



COUNSELING & SPECIAL PROGRAMS DIVISION SUMMARY 2023-2024

SECTION A: ACCOMPLISHMENTS & NOTABLE ITEMS

OVERARCHING THEMES FOR ACCOMPLISHMENTS/NOTABLE

- Staffing increases have helped this division to be even more effective in the services they provide.
- Programs are growing and innovating, and increasing their enrollments.
- This division has played a crucial role in supporting the college efforts to recruit and retain students.
- Programs in this division focus on equitable experiences and support for students at LPC.
- This division works collaboratively with both community agencies and the LPC campus to serve potential and current students.
- New technologies are streamlining services and providing more targeted information and support.
- A positive and supportive culture has been strengthened in Student Services.

PROGRAM SPECIFIC:

CalWORKs -

- The entire program is focused on equity; comprehensive case management, community-building, onboarding, and transition processes support students' success.
- The adoption of ConexEd as a case management tool has created clarity, student autonomy, and engagement in the case management processes. More unduplicated students are being enrolled in the program, and ConexEd has been crucial to effective case management and better workflows for students to complete required county documents.
- CalWORKs is collaborating and consolidating processes with EOPS/CARE, including the joint hiring of a Counselor Assistant II and adjunct counselor – increasing the number of services being provided to students and helping the program to meet one of their Student Area Outcomes. This partnership and leveraging of resources will continue.
- The hiring of a new Basic Needs Program Manager to serve the homeless and housing insecure has allowed the CalWORKs Coordinator to sharpen the focus on CalWORKs and former foster youth.
- Receipt of unrestricted funding allowed CalWORKs, EOPS/CARE to update their office space and solicit and display student artwork.
- Collaboration with the county Department of Social Services and the county caseworker assigned to the program has been helpful in recruiting for the program.
- Continued participation in professional development opportunities at the state and local levels.

Career Center -

- Served close to 900 students through workshops, career fairs, and students visiting the Career Center.
- In-reached to 445 students through class visits and on-campus information sessions.
- Increased the outreach of Handshake from 2,300 to over 10,000 students – can now email any student by major to their Zonemail account.
- Through serving as part of the Undecided Pathway helped to reduce the number of undecided students from 875 in Fall 20 to 406 students in Fall 22.
- The coordinator assisted with the development of the LAEP website and promotion of the program.
- Visited all division meetings and held a spring 23 flex day workshop about Career Center services.
- Plans to create ready-made career assignments for faculty use to help increase student participation at Career Center events and with their services.
- Ensured that the Career Center reflects a diversity of backgrounds.
- Plan to focus on on-campus job fairs during the day.
- SAO regarding student confidence to impress employers was met with a 4.5/5 score.
- Collaborating with Puente and Umoja and the First-Generation College Day planners to have an internship panel to increase awareness of when to apply for internships, and increase the number of BIPOC students who access internships.
- Partner with Student Life to bring employers to Club Days.
- Adding more resources on the website that are aimed at specific demographics of students.
- Connecting more students of color with LAEP employers.
- Support more employers through developing an employer orientation, employer engagement meetings and categorizing employers in Handshake so they are more easily identified, and working with ITS to identify alumni in Handshake.
- Supporting the Engineering Tech Learning Community.

Counseling -

- The hiring of a new FT counselor has provided better support to athletes and overall student appointments and services.
- The addition of Proactive Follow-Up hours has increased outreach to students needing specific supports.
- Once CRM advise is fully functional counseling will be able to provide direct student-targeted services by pathway. In a streamlined and efficient manner.
- Integrated new strategies to increase the number of students having comprehensive SEPs by 153% over fall '22.
- Collaborating with A&R to look further into reducing equity gaps among students.
- The extension of the contract with ConexEd will provide continued support to DE students; the demand for online counseling continues to grow even as more students return to on-campus classes.
- Moving toward an appointment model to serve this population even better.
- Counseling has played a crucial role in the increased retention and success efforts for the college.

- Have requested a Counselor/Interventions position to target the at-risks students to reduce probation, and increase student success and retention (approved for F'24 hire).

DSPS -

- The fall '23 launch of the Accommodate system has provided students with access to utilize their accommodations and communicate to/from their faculty.
- Provided a flex day workshop on Accommodate.
- Will pursue additional features for Accommodate.
- Hired two PT faculty to serve as DSPS Counselors and Learning Disability Specialist. Focusing on rebuilding the Learning Disability program to include appropriate assessments of students.
- Plan to provide staff and student workshops in the coming AY.
- Investigating activation of Learning Skills Curriculum.
- Hired five Student Assistants to help with notetaking in classes and provide additional support to students and the department.
- Adding an Otter.ai licenses for students who require note-taking services as this will automatically generate notes on mobile devices and computers.
- Collaborates with local high schools and Special Education Local Planning Areas to provide information and outreach to support students in the transition from automatic support in TK-12 to a self-led model in college.

EOPS/CARE -

- Hired a Counselor Assistant I for all the programs in their office suite.
- Hired a part-time counselor, with plans to hire Next-up Counselor.
- Using ConexEd for case management, student self-scheduling and staff schedules, and for video appointments.
- The EOPS program grew from 225 to 264 students.
- Over 60 students graduated or transferred successfully.
- Have a target to grow to 275 students.
- Providing targeted outreach to students were denied degrees and developed a process with the transfer counselor for degree/certificate petitions, taking them directly to A&R
- In collaboration with CalWORKs and NextUp, hosted a student awards program.
- NextUp was added to the office suite of services to serve students in the foster youth program.
- Instituted better practices for alerts to students to keep students on track with the program requirements, along with better communication and alert tracking processes.
- Selected and purchased student art work.
- Plan to build retention of new students for 2-3 years.
- More EOPS students are returning to campus classes at least PT.

- Because of the pandemic, students become more adept at online learning and learning about themselves and their learning styles, opening up opportunities such as the CVC-OEI exchange for online course options.
- Collaborating to a common application and Canvas site for EOPS/CARE and the programs that share their suite.

Outreach -

- Successfully deepened and increase partnerships with local schools, ROP programs, the assessment center, Umoja and Puente
 - Held application workshops in local and out of area high schools and on campus.
 - Attended monthly meetings.
 - Attended local cultural celebrations.
 - Attended 13 college fairs.
- Hosted Parent and Student information nights with over 167 registered attendees.
- Collaborated with academic programs for the Fall Preview Night.
- Created a comprehensive Parent Resource Guide to help parents understand the resources available at Las Positas College.
- Continued to partner with Umoja and Puente on outreach efforts in the community and local high schools.
- Coordinated and delivered over 76 campus tours to potential LPC students, families, middle school, high school and community groups during the 22-23 AY.
- Collaborated on New Hawk Day and had 575 participants.
- Outreach efforts supported a 38% increase in F'23 applications.
- Met their SLO to increase the likelihood of students registering for classes after an open house.
- Use data to fine-tune outreach efforts.
- Continue building a database of students.
- Creating an outreach calendar to help with marketing and information sharing.
- Continue to support Guided Pathways and improving the onboarding process.
- Continue the call campaign for students who started but not complete the application process.
- Planning for bigger Preview Nights and Open Houses.
- Plan to host an outreach event for middle schoolers.
- Adding demographic-specific resources to their website.

Puente Program -

- Expanded to 2 cohorts in Fall 2023 and both are totally full and have waitlists. Hired PT Counselor/Coordinator to support second cohort in F'24.
- The events hosted were twice as large because of having twice as many students.
 - 150 attendees for the family orientation night was unprecedented.

- LPC is one of few colleges that offer Puente MÁS, an expanded Puente model that incorporates math instruction along with the standard components of English, counseling and mentoring (LPC also includes Library instruction).
- 99% of enrolled Puente students attended two transfer motivational conferences hosted by the statewide Puente program.
- Michelle Gonzales serves as a Puente trainer for statewide professional development and has led presentations.
 - She presented at the Equity summit two years in a row and Karin Spirn presented one time
- The program also hosted events that included participants from past and present cohorts.
- They consistently use equity-based teaching methods to increase student success and satisfaction in our courses, including the Linguistic Justice framework for teaching English. Students have reported that this method makes them feel more engaged and empowered and gives them a sense of belonging and inclusion.
- Students also appreciate the concurrent support model used in the Puente math classes.
- Their teaching and support strategies have helped with retention; currently 56 students are still enrolled out of 59 who started in the program.
- They are investigating opportunities to partner with other disciplines and train faculty in the Puente model.
- Over the next two AY they will continue to refine the two-cohort model and Puente MAS.

Student Health and Wellness Center -

- Hosted 10 behavioral health workshops with 148 students on a variety of topics, and there was increased attendance over the last year. Outreach efforts on campus led to an estimated attendance of 1090 students, an increase of 150% over 21-22 AY.
- 7 MFT interns provided 1:1 counseling via Zoom or in-person. There was a 70% increase over the previous AY.
- There were 1115 visits and 164 students receiving 1:1 counseling.
- There was a 27% increase in the number of medical visits (urgent, illness, vaccinations, and well visits) in 22-23
- They are planning to continue and expand their workshops, drop-in hours and 1:1 counseling.
- They have found space in 2100 for additional counseling sessions.
- They plan to collaborate with the Basic Needs Manager and increase outreach to the campus overall. to increase student access to medical and mental health care.

Transfer Center -

- Separating the Career Center and Transfer Services allowed for increased focus on transferring students.
- The coordinator invested a great amount of time outreaching to, and supporting transferring students.
- Provided services in the gym and collaborated with the Athletic Counselor to ensure athletes complete their SEPs.
- Updated the social media presence and increased advertising about events and workshops.
- Served as the Caring Campus liaison for Transfer Students.
- Plans to seek additional funding to help meet the basic needs of transferring students.
- Redesigned center furniture adding comfortable seating and snack area with breakfast foods and drinks.

Umoja Program -

- Developed a detailed Strategic Planning Guide for the Umoja Statewide program which helped set program goals.
- Developed a 3-year strategic plan
- Ensured information in Data Mart was correct resulting in a large State Grant award to support the program
- Added the ethnic studies/psychology of race class to their core offerings
- In 2023 used more targeted strategies for outreach and recruitment leading to increased program enrollment
- Participants appreciate the dedicated faculty
- Students are taking on more leadership roles and have increased student engagement.
- Plan to include a mental health practitioner, mentorship and a student ambassador program
- Will provide Umoja professional development/training (The Umoja Summer Learning Institute) to new faculty members who will be teaching Umoja courses. Additionally, the program will create work sessions in which faculty can find best strategies for integrating the Umoja practices into their curriculum.
- Adding a dedicated math tutor and collaborating with the tutoring center for the other courses that students may need support in.

SECTION B: CHALLENGES AND NEEDS

OVERARCHING THEMES FOR CHALLENGES/NEEDS

- New technologies are creating a steep implementation and learning curve for programs in this division.
- Data sets are not easily disaggregated by Disproportionately Impacted (DI) status, making true equity engagements difficult.
- Need: College/District level DI disaggregation data (esp. In Ellucian Advise) provided to student services professionals and success team members
- Students are experiencing more economic challenges requiring the programs in the Division to continue or increase their basic needs support programs.
- Programs in this division continue to work on methods for recruitment and increased student response to inquiries.
- Programs in this division are facing some institutional barriers at the district (Puente, for example) and state level (Umoja, for example) regarding the timing of funding and interpretation of allowable expenses.
- Student Success Teams will have a large impact on the programs in this division.
- Developing a division-wide response to student success team structure, support, engagements, etc. (i.e., physical space, staffing, supervision, technology, etc.) is required once a final SST vision has been identified.

PROGRAM SPECIFIC NOTES

CalWORKs -

- More students are in economic need as a result of the pandemic.
- Recruitment and outreach for new participants is a challenge.
- Continue to update the space to be more student-centered and “home like” so students feel comfortable and welcomed.
- More time is needed to develop and improve programming, including a deeper dive into the current onboarding and student check-in processes.

Career Center -

- The coordinator does not have the consistent bandwidth to provide 1-hour career exploration meetings with a third of the visitors to the Career Center, while also assisting with employment services.
 - Students often want heightened resume support right before a career fair but the coordinator has difficulty meeting this demand while also planning and coordinating the event.
- Adding a 50%+ Career Counselor would support students needing specific counseling expertise. This would better serve students and provide time for the Coordinator to plan events, outreach and support employers and assist students with finding jobs and internships.
- Hiring Student Peer advisors to help with resumes will also help meet the increasing demand for career advisement.
- Handshake is being severely underutilized by students. This may be due to information going to students' Zonemail that may not be regularly checked. There is also no way in Handshake to identify alumni students that employers may be looking to hire.
- Increased outreach is needed for the Career Center services, including development of asynchronous courses, increasing presence on LinkedIn and other social media, reaching out to special programs, and increased marketing for job fairs.
- Low attendance at virtual or afternoon on-campus job fairs.

Counseling -

- Only one of the 3 requested counseling positions was approved.
- One hire was planned to focus specifically on the growing AANHPI population.
- Submitted another request for more FT faculty.
- General counseling has a roughly 1:1,106 ratio of counselor to students! More staffing is needed (specifically off-contract times such as summer).
- This affects their ability to serve students equitably and assist them in meeting their goals, even as guided pathway and student ed plan (SEP) needs increase.
- Counselor time is pulled through serving on a variety of committees and teaching PCN classes.
- More professional development and training to support students through so many new initiatives
- Adopting student self-scheduling would help students who can only take time to schedule appointments during the evening or weekend hours.

DSPS -

- The Accommodate system is only available through My Portal. Students who need help with MyPortal need help accessing their needed information.
- Needed to hire more DSPS Counselors and a Learning Disability Specialist (hired PT faculty as of F'23).

EOPS/CARE -

- Currently, more returning students than new students are recruited for the program. This leads to more recruitment efforts after each graduating cohort. Need to have a significant focus on outreaching to new students.
- The late hire of the new Counselor Assistant led to most of the spring being devoted to training.
- Need ConexEd to be connected to Banner.
- Need improved CRM Advise dashboards and additional training.
- Need to continue to market and brand their programs.

Outreach -

- Demand for tours and other outreach activities has increased leading to a need for more student assistants
- Need an additional General Outreach Specialist to meet on-campus demand for help with outreach.
- Need to work with marketing to increase the number of post-event survey responses.

Puente -

- There have been ongoing challenges with not being able to spend money allocated to the program by the statewide Puente project due to the limitations of the business office. The Ed Code remains unchanged, but the interpretation by operations appears to have undergone a significant shift in interpretation compared to previous practices.
 - The program is not able to offer all the services or reimburse students in the same way as other Puente programs in the state
- Need a better and larger space to host events now that their program has grown. It is much more efficient to have shared events with the two cohorts, but this number of students and guests no longer fit where they have hosted events in the past.
- More CAH is needed for coordination and instruction in the program. Having two cohorts and more disciplines significantly increases the labor to run the program. Puente instructors attend weekly meetings, organize events on and off campus, and attend ongoing professional development trainings.
 - Different instructors are compensated unevenly due to historical CAH allocations in the program. We need increased CAH in an amount allocated per instructor rather than per discipline.
 - There has been no increase in coordination time for English instruction.
 - The librarian also receives no CAH.

Student Health and Wellness Center -

- More private offices are needed to have confidential sessions and conversations.
- They had to use one room in DSPS because there was no more space in the Health Center.

Transfer Center -

- Students are showing a need for their Basic Needs to be met, in order to focus on the transfer process.

Umoja Program -

- Engagement and participation in 2022 were challenging, with many students living far away from the campus.
- Changes at the state level have created barriers to certifying the 3-year strategic plan, but this will be resolved soon.
- 8-week courses have been challenging for both students and instructors, so considering moving back to full-semester courses
- Due to the pandemic, some students have learning gaps, and the current structure of the program does not allow for embedding English 1AEX or other basic skills support.
- May need to expand the duties of the dedicated tutor to include basic skills instruction.
- The program needs access to funds to help students when emergencies come up.
- Need to continue to meet as a team of instructors and coordinators to address student concerns and foster success.

SECTION C: ANYTHING ELSE?

OTHER OBSERVATIONS

- Several programs are doing well to meet their program SAOs
- As students return to campus in greater numbers, programs have to find ways to ensure on-campus services provided meet the demand
- Effective utilization of space is something that all programs are considering.

SECTION D: DIVISION PRIORITIES

I. LIST OF UNIVERSAL NEEDS/PRIORITIES - IDENTIFIED BY ALL OR MOST PROGRAMS IN THE DIVISION

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

1. N/A – these are already in progress.

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

1. Streamlining recruitment and outreach within special programs.
2. Design, implementation and training for new technologies.

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

1. Addressing space utilization and issues
2. Hiring, onboarding, training, and supervision of support position for Student Success Team work

II. LIST OF PROGRAM NEEDS - IDENTIFIED BY ONLY ONE OR A FEW PROGRAMS, BUT STILL NEEDS CONSIDERATION – N/A

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

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

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