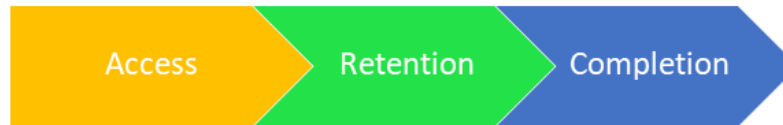


Student Services Comprehensive Program Review Template for 2020-21

Framework for Student Services



New for Program Review in 2020-21:

- *Impact of COVID-19: Prompts related to the impact of COVID are in italics*
- Equity considerations: Prompts related to equity are underlined

PROGRAM OVERVIEW AND DATA REVIEW & REFLECTION

MISSION

★ **Did you already start your PR in 2019-20?** If so, you can copy and paste your answer to the prompt, “**Describe how your program aligns with the institutional mission and any changes needed**” below in this box.

★ **New to PR in 2020-21?** **Describe how your program aligns with the institutional mission and plans** (College Mission Statement, Education Master Plan, Student Equity Plan, Guided Pathways (four pillars), etc.)

Type your response here:

RST’s goal is to increase transfer and degree completion by strengthening the academic and transfer support pathways for young adults in the Monterey Peninsula through student support initiatives. This initiative connected to the college’s Mission of offering high quality services and infrastructure to support the educational goals of students.

ACCESS

★ **Did you already start your PR in 2019-20?** You can copy & paste your answers to the prompts, “**Review data on access & success. What are the interesting/key findings?**” and “**Describe your program access in terms of day/time, location, modality, etc**” below in this box. Please also consider addressing the prompts related to *COVID* and Equity, below.

★ **New to PR in 2020-21?** [See the prompts below](#)

Who are you serving? Are there particular groups of students you are not reaching? *How has the shift to remote student support impacted who you serve?*

Data to consider: student demographics for your program vs. MPC overall, community demographics, HS graduates,

What services are available to students and to what extent? *The shift to remote student support has impacted your students’ access in terms of day/time, location, and modality. What might your services look like (in terms of day/time, location, and modality) after we shift back to face-to-face support?* How will the shift back to face-to-face support provide equitable opportunities for access, retention, and completion?

Data to consider: List of services available, how services are delivered, hours of operation, login records, usage records, grades for students who participate in services, number of contacts per student, average time per student, student satisfaction, student narratives, data dashboards

Type your response here:

While some of the initiatives of Ready, Set, Transfer, are Culturally relevant to Hispanic/ Latinx students per the original Title V Program Statute and purpose to 1) expand educational opportunities for, and improve the academic attainment of Hispanic students and 2) expand and enhance the academic offerings, program quality, and institutional stability of colleges and universities that are educating the majority of Hispanic college students and helping a large number of Hispanic students and other low-income individuals complete postsecondary degrees. All of our supported programs are open access and available to all Monterey Peninsula College Students. With MPC’s increasing Hispanic Student enrollment in the past 10 years by 17% and the growing number of hispanic citizens in the Monterey Peninsula it was imperative for our college to join the other Higher Ed Institutions in our Tri-County area in recognizing our status as a growing Hispanic Serving Institution.

One of the first projects from our grant was the development of El CENTRO, the Center for Excellence in Transfer College Readiness and Opportunities, before the pandemic students had adopted EL CENTRO as a community for learning and support to navigate their way through college and connect with other support resources on campus. In the short six months we were open in person (prior to the pandemic), El CENTRO was visited by over 205 individual students a total of 1,286 times. Throughout the pandemic, the RST Team continued offering

support to Students in the virtual format checking in with hundreds of individual students a total of 1406 times during Fall 2020 and Spring 2021. In-reach activities included countless workshops, virtual office hours, telephone visits, and special events like our Transfer Week, in collaboration with CTCRC and General Counseling, Hispanic Serving Institution Week in partnership with California State University Monterey Bay, Financial Literacy and Career Preparation Workshops and many other partnerships fostered with area institutions and programs.

Furthermore, during its first iteration under the Ready, Set, Transfer Project the Summer Bridge Program led by the project's Counselor Coordinator saw a total of 105 participants. A tremendous increase from its pilot year of 25 students. An additional 100 students participated in 2020 in a virtual format due to the pandemic. The Jumpstart program served students from a total of 17 high schools in the Tri-County area. The goal for 2021 is to increase the number of students and the level of involvement through a Hybrid approach between in-person and virtual activities. At the end of June 2021, 128 students have confirmed their participation with more to come before program kick-off. Some of the many benefits of being a Summer Bridge Program participant include Chromebook Devices to participate in online courses, Success Kits with everything necessary to start on the right foot on the first day of classes, and access to the First-Year Experience Support Staff.

Moreover, the RST Partnership between MPC and CSUMB has created support for Hispanic and First Generation students at each stage of the pipeline from the Summer Bridge Jumpstart Program for First-Year MPC students through transfer and graduation from CSUMB. Since the grant was first written the number of Hispanic students transferring to CSUMB has more than doubled compared to the baseline and the number of Hispanic students graduating from CSUMB in two years has increased five-fold compared to the baseline. Throughout the pandemic, CSUMB and MPC have made every effort to support MPC Transfer Students during covid and remote instruction including, offering laptop computers, hotspots, and the unique Transfer Coordinator position which is the main liaison for students transferring to CSUMB.

For the Summer and Fall 2021, we will continue to follow the recommendations set forth in the Student Services Reopening Plan while keeping a portion of our engagement in the virtual setting.

STUDENT SUCCESS (RETENTION & COMPLETION) AND OUTCOMES

★ **Did you already start your PR in 2019-20?** You can copy & paste from the prompts, “Review your SAOs--are you seeing your expected outcomes? What are the key findings?” and “Review data on access & success. What are the interesting/key findings?” and “Are there barriers to student success? If so, what?” below in this box. Please also consider addressing the prompts related to *COVID* and Equity, below.

★ **New to PR in 2020-21?** **What is your program trying to achieve? Are students achieving the expected outcomes?** *How has the transition to online student support affected attainment of SAOs for your area? What were some of the challenges students experienced? Are there any groups of students that are struggling with achieving those outcomes? How did you shift your practices during this pandemic to help students achieve the SAOs and what were the results? Did these efforts help students who were disproportionately impacted and, if so, how?*

Data to consider: technology platforms and how they are utilized (SARS, ZOHO, Freshdesk, etc.),

Type your response here:

Grant Objective 1: Increase the percentage of first time students who enroll in transfer level english and math courses by 40% by September, 2022, and increase the percentage for Hispanic Students by 50% by September 2022.

Title V project objectives were written in early 2017 using the most recent baseline data at that time. Since then, numerous initiatives have been developed at the California Community College (CCC) Chancellor’s Office and in the California State Assembly that resulted in significant changes in regards to the placement of students in remedial-level classes- Assembly Bill 705. Since updating the objective last year to be able to measure the impact of the project, we have continued to support the matriculation of incoming high school students and explained to them the impact that AB-705 has had on their options for courses and how this impacts their time to degree completion and transfer. Through the student’s participation in our 2-week SCORE+ Jump State Program, they would attend a College Success Section focusing on developing their capacity to enroll and succeed at Monterey Peninsula College, afterward they would attend a section from our Reading and Writing Center to help them build their capacity as writers and learn about the resources available through our college’s library or a Transfer Math review session. Finally, students would conclude their day with a section on first-year college counseling. Counselors had an opportunity to offer transfer and career information and troubleshoot any enrollment or registration issues that individuals would have.

Grant Objective 5: Increase the number and percentage of students who transfer from MPC to CSUMB (enroll) and complete a bachelor's degree program within two years of transfer from the Fall 2013 baseline of 34 (33.7%) to 43 (42%) by Fall 2023 (25% increase).

The Ready Set Transfer partnership between MPC and CSUMB has created support for hispanic and first-generation students at each stage of the pipeline from the Summer Bridge JumpStart program for first year MPC students through transfer and graduation from CSUMB. The number of hispanic students transferring to CSUMB has more than doubled compared to the baseline of the RST Grant, and the number of hispanic students graduating from CSUMB in two years has increased five-fold compared to the baseline. There was a slight decrease in the number of students transferring from MPC to CSUMB in the 2020-21 academic year, with fall 2020 transfers down by 16, but spring 2021 transfers were up by 12 students, leading to a net decrease of 4 students compared to 2019-20. This is in line with the known impacts of COVID and remote instruction on college attendance. CSUMB made every effort to support MPC transfers during COVID and remote instruction, including offering laptops (provided by the grant) and hotspots (paid for with MSI COVID relief funds) to students who needed technology to be successful.

PROGRAM HEALTH AND RESOURCES

★ **Did you already start your PR in 2019-20?** If so, you can copy and paste your answer to the prompt, **“Describe your program health in terms of students served and staffing”** below in this box. Please also consider addressing the prompts related to *COVID* and Equity, below.

★ **New to PR in 2020-21?** **What are the resources (staffing, technology, facilities, budget, etc.) available for your program to support students? To what extent do the available resources address students' needs? Are there particular groups of students whose needs are not met with available resources? How have the resources available for your program been impacted by the shift to remote student support? How might the resources look after we return to face-to-face support?**

Data to consider: Staffing, connectivity/computer access, FTEF/students, professional development opportunities & participation,

Type your response here:

In the 4th year of the RST Grant, we will begin with the implementation of institutionalizing the following full-time positions: (2) Categorical Services Coordinators (CSC I) and a tenure-track FYE Coordinator Counselor, MPC/CSUMB Transfer Coordinator. These positions provide oversight and support for the JumpStart Summer Bridge Program, First Year

Experience, EL CENTRO Learning Community, and the Transfer Initiatives in partnership with California State University Monterey Bay and the Career Transfer Resources Center (CTRC)

Physical space to house FYE program and El CENTRO learning community to be prioritized in the facilities plan in correspondence to Measure V.

El CENTRO needs to be fully equipped with connectivity/computer access, jamboards to accommodate the student learning space and program growth and scalability.

COLLABORATIONS

★ This was not in the PR for 2019-20

★ New prompt for everyone: **What are some salient relationships or collaborations between your area and another area (department, committee, off-campus organization or Local Educational Agency (LEA)?** In what ways do these relationships or collaborations support students, particularly historically underrepresented or marginalized groups of students? *How has the shift to remote student support affected these relationships/collaborations? How might these relationships/collaborations look after we shift back to face-to-face student support?*

Type your response here:

Collaborations with Faculty, Academic Department, Student Services Departments, and off-campus organizations are a priority for our HSI Office. The transition to online education has also allowed us to expand our collaboration efforts. For every event or activity, we tried to partner with an internal or external department or organization. Some of the highlights include:

- Summer Bridge Program in Partnership with Athletics, Math Department, General Counseling, and Reading and Writing Center and the Student Outreach and Retention Department.
- Monterey Peninsula Unified School District (high school partnerships and Monterey Adult School)
- Guided Pathways work teams
- Academic Senate to develop resolutions, partnerships, and advocacy
- Bright Futures Educational Partnership for Monterey County
- Inclusivity, Diversity, Equity, and Anti-Racism President Task Force
- Immigrants Rising Foundation (San Francisco, CA)
- Collaboration with pre-college programs both at UCSC and CSUMB
- Financial Literacy Workshops with MPC Foundation, TRiO, and Monterey Credit Union
- HSI Week, Transfer Week, First Gen Week, and many other activities with the Transfer Student Success Center @ CSUMB
- Undocumented Student Week of Action with Otter Cross-Cultural Center, EOPS, UFC

Foundation

- Career Preparation Workshop Series with Cooperative Work Experience Program, Human Resource, General Counseling, and MPC Foundation.
- Career Transfer Resources Center workshops and activities
- Teacher Pathway Program Induction With CSUMB College of Education
- Teacher Pathway Consortium Collaboration with CSUMB College of Education, Cabrillo College, Hartnell College, and Local School Districts.

INTERNAL/EXTERNAL INFLUENCES

★ **Did you already start your PR in 2019-20?** If so, you can copy and paste your answer to the prompt, “**Note any internal or external factors that affect your program**” below in this box. Please also consider addressing the prompt related to Equity, below.

★ **New to PR in 2020-21?** **Note any internal and/or external factors (not already addressed above) that affect your program.** Do these factors disproportionately affect any particular groups of students?

Type your response here:

- Reopen Plan MPC
- Governors budget to support Undocumented Students
- Reopen Plan Monterey County
- Federal Financial Aid initiatives
- HEERF Funding
- Guided Pathways
- Department of Education Guidance

PROGRAM HIGHLIGHTS/SUCCESES

★ **Did you already start your PR in 2019-20?** If so, you can copy and paste your answer to the prompt, “**Briefly describe any program highlights and success stories**” below in this box. Please also consider addressing the prompt related to Equity, below.

★ **New to PR in 2020-21?** **Briefly describe any program or department highlights and/or**

successes. In what ways do these successes foster and support diversity and inclusion?

Type your response here:

EL CENTRO

Since receiving a Developing Hispanic Serving Institution (HSI)-Title V grant in the Fall of 2018, MPC has dedicated an HSI Team to provide leadership in implementing proven high impact practices to increase student retention and completion among underserved students. The mission compliments the CCC Chancellor's Office Vision for Success initiative to increase completion rates, promote socio-economic mobility for historically disadvantaged populations with a focus on Latinx student transfer completion.

The Grand opening of EL CENTRO, the Center for Excellence in Transfer College Readiness and Opportunities, has solidified MPC's commitment to transforming our communities by providing targeted efforts to increase opportunities for our local high school graduates to enter into career technical education and transfer pathways.

EL CENTRO is the central location for the First Year Experience (FYE) Program, serving primarily first-generation-low income college students. The program provides first-time college students a strong academic and counseling component to help them transition successfully into college by providing career and major exploration, financial literacy and peer-mentoring. In the fall 2020, over **400 first time students** were provided e-resources through the FYE program. A further **837 check-ins** were had during the Spring 2021 semester

In 2020, institutions were forced to shift to an online educational format to accommodate the unexpected outcomes of Covid-19. EL CENTRO initiated the move to serve students online in order to bridge the technology divide by offering resources to support incoming high school graduates. The center provided student success workshops, counseling, speakers, high school outreach, and a virtual platform to assist students with the abrupt transition to online education. As of March 19, since the start of the pandemic, EL CENTRO Faculty and Staff provided an in depth retention strategy with students via; individual follow-up, virtual check-ins, workshops, and presentations.

Other Highlights:

- FYE 2nd Virtual Join the Pack
- Transition to Virtual Inreach and Outreach Services
- Virtual Summer Bridge Program
- EPC Grant Funded

- Guided Pathways Completion Teams (pilot) modeled after FYE retention efforts
- Equity Symposium
- Career Preparation workshop series with Cooperative Learning
- Financial Wellness series with MPC Foundation and TRIO
- Transfer Week Collaborations with CTRC, General Counseling and CSUMB
- Inaugural HSI National Celebration and [Board of Trustees Resolution](#)

ADDITIONAL INFORMATION FROM 2019-20 TEMPLATE

★ **Did you already start your PR in 2019-20?** You can copy & paste from the prompts, **“Describe any updates to your program (e.g., change in hours or how services are delivered, staffing changes)”** and **“Review other data relevant to your program. What are the interesting/key findings?”** and **“What are you still curious about? What would you like to investigate further?”** below in this box.

Type your response here: