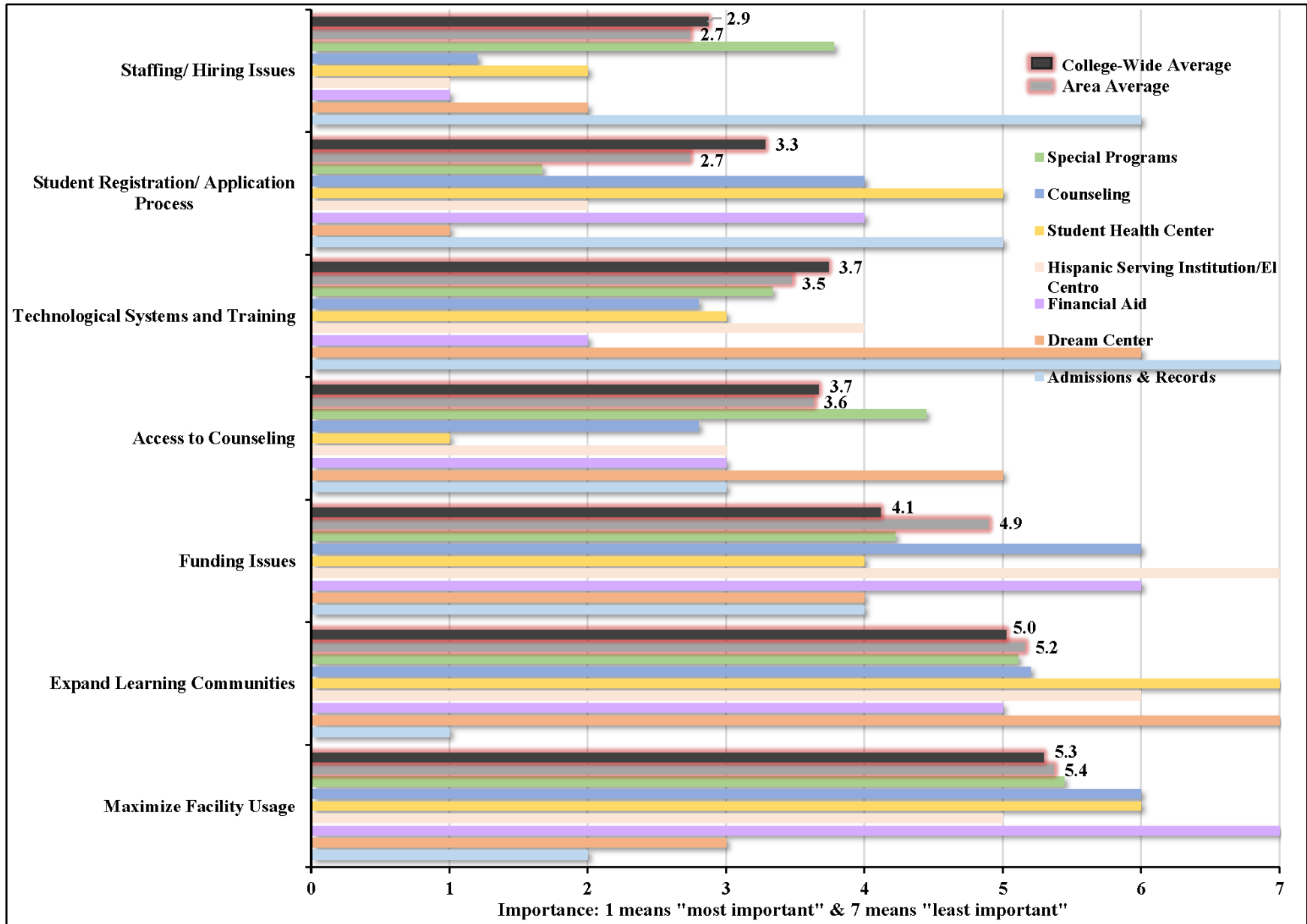


VP Student Services PAR Summary Report

Part I: Priority Areas to Address Ranked by Programs within Your Area



Detailed Priority Area Information

- **Staffing/Hiring Issues**
 - Work with the district to further investigate hiring obstacles and collaboratively create policy solutions.
- **Technological Systems and Training**
 - Examine Chabot's processes and structure for implementing and orienting employees to system-wide technological change and consider ways to solicit campus-wide input.
- **Expand Learning Communities**
 - Research how to expand learning communities (e.g., Umoja, Puente, CIN, MESA, FYE, Guided Pathways, etc.) and learning-community-type supports to wider groups of students.
- **Access to Counseling**
 - Evaluate what funding, resources, or structural changes would be needed to ensure all students have access to the high quality counseling services that Chabot provides.
- **Maximize Facility Usage**
 - Maximize usage of and planning for facilities.
- **Funding Issues**
 - Secure funding for programs and college-wide events.
- **Student Registration/Application Process**
 - Improve registration/application process for students.

Part II: Summary of Deans Summary PARs*

*Summary of Individual Programs included in Part III

Academic Deans PAR Summaries Included in this Report

2 Responses

Name of Your Area/Division:

Special Programs

General Counseling

Academic Services Deans' Analyses of #1 Priority Collegewide/Infrastructure Issues to Address

2 Responses

Name of Your
Area/Division:

Issue # 1

Special Programs

Student Registration/Application Process: Improve registration/application process for students.

General Counseling

Student Registration/Application Process (this is directly connected to technological systems--we need to improve Class-web, we need single sign on, counseling recommends CRM advise and recruit and MyPath. We also need better systems for vaccination uploads as this creates challenges for enrollment.

Academic Services Deans' Analyses of #2 Priority Collegewide/Infrastructure Issues to Address

2 Responses

Name of Your
Area/Division:

Issue # 2

Special Programs

2. Technological Systems: Examine Chabot's processes and structure for implementing and orienting employees to system-wide technological change and consider ways to solicit camps-wide input.

General Counseling

Funding--we need funding to hire personnel (classified professionals and full time counselors).

Academic Services Deans' Analyses of #3 Priority Collegewide/Infrastructure Issues to Address

2 Responses

Name of Your
Area/Division:

Issue # 3

Special Programs

Staffing Issues: Work with the district to further investigate hiring obstacles and collaboratively create policy solutions.

General Counseling

Learning Communities (guided pathways implementation).

Academic Services Deans' Analyses of #4 Priority Collegewide/Infrastructure Issues to Address

2 Responses

Name of Your
Area/Division:

Issue # 4 (optional)

Special Programs

Funding: Secure funding for programs and college wide events

General Counseling

Access to Counseling (although ranked as second least important issue by my division's area reviews), from my experience this is an ongoing challenge that is a college wide issue deserving of immediate attention. Research shows students who receive counseling are more likely to persist. It is imperative that the college recognize the importance of hiring full time general counselors and our current faculty prioritization process combines academic and student services faculty positions for ranking, often creating a challenge to prioritize counselor positions. Our full time counselors are currently leading Curriculum, Articulation, Transfer, Guided Pathways, HSI STEM, First Semester Planning, Student Success/Probation, Peer Guides, Mental Health, and given all the amazing work our full time counseling faculty are engaged in campus wide, we need to increase the number of full time counselors in order to increase the total number of hours for direct student contact and proactive student follow-up.

Academic Services Deans' Analyses of #5 Priority Collegewide/Infrastructure Issues to Address

2 Responses

Name of Your
Area/Division:

Issue # 5 (optional)

Special Programs

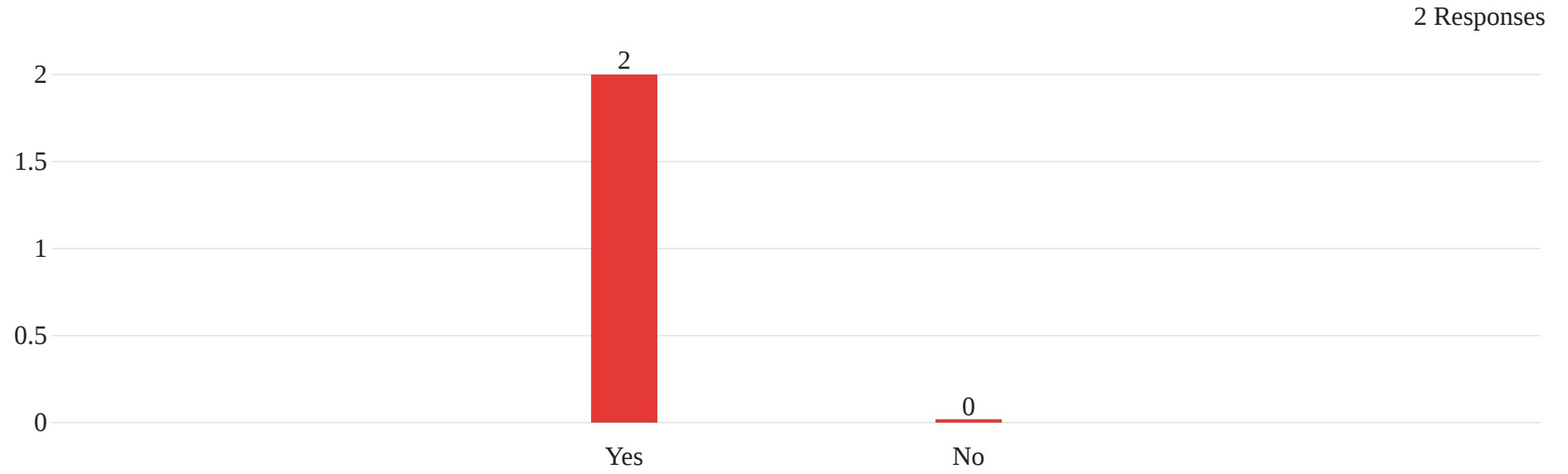
5. Access to Counseling: Evaluate what funding resources or structural changes would be needed to ensure all students have access to the high quality counseling services that Chabot provides.

General Counseling

Technological Systems

Service Area Outcomes

Are SAO Assessments in the VP of Academic Services Area up to date?

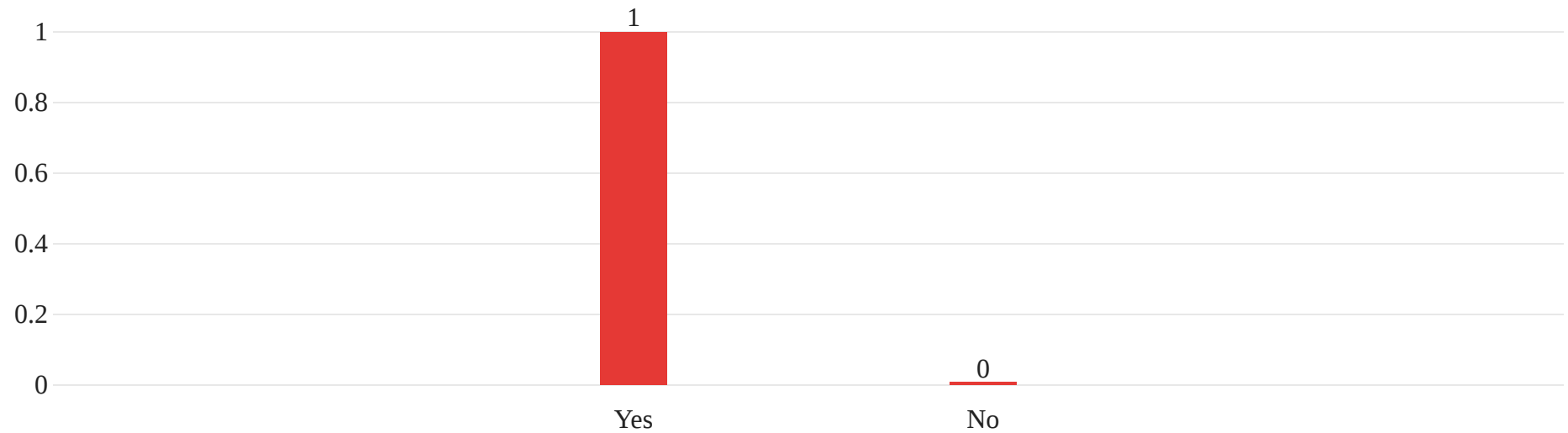


2 Responses

| Name of Your Area/Division: | If not, by when do you believe you can support the service areas in your division/area with filling out the SAO Assessment Updates Survey in Qualtrics? |
|-----------------------------|---|
| Special Programs | N/A |
| General Counseling | <p>We added Peer Guides as a new area within the PAR process. Jztino Panella and I have created new SAO's that will be added, data collection and analysis will help guide program improvement. CARES Mental Health and Career Transfer Center continue to assess and have plans for continuous improvement. This semester (Fall 22) General Counseling refined our SAO's, added these to Qualtrics, and held discussions about how we plan to assess. Spring 23 we will assess and collect data and engage in the process of data analysis. We intend to reach out to IR for more consultation Spring 23 to help guide the data gathering process.</p> |

Are SLO Assessments in the VP of Academic Services Area up to date?

1 Responses



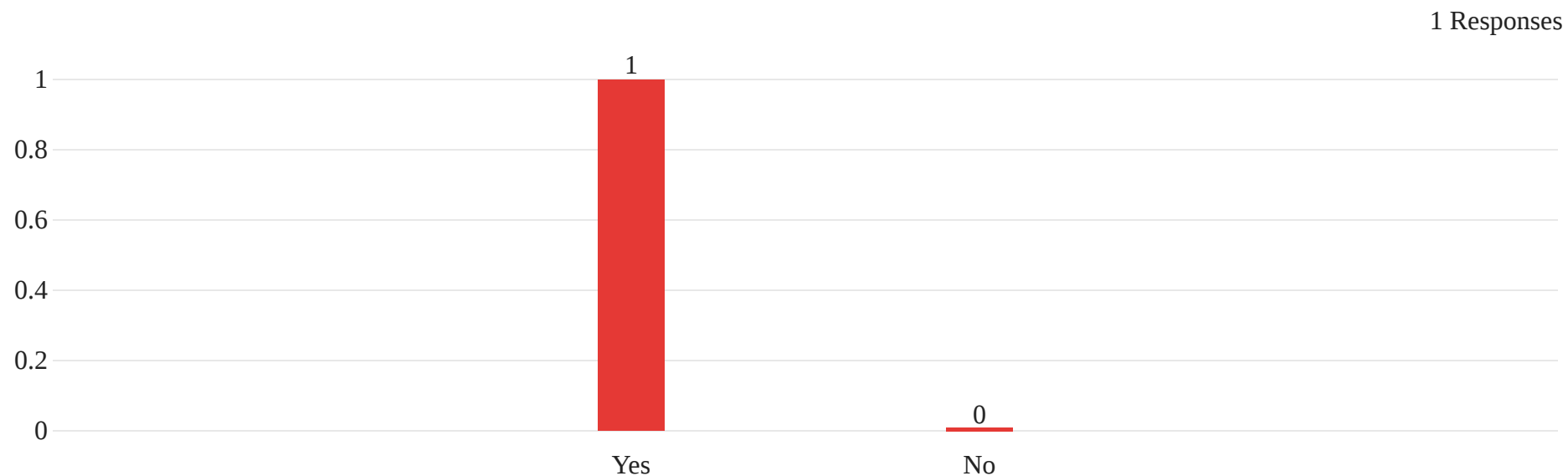
2 Responses

Name of Your Area/Division: If not, by when do you anticipate being able to support faculty in your division/area with completing this process? (Or for VPs, how will you support the Deans to get this task completed?) Do you have concerns you would like to share?

Special Programs N/A

General Counseling N/A

Are PLO Assessments in the VP of Academic Services Area up to date?



2 Responses

Name of Your Area/Division:

If not, by when do you anticipate being able to support faculty in your division/area with completing this process? (Or for VPs, how will you support the Deans to get this task completed?) Do you have concerns you would like to share?

Special Programs

N/A

General Counseling

N/A

Trends in the Accomplishments from Programs within Divisions

2 Responses

Name of Your
Area/Division:

What trends in their accomplishments stand out?

Special Programs

Despite the continued challenges of Covid 19 and the staff vacancies in the programs, all programs goals have been met or are in progress. The Special Programs department continues to go above and beyond for students. All programs are providing services both in-person and in online modalities concurrently which make our counselors more accessible. Students can walk into the office and/or call in to potentially get an appointment. This has been beneficial as more students are being served and the programs have better outcomes. When we run reports, high percentages of students are completing their SSSP which has helped them participate in priority registration for the classes needed to complete their goals. Our Learning Communities are expanding their services and filling their classes. All Learning Communities currently are participating in priority registration. We have welcomed two new programs Fresh Success (formerly CalFresh Employment & Training?) and Movement who are increasing their numbers and growing their programs.

General Counseling

Our goals are relevant and up to date. Accomplishments include intentional outreach to students through our Counseling Newsletter, redesign of our counseling website, peer engagement outreach and support from our peer guides and wellness ambassadors, and campus wide events such as our Community and Student Services Open House to support awareness of resources. We are also proud of our accomplishments with our collaboration with High School partners, Transfer-University partners, Career Fair-industry partners and Mental Health collaborations involving campus safety, TVHS, and Alameda County Behavioral Health Forum. In Spring 22, CARES MH also initiated grief and loss week and suicide prevention awareness week and collaborated with the campus community in hosting on campus and online workshops. We are also proud of piloting intern programs for both general counseling and CARES Mental Health (graduate level interns).

Trends in the Challenges from Programs within Divisions

2 Responses

Name of Your
Area/Division:

What trends regarding challenges stand out?

Special Programs

Staffing, funding, and registration/application process issues are the main challenges in Special Programs. To date we have five vacancies, 4 counselor assistant II positions, one each in Puente, CalWORKs, CIN/Movement and EOPS, a full-time EOPS Counselor/Instructor and TRIO Aspire/Excel Director. Funding for new positions is always an issue. Because of the pandemic, mental health is needed even more now. We are looking for funding to hire a mental health counselor for our area as the need is greater and the need is more frequent than the Mental Health Center can accommodate. Many of our students are in crisis and need drop-in support versus waiting on appointments. Also, with transitions in CIN and Movement they are working to build a program that can be sustainable and long term. In Students don't seem to find the supports Special Programs offers right away, when entering Chabot, so improving onboarding opportunities for students to learn about Special Programs, during the registration and application process, will help students get a head start in receiving the benefits we have to offer. During and after the pandemic, our programs are finding it difficult to recruit students to meet their goals

General Counseling

While we have had the PAR for CTC focused on Transfer, we are now adding goals for Career. We are also adding a new PAR with SAO's for Peer Guide Support Services. While we have had achievements, many of our goals are in progress. One specific goal is to meet with our Human Services Advisory Committee Spring 2023 and move forward with EMR for CARES MH. One particular challenge we are aware of is the need to increase crisis training, intervention, information, and resources to address the increased demand for crisis response on our campus. Spring 23 we plan to hire a part time crisis mental health counselor to assist with increasing walk-in coverage and help support no cost or low fee community partnership referrals. The CARES MH team will also collaborate with Basic Needs and the campus' new Equity Director. In addition to mental health challenges, we also recognize the challenges related to technology, outreach and retention, funding, staffing limitations, and access to counseling.

Accomplishments and Challenges in Reaching the Goals of Deans' Offices

2 Responses

Name of Your
Area/Division:

So far, what is going well and what are some challenges regarding completing your office's goals? You could include reflections on: achievement of outputs or outcomes and/or challenges with producing outputs or outcomes so far.

Special Programs

In the Special Programs area, the team has been consistently able to meet their goals from last year. Students are making their appointments, filling out their financial aid, and being connected to the faculty and classified professionals through in person and online. The Calworks students have 100% SEP completion and 89% persistence. CIN is in transition right now, but there has been a space designated for them in building 700. DSPPS completed their goal of reclassifying their computer classes. EOPS/CARE counselor /coordinator search will begin in Spring 2023. They are also partnering with GSP which has allowed them to recruit more have students in the EOPS program. Movement was assigned under Special Programs, they are recruiting and servicing their students. The learning communities UMOJA, Puente, Athletics, CIN and Movement are growing and still persisting at higher rates.

The challenges we face have consistently been the same pre and post pandemic, being able to reach out to students as they first come on campus. Right now the CCCApply has a question about our programs, but it's not enough. We need a proactive way to get eligible students oriented in the programs and services. If we can do that, students can get a jump start to their educational career.

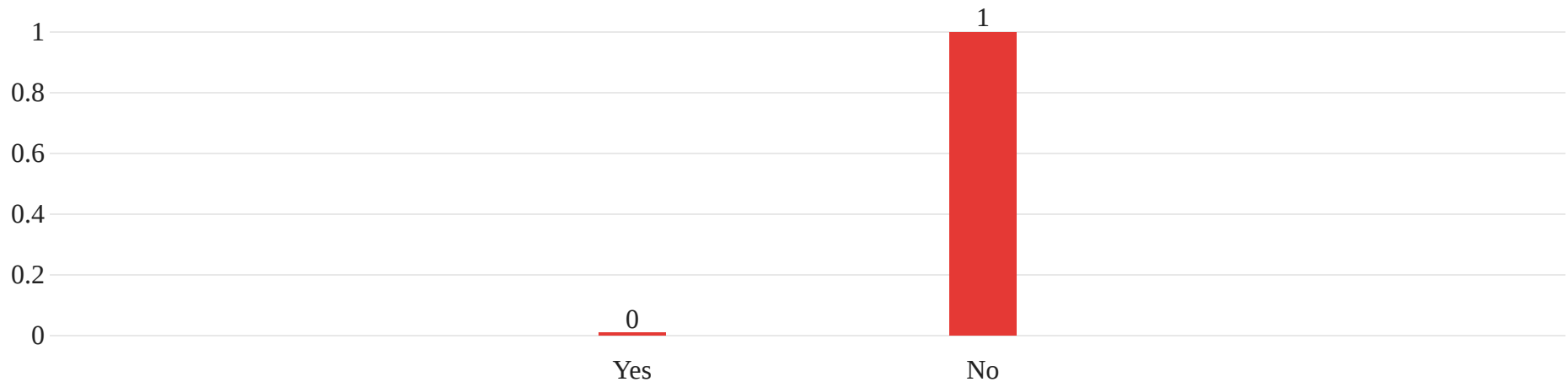
Overall, Special Programs continues to provide high quality services to our students.

General
Counseling

What's going well--we have outcomes from our Transfer Center in supporting the transfer journey and in particular working with DI groups to demystify the transfer process (i.e. Fall 22--Transfer center partnered with Movement, CalWorks, Trio/EOPS for CSUEB transfer visit). We also have outcomes from our CARES Mental Health in providing mental health trainings, events and resources that encourage wellness, destigmatization, and access to services. While Fall 22 we started the conversation, in Spring 23--CARES MH and Health and Safety Committee will partner with development (1 page Red sheet), updating (i.e. Red Folder) and dissemination of information for crisis protocols (including Flex Day presentation). Lastly, we have improved outcomes for PSCN. We have increased the total number of students earning AS degrees in Human Services and ADT in Social Work and Human Services and have added a new COA in Behavioral Health. We have also increased outreach efforts of promoting our certificate and degrees with high schools as well as Castro valley adult school. Additionally, we are proud of providing a Peer to Career pipeline with opportunities for training and experience through Chabot's peer guide support services, partnership with Alameda County Behavioral Health that offers scholarships toward bachelors degree in human services related majors, and those that continue on for their masters degree in counseling related field have the opportunity to pursue our graduate level internships which can potentially lead to counselor positions in CCC's. Further, we provide excellent training program for both our interns and part time counselors.

Have all programs in your division/area completed program maps?

1 Responses



2 Responses

| Name of Your Area/Division: | If not, by when do you believe you can support the programs in your division/area in completing their maps? |
|-----------------------------|---|
| Special Programs | N/A |
| General Counseling | Heather Oshiro is a general counselor and working to support our division in completing our maps which mainly require figuring out what courses are critical given that some courses are offered only in the Fall or Spring. We also need to consider transfer alignment. This is a work in progress. |

Summary of Divisions' Greatest Accomplishments since the last Comprehensive Fall 2021 PAR

2 Responses

Name of Your
Area/Division:

Summary Analysis: Please provide a summary of your division's/area's key contributions/ major achievements since the last comprehensive PAR cycle. (300 words)

Special Programs

Major achievements for Special Programs consists of on the spot services that are in person and online, learning communities participating in priority registration, collaborating across campus to support onboarding through SOAR, working with general counseling to align services, embedded EOPS counselor in BCRC to support students and assist with recruitment and creating new programs with new grant funded programs. The creation of Fresh Success (formerly CalFresh Employment and Training) which is now serving 50 students supporting them with books, supplies, and transportation. It's a self-sustainable program receiving federal funds. Movement is the Asian American and Pacific Islander learning community. Modeling itself to the UMOJA and Puente programs which has a cohort of classes and the focus is transfer. They have been filling their classes and recruiting students. Last spring, 87% of their students have completed their SSSP. Currently, we are working on our website and a common application to enter in any special programs. The Special Programs team is committed to making an easy transition from high school to college and to have eligible students receive the benefits.

Our major achievements include: Flexibility of offering high quality in person and online supports across our area (CTC, CARES MH, PSCN courses, general counseling, Peer guides); increased collaboration across academic and student services in support of student success, particularly considering a holistic and an equity lens; increased partnerships with industry partners, universities, community based organizations and our local feeder high schools; improvement of our communication/messaging to students about our resources and events (i.e. Counselor Newsletter, updated website pages, Student Resource Hub, ChabotGo! app); increased presence on campus (Open House and Peer Guide Support Service Center, Grief and Loss Week, Suicide Prevention Awareness week, support with Discover Chabot); trainings: facilitation of Flex Day workshops (i.e. Guided Pathways, Mental Health), in house trainings for peer guides, wellness ambassadors, counseling interns, mental health interns and part time counselors, and increased trainings for counselors for First Semester Planning. Our team is committed to ongoing professional development. Our team (both classified professionals and counseling faculty) contribute to shared governance and institutional leadership (curriculum, articulation, transfer, guided pathways, peer guides, mental health, student success/probation, first semester planning/orientation, career, SOAR, and more!)

Summary of Divisions' Greatest Challenges since the last Comprehensive Fall 2021 PAR

2 Responses

Name of Your
Area/Division:

Please provide a summary of your division's/area's greatest challenges since the last comprehensive PAR cycle.
(300 words)

Special Programs

As I stated above, staffing issues have been a big challenge for our programs. With vacant positions, this creates more work for others and stretches them thin. Also, it's hard for some programs to make appointments and follow-up on the students consistently. This can create some students getting missed or not getting that extra support. Our Trio program has been running without a director and that can be an issue to meeting the grants obligations. As soon as we can get these positions filled, fully staffed programs can run smoothly. With new employees entering the department, onboarding will become a challenge in our area. There is no formal onboarding process to train and make sure everyone has support. We recognize that we need to do better in this area. We are discussing ways to improve to better support new employees. Lastly, recruitment, outreach and onboarding of new students has always been a challenge. Many times I have heard from students, "why didn't I hear about this program sooner"? We have to do better in collaborating with the SOAR and FYE programs, rebrand, update our website and market our programs. We will be heading into this year with these topics to cover and resolve.

General Counseling

Our greatest challenge is staffing. We need more counselors. We recognize the need for an Outreach and Retention Director. We also recommend Guided Pathways Coordinator (Classified). We would also benefit from more institutional time for collaboration across the college, particularly around guided pathways and student success teams. We need to improve our technology---we need EMR for mental health, SARS zoom integration or further exploration of Cranium Cafe suite to improve online counseling supports and scheduling, we are waiting for CRM Advise and Recruit and possibly MyPath and we'd like to see single sign on and improvement for Class-web. Given that improvement is continuous, we also recognize that we need to better collect data so that we can engage in analysis and further our discussions related to our SAO's, SLO's, and PLO's.

How Deans Office Funding Requests Support Division Goals

2 Responses

Name of Your
Area/Division:

How do your Deans' Office funding requests support the goals in your division?

Special Programs

Movement is requesting a counselor assistant II to support the program with follow-up and appointments. We are discussing the possibility to collaborate with CIN and using funding through the ANAPISI grant.

General Counseling

Increase outreach--promotion of resources, events and activities
Increased training and professional development--importance of staying current with information particularly in working with diverse student population with various educational goals
Increase staffing--student assistants (peer guides, for CTC and outer front desk general counseling), counselor assistants, guided pathway coordinator (classified), general counselor---all will help support area operations, including access to services.
Improved technology--enhance access to counseling scheduling and providing student friendly online accessibility and smooth online experience

Part III: VP Student Services Summary of Individual Programs*

*Summary of Deans PARs included in Part II

| | | 6 Responses |
|--|---|--|
| Program/Area Name | Name(s) of the person/people who contributed to review: | Which PAR Template (word template) did you fill out? |
| Student Health Center | Daniela Valenzuela, Cindy Vo, and Matt Kritscher | Student/Admin Services/Office of the President |
| Admissions & Records | Paulette Lino, Rozen Bondoc, Jean Lee, Linda Buelna, Mary Ann Nadonza, Maya El Hariri, Liz Oteyza, Noell Adams, Judy Wright, Mario Orozco, Lora Bongard, Cristina Baron | Student/Admin Services/Office of the President |
| Dream Center | Maria Gutierrez, Abigail Patton, Katie Messina, Matthew Kritscher | Student/Admin Services/Office of the President |
| Financial Aid | Kathryn Medina, Trisha Avila, Cresali Roldan-Sun, Silvino Tibi, Sisley Wong, Susan Fiscus, Remi Ramos, Ariel Nelson, Ricky Mejia, Victoria Guiao | Student/Admin Services/Office of the President |
| Hispanic Serving Institution/El Centro | Monica Olmedo, Matt Kritscher, Remi Ramos, Jeanette Ayala-Rios, Javier P. Hernandez, Laura Olvera-Jimenez, | Student/Admin Services/Office of the President |
| International Students | Sean Day, Paulette Lino | Student/Admin Services/Office of the President |

Other Priority Areas to Address to Carry Out the College Mission

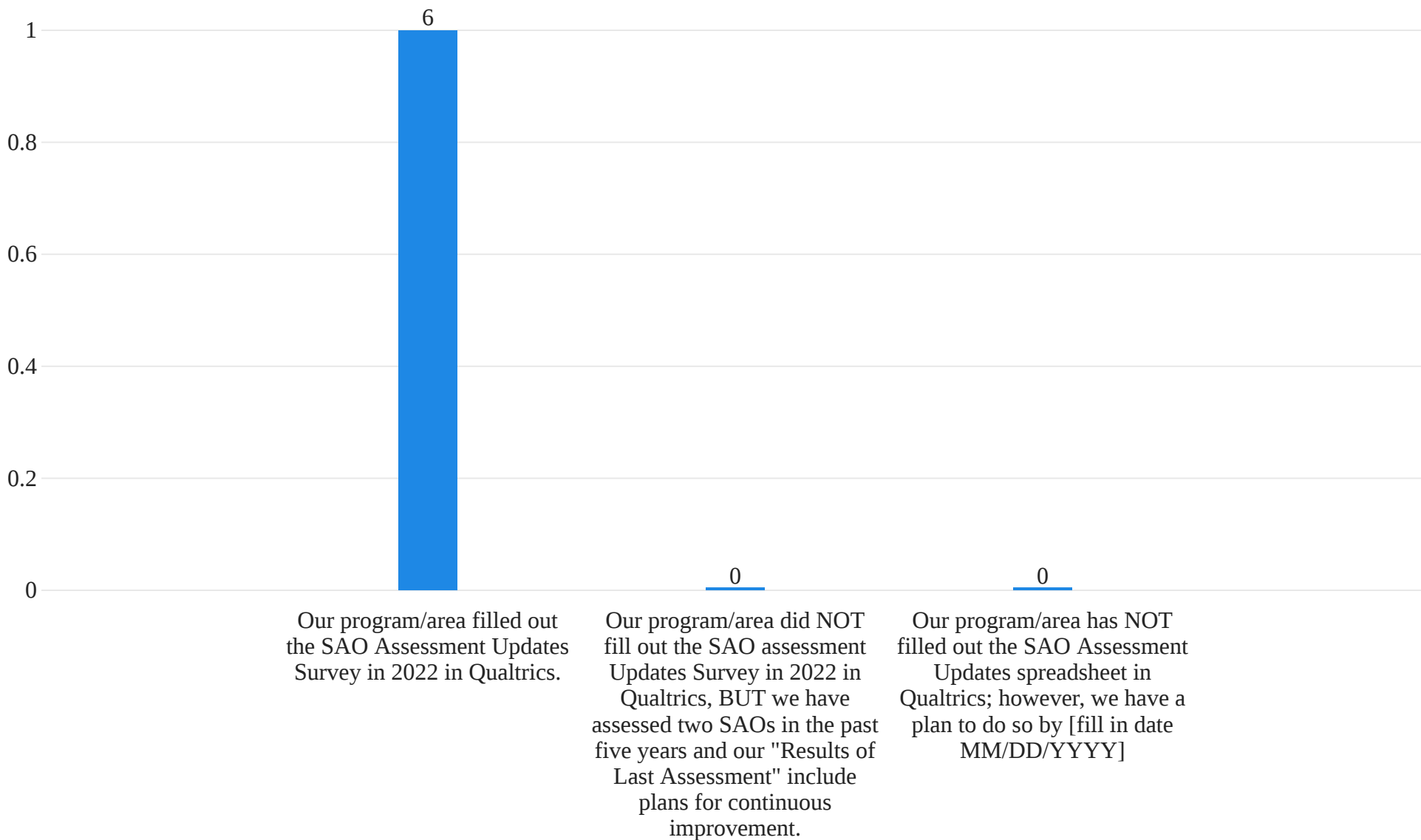
6 Responses

| Name of Program, Discipline, Area or Service | Question: If you believe there is an important issue to address to carry out the college mission that is NOT mentioned in the previous list, please describe below (optional). |
|---|--|
| Student Health Center | N/A |
| Admissions & Records | N/A |
| Dream Center | N/A |
| Financial Aid | The problem is that items 5, 6, 7 are not less needed than 1-4. They are all needed. |
| Hispanic Serving Institution/El Centro | N/A |
| International Students | none |

Service Area Outcomes

What is the status of your program's SAO assessment?

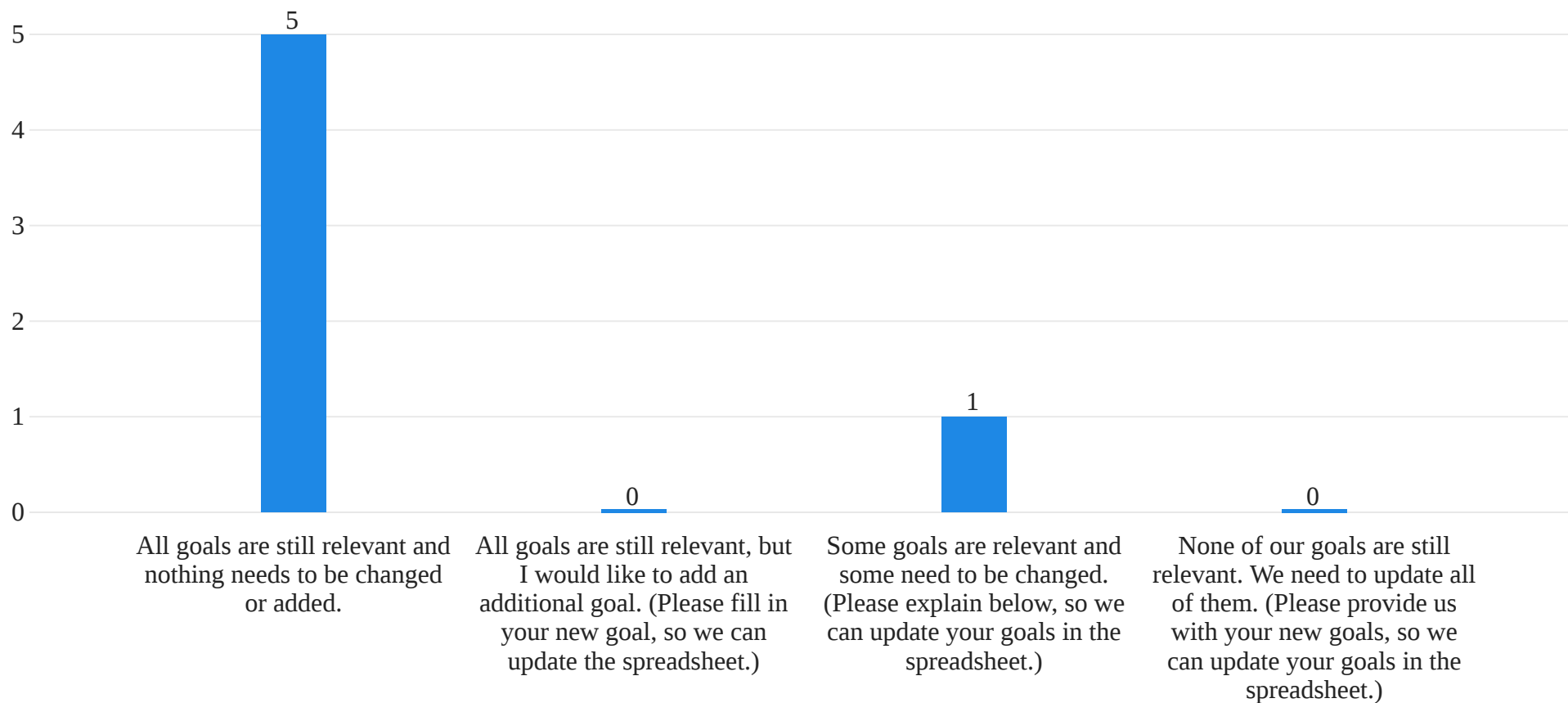
6 Responses



Reflections on Goals & Future Planning

Status of Goals Established in Fall 2021 Program and Area Review

6 Responses



6 Responses

| Name of Program, Discipline, Area or Service | All goals are still relevant, but I would like to add an additional goal [fill in]. |
|--|---|
| Student Health Center | N/A |
| Admissions & Records | N/A |
| Dream Center | N/A |
| Financial Aid | N/A |
| Hispanic Serving Institution/El Centro | N/A |
| International Students | N/A |

6 Responses

| Name of Program, Discipline, Area or Service | Some goals are relevant and some need to be changed. (Please explain below, so we can update your goals in the spreadsheet.) |
|--|--|
| Student Health Center | N/A |
| Admissions & Records | N/A |
| Dream Center | N/A |
| Financial Aid | N/A |

Goal #1: Ensure that 85% Summer Bridge students complete their SSSP requirements and achieve milestones of progress within their first year.

Hispanic Serving Institution/El Centro

Goal #2: Complete Outreach through Community events: 1-2 middle schools & 4-5 high schools; 2-3 adult schools; 5 community events; field trip to four years.

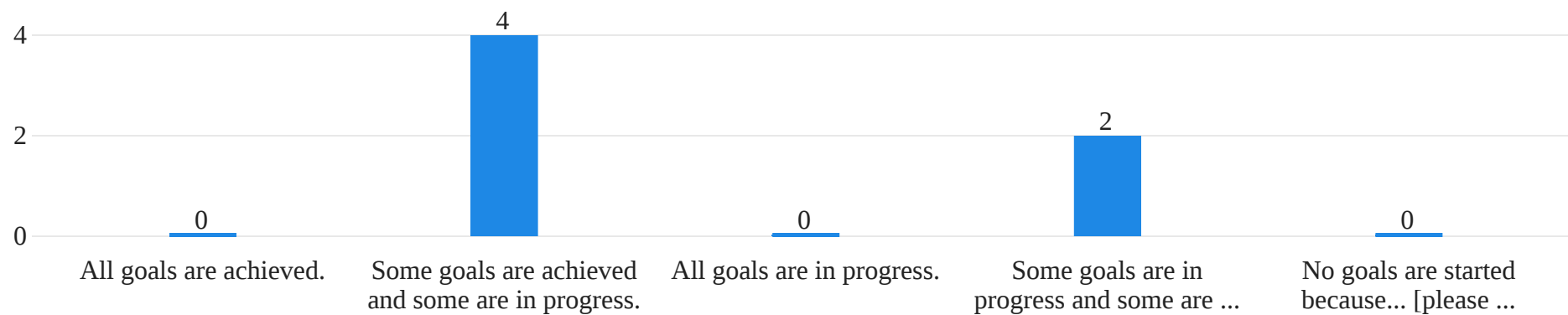
Goal #3: Increase math and (English) transfer-level course success as an outcome of Summer Bridge participation.

International Students

N/A

Status of Your Program's/Area's Goals

6 Responses



Trends in Accomplishments and Challenges in Reaching Goals

6 Responses

Name of Program,
Discipline, Area or
Service

Question: So far, what is going well and what are some challenges regarding completing your program's/area's goals? You could include reflections on: achievement of outputs or outcomes and/or challenges with producing outputs or outcomes so far.

Student Health Center

Challenges include turnover in the Clinic/Youth Services Manager position and COO at TVHC which has made developing events difficult with existing staff. We rely on TVHC's Epic database, and are requesting the most recent data to see if our first goal of increasing in-person services 25% has been met. Anecdotally, clinic staff have reported significant increase for in-person services this fall 2022 semester.

Admissions & Records

Admissions & Records signed up with a 3rd party, Parchment, to print and deliver diplomas & certificates electronically & regular mail. This meets one of our goals/SAO.

The current challenge on other goal(s) is technology. Chabot needs to be updated in technology in order to catch up to the demands of services we offer.

Dream
Center

AB 540 Numbers of students for Summer 2021, Fall 2022 and Spring 2022 were 459. While from Summer 2022 to present (Fall 2022) there are 398 AB 540 approved/current students. Currently we are waiting for Fall 2022 to conclude in order to receive Student Characteristics for Fall 2022 and use that data to compare from Fall 2021 for Dreamers and Dreamers+. We had an UndocuAlly training on Thursday 5/5/2022 and have an additional one scheduled for 10/21/2022 for Chabot staff and faculty. On 11/4/2022 we will host an UndocuAlly training for Chabot feeder high schools/adult schools and community. We have achieved our second goal and have already had more than 2 outreach events/tours with high schools including Tennyson High School and Rudsdale Newcomer School. We have a scheduled on-campus tour for November 2, 2022 for 40 high school newcomer students in Hayward Unified School District.

Financ
ial Aid

The biggest unexpected and unprecedented challenge in last 24 months was 50% vacancy rate of the Classified Professionals (7 positions) in the office, due to retirement, resignation and internal promotion. Each recruitment had to either be extended or reinitiated, creating a lengthy and exhaustive non-stop process. These urgent hiring efforts took priority to implementing new initiatives, with skeleton staffing focused on maintaining basic financial aid services during pandemic and the transition to return to campus.

What is going well now is that we have filled several key positions with creative, energetic and motivated Classified Professionals, who are in training to work independently and productively. This support to Chabot's seasoned Advisors shows great potential to being able to meet our ongoing goals providing financial aid services to our students. We will go into overdrive Spr23 on some of our goals.

Hispa
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Centro

Goal #1: Currently, for the onboarding measurements, we have orientation:88% summer '21, 86% summer '22; math & Eng. Assessments: 91%, 93%; CSL: 90%, 90%; SEPA: 24%,18%; SEPC 69%, 63%. For onboarding we did meet our goal! However, for SEP's we still have the remainder of the year to finish since we are only about 65% of the way to meeting our goal.

Goal #2: Covid restrictions during the fall made it difficult to reach this goal; however, we did do outreach with 2 high schools (one charter, one continuation) 2 presentation for adult school; 1 fieldtrip for Chabot students; 3 community events. We completed 13-15 community events but not the ones we listed since we also presented to the learning connection & other organizations on campus as requested

Goal #3: We need more data to analyze if we met this goal. In order to meet this goal, we need more assistance with case management & follow-ups or check ups with our current Summer Bridge students to make sure they're doing well throughout their first year; we can begin figuring out who are the dependent students. How do we access transcripts? Our counselor assistant would pull the transcripts before their counseling session, a practice we need to bring back. For no-shows, have counselors inquire why & reschedule.

Intern
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Stude
nts

I have been able to review our International student application forms and eliminate items that are not necessary in order to lessen the burden to apply as an International student. I have also been able to add additional English language proficiency exams accepted to assist students in meeting our application requirement. We have not had the budget to invest in overseas recruitment partners. Other challenges we face are the economic impact of COVID-19 and subsequent travel restrictions that make study abroad very difficult in the current environment. Health insurance is very expensive and transitioning to a good mandated plan would likely be more expensive for most international students who are already struggling to continue their studies at Chabot due to loss of jobs and income of their sponsors, and restrictions on employment.

Rationales for Resource Requests

6 Responses

| Program/Area Name | Which of your PAR goals, plans for improving student learning, and/or plans for reaching SAOs will need augmented or new resources? |
|--|---|
| Student Health Center | The main resources are included in the Student Health Fee budget; we just need more stability in staffing to carryout the plans associated with the SAO goals, objectives and strategies therein. |
| Admissions & Records | none. We still need ITS' supportt to get the goal/SAO implemented. |
| Dream Center | There will be no need for augmented or new resources. |
| Financial Aid | No new requested this year. |
| Hispanic Serving Institution/El Centro | For goal #2, events & outreach, we met the goal but in a different manner due to Covid restrictions. For goal #3, we need to see if Na can also provide data in combination with A & R data to get a clearer idea as to how our summer bridge students are doing in math & English during their first year, which then leads us to consider using our grant money to support this goal. |
| International Students | none |

Service and Instruction Mode of Delivery (Optional Question)

6 Responses

| Program/Area Name | As Chabot evolves our operating procedures in response to the Covid-19-pandemic: what does your program/area believe is important to keep in mind regarding online vs. hybrid vs. face-to-face instruction, service delivery, and working environments? |
|-----------------------|--|
| Student Health Center | We believe it is important to keep in mind that many in-person services still need promotion, marketing and outreach so new students in particular know they are available as part of the college's student support system. Many more students are able to access the health clinic now that most classes are held in-person and student visits have increased, but there is still room for growth in promoting these in-person services and online platforms such as MyChart. Most students seem to walk-in to schedule appointments, most of which are scheduled for the same or following work day. |
| Admissions & Records | N/A |
| Dream Center | N/A |
| Financial Aid | We need to continue to review current technology used. What once may have sufficed to provide in-person, virtual or hybrid services may need to be reconsidered to find and utilize software, applications and phone systems that can easily flex as needs change. This includes communications with students, office colleagues, and departments across the campus community. |

Hispanic
Serving
Institution/El
Centro

N/A

International
Students

International students (non immigrants with a student visa status) are required to enroll full time to maintain their legal status in the U.S.A.. Full time enrollment consists of a minimum of 12 units each semester. These students are restricted to taking no more than one (1) course or up to three (3) units each term as part of their full time enrollment requirement. This rule was temporarily suspended due to the COVID-19 health emergency. International students who were present on March 9, 2020 are allowed to take 100% of their classes online. New international students entering after March 9, 2020 are allowed to take more than the usual number of on line courses, but must be enrolled in at least one (1) face to face class. This temporary suspension of the limit of online courses will last as long as we are in a COVID-19 health emergency as defined by the Student and Exchange Visitor Program (SEVP), which is part of U.S. Immigration and Customs Enforcement (ICE), This policy is set to end after the Spring 2023 semester. When this policy ends, international students will once again be expected to take no more one (1) course or up to three (3) units each term to be considered attending full-time. A sufficient number of Face to face classes will be needed for students to meet these legal requirements as well as to complete their programs of study