# Student Services Division Summary For Division Review 22-23

Programs Read

- CalWORKS
- Career & Transfer Center
- Counseling
- DSPS
- EOPS-CARE
- Student Health Center
- Psychology-Counseling
- Puente
- Umoja

**Section A: Accomplishments & Notable Items**

**Overarching Themes: Accomplishments**

In the Student Services Division, courses have been updated to meet new standards, programs have continued to refine and redefine how they will use virtual services to complement the existing in-person work. There has been a high level of guided pathways work happening, including the development of a New Student Support Center in the Assessment Center location, and targeted student counseling by pathway.  Significant hiring has taken place across Student Services to support the quality work being done in each of the programs, and student services faculty and staff have continued to leverage professional development opportunities.

**Program Specific Notes (Alphabetically by program)**

**CalWORKs**
- Balanced online and in-person services to meet student needs.
- Shifted all forms to online, while increasing in-person services and student spaces
- Hired a counselor assistant.

- Regularized collaboration with EOPS-CARE
- Created a Canvas course for students on workforce development.

**Career & Transfer Center**

- Brought back LPC campus tours.
- Increased presence on social media which allowed students to see more information about the Career and Transfer Center.
- Utilized online platforms such as Cranium Café to be able to connect with students in real-time to assist with applications, answer questions, and create transfer plans.
- Participated in various groups and committees across campus that help serve disproportionately impacted students.
- Served as a liaison to connect students to our various campus-wide resources and supports.
- Provided transfer services in the BCRC to eliminate barriers to success and transfer for African American students.
- Increased SmartShop offerings, especially helping students to declare their major sooner.
- Initiated Transfer Tuesdays - Mini Transfer Fairs weekly on Tuesdays in 1600 Lobby
- Increased # of students applying to 4-year colleges after attending a campus tour.
- Increased number of students since 2019 who follow up on TAG requests by completing an application, according to SAO results.

**Counseling**
- Used Cranium Cafe to serve students virtually while also increasing availability for in-person counseling. The contract for Cranium Cafe has now been extended through Dec 2024.
- Increased support for program functions by hiring a classified counselor assistant, four student assistants, and one intern (after the suspension of the internship program for the past two years).
- The new tentative FA contract states that Counseling will have access to student data to build a data dashboard to help them direct resources and design programming.
- Reaching out to help students whose applications for degrees/certificates were denied.
- Prioritizing professional development opportunities

**DSPS**
- Held outreach events with regional high schools and organizations.
- Hired counselor assistant and alt media specialist.
- Completed new director training held by the California Association for Postsecondary Education and Disability
- Purchased Symplicity operational management software.

**EOPS-CARE**
- Balanced online and in-person services, each was available on all days.
- Attended four virtual professional development events.
- Increased collaboration with CalWORKS
- Hired a counselor assistant II (shared with CalWORKS) and two student assistants.
- SAO results showed that students were learning needed information from the student orientation.

**Psychology-Counseling**
- Submitted and presented a full-time Psychology-Counseling instructor position to Faculty Hiring Prioritization Committee (2021-2022 PR plan)
- Updated PCN 50 & PCN 50L curriculum to meet revised statewide standards and added to the discipline plan for 2022-2023. (2021-2022 PR plan)
- Restored core ADT course "Intro to Social Work and Human Services" (PCN 5), to be offered each semester (Fall and Spring)
- Integrated use of Career Coach within Psychology-Counseling curriculum
- Established a success team (including full-time & part-time Counseling /PCN instructional faculty) for Society, Culture, and Human Development pathway.
- Attempted to offer 60% in-person Psychology-Counseling courses.
- Participation in HyFlex training by 2 Psychology-Counseling instructors, in order to provide flexible options for student attendance.

**Puente**
- LPC was chosen as one of five CC's to be granted $100K over two years to introduce math into our Puente model. The broadening of Puente disciplines was a result of the influence of Guided Pathways at the state level.
- Reactivated mentoring – dormant during the Covid shutdown
- Reactivating all Puente activities this year: field trips, Puente club, in-person conference attendance
- Participation of four faculty (one English, three math) in Puente Summer Institute in June 2022
- Incorporation of English instructor Karin Spirn into Puente program

**Student Health Center**
- Offered Chill & Chats for targeted groups in addition to those for all students; developing more to meet the needs of students.
- Held behavioral health workshops.
- The MFT trainees were able to provide 1:1 counseling virtually or in-person; served 79 students in 21-22; students have access to 6 free sessions.
- Will continue to have both online and in-person services for students.
- There will be drop-in counseling 2 times per week in 22-23

- ○ This was added to address student requests for additional mental health services.
- Outreach programs have increased the awareness of behavioral health services available.
- Students are very satisfied with their Chill & Chat experiences.

**Umoja**
- Hired two new Umoja Coordinators (Counseling-Coordinator and English-Coordinator)
- Piloted a fully fast-track Umoja program in Spring 2022
- Switched most course offerings to Hy-Flex
- Students were encouraged to participate in a high number of specific community-building and learning events.
- Collaboration with math and communication studies to provide a full Umoja curriculum.
- Created a Transfer "how to" video for African American Scholars Project H.S. students to address CCC transfer questions and myths.
- Collaboration with other campus initiatives including ConnectUp and BCRC to create a supportive environment for Black students.

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## Section B: Challenges and Needs

**Overarching Themes: Challenges/Needs**

The Student Services Division has experienced a reduction in Special Program headcount resulting from enrollment losses during the Pandemic and a reluctance of students to return to campus and thus access available services. The division needs to identify a staffing model that allows for remote flexibility without creating service gaps on-campus. Students who access our programs virtually have both struggled with accessing technology and learning our new technologies in a way that allows us to be effective in supporting their success. Several programs identified low staffing as a barrier to completing SAO work and other coordination activities. Additionally, courses have had to be cut, and Student Services has had a difficult time marketing our programs and services to students. Several programs identified challenges with supporting student course success. For example, the Puente Program is encountering students who need more writing support than those in previous cohorts and they are looking for ways to support them.

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**Program Specific Notes (Alphabetically by program)**

**CalWORKs**
- Declining student numbers due to changes in county regulations due to the pandemic
- Students not using available childcare services that would allow more time for classes and studying.
- The has been a challenge to onboarding students. ClassWeb needs to be updated and we should switch from SARS to the self-scheduling program ConexEd.

- Short staffing created challenges for SAO data collection. The new assistant will help with getting student feedback.

**Career & Transfer Center**
- Experienced a low number of students returning to campus; most students continued online.
- Found it challenging to track students and their participation in their services due to the lightly attended on-campus presence.
- Challenges of being able to connect with students due to the student's lack of technology and/or knowledge of online platforms.
- Had a decrease in in-person 4-year university representatives as most reps wanted to meet with students online.
- The Career & Transfer Center continues to function without an operating budget for supplies, staffing, and campus tours/visits**.**

**Counseling**
- Not enough counselors to support student needs. This was especially true in AY21-22 as one counselor was on sabbatical, and another left his faculty position to become the dean. In SP22 there were only 4.4 FTE counselors in general counseling, while the number of total students served increased.  The program estimates that 1-3 more general counselors are needed.
- Implementation of Guided Pathways will increase the need for general counselors.
- More office space will be needed to accommodate additional counselors.
- Coordination reassigned time is needed for SLOs and PCN
- Specialized counseling positions are needed for Puente (2nd cohort), career counseling, and athletic counseling. These positions have been requested.
- The program needs a way for students to schedule their own counseling appointments online. This would increase access and equity.

**DSPS**
- Need to be able to determine student LD support eligibility at LPC.
- Need support for addressing student challenges such as AB705.
- Need to develop a DSPS community advisory committee.
- May need to develop educational assistance courses.

**EOPS-CARE**
- Student awareness of the program has suffered in the pandemic environment, need for more outreach and publicity including more student-friendly messaging system.
- Students are taking and passing fewer courses. Many online students feel they would do better in-person classes but struggle to take them due to scheduling challenges.
- Needs a case-management system that integrates with Banner.
- More seamless processes needed to keep students on track from registration to graduation.

**Psychology-Counseling**
- Not selected for hire: Full-time Psychology-Counseling instructor – leaving a gap in professional service functions for the PCN discipline
- Not identified: Coordinator for PCN Student Learning Outcomes
- Not identified: Coordinator for ADT in Social Work and Human Services
- Reduced PCN FTEF allocation due to overall enrollment challenges at LPC.
- Only offered 11.5% of PCN courses in-person for 2021-2022. Other sections were canceled or converted to online in response to student enrollment challenges.

**Puente**
- Current Puente cohort is struggling more with study skills compared to previous cohorts – need to investigate the reasons for this shift.
- Allocation may have been re-interpreted such that Puente has been instructed they are unable to spend general funds on food for events. In the past, this was allowed. Providing food is a crucial aspect of successful events needed for community building that is central to the Puente model.
- Making sure we have enough faculty to teach key Puente courses will be necessary to prevent burnout and maintain the strength of the program. Finding ways to involve and train more faculty will be crucial.

**Student Health Center**
- Advertising events to students is challenging because in the past students saw flyers on campus but there are fewer students now seeing them
- Hosted specific Chill & Chat events for the AAPI and Afghani communities, neither was attended.
- Due to the high number of students taking classes virtually, many are unaware of the services available through the Health Center and also may not have access if they could not/chose not to come to campus in 21-22

**Umoja**
- Student recruitment has been challenging. Courses were canceled in F21 due to low enrollment.
- Black men are underrepresented in Umoja courses.
- Full-term and in-person classes have higher success rates than the online/hybrid and fast-track modalities offered last year.
- Umoja regional coordinator stepped down, causing difficulties maintaining relationships with the statewide Umoja office.
- Funding comes from non-ongoing sources; should be added to the general fund.
- More coordination time needed for pre-semester planning.

**Section C: Priorities and Recommendations**

I. **List of Universal needs/priorities - identified by all or most Programs in Division**

    A. Quick fix (Can be done now or soon; may take little/no extra resources)

        1. Expand the use of "My Pathway Checklist" and "Transfer Checklist" in counseling sessions to support student milestone knowledge and completion.

    B. Interim (more work required but can be done within the academic year)

        1. Identify a staffing model that supports remote flexibility without creating service gaps for on-campus students.

        2. Pilot new technologies (i.e., Symplicity, Ellucian Advise, Conex-ed, etc.) and determine usefulness for improving service to students.

    C. Structural process (longer-term work to be done to "resolve")

        1. Increasing special program headcount to pre-pandemic numbers

        2. Improving communication and outreach to students to promote programs (also courses within programs) and services.

        3. Implementing new technologies and training SS faculty and staff in the use of them

        4. Creation of Interdisciplinary Success Team meetings to support the work of Guided Pathways

II. **List of Program needs - identified by only one or a few Programs, but still needs consideration.**

    A. Quick fix (Can be done now or soon; may take little/no extra resources)

        1. Finalize New Student Group SEP plan with Assessment, Counseling, and IT

        2. Develop an Advisory Committee for DSPS

    B. Interim (more work required but can be done within the academic year)

        1. Create a program plan for NextUp Foster Youth support program (i.e. staffing, spending plan, etc.)

2. Implement case management program Symplicity in DSPS office.

3. Determine support for PCN Coordination duties.

C. Structural process (longer-term work to be done; research and investigation required to "resolve")

1. Develop a plan to serve students at LPC with LD Assessment

2. Investigate the viability of the Behavioral Health Apprenticeship program.