

# Student Services Department

## ADP for Academic Year 2022-2023

April 2022

---

### Executive Summary

#### Executive Summary

The Student Services Division has been actively engaged in initiatives to make progress on enrollment, the student experience, and student achievement outcomes. Many of these goals are carry-over goals from last year because, while we have seen improvement and progress, there remain gaps. Additionally, the disruption and redirection of focus and resources due to COVID-19 and the implementation of the vaccine requirement have continued to impact progress in some areas. Basic needs support continues to be a substantial focus. Student services partnered with the library in creating a one-stop basic needs website with campus and community resource guides specific to each of the college's service areas. The Coyote Cupboard (formerly Hunger Free Campus) implemented food cards across campus, in addition to monthly food distributions. Hygiene carts have been set up in every restroom to address the challenge for our female students in affording menstrual products. The division applied for the Finish Line Scholarship program and has so far received \$205,000 to support students to completion. It also applied for the Intersegmental California Academic Partnership Program grant and will receive \$80,000 over 2 years to expand equity in dual and concurrent enrollment. The college continues to regularly award multiple sources of emergency funds and has substantially scaled up the level and number of devices for taking courses online, particularly for students taking more technologically demanding courses. Additionally, to continue to address digital equity challenges, Student Services has partnered with the distance education office to identify students taking courses on mobile devices to reach out and offer a laptop loan. Our child development centers have remained open consistently at both of their locations. Coyote Tele-health and Wellness Central remain available for medical and mental health support. Additionally, substantial increases in equity and access continue to be scaled with comprehensive student support services for our Rising Scholars--incarcerated student populations, notably including a 16% increase in comprehensive education plans. Student services has focused on translation of materials and presentations into Spanish--ranging from outreach materials and handbooks to workshops and PowerPoint materials. Technology assistance continues to be a focus for meeting student needs. Ocelot was implemented to improve student access to web-information and chat assistance, with 3,418 unique interactions and 1,568 chat conversations since implementation in August 2021. Navigate has continued to be expanded and scaled, particularly for enrollment purposes, milestone recognitions, and just-in time communications. The development and expansion of Care Units is facilitating monitoring and intervention for affinity groups. In partnership with Outreach, the division focused heavily on enrollment with a series of coordinated email/text distributions along with a substantial expansion into social media campaigns. Communication campaigns to prompt students on steps through the intake process have helped to raise the application conversation rate to 63%. And Navigate appointment campaigns resulted in engaging students to re-enroll at a rate as high as 80%. The SSSP Committee has continued to facilitate progress in other areas of Guided Pathways implementation--multiple inquiry groups have resulted in the implementation of strategies for improving communication (welcome letter, student success syllabus, retention communication), proactive/intrusive interventions and support for pathway completion. Elements of Student Success data associated with Guided Pathways continues to show areas of improvement in 1-year and 5-year trend data in all areas. Cerro Coso athletics was one of the few schools in the state to maintain athletics programs without disruption during the pandemic (baseball, basketball, and volleyball) along with an annual average unit completion of 20.62, more than double the college average. Student Services in partnership with the institutional research office administered the Student Experience Survey in spring 2021 according to a random sample design with 264 respondents. The average overall satisfaction rating for Student Services programs, such as counseling and financial aid, was 85%. That rate was an 8% improvement for financial aid from the same survey three years ago. The results of this comprehensive survey are being used to help inform initiatives and strategies throughout Student Services programs.

---

### Review And Planning

#### Equity

Student services has increased in some cases, refined in others, the communications to students. Part of refining these communications was the purchase of an inventory of pictures reflecting the diverse range of our students to increase the inclusiveness present in messaging and the development of disaggregated reports so that messaging can be refined and made more specific and personalized to populations of students.

The division has engaged in a large scale project to translate materials into at least Spanish- all units in the division have had key materials translated. Additionally, outreach and in-reach materials and presentations are being conducted in Spanish when possible. For example, workshops specifically for Dreamer and AB540 students are conducted in Spanish.

The Ocelot bot was implemented, which gives students access to 24/7 support for finding information, make an appointment or during business hours transition to chat. Even when chat is not available, departments are responding to students who desire follow-up. Additionally, the addition of text communication has allowed for an easy, accessible means of communication for prospective students and parents/family.

Guided Pathways Alignment Project Grant – being implemented with partner high schools across the service area focusing on student success and advancing an equity agenda.

The division applied for the Finish Line scholarship meant to support students halfway or more through a program to completion. The college has been awarded \$225,000 so far in funds for students.

The VPSS participates as the CSSO representative on the state wide Rising Scholars advisory group. Currently the college is applying for the Rising Scholars Network Grant – designed specifically to reduce equity gaps among traditionally underrepresented student groups. The process was informed by Cerro Coso's participation on the advisory committee.

Additionally, as described in detail in Prior Year Initiatives, the unit has been heavily focused on developing and expanding basic needs support. Text reserves and writing and math lab hours continue to be supported annually. The division has continued to expand basic need supports from technology loans to scaled food distribution, pantry access and hygiene support. The division partnered with the library to develop a CC Cares website for a one stop basic needs site for local and community resources in all of the communities we serve. The division is supporting the exploration of housing possibilities for the college.

Athletics has focused heavily on supporting women's sports to ensure equity in opportunities for competition.

## Program Review

The VPSS serves on the Program Review Committee and has been heavily involved in the substantial revision of the non-instructional program review template in alignment with the revision that was completed of the instructional template. This revision has streamlined and re-organized the template, which will help with completions. The next development will be a template for a non-student support, non-instructional PR template.

Program Reviews in Student Services are in the process of becoming current. The most overdue program review is in the area of the Child Development Center, where multiple staff vacancies being back filled by the program director and external barriers and the impacts of COVID-19 have disrupted completion. The decision has been made to align the completion of the CDC program review with the Child Development Program. Admissions and Records and Financial Aid will be completed during the 20-21, as will Athletics and Student Government. The VPSS and authors are engaging in the support offered by the Program Review Committee.

## Prior Year Initiatives

### **Implement further strategies for reducing barriers for students based on needs**

This goal was set prior to the pandemic, so what was considered an important goal at the time, became an exponentially more important focus due to substantially increased student need due to the effects of COVID-19. Student services has stabilized and grown the Hunger Free Campus Program and renamed it the Coyote Cupboard to institutionalize and help to destigmatize food insecurities. Monthly distributions at the IWV campus continue, but food carts are available across campus and at all sites and food bags can be picked up at any time out of the outreach office. The availability of perishable foods has continued to be scaled through partners such as the Salvation Army. Resources include hygiene products, diapers and formula and other items informed by requests from students. Feminine hygiene carts have been added to bathrooms at all campuses.

Coyote Telehealth has continues to be offered to students and was scaled to include dual and concurrent enrollment students given the mental health challenges at all levels. Wellness Central has continued to be maintained and has been integrated into COLL C101 courses and workshops. The Behavioral Intervention Unit continues to be an important referral resource along with the Early Alert

process for faculty and staff to be able to identify and intervene with students demonstrating the need for support or referral.

Financial resources and support have been similarly scaled and augmented. HEERF funds have continued to be administered and \_\_\_\_\_ awarded to date. Additionally, while applications for Financial Aid have been down nationwide, we saw an increase of 6.1% in students being awarded state and federal aid. The Promise Program continues to provide funding for enrollment fees, books and other costs of attendance. The 20-21 year had 109 Promise Awards. The average cumulative GPA for Promise students was 3.66 and Promise students are required to be full-time. The college has applied for and been awarded in the last two years Finish Line funds, direct aid for students halfway or more through their program. So far, \$80,000 has been administered to students and \$205,000 awarded to the college. Both Promise and Finish Line are used to incentivize full-time enrollment.

Based on student and faculty feedback the Laptop Loan program was enriched to include a variety of technology options to better meet the needs of various disciplines. This included the availability of Ipads and full-function laptops. Additionally, the division partnered with the DE unit to identify students taking courses on mobile devices so these students could be contacted to offer loans. Students in need of a device who are not physically close to one of our campuses have been referred to the HEERF emergency aid process since mailing is extremely expensive due to the battery.

The college has invested in investigating on-campus housing for the Ridgecrest campus. Via the Chancellor's Office the college is engaging in a feasibility study. This is particularly important in Ridgecrest with the limited availability of low cost and rental properties for our students. While this housing would benefit all students, it would also benefit our full-time student athlete population, who are disproportionately first generation and low income.

Childcare has continued to be maintained throughout the year through the college's two Child Development Centers. This has required a tremendous amount of dedication and attention to intensive cleaning and safety protocols. The Centers prioritize enrolling the children of our students, so is an important resource for students to maintain access to care.

Finally, the division has partnered with the library and cross-functionally inquiry team on the development of a comprehensive basic needs website- CC Cares and has now been fully implemented.

### **Continue to implement the principles and best practices associated of the Guided Pathways framework.**

Cross Functional Inquiry continues to be a strength of the college's GP work.

The Programs CFIT 2.0 Career Guidance Edition has made a number of observations about the good and not so good of own website and career center, looked at a variety of other college's websites, discussed a basic philosophy, and determined a short (but growing) list of action items. In short, the college website should act as a funnel: leading students from interest inventory to career exploration to career outlook information to college majors. But students should be able to land anywhere—program page, career center, college homepage--and quickly get grooved into this funnel. The process be useful to both students who already know what they want to do and those who need to explore. Department faculty should be the primary source of career information for their areas. Webpages should be 1) oriented to students, 2) welcoming, 3) non-jargony, 4) blocky, easy to navigate, and 5) attended with short (less than a minute) videos.

The next steps are to run some student focus groups over the spring or the beginning of the summer semester— both continuing and prospective students—and to complete a mock-up of new career center and program pages for review by SSSP and department faculty in the fall. The website redesign has impacted this time line.

Student Communication CFIT - has had discussions on and recognizes the need for a coordinated approach to the communications and the modes of those communications throughout their cycle as a Cerro Coso student. An integrated communication plan associated with this cycle— Pre-enrollment to Census, First Semester Experience, etc. will help ensure communication at key points that is just in time and not overwhelming. The work of this committee is continuing. The division has focused heavily on the student experience from pre-enrollment through census in the last year. This has included introducing a welcome/acceptance letter, proactive outreach/communications to students, a series of campaigns to prompt and nudge students on action and behaviors, retention communications in the first two weeks of the semester and appointment campaigns for counseling and financial aid. Additionally, strategies for make on demand support more accessible to students like the "Ask a Question" on the homepage and virtual lobby for Financial Aid. The division has made progress on mapping and identifying key communication/engagement points for students. This will continue to be both scaled and refined.

As a result of the feedback from the CFIT, the division has engaged in a large scale project to translate materials into at least Spanish- all units in the division have had key materials translated. Additionally, outreach and in-reach materials and presentations are being conducted in Spanish when possible. For example, workshops specifically for Dreamer and AB540 students are conducted in Spanish.

Key to these efforts has also been technology implementations. The division implemented Ocelot for the bot function, but

continued to enhance the functionality to include chat and appointment scheduling and just recently added the text function, allowing proactive communications before someone on our website is a student. Other technologies have included Dynamic Forms for improving the ease and accessibility of initiating and tracking student processes, Parchment for ease and timeliness of transcripts and diplomas and continued development and enhancement in the use of Navigate.

Faculty, particularly the Flex coordinator, planned and coordinated professional development related to unconscious bias, accessibility, teaching and learning and culturally responsive pedagogy. Some trainings were offered college-wide, like unconscious bias training. There have been professional development opportunities supporting several Guided Pathways Pillars along with the GP equity considerations.

In addition to cross-functional inquiry, the division administered the Student Experience Survey. A large scale, random sample survey to assess student satisfaction with services primarily, though for this administration a series of questions on the pandemic, basic needs and equity were added. These results are used by the units in the student services division for planning and assessment purposes. In all areas of the survey, students rate key services as strongly agree or agree, most notably Financial Aid saw a 6% increase in student satisfaction.

### **Stabilize, systematize and ensure sufficiency of services at all sites and delivery modes**

A substantial focus in this area has been continuing to provide all services in a remote mode of delivery. This has continued to be supported and stabilized. Going forward, as restrictions are lifted and work goes back to more "normal" functioning, the division will maintain many of the approaches implemented in the last couple of years. Technologies mentioned already have been used to support this.

Counseling and student support for the prisons has been expanded, particularly in the area of counseling where there are full time counselors serving each prison location. Admissions and records has implemented strategies for removing barriers related to transcripts and a process has been implemented to remove the Student Representation Fee from incarcerated student accounts. EOPS is being offered and will be scaling in Tehachapi while it will be continuing to expand. The college is responding to the RFA to for funding to the incarcerated students program.

The division has been engaged in multiple strategies for improvements to the student experience and outcomes using the Guided Pathways framework:

- Continue conducting and implement recommendations of the Cross Functional Inquiry Teams for Onboarding and Program/Pathway information
- Implement program improvements informed by student inquiry and input specific to sites and modes of delivery
- Scale up marketing and outreach for local Promise

A primary focus last year was systematizing a case management approach to supporting, intervening and moving athletes through to completion with counseling, financial aid and learning supports.

larger population of students, so change is harder to achieve, and there has not been time to realize some of the Guided Pathways impacts, like clarifying and refreshing pathways and long-term schedules and dramatic increases in the development of long-term education plans, these are two critical indicators where a continued focus on momentum is needed.

### **Improve and increase awareness and use of student services among faculty and students, with a particular focus on proactive communication.**

In terms of increasing transparency and communication, the unit has updated regularly communicated the Faculty Resource Guide and has developed a series of retention messages for partnering with faculty on guiding student access to resources and student behavior. Substantial time has been spend in developing Covid related messaging and resources

- Conducted the Student Experience Survey and incorporated results in assessment and planning processes
- Engaged in the development of two Progress Reports on Guided Pathways and SSSP
- Developed a Program Review a revised Program Review Template for non-instructional Program Reviews
- Revised and streamlined the process for faculty to request funds for projects, research, activities, field-trips, etc.
- Engaged in new faculty orientations
- Initiated the purchase and implementation of Dynamic Forms to streamline and improve the efficiency and effectiveness of processes and collaboration
- Conducted Student Communication CFIT and implemented identified strategies

## **Next Year Initiatives**

## **Next Year Initiatives**

1. Shift to a case management/student success team model of advising and coaching students in a variety of units to help make student supports inescapable
2. Continue to make progress on reaching "At-Scale" on Guided Pathways Pillars and Practices
3. Increase, systematize and coordinate internal and external communication in student services across the college

## **Maximize SCFF Funding**

1. Develop coordinated communication plan through the lifecycle of the student for key engagements and prompts to support the student through to completion.
2. Work with outreach and IR to develop a 5-year overview of enrollment patterns and demographics and an associated enrollment management plan for addressing trends and gaps.
3. Develop a FAFSA communication and outreach and in-reach plan.
4. Systematize reports for proactive connections to students for full-time, CTE 9 units, English and math in the first year.
5. Conduct All Staff training on the SCFF.
6. Systematize strategies for decreasing attrition.
7. Explore implementation of Program Mapper or similar tool to support student front-end exploration of careers and majors.

## **Continue to implement strategies for progress on Vision for Success Goals via Guided Pathways work, particularly narrowing equity gaps, and particularly for Black students**

1. Continue to develop Finish Line and Promise Programs with intentional outreach to students of color.
2. Focus on student and learning supports online, with particular strategies for Black and African American and Hispanic/Latinx students.
3. Continue to support faculties' focus on professional development related to Pillar 3 and active/contextual learning.
4. Develop a series of CFITs for the implementation of the recommendations of the new student equity plan.
5. Continue focus on unconscious bias training for all student services staff, faculty and managers.
6. Continue to expand student communication plan to incorporate communications, nudges and prompts through a student's program to support completion.
7. Identify and effectively implement career planning tool- Jobspeaker or Career Coach.
8. Implement a series of retention and momentum messages to be sent by faculty in the 1st, 2nd, 5th, 11th of the term being piloted this spring.
9. Identify benchmarks for identifying students who are on the path, in danger of veering of the path or who have demonstrated that they are off the path and associated recognitions or interventions.
10. Systematize milestone recognitions using Navigate.
11. Review with units in the division the RP Group's Through the Transfer Gate Study and implement recommendations to improve transfer outcomes.
12. Implement a student success team approach to counseling and advising as a starting point.

## **Improve communication and connection within the division and to the broader institution**

1. Continue to conduct two ALL Staff meetings per semester while working remotely, once per semester when back on campuses.
2. Produce Guided Pathways/SSSP report once a semester
3. Ensure staff meetings are happening consistently within units.
4. Ensure all division categorical plans/reports are available college-wide
5. Ensure timely completion of planning and reporting
6. Improve transparency for all units and input to categorical budgets where appropriate
7. Increase transparency and input in decision-making
8. Visit campus locations once per semester
9. Continue to have one SSEC meeting once per semester focused on site needs

## **Stabilize, systematize, and ensure sufficiency of services at all sites and delivery modes.**

1. Continue process for shifting to a student success team/case management approach to counseling and advising as a

starting point working with MDRC

2. Develop front-end hard to escape career exploration tied to program mapping, so that students can explore options at Cerro Coso before applying starting with a career in mind.
3. Implement a health fee to ensure that Timely MD can be maintained for students.
4. Develop and implement mobile student services unit to increase reach and accessibility for supporting our communities.
5. Use Navigate to prompt students who have not completed FAFSA application.
6. Further develop and promote financial literacy resources and workshops, integrate into COLL and PDEV curriculum.
7. Scale transfer articulation of courses in Banner so that student's prior course work is applied to student transcripts.
8. Engage in process to move forward Measure J athletic complex
9. Stabilize staffing support and implement reorganization in student services
10. Support the exploration of implementing sand volleyball and e-sports

---

## Resource Needs

### Facilities

Admissions & Records: We are seeking a dedicated space for veteran's affairs.

- I support this, though think we can at least partially accomplish this in the SS workshop space

Athletics: 2022-2023 athletic facility needs have been addressed through Measure J planning.

On Campus Transportation- A cart to be used by AD/Staff on campus, including use during recruiting tours.

- 

Child Development: During periods of rain, the front walkway of the IWV center floods making the only accessible entry point the stairs. Drainage needs to be created in the walkway as this poses a safety and ADA concern for individuals who may not be able to use the stairs.

- I support exploring options for addressing drainage

The IWV Child Development Center Parking sign is low to the ground and hard to see. It is easily missed which leads to excessive parking for events such as track meets held in the desert.

- I support addressing the visibility of the signage

The carpet at RPU has developed spots where it is bunching and the outside building vents need to be secured.

The Heather Ave site would benefit from documented evacuation plans and evacuation meeting spot signage.

Counseling: N/A

Financial Aid: N/A

Outreach: Outreach is in need of more space for all of the events and responsibilities coming out of this office. Outreach is currently in a very small space and has limited growth potential. Requesting to look into office expansion on the 1st floor to create more of an open space for Outreach, potentially taking over existing space from Pony Espresso in order to increase square footage of the office.

- Options are being explored - I support this

Outreach is in need of a permanent storage location, currently Outreach is using the music room for overflow and it is not a permanent space due to the fact it is designed to be a classroom. Looking for a better option that is designed to provide the space needed to house items appropriately all year long.

- This goes along with the above

Outreach is also requesting the replacement of "Student Activities" sign above the door of the outreach office to be renamed to "Outreach Services."

- I support pending the possibility of a change of location

Continued support of services as events continue and increase here on campus. The student center would like to hang the "Graduation" Banners in the center, support on hanging those banners to highlight graduation through the years and provide motivation for students as they enter the center.

- I support developing a plan for displaying the annual graduation banners

Outreach would also like to create a space where we can showcase the 5th grade banners from the past 2 years and add to the space annually. The importance of the 5th grade day banners is for someday future CC students can see their names on the banners they signed as a pledge so many years before.

- I support figuring out a way to display/use these banners. Due to space possible an electronic approach could be explored.

## Information Technology

Admissions & Records: Parchment as a vendor.

- This is already complete

Athletics:

WiFi capability at softball/soccer field

- Support

3 video camera capability for game streaming

- Support- our streaming has been well-received and complimented repeatedly. Helps with recruiting, but also engaging community and athletes' families

3 Laptops to support events

- Support- game management is already very challenging

Stat keeping

- Support

Event audio

- Support

Streaming software

- Support
- I support all of these in concept without knowing cost. I wasn't sure if the wifi will end up being addressed in the Measure J project work. Generally, continuing to improve streaming and finding ways to better support game management are goals for the department and the division

Child Development: N/A

Counseling: District IT support for Navigate/Banner integration and Navigate one-click registration.

- Support and this will rely on implementation of Banner 9

Financial Aid: Establish Campus Logic processes.

- I support a tool of this type for FA. Possible alternative is use of Dynamic Forms

Outreach: Continued support of services as Outreach events continue on campus and online each semester.

- Support

Student Services- Continue to maintain a variety of devices aligned with instructional needs for technology loan program.

## Marketing

Admissions & Records: More evening admissions workshops collaborating with financial aid.

Spanish speaking workshop for undocumented, AB540 and dreamer students.

- Support- the division is able to accomplish this internally

Athletics: N/A

Child Development: The Child Development Centers and the CHDV department together will ensure that materials are appropriate materials are available to hand out at outreach events.

- Support, internal

Counseling: Update marketing plan for Navigate and other counseling activities (e.g. Education plans, graduation, events, etc.).

- Support- can fund categorically

Financial Aid: Develop robust outreach programs for AB540 and undocumented students.

- Support- in-progress

Outreach: The Public Information Officer and the Director of Outreach continuously collaborate on marketing strategies for upcoming events on and off-campus. The prior year's request of involvement in Social Media platforms has been granted as well as biweekly meetings to better collaborate between the two offices.

## Professional Development

Admissions & Records: Conference participation.

Athletics: The continued development of intersection between athletic recruiting/admissions/financial aid/counseling needs to be considered to become better aligned and put Cerro Coso in a position to continue to improve our service to incoming students. An example of on campus PD can be provided by Dan Tudor, Tudor Collegiate Strategies ranging in cost from \$1000-\$3000.

- Support this collaboration and alignment- any cost can be addressed with categorical funding for this purpose

The Athletic Department needs the ability to stay current in best practices leadership development by sending 2 coaches (or 1 coach and 1 trainer) to their respective professional development conference or clinic at the Regional or National Level each year:

NCAA Coaching Development (Basketball)

ABCA Coaching Development (Baseball)

NSCAA Coaching Development (Soccer)

USAVA Coaching Development (Volleyball)

NATA or FWATA Annual Conference (Meets mandatory CEU requirement for Athletic Training annual certification)

NACDA Athletic Leadership Development (Athletic Director)

- Support

Child Development: Teaching staff will continue to take trainings to stay abreast of the latest in early childhood theory and pedagogy.

- Support- no external funding needed

Counseling: Covered through SEA funding.

Financial Aid: Attendance to conferences. Chancellor's office webinars

- Support- funded by sources specific to the unit

Outreach: Attend the RNL National Conference 2022 July 14-16th in Washington, DC. This conference covers annually topics pertaining to Enrollment Management, student recruitment, student success strategies and multi-channel outreach within communities.

- Support- currently have outreach funding to support

Attend ACCROA Annual Conference 2022 (TBD). Develop tools and resources , build and enhance an enrollment management plan or develop one. Information that can be used to improve student success measures throughout the college and create recruitment and retention strategies, which all align with the current CC Strategic Plan.

- Support- currently have outreach funding to support

## Other Needs

### Student Services Reorganization

Student services is experiencing some unexpected retirements so looking at models of potential reorganization. We will lose our Director of FA and A&R before the end of the semester. Will be proposing to split the Director into two separate positions- FA (Promise, Finish Line, numerous emergency funds, and A&R Enrollment Services. Both areas have absorbed new programs, new funding sources and both have gap areas from the Director roll being spread too thinly over two substantial units.

Financial Aid is administering aid to s This is a substantial increase in addition to new programs, like Promise and Finish Line. And while the volume of emergency funds related to Covid will go down, there have been permanent changes in some of our ongoing categorical programs that will result in a continuation of awarding emergency forms of aid. While there has been a reduction in the requirements of verification for students, this has come with a greater emphasis on "professional judgment" in research and making determination on student files. While this gives us more flexibility in awarding students, it has placed an additional load on the director role, who has to make these determinations.

Similarly, Admissions and Records has both absorbed additional requirements and expectations and also continues to have gap areas because there is not enough time and attention available at the director level. For example, Admissions and Records Some examples of gap areas- Cerro Coso is the only college in the district that does not currently transfer articulate transcripts-meaning enter evaluated transcripts into Banner and reflect on the student's transcript, which creates limitations for the accuracy and currency of a student's education plan.

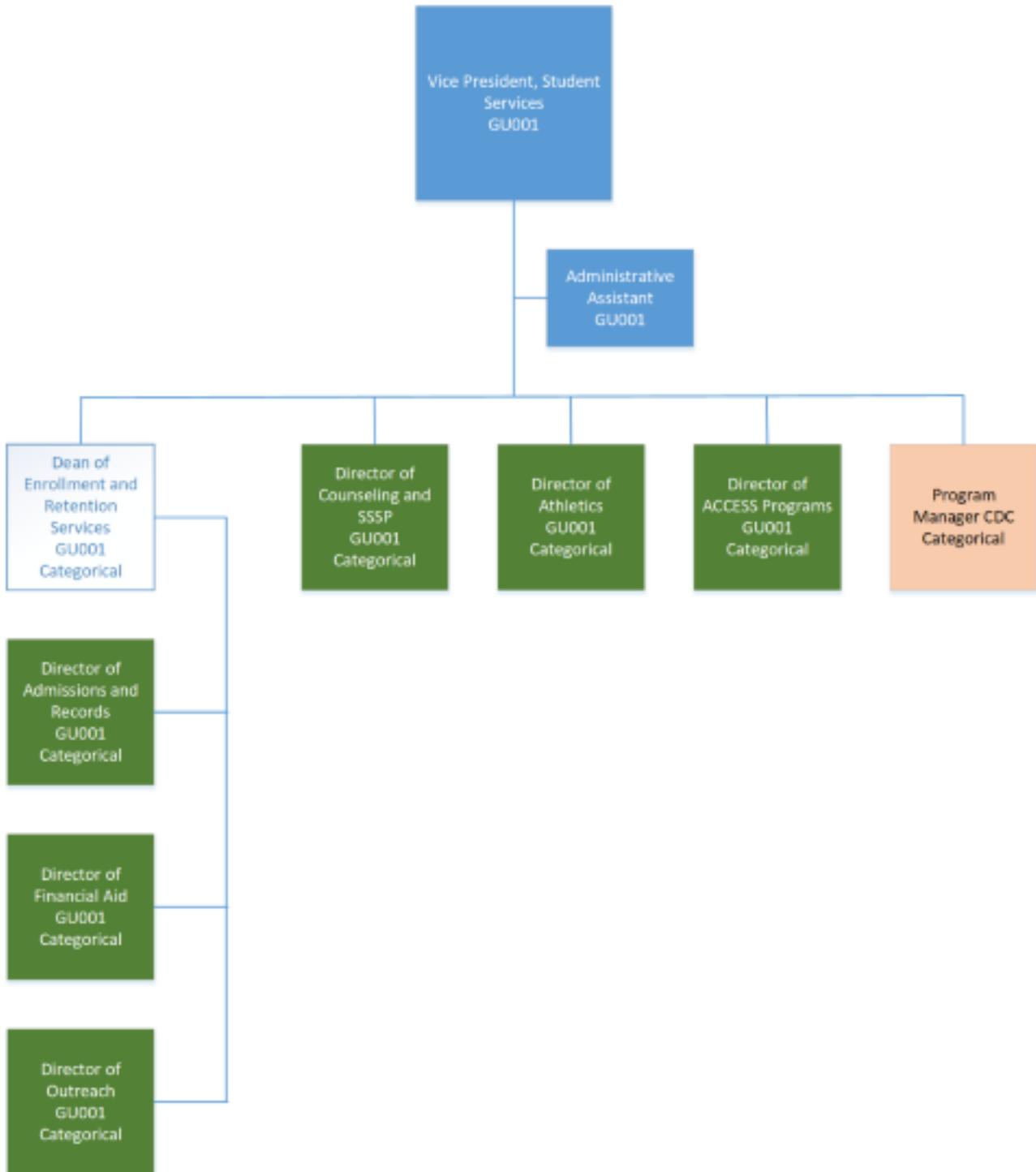
Engagement in the outreach process

Additionally, we have had the retirement of the ACCESS Director. I have been backfilling while looking at organizational structure. I have been looking at organizational structures of student services at similarly sized colleges and it is very common to have at least one Dean in Student Services. This would not be an additional position. As with FA and A&R, there are gaps in oversight in areas of student services as we have absorbed numerous new categoricals, programs and accountability measures. A number of them unfunded or under-funded programs-

- SEA (formerly Matriculation, substantially expanded)
- Guided Pathways
- Undocumented Liaison/Undocumented Resource
- Mental Health
- Basic Needs
- Veteran's Resource Center

- Umoja
- CalFresh Outreach
- Other gaps- student life/activities, Basic Needs coordination,

Generally, it is very unusual regardless of the size of the institution for there to be no Dean position in student services. Currently have numerous day to day activities flow directly through the VP of SS (my office)- student discipline, a variety of petitions and direct day to day coordination that is not usually at the VP level, but cannot just be absorbed by existing positions.




---

## Staffing Requests Not Already Listed In Prior Plans

**1000 Category - Certificated Positions**

**2000 Category - Classified Staff**