Student Services had a very busy and productive year in 2016-2017. In addition to continuing to provide excellent service to students in the regular cycle of duties, the component was also tasked with the implementation of several state initiatives involving the Student Success and Support Program (SSSP) and the Student Equity Program. The state also mandated that each college develop an Integrated Plan combining SSSP, Student Equity and the Basic Skills Initiative with shared goals and activities. This required much effort in communication and collaboration with the Instructional programs on campus. The hiring of the new Vice President of Student Services was another accomplishment for the component.

The mission of the Office of the Vice President of Student Services is to provide comprehensive leadership, communication, and fiscal oversight for the component of Student Services in order to ensure a diverse learning environment and the financial, academic, co-curricular, and individual support students need to achieve their educational and personal goals. Student Services is divided into six different areas which are championed by two Deans and four Directors. The areas and their respective leaders are listed below:

Admissions and Records: Kip Nead, Director  
Counseling & Educational Support Services: Dr. Margery Regalado-Rodriguez, Dean  
Financial Aid: Tootie Tzimbal, Director  
Student Equity: Leticia Maldonado, Director  
Student Resource and Support Network: Karen Reyes, Director  
Student Services: Dr. Michelle Donohue, Dean  

*Laura Thurman serves as the Executive Assistant to the Vice President of Student Services and provides a critical role in the daily operations of the component as a whole.

To highlight the amazing work that has been done over the course of this year, each area submitted annual summaries for their programs within this report. The hardworking staff and faculty within Student Services are dedicated and committed to student success. Their accomplishments for the past year are impressive.
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Admissions and Records

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After a transition year to a new director in 2015-16, 2016-17 was a year to move forward and initiate changes. The department funded, and all staff attended, the Cabrillo Extension “Building Emotional Intelligence & Self-Awareness” series to improve communication within the component. This gave staff an opportunity for both professional and personal development, as well as addressing lingering issues within a staff that has worked together for many years. Other professional development opportunities took staff to multiple Chancellor’s Office workshops including Guided Pathways and transcript evaluation, technical conferences, and association conferences. Staff continue to be provided, and encouraged to seek out, opportunities for professional development.

The director presented at state and national conferences in the past year to grow Cabrillo’s visibility, relationships with other institutions, and develop a network of support within the administrative and technical communities for community colleges.

Major projects undertaken in 2016-17:

- **Running Start**

  In prior years Cabrillo’s Running Start program for local high school seniors required students to complete an online intent form in order to participate. This form generated the lists of students we provide local high schools counselors to assist them in follow up with those students to complete the Cabrillo admissions application, orientation, and assessment. This process left a gap in services for those local students that applied to Cabrillo, but did not submit the form. The high school counselors had no ability to track those students for follow up. Additionally, students often submitted multiple forms, the data submitted by students was often missing elements, and/or contained conflicting data. Maintenance of the submitted data required many, many, hours of staff time for continual cleanup and correction. For fall of 2016 we modified the program to eliminate the intent form. This allowed us to expand the program to all local students that applied to Cabrillo rather than only those that filled out the intent form. Counselors at the local high schools now have information for all of their students who have applied to Cabrillo rather than just a self-selected subset.

  As a result, 1077 local students out of 1580 applications completed orientation and assessment, and 1044 have already gone on to register for fall classes (as of 08/17/17).
By comparison, in 2016 only 1205 of 1461 local applicants submitted the online intent form. By school year’s end, only 975 had completed orientation and assessment, and 998 actually enrolled in classes.

That we were able, by eliminating the intent form, to achieve an increase in applicants, the successful completion of orientation and assessment, and throughput to enrollment among local high school seniors, in a year that saw our total headcount drop by 1200 students, is a success we are proud of and hope to build upon.

- **Implementation of eForms**
  While Cabrillo has owned the SoftDocs solution for a number of years, restrictions within the old system limited A&R’s ability to utilize it for eForms. Cabrillo’s upgrade of SoftDocs legacy system to their new Etrieve suite allowed the building of routes that included faculty and deans. Staff successfully worked through fall to design forms and workflows and eForms went live for spring semester. The inevitable unforeseen problems, and associated implementation dip in performance, were handled quickly and professionally by all staff, with student’s needs and faculty concerns driving responsive changes to forms and processes.

- **Transcript Processing**
  More than 60% of all community college students rely on transcripts from another school to graduate. In the last year alone, Cabrillo received 7065 transcripts from other schools. Historically at Cabrillo, external transcripts have been used to clear prerequisites, but not fully evaluated toward degree requirements until a student petitioned to graduate. This has meant that though we had the student’s transcript, the coursework has not been reflected in Cabrillo’s Colleague system, nor was it reflected in student planning for the student to use in program evaluation or degree audit. With only Cabrillo classes evaluated by student planning and degree audit, these tools are robbed of much of their power to inform students and counselors.

  In fall the director went to cabinet to request SSSP funding to purchase Perceptive Software’s Intelligent Capture for transcript processing. The proposal was accepted, and during this spring and summer IT completed the hardware and software installation. Evaluators worked during spring to begin to build out articulation screens in Colleague for the twelve most common schools for which we receive transcripts to use in testing during installation and implementation. We are also coordinating with instruction to program degree audit and program evaluation so that these systems can recognize the equated courses. We are now nearing the end of the implementation phase and hope to go live and begin scanning transcripts into Colleague during fall semester.

  The build out of articulation and equivalencies will then continue after the system goes live as incoming transcripts are scanned, evaluated, and any new articulations needed are defined. It is expected that within 18-24 months as many as 80-90% of incoming transcripts will pass through the system without the need for additional articulations built, passing data directly into Colleague, and available to students, staff, and counselors within days of arrival.

  At that point student’s will see their external coursework accurately reflected in student planning along with their Cabrillo coursework, giving them a much more accurate picture of their progress towards completion, and a better tool for planning towards their degree and transfer goals.
Challenges for 2016-2017:
• Evaluators
  2016-17 found us starting the school year with only two of three positions filled. Of those two evaluators, one had been with us less than a year, and one had just started in August. We filled our third position in December. Given this situation, we are very proud to say that this team was able to graduate 1104 students with 1596 degrees and certificates, while meeting or beating every deadline along the way. This is especially impressive as it is the first time in many years that A&R did not need to pay any counsellors overload units for assistance in processing graduation.

Opportunities/Program Improvements for 2017-18:
• Communications Management
  Admissions and Records will be training in the use of Colleague’s communications management capabilities. Financial Aid has been a heavy user of this powerful tool for many years, but A&R has not exploited the ways that the system is capable of to supporting counter staff at the Welcome Center, internal workflow, integration with eforms, and simplified communication with students. The director has completed much of the design and building of the component pieces within Colleague. This year we will focus on implementation, training, and devolving of responsibility for maintenance to the A&R technical specialist.
COUNSELING & EDUCATIONAL SUPPORT SERVICES
Accessibility Support Center (ASC)

Introduction/overview of service:

The purpose of the ASC is to ensure that Cabrillo College meets its obligations under Section 504 of the Rehabilitation Act to provide students that have educational limitations access postsecondary education.

Key responsibilities include providing physical and academic access, academic adjustments, auxiliary aids, and educational assistance classes and resource support for students with disabilities to meet their academic and personal development goals.

Accomplishments:

- Served 1,737 students over 16-17 year plus 180-200 students in summer ’17 (increase of 7%)
- Proctored 3,768 final exams over 16-17 year plus summer (don’t have number)
- Implemented Title 5 regulation changes of processes and policies to sections 56000-56076 in compliance with state law
- Hired a program specialist to replace a staff transfer
- Hired a new ASC counselor specialist with funding from SSSP and Equity
- Held Disability Awareness Month of October events culminating in ASC student panel and bringing attention to student challenges at college
- Increased ASC outreach to local high schools’ resource teachers, counselors and transition specialists for students with Individualized Education Plans (IEPs)
- Presented to winter and summer sections of Math Plus to introduce students to ASC services and provide accommodations for math assessment
- Collaborations with learning resources and tutorial programs
- Provided training to 35 tutors to work with learning differences, ADHD and ASD populations
- Provided Flex and department presentations to increase faculty and staff awareness of Autism Spectrum Disorder (ASD) with nearly 100 employees participating.
- Provided adapted Educational Plan workshops to more than 200 students with IEPs from area high schools
- Provided pilot orientation with ESL faculty to fifteen English language learning high school seniors during summer 17
- Increasing two Adaptive PE faculty contracts by 25% each to fill gap left by spring 17 retirement
- Hiring 50% IA to meet safety needs in Adaptive PE
Challenges:

• Failed hire for a Student Service Assistant (SSA) due to funding loss
• Staffing shortage of two faculty members due to medical and family leave necessities
• Fall 16 unfilled program specialist position
• High enrollment of ASD students needing specialized accommodations and time-intensive interventions (now serving 119 ASD students)
• Meeting the needs of students with serious mental health challenges resulting in compromised academic progress and medical withdrawals
• Finding time to innovate and develop workshops and educational assistance classes for growing college-appropriate special populations
• Hiring adjunct ASC counselor to meet equity needs at the Watsonville Center with funds from faculty reduced contract and ASC budget
• Improving ASC website for ease of student and public use
• Developing more outreach to campus staff and faculty through Flex activities and department presentations
• Implementing electronic file system based on best practice of other DSPS programs already implementing
Introduction/ overview of service:

The comprehensive counseling program supports the academic, personal, and career development of students and community members through individual and group counseling, teaching of Counseling and Guidance (CG) curriculum, the development and provision of orientations and workshops, the collaboration with the Instructional divisions and other Student Services departments, the connection with on and off-campus resources, and the participation in shared governance. Faculty leadership is provided by a director, who serves on a three year cycle, similar to the role of the instructional department chairs.

Counseling services are offered at the Aptos campus, the Watsonville Center and online. All programs and centers provide the same range of counseling services unique to their distinct populations.

Counselors

- teach courses and workshops on college success, career planning, study skills, essay writing, and transfer processes.
- assist with registration processes, prerequisite equivalency and transcript evaluation,
- disseminate information on requirements for career certificates, degrees, and transfer to four-year universities,
- finalize petitioning for all degrees and certificates,
- provide life-long academic and career-related goal setting and decision-making with students,
- teach students how to develop education plans,
- provide/initiate an increasing amount of follow up services.

Individualized counseling is provided to thousands of students and community members per year through 30 and 60 minute scheduled appointments, 10-minute express (walk-in) sessions and online advising. Counseling is an integral part of many programs offered through the instructional divisions.
Staffing

We currently have 18 full-time and 14 adjunct Master’s degree level counselors. Some full-time counselors have special assignments, resulting in 16.25 FTE for direct counseling services. In fall 2016, our counselor to student ratio was 1:704 (this is close to the state recommended ratio. In the last program plan it was 1:1261). This ratio does not include community members and other non-students who access counseling services.

In Aptos, two program specialists serve as our primary front-line staff. They schedule counseling appointments, serve as a primary and critical triage function for student questions and needs, support counselors, and assist in scheduling of CG courses and counseling hours. They serve a much broader role for the college, as any and all types of questions and frustrations arrive at their windows and on the phone.

Three student support assistants (SSAs) in Aptos and Watsonville provide a critical and innovative role in the delivery of our SSSP services, including education plan and transfer workshops, student reception and support to individual counselors and programs. Two student workers provide back-up support for scheduling appointments and providing a welcoming face in the counseling area in building 100 and the Student Resources Center in Watsonville. The five staff, although technically in different services, provides collaborative and supportive back up for each other.

(Aptos, Watsonville, STEM, Guardian Scholars, and Veterans, August 10, 2016-August 11, 2017)

<table>
<thead>
<tr>
<th>Appointments (showed)</th>
<th>Drop-In Counseling</th>
<th>Workshop Participants</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>11,507</td>
<td>11,233</td>
<td>5,735</td>
<td>28,475</td>
</tr>
</tbody>
</table>

Source: SARS Database (duplicated student headcount)

Accomplishments:

1. Increasing # of workshops for education planning, TAG, UC Essay, Transfer Application, and Back-on-Track for students on probation or dismissal.
2. Processed 1,500-2,000 degree petitions for transfer and/or graduation, with 1,628 having been approved in fall ‘16 and spring ‘17. Summer ‘17 numbers are pending.
3. Taught 78 units of CG courses through a mixture of full-time and adjunct faculty. Courses focused on college success skills and career planning. Students completed these courses with an initial education plan to get them started.
4. Increased collaboration with other departments, particularly within Instruction, in preparation for Guided Pathways.
5. Identified and launched counseling liaisons for CTE programs, with a more visible presence at various division and department meetings
6. Increased decentralized counseling services on campus. i.e., STEM Center, Veterans Center, Guardian Scholar Program, SRSN, the HUB, Learning Communities.
7. Increased visits to classrooms for English, math, and ESL courses with updates, follow-up and orientation information.
8. Increased our offering of 60-minute sessions for different student needs: career and major assistance, career inventory interpretation, more complex planning situations with transcripts from multiple colleges, and especially for those new students that feel “lost” and need that extra time.
9. Changed service to encourage and direct students to follow-up with the same counselor to build relationships and strengthen continuity of information. This additionally helps build a “sense of belonging” for students—a critical need for completion and success.

10. Redesigned how counselors help our local high schools with Running Start (the early registration process for graduating high school seniors.) This year we organized 32 Education Plan Workshops at the high schools, and 11 Registration Readiness Workshops to help students choose sections for easier registration when it was their time; helped them understand how to make a college class schedule. It is an intervention that received very positive recognition from our high school colleagues as we strengthened our HS/Cabrillo partnership. This is a crucial step in the guided pathways model.

11. We redesigned our Probation/Dismissal communication to and workshops for students in these situations. We renamed the Probation/Dismissal Workshops “Back on Track” workshops and are hoping that the updated materials and language will encourage students to be more engaged.

12. Will begin offering online counseling in fall ’17 in a more robust format to our online students through the Online Education Initiative (OEI). Seven counselors have been trained for online counseling.

Challenges

1. The layout of Building 100 and the physical separation for other key student service programs such as Financial Aid, Admissions and Records, and the Welcome Center is a problem. The services are split and cause major frustration for students and staff.

2. We do not have designated classrooms for our CG courses, so we must offer our courses in the only available classrooms on campus, which creates scheduling difficulties.

3. Communication and processes on campus need to be more clear and consistent. This requires trainings so that the student (and staff) experience is more seamless, articulated and supportive.
International Student Services

Introduction/overview of service:

International Student Services (ISS) recruits, admits, and serves students from around the world; supporting acculturation and integration into the college community. The number of international students at Cabrillo College typically ranges from 50-75 students each semester. In Fall 2016, there were 69 international students with F-1 status from 30 different countries on campus; in Spring 2017, there were 75 international students with F-1 status from 30 countries. Students are enrolled in multiple programs throughout the academic year. International students can come to Cabrillo for one semester or multiple years, and for the past eight years we have served between 45-75 students/semester.

Services provided by ISS include admissions advising, academic counseling, marketing, outreach, immigration processing and advising, cultural activities and events, and detailed pre- and post-arrival orientation activities. The program ensures that the college complies with relevant US Department of Homeland Security (DHS) regulations, and it helps with the numerous documents required for college application. All three members are required to be certified by DHS to represent Cabrillo College on official immigration documentation and to properly advise students regarding immigration policies for students in F-1 status. The program oversees student enrollment in medical insurance, as required by DHS, serves as liaison between the college, DHS departments, immigration attorneys, and domestic and foreign agencies that address international student issues, and reports regularly through SEVIS (DHS’ Student and Exchange Visitor Information System). In addition, the staff and faculty in the program are the main contact points for international students on campus regarding college procedures, cultural adjustment issues, and academic requirements. International students also have a relevantly designed CG 51 course, which provides an introduction to Cabrillo, the US higher education system, and academic success.

Staffing: The program is managed by a team of three: International Student Counselor- Motoko Nakazawa-Hewitt (40% per semester), a Student Support Services Assistant (SSA)- Vanessa Orey (25% time), and the Counseling Director- Anna Zagorska. The latter is involved in a part-time capacity as she was the previous coordinator of the program is now serving in year two of three as the counseling director. The model of sharing the load has worked well for students.

Accomplishments:

1. Organized and led a trip to UC Berkely for international students interested in transferring to a 4-year university.
2. Included participation of international students in the Transfer Center’s annual Spring Break college visit trip.
3. Organized multiple social events to increase students’ comfort and understanding of American and Santa Cruz cultures.
4. Implemented a new team structure (3 staff). Increased staffing has greatly improved the services we can offer to the international students at Cabrillo College. They have benefited from increased one-on-one attention, which allows our team to be acutely and preemptively reactive to student issues. We believe that this will translate to a decrease in students who fall through the cracks, which is directly correlated to student retention.
5. Worked on simplifying the international application by allowing students to complete their application online.
Challenges:

1. Cumbersome and outdated paper application process—students must complete and then physically go to a bank to get a certified check.
2. Many international students transfer to four-year universities located out of California State, which requires up-to-date knowledge of application regulations that vary from state to state.
3. The effects of President Trump’s executive order. It created confusion, stress, and fear among many international students. Some students considered transferring to a school in a different country, and some even considerer not returning home to their country for fear of not being able to come back into the U.S. Numbers for students for fall ’17 are down so far—visa rejections, scared students, a possibly the recent fee increase approved by the Board.

For many years we have been discussing how to best invest funds to grow the International Student Program and are hoping that an ongoing proposal of reinvesting a percentage of the students’ tuition fees back into the program could help fund a more viable International Student Office with more robust services. Fees from international students stay at the college. San Jose has huge programs but our local colleges are the same as ours or smaller. We are also seeing a shift in where students come from. UCSC’s International program grew yet some of the students we are seeing have not been successful there and are being redirected to community college (us). This increases our student population from particular countries, changing the overall diversity of the participants and alters the "reason" for and the longevity of some students that now attend Cabrillo.
Introduction/Overview of Service:

The mission of the Puente Project is to increase the number of educationally underserved students who enroll in four-year colleges and universities, earn degrees, and return to the community as leaders and mentors to succeeding generations.

Puente was founded in 1981 by the Co-directors, Felix Galaviz and Patricia McGrath, at Chabot College in Hayward, California. Due to the program’s success in increasing the number of community college students who transfer to four-year colleges and universities, the program now exists at over 50 community colleges throughout California. In 1993 Puente was awarded funding to replicate the program in California high schools. The Puente curriculum focuses on US Latino/a culture, history, and experience. Puente is open to all students.

The Puente model includes three components:

**English Instruction:** Puente students take two consecutive writing classes, English 100 and English 1AMC. These classes provide a supportive and stimulating environment for Puente students to build confidence in their writing skills through an exploration of the Mexican American/ Latino experience and social justice.

**Counseling:** Puente students work closely with their Puente counselor (.5) until they graduate, exploring career options, developing an academic educational plan and identifying lifetime goals. Students visit University of California and California State University campuses and attend an annual Puente student transfer conference. Many students stay with the Puente counselor after they have completed the one year program.

**Mentoring:** Puente students work with a community or college mentor to explore and discuss the college experience and future careers.

Puente currently has one cohort that serves 31 students per academic year. They begin in English 100 and complete English 1A with the same cohort, faculty and counselor. Students continue to receive support until they transfer which includes counseling and advising, access to the Puente Lab which offers computers, printers, study areas, free snacks and information for on and off campus resources. Students have access to both a math book lending program as well as calculators.
Accomplishments:

While Puente is open to all students, given the high percentage of Latinos residing in Santa Cruz County Cabrillo's

1. Cohort is 87% Latino.
2. Puente’s transfer rates far exceed any other demographic on campus. When comparing transfer rates of Latino students with the support of Puente vs not receiving the support the rate almost triples.
3. This year’s graduation and transfer rate was higher than usual with 15 students graduating and transferring.
4. Historically the majority of Puente students transfer to local schools including San Jose State and UC Santa Cruz however, two Puente students had two students transfer to UCSB.
5. One Puente student received the prestigious Pfister Scholarship award for $20,000 to attend UCSC.
Challenges:

1. Funding. Puente has been operating on a small budget of $5,000 per year since it was started back in the 1980’s. This year there was a proposal from the statewide office to increase funding to $7,000. Cabinet denied the request. With the increase in costs associated with bus rentals, facility rentals, supplies, etc. it is challenging to operate the program on such a small budget.

2. Fundraising for events that require food. The operating budget that is provided by the college does not allow for food purchases nor tickets for cultural events. Both these components are integral aspects of Puente and what makes Puente successful. They are approved by the UC office that oversees the program.

3. Finding mentors for the Mentor component. Puente matches each student with his/her own mentor. Finding individuals who are willing and able to commit to nine hours of their time per semester is hard. It takes a lot of time to be continually recruiting for new mentors. This year the Puente counselor was able to solicit help with recruitment from current Puente mentors by tapping into associations, clubs, and other outside organizations.

4. Student recruitment was another challenge this year given the current political climate. Typically the Puente Cohort consists of 1/3 undocumented students. We saw a significant decline in these numbers. When asked why, the response was that many undocumented students are fearful of attending college due to the risks of families being deported.

5. Puente is a documented success program. Yet request to add another cohort are turned down due to the “cost.” There must be ways to increase the number of students that benefit from this program without doubling the costs.
Student Success and Support Services (SSSP)
AKA: “Triple SP”

Overview: In 2012, the Chancellor’s Office (CO) rebranded Matriculation, which had been around since 1986, into SSSP. (Our SSSP coordinator was a member of the CO’s strategic planning committee that helped redesign matriculation into what it is today.) What had been eight services are now four: orientation to college, assessment for course placement, education planning, and the college’s role in following up with students in high-risk categories. Services are now required vs voluntary. This is a good thing. This is a significant change for the community college mission where we use to advocate exploring, and sampling the waters and becoming an adult. Now students need to do that faster. They also are required to identify an academic major sooner and have a plan that leads them there. The CO funded increasing amounts of money towards multiple, separate efforts (Student Success, Student Equity and Basic Skills.) Despite new efforts to move students towards completion, these separate efforts have not resulted in what was hoped. Now, the CO has directed the colleges to integrate the three categorical programs—SSSP, Student Equity and the Basic Skills Initiative into an integrated plan. The larger umbrella of Guided Pathways will work with this integrated plan as all are focused on the “completion agenda.”

Staffing: SSSP Oversight—Dean, Dr. Margery Regalado Rodriguez, Admin Asst., Barbara Rigg. Part of the CESS Division Office.

Orientation: Orientation is not a single event but rather an ongoing exposure to college. Research shows that students that participate in an orientation to college have a greater chance of continuing in college. Orientation needs to happen many times in many ways, as needs change as students move through their time at Cabrillo. With any new program, it needs time to grow into itself. The need within Guided Pathways for early and frequent engagement with students depends upon orientation services. This is the first year of a new position, Orientation Coordinator, that focuses on the process of orientation vs a product or single activity.

Staffing: Alta Northcutt

Accomplishments:

1. Provided increased access to general and specific information about the college to students and community through the web-based ASK Cabrillo service. This service, with both English and Spanish scripts, has reduced the calls to the Welcome Center and other offices; it has increased students’ level of basic information and is available when needed. To date, ASK Cabrillo has registered over 10,500 unique users with an average of 50 questions/day. Feedback from students and staff has supported this service as it serves students better than having to wait in lines or search the Cabrillo website.
2. In order to help students stay on track, we had a “soft launch” mid year of Grad Guru, an app customized for the two-year college student. College events, dates & deadlines and general announcements are pushed out to students so they are not searching for or losing connections with programs and services that are necessary in their student success journey. We have 650 new users to date. Some feedback we have heard from actual users is how helpful it is to have the information sent directly to their phone, the integration with the smartphone calendar works really well in helping to manage the day, and students have reported being more focused having the daily reminders. They also report that having info pushed via a mobile device vs email is significant.

3. Re-designed the second year of the *New Student Welcome/ Seahawks Take Flight* (August 2016); 360+ students attended the event. This was in addition to their completion of the required online orientation. Student feedback included, “I feel like a real college student,” “it seems like a big effort made for me to be ready for school, like you want me here,” “I wish this happened when I went to college. I would have saved some time.”

4. Revised and updated the online orientation for a mobile platform: This project took a full year. It reinforces the 7 Steps for Enrollment, expands resources students need to know, adds a section on Mindset and Equity and allows students to access it on their phone. After hosting a focus group, we are optimistic that the product provides information that helps students get connected in initial ways and provides fundamental information so students can better navigate the college process.

**Challenges:**

As with any new program, it takes a while to get embedded into institutional practice and processes. As the college grapples with it enrollment challenges, the orientation program is in a unique position to help facilitate the *First Year Experience* (part of Guided Pathways), thereby enhancing retention and success of students from start to graduation.

1. Needed to spread out orientations differently as there is internal “competition” for the same students (e.g. a former foster youth in the EOPS program and using ASC services);
2. Marketing the Grad Guru app better with students and staff; marketing plan for ’17-18 in planning phases.
3. As a single person office, offering in-person individual/small group orientations as needed.
4. Being able to research best practices, explore other programs, and develop a two-year experience with limited budget for conferences, or student assistance.
5. The larger political climate which hindered participation at a few events designed for first-time (AB540/undocumented) college students and parents
6. Not having access to website or person to push messages out in a timely manner
Assessment:

The second SSSP service is assessment for course placement in math, English and ESL. This is a high-touch service where the students frequently have their first in person, on campus interaction with staff. During assessment sessions results are available immediately and the complete assessment activity includes an individual meeting with each student to explain the placements: 10-30 minutes per student. These are tailored to the student’s specific goals and referrals are giving accordingly. These include but are not limited to: referring students to re-assess to improve placement, providing assessment with extended time to a growing number of students that qualify for accommodations for a disability; referral to education plan workshops and the more general “what’s next” in your Cabrillo enrollment process. The staff also makes referrals to MathPlus, ASC, learning communities, SRSN and counseling services.

At the beginning of ’16-17 the service focused on the Common Assessment Initiative (CAI), a CO-initiative that moves all community colleges to a common test. This effort has been larger and more complicated than expected and has been pushed back by an unknown amount of time. The new effort on the state horizon is Multiple Measures—the research-backed action that replaces assessment testing with high school transcripts and grades. There is much research that shows that those two factors are better factors for success than a single test score. There is legislation pending on the requirement of using high school grades and we are rolling out a pilot program this spring through the Basic Skills grant on campus.

- 4834 visits for assessment services:
  - 135: ESL testing
  - 470: assessment with accommodations
  - 1187: provided at the Watsonville Center
  - 856: Running Start (HS seniors, Feb-April)
  - 82: MathPlus Saturday re-assessments
  - 115: Proctoring for non-Cabrillo students (a revenue-generating services as we are an authorized testing center)

- Program-specific assessments:
  - Summer Migrant Program
  - Scotts Valley HS for math 142
  - Soquel High for English 100
  - PVUSD for math 153
  - Delta Charter School – placement and evaluation
  - Oasis Charter School - placement and evaluation

Staffing: Anya Finke (coordinator), Alma Mendoza, Esmeralda Fernandez

Accomplishments:

1. With PRO and faculty, created a CAI Taskforce and transition team
   - Attended CAI ambassador training
   - Presented CAI info to Student Services Component and discipline faculty
   - In collaboration with the CAI Team, hosted CAI staff development regional meeting – we had 37 faculty and staff attend from Cabrillo
2. New **ESL assessment**: we successfully migrated the ESL assessment from eCompass to CELSA.

3. Multiple Measures Assessment Project (MMAP): using the placement “rules” from the Chancellor’s Office, Cabrillo is beginning to use HS transcript data in combination with the assessment test to place students. Studies show that, students place into transfer level classes in the first semester, eliminating multiple semesters of remediation. Cabrillo joins 40 other CACC’s in this terrific overhaul of the placement process and dovetails into Guided Pathways.

4. Have expanded our services to be more than assessment—to provide personalized interactions that assist a student “where they are”; this is critical, as assessment is a gateway service and a student can quickly decide not to attend Cabrillo at that stage.

**Challenges:**

1. Quickly had to transition our ESL assessment from the now discontinued eCompass to CELSA
2. Implementing robust Multiple Measures into the assessment and placement process. (We have started phase I (math only) and as of July 2017, we are set to implement the new assessment criteria in October, 2017 for all students.)

**Education Planning:** This is the third SSPP service. It includes assisting students identify a major, a career goal and develop initial then comprehensive electronic education plans. These are used for enrollment, financial aid and to keep a student on track.

**Staffing:** All counselors: Anna Zagorska, Arturo Cantu, Barbara Schultz-Perez, Brenda Ochoa, Christina Ortega, Claudia Hernandez, Denys Vela, Irma Gil, Jay Jackson, Jenna Koch, Becky Skinner, Eva Acosta, Kim Mansfield, Lauren Cole, Marcie Wald, Michelle Fuguet-Mendoza, Marilyn Zanetti, Beth McKinnon, Mario Garcia, Megan Robertson, Motoko Nakazawa-Hewitt, Peggy Church, Rudy Puente, Sally Larter, Suzanne Muszalla, Veronica Leon, Zach Joseph

SSAs : Chloe Moroney, Leticia Amezcua, Vanessa Orey

Counseling Staff: Jennifah Chard, Rosie Alvarez

**Accomplishments:**

1. Counseling Department evaluated and redesigned their model program of how to present basic Ed Plan information to students using classified staff vs. faculty to deliver basic information about majors, degrees/certificates and how to plan classes.
2. Increased number of Ed Plan Workshops
3. Increased number of workshops for students on probation and/or have been disqualified—renamed it to be more hopeful (from “Probation Workshop” to “Back on Track”)
4. Identified a counselor to work with all the CTE programs as a liaison and bridge between instruction and student services; increased the teaching faculty’s understanding of what is involved in their students’ ed plans.
5. Increased students’ ability to have longer appointments to help with ed planning
6. Encouraged and directed students to continue with same counselor for continuity and relationship building
Challenges:

1. How to identify and bring more students into counseling for education plans
2. How to realign counselor’s roles so that they can increase new types of follow-up services; what do they eliminate?
3. The reduction of SSAs has added more clerical work to counselors which reduces time with students
4. The MIS data, as is true with many colleges, was incorrect. That data resulted in the SSSP program losing .5 mil dollars. Staff in SSSP found the errors and worked with IT and PRO to correct the data. We anticipate a correction in October 2017. Reductions have been made on this initial data and we are feeling the impacts of that.

Follow-up Services: This is the fourth SSP service. It is to focus on college-initiated follow-up with students in high-risk situations-- those without a major, in Basic Skills, and on probation or disqualified. We created a coordinator for this role that is split between this type of SSSP follow-up and follow up with students referred by the SS Support Team.

Staffing: Robin West

Accomplishments:

1. Support Service Showcases in the Fall and Spring. (550-600 students, 35 service organizations participated);
2. Coordinated Welcome Week activities with Student Senate.
3. Coordinated Student Success Workshop Calendars from multiple programs to expand offerings outside traditional program boundaries.
4. Coordinated Student Success Workshops in ONE online and printed version for Fall and Spring semesters: SRSN, Student Employment, Student Health Services, EOPS/ Care, and Financial Aid.
5. Follow-up with students attending Academic Probation/Dismissal workshops; were they adhering to their “behavior change” contracts? connected them with support services, tutoring, HUB, Academic counseling, SHS, etc. Imbedded myself into the Workshop curriculum so students know who I am and what I do.
6. Loss of BOG waiver Follow-up (250+ students). Reached out to students who lost their BOG waiver. Connected them with support services, tutoring, HUB, Academic counseling, SHS, etc.
7. Introduced coordinator to 400+ new students in the Fall and to Re-entry students in the Spring. Prepared to present on “Parents and Family as Support System” breakout group for First-Gen/First Year students.
8. Adjunct Faculty Orientations: Introduced services and staff at adjunct faculty on-boarding activities in the Fall and Spring; also introduced at Allied Health Program, Guardian Scholars, and Veterans Orientations.
9. Resources. Created Tri-fold brochure of Resources for Food and Housing, a Resource binder, and a One Page Resource List of On-Campus and Off-campus Resources and two-sided Resource
List for an Orientation workshop. Developed slide presentation on the issue of Food and Housing Insecurity for California college students.

10. Joined wide Youth Homelessness Demonstration Project (YDHP) as Cabrillo rep’—. Provide meaningful input into developing a comprehensive plan to eliminate youth and young adult homelessness.

11. Retention Strategy Advisory Group. Co-formed advisory group with rep’s from counseling and ACE as Faculty Senate work group to quantify high risk and at-risk student populations; what factors contribute to “leakage”; and effective strategies to increase persistence and completion. Spent time researching “best practices” at other colleges.

12. Guided Pathways. Member of guided pathways focus group.


14. S4C: Collaborated with Zach McDaniel to create a fun and entertaining experience for 4th graders.

Challenges:

1. Learning the Cabrillo way
2. Working in a new position with not clearly defined duties and responsibilities
3. Access to SARS, etrieve, etc. that slowed me down
Transfer and Career Center

Submitted by: Anna Zagorska, Director of Counseling, and Vanessa Orey, Student Services Support Assistant

Introduction/ overview of service:

The Transfer and Career Center’s (TCC) purpose is to increase the number of students, especially underrepresented students, who are prepared to transfer to baccalaureate-level institutions. It serves as a liaison between those institutions and Cabrillo College regarding admission policies and transfer requirements and informs the counselors and college community of relevant changes. The TCC coordinator (.5 FTE Counselor +4 TUs) handles complex transfer cases and oversees transfer admission services. The Center coordinates college tours and one-on-one appointments between university admissions counselors and our students on our campus, and has a lead role in the annual College and Career night event. The TCC is staffed by two Student Service Assistants (SSAs) in Aptos and one in Watsonville. These staff members, along with counselors, offer workshops to assist students in the university admissions application process. These include Transfer Admission Guarantee (TAG), admissions application, and essay writing workshops. Many students transfer with regular transferable degrees or even without obtaining a degree at all. That data is usually available in mid fall semester.

The TCC houses a resource library with both career and transfer resources. The Career Center offers career assessment inventories, access to the most effective online and print resources used in self-assessment and career planning, and we coordinate with Student Employment to offer career focused workshops for students. It is our goal to collaborate more with CTE programs, Student Employment and CTE in order to provide more integrated career services.
Accomplishments in 2016-17

As the information from universities is not yet available to us for 2017-2018 admissions, we do not have the data for how many students completed their programs and transferred this year. However,

1. In Fall 2016, counselors assisted students and processed 241 Transfer Admission Guarantees (TAGs) to the University of California.
2. Worked with students to award 357 Associate Degrees for Transfer (ADTs) which guarantee admission to the California State University system.
3. Cabrillo received the 2016 Higher Education Champion for Excellence in Transfer Award from The Campaign for College Opportunity.
4. The TCC organizes special workshops in the fall to assist students with the university transfer process. In fall 2016, we offered the following workshops at both the Aptos and Watsonville campuses:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Total Students Served</th>
<th>Total Sessions Conducted</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAG Classroom Presentations</td>
<td>1567</td>
<td>53</td>
</tr>
<tr>
<td>TAG Workshops</td>
<td>97</td>
<td>12</td>
</tr>
<tr>
<td>UC/CSU Application Workshops</td>
<td>231</td>
<td>12</td>
</tr>
<tr>
<td>Personal Essay Workshops</td>
<td>67</td>
<td>7</td>
</tr>
<tr>
<td>4-Year Representative Visits</td>
<td>113</td>
<td>17</td>
</tr>
<tr>
<td>Campus Tabling</td>
<td>Approx. 125</td>
<td>9</td>
</tr>
<tr>
<td>College and Career Night</td>
<td>850</td>
<td>1</td>
</tr>
</tbody>
</table>
5. In the spring semester, the TCC staff organized trips to UCSC, CSUMB, SJSU, UC Berkeley, Cal Poly SLO, UCLA, UCSB, and CSULB. (118 students traveled, 50 were on the waitlist for our spring break overnight campus visit trip)

6. The TCC co-sponsors career events and workshops with Student Employment throughout the year. College and Career Night is popular event the Transfer Center helps to lead each fall semester. By hosting over 80 university representatives in the gymnasium during a county-wide college fair, local high schoolers, current college students and community members can learn about transferring to a university while showcasing our Cabrillo programs and campus as well.

7. The TCC maintains a strong social media presence and our Facebook page followed by 150 people, a Twitter account, and is active in messaging students through Grad Guru.

Challenges:

1. Continued reduction of staff. Due to SSSP reductions, we reduced the number of TCC staff members from three to two. This is at a time with more growing responsibilities and a higher need for follow-up, so a reduction of 33% is significant. We are hiring extra student workers, but this does not equate to a full-time staff position.

2. The layout of Building 100 which often leads to work being duplicated because of the difficulties of communicating in the space design.

3. The workstation for the TCC staff is not ideal during busy times as the open-counter space creates challenges to complete work without errors by a deadline; this workstation also could not accommodate ergonomic requests due to layout and staff could possibly be cornered with few options for escape in the case of an emergency.

4. Career workshops co-sponsored with Student Employment were sparsely attended in 2016-17, but we anticipate more interest with the launching of Guided Pathways.

5. Serious concerns about published information from the University of California about TAG eligibility that was then retracted and many students were denied admission after following the published criteria. The TCC is working with our Articulation Office and our Office of the President to help advocate for these students and we are hopeful that this pattern will not continue.
Financial Aid
Tootie Tzimbal

Program Student Learning Outcome(s):

- (In progress of further updating/ modifying this): Students who apply for financial aid will be able to complete the application process, understand requirements and meet deadlines.

Accomplishments for 2016-17:

- Financial Aid went through a restructure of positions and is finally fully staffed with all open positions filled after being short staffed for multiple years. While we are in the thick of training new staff, we are hoping to have everyone ready by the start of Fall semester.
- Financial Aid worked with a consultant to aid us in the upcoming challenges and changes in federal and state aid. While this was not as successful as we had planned since it actually made more work for us instead of helping, we have worked diligently to implement early FAFSA and working in 3 years at once, updates to verification requirements and prior-prior year information, changes to our e form system, and the launch of portal, to name a few.
- For the 2016-17 year we processed 9750 FAFSA applications, and 256 Dream Applications.
- For the 2016-17 year (to date) we have awarded:
  - 9434 BOG Enrollment fee waivers, totaling $5,379,779.00
  - 3120 students Pell Grants, totaling $10,112,254.00
  - 697 students Federal Supplemental Opportunity Grants (FSEOG) totaling $230,500.00
  - 69 students in Federal Workstudy positions on campus.
  - Roughly $850,000 in scholarships
  - 417 Loans, totaling $1,644,774.00
  - 857 students Cal Grants, totaling $1,047,395.00
  - 643 number of Full Time Student Success Grants, totaling $312,600.00
**Challenges for 2016-2017 and 2017-2018:**

- Training/staffing: While we are now fully staffed, the better part of the financial aid staff have been in their positions for 2 years or less. Financial Aid is very detailed and complicated, and while having so many new people brings new and great ideas, it also brings a staff that needs continuous training.
- Continuing to work through the federal and state changes and updates as they seem to continuously change. Year Round Pell, 399’s and verification, prior-prior year, early FAFSA and outreach, and continued better service to students.

**Opportunities/Program Improvements for 2017-18:**
Financial Aid is excited about working with a new and more refined SLO. We consistently see target groups we would like to improve on and are excited about this opportunity to better prepare our students for success.

We will also work in the coming year on earlier review of financial aid files and more timely review for students.

With the continued regulatory changes and system needs, Financial Aid would like to work with a consultant for a usage audit to see if we are truly utilizing the system the best way possible for delivery of aid. Rather than consistently “fire fight” system updates and problems as they arise, make a better effort to get ahead of them with a usage audit.
Welcome to The Office of Student Equity

Equity at Cabrillo College is the commitment to cultivate an inclusive teaching and learning environment by providing equitable support, access, and opportunities for success emphasizing historically underrepresented and emerging student populations.

The Office of Student Equity is a resource for students, staff, and faculty. Its mission is to engage the campus community through dialogue, workshops, professional development, and events that promote self-inquiry, collective growth, and positive institutional progress toward equity.
Office of Student Equity Leticia Maldonado, Jennifer Wood, and Adela Naranjo-Bernabe

Accomplishments for 2016-17:

1. Established the first Office of Student Equity at Cabrillo (October 2016). Location: Building 100, Office 104. Mission can be seen on new website: https://www.cabrillo.edu/services/studserv/StudentEquitySuccess.html

2. Launched an Office of Student Equity Website and Integrated Planning Page with resources, contact information, and mission of the Office of Student Equity.

3. Established a series of Professional Development opportunities for staff, faculty, and management. PD offered/sponsored by Equity:
   a. Conference Attendance to the National Hispanic Council on Community Colleges (open to all staff, faculty, and management)
   b. Conference Attendance to the Research and Planning Conference (RP)
   c. Building a Culturally Proficient Campus Climate (Microaggressions Training)- Dr. Greg Peters
   d. Supporting Men of Color Online Certificate Program for student services professionals-Center for Organizational Responsibility and Advancement
   e. Teaching Men of Color Online Certificate Program for Instructional Faculty-Center for Organizational Responsibility and Advancement
   f. LCW Law Firm Webinar on Post Trump Issues in Community Colleges, January 10, 2017
   g. MicroAggressions Training Part II with Dr. Peters, April 14, 2017


5. Student Engagement and Collaborations
   a. Advising Accountable Intersectionality Club
   b. Collaborating and Sponsoring Conversations Matter Event (Accountable Intersectionality Club)
   c. Sponsored Black Student Social and Black College Expo field trip to Oakland, CA
   d. Dr. Martin Luther King Student Senate Event, Aptos, February 22, 2017
   e. Dr. Martin Luther King Senate Event, Watsonville, February 23, 2017
   f. Know Your Rights, Aptos, March 2, 2017
   g. Know Your Rights, Watsonville, March 3, 2017
   h. First Gen Study Break, May 3, 2017
6. Developed a Post-Election Campus-Wide Response and resource webpage
   a. Post-Election Forum. Watsonville Center
      i. Wednesday, November 16 at 12:30pm-2:00pm, Room A150
   b. Post-election debrief. All welcome. Aptos Campus.
      i. Thursday, November 17, 3:00pm-5:00pm, Room 1520.
   c. Post-Election Campus-Wide Forum in Aptos
      i. December 8, 2017

Looking forward to 2017-18:

- Focus on Student Development and career preparedness: The Office of Student Equity hired three student assistants who will be assisting with programming, tabling, student engagement, resource sharing, and developing their professional skills.
- Of the many events and programs the Office of Student Equity sponsored, was the First Annual 1st Gen Study Break. This event was created to connect students who are first generation (first in their family to attend college) with each other and with faculty and staff who are themselves first generation. The event was scheduled at the Aptos campus in the early evening with approximately 30 attendees. Students expressed how relieved they were to see so many other fellow 1st Gens, and expressed to the Office of Student Equity staff how grateful they were to be acknowledged. Many students asked for a similar "Welcome" event in Fall, which is scheduled for Sept. 14 from 4-6.
- With a focus on improving campus climate for underrepresented student groups, the Office of Student Equity will execute a professional development model that includes instructional support and resources for faculty as well as support and resources for classified staff and management. Cabrillo College will collaborate with San Francisco-CESS over the next 2 years to develop a leadership equity-centered iGroup program for faculty, staff and management. iGroups are equity-centered professional learning communities where participants work towards individual and organizational transformation focused on interrupting and transforming the inequities faced by students.
Dream Resource Program for Undocumented, AB540 and DACA Students

Cabrillo’s Dream Resource Program supports undocumented students, including students who may or may not qualify for AB 540 or DACA status. Staffed by a full-time Program Coordinator, Adela Naranjo-Bernabe, and three Student Ambassadors, The Dream Resource Program provides information on campus and community resources that support the academic and personal success of undocumented students.

Accomplishments for 2016-17:

1. Established the first Cabrillo College Dreamers Resource Program for AB540 and undocumented students to access resources, have a dedicated coordinator to support their needs and connect them to community partners in immigration Law and DACA renewals, and to provide ongoing support and advising.

2. The DREAM Resource Program has built strong partnerships with professionals from the UC and CSU system, the Santa Cruz Immigration Project, and the Watsonville Law Center to integrate efforts as part of this initiative and increase student access to various resources.

3. Established a series of Professional Development opportunities for staff, faculty, and management:
   a. Supporting Undocumented Students for Counseling Faculty training-Sylvia Juarez and Santa Cruz Immigration Project
   b. Supporting Undocumented Students for Financial Aid staff-Sylvia Juarez and Santa Cruz Immigration Project
   c. Supporting Undocumented Students 101 in a Post-Election Climate training (open to all)-Sylvia Juarez and Santa Cruz Immigration Project
   d. Know Your Rights Train the Trainer, May 6, 2017. Open to all educators and leaders from Santa Cruz county.

4. Dream Resource Coordinator made direct contact with over 200 students. Coordinator provided emotional, educational and service support.

5. The DREAM Resource Program had 254 office visits and 64% of these students received assistance with filling out their CA Dream Act Application.
6. The DREAM Resource Program had its first DREAMers Sugar Skull Decorating Social Sponsored by the Office of Student Equity, Nov. 2, 2016 Approx. 30 attended which included students, staff and faculty.

7. The DREAM Resource program had its first Student Field Trip, UndocuHealing Event in Oakland, Nov. 11, 2016, 7 Cabrillo students attended.

8. The DREAM Resource Program held a Post-Election Forum in the Watsonville Center on Nov. 16, 2016 and had 14 attendees.

9. The DREAM Resource program held a Healing circle and debrief for AB540 and Undocumented students in Aptos with 14 attendees and at the Watsonville Center with 20 attendees.

10. The DREAM Resource program held a Post-election debrief in Aptos Campus as a means to create dialogue with students. We had a total of 14 attendees.

11. The DREAM Resource program had its first DACA Renewal Clinics on March 9 and March 15 to help support students DACA Renewal process, the Aptos Clinic had 9 attendees and the Watsonville had 3 attendees.

12. The DREAM Resource program hosted a Know Your Rights Presentation for Students in Aptos: Santa Cruz Immigration Project, March 2 14 attendees.

13. The DREAM Resource program hosted Know Your Rights Presentation for Students in Watsonville Santa Cruz Immigration Project. March 3, 2016 a total of 24 participants.

14. The program had its first Art Workshop with Favianna Rodriguez “Migration is Beautiful” Workshop on April 6, 2017 we had 30 participants.

15. The program provided professional development to staff, faculty and community partners through the Know Your Rights-Train the Trainer workshop, May 6, 2017. We had 77 participants.

Looking forward to 2017-18:

• Continue building partnerships with Santa Cruz Community Partners to seek additional services geared towards immigrant populations.
• Focus on Student Development and career preparedness. The DREAM Resource Program hired three DREAM student assistants who will be assisting with programming, tabling, student engagement, resource sharing, and developing their professional skills.
• Outreach to Feeder Schools to support the High School to College Transition.
• Create a DREAMer Newsletter to share information with students, staff and faculty.
• Ongoing research and professional development for DREAM Resource Coordinator and staff to stay up to date on changes in policy pertaining to immigrant students.
Summer Migrant Program
Leticia Maldonado

Background:
- The Summer Migrant Program is a six-week summer program intended to introduce migrant youth from the Watsonville area to college.
- The program has been in existence for 32 years as a partnership between the Migrant Education program in Watsonville and Cabrillo College.
- For the first 25 years of the program, it was hosted at the Aptos Cabrillo main campus. It is now hosted at the Watsonville Center.
- Administrative oversight of the program was transitioned from the Dean of Student’s Office to the Office of Student Equity as of 2017.

Accomplishments for 2016-17:
- For the first time in several years, the Summer Migrant Program (SMP) offered two cohorts (instead of one), serving almost 60 students from Watsonville High and Pajaro High.
- Partnered for the first time with UCSC’s GEAR Up program, doubling our student participation rates.
- Over 66% of participants felt more prepared for college after participating in SMP.
- Over 75% of participants indicated that they felt welcomed at Cabrillo after participating in SMP.
- More than 77% of participants felt more confident in a classroom setting after participating in SMP.

Looking forward to 2017-18:
- Work with Migrant Education and UC Santa Cruz on developing a training for tutors that support mission and vision of the program.
- Work with Cabrillo’s Admissions and Records and feeder school counselors to improve the registration part of the program.
- Continue developing assessment tools to assess program outcomes.
- Develop Student Learning Outcomes for the program.
Student Resources & Support Network

- CalWORKs
- CARE
- EOPS
- WIOA
- WSSN

End of the Year Report
2016-2017
CalWORKS – California Work Opportunity and Responsibility to Kids

Program Eligibility:
Must be a student with a minor child; currently receiving CalWORKs (TANF) cash aid from their County of residence.

Student Learning Outcomes for 2016-2017:
- Establish a career goal, develop an educational plan that includes the coursework and sequence of courses required for the chosen career path, and enroll in the courses needed each semester to complete the plan.
  SLO established by FTTW in the 2012 Program Review, to be revised fall 2017.
  o 100% of CalWORKs students established an educational plan.

Accomplishments for 2016-2017:
- 148 Cabrillo students successfully received CalWORKs services including: academic counseling, case management, county funded book and registration vouchers, and other supportive services including referrals to on-campus and off-campus partners.
- 47 students participated in a subsidized work-study program, earning a total of $187,507.64.
- 19 students graduated with one or more certificate or degree
  o 9 Skills Certificates
  o 6 Certificates of Achievement
  o 15 AA/AS degree
- 9 students transferred to a university
  o California State University, Monterey Bay – 5
  o Mills College – 1
  o San Jose State University – 2
  o University of California, Santa Cruz – 1

Challenges for 2016-2017:
Overall, CalWORKs participation in down is Santa Cruz County, an expected outcome of a growing economy. As a result, the CalWORKs enrollment is also down. We have instituted monthly meetings with County Staff to ensure that CalWORKs participants are referred to Cabrillo College as part of their Welfare-to-Work plan when appropriate.

We serve families, not just students…
As staff and faculty watched our graduates this year, it was especially heartwarming to see one of our married couples both graduate. As a result of their educational achievements they are establishing careers in our local economic region and have transitioned off CalWORKs cash aid. Better yet, they are continuing their education as they work and raise two young children.
CARE – Cooperative Agencies Resources for Education

Program Eligibility:

Must be eligible for EOPS and, over the age of 18 and single head of household, have at least one child under the age of 14, parent or child are recipients of CalWORKs cash aid, and have a vocational or academic objective.

Note: Effective 2017-18, the child age changes to under the age of 18

Student Learning Outcomes for 2016-2017:

- As a result of interaction with EOPS/CARE staff, students eligible for CARE will participate in two CARE workshops during the semester; demonstrated by attendance. SLO established by CARE in the 2012 Program Review, to be revised fall 2017.
  - 100% of CARE students participated in two CARE workshops

Accomplishments for 2016-2017:

- 57 Students successfully received CARE services including: academic counseling, book vouchers, meal cards, gas vouchers and referrals to on-campus and off-campus partners.
- Students received two grants per semester to help pay out of pocket expenses for childcare and/or educational expenses. CARE students must be in good standing in order to receive these grants which totaled $52,774 in the 2016-2017 program year.
- 14 students received scholarships totaling $14,958
- 8 students graduated

Challenges for 2016-2017:

The CARE program serves students who are receiving TANF funding (the parent/student or the dependent child); as families served in the County decreases, the students who can access the CARE program may be affected.

We enjoy the time we spend with students and their families…

CARE hosted the 2nd annual Winter Wonderland/Art Workshop during the month of December. Cabrillo College faculty and staff donated gift cards for the children of CARE students. The Cabrillo College Student Senate donated funds toward food and grocery store gift cards for each CARE family. This was a fun-filled event where families enjoyed dinner, children created a variety of art projects and parents received donated cards for their family holidays.
EOPS – Extended Opportunity Programs & Services

Program Eligibility:

Must be a California resident, or AB540 eligible, enrolled full-time (12 units or as determined by ASC), not have completed more than 70 degree applicable units and be identified as having an economic and educational disadvantage.

Student Learning Outcomes for 2016-2017:

- Writing/adjusting education plans: Students articulate, identify, and clarify career, vocational and transfer goals.
  - *SLO established by EOPS in the 2012 Program Review, to be revised fall 2017.*
  - 100% of EOPS students have an education plan

Accomplishments for 2016-2017:

- 449 students successfully received EOPS services including: academic counseling, book vouchers, other supportive services and referrals to on-campus and off-campus partners.
- $75,079 was dispersed for book vouchers in the 16-17 Year.
- $112,068 was dispersed for grants in the 16-17 Year.
- 8 students received scholarships.
- 41 students graduated.

Challenges for 2016-2017:

The EOPS program has grown significantly in the last three years, due in part to restoration of state funds, but primarily due to the staff and faculty recruiting and engaging students; a technology-based outreach program has helped this effort significantly. The challenge is the counseling capacity, with two full-time counselors who also have administrative duties and three adjunct academic advisors; the program is reaching its capacity. Funding will determine the ability to hire more counseling hours, final state allocations won’t be known until October.

We stand alongside students as they overcome huge obstacles…

A 2017 graduate of the Cabrillo College EOPS program started his academic career in the Academy for College Excellence (ACE). As a formerly incarcerated individual, he took the ACE opportunity as an excellent way to transition into college. EOPS staff are proud that he will be attending CSUMB in Fall 2017.
Program Eligibility:

Student must be referred by WIOA staff per training eligibility guidelines as set by the Federal Government, the State of California and the local Workforce Development Board (WDB).

Student Learning Outcomes for 2016-2017:

- Establish a WIOA approved career goal, develop an educational plan that includes the coursework and sequence of courses required for the chosen career path, and enroll in the courses needed each semester to complete the plan.
  
  *SLO established by FTTW in the 2012 Program Review, to be revised fall 2017.*
  
  - 100% of WIOA students established an educational plan.

Accomplishments for 2016-2017:

- 64 Cabrillo students successfully received WIOA services including: academic counseling, case management, book and registration vouchers, other WIOA supportive services and referrals to on-campus and off-campus partners.
- 32 students graduated with one or more certificate or degree
  - 11 Skills Certificates
  - 16 Certificates of Achievement
  - 11 AA/AS degree

Challenges for 2016-2017:

The program year started without a Program Specialist. In September 2016 we were lucky enough to hire Gina Sonsini, who was a WIOA graduate herself in May 2016. Gina’s recent personal experience as both a Cabrillo College student and a WIOA participant has given her great empathy for the students she serves. We are looking forward to seeing Gina’s innovations in her second year.

We help students transition their lives at the most unexpected times…

A new WIOA student joined the program this Fall 2016 as a Dislocated Worker, recently laid off from a good job. Knowing it was time for a change, and in his 50s, he came to the Cabrillo WIOA program. He completed his Drug & Alcohol and Human Services Skills Certificates in May 2017 (in only 2 semesters) and is already employed!! He is continuing his studies to complete the Advanced Drug & Alcohol Certificate available through the HAWK department as he works.
The Working Students Success Network (WSSN) grant objectives were to create a scalable and sustainable set of services that could be improved or added to the college over a three year period of time in three pillars: 1) Education and Employment Advancement Services, 2) Income and Work Services and 3) Financial Services and Asset Building Supports.

Major accomplishments for the grant period:

- Host a job Fair (there had not been a job fair at Cabrillo in seven years)
  - Sustainable: Job fair now hosted by student employment
- Develop a collaborative workshop model between Student Services components
  - Sustainable: The Retention Coordinator markets all workshops to all students
- Develop a model for Financial Coaching
  - Sustainable: Trained financial aid and program staff as financial coaches to assist students in personal financial development
  - Sustainable: Created a partnership with a local credit union to provide interactive workshops and augment financial coaching beginning Fall 2017
- Develop a model to assist Cabrillo College students in accessing public benefits
  - Sustainable: through a collaborative partnership with the County of Santa Cruz, a benefits representative is on campus weekly, in SRSN, to assist students in applying for benefits and/or answering questions about ongoing cases
  - Sustainable: through a collaborative partnership with the County of Santa Cruz, beginning Fall 2017, hold outreach activities to encourage students to apply for CalFresh
- Provide free tax preparation services
  - Sustainable: through a collaborative partnership with the Senior Services Council and United way, tax prep services are provided on both Cabrillo sites

Challenges during the grant period:
The biggest challenge throughout the grant period was the high turnover of funder staff, creating additional work. We persevered and at our final California Convening, we met with colleagues from five other colleges to exchange achievements and share future plans.

We help students develop life sustaining skills…
When “Joe” returned to school in 2016 he struggled both academically and socially. The stresses of trying to balance a young child, work and school became too much and he dropped out. Fortunately Joe continued to speak with his college case worker who also is a financial coach. His financial coach was able to assist Joe in discovering that he could continue school with the assistance of a spending plan and a work study job placement. Joe learned how to plan his spending and received coaching on how to apply for housing assistance.
Staff and Faculty

Eva Acosta........................................................................................ Adjunct Counselor, EOPS/CARE
Jenna Becker .................................................................................. Program Specialist, CalWORKs
Susan Boes ...................................................................................... Adjunct Counselor, EOPS/CARE
Serena Federman .............................................................................. Job Developer, CalWORKs
Jenna Koch ....................................................................................... Adjunct Counselor, CalWORKs/WIOA
Veronica Leon .................................................................................... Tenured Counselor, EOPS Director
Karen Reyes ...................................................................................... Director, Student Resource & Support Network
Cecilia Rocha .................................................................................... Program Specialist, EOPS/CARE
Kate Sandusky .................................................................................. Office Assistant, CalWORKs/WIOA
Barbara-Schultz Perez ...................................................................... Tenured Counselor, CalWORKs/WIOA (PT assignment)
Gina Sonsini ...................................................................................... Program Specialist, WIOA/CalWORKs
Francisco Tostado ............................................................................. Adjunct Counselor, EOPS/CARE
Juana Vargas ..................................................................................... Office Assistant, EOPS/CARE
Marilyn Zanetti .................................................................................. Tenure Track Counselor, CARE Coordinator
Cabrillo Advancement Program
Elizabeth Dominguez

Date: April 25, 2017

Accomplishments for 2016-17:
- **Sharing office with Puente**: Puente Counselor Michelle Foguet-Mendoza and I have built and excellent working relationship these past four years. Both our programs have become 2 branches of resources for CAP and Puente students.
- **Attending building meetings/sharing information**: Janette has been good in attending the “building meeting” exchanging information with our office peers/programs as well as the “Student Services” meetings.

Challenges for 2016-2017:
- **Tutors**: It has been an issue hiring and keeping tutors for the past three years. Never in all my years working with CAP have I had an issue hiring and keeping tutors.

Opportunities/Program Improvements for 2017-18:
- **Tutors**: We are piloting a program to bring prospective tutors on a volunteer/training status spring semester. The hope is that once they graduate from HS they will continue with us as paid tutors. In the fall I will make presentations to the Puente class to recruit tutors.
- **Two Advisors in South County**: For the second year (with Foundation funding), I am able to have two advisors in PVUSD. Anahis is working 20 hours, and Jose 5 hours. It has been beneficial to have Jose (Former CAP student, tutors and advisor) and current Pajaro Middle School counselor. Jose has been instrumental in training and mentoring Anahis.
Employment Center
Desha Staley-Raatior

Date: 5/25/17

Program Student Learning Outcome(s):
75% Students will be able to identify and access campus services for career development and job search assistance.

Accomplishments for 2016-17:

- **SA Applications**: Processed 633 applications for on campus federal work study & department funded student positions for fiscal year 2016-17
- **Individual Career Coaching**: Met with 147 students to develop or review resumes, prep for interviews, or assist with job search process
- **Office visits**: 1062 visitors to the SEC this year (926 students, 94 staff/faculty, 43 community members)
- **Workshops**: 9 workshops offered covering Resume Development, Interview Prep, & How to Prep for Job fair. Five Classroom workshops on Resume Development & Interview Prep: 2 Horticulture, CG Course, Rad Tech, Culinary, Senate
  - Portfolium Flex Workshop: Presented to 10 staff during Spring Flex Week.
  - Co-facilitated 1st generation workshop for Orientation Program
  - Guardian Scholars: Facilitated Vocation Workshop & Resume Development
- **Maintain Job Board**: Posted over 1400 jobs on on-line job board and gave 760 students access to the job board. We currently have over 3000 students and alumni that have access to our job board.
- **Job Fair**: Held a very successful job fair and increased employer participation from previous year- 56 employer’s participated and over 250 students attended. Employer and student evaluations were extremely positive.
- **College & Career Night**: Committee member- Supported event by managing on site coordination of the college representatives including set-up, check in, and manage volunteer roles. Took on responsibility of Committee Chair effective 1-1-17.
- **Budget**: Successfully managed budget for SEC including carry over funds.
- I: Collaborated with Guardian Scholars & Veterans Information Center by providing weekly office hours in respected spaces.

New Projects/Initiatives For SEC Office:

- Completed Program Plan for the SEC
- Created SEC Employee Handbook
- Developed New Hire Orientation in Spring 2017: Offered 4 different dates/times for students to attend -37 employees participated
- **Employer Information Sessions**: Provided Employers Opportunity for Information Sessions on Campus. County of Santa Cruz was the first to take advantage of the opportunity.
• **Kognito Training:** Began marketing the Koginto training to SA’s in Fall. Spring semester SA were required to participate in at least one training. **82** students submitted certificates of completion without additional follow-up.

• **Counselors:** Collaborated with Counselors to develop comprehensive career workshops

• **1st Annual Student Employee Appreciation Event:** Hosted a Dessert Reception with live music for our employees

• **Human Resources Collaboration:** Re-worked the DOJ Clearance process, recommended changes to the Temp Hourly Change Form which resulted in a form specifically for student supervisors: Student Change Form

• **Access 2 Employment (A2E):** Member of county wide committee to host job fair in Oct. I will be the venue lead for the event.

• **Committee Member:** Career Center Working Group, Career Workshop Working Group, Orientation Committee.

• **Increased collaboration with CWEE:** Matt referred students in order to develop and review resumes. I am also assisting with the new IT Apprenticeship Initiative with CTE by reviewing student resumes and letter of intent.

• **Hired SEO Student Staff:** Hired and trained four student assistants to support the work of the office. They are an integral part of the office support.

• **Emcee 4th Grade Experience**

• **API Student Club:** Held three social events in order to help develop an API club on campus. Students seem interested so we’ll follow up in August to see if they plan on submitting paperwork for club recognition.

**Challenges for 2016-2017:**

• Ability to communicate with over **400** student employees through email –I would like to be able to email them directly instead of going through marketing.

• Need additional time to support the career development and job search support for students.

• Need more time to understand all the features of Simplicity Job Board site.

**Opportunities/Program Improvements for 2017-18:**

• **Continue to building partnerships with CTE and broader campus community in order to offer career development opportunities for students.**

• **Redesign website:** Started on this process and will have it complete by August.

• **Rework Student Employee Handbook:** Started this process and will have it complete by July.

• **SEO Student Assistants:** Cross training everyone in all office procedures. They will also be assisting with the first step in the resume review process.
Follow-Up and Retention

Robin West

Date: May 29, 2017

Program Student Learning Outcome(s):

- 80% Students will gain better awareness of campus resources and how to access them.
- 80% Students will be able to utilize the available resources to care for themselves and others.

Accomplishments for 2016-17:

Case Coordinator for Student Support and Care Team (over 400 cases this year). Followed up with students, reporting faculty and staff. Kept SSCT members in the loop regarding cases and logged information into the retention alert system in a timely manner. Created SSCT Case Flow Chart, SSCT and How It Works, and How to Use the Retention Alert System. Presented about the SSCT to the NAS Division and led group discussion with classified staff.

Support Service Showcases in the Fall and Spring. (550-600 students, 35 service organizations participated). Expanded the showcase to include Theater Arts, Bike Co-op, Wellness education and GradGuru app. Also, coordinated Welcome Week activities with Student Senate.

Student Success Workshop Calendars. Coordinated Student Success Workshops in ONE online and printed version for Fall and Spring semester: SRSN, Student Employment, Student Health Services, EOPS/Care, and Financial AID.

Academic Probation/Dismissal workshop Follow-up. Followed up with students and connected them with support services, tutoring, HUB, Academic counseling, SHS, etc. Imbedded myself into the Workshop curriculum, so students know who I am and what I do.

Loss of BOG waiver Follow-up (250+ students). Reached out to students who lost their BOG waiver. Connected them with support services, tutoring, HUB, Academic counseling, SHS, etc.

Orientations. New Student Orientations: introduced myself to 400+ new students in the Fall and to Re-entry students in the Spring. Prepared to present on “Parents and Family as Support System” breakout group for First-Gen/First Year students. Served on the Orientation focus group throughout the year. Adjunct Faculty Orientations: Introduced myself at adjunct faculty on-boarding activities in the Fall and Spring and explained SSCT and How It Works (created and showed slide show). Also introduced myself at Allied Health Program, Guardian Scholars, and Veterans Orientations.

Resources. Created Tri-fold brochure of Resources for Food and Housing, a Resource binder, and a One Page Resource List of On- Campus and Off-campus Resources and two-sided Resource List for an Orientation workshop. Developed slide presentation on the issue of Food and Housing Insecurity for California college students.

YDHP. Represent Cabrillo College in the County-wide Youth Homelessness Demonstration Project. Provide meaningful input into developing a comprehensive plan to eliminate youth and young adult homelessness.

Mentor program. Joined Committee and helped build infrastructure and promote growth of this program.
Retention Strategy Advisory Group. Formed advisory group with Diego Navarro and Anna Zagorska to quantify high risk and at-risk student populations; what factors contribute to “leakage”; and effective strategies to increase persistence and completion.

Portfolium app FLEX activity. Co-sponsored FLEX Workshop for faculty on an app that students can use to display their artwork, video productions, writing samples, group projects, etc.

Early Intervention Focus Group. Went to Sac City College to learn about their early intervention program, including Success Coaches and “gradebook” software that automatically pushes out alerts to students and teachers based on factors such as attendance, class participation and assignment/ test scores.

Active Bystander Initiative. Created training material on how to be an Active bystander.

- Guided Pathways. Member of guided pathways focus group.
- 4GE. Collaborated with Zach McDaniel to create a fun and entertaining experience for 4th graders.

Challenges for 2016-2017:
- Learning the Cabrillo way
- Working in a new position with not clearly defined duties and responsibilities
- Access to SARS, etrieve, etc. that slowed me down

Opportunities/Program Improvements for 2017-18:
- Website marketing for my position.
- Spend more time; develop stronger ties with Watsonville campus and students.
- Retention Strategy Advisory Focus Group: identify student populations, “leakage” and effective strategies for student success.
Guardian Scholars
Dejon Weldon

Date: 5/15/17

Program Student Learning Outcome(s):
- 90% of students will learn to become a self-advocate for their education.
- 90% of students will gain security and self-confidence at the Guardian Scholars Office to then connect with campus.

Accomplishments for 2016-17:
- Submitted and received funding request for one time carry over funds that allowed the space to purchase furniture for students to use in the office.
- Worked with SSSP to create a computer lab for students increased computers from 2 desktops to 5 desktops and 2 laptops.
- Worked with the English Learning Center/Math Learning Center/IT to install the Poly system in the office where students can request tutors come down to our space to receive assistance.
- Facilitated program name change. Including student feedback, community feedback, and navigating undocumented processes.
- Increase academic counseling hours from 1 hour a week to 4 hours a week.
- Requested and received support from Student Health Services to have one of their counseling interns to hold office hours in our space from 0 hours a week to 1 hour a week.
- Worked with student Health to offer 3 art therapy workshops in the office each semester.
- Created a Guardian Scholar Newsletter to share information with students.
- Created a Guardian Scholar Facebook and Instagram.
- Beginning Fall 2016 with equity/donor/grant funds was able provide a space update.
- Re-organized how scholarships were disbursed to students, so it was clearer on what they needed to do and so they could get the funds earlier.
- Updated information packed given to students to include more information about community resources.
- Updated Website to have more up-to-date information.
- Met with foundation and donor to discuss how funds would be and have been used.
- Created Workshop board to advertise campus opportunities
- Managed Walter S Johnson Funds and invoicing.
- Ordered supplies for the year
- Maintained snack cupboard for students for the year
- Worked with County office of Education to provide a Fall Flex Workshop on Foster Youth and Trauma in the classroom.
- Developed a system to pay $95 scholarship to students who took advantage of priority reg by 1/3/17
- Created and Fostered Existing relationships with on and off campus partners.
- Served 61 Students Fall 2016. With 662 electronic sign ins for Fall.
- Served 66 Students Spring 2017(with 758 sign ins an increase of almost 100 sign ins).
- Implemented a COACHing style when talking with students.
- Foster Care Awareness Month (Coffee Sleeve positive Statistics).
- Coordinated Math book loan program with Math/Equity Dept.
Coordinated John Burton Book Voucher Program.

- **$55,500** dollars awarded in scholarships directly to students for 16/17.
- Worked with transfer center to get 4 students on 2 different field trips.
- 6 students graduated in 16/17 (4 plan on transferring).
- Began collaborative meetings with UCSC Smith Renaissance program. Hopefully resulting in UCSC intern hours at Cabrillo.
- Will be awarding **$500** to each graduating student in Spring 17.
- Reviewed program research and best practices to develop a more specific program SLO.
- Reviewed best practices and campus reports to reference and write the first program plan for the Guardian Scholars Program.
- Developed and held our first Program Advisory Council Meeting.
- Remaining current on CAYFES “Next UP” program and is possible expansion.
- Implemented SARS tracking system
- Implemented electronic sign in with google forms
- Tracked for Spring 17 the highest reason for coming to the office was just to check in with **54%** of students choosing that option.
- With homework being the 2nd reason at **42%** and computers being the 3rd at **41%**
- **92%** were from guardian scholar students with **8%** from other visitors.
- Implemented student focused calendar to share in our newsletters
- Remained in contact with admissions about priority registration date for students.
- Attended 3 conferences: Foster Youth in Higher Ed, EOPS, and Student Success.
- One partner in the MAH exhibit for Lost Childhoods opening July 2017.

**Challenges for 2016-2017:**

- Growing a program without stable funding.
- Keeping the office open with only one permanent staff person.
- Students participating in requirements that were designed to help with them succeed.
- Students accessing their document of proof they were in care. Mostly this is a challenge for out of state students or students over a certain age.
- I see a challenge for our students with a process in the admission for students who are under 18 and have yet to graduate HS. They are blocked from their account until their document of proof is provided to admission. While this was implemented to ensure they get the correct California residency and in the end I’m told it helps them from a lengthy process of changing their residency later. I’m curious to see if there is another way we can partner with admissions to implement this. For example students aren’t able to complete their orientation until it’s turned in. In some cases delaying Running Start students and in others impacting out of county youth from getting their transfer paperwork for social services.
Opportunities/Program Improvements for 2017-18:

- Working with the new Orientation Program Coordinator to develop a robust once a semester orientation for students in the program.
- Continuing to work towards a more stable funding source by submitting annual updates and budget requests to the VP of Student Services.
- Program coordinator to have access to archived student ED plans.
- Fine tuning the scholarship disbursement piece beginning Spring 2018.
- Looking forward to attending the blue print conference focused on Foster Youth October 2017.
Outreach and Recruitment
Meghan Brightwater

Date: 5/31/2017

Program Student Learning Outcome(s):
• 80% of Outreach event survey respondents will be able to name 3 support services on campus.
• 80% of campus tour survey respondents will learn about the 7 Steps to Enrollment.

Accomplishments for 2016-17:

• Outreach Events:
  ➢ Coordinated and/or supported 79 events. 99% of the events we would return to again in the future.
  ➢ Interacted with 2,030+ prospective students directly at events. Total outreach influence 6,927+ prospective students, families and community members at events.
  ➢ Types of visits we attended: 38 High Schools, 6 agencies, 28 individual visits, 1 community event, 6 others. I.e., Adult Education.
  ➢ Services provided at visits include: 17 Presentations, 21 Tabling events, 42 Tours.
  ➢ Student ambassadors were at 59% of our events. Up 14% from last year!
  ➢ Faculty/Staff joined the outreach team at 26% of our events this year!
  ➢ Event Time: Over 68% of our events last longer than 90 minutes. With 29% of our events longer than 2 hours.
  ➢ CHEGG: Maintained contract and negotiated contract renewal. Worked with Cabrillo Marketing so each “hand raisers” was added to their constant contact list. Ensured all students we received phone numbers for were contacted by ambassador via phone through January 2017.

• In Reach: Outreach Team members joining on campus standing and ad-hoc committees, as well as regional committees including: Student Equity
  ➢ Student Services Council
  ➢ Summer Migrant Program
  ➢ College & Career Night
  ➢ EOPS/CARE Advisory Committee
  ➢ Transfer Advisory Committee
  ➢ Concurrent Enrollment
  ➢ New Student Welcome
  ➢ Graduation Planning Committee
  ➢ High School Articulation Council
  ➢ Running Start

• Outreach Toolkit was updated:
  Based on need demonstrated by faculty who have been interested in conducting and assisting with outreach. The Outreach toolkit was updated with the latest helpful tips about outreach events, uniform information about the enrollment process, facts about campus as well as materials in English and Spanish.

The Outreach presentation slides were also updated to reflect campus brand identity, and increase engagement through reduced-text formatting and games.
New Staff Positions:  
A new Outreach and Recruitment Coordinator and Outreach Specialist were recruited and hired in spring 2017. As required by the position, the Outreach Specialist is fluent in both English and Spanish to enhance outreach efforts to Spanish speaking persons in the college jurisdiction. The Coordinator and Specialist spent their first weeks familiarizing themselves with campus programs, meeting with more than a dozen program coordinators, hiring two student assistants for June 2017, and revising outreach materials for the coming season.

Challenges for 2016-2017:
- **Staffing:** The Outreach and Recruitment Office was understaffed between July 2016 and January 2017, and then was unstaffed till late April 2017. This lack of staffing inhibited the program’s metrics and outcomes, as evident from this year’s figures.
  - The office is now fully staffed, but the new coordinator and specialist require time to acclimate to campus programs and building relationships necessary for successful outreach programs. This onboarding process will slow program roll-out through Q4 of FY17 and the beginning of FY18 Q1.
- **Materials:** Many program materials are out-of-date and must be renewed and/or replaced. This process will take staff time and program budget to overcome.
- **Office Space:** Staffing moves within SAC East temporarily reduced Outreach and Recruitment office space. This lack of space has made it difficult for Student Ambassadors to keep up with computer and phone-based responsibilities for the Outreach program.

Opportunities/Program Improvements for 2017-18:
- **New Program Model:** The Outreach team will be employing a ‘campaign calendar’ to organize the campus’ outreach efforts. This model will ensure all campus partners receive adequate outreach coverage and support, and that the campus’ outreach front remains concise, clear, and fresh to repeat customers. This new model will be finalized in Q1 of FY18 with the feedback from campus partners, and then begin rolling out in Q2.
- **Expanded Tour Efforts:** The Outreach team will be partnering with Watsonville Center staff to begin offering bilingual tours of the Watsonville Center. The goal of these tours is to increase access and enrollment at the satellite campus.
- **Partnerships with campus outreach partners:** The Outreach team will be meeting monthly with Extension, CTE, and Marketing coordinators to reduce outreach overlap and ensure efficient use of staff time and campus resources. This partnership hopes to produce increased enrollment for both general campus and Extension programs.
- **Bilingual Outreach:** To increase recruitment in Hispanic and Latino populations, the Outreach team will be expanding its bilingual outreach efforts. Efforts will include: bilingual print materials, increased tabling at targeted community events and community centers, advertisements in Spanish language media, and increased relationships with regional organizations that support Hispanic and Latino communities.
Student Activities
Zach McDaniel

Date: 5/31/17

Program Student Learning Outcome(s):
75% of student leaders will be able to identify at least 3 elements of ethical leadership practice.

Accomplishments for 2016-17:
I would say that the biggest accomplishment for 2016-17 is that I made it through my first academic year as Student Activities Coordinator. It’s been a year of learning and growth for me, but I feel strongly invested in this position and college for years to come.

Student Senate: I successfully took 4 students to the ASACC Conference in Washington DC for the first time, which will hopefully open the door to seeking new conference opportunities. I also took students to the Trustee Workshop, CCCSAA Student Leadership Conference, and 2 General Assemblies. The senate also put on several large events throughout the year, including 2 Welcome Weeks, a Watsonville Dia de los Muertos event, a rebranded Community Feast, and the MLK Jr. Scholarship event. Logistically, the Student Senate office was restructured and the Constitution was revised and updated through a special election. Certain senators successfully started a campaign to implement a bond fee that moved them out of their “cloud,” as President Erik Rose put it, and directly into the sights of shared governance and campus administration.

Student Clubs: I guided the success return of many former clubs and the creation of new clubs, which totaled 30 at the end of the spring 2017 semester. The ICC successfully revised its bylaws and had them approved by the Student Senate.

Challenges for 2016-2017:
This year started off challenging with the removal of the student senate President due to her behavior. There was a lot of confidential information surrounding the issue withheld from the Student Senate, causing a rupture in the Senate cohesion that never completely healed. Consequently, we had a high turnover of Senators and some lingering animosity amongst those that stayed.

Additionally, there remained a lot of Student Activities processes that were new and/or had been updated since the area transitioned from SAC East to 902. This presented challenges in trying to collaborate with the newly-created Welcome Center in understanding how we work together. This also created issues with providing adequate space for clubs and all student activities.

Another challenge for the year was trying to support the Multi-X-Center efforts while suffering from a lack of cohesive leadership and direction. Going forward, I will need to take a much more active role in steering this group if it (myself included) wants to be successful.

Personally, I think the biggest challenge for me was learning my job and trying to support students while not seeming totally clueless.

Opportunities/Program Improvements for 2017-18:
I see several huge opportunities for Student Activities to grow and improve next year. For clubs, I want to have a proper club handbook to provide for students and their advisors. Additionally, I want to host several club orientations throughout the semester to consolidate how the necessary club information is disseminated to students.
For the senate, I want to continue pursuing the creation of an activities planning board. I believe this will allow Student Senate to diversify its activities and open up new leadership opportunities to students with different interests. I also want to officially reincorporate the pursuit of a multicultural center back into the senate with myself and other student/campus leaders. I feel that this will go hand in hand with the search for a club space, the student bond fee proposal, and the potential Cabrillo College bond.

For student leadership as a whole, I want to revive the Leadership Academy as a year-long workshop series that pulls from campus partners to increase collaboration and expose students to many aspects of leadership. I’m not even sure if I would limit it to just student senators. I also want to look at different conferences and increase conference attendance. I would love to take a group to NCORE or more to CCCSAA. While our first ASACC trip was successful, the students had mixed feelings about the results and takeaway, so we may try to see what we can do on a more local level for advocacy.

For myself, I will be taking on larger roles in our METRO partnership and graduation. For the former, our goals will be in increase ridership numbers through a multi-faceted marketing plan. We will also need to evaluate the program costs and make adjustments accordingly. For the latter, I want to continue creating opportunities for students to take ownership of their graduation ceremony, whether that is through a program featuring student artwork, a student speaker, or even another flash dance. I thought the change in ceremony time was welcomed and hope to continue establishing that as a new tradition.
Student Health Services
Katie Dowling

Date: 05/18/2017

Program Student Learning Outcome(s):
- 80% Students will be able to identify the location of Student Health Services.
- 80% Students attending the Fall Wellness Fair will demonstrate knowledge about self-care and health resources available to them on campus and in the community.

Accomplishments for 2016-17:
- Health Outreach programs and events:
  - Mental Health workshops
  - Denim day
  - Fall and Spring blood drive
  - Wellness Fair
  - Passport to Wellness and 5K
  - De-stress for finals week tabling
  - Three Mental Health First Aid workshops
  - Welcome week and student service showcase tabling
  - Tabling to increase awareness of FamPact and general services
- Clinical accomplishments:
  - Increase reproductive health access through FamPact enrollment services
  - Admin position filled
  - Implemented new Tb screening procedures for staff members
  - Reintroduce Any A group
  - Facilitated learning of four new Medical Assistant externs and four nursing students
  - Flu clinic
  - Create training check list for front office staff

Challenges for 2016-2017:
- Failed recruitment for director position
- Limited financial resources for expanding Mental Health capacity
- Difficulty splitting director duties between current employees
- Lost funding for 50% adjunct mental health position

Opportunities/Program Improvements for 2017-18:
- More staffing to cover for all clinic hours with at least two nurses and two mental health counselors for each hour we are open.
- Uncertainty about director position and leadership.
- Improve waiting room and clinical space.
- Keep open communication going between team members.
- Complete new program plan.
Student Mental Health Services
Dianne Avelar

Date: May 23, 2017

Program Student Learning Outcome(s):
- Minimize numbers of classroom absences through providing on campus mental health services.
- Improve retention by supporting early identification and providing early intervention for mental health issues.
- Provide support for students in crisis.
- Link students to community resources.
- Teach skills for optimal wellness and lifelong health maintenance.
- Provide mental health outreach, promotional programs and resources for the campus.
- Support the mental health and wellness of the campus community.

Accomplishments for 2016-17:
Planning, participation and collaboration of Events
Orientation, Welcome Back Tables, Welcome Week, Health Fair, Art with Impact, Student Support Showcase, Tabling, Brian Copelands Suicide Awareness Show, Speaking Out Exhibit, Denim Day, Suicide Awareness Vigil, Walk for Wellness, Fun 5K. Participating in these events resulted in an increase of students utilizing services and receiving informational materials.
- Created and distributed new mental health support resources. Developed a new mental health brochure, campus resource brochure, many postcard, flyers and business size cards to provide mental health wellness information.
- Strengthened campus collaborations: Strengthened collaborations with the Veterans Information Center, Guardians Scholar Program, Early Childhood Development Program, ACE by providing consultation, workshops and direct service in their area. Our weekly groups were on the campus calendar and a part of grad guru. Provide weekly mental health consultation at SSCT. Provide monthly mental health consultation at the Safety Committee. Participated in the Human Service Advisory Board, Veterans Task Force and Accessibility Support Center. The mental health providers met with ASC employees to collaborate and better understand each other roles in order to best serve students.
- Provided Direct Service: Students were seen for regularly scheduled appointments and crises appointments. Groups (Anxiety, Mindfulness, Anger Management, Rainbow Group, Expressive Art) and workshops (Escalation, Mental Health First Aid, Trauma Informed Student Services, Trauma Informed Service, Trauma and learning, QPR, Stress Management, Getting the Best Sleep for Success, Managing Wellness and School, Coping with Anxiety and more). The groups were provided weekly and workshops were facilitated during flex weeks, and through out the semesters. We also did many classroom presentations regarding services and general wellness topics. We were able to increase our groups and workshops in part due to space enhancement and use of 909.
Challenges for 2016-2017:
The most significant challenge was staffing, especially not having a Director of Health Services. While service was never interrupted the program was unable to thrive in a way it might have with clear delineation of roles, responsibilities, communication and budget priorities.

Infrastructure, communication and follow through were also a challenge. While there is a system in place for weekly staff meetings, planning meetings, daily huddles, there was not a consistent investment in attending the huddles or completing the tasks for projects. Thus a much needed survey (ACHA-NCHA) did happen in the fall or spring.

Opportunities/Program Improvements for 2017-18:
Implementing the ACHA_NCHA survey in the Fall 2017. This will allow us to provide specific Cabrillo health and mental health promotion and awareness with the data acquired.
Continue the strong working relationships established and develop a stronger connection with the instructors of CG51 classes, EOPS and others.
Hire more mental health staff, both licensed staff and post masters interns.
Participate and require mental health staff to participate in huddles and twice a semester all staff meetings for better communication and follow thru.
Implement a crises screening protocol for front office and designate a crises counselor for each day.

Program Goals:
Hire another Mental Health clinician whose responsibilities would include direct service, outreach/advocacy of services, and general wellness promotion. This goal was not attained and will continue to be a goal.
Triple the capacity of the current internship program (3-4 post master interns at about 40 hours weekly). Internship placements would include Watsonville and Aptos. Services would include, individual, group, family sessions as well as outreach and psycho-education (classroom and workshops). The program would also include Bachelor or Master level interns for marketing, outreach and program maintenance/development. We are approaching this goal and will continue to work at it.
MH services will utilize 909-M office suite, 911 A, 911 B and 915 as personal counseling offices, and group/workshop/check-in space. We are utilizing 909 and 911 to near capacity, 915 has only been used by the Administrative Assistant. As we reach goal one and two we will use this space again.

Additional Program Objectives:
Increase direct services being provided to students (individual counseling, group, workshops, presentations, outreach) In progress
Cultivate a more direct relationship with PEERS program/club including training, oversight, and project collaboration. In Progress
Continue to expand presence of Mental Health Services through brochures, groups, workshops, monthly emails to students and employees, website. Have expanded and can now focus on the website.
Purchase 2 small love seats, 2 small counseling chairs, 5 wall hangings, 4 sound machines. Acquire 2 desks, 2 office chairs, 2 small locking file cabinets. Completed.
STUDENT SUPPORT & CARE TEAM

Michelle Donohue

The mission of the Student Support & Care Team (SSCT) is to promote student success within the college community by facilitating a safe and healthy learning and working environment utilizing the “See Something, Say Something, Do Something” approach. Values and Principles that guide SSCT work are:

- SSCT is a resource for students, faculty, administration, and staff offering proactive, educational restorative solutions that promote campus well-being.
- SSCT is a dedicated inter-disciplinary group of educators who coordinate caring, compassionate, developmental intervention and follow-up for those students in need prior to crisis.
- Our CHIEF principle is to make our campuses and workplaces safer environments where development, education, and caring intervention are fostered and encouraged, thus eliminating “fragmented care.”
- The team initiates a coordinated response of resources and interventions with the goal of addressing student behavior while mitigating risk in an effort to keep Cabrillo healthy and safe. Individual help and support are offered via educational strategies, rather than resorting to punitive means so that students of concern can “return to safety.”
### 2016-2017 SSCT Cases and Reports

#### Locations:

<table>
<thead>
<tr>
<th>Location</th>
<th>Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admin services</td>
<td>7</td>
</tr>
<tr>
<td>BELA</td>
<td>41</td>
</tr>
<tr>
<td>CABT</td>
<td>2</td>
</tr>
<tr>
<td>HASS</td>
<td>18</td>
</tr>
<tr>
<td>HAWK</td>
<td>15</td>
</tr>
<tr>
<td>Library</td>
<td>1</td>
</tr>
<tr>
<td>NAS</td>
<td>14</td>
</tr>
<tr>
<td>Office of Instruction</td>
<td>3</td>
</tr>
<tr>
<td>Sheriff</td>
<td>12</td>
</tr>
<tr>
<td>Student Services</td>
<td>39</td>
</tr>
<tr>
<td>VAPA</td>
<td>7</td>
</tr>
<tr>
<td>Wats Staff</td>
<td>1</td>
</tr>
<tr>
<td>Self</td>
<td>1</td>
</tr>
<tr>
<td>Pres Component</td>
<td>3</td>
</tr>
</tbody>
</table>

#### SSCT Follow-Up:

<table>
<thead>
<tr>
<th>Issue</th>
<th>Cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Info only</td>
<td>15</td>
</tr>
<tr>
<td>Bullying/harassment</td>
<td>8</td>
</tr>
<tr>
<td>Persistent misconduct</td>
<td>4</td>
</tr>
<tr>
<td>Safety</td>
<td>3</td>
</tr>
<tr>
<td>Theft</td>
<td>2</td>
</tr>
<tr>
<td>Sexual harass</td>
<td>0</td>
</tr>
<tr>
<td>Sexual Assault</td>
<td>2</td>
</tr>
<tr>
<td>Behavior/Psy</td>
<td>17</td>
</tr>
<tr>
<td>Ac Dishonesty</td>
<td>7</td>
</tr>
<tr>
<td>Concern for student</td>
<td>74</td>
</tr>
<tr>
<td>Disruptive</td>
<td>38</td>
</tr>
<tr>
<td>Repeat Offenders</td>
<td>13</td>
</tr>
<tr>
<td>Robin's follow-up</td>
<td>88</td>
</tr>
<tr>
<td>Outreach to Instructors</td>
<td>59</td>
</tr>
<tr>
<td>Reflection homework</td>
<td>4</td>
</tr>
<tr>
<td>unauthorized entry</td>
<td>1</td>
</tr>
<tr>
<td>discrimination</td>
<td>1</td>
</tr>
<tr>
<td>admin drops</td>
<td>1</td>
</tr>
<tr>
<td>suspensions</td>
<td>2</td>
</tr>
</tbody>
</table>
SSCT has many accomplishments for the 2016-2017 academic year:

- SSCT was on the front-line of success in mitigating student/instructor issues when we learned of extenuating circumstances, particular diagnoses, or other causes for problematic student behavior. With on-going training, SSCTs appropriate response to the developmental needs of each student continues to demonstrate a caring and compassionate campus.
- Due to SSCT follow-up intervention, faculty developed heightened sensitivity and awareness to discern between what is disruptive and what is a “concern for student” issue. Students learned appropriate classroom behavior and, at times, how to advocate for themselves.
- SSCT reports arrive at a steady pace; the SSCT continues working towards the vision of creating a trauma informed work place. Administrators, staff and faculty who were once reluctant to report students are now reporting early before an issue becomes a crisis.
- Faculty, staff and administrators are understanding we are not a disciplinary committee, but a care committee.
- Inclusion of the director of HR at weekly case review meetings.
- Successful promotion for the creation of a Title IX position within HR.
- SSCT presented and facilitated a flex workshop for the entire NAS division regarding responding to disruptive student behavior. Future plans include presenting to each division within the College.
- Sponsored "Understanding Gender Journeys," a workshop on how to support gender expansive, non-binary and transgender persons at Cabrillo College, including: the importance of bathroom facilities; gender terminology and pronouns; differences and overlaps between gender and sexuality; an overview of social, medical and surgical transition. Explored legal issues and other challenges that students face in order to increase awareness and provide a supportive environment at Cabrillo. SSCT welcomed Jennifer Hastings, MD (Founder Transgender Health Care Program at Planned Parenthood Mar Monte Santa Cruz) and a student panel as our speakers. 225 administrators, faculty, staff and students attended.
- 4 members of SSCT attended the National Behavior Intervention Team Association Conference in November to continue training on Threat Assessment, on-going case management, and the on-going development and research on campus BITs.
- 9 members of SSCT attended the legal training provided by Libert, Cassidy, and Whitmore on Behavior Intervention Team best practices.
Veteran Services
Flor Chacon

Date: 05/31/2017

Program Student Learning Outcome(s):
75% of new veteran students will be able to describe at least 3 resources by participating in our welcome workshop.

Accomplishments for 2016-17:
• Created Scope of work for METRO Coordinator
• Assisted vets students with:
  ➢ Books
  ➢ Enrollment issues; find classes, drop classes
  ➢ Classroom challenges
  ➢ Tutoring
  ➢ Peer to peer advising
  ➢ Arranged appointments with VIC counselor, certifying official, Financial Aid and much.
  ➢ Anything that our vet students needed assistance with we supported and helped them resolved those needs.
• Coordinated Veteran Services and Programs
  ➢ Child Care Voucher
  ➢ Student Success Scholarship
  ➢ Veteran Book Loan
  ➢ VIC Student Assistant Positions
  ➢ Veterans Club
  ➢ Priority registration
  ➢ Academic Counseling
  ➢ Personal Counseling
  ➢ Accessibility Support Center
  ➢ Tutoring
  ➢ Information on Community Resources
  ➢ Financial Aid
  ➢ Student Employment
  ➢ Free Coffee
  ➢ Snacks/food
  ➢ Computer use Document Printing
  ➢ Copying/Scanning
  ➢ Study Space
  ➢ Filtered water
  ➢ Midterm and Finals week Scranton’s & Food
• VIC Remodel (Fall & Spring)
  ➢ Wall fixtures, electric updates, data jack updates, painting, new furniture, art, plants, pics, new computers, created welcome warm atmosphere and hospitality
• Veteran Spring and Fall Welcome (Orientations)* 126 students attended
• Veteran Website Facelift
• Veteran Task Force Meetings Coordination – Promoting Community development & Collaboration to support veterans academic success
• Hosted Winter Veteran Network Summit (January 19th)- 55 Community veteran service providers attended and board member.
• New VIC brochure
• New VIC Banner and Office Sign
• Veteran’s Awareness Activities and Events
  ➢ Veteran’s Day BBQ
  ➢ Holistic Wellness Clinic
  ➢ Veteran Cultural Competency Workshop
  ➢ Into the Fire (Play Performance)
  ➢ Supporting Veteran’s Academic Success Training
  ➢ VIC Gran Opening
• Rotary of Santa Cruz Presentation
• Military Appreciation Month
  ➢ Appreciation Eagle of honor Pin’s
  ➢ Food for vets during month of May
  ➢ Open house with Ice Cream (70 people stop by)
• End of Year Celebration for Veteran Graduates & their families
  ➢ 9 Veteran Graduates, families, friends, board member, and community partners attended
• Community involvement
  ➢ Attended monthly veteran’s collaborative meetings @ VSO
  ➢ Veteran Service Office (VSO)
  ➢ 41st – Santa Cruz County Vet Center
  ➢ UCSC – VRC
  ➢ Vet 4 Vets
  ➢ Holistic Veterans
  ➢ Winter Shelter
  ➢ Evergreen Cemetery Project
• Set Up SARS and Poly Stations @ VIC
• Completed Program Plan Update
• Completed Veteran Program Learning Outcomes Assessment and Evaluation
• Coordinated Graduation Rehearsal
• California Community Colleges Veterans Caucus membership
• Provided veteran related training to staff, faculty and administrators
  ➢ Awareness Week workshop and trainings
  ➢ Sent 8 (3 staff, 3 faculty, 1 student and 1 admin ) to NAVPA conference
• Advocating an Obtaining Program Funding
  ➢ Childcare Vouchers (equity)- $40,000
  ➢ Student Success Scholarship (club) - $500
  ➢ Text Book Program (Equity)- $7,000
  ➢ Computers for VIC – $12,000
  ➢ Awareness Week Activities (Student Services) - $5000
  ➢ Awareness Week Activities (Equity)- $6,000
  ➢ VIC remodel (home depot )- $10,000
  ➢ VIC remodel (equity ) $8,000
  ➢ Supplies and Printing (equity) $3,500
Conference Training (equity)- $14,434  
Student Services One time allocation - $10,000

- Trainings Completed
  - ASIST: Suicide Intervention Skill Training Certificate
  - Veteran Resource Center Training in Cupertino
  - Student Equity Retreat
  - Region Meetings for Veteran’s coordinators
  - Microaggressions Training Part II with Dr. Greg Peters.
  - Screening Committee Training
  - Walnut Creek: The Role of Financial Well-Being in Student Success
  - Success Coaching: A Holistic Approach For At-Risk Student
  - Compassion Fatigue Summer Workshop (pending)
  - Online Training: Supporting Military-Connected Students (pending)

- Read and conducted a lot of research on veteran students’ academic success

Challenges for 2016-2017:
- Funding: Equity funding was a challenge
- Equity Changes: There is no funding for future vet program activities & needs
- Student Conduct: 2 students had behavioral challenges and issues on campus
- One staff department: Veteran's Office is powered only by one staff. Consequently, we were unable to do more. I did as much as I could.

Opportunities/Program Improvements for 2017-18:
- 2 million state budget allocation to Veteran Center enhancement. If signed by Governor we need:
  - New Front door
  - New Front counter
  - Alarm System
  - Wall of Honor project funding
  - Study space expansion/creation
  - My office updates and renovation
  - New computer for counselor
  - Hospitality

- Senator Josh Newman Bill to support Veterans Resource Center (VRC). If passed, community colleges will be held accountable to a standard of services to support veteran students’ academic success.
  - This will help me advocate for funding & resources to continue to provide services and programs for veteran services.

- Research and training done this year will help me to:
  - create positive awareness of veteran students
  - provide training to staff and faculty
  - Lead presentations to governance board, student services council, faculty senate, equity and much more.
  - develop and implement innovative and creative interventions to support veteran’s academic success
Welcome Center
Ana Ruiz

Date: 05/02/17

Program Student Learning Outcome(s):
• 80% of students using the Welcome Center will learn to navigate campus enrollment processes from in person service to independent self-service utilizing technology.
• 80% of students coming to the Welcome Center will learn about other campus resources through Welcome Center staff referral.

Accomplishments for 2016-17:
For fall 2016 we provided services to approximately 5,500 students by providing the following services:

• 4,843 Parking Permits
• 4,677 ASCC Cards Issued
• 11 Bike Locker Rental
• 17 Book Locker Rental
• 94 Allied Health Badges
• 22 Petitioners
• 7 Tabling

For spring 2017 we provided services to approximately 9,713 students by providing the following services:

• 5,040 Parking Permits
• 4,833 ASCC Cards Issued
• 8 Bike Locker Rental
• 8 Book Locker Rental
• 100 Allied Health Badges
• 11 Petitioners
• 13 Tabling
• 14 In-Reach Events
• 22 Movie Tickets Sold
• 139 Graduation Gowns

Challenges for 2016-2017:
• Budget: The Welcome Center does not have a running yearly budget. Student Services office was able to fund me $50,000 and with that, I was able to purchase office supplies; new computer monitors; and hire temporary employees and student workers. It’s still an on-going issue
• Staffing: With the departure of Kim Flock, Student Services Specialist, I was left with myself, Student Services Coordinator and another Student Services Specialist to cover permanent staff coverage. I had 8 FWS positions filled, but this was still not enough with the amount of phones calls and counter help needed. I will be hiring new student workers for fall semester, so I’m hopeful that I can get 8 FWS Student Ambassadors again. Staffing will always be a challenge at the Welcome Center without a running budget.
Opportunities/Program Improvements for 2017-18:

Welcome Center is always in training. We are closing at noon on Friday’s to have time for trainings and team meetings. This includes, but is not limited to FA, A&R processes and Customer Service Training.

During the summer/fall I plan to invite the heads of different departments to come and talk about the types of services their programs offer and how we, here at the Welcome Center can better from different departments to come and talk about their programs. For example Beth McKinnon, to speak about students who are part of the ASC Program.

Planning an ALL CAMPUS survey to help improve our services.