



2020-21 ADMINISTRATIVE UNIT PROGRAM REVIEW
UNIT: Student Services

STATEMENT OF PURPOSE:

- Review and reflect on the support of student learning, with the goal of assessment and improvement of program effectiveness
- Provide a forum for each unit's findings to be included in institutional planning processes
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements
- Collect information that will contribute to institutional assessment and improvement

Timeframe: This program review reflects on the time period between spring 2020 through fall 2020 and plans for spring 2021 through fall 2021.

I. MISSION

A. State the current program mission

Student Services departments, offices, and programs have been established to help students attain their educational goals and add value to the college experience. Each Student Services entity is designed to assist students in the decision-making process by helping them identify and clarify academic, career, and personal goals. It is our hope that students will seek Student Services assistance throughout their educational journey at Las Positas College.

B. The mission of Las Positas College is the following:

Las Positas College provides an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting lifelong learning.

Discuss how the program/service area supports the college mission.

Student Services supports the college mission by providing essential support services to all students so they may benefit from instruction and complete their desired goal of transfer, associate degree, certificate, retraining, or lifelong learning.

C. List the major functions/duties of your unit.

1. Enrollment Services Division includes Admissions & Records, Community Education, DegreeWorks, Financial Aid & Scholarships, International Students, and Veterans.

2. Student Services Division includes: Assessment, California Work Opportunity and Responsibility to Kids (CalWORKs), Career, Transfer, & Employment Center, Cooperative Agencies Resources for Education (CARE), Counseling, Disabled Student Programs & Services (DSPS), Extended Opportunity Programs & Services (EOPS), New Student Orientation, Puente Project, Umoja Program and Psychology-Counseling (PCN) Guidance instruction and Student Discipline.

3. Office of the Vice President of Student Services includes Bookstore, Campus Safety & Security, Commencement, Hispanic Serving Institution Grant, Outreach, Student Equity and Achievement, Student Grievances, Student Health & Wellness Center, Student Life, Student Success & Support Program, and Title IX .

II. GOALS AND OBJECTIVES

A. Since the last Administrative Unit Program Review, what objectives, initiatives, or plans have been achieved?

Since the last Administrative Unit Program Review, Student Services has been able to achieve the following objectives, initiatives, and plans. Below is a brief overview:

Admissions & Records: The admission application has been updated with the technical assistance from the District's Information Technology Services and the California Community Colleges Chancellor's Office. The admission application becomes available for spring semester on September 1 and the admission application for summer/fall becomes available on October 1 each year. The admission application is now available in Spanish. The Admissions & Records Office continues to assist with manually entering the admission applications for incarcerated students.

Assessment Center: In accordance with Assembly Bill (AB) 705 guidelines, assessment placements into English, Math, English as a Second Language (ESL), Foreign Language (Spanish, French), and Chemistry were all transitioned into a Guided Self-Placement or a Multiple Measures tool. Student Services will continue to collaborate with respective divisions to refine and ensure that the developed tools ensure placement into appropriate sequential courses.

CalWORKs: The CalWORKs program was able to convert the student resource guide to an accessible online version for the campus to easily access and utilize. The student resource guide is comprehensive and divided into various categories: campus resources, community resources, Veterans, Foster Youth, etc. with the most recent COVID-19 resources section addition to support students who face barriers to success. The housing resource guide was also integrated into the online student resource guide so students, faculty and staff can access a variety of resources for students who identify as housing insecure. Additionally, CalWORKs collaboration with the Admissions & Records and Financial Aid offices, was able to create a process and form for unaccompanied homeless youth to receive the associated financial aid and priority registration benefits for this student population.

Career, Transfer, and Employment Center: The Center has increased the amount of Smart Shop Workshops presented by the Smart Shop series. In addition, an increase of workshops covering career, resume and cover letter, and job searching were offered to students. The center Coordinator was trained on the Handshake career platform and will be available for students to get connected to career placement. Additionally, Las Positas College partnered with the (37) Historically Black Colleges and Universities to promote and distribute transfer opportunities, degrees, and scholarships opportunities. LPC has provided students with HBCU tours and to date we have visited over (21) HBCU colleges and universities. The Career & Transfer Center has increasingly participated in providing students with online webinars and virtual campus tours. There was an increased of off-campus visits from 4-year universities and colleges. This has been achieved by increasing of outreach efforts, and the development of an outreach materials, website updates, and alternative methods for students to meet with college representatives.

Community Education: During the 2020-2021 Academic Year, the Community Education program transitioned classes and summer/fall 2020 brochure to online during shelter-in-place. The program was able to provide Phlebotomy class as an essential service. Community Education reviewed instructor and Independent Contractor hiring in light of AB 5.

Counseling: As a result of Covid-19 Pandemic, the Counseling department moved its services online and virtually using the Cranium Café platform. While Cranium Café was already being regularly used by two DE counselors, the remainder of counselors were trained and all service delivery was transitioned to the online platform. The transition to a virtual and online delivery method also necessitated a redesigned website, updated student notifications, redesign of counseling protocols/processes, and counselors adapted workshops and counseling sessions to meet the online environment. Similarly, Psychology/Counseling (PSN) courses were all converted to a DE synchronous and asynchronous formats. Counselors from

other colleges were reaching out to our Counseling Department to learn best practices for using Cranium Café and for effectively serving students online.

DegreeWorks: DegreeWorks was upgraded to the most up-to-date version of the software with the Student Centered Funding Formula rollback funding approval. Student Services entities continue to work collaboratively with Information Technology Services (ITS) to update the new software improve student and staff needs.

Disabled Student Programs & Services (DSPS): A top priority of the DSPS office was to fill the vacant positions and meet the staffing needs of the office to continue to offer services to students such as academic accommodation and access related needs. Accordingly, in Feb 2020, the Director of DSPS and a part-time adjunct DSPS counselor were hired. In Aug 2020, a Full-Time DSPS counselor was also hired. Despite the COVID-19 related hiring freeze the college was able to get approval to proceed with filling one of the two open FT counselor positions. One FT DSPS counselor position remains vacant due to the district hiring freeze. Another priority is to offer professional development to new personnel. All DSPS staff and faculty participated in professional development and trainings opportunities. Examples of professional development activities included: Flex day webinars, College Day presentations and division meetings, National Voter Registration Act webinar, Assistive Technology Preconference, Conferzoom, Cranium Café, Adobe Acrobat, etc. The new DSPS Director also attended the Chancellor's Office New Director's Training, and the Admin 101 training offered by Association of California Community College Administrators (ACCCA) training.

Extended Opportunity Programs & Services (EOPS)/Cooperative Agencies Resources for Education (CARE): The EOPS/CARE program increased the number of students from the previous year to 376 students in EOPS and 17 CARE students. This is an increase from last year's 360 and 15. The goal of slow growth for the two programs was met. The program continues to make slow progress with increasing males in the program. The most significant demographic change the change in student participants identifying as multi-ethnic, which went from 5% to 9% of our total student headcount. Another achievement was the full utilization of Cranium Café into online service deliver and workshops. The two full-time program counselors are trained in the utilization Cranium Café. Workshops were successfully added to enhance students' EOPS experience.

Financial Aid & Scholarships: The Financial Aid & Scholarships Office continues to award and assist with the disbursement of federal, state, and local aid in the form of scholarships. In preparation for the 2020-2021 Academic Year, the Financial Aid Office in coordination with the Foundation Office plans to disburse over \$400,000 in scholarships to eligible students.

Hispanic-Serving Institution Program: The Hispanic-Serving Institution (HSI) grant concluded in Oct. 2020. All grant goals and commitments were successfully achieved by the conclusion of the grant. The HSI learning community was not institutionalized by the college.

International Student Program: The program was able to provide support for international students during shelter in place, converted forms to fillable PDF. International students program completed and filed the Student and Exchange Visitor Program (SEVP) procedural change to allow us to continue to serve international students in compliance during the COVID-19. Prior to COVID- 19, international students program coordinator participated in the Scion Student Housing Study to advocate for student housing that would address the specific needs of international students.

Orientation: The online orientation platform was completed and went live for student to use as an alternate option to in-person online modality. Additionally, in-person orientations educational planning sessions were redesigned and increased the capacity of student participation from 15 students to 25 students per session.

Outreach: The Outreach Services Office developed a virtual campus tour, offered virtual assistance through the matriculation process (Six Steps to Success), and hosted weekly Pathways to Community College zoom sessions to inform the community about the wonderful programs and opportunities available at LPC. Outreach also continued to host its FastPass series, which is a one-stop shop model for new and returning students to complete the matriculation process from admission application through course registration. Outreach Services has also been engaged in the guided pathways efforts to further enhance student engagement and to streamline the onboarding process for students based on their student status to have a catered steps to success process that eliminates unnecessary students that they may not need to complete.

Puente Project: The Puente program encourages and practices intrusive counseling with all students. More emphasis is placed on those students showing Below- Average and Average. The strategy proved to be successful with facilitating student success. Also, the Mentor Mixers of the current year 2019-20 were successful. The mentoring component created a sense of family and community. Building community is key as reflected in the overall data and performance of the Puente students. All mentors, professionals in the community, and at the college, are highly involved and meet regularly with Puente students. The Puente program will replicate the bonding activities, intrusive counseling, mentor mixer events, club activities, etc. to continue improving and obtaining the exceptional results as in previous cohort.

Student Equity & Achievement Program: SEA curated and hosted several student listening sessions to help steer equity strategy and interventions. The SEA Committee developed and operational definition of equity, unique for our campus, and an Equity Statement. SEA was able to fund embedded tutoring for the Umoja learning community.

Student Life Office: Provided virtual leadership training to the LPCSG, ICC, and all student clubs on college processes, district and college policies and procedures, the Brown Act, and Robert's Rule of Order. Provided virtual resource fairs to promote campus wide resources available to students and the LPC community. Continued to organize and support "The Market" to help address food insecurities for our students and the larger communities.

Umoja Program: A \$16,000 grant was awarded to the Umoja program from the Umoja Community Education Foundation for the 2019-20 calendar year. The original spending plan was to fund dedicated Math and English tutoring, purchase texts for a loaning library, and fund a student-led recruitment project. However, instead of the the student-led recruitment project, approval to purchase marketing merchandise was approved to assist with improving access to the College. The third cohort of Umoja students were recruited and enrolled in Umoja Psychology Counseling 10 and 30, English 1A and 4, and Library Skills 1. At least two students completed Honors Projects in Umoja English 1A. Additionally, Umoja students developed and completed a significant research project in Umoja English 1A and Library Skills 1 courses. Selected students presented to the college community at the end of the semester.

Veterans: The Veterans First Program continues to receive funding from the California Community Colleges Chancellor’s Office, community-based organizations, corporations, and private donors for the support of the Veterans Resource Center and student veterans. Most recently, the Veterans First Program was granted one-time funding of \$63,932 from the California Community Colleges Chancellor’s Office to assist student veterans.

B. Major Goals and Objectives for Spring 2021 through Fall 2021.

Major Goals and/or Objectives	Start Date	Status: Ongoing, date completion anticipated	Need Assistance in order to complete goal or objective (reference applicable resource request page)	Educational Master Plan (EMP) Goals or Planning Priorities linked to this Goal/Objective
1. Auto Awarding of Certificates and Degrees	01/2021	Ongoing	Need Equivalency Database	EMP D1
2. Redesign of Career Exploration	02/2021	Ongoing	Need a career platform	EMP A4, C4, D1
3. Onboarding Redesign	02/2021	2022	Personnel resources	EMP A3, D1
4. Enhance Communication with Students	04/2021	Ongoing	Need a texting platform	EMP A3, C4, D1, D7
5. Student Resource Fair (virtual)	03/2021	Ongoing	N/A	EMP A1, C4, D1, D7

III. STAFFING

A. Staff Profile.

Position	Staffing Levels for Each of the Previous Five Years					Anticipated total staff needed	
	2016	2017	2018	2019	2020	2021-2022	2022-2023
Administration	3	4	5	5	5	6	6
Supervisory	35	40	1	2	2	2	1
Classified Staff FT	25	29	30	31	30	33	33
Classified Staff PT	8	8	1	1	1	1	1
Confidential Staff FT	1	1	1	1	1	1	1
Total Full Time Equivalent Staff	64	74	37	40	39	43	43

B. Staffing Needs

NEW OR REPLACEMENT STAFF (Administrator, Faculty or Classified)

List Staff Positions Needed for Academic Year <u>2021-2022</u> Place titles on list in order (rank) or importance.	Indicate (N) = New or (R) = Replacement	Estimated Annual Total Cost	EMP Goals or Planning Priorities Linked to Position

<p>1. Director of Financial Aid (administrative position)</p> <p><u>Reason:</u> Reorganization of Financial Aid Office due to new Student Centered Funding Formula and the need to have equal representation to Chabot College which employs a Director of Financial Aid</p>	<p>N</p> <p>Fall 2021</p>	<p>\$165,437</p>	<p>EMP A1, A2, A3, A4, A5, A6, B1, B4, C2, D1</p>
<p>2. International Student Specialist (classified professional position)</p> <p><u>Reason:</u> Need to replace the vacant Admissions Specialist position within the International Student Program to provide administrative support to the International Student Program Coordinator and approximately 130 international students.</p>	<p>N</p> <p>Fall 2021</p>	<p>\$79,139</p>	<p>EMP A1, A2, A3, A7, B4, C1, D2</p>
<p>3. Admissions & Records Assistant II (classified professional position)</p> <p><u>Reason:</u> Need to replace the vacant Admissions & Records Assistant II position due to the resignation and the position has gone unfilled ever since. The Admissions & Records Assistant II would be assigned to address the ever-growing demand/need to respond to concurrent enrollment, incarcerated students, and Middle College.</p>	<p>N</p> <p>Fall 2021</p>	<p>\$69,972</p>	<p>EMP A1, A2, A3, A7, B4, C1, D2</p>
<p>4. Counselor Assistant I (classified professional position)</p> <p><u>Reason:</u> This is a replacement position to support critical front line coverage that provides student screening for services, checks in appointments, provides referrals as needed, schedules appointments, processes petitions, and provides general support to the counseling division.</p>	<p>R</p> <p>Fall 2021</p>	<p>\$67,909</p>	<p>EMP A1, A2, A3, A7, B4, C1, D2</p>
<p>5. DSPS Counselor</p> <p><u>Reason:</u> This is a replacement position that provides critical services and counseling to students with disabilities. The counselor also ensures compliance with ADA regulations and laws by developing accommodation plans and referrals to adaptive technology as needed by students.</p>	<p>R</p> <p>Fall 2021</p>	<p>\$93,052</p>	<p>EMP A1, A2, A3, A4, A5, A7, B1, C1, C4, D1, D3</p>

<p>6. General Counselor</p> <p><u>Reason:</u> This is a replacement position to provide support to general counseling with a Career focus. Supporting student career exploration directly supports ALL disciplines on campus. Career exploration helps students find their purpose, focus, and direction. As a result, student are introduced to disciplines across campus that they may not have discovered otherwise. Early exploration will positively impact the “undecided” student to enter their pathway sooner, and will increase enrollment in the programs for which they are well matched in both interest and skill.</p>	<p>R</p> <p>Fall 2021</p>	<p>\$93,052</p>	<p>EMP A1, A4, A5, A7, A8, C1, D1, D7</p>
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IV. FACILITIES

A. Facilities Needs

FACILITIES NEEDS

<p>List the Facilities Need and the Reason</p>	<p>EMP Goals or Planning Priorities Linked to Position</p>
<p>1. Student Center</p> <p><u>Reason:</u> Need a Student Center to accommodate the Las Positas College Student Government, Bookstore, Student Health & Wellness Center, Student Life Office, and Veterans Resource Center. Currently all of the above noted entities are located in different buildings on-campus which makes is difficult for students to access resources or support services or they have outgrown their currently assigned facilities.</p>	<p>EMP A2, A3, A4, A5, C3, C4</p>
<p>2. Regional Center for Veterans</p> <p><u>Reason:</u> The Veterans First Program has outgrown its current facility and would like a new facility to accommodate the anticipated growth in students and be able to provide additional support services to veterans and eligible dependents. This may be accomplished with the new Student Center if it is approved and incorporated into the 2018 Facility Master Plan. If not, then a separate building on campus will need to be identified.</p>	<p>EMP A2, A3, A6, A8, C4</p>

<p>3. Storage</p> <p><u>Reason:</u> Most Student Services entities assigned to the Student Services & Administration Building have very limited to no storage space. This is a concern since some entities are required to save hard copy records and other entities need easy access to equipment for hosting events and conducting outreach.</p>	
<p>4. Office/Building Signage</p> <p><u>Reason:</u> Some Student Services entities have requested new or updated office or building signage to keep up with ever-changing name changes, entity moves, or to clarify information to prospective students, their families, and campus visitors.</p>	
<p>5. Black Cultural Resource Center</p> <p><u>Reason:</u> Research has shown that faculty-student relationships are key to the success of African American students. A shared space with office would allow for Umoja faculty and faculty tutors to work more effectively with Umoja students. A model space would be the space currently provided for the Veteran's First Program. Getting a dedicated space on campus.</p>	EMP A4, A7, A8, B3, E1, E4

V. TECHNOLOGY AND EQUIPMENT

A. Technology and Equipment Needs

TECHNOLOGY AND EQUIPMENT NEEDS

<p>List the Technology and Equipment Needs Place titles on list in order (rank) or importance.</p>	<p>Indicate (N) = New or (R) = Replacement</p>	<p>Estimated Annual Total Cost of Ownership</p>	<p>EMP Goals or Planning Priorities Linked to Position</p>

<p>1. Equivalency Database</p> <p><u>Reason:</u> To support the proactive Awarding of Certificates and Degrees.</p>	N	\$10,000/yr.	EMP D1
<p>2. Texting Platform</p> <p><u>Reason:</u> To enhance communication with students</p>	N	\$25,009/yr.	EMP A3, C4, D1, D7
<p>3. Career Exploration Platform</p> <p><u>Reason:</u> To support the redesign of the Career Exploration process as part of the on-boarding process and to support counselors in assisting students with identifying an informed program of study, particularly for undecided students.</p>	N	\$25,000/yr.	EMP A4, C4, D1
<p>4. Safety Measures</p> <p><u>Reason:</u> Most Student Services entities have asked for safety measures to be installed or concerns to be address by college and college district management. Service windows were built without locks, offices will built with windowed walls, no panic buttons were installed, and counters need to be raised to avoid theft of office equipment or harassment or injury of employees.</p>	N	Not applicable	EMP A7, D6
<p>5. Height Adjusting Desks</p> <p><u>Reason:</u> Student Services employees have asked for height adjusting desks for the respective offices or workstations. Employees have reported that sitting for extended periods is not healthy and in some cases is contributes to an unsafe work environment when working at service windows or front counters when serving the public.</p>	R	Not applicable	EMP A7, D6

VI. PROFESSIONAL DEVELOPMENT

Professional Development Needs

<p>List Professional Development Needs. Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a direct cost, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance.</p>	Annual TC			<p>EMP Goals or Planning Priorities Linked to Position</p>
	Cost per item	Number Requested	Total Cost	
<p>1. Annual Student Services Associations Conferences and Trainings</p> <p><u>Reason:</u> Various Student Services entities have annual or semi-annual association conferences and/or trainings including those for new directors or coordinators. Student Services personnel (faculty, classified professionals, and administrators) would like to continue to receive support to attend these professional development opportunities.</p>	Varies	Varies	Varies	EMP D3, D4
<p>2. Classified Leadership Institute for Professionals (CLIP)</p> <p><u>Reason:</u> Student Services classified professionals would like to continue to receive support to participate in the annual CLIP program by CLPCCD.</p>	Not applicable	Varies	Not applicable	EMP D3, D4
<p>3. Las Positas College FLEX Day</p> <p><u>Reason:</u> Student Services classified professionals would like to continue to participate in Las Positas College Flex Day activities annually.</p>	Not applicable	Varies	Not applicable	EMP D3, D4
<p>4. Title IX Training</p> <p><u>Reason:</u> Student Services personnel are in need of continued Title IX (gender equity) training to learn how to respond to allegations of sexual</p>	\$2,500	4 Employees	\$10,000	EMP A1, A7

misconduct that involve students. Federal law requires invention to include an investigation.				
5. Conflict Resolution Training <u>Reason:</u> A lot of different personalities and working styles in LPCSG and conflicts arise. Need to receive training on how best to deescalate.	N/A			
6. Leadership Training for club officers, LPCSG, & Advisors <u>Reason:</u> To assist newly elected officer with leadership training.	N/A			
7. Omni Training <u>Reason:</u> To provide and improve skill to maintain web content to engage participation in Student Life and to edit and share agendas and minutes in accordance of the Brown Act	N/A			