Student Development Division Reflections

Dr. Michele LeBleu-Burns

Dean, Student Development & EOPS/CARE

May 20, 2021

Presentation Overview

- Challenges
- Accomplishments
- Pandemic impacts
- Equity implications
- Innovative practices developed to address challenges
- Future anticipated goals
- Resources needs

Challenges

- Changes in staffing; both reduction and recruitment challenges (EOPS, HEW, HS, PSYCH)

- Inadequate time to prepare for sudden transition to remote work and providing services online (ALL)

- Lack of access to technology and tools necessary for transition (ALL)

- Lack of adequate workspace (ALL)

- Increased demand for services (ALL)

- Increased emotional, physical and mental well-being concerns (ALL)

Challenges (cont'd)

- Acquiring training for additional skills necessary for transition (ALL)

- Increased workload to carry out services online (ALL)

- Inability to provide specific services such as issuing Student ID cards and bus passes (OCL)

- Decrease in student engagement due to barriers of remote learning; fewer active student clubs, more students choosing to wait for the campus to reopen (EOPS, OCL, OTI)

- Loss of revenue from in-person events such as the Flea Market (OCL)

Accomplishments

- Able to continue most services and programs without major disruptions. (ALL)
- EOPS Increased the number of students served by 5% in the 2020-2021 AY.
- Increased number of events to meet student demands. (EOPS,HEW, PSYCH)
- Hosted a virtual End of the Year Student Leadership Recognition reception and co-sponsored the Student Voices United for Change Conference. (OCL)
- Despite not being able to publicize Student Elections on campus, enough votes were secured without having to extend the deadline. (OCL)
- Successfully conducted the hiring processes to fill vacant classified, faculty and TEA positions remotely via Zoom (Division Administrative Assistant, EOPS Counselor, Director of Psych Services, Student Activities Specialist and a TEA staff member for the Flea Market Coordinator position. (SD Div, EOPS, PSYCH, OCL)

Accomplishments (cont'd)

- The county assisted with providing funding for CalWORKs students to specifically purchase computers, various Wi-Fi services and provided additional funding for food, housing assistance, and other basic needs. (OTI)

- The Food Pantry donated food to our families making certain that our students and their families had food. (OTI, EOPS)

- Delivered computers to students who span both campuses and a variety of programs. (OTI & EOPS)

- Delivered instructional materials (i.e. calculators) and wifi hotspots. (EOPS)

- Health Services staff were provided weekly online training opportunities to ensure that their knowledge and clinical skills stayed relevant and up-to-date. (HS)

Accomplishments (cont'd)

- Established partnerships and contracts with local community clinics and organizations to facilitate access to Medi-Cal or state health insurance programs for low-income students. (HS, PSYCH)

- Continued collaboration between Student Health Services and campus partners in emergency plans and pandemic response planning. (HS)

- Added part-time faculty to meet demand for services. (EOPS, PSYCH)

- Awarded a district-wide Mental Health Support grant from the State Chancellor's Office. (HS & PSYCH)

- Successfully coordinated with many different departments to run group therapy for underserved populations. (PSYCH)

Accomplishments (cont'd)

- Staff learned to access and utilize Adobe Pro, Office 365 and other tools to help transition paper files to electronic files. (ALL)

- Multiple options and channels were developed for staff and students to communicate; via phone, email and/or Zoom. (ALL)

- Staff used existing tools such as SARS and DegreeWorks more efficiently such as, adding notes to these platforms instead of in a paper file. (EOPS, OTI)

- Networked with various programs within and outside the De Anza campus to provide students with the tools and resources they need to continue distance learning. (ALL)

Accomplishments (cont'd)

- Established rapport and maintained relationships with students so they are comfortable coming to us with their concerns and we can make every effort to assist them. (ALL)

- Continued conversations and followed-up with students to ensure their success. Frequent contact with students has allowed us to be able to assist students before they "fall through the cracks". (ALL)

- Built community to support student's mental and emotional health. Coordinated fun activities to relieve tension and provide respite from everything happening.(ALL)

- Provided workshops on time management and other skills to help support students during the transition so they have the tools to continue their goals.(EOPS)

Pandemic Impacts

- Increased mental health concerns and social isolation (ALL)
- Basic needs insecurity (ALL)
- Fewer student clubs are active because of the difficulty of holding meetings (OCL)
- The pandemic further exacerbated the decrease in enrollment (OTI)
- Exhaustion of the supply of refurbished computers (OTI)
- Increased employment challenges and financial hardships (ALL)
- Zoom burnout/fatigue as this becomes our new way of communicating (ALL)
- Lack of/Decrease in student engagement and social interactions (ALL)
- Directly affected by pandemic and becoming ill or knowing people who became ill. (ALL)

Pandemic Impacts (cont'd)

- Limited ability to provide some services; many anticipated scheduled events were put on hold, cancelled or modified (ALL)

- Created learning/workspace issues; having to share limited space and tools with multiple people (ALL)

- Increased family expectations; having to care for other members of the household (ALL)

- Increased demand for services from students living outside the state, and in some cases outside the country. Laws governing the practice of psychology differ greatly from state to state. This also created an additional barrier with time zone differences. (PSYCH, HS, EOPS)

- Having to evaluate what would be better for a majority of students; more time with a therapist and continued support or serving as many students as possible but without long term support. (PSYCH)

Equity Implications

- Many students lacked access to adequate/appropriate technology and/or internet access for remote learning.
- Many students and their family members lost employment which caused struggles with meeting their basic needs.
- Students in basic skills, ESL classes or with limited English proficiency reported difficulty with remote learning.
- Students struggled in math and science classes with labs due to the virtual format.
- Many students had difficulty with creating a space conducive to attending classes over zoom and studying due to crowded living conditions or unstable living conditions.
- Mental health concerns (anxiety, depression, etc.) were prevalent among students due to isolation and the pandemic impacts.

Innovative Practices to Address Challenges

- The Office of College Life collaborated with Educational Technology Services (ETS) to create a digital student ID card accessible via MyPortal and the De Anza app for mobile devices.

- The Office of College Life collaborated with ETS and the Santa Clara Valley Transportation Authority (VTA) to provide digital bus passes through the EZfare app.

- OTI in conjuction with CARE organized their first ever Drive-Thru Toy Drive. They were able to secure toys from a long-standing relationship with the Family Giving Tree.

- The CompTechS Program, which provides local companies with a socially responsible means of computer recycling, conducted Zoom training on how to refurbish and redeploy equipment which resulted in several students being hired as interns.

Innovative Practices to Address Challenges (cont'd)

- Health Services integrated and implemented the Electronic Medical Record (EMR) system. When the campus closed, most of the clinical tasks were completed electronically (i.e., access to medical records, scheduling appointments, telehealth visits). The EMR system served as a secure one-stop shop system for the student health services staff.

- The student health services staff was able to organize a Drive-Thru Flu Vaccine Clinic event during the Fall and Winter Quarters. Over 200 vaccines were delivered and administered during this event.

- Psychological Services recently purchased membership to use the CCAPS-62. Included in this membership is the ability to track data without having therapist score the assessment by hand. Additionally, it will make completing the form easier for students.

Innovative Practices to Address Challenges (cont'd)

- EOPS planned and executed new procedures to provide services to students. For example, setting up electronic gift cards for students to buy groceries in lieu of receiving meal vouchers to use at the campus cafeteria.

- EOPS set-up and provided students with the ability to schedule appointments online.

- EOPS organized a drive-by event to provide backpacks and other school supplies to students.

Future Anticipated Goals

- Utilize CAS standards program review process to identify areas of improvement and resource allocation needs. (ALL)

- Seek additional foundation and grant funds and increase staffing to better support OTI program operations.

- Recruit additional employers to provide internships and workforce opportunities for OTI students.

- Expand services with additional faculty and staff to meet the needs of the college's emerging Foster Youth/Youth in Care and formerly incarcerated populations (EOPS, GSP).

- Develop tutoring and academic coaching services for students. (EOPS)

Future Anticipated Goals

- Implementing the ClockWorks electronic Records System in EOPS and OTI.
- Restructuring the HS Clinic to meet HIPAA privacy laws and infectious disease control.
- Providing COVID-19 vaccinations to students, faculty and staff.
- Expanding the Student Health Services outreach events, trainings and workshops to domestic students, special populations and programs in the campus community.
- Re-evaluating the goals of the Student Health Advisory Committee.
- Implementing Electronic Medical Records System in Psychological Services.
- Increase Staffing in Psychological Services.
- Renaming and rebranding of Psychological Services.

Resource Needs

- Additional staffing in Extended Opportunity Programs and Services (EOPS), Guardian Scholars Program (GSP), Office of College Life, Occupational Training Institute (OTI) and Psychological Services.

- Additional funding to serve students (OTI, GSP, EOPS).

- Additional program/department space upon return to campus (EOPS, OTI, GSP, Health Services, Psychological Services).

- Student Judicial Affairs requires additional staffing, funding and space to meet the demands of a rapidly increasing workload.

Questions???