing a personal career ladder to increase self-sufficiency and individual growth. The following specific services were provided to 500 students in 2015–2016.

- o Academic, career, and personal counseling
- o Advocacy and intervention assistance with County agencies
- o Book lending library
- o Case management including the completion of monthly attendance verification forms, progress reports, training verification, and ancillary requests
- o Specialized workshops and training related to student self-help and peer support, work preparation, and the development of soft skills
- o Equipment loan program
- o One-on-one tutoring center
- o Priority registration
- o Student computer use
- o Student educational plans

Since State and federal governments have continued to prioritize funding to support this student population in accessing a college education, CalWORKs is projected to grow to 750 students.

DREAM

The DREAM program (Developing Readiness for Educational Advancement Through Mentorship) provides the following support services to DREAMers (undocumented/AB 540 students). Its purpose is to increase the personal growth and development of DREAMer students through academic, career, personal support, and guidance. Most DREAMer students do not qualify for federal

financial assistance and may only qualify for the California Dream Act. Some DREAMer students qualify under the federal government's designation as DACA (Deferred Action for Childhood Arrivals), making them eligible for employment. Interpretation of legal issues and coordination with immigration agencies is critically important in providing support services to DREAMer students.

- o Counseling (academic, career, and personal)
- o Peer-to-peer mentoring
- o California Dream Act/Financial Aid information and resources
- o Scholarship resources (TheDream.US)
- o Legal and health referrals
- o Personal growth and educational workshops
- o Educational field trips
- o Book loan service
- o Study and computer area
- o Free printing services
- o Counseling courses

In addition to providing services to students, this program offers professional development workshops for College staff, faculty, and managers about the interpretation of legal issues and other unique concerns of DREAMer students. DREAM served approximately 500 students in 2015–2016 and over 700 students in 2016–2017. Approximately 2,000 undocumented students currently attend Mt. SAC.



STUDENT SERVICES

SPECIALIZED/CASELOAD MANAGEMENT-BASED SERVICES (cont.)

EOPS AND CARE

EOPS (Extended Opportunity Program and Services) is a State categorical program that delivers educational and financial support to eligible students who have historically experienced economic and educational disadvantages. EOPS students are eligible to receive the following support services.

- o Priority registration
- o Counseling and advisement
- o One-on-one tutoring
- o Specialized workshops and courses
- o Textbook services
- o Application fee waiver for UC, CSU, and private institutions
- o Graduation cap and gown

CARE (Cooperative Agencies Resources for Education) is a State categorical program that provides specialized support services to students who are single parent heads of household with children 13 years old and under. CARE students receive the following support services.

- o Counseling
- o Tutoring
- o Financial assistance with books and supplies
- o Grants
- o Educational planning
- o Workshops
- o Support groups
- o Classes
- o CARE Conference

The number of students served by EOPS has steadily increased over the past four years. Based on student and community demographics, it is projected that EOPS will grow and could serve upwards of 2,000 students.

DATA: EOPS

Total EOPS Students Served				
2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
751	822	852	1,035	1,100

Source: Mt. SAC EOPS

DATA: EOPS TUTORING CENTER

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

Source: Mt. SAC EOPS Tutoring Center

STUDENT SERVICES

SPECIALIZED/CASELOAD MANAGEMENT-BASED SERVICES (cont.)

INTERNATIONAL STUDENTS

The International Students program is supported by funding from the College as well as from international students' tuition and fees.

International students come from every corner of the world, including China, Taiwan, Hong Kong, Indonesia, South Korea, Japan, India, South America, Europe, Mexico, and Canada. The International Student Center interfaces with the Admissions and Records office for the admissions processing and SEVIS tracking of F-1 visa students and provides the following counseling-based support services to students.

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

The International Students program has provided services to an increasing number of students in recent years. This rise in the number of F-1 visa students attending the College is against a backdrop of a larger national debate about immigration. Federal policies and international political and economic incidents have a profound impact on the College's work related to compliance, oversight, and provision of appropriate services to international students.

REACH

The REACH program (Reaching, Empowering, Achieving, and Completing with Heart) is institutionally developed and funded to provide critical support services to current and former foster youth. These services are designed to support foster youth in transitioning into higher education. Staff welcome foster youth to the College and serve as their advocates, connecting them with campus and community resources, such as housing and employment. Staff members work closely with external agencies to coordinate services and to receive referrals. In addition to providing the following specialized services for this population, REACH conducts extensive training for students, staff, and faculty, such as College-wide awareness activities and workshops.

- AB12 (extended foster care) and Independent Living Program Resources
- Book loans
- Chafee grant assistance
- Counseling
- Equipment loans
- Field trips and workshops
- Housing resources
- Mentorship and support
- Priority registration

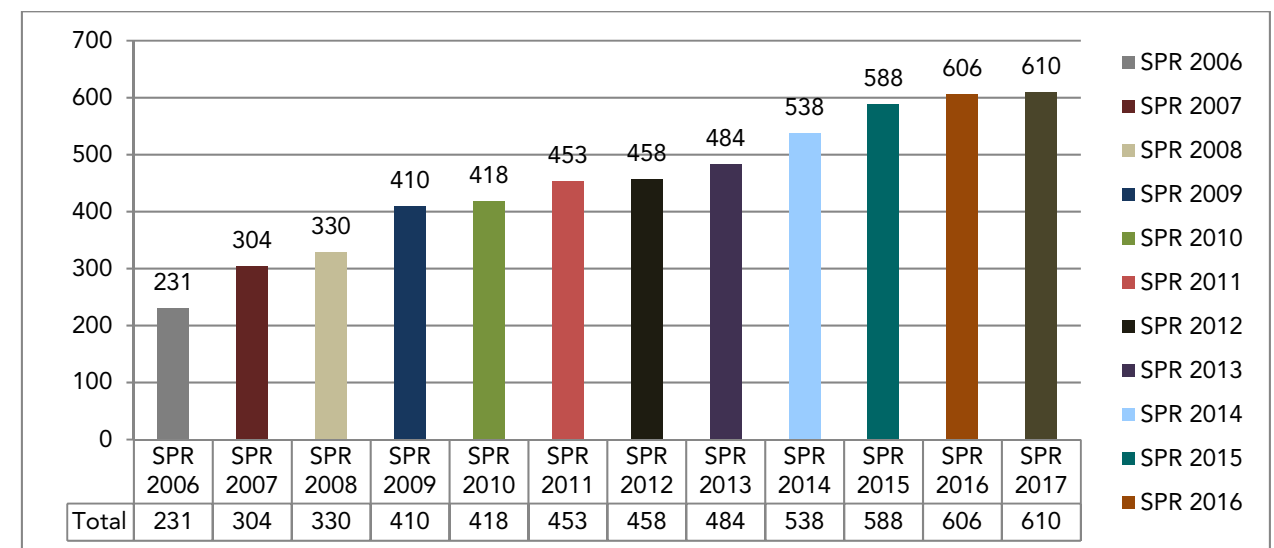
REACH served 211 students in 2015–2016 in the inaugural year of operation. Based on State counts of foster youth students near the College, this program is expected to grow.

DATA: INTERNATIONAL STUDENTS

	Spring 2015	Spring 2016	Spring 2017
Of Applied, Total Admitted	71.8%	65.5%	79.7%
Of Admitted, Total Enrolled	82.1%	80.9%	70.4%

Source: Mt. SAC International Students

DATA: INTERNATIONAL STUDENT ENROLLMENT



Source: Mt. SAC International Students

STUDENT SERVICES

SPECIALIZED/CASELOAD MANAGEMENT-BASED SERVICES (cont.)

UPWARD BOUND

Upward Bound is a federally funded TRiO grant program from the U. S. Department of Education that provides college advisement and support services to first-generation and/or low-income high school students with the goal of increasing their eligibility for acceptance into a college or university by offering the following services.

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

Upward Bound served 70 students in 2015–2016.

VETERANS SERVICES

Veterans Services support the academic success of veterans and their family members. Students who are veterans are assisted in understanding their eligibility for and access to Veteran’s Benefits. Established as a California Community College Chancellor’s Office pilot site, the Mt. SAC Veterans Resource Center created innovative and collaborative strategies to ease the transition for student veterans as they navigate the community college system. In addition to counseling services available to the entire student population, student-veterans also have access to a dedicated Veterans Affairs counselor in the Veterans Resource Center.

DATA: VETERAN SERVICES

	2014–2015	2015–2016
# Student certificated for Federal VP Educational Benefits (unduplicated)	685	662

Services Provided to Student-Veterans (duplicated)		
Talking with VRC Staff	2,886	3,674
Studying or Tutoring	4,291	3,644
Computer/Printing Use	3,841	3,743
Computer with AT	988	2,790
Academic Counseling	81	957
Hanging out with fellow vets	4,574	4,275
On-campus Referral	214	269
Off-campus Referral	32	64
Workshop	110	419
Fin Aid/Scholarship Assistance	36	208
VA Counselor (VSOC)	926	782
Other (Eating, Sleeping, etc.)	3,586	3,771
Total	21,565	24,596

Source: Mt. SAC Veterans Services

STUDENT SERVICES

SPECIALIZED/CASELOAD MANAGEMENT-BASED SERVICES *(cont.)*

CHALLENGES AND OPPORTUNITIES FOR SPECIALIZED/CASELOAD MANAGEMENT-BASED SERVICES

- Collaborate with governmental bodies, community agencies, local school districts, and other organizations to monitor the changing demographics of the College's potential student body and develop approaches, services, and strategies to address the educational needs of specific student populations
- Collaborate with Information Technology to develop electronic systems for case management and program data tracking
- Collaborate with Instructional Programs to further integrate activities and courses and to expand the number of learning communities offered through the Bridge program
- Monitor community demographics to ensure that specialized support services meet student needs
- Collaborate with other departments and programs to develop and implement innovative strategies to serve students
- Keep pace with the College's growing enrollment while also providing the personal attention necessary to meet the unique needs of students who are underprepared for college and are underrepresented in degree and certificate completion data
- Expand programs to promote students' affective development, such as online education plans, infusion of career development at the earliest stages of student enrollment, and embedding ethnic, cultural, linguistic, and identity development into support services interventions
- Develop and implement processes to cross-train staff
- Integrate services across programs to maximize resources for students

IMPLICATIONS FOR FACILITIES FOR SPECIALIZED/CASELOAD MANAGEMENT-BASED SERVICES

- Design and build new state-of-the-art facilities that incorporate diversity and meet inclusion needs to house specialized student programs and services
 - This facility can be adjacent to other Student Services departments and programs but does not need to be internal to the main Student Services complex housing services that are more intake/transactional in nature.
 - The facility needs to provide clear identification yet maintain sensitivity to issues of confidentiality.
 - The facility must provide for individual office space, small group meeting space, larger group meeting space, and access to technology.
- The facility needs to have access to exterior spaces for program activities, displays, and interactions.
- The facility needs to provide for flexibility for future program expansion or development of space for yet-identified programs and services.
- Design, create, and maintain facilities that are easily definable, accessible, and welcoming to students from specialized student groups
- Design, create, and maintain facilities, including offices, labs, study, and meeting areas that are safe and confidential, yet integrated with other similar programs and services
- Utilize unique designs and structures to maintain private office space for professionals and open spaces and reception areas that are open yet secure
- Develop spaces that can be expanded or modified to incorporate new program efforts and address trends and issues impacting students
- Maintain student engagement as a main focal point while creating space and design that capitalizes on integration and collaboration among students and staff
- Incorporate specific space needs related to storage, kitchen/food preparation, and socialization
- Incorporate access to technology in all spaces—both for private offices as well as open spaces for students
- Add sufficient technological infrastructure to provide for electronic records management systems
- Locate, design, and build a new facility that incorporates specialized support and equity-focused support programs with adjacency to Student Services and other support services
- Review and design the integration of disability services both within Student Services (including consideration of students with physical, learning, and communication needs) as well as across the campus (learning centers, adaptive labs, accessible media, assessment, and testing)
- Review and plan for the relocation of portable buildings housing the Equity Center and the Testing Center
- Locate, design, and build facilities for programs that have no permanent location, such as The Center for Students who are Deaf and Hard of Hearing, International Students, and Pride Center



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