

Counseling and Special Programs

Reader Division Summary Draft 2024-2025

Readers Assigned - <i>see font color</i> <ul style="list-style-type: none">• Kimberly Burks• Joel Gagnon (Dean)• Karin Spirn	Programs Read <i>Each Reader: Please identify the programs you have completed reading</i> <ul style="list-style-type: none">• CalWorks• Career Center• Counseling• DSPS• Engineering Technology (Learning Community)• EOPS/CARE - Kimberly• MESA (Learning Community)• Movement (AANHPI) (Learning Community)• Multicultural Center (DREAM Center)• Outreach - Kimberly• Psychology-Counseling (PCN)• Puente (Learning Community)• Student Health and Wellness Center - Kimberly• Student Life Program• Transfer Center• Umoja (Learning Community)• Veteran's First (Learning Community) - Kimberly
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The goal for this reading document is to prepare to meet with the Deans for identifying Division priorities and completing the Division Summary.

PRC team members are responsible to set up the Division Summary Meetings with the Dean in January – by November 29th

Send the finalized MS Word document to Karin Spirn and your assigned Dean by January 24th at 5:00 pm.

There are five (5) sections to the reading form – please make sure all are completed prior to meeting with the Deans

- A. Accomplishments (page 1)
- B. Challenges (page 2)
- C. Other observations not captured elsewhere (page 3)
- D. Priorities (pages 3 - 4)
- E. Evidence for future accreditation cycles – if you find something (pages 4-5)
 - a. (Part E is not part of the final division summary)

This document is shared – you don't need to repeat items that are already listed

Section A: Accomplishments & Notable Items

Overarching Themes for Accomplishments/Notable

- Increased efficiency, productivity and student contact—used data to increase student access during previously “down” periods, shifting some pressure away from “peak” times.
- Expansion and growth of student support programs (e.g. 2nd cohort Puente, Movement-API, A2MEND, Next-UP, BCRC, MESA, Career Center; DSPS)
- Signature cultural events, fairs, and outreach events for students that have created a lot of enthusiasm from students.
- Special Programs Application: Single application for multiple programs. Case management tool allows easy tracking for students.

Program Specific Notes (List them alphabetically by program)

CalWorks

- Consolidated the program application and case management system (Conex-Ed) with all special programs (i.e EOPS, CARE, Next-UP).
- Designed and open a new student-centered office space

Career Center

- Increased outreach, visiting 517 students in classes and 1350 at student clubs and campus fairs.
- Started an Instagram account
- Created and distributed assignments to faculty to increase student use of Handshake, the Career Center, and career fairs.
- Increased students served by 150-200% from previous year
- Hosted Intern Panel and Internship and Career Preparation Day
- Started charging money for career fairs to make them self-sustaining
- Developed and offered an Employer Orientation
- 2000 students logged into Handshake (career services platform) last AY
- Promoted the LAEP program for underrepresented students and helped them apply for and complete internships.

Counseling

- Increased SEP completion by 35%
- Added two positions, with emphasis on athletics and interventions respectively
- One counselor reassigned to work with AANHPI population and learning community
- One counselor dedicated to MESA
- Cranium cafe contract extended to serve online students
- Contract updated to give 2.5 hours of follow-up time to FT counselors to allow for deeper investigation into complex student concerns
- Made First Semester Planning sessions more accessible and streamlined for new students.
- Worked collaboratively with local high schools to recruit and orient students
- Worked extensively to make services meet the needs of guided pathways models
- Expanded New Hawk day targeted at all incoming students
- Increased degrees through Sought Degree Project inquiring about students who were denied degrees

DSPS

- DSPS registered students increased 31% over the previous AY
- Accommodate software was fully operationalized, which allows for better communication and delivery of accommodations for students.
- Accommodate also allows for better tracking of student data, which will be crucial to increase funding under the SCFF.
- LD specialist is able to assess students for LDs, thus providing more access and services to students who have not been able to access testing. They work part-time as a DSPS counselor.
- DSPS has presented at Spring and Fall Flex days on topics of invisible disability, Accommodation reports, and other PD topics.
- DSPS has secured a contract with Otter AI for notetaking services, filling a common Accommodation need that has been difficult to implement in the past.
- AB 1885 will allow students with disabilities to enroll as FT with 9 units. This provides an opportunity to track success and outcomes for these students. Nearly 40% of DSPS enrolled students attempt a FT load of 12 or more units.

Engineering Technology (Learning Community)

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EOPS/CARE

- Merged EOPS/CARE, CalWORKs, and NextUP suites into Special Programs. Used NextUp funds to remodel the suite, enhancing the student experience.
- Achieved 292 students served, exceeding the target of 275. Growth is attributed to outreach efforts, particularly with financial aid.
- Utilized ConexEd for scheduling and case management; students enjoy appointment flexibility.
- Distance education students will have future integration with Confer Zoom for video appointments.
- Over 60 students graduated/transferred last year.
- Held Special Programs Student Recognition Ceremony to celebrate academic successes.
- Reviewed degree petitions prior to submission to prevent errors. - Participated in denied degree project to help EOPS students obtain degrees.

- Rebooted EOPS/CARE/CalWORKs/NextUP Advisory Board and recruited new partners.

MESA (Learning Community)

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Movement (AANHPI) (Learning Community)

- Hosted AANHPI cultural events (e.g. Lunar New Year & One Love) to increase sense of belonging among AANHPI students and staff
- Recruited and launched the first year of the Movement API Learning Community (24-25 cohort)

Multicultural Center (DREAM Center)

- Rewrote the job description to include oversight of the cultural community center. (Board Approved January 2025)

Outreach

- Enhanced outreach to local and out-of-area high schools through increased workshops and presentations.
- Participated in over 20 college and career fairs to promote programs and services.
- Hosted Las Positas College Preview Night with 417 attendees.
- Coordinated 145 campus tour requests for prospective students and families.
- Held two high school counselor events to strengthen partnerships.
- Collaborated with learning communities on outreach efforts.
- Attended campus' cultural celebrations to build community connections.
- Organized Open House, attracting 717 prospective students on March 23, 2024.
- Successfully hosted New Hawk Day, welcomed and served over 450 students for early registration.
- Maintained a shared calendar for outreach events and coordinated 154 activities throughout the year.

Psychology-Counseling (PCN)

- Career Coach being used more in PCN 10, 18, and 30 to help students with career choices
- Targeted outreach to students to increase awareness and enrollments in PCN, especially for students who could make use of course info including new students and students facing probation/dismissal
- Increasing student access and awareness through updating marketing materials and optimization of course days/times.

- Developed Career Jam to be offered starting summer 25
- Planning to increase dedicated sections of PCN 30 and 18 to the Puente and Movement Learning Communities
- Proposed innovation to PCN 50 and 50L to build a pipeline for student placements into local and online field opportunities.

Puente (Learning Community)

- In AY 23-24, Puente students had 82% success rates in their Puente courses. Latinx students overall had 56% success in Math classes and 65% success in English classes during the same time period.
- Added educational opportunities for students: students toured colleges in Los Angeles, participated in a STEM panel collaboration with other learning communities, continued classes and mentoring.
- Increase in social activities including vendor-directed treasure hunt activity and reinvigoration of Puente club.
- Launched Puente Mas model with adds math to Puente; LPC is one of only a few colleges statewide piloting this model.
- Provided textbooks and calculators to all Puente students.
- Added an additional math instructor

Student Health and Wellness Center

- Nine virtual workshops were conducted, led by community professionals, with participation from 232 students.
- One-on-one counseling services were provided by MFT trainees through Zoom and in-person sessions, totaling 1,512 visits for approximately 164 students, marking a 36% increase from the previous academic year.
- Recorded a total of 1,331 medical visits, including urgent care and wellness services.
- Outreach efforts reached an estimated 1,807 students, reflecting a 65% increase from the previous year.

Student Life Program

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Transfer Center

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Umoja (Learning Community)

- Recruited a record sized cohort (31 students) for the 24-25 Umoja Learning Community

Veteran's First (Learning Community)

- The Veterans First Program effectively concluded its second year of the Mission Ready Learning Community in Fall 2023, offering a supportive and interactive educational environment for student veterans in English 1A and Communications 1.
- Operation Gateway #15 successfully engaged over 31 new student veterans and military-affiliated students across two days, achieving a 78% success rate for enrolled courses in Fall 2023. Participants reported significant benefits from the orientation, particularly regarding available resources and support tailored specifically for veterans.
- Organized campus tours at UC Berkeley and San Jose State University, along with Open House events, providing support and resources for prospective student veterans to explore educational opportunities and navigate campus life.
- Hosted a Career Search Series with potential employers like the City of Livermore, Tesla, and Homeland Security, providing valuable networking and feedback for student veterans.
- Organized the 2.2 for 22 Challenge on October 21, engaging over 100 participants to raise awareness about veteran suicide. Additionally, held a Town Hall meeting and a Trunk or Treat event to strengthen community support for veterans while litating health outreach through the Palo Alto VA Mobile Unit.
- To uphold equity, VF celebrated the service and sacrifices of veterans through various events, including presentations, essay awards, and "Quilts of Valor." Additionally, they honored women veterans in March with keynote speeches and scholarships, recognizing their contributions to the military and community.

Section B: Challenges and Needs

Overarching Themes for Challenges/Needs

- Needs for more space, particularly private and office space and spaces for small group meetings—this will begin to limit the ability to provide services.
- Struggles with Vision-Aligned Reporting system (VAR)--understanding the system and matching the data-collection systems to what VAR wants to report on. This may also lead to accurately capture number of students served.
- Increased staffing and coordination reassigned time needed for counseling, PSCN, and other areas to perform core functions and also respond to state programs and mandates. Increased efficiency and productivity for meeting with students had led to less “downtime” for completing coordination and reporting tasks.
- Less cross-campus collaboration time due to increase in student contact across SS programs
- **Instructional:** Impact of removal of Area E general education on the ability to offer college success / student support courses.

- Initiative Fatigue

Program Specific Notes (List them alphabetically by program)

CalWorks

- Struggle to recruit and increase the size of the CalWORKs program
- Complexity and variability of county regulations has made CalWORKS case management difficult

Career Center

- Latine students are underrepresented as career center users
- Needs increased staffing. Coordinator is the only staff member, which limits the center's ability to offer appointments in a timely manner. One solution is a counselor assigned PT to the Career Center.
- Website needs updating both for ease of use and complete information
- LAEP was very time consuming and some duties fell incorrectly to the Career Center (such as serving as a point-of-contact person for employers). Programs like this need dedicated coordination person such as an internship coordinator.
- Limited paid internships available in STEM fields.
- A large indoor space is needed for events and fairs
- Funds were allocated to the center to increase capacity and opportunities for underrepresented students, but were then reallocated without consultation to another department so they could not be used by the center.
- Support needed for career ideation counseling as part of guided pathways

Counseling

- Need expanded capacity to help students with SEP's due to legislative mandates
- Counseling ratio is 1 student to 1780 counselors
- Need increased professional development and training on changing policies
- Student self-scheduling is needed to avoid losing students who want to do their booking on evenings and weekends.
- Additional office space needed for counselors in 1600
- Need to establish stronger articulation for high demand campuses outside our region

DSPS

- MyPortal caused challenges for students using Accommodate software. DSPS worked with district IT to correct these issues. It will be important to continue this partnership to assure accurate data capture needed for SCFF.
- CRM-Advise does not always work effectively for DSPS students due to FERPA regulations regarding disability. DSPS is working with district IT to make sure information such as SEP status can be shared without compromising privacy.
- Laws have changed regarding the Individuals with Disabilities Education Act (IDEA). Students are now required to disclose their intended use of specific accommodations. DSPS will work to with high schools and community partners to raise awareness and help students self-advocate.
- Students with disabilities may have been told or implied that college is not for them. DSPS will work on outreach to high schools, helping students self-advocate once they get to college, and helping students navigate complex college processes. They will also collaborate with community ed to find appropriate and comfortable educational opportunities for students with disabilities.

. Engineering Technology (Learning Community)

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EOPS/CARE

- Delayed FAFSA/CADAA rollout hindered application completion for continuing students, requiring staff intervention.
- EOPS/CARE participation in Vision Aligned Reporting (VAR) has led to time-consuming and frustrating experiences with ongoing uncertainties.
- NextUP faces recruitment challenges with foster youth due to barriers like homelessness and outdated contact information, coupled with strict age-eligibility criteria.
- Transportation issues create additional hurdles for foster youth accessing services, necessitating innovative support solutions.
- Misalignment between state MIS definition of foster youth and NextUp criteria limits broader support for eligible students.
- Need to address equity gaps to support all foster youth and enhance educational success.

MESA (Learning Community)

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Movement (AANHPI) (Learning Community)

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Multicultural Center (DREAM Center)

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Outreach

- Demand for outreach is rising both in the community and on campus.
- Outreach presence at high schools has increased requests for campus tours and workshops requiring the need for additional student support.
- Outreach Coordinator has limited availability to assist and support other departments with event planning and coordination.

Psychology-Counseling (PCN)

- Coordinators needed for SLOs and for the ADT in Social Work and Human Services. These cannot be filled because PCN faculty are all teaching PT or as overload. A dedicated faculty member is needed with PCN coordination as part of their assignment.
- Lack of coordination time and FT faculty means that SLOs are not being properly assessed.
- Enrollment challenges have prevented increasing face-to-face sections, which have higher success for DI students
- Elimination of Area E on the CSU GE pattern may impact enrollments in PCN 10, 18, and 30. If these courses disappear due to low enrollments, it will hurt DI students who benefit from these courses. One solution given is to market these courses as supports for at-risk students.
- Enrollments have increased since post-Covid-reopening, while course sections have declined; this indicates that sections are fuller but students have fewer options of sections to take.
- PCN faculty want to add a fieldwork program for AA-T students to meet outcomes.

Puente (Learning Community)

- CAH is needed to support the Puente librarian to fully participate in events and planning. Puente would like to start having a fall capstone project that overlaps all courses, but this cannot happen without coordination support for the library faculty member.
- Numerous steps have made it difficult to hire food vendors for Puente events and to disburse funding for Puente activities. Chabot does not follow these same guidelines, and many schools around the state are allowed to spend money in ways that LPC's Puente program is not, such as buying textbooks for students to keep (rather than loaners).
- A larger space is needed for events until the 2400 cultural center remodel is complete.

Student Health and Wellness Center

- The need for private office space continues to be a concern.

Student Life Program

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Transfer Center

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Umoja (Learning Community)

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Veteran's First (Learning Community)

- Program has outgrown their current space for student veterans and needs a permanent solution for dedicated study areas.

Section C: Anything else? Other important observations not otherwise captured (e.g., key writer observations, plans, etc.)

Other Observations

- There appears to be an overall need for more space to serve students.

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)
 - Opening of new Student Service Spaces to include counseling and one-on-one support spaces
- B. Interim (more work required but can be done within the academic year)
 - Avoid initiative fatigue by streamlining committees, task forces, and other working groups
- C. Structural process (longer-term work to be done to "resolve")

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)
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- B. Interim (more work required but can be done within the academic year)
 - Leveraging categorical funding to hire (e.g. HSI, Career Counseling, Cultural Center Coor. etc.)
- C. Structural process (longer-term work to be done to "resolve")
 - Update the self-scheduling abilities in Counseling and Special Programs, leveraging Conex-Ed or upgrading the SARs zoom integration.

Section E: Evidence for Future Accreditation Cycles

To help prepare for future evidence gathering, please review the ACCJC themes below. **Only** identify programs where you see clear and compelling examples.

ACCJC Standard (key themes in each cycle)	Program Name	Section and page # where evidence is located
Equity work happening at the program level	PSCN	Challenges, Pain Points and Needs, Page 4

Identifying how the work of the program supports the college mission		
Use of SLOs in planning and updating course work		
Use of student feedback in planning and updating of program or course work		
Use of disaggregated data to make changes in courses or programs		