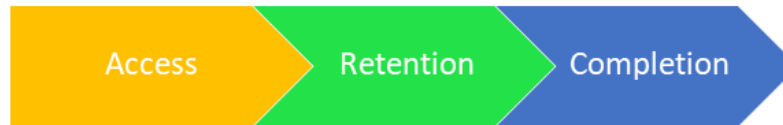


Student Services Comprehensive Program Review 2020-21

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.)

MPC’s Mission Statement:

Monterey Peninsula College is actively committed to student access and success and to fostering an equitable, inclusive, respectful, and supportive community by providing excellent academic programs and student services that respond to the needs of our richly diverse region. The College welcomes all students seeking to enrich their lives, advance their careers, complete certificates, earn associate degrees, and transfer to continue their education.

MPC TRIO’s Mission Statement:

TRIO’s mission is to stimulate learning. We believe our first responsibility is to provide opportunities to diverse student populations.

In carrying out our day-to-day activities we strive to:

1. Foster a welcoming community.
2. Collaborate with campus and local communities.
3. Inspire Student growth and development.

Through a long-term commitment to this mission, TRIO is known as a Student Services program that consistently delivers. Our participants and the campus community view TRIO as

offering a genuine commitment to student success.

Type your response here:

TRIO programs are federal grant funded programs that are designed to prepare students for college-level work; provide information on academic and financial aid opportunities; and provide instructional support services such as study skills development and tutoring. The TRIO programs at MPC directly help the College meet its responsibility to the community by offering local high school and college students from low income eligible households, who are first-generation college and/or may have an identified disability, the opportunity to develop academic, personal, and social skills that will enable them to gain access and successfully participate in higher education. The identified goal for our pre-college programs Upward Bound (UB) and Math-Science Upward Bound (MSUB) is to increase the number of economically disadvantaged and underrepresented student populations to gain access to higher education. The identified goal for the Student Support Services (SSS) program is for that same student population to earn an Associates degree or certificate from MPC, and transfer to a four-year institution. Specific to how TRIO aligns with the institutional mission and plans related to guided pathways, our programs focus on preparing students for college prep and completion through major and career exploration workshops. TRIO services provide students the tools and resources in building the skills to explore and research areas of study that can connect with their interests and potential careers. The intentionality is to support students pursuing higher education to explore pathways and achieve retention/completion of a college degree.

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:

TRIO Approach:

- Each programs address how we transitioned from in-person to remote; what services were provided; include data were appropriate (i.e. surveys)

UB - UB serves high school students attending Seaside, Marina and Monterey high school. In UB we had to be flexible and learn quickly how to use and navigate new platforms and create new ways to do things virtually. It was a lot of trial and error. We were able to teach our students how to navigate the virtual world and remain connected with our program. We moved just about every aspect of our program online. We created a virtual tutorial, moved all of our workshops, grade level only nights, and counseling meetings to virtual sessions. We had to pre-plan our workshops even more in advanced in case we needed to distribute supplies for an activity. If a workshop required supplies staff would create approximately 60 – 80 supply kits for whatever the activity needed (paper, glue, paint, paint brushes, etc.) for that particular workshop and then we would block off an evening a week before the workshop so students and families could pick up a supply kit in a drive by fashion at MPC.

In the Fall (2021) we are moving to a hybrid approach to be able to provide services to as many students as possible. We understand that all students and families may not be ready to return face to face yet due to the pandemic and will provide face to face services in all areas as well as some virtual options for those not quite ready to come back. We will adjust through the semester as needed based on student participation and need.

MSUB - MSUB serves local and out of area (Watsonville and Greenfield) high school students. MSUB had an immediate shift to a virtual platform and services provided were gauged by student needs identified through a student survey. Based on student feedback, services that were transitioned virtually included: counseling, grade level only nights, and workshops. In the Fall 2021 semester, MSUB plans to move to a soft hybrid approach in collaboration with Upward Bound to provide limited in-person tutoring and counseling services along with virtual services.

SSS

The SSS program is funded to serve 200 matriculating students at MPC. Two-thirds of the eligible participants must be low-income and first-generation college students, and the remaining one-third may solely be low-income, first-generation, or have an identified disability. Due to shelter-in-place and COVID restrictions, our staff worked remotely from home. We primarily provided program services online using Zoom as our platform to connect with students virtually, as well as via phone using Google Voice. The services included: counseling, academic advising, academic support, our Peer Mentor program, and workshops (i.e. financial aid, college application, personal development, team building, learning strategies, etc.). We also used “Remind 101” a mobile app to send quick reminders about events/activities/workshops, counseling drop-ins or added available Counselor sessions, and to check their emails for detailed information. Instagram was the social media platform we used to inform and connect with our students and community. We continued to communicate with our students via their MPC email, phone calling, and text messaging.

We noticed that for the Fall 2020 semester, students were becoming more knowledgeable and comfortable Zooming, but activity was still low. Students were accessing our counseling appointments, but we were not booked out like we normally would be pre-pandemic. Attendance at our workshops was low and our tutoring had little to no activity in our virtual TRIO Learning Center (TLC). We even provided evening and weekend hours, and shifted our hours to the latter part of the day, and the activity level did not change. We surveyed students at the beginning of the fall term and at the beginning of the spring term to inform our scheduling of services and activities for the spring term; students shared that 12pm -2pm Monday - Thursday was the best time for workshops or group meetings.

For the Fall 2021-22, to support the College's effort to increase in-person classes and student support services, we plan to provide a hybrid model in order for our students to access our program services and resources whether they choose to do so in-person or virtually. The TLC will be open for the first time since closing our doors in March 2020 when the COVID-19 Shelter-in-Place orders were set. We will revert back to pre-COVID hours, Mondays -Thursdays, 9am - 2pm and Fridays, 9am -1pm. In addition to the various methods that we currently communicate with our students, we plan to create a TRIO SSS Canvas shell that will be introduced and used during our Summer Bridge program, and we will also create a Canvas shell for our TRIO Learning Center for our tutoring, academic support services, and our Lending Library resources.

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:

Respond with Pre-college (UB/MSUB) and College (SSS); include APR Retention/Persistence Objective and percentage; include Lacai as database to capture and record data

TRIO Approach:

- All programs use the APR objective as a reference. Include the different impacts that COVID/other barriers could have made towards achieving the expected outcomes.
 - Technology, attending student appointments (due to technology), limited student availability to focus on school, reducing units/postponing graduation & transfer
- Shift of practices: Adjusting counseling/workshop times & availability, offering counseling drop-ins

UB - In UB while we were excited that we were able to find a way to continue to stay connected with our students there were and still are many challenges. Technology issues are a constant challenge. Students struggle with no internet access or weak access that make participating virtually impossible or frustrating. Students' computers glitch or freeze, cameras don't work, microphones have issues the list can go on and on. We also have to consider that students' living environments are not always conducive to being able to fully participate in our virtual meetings or activities because they don't have a space of their own to do so. A lot of our students will join our virtual meetings but have their cameras off because they are sharing a small space with their entire family, they are babysitting younger family members or students are embarrassed and don't feel comfortable allowing everyone to see their home environment. We encourage students to have their cameras on as much as possible because it is already difficult to create and build those connections and a sense of community virtually but we understand their situations and don't make it mandatory to turn on their cameras. Another challenge we face is that we have to keep in mind that students may not be responding or participating in the way that they normally would in person because people are watching and listening to their comments and responses at home. This sometimes makes it hard to gauge how students are really doing and make it more challenging to provide the help they might truly need. More recently we noticed that even though we are doing our best to be flexible and creative and find fun ways to interact with our students virtually, our students are really starting to burn out and are experiencing Zoom fatigue and more mental health issues. Being in virtual classrooms all day for school, and participating in virtual meeting after virtual meeting with no actual face to face contact and being stuck at home every day is starting to take its toll. At Upward Bound we are trying our best to do more one on one check ins (referring students to other resources as needed) and creating workshops that include self-care. We are also bringing in more guest speakers who not only share information on different careers but who can also inspire and motivate our students. We are also thinking of and including more quick and silly virtual games to play sporadically during our workshops to get the students laughing and moving as much as possible. Considering that we are in a pandemic and students are struggling inside and outside of the classroom for so many different reasons, our participation level is still pretty high. It is not perfect and there are a good number of students that we do not see as much as we would like but we understand that this is not an easy time and we continue our efforts to reconnect with these students as best we can.

MSUB:

MSUB highlights services such as counseling, academic support (tutoring), and academic/personal development workshops. While the transition towards online support was a challenge for our program due to internet access, availability, and/or space for students to attend online services, our program was intrusive to stay connected with students by providing communication efforts via phone/email/ mailing. During the 2020-21 academic year, 98% of our student participants achieved a cumulative GPA of 2.5 or above. Although students maintained academic performance, we noticed a decline in student motivation and engagement in program participation. Due to burnout from distance learning and balancing home/school life during the pandemic, we tried to focus our services on community building and personal/self-care development to help empower students. Our program collaborates with Upward Bound to bring guest speakers, facilitate virtual enrichment activities during our Saturday Academies, and grade level check-in meetings.

For our shift in program services, we increased our counseling availability into the evenings (7pm) and Saturdays, condensed the time for our virtual Saturday Academy workshops to decrease ongoing screen time, and adjusted grade-level only night workshop times according to student needs and feedback. We value the feedback of our students and have reflected our adjustments to meet their needs.

While in Fall 2021, we transitioned to hybrid, we have noticed an increase in student participation in all aspects of counseling, tutorial services, and program participation. We still maintain the adjusted schedules to meet student availability. .

SSS:

The SSS Peer Mentor program is a program in which first-year SSS participants are assigned a Peer Mentor (PM) for their first year in the program. SSS participants are eligible to apply after completing at least one year in the program. PMs are introduced to their mentees on day one of our 5-day Summer Bridge program. For the 2020-21 academic year, we had a total of 62 mentees divided by our four PMs. The PMs check in weekly with their mentees, and are required to complete one 30 minute session at least once a month for the academic year with their mentee. Considering that the Peer Mentor program was virtual, the PMs were able to successfully make connections w/ their mentees. Research shows when students are able to make connections, they are more likely to persist, which in turn increases retention.

Fall 2020 - Mentee met w/ Peer Mentor at least once a month

50 Mentees + 3 PMs

- 84% students completed their September visit
- 68% students completed their October visit

- 92% students completed their November visit
- 57% students completed their December visit

PM Lead Observation: At the start of the fall semester we had three PMs. Two months into the semester, one of the PMs needed to step down due to personal matters. As a result, 16 students did not have a chance to complete a visit in the first two months, and then were reassigned to two new PMs who were SSS alumni.

Spring 2021 - Mentee met w/ Peer Mentor at least once a month

50 Mentees + 18 New Mentees + 4 PMs

- 73% completed their February Visit
- 52% completed their March Visit
- 44% completed their April Visit
- 29% completed their May Visit

PM Lead Observation: At the start of the spring semester we brought on two new PMs to help balance the load of students as well as take on some of the new incoming students. First visits went well and were fairly strong. As the visits continued through the semester, the number started to decrease. Two possible reasons, one, a few of the PMs were making time to outreach to their mentees and the mentees were also not responding or signing up for their meetings. A concern that was shared by a PM was that the meetings they had felt forced. Students felt like they had nothing to talk about so they did not feel the need to actually have an appointment. One suggestion was to create opportunities for the PMs and mentees to connect other than 1:1. For example, have the PMs involved with the First-Year Group Advising for their mentee's second visit during the fall and spring semester. This will give PMs another opportunity to engage with their mentees and allow them to help their students vs "just talking" with them. It was consensus to have PMs to have group meetings. For example, allow students to have their 2nd and/or 3rd visits be completed in a group setting rather than 1:1. This would be beneficial for those who are shy and/or allow others to get to know each other. Another suggestion was to plan a group activity to allow for students to get to one another and help them develop and feel part of a community.

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:

As grant funded programs, salary and cost-of-living increases greatly impact our budget since we are level-funded. As a result, cuts are made to programs that impact areas such as technology refresh, reduction in student activities/events that support grant objectives, and non-permanent staffing (i.e. tutors, peer mentors, adjunct Counselors, etc). We have been able to access the CARES Act funds to support refreshing and acquiring cutting edge technology in the TRIO Learning Center to prepare for students returning back to campus for in-person services.

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:

TRIO Approach:

- Respond pre-college and SSS
 - Pre-College: MPC TRIO SSS, MPC Financial Aid, Dual Enrollment (BIOL), MATE, EOPS/CARE & CalWORKs; MPUSD middle and high schools, Watsonville, Greenfield, UCB UBMS program
 - SSS: FYE/HSI; BBALL; MPC TRIO and CSUMB Pre-College
 - ALL: UCSC ATTAT

Our pre-college programs (UB & MSUB) not only collaborate with each other but they have collaborated and built strong relationships with the following programs and institutions: MPC

TRIO SSS, MPC Financial Aid, MATE, EOPS/CARE & CalWORKs; MPUSD middle and high schools, Watsonville high school, Greenfield high school, and the UC Berkeley UBMS program. Both pre-college programs have also collaborated with our MPC Science department and had UB and MSUB students enroll in a Biology dual enrollment class over the summer. Having to shift from face to face student support to remote student support and then back again to face to face student support has not negatively impacted any of our relationships or collaborations.

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:

TRIO Approach:

- Brainstorming
 - Grant Funding - grants are level funded; COLA, salary increases impact grant funding
 - Ex. SSS - 95% of grant cost is personnel
 - MPUSD decisions impact at the program level (i.e. start and end of classes impacts tutoring; holiday and breaks)
 - CARES Act Relief funds coming directly to college students and indirectly to pre-college
 - MSUB was able to increase stipends and provide meal cards during the summer academy temporarily; will change for the future
 - MPC: van usage; room reservations
 - Re-Open Plan
 - Guidelines from state, local, MPC impact in-person activities (i.e. counseling, tutoring, summer academies, workshops, etc.)
 - MSUB challenges with out of area students (?) (virtual services has helped)

SSS

- Recruitment - In the last few years, recruitment for our program has been challenging. In the past, our biggest recruitment efforts were completed when the high school seniors and/or first-time college students would come to our English/Math/ENSL Assessment Saturday events. As a result of AB705, students are not required to take a math and/or English assessment since they are eligible to self-place directly into a college-level English and/or math course. As a result, we have had to expend more staff time and resources in-reaching and promoting our program to eligible students at the College.

- Serving students affiliated with multiple programs

2019/20 APR Student Demographics:

- 55% (105/185) Female
- 45% (80/185) Male
- (74/185) Hispanic
- (54/185) White
- (4/185) Asian
- (4/185) Pacific Islander
- (3/185) Black/African

PROGRAM HIGHLIGHTS/SUCSESSES

★ **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:

TRIO Approach:

- Each program highlight

Pre-College:

- Dual enrollment this summer
- Chapman Grant

UB - During our UB 2021 Summer Academy, our program had the opportunity to collaborate with our Biological Science department here at MPC. Through this collaboration our students were able to take Biology 31 through our dual enrollment process. To ensure student success students also took an academic support class for BIOL 31 and had workshops on college systems, financial aid, personal development, leadership skills, and teambuilding.

Another highlight for our program is that we were successful in obtaining the Chapman grant that helps expand out tutorial hours for another year.

MSUB - During the 2021 Summer Academy, our program collaborated with the Biological Sciences department on campus to offer BIOL 31 and BIOL 32 for our new/continuing students. All students were required to enroll in both courses, attend academic support, college support workshops, and participate in community building activities during the summer academy. These successes foster and support diversity and inclusion with the effort to expose students to STEM related activities and resources.

SSS

- Awarded 5-Year 2020-25
- 40th Year @ MPC
- Class of 2021 Virtual Recognition Celebration (second virtual program)
- Virtual Summer Bridge (second virtual program)

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: