

LMC Comprehensive Program Review

Administrative Services Units – Fall 2017

Student Services

The following provides an outline of the required elements for a comprehensive program review for Administrative Services Programs.

1 EVALUATION/ANALYSIS

1.1 ANNUAL REVIEW UPDATE ANALYSIS

Analyze your annual reviews (objectives and improvements) over the past 4 years and respond to the feedback from last year's review.

To consider: Review your data and analyze where performance is declining. Is there a breakdown by gender, age, ethnicity and the populations described in the Student Equity Plan? (Veterans, DSPS, African American, ESL, low income students, Foster Youth) What is your action plan to address success in underperforming areas? What support services do you offer to meet these goals?

Progress on objectives, action plans, new initiatives:

The ability to improve and enhance our student support services and hire additional counselors and staff to provide these services has steadily improved since 2015, with the development of our Student Success and Support (3SP) Plan and related state funding.

There have been dramatic changes and improvements in the services provided through Student Services, including the development of an online new student orientation with required viewing by all new students at LMC, required assessment services (with multiple measures), required counseling/advisement with development of an education/program plan, and follow-up services/interventions for students that need additional support. A key component of our follow-up services are provided through the Retention Team, addressing strategies for supporting students on probation and dismissal. With additional data and research, we hope to learn that there is a strong correlation between these required services and the increase in success and completion rates.

Required 3SP Core Services	2014-2015	2016-2017	Progress
Increase in number of students completing Orientation	4887	5795	+18%
Increase in number of students completing Assessment	4567	5081	+11%
Increase in number of Student Ed Plans (Abbreviated)	5330	5830	+9%
Increase in number of Student Ed Plans (Comprehensive)	2445	6254	+155%
Increase in Counseling/Advising	6793	8739	+28%
Increase in accessing At-Risk Follow Up Services	335	799	+138%
Increase in accessing Other Follow Up Services	5141	17619	+242%

Past goals and objectives from 2014 forward have largely been accomplished or are in progress:

- Development of Student Success & Support Plan (3SP)** – This includes a marketing plan, consistent communications/messaging to students, and increased training for staff. Options for new student orientation have been expanded, including the very detailed online orientation that is required of new students, as well as “Super Saturdays” offered for graduating high school seniors and their parents. With the state funds associated with 3SP services, the college has been able to hire full-time and part-time counselors, expanding our ability to address the needs of specific student groups (i.e. athletics, UMOJA, transfer, retention). With the addition of these new counselors, the college has the capacity to develop educational plans for all incoming students and counseling services have significantly improved. Follow-up interventions have also greatly improved with the development of a Retention Team that provides support for students in the second stage of academic or progress probation, as well as students on academic dismissal. This team provides workshops and counseling support to provide these “at risk” students with the tools they need to get back on track with their academic progress. A variety of topics are covered in the workshops, with a focus on strategies for being a successful student. A new retention tool that is currently being piloted is *Starfish*, software that will provide an electronic early alert system, linking faculty and counselors with students throughout the semester. This will facilitate communication with students that may need additional support, as well as provide a mechanism for providing positive feedback. The goals and activities described in the 3SP Plan have contributed to a more thorough introduction to the college life, equipping new students with an understanding of resources available to them, a counselor connection and development of an education plan and a greater awareness of support programs available to them. **Completed**
- Integrated Plan** - Over the past fall semester, a college integrated plan was developed that brings the goals of our major college plans together, including: 3SP, Student Equity, BSI and by 2019 will also include the Strong Workforce Plan. While the elements of all

of these plans will continue to be in play, the focus of the integrated plan and other new initiatives will all be folded into the college plan for Guided Pathways, a major emphasis throughout the state. **Initial Plan Competed**

- Online support services for students – development of online new student orientation, tutorials/workshops for students taking online classes and/or classes at off-campus sites, counseling services offered remotely. Many online workshops are offered for students through *Student Lingo*, a series of tutorials and workshops that offer assistance including, career exploration, tutoring, study skills, time management, etc. Although these modules are available to students on the college website and some faculty use them to supplement classroom instruction, it has been challenging to build awareness with students on campus. In addition to these modules, members of the counseling staff have developed a process for offering counseling appointments remotely, through the use of *Bluejeans* software. This has proven to be a convenient option for students that are seeking counseling assistance for discussions outside of developing an educational plan. **Completed**

- Creation of Veterans Resource Center – Provides student veterans a space for meeting, computer access, a place to study, meet with veterans' counselors, and community resources.

Following a study done in 2013 by a task force composed of college faculty, staff, managers and students, there was clear interest and need to create space for a veterans' resource center. Upon completion of the new Student Services Center in 2015, space that had previously housed the Admissions & Records Office became available and it was identified as the location for establishing a center for student veterans. With the assistance of a community association, *The Sentinels of Freedom*, and a grant awarded by the City of Pittsburg, Supervisor Federal Glover's Office, the center was furnished and computers were purchased for student use. The Veterans' Resource Center was formally opened in spring, 2016, and provides dedicated space for the Veterans' Club members, study space, counseling support, and a place to connect with other student veterans. **Completed**

- Increase and improved services for students at Brentwood Center – Services in Brentwood have noticeably improved, with the expansion of Student Services offerings, including hiring of full-time Financial Aid staff with dedicated office, wi-fi access at back for students on break, outside tables and benches behind center for students on break, increased counseling support, the hiring of full-time DSPS counselor, increased Bookstore hours, the addition of a Librarian and the Center for Academic Support (reading and writing center), increased tutoring services, scholarship, transfer, retention and career exploration workshops, and the hiring of student ambassadors to present information to students about available resources and support. In addition to academic counseling services, personal counseling is also available to Brentwood students, provided through a partnership with John F. Kennedy (JFK) University. The addition of these services has been well-received in Brentwood, where there had been about one-third of LMC enrollments, up until Fall 2016. Although the enrollments have decreased in recent semesters due to a change in Math and English course offerings and a shortage of adequate parking, the additional services continue to be fully utilized. **Completed**

- Academic support for Student Athletes – With the transition in staffing that supported the Athletic Program over the years, one of the services that was not offered consistently was the provision of academic support for our athletes. Recognizing that this created a big gap in much-needed support for our sports teams, a full-time Athletics Counselor was hired in fall, 2016. Her role is to meet with new athletes to develop an education plan and monitor their progress and maintain eligibility to be on a team. Additional support is offered through Academic and Career Support (ACS) classes required for all student athletes. These classes focus on study skills, time management, test-taking strategies, and resources for support on campus. Over the past two years, an Athletic Program Orientation is also required for all participating athletes before the start of the fall semester. The orientation covers general information about resources on campus, a panel discussion with second year athletes, workshops on eligibility requirements, transfer information, financial aid and information specific to first and second year player. The orientation also provides the opportunity to meet other athletes, managers and staff from Student Services and to connect with their coaches and athletic program staff. This spring, 2018, athletes enrolled in the ACS classes will join a pilot group using the *Starfish* software, to monitor their progress. **Completed**
- Review of Student Services organizational structure – Analysis of current structure with intent to maximize efficiency given growth of unit, required student services and capacity to provide high quality services.
A future plan for the Student Services structure was developed by a task force made up of members from the unit in 2008-09. While part of the structure was achieved with a re-organization in 2014-15, there has still been part of the plan pending, in absence of sufficient operating funds to support the changes. Although many changes have occurred in our services and to some degree in our student population since the original plan was conceived, the intent to create the proposed infrastructure is still relevant. With anticipated vacancies in positions that have been in place over recent years, there is another review of the structure underway, to be completed by the end of spring 2018.
In progress
- Revitalize Crisis Intervention Team – in 2016, a small group of managers began meeting as an intervention support team, with the intent to expand membership as the role and resources are developed. Currently, the team consists of: the Dean of Counseling and Learning Support, the Dean of Student Success, the college Police Lieutenant and the Senior Dean of Student Services. The team has responded to conduct and sexual harassment complaints over the past year, bringing together the respective expertise and resources from programs/departments on campus. In fall, 2017 the team met with colleagues from Diablo Valley College (DVC) to view a demonstration of software that has been developed for managing communications and organizing responses to conduct complaints at DVC. We are also interested in using this software for the same purposes and are in the process of scheduling meetings with the vendor. With both college locations (LMC and DVC) using the same software tool to manage communications and organizing student data related to conduct issues, we will have the ability to access information in a more timely manner and improve efficiencies for sharing information related to students that “swirl” in the district. **In progress.**

- Development of Schedule of Research/Data Needs – Given varied and inconsistent research needs within our services, it became questionable as to the value of developing a schedule for data/research needs. Changes in the research structure and staff at the district office have provided varying degrees of support. A Director of Research was hired with contributions of Equity funds from each campus, with the intent to enhance the level of research support we would receive. Unfortunately, this has not resulted in significant assistance. With another change in the administrative structure at the district office there may be the development of a “research dashboard” that will provide quicker and timely access to data that has either not been available in the past or has been difficult to access. **In progress.**

A number of other new initiatives are also in progress within Student Services:

- Implementation of a Dual Enrollment Program, in partnership with area high schools. This entails the offering of LMC classes at the high schools at times that do not compete with required high school curriculum. The intent is to contribute to preparing high school students for the transition to college by providing classes, such as: Introduction to College Success, Orientation to College and Introduction to Career Exploration. In addition to these Counseling classes, sections of Astronomy and Drama have also been offered and there are plans to add a section of Chemistry and Emergency Medical Services. For this academic year, 2017-18, the college will have 500-600 high school students in dual enrollment courses and it is anticipated there may be up to 700 by 2018-19.
While the implementation of this program has had a positive impact on high school students, there have been some challenges that continue to require attention involving systemic differences between the high school and college guidelines and also involving the availability of enough counselors that are trained and prepared to teach these classes.
- Separate from Dual Enrollment there is work in progress on the development of additional articulation agreements. With the adoption of *Get Focused Stay Focused* curriculum through the Antioch Unified School District, we will have more than 2000 high school students in classes that are eligible for articulation with LMC this year.
- Implementation of Starfish, an electronic tool that will enhance communications among faculty, counselors and students by addressing student progress in their classes. Currently, use of Starfish is being piloted with students in the EOPS Program and during spring, 2018, student athletes will also become another cohort of students in the pilot. The goal is to fully implement the use of Starfish on campus in fall, 2018.
- The hiring of a part-time coordinator to develop a recruitment plan and resources to support students on campus that come from the foster care system. There have been sporadic efforts to support these students but given inconsistent communications and staffing, the infrastructure to offer support has never fully developed. The college may also apply for a state grant that may result in fuller funding support so that additional services may be implemented.

- A partnership for support of former inmates. In collaboration with a community organization, Healthright 360, our EOPS Program will establish an intake system for former inmates that are referred from this community agency. The agency will confirm completion of either a high school diploma or GED certificate and the next step for receiving job training will be enrollment at LMC. Further collaboration is taking place with our Workforce Development Program to provide orientations to our CTE Programs for these incoming students. The first referrals are planned to be here in fall, 2018.
- With the realignment of oversight involving our international students, the intent is to gradually “grow” an international student program. Over the years, the college has offered limited support to students enrolling at LMC on F-1 visas. The services have largely been offered through the Admissions & Records Office, where the initial intake, the processing of I-20 forms and a general orientation to the college was provided. In 2017, the International Student Program was moved to the Office of Student Life, with the intent to develop a fuller intake process, including picking students up from the airport, taking them on a tour of the area, providing a 3 – 4 day orientation and eventually offer possibilities for housing in the local area. Over the past 20 years, International student enrollments have generally been in the range of 20 – 25 students per semester and a plan is now in place to increase this number over the next five years to over 100 students. There are currently 30 international students enrolled for the spring, 2018 semester.
- In collaboration with John F. Kennedy (JFK) University, the college is now offering “wellness counseling” to support students with their mental and emotional health. Due to student demand, there is one wellness counselor available each week at the Brentwood Center and wellness counselors are scheduled in Pittsburg three day, weekly. These counselors are graduate student/trainees and interns in the field of clinical psychology at JFK University and are supervised by licensed mental health professionals. Their availability on campus has filled a need for more personal counseling for students that are dealing with stressful situations, such as relationship issues, family crisis, test anxiety, low self-esteem, substance use, among other personal issues.

1.2 PROFESSIONAL DEVELOPMENT

Summarize the past (2 – 5 years) and present professional development activities of your unit/program’s members and impact (directly or indirectly) on student success

To consider: Include examples of equity focused professional development that your unit/program has engaged in and opportunities for future equity focused professional development.

Since 2015, LMC students have benefitted from state 3SP funding, which has also enabled the college to increase opportunities for professional development and travel for all Student Services employees. Expanded conference attendance, as well as regional workshops are well attended by most Student Services staff. Some workshops are specific to departmental/program updates and others present information about more global state or national initiatives that are under consideration for our district and/or college.

Additional funding sources have contributed to the increase in professional development opportunities, including student equity funds, Strong Workforce and an increase in categorical funds for EOPS, Cal WORKS, CARE, and DSPS.

With additional funding sources, new projects are underway to improve services for students, including software that will enhance communications between students and their counselors and/or instructors. The implementation of Starfish is one of the projects that is a major undertaking led by the college Retention Team and with the leadership of the Director of 3SP Services. Starfish will provide the ability to manage an early alert system for students that are in need of additional academic support, including interventions such as tutoring, frequent counseling contacts, and additional messages to check in on their progress. Positive feedback is also an option to provide students through the Starfish software. The implementation of this project has resulted in the offering of frequent workshops and training to faculty and staff that will participate in using it.

Another benefit of the new state funding we have been receiving since 2015 is the ability to hire much needed support staff and counselors. With so many new staff and improvements to our services there is a need for ongoing training for all Student Services staff and counselors. Training for counselors is regularly scheduled throughout fall and spring semesters and All Student Services meetings are scheduled at least once each semester, with a theme that usually involves some type of professional development. In spring, 2018, the focus will be on an equity workshop, in collaboration with the new Dean of Equity & Inclusion.

Each Student Services Program involves staff in statewide conferences/travel, in support of staying current on program requirements, latest trends, compliance issues, best practices and the ability to network with colleagues from other colleges.

COLLABORATION

Describe any current collaboration efforts that are occurring between your unit/program and other units and programs both inside and outside of Student Services, and impact (directly or indirectly) on student success.

There is ongoing collaboration involving Student Services Programs and other programs from throughout the college, including instructional programs, workforce development, the Office of Equity & Inclusion, as well as collaboration with Student Services Programs within the district. The most recent plan that resulted in collaboration with district colleagues involved the development of the Integrated Plan for each college. Another major effort that will generate significant campus and district discussions will be the development and implementation of our Guided Pathways Plan. Much of the collaboration from the past two – three years has been the result of common plans and projects that we are all implementing. These collaborative efforts are partly intended to improve services and the experience of students that “swirl” among the colleges in our district.

We continue to enhance our relationships with feeder high schools in our area and one of the most recent efforts involves the offering of Dual Enrollment classes taught by LMC counselors at the high schools. Eventually we hope to expand the curricular offerings that we teach at the high schools, as there is growing interest to this arrangement, to date. Thanks to regularly scheduled meetings with local high school principals and superintendents, the college has formed stronger work relationships, addressing common interests and concerns. Student Services Managers offer presentations to provide updates on enrollment, assessment data, in addition to new program information. Another event that supports connections with our feeder high schools is the High School Counselor Conference that is hosted by LMC each year. Counselors from all area high schools are invited to a half day meeting, with presentations on LMC program updates, campus tours, workshops on special topics and the opportunity to connect with their peers, as well as LMC Counselors.

There are also collaborative relationships with community partners and agencies in support of foster youth enrolled at the college and most recently, the development of an intake program for former inmates. The college is also forming closer working relationships with community groups and agencies that support student veterans, bringing these advocates on campus to offer information and additional resources.

2 LONG TERM GOALS (HOW TO GET THERE)

2.1 LONG TERM (5 YEAR) GOALS TO MEET COLLEGE STRATEGIC PLAN

Consider the College’s Strategic Directions along with our Integrated Planning Goals listed here:

College Strategic Directions 2014-2019	Integrated Planning Goals
<ol style="list-style-type: none"> 1. Increase equitable student engagement, learning, and success. 2. Strengthen community engagement and partnerships. 3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. 4. Invest in technology, fortify infrastructure, and enhance fiscal resources. 	<ol style="list-style-type: none"> 1. ACCESS: increase access through enrollment of students currently underserved in our community. 2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year. 3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses. 4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence. 5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees,

	<p>certificates of achievement, transfer, or obtain career employment.</p> <p>6. LEARNING CULTURE: Enhance staff, faculty and administration’s understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.</p>
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List 3 – 5 longer term (5 year) new goals for your program. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.

Goals	Aligned College Strategic Direction(s)	Aligned Integrated Planning Goal(s)
Goal 1: Formalize 1 st year experience for new students	Increase equitable student engagement, learning, success (1)	Identifying Pathways (2)
Goal 2: Develop infrastructure/program to support success strategies for foster youth	Increase equitable student engagement, learning, success (1)	Access (1), Identifying Pathways (2), Equitable Success (4)
Goal 3: Improve mental health services/support on campus	Increase equitable student engagement, learning, success (1)	Identifying Pathways (2), College-Level transition (3), Persistence & Completion (4) Equitable Success (5)
Goal 4: Realign programs and services in support of student/college priorities	Promote innovation, expand organizational capacity, and enhance institutional effectiveness (3)	Equitable Success (5)
Goal 5:		

2.2 RESOURCE NEEDS TO MEET FIVE-YEAR GOALS

<u>Faculty/Staff Resource Request</u>			
Department/Unit Goal - Reference #		Strategic Objective - Reference #	
Department/Unit Name		Position Name/Classification	FTE
Student Services Unit			
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
<input type="checkbox"/> Faculty R/T <input type="checkbox"/> Classified <input type="checkbox"/> Manager <input type="checkbox"/> Student	<input type="checkbox"/> On-going/Permanent <input type="checkbox"/> One-time	<input type="checkbox"/> Operations (Fund 11) <input type="checkbox"/> Other <input style="width: 100px; height: 20px;" type="text"/>	
Justification:			

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<u>Operating Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Department/Unit Name	Resource Type
	<input type="checkbox"/> Equipment <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Supplies <input type="checkbox"/> Facility Improvement <input type="checkbox"/> Service/Contract <input type="checkbox"/> Other
General Description	Est. Expense
Justification:	

<u>Professional Development Resource Request</u>	
Department/Unit Goal - Reference #	Strategic Objective - Reference #
Department/Unit Name	Resource Type
	<input type="checkbox"/> Conference/Meeting <input type="checkbox"/> Materials/Supplies <input type="checkbox"/> Online Learning <input type="checkbox"/> IT Hardware/Software <input type="checkbox"/> Other
General Description	Est. Expense

Justification:	