2021-22 ADMINISTRATIVE UNIT PROGRAM REVIEW
UNIT: <u>Student Services</u>

Please submit your completed Program Review to Sheri Moore by 12 pm on January 20th, 2022 to Sheri Moore.

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 2021 through fall 2021 and plans for spring 2022 through fall 2022.

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, and International Students.

> 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) Veteran's 1st Program, Extended Opportunity Programs & Services (EOPS), Outreach Services, Puente Project, Umoja Program, Psychology-Counseling (PCN) instruction and Student Discipline.

> 3. Office of the Vice President of Student Services includes: Commencement, Student Equity & Success Program, Ombudsman, Student Grievances, Student Health & Wellness Center, Student Life and Student Senate, The Market, Black Cultural Resource Center 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:
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> Admissions & Records: A&R ensures that faculty members understand processes for grading, and deadline dates for submitting student information. To enhance access to A&R services for students zoom drop in assistance has now been implemented to answer student questions. Helped with the first online commencement verification and graduation for students from two enrollment years due to Covid…with the help of A&R staff the online graduation ceremony went smoothly.

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 discovered, through data pulled from the CalWORKs canvas course, that students with higher levels of participation ("page views" and "participations") were less likely to fall out of compliance with the county. They also noticed higher levels of participation coincided with greater access and use of campus/community resources, timely submission of county documentation and completion of counselling/program appointments.

Career, Transfer, and Employment Center: According to the Through the Gate Study as presented by the IR Office, 50% (4712/9502) of LPC students with demonstrated transfer intent (12 transferable units) successfully transferred to a university, with a mean (average) time to transfer of 4.9 years, and a mean of 69.6 total units. For 2020-2021, a record number of students transferred from LPC to the CSU system (653, up 33% from Fall 2019) and to the UC system (203, up 16%). The combined total of 856 students represents an overall increase of 28.7% to UC/CSU from 2019-2020, and a 12.6% increase from 2016-2017 (the previous record year for overall UC/CSU transfer). A total of 245 UC TAG applicants for Fall 2021, out of 271, submitted their UC applications by the UC application deadline in November/December 2020. This represents a significant increase from 79.7% two years ago to 90.41% now.

Community Education: During the 2021-2022 Academic Year, the Community Education program transitioned classes and summer/fall 2021 brochure to online classes. Partnership with East Bay Times to advertise community education classes in "mini" EBTimes reader classes. They provide information to biology and pre-nursing students about fee-based phlebotomy classes that can provide them a career while they study to become nurses and improve their nursing school applications.

Counseling: Counseling is developing short- and long-term plans with a focus on Guided Pathways. They are working to improve early career exploration opportunities for students, and rethinking counseling interventions relevant to the overall career continuum of students throughout their time at LPC. In redesigning the onboarding experience including the possible development an all-hands-on-deck style orientation day for new students, they are exploring the development of student success teams, where counseling services can be more readily marketed to students within their Meta Majors or "Academic Communities." They're also looking at innovative ways to do student education planning through our guided pathways onboarding team(s)

Disabled Student Programs & Services (DSPS): A top priority of the DSPS office was to fill the several vacant positions to meet the staffing needs of the office to continue to offer services to students such as academic accommodation and access related needs. Accordingly, in August 2021, the Director of DSPS was hired as well as the Alternative Media Specialist hired in December 2021. The Counselor Assistant I have been selected and will go to February 2022 board. One FT DSPS counselor position remains vacant as COVID has reduced enrollment. 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, Assistive Technology Preconference, Conferzoom, Cranium Café, Adobe Acrobat, etc. The new DSPS Director also attended the Chancellor's Office New Director's Training offered by Association of California Community College Administrators (ACCCA) training.
Race/Ethnicity: White and Latino students make up a combined 72% of the DSPS population (41% White and 31% Latino). 10% are categorized as Multiethnic, 9% Asian, and 5% African American. All other race/ethnicity categories are at 2% or below.

Engineering Technology: Institutional Research worked to develop a Engineering Technology Data packet. The data collected is from students who declared their major as Associate of Science in Engineering Technology. From the data packet, the number of students pursuing an associate degree in Engineering Technology has grown from only 13 students in Fall 2016 to 121 students in Fall of 2020.

Extended Opportunity Programs & Services (EOPS)/Cooperative Agencies Resources for Education (CARE): The EOPS/CARE program's headcount, our data stayed remarkably the same between Fall 2019 and Fall 2020. This includes gender, race-ethnicity, and age. Primarily continuing, full-time status, students continued to be very successful in both in person and face to face courses. There were over 80 graduates/transfers in Spring 2021, up from 65 the previous year. Overall students completed fewer units; many took advantage of the Covid-19 Extraordinary Withdrawal for one or more of their classes.

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.

International Student Program: International Student Performance is significantly higher than the College-Wide student performance and the withdrawal rate is significantly lower. International students must enroll in, and complete 12 units each primary semester, to maintain their F-1 student status. A withdrawal is not recognized by immigration as part of the 12-unit requirement. Students benefitted from group reminder emails. In addition, it is evident that students also benefitted from individual communication (either via email or telephone) to resolve specific status issues.

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 Specialist Position was vacant for almost a year and was filled November 2021. A Program Review will be submitted next year.

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. Students find online learning in general to be challenging as it pertains to student success. Some students find that the convenience of online learning is appreciated, but that there is a genuine need/desire for more interaction. Because the Puente program is built upon the foundation of creating a community experience as a mechanism for student success, moving courses back to an in-person format will be critical.

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 Health Center: The Student Health and Wellness Center is an essential part of the Behavioral Intervention Response Team (BIRT). They increased the number of Chill & Chat Support groups to support various ethnic groups. committee, provides a pathway for faculty and staff to notify the committee of mental health and emotional needs of their students. Students reported finding out about our Chill & Chat support groups by Instructors (83%), friends (33%), and by MFT referral (16%).

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 vast majority of Umoja@LPC students want to transfer as opposed to earning an AA/AS, learning occupational skills or earning an occupational certificate, personal development, etc. Most students experience academic success in Umoja courses, spanning between 63% and 87%. These rates are similar to, if not slightly higher than, LPC college-wide data distributed by R-PIE for the same time periods. The rate of withdrawals from Umoja courses spans from 9% to 14% There are now four "Umojafied" Math instructors and Math courses that save seats for Umoja and Puente learning communities.

Veterans: Enrollment for student Veterans have seen a significant decrease due to the pandemic. This reduction has been experienced at most community colleges throughout the state. Surveys and research have indicated that many Veterans prefer to be on campus than online for courses. Enrollment for female Veterans has increased from 61 in Fall 2016 to 84 in Fall 2020. A major change of student Veterans taking only online classes from 7% in Fall 2016 to 92% in Fall 2020. Veterans Demographics: Latino Vets 39% compared to college Latino population of 30%. Since Fall 2016, there has been a steady reduction of white Veterans, from 49% to 34%. LPC Asian student percentage is 30%, while Asian student Veterans is only 5%. African American Veterans is also 5% which is equivalent to the general college population.

B. Major Goals and Objectives for Spring 2021 through Fall 2022.

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. Onboarding Redesign	02/2021	Ongoing	Partner with District & GP	EMP A3, D1
3. Enhance Communication with Students	04/2021	Ongoing	The implementation of Ellucian Advise and Expand Ocelot/ChatBot	EMP A3, C4, D1, D7

4. Welcome Week	02/2022	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	2021-2022	2022-2023
Administration	3	4	5	5	5	5	5	6
Supervisory	35	40	1	2	2	2	2	2
Classified Staff FT	25	29	30	31	30	31	33	33
Classified Staff PT	8	8	1	1	1	1	1	1
Confidential Staff FT	1	1	1	1	1	1	1	1
Total Full Time Equivalent Staff	64	74	37	40	39	39	41	42

B. Staffing Needs

NEW OR REPLACEMENT STAFF (Administrator, Faculty or Classified)

List Staff Positions Needed for Academic Year 2021-2022 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

1. Director of Financial Aid (administrative position) Reason: 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	N Fall 2022	$165,437	EMP A1, A2, A3, A4, A5, A6, B1, B4, C2, D1
2. Admissions & Records Assistant II (classified professional position) Reason: 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.	N Fall 2022	$69,972	EMP A1, A2, A3, A7, B4, C1, D2
3. DSPS Counselor Reason: 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.	R Fall 2023	$93,052	EMP A1, A2, A3, A4, A5, A7, B1, C1, C4, D1, D3
4. General Counselor Reason: As of January 2022, the new Dean of Student Services was hired and was formally a Counselor/Coordinator at LPC. 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, students 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.	R Fall 2022	$93,052	EMP A1, A4, A5, A7, A8, C1, D1, D7

IV. FACILITIES

A. Facilities Needs

FACILITIES NEEDS

List the Facilities Need and the Reason	EMP Goals or Planning Priorities Linked to Position
1. Student Center Reason: 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.	EMP A2, A3, A4, A5, C3, C4
2. Regional Center for Veterans Reason: 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.	EMP A2, A3, A6, A8, C4
3. Storage Reason: 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.	
4. Office/Building Signage Reason: 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.	

V.   TECHNOLOGY AND EQUIPMENT

A. Technology and Equipment Needs

TECHNOLOGY AND EQUIPMENT NEEDS

List the Technology and Equipment Needs Place titles on list in order (rank) or importance.	Indicate (N) = New or (R) = Replacement	Estimated Annual Total Cost of Ownership	EMP Goals or Planning Priorities Linked to Position
1. Equivalency Database Reason: To support the proactive Awarding of Certificates and Degrees.	N	**$10,000/yr.**	EMP D1
2. Texting Platform - OCELOT Reason: To enhance communication with students	N	**$25,009/yr.**	EMP A3, C4, D1, D7

VI. PROFESSIONAL DEVELOPMENT

Professional Development Needs

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.	Annual TC			EMP Goals or Planning Priorities Linked to Position
	Cost per item	Number Requested	Total Cost	
1. Annual Student Services Associations Conferences and Trainings Reason: 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.	**Varies**	**Varies**	**Varies**	EMP D3, D4
2. Classified Leadership Institute for Professionals (CLIP) Reason: Student Services classified professionals would like to continue to receive support to participate in the annual CLIP program by CLPCCD.	**Not applicable**	**Varies**	**Not applicable**	EMP D3, D4
3. Las Positas College FLEX Day Reason: Student Services classified professionals would like to continue to participate in Las Positas College Flex Day activities annually.	**Not applicable**	**Varies**	**Not applicable**	EMP D3, D4
4. Title IX Training Reason: Student Services personnel are in need of continued Title IX (gender equity) training to learn how to respond to allegations of sexual	**$2,500**	**2 Employees**	**$5,000**	EMP A1, A7

mis-conduct that involve students. Federal law requires invention to include an investigation.				
5. Conflict Resolution Training Reason: 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 Reason: To assist newly elected officer with leadership training.	N/A			
7. Omni Training Reason: 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			