

Legislative Task Force:

Statement from Lane Community College Counseling Center Faculty:

Jessica Alvarado, MS

Date 4/25/2022 - Who we are and what we do:

About the Counseling Center: <https://www.lanecc.edu/get-support/academic-support/counseling-center>

Our Mission: Retention Counselors proactively provide support that leads to student success and retention. We foster meaningful connections contributing to clearer academic and career direction, as well as increased confidence, self-advocacy, and motivation. Counselors empower students to recognize and overcome internal and external barriers in order to reach their education and career goals. Access, equity, and inclusion principles help us prioritize our efforts.

Personal, Academic, and Retention Counseling: We provide counseling and resource referrals for students with academic or personal concerns impacting their ability to reach short term and long term goals.

Career Counseling: Through individual counseling, we help students to clarify their interests, strengths, values, and goals; explore majors and career fields; and develop a vision for their future and next steps.

Academic Progress Standards:

- [APS General Information](#)

Mission: Lane Community College is committed to supporting all certificate and degree seeking students in attaining identified academic and career goals by monitoring progress and completion of attempted credits and minimum grade point average for each term enrolled.

CORE Purpose: Academic Progress Standards (APS) identifies students not making progress towards established goals. In an effort to support student success, APS strives to provide proactive services, resources, and learning opportunities for students who have not met academic progress standards. These appropriate and timely interventions focus on promoting student success.

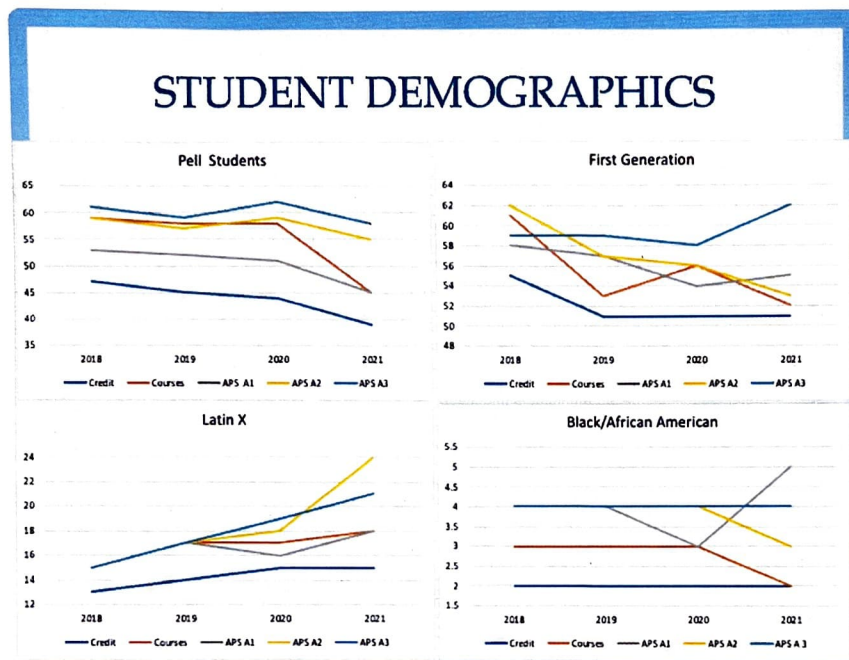
Narrative: Lane provides a series of progressive interventions ([Alert 1](#), [Alert 2](#), [Alert 3](#), [Alert 4](#)) to its students not meeting Academic Progress Standards (APS).

The Academic Progress Standards Alert system allows the Retention Counselors to identify students who are not meeting the College's academic performance standards. The students we work with generally represent ¼ or higher percentage of the student population each term. For the academic year 21/22 this has resulted in an average of 1500 or more students per term.

We have been able to provide a holistic integrated approach (teaching, retention counseling and support) at Alert levels 2, 3 and 4 because we have part-time faculty counselors and a robust internship program that includes interns from Pacific, Bushnell and Oregon State Universities. More than half of the students we see weekly for Counseling come from the APS system.

Below is a graphic representation that demonstrate the BIPOC populations (Primarily LatinX and Black/African American represented in three alert levels. This means to us that these student populations need targeted supports that can be uniquely provided by Retention Counselors

who are have an understanding of these populations through our own lived experiences and also by our training and skills that allow us to be culturally responsive and fluid.



We come today with a critical concern that the disinvestments that we have experienced as a workgroup, will prevent us from being able to effectively identify and support our most at risk student populations. Our full-time faculty have been cut from 14 down to 3 over the last decade and beyond. By not replacing our vacancies we are continuously needing to prioritize what we can do. Most recently we are in danger of losing our internship program that we have had for the last 30 years. Without the interns we face a great deal of uncertainty regarding how we can support Lane students from these four areas.

Our students lead complicated lives as parents, partners and employees trying to survive and to support their families. Many of our students who have trauma histories come from minoritized populations that are facing disproportionate hardships due to the Pandemic. They need our support more now than ever. "Mental Health Challenges" and "being overwhelmed" are the two most commonly cited barriers to academic success by students we survey at Alerts 3 and 4.

Our Academic Progress Standards system identifies the students most at risk for not remaining in college. Lane has a significant student retention problem that is getting worse, not better. The interventions and student support services we provide should be scaled up, not down. It is our perspective that this could be a model program expanded throughout the state.

Thank you for taking the time to be here and for listening to our concerns. Supporting this type of work is a social justice initiative and allows students to progress toward completing their educational, personal and career goals.