

Division Summary- Student Services I (E.David)

List of Accomplishments & Notable Items

CalWORKs:

- Received a donation from the Lam foundation that funded 25 students facing food insecurity to purchase food.
- Converted student resource guide and housing resource guide to online. The student resource guide included COVID-19 resources.
- Fed students - With a donation from Lam foundation, 25 students with food insecurity were provided money for food.
- Created a process with A&R and Financial Aid to support unaccompanied homeless youth.
- CalWORKs work-study program continued to support students during the shelter in place
- Based on data obtained from Canvas, participation rates of CalWORKs students was about 70% overall.
- Early intervention and follow-up resulted in about 10% increase in participation/assignment completion
- Developed a Canvas shell for foster youth and homeless youth; will assess the strategy of support in 2020-21 AY.
- To reduce stigmatization of the term foster-youth, LPC's CalWORKs use the term "Guardian Scholar".
- Created alerts in SARS for when foster youths and homeless students ("Housing Scholar") log in, which provides faculty/staff with an intentional approach during appointments.
- In support of LPC Student Equity Plan, CalWORKs developed activities and calls attention to various support programs on campus to attract and retain students.

Career-Transfer Center:

- Partnered with HBCUs for coordinated transferring, and have organized student tours of over 21 HBCUs to date.
- Worked with Guided Pathways to identify career assessment tools for students.
- Transitioned center services to online and implemented Cranium Cafe for virtual student contact.
- Increased social media presence

Counseling:

- Quickly trained all counselors in online counseling using Cranium Cafe
- Moved quickly to a virtual environment! Redesigned and adapted to continue serving students including adapting workshops and group counseling sessions.
- Converted many forms and petitions to fillable PDF to make it easier for students to complete.
- Equity work - Counseling has representation in numerous institutional areas where equity is based and equity-based decision-making has taken place.
 - Support 3 learning communities: Umoja, Puente, and HSI Gateway to Success

DSPS:

- Hiring a new director, full-time counselor, and one part-time counselor.
- Outreach efforts was broad and diverse to include LPC students, high school students, and various cohorts.
- Transition to online support included informing students and faculty on how to continue to support students enrolled in DSPS
- Continued professional development and trainings of DRC Director, and staff.

EOPS/CARE:

- Both programs showed an increase in number of students, meeting their goal of slow growth
- Tracking the students using Academic Success Program (ASP) is most likely ready to go Spring 2021
- Updated orientation to include interactive quizzes
- Partners in homeless and foster youth liaison created Canvas cohorts for these populations
- Successfully added workshops to support success of students in EOPS.
- Use Canvas to track student program assignments, contacts, and for announcements.

Psychology-Counseling:

- Moved all PCN courses to DE format due to COVID.
- Faculty participated in college wide professional development to teach online.

Puente

- Analyzed CSLOs for ENG 1A, ENG 4, PCN 30, PCN 18 for Puente cohort. The program continues to show great success in developing a community of support and success.
- Responsive to converting courses to online due to COVID; only one student had to use the extraordinary withdrawal
- Mentor program continues to be an extremely positive component of Puente

Umoja

- \$16K grant was awarded, a \$21K grant was applied for
 - Third cohort of students were recruited and enrolled
 - Office of VPSS provided textbooks for summer 2019
 - Students attended Umoja's Student Leadership Summit August 2019
 - Activities included orientation, Study Jams, various "workshops", library skills, two Honors Projects
 - Coordinated research project Umoja ENG 1A and Library Skills 1 courses, aligned with assignments in PCN 30, combined with equity data from IPEC. Presented the information to campus, enacting the Umoja Gifting principle.
 - Umoja students are involved in many activities, attending various activities both pre and post-COVID
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List of Challenges and Needs

CalWORKs:

- CalWORKs program is impacted by the number of participants who leave the area in search of more affordable living areas. The direct result is a decline in the student participants and hence allocation of funds, which then decreases opportunities for work-study.
- Staff shortage impacts support all CalWORKs, homeless, and foster youth students.
- COVID-19 impact
 - students who did not and still do not have the connectivity required for online learning.
 - Campus closure prevents most CalWORKs students from meeting their welfare-to-work hourly requirements (which included study time on campus and work-study).
 - Other barriers are resulting since CalWORKs county offices are unable to serve an influx of requests, impacting renewal of benefits, obtaining child-care, receipt of cash-aid.
- CalWORKs students lag behind the general student population in college readiness.
- CalWORKs students disproportionately represent students of color

Career-Transfer Center:

- Difficulties tracking student use in the online format
- Promoting center services to increase center's utilization
- Connecting students to internships and/or job placement

Counseling:

- Technology is not reliable and experience frequent service interruptions.
- The most significant challenge has been recruiting and scheduling students to use the virtual counseling services. A significant impediment was the front desk hours, where the scheduling occurs, decreased from 42 hours/week (pre-COVID) to 12 hours/week (post-COVID).
- Need to recruit and hire classified professionals and General Counseling faculty.

- This is supported by student surveys whereas only 59% students agreed or strongly agreed that a counselor is available when they need them.
- 75% reduction in student appointments attended when comparing the first two months of Fall 2020 to Fall 2019

DSPS:

- Still have a vacancy of 1 full-time counselor due to hiring freeze
- Challenge imposed by the use of Proctorio and the anxiety it produces in some students. Alternatives or new strategies need to be developed to support online testing
- Equity issues of students in the DSPS program
 - Expect higher withdrawal rate due to COVID transition to remote learning
 - African American students in enrollment in DSPS is proportionally higher than other ethnicities

EOPS/CARE

- Strategize how to best serve students as the programs grow, especially in terms of contact with counselors.
- The challenge of going remote due to COVID put the most vulnerable students at risk without support of tutoring since virtual tutoring did not go well. Used different strategies to reach these students.

Psychology-Counseling:

- Unable to graduate students with the ADT in Social Work and Human Services as they were unable to build the required field placement; this is partly due to not having a point person and to COVID.
- No point person to coordinate the ADT and to be the SAO coordinator.
- Reduction in course offerings

Puente

- COVID impacted most of the Puente students who had to work to help support families
- Cancellation of in-person mixers and graduation ceremony

- Course Success Rates Dashboard does not learning communities; Institutional Research is working towards creating a database to track students

Umoja

- To continue to grow Umoja, more resources are needed. They are working with more students with unchanged resources.
 - Dedicated space / Funding
 - Summer activities are needed to maintain engagement.
 - Reassigned time is need to faculty who are not coordinators
 - Funding is unreliable; suggest that it Umoja is included in the general fund
 - Recruitment strategies need to be expanded including students who are on academic probation or have left.
 - Coordinators had their summer hours revoked due to cuts in funding for the Student Equity and Achievement Program. Of note, a counselor needs at least 15 additional hours to meet with students to set them up for success.
 - In support of students' needs, suggest late-start classes. Statistics support this since every fall, at least 10-15% of students apply to LPC or learn about Umoja too late to be included.
 - Dedicated space on campus
 - Working on using data to track and catch students earlier as needed
 - Need a dedicated year-round coordinator to manage the entirety of the program so opportunities and support are not missed.
 - Math strategies need to be developed to support the success seen in English.
 - Everybody is short staffed and short on resources
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Priorities and Recommendations

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. College Readiness - Develop workshops, Check-ins, Setting appointments
2. Review SARS (student service tracking system) and update codes to better capture services delivered to students.

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

1. COVID19 Impacts - Technology (Internet connectivity, Technology Loan Request), Career & Transfer center has challenges tracking student use of services, Higher student withdrawal rate than expected, Reaching students for counseling, walk-in counseling. Virtual tutoring.
2. COVID 19 Shelter-in-Place: Counseling - Field placement, Welfare-to-work hourly requirements,
3. Obtain student contact list for recruitment, and retention efforts.

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

1. Staff Shortages - Calworks, DSPS, Counseling: Coordinate ADT/ SAO coordinator), Umoja (summer hours for coordinators cut, no dedicated year round coordinator)
2. Students lag behind general population -
3. Technology - Early Alert for retention programs, Website redesign, reliable technology.
4. Online testing integrity - Proctorio

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. DSPS - Review of alternate options to online testing integrity tools (current tool is Proctorio)

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

1. Calworks, Umoja - challenges in student recruitment for program
 - a) Late start classes
 - b) Review marketing and recruitment strategies
2. Umoja - Develop Strategies for math to replicate successes seen in English
3. PCN Program needs a coordinator to review SLOs and ADT tracking - assigned as a temporary counselor assignment. Also, field placement/internship needs to be coordinated and was impacted by the Stay-home (shelter-in-place) county and state ordinance.

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

1. Umoja = Need dedicated space and reliable funding (General fund?)