Program: Student Life
Division: Student Services
Date: Fall 2016
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Part One: Program Snapshot

A. **Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?**

If there are any changes, describe the relevant information and its significance in the space below.

> There have been a number of positive changes over the following year:
>
> Student Life Assistant brought in to help with the internal workflow with ASLPC and the Club accounts.
> Easy Pass for students allows students to ride the bus for free any place in the tri valley.
> Student Discount card allows students to enjoy discounts with local businesses.
> Phone App groundwork with rollout this year for iPhone & Android.
> Increased activity on campus by student government to survey students on their wants and needs.
> New and varied on campus events for students.
> Targeted outreach to evening students to get involved in student government.
> Increased activity in Student Senate of the California Community Colleges.
> Increased funding for Scholarships.
> Continued success with Text Book Loaner Program & Text Book Assistance Scholarship.
> Expanded funding to Clubs to support more activities on campus.
> Expanded funding to increase tutoring event Prep 2 Pass.
> Increased support for Health Center activities such as health fair and Escalation workshops.

B. What objectives, initiatives, or plans from the 2015 Program Review Update have been achieved and how? PRUs from 2015 are available here: http://goo.gl/9iF3m9

> Weekly Student Senate meetings, the most meetings per year of any organized group on campus.
> Weekly Executive Officer meetings
> BiWeekly Inter Club Council meetings of over 30 organized clubs on campus.
> Student representation on Campus and District Campus Committees
> 2-4 organized all Campus student activities (Club Days, Corn Maze, AS Nights…..)
> Text Book Loaner Program
> Text Book Assistance Scholarship(s)
> ASLPC Department Scholarships
> Advocacy trip to the State Capitol
> American Student Government Association national conference in Washington DC
> ASLPC President and Student Trustee participation in Board of Trustee meetings
> Free Green Books, Scantrons, pencils and pens
> ASLPC sponsored Easy Pass Bus Program through Wheels Bus
> Campus tours to prospective students and families
> Maintain and schedule Club conference room
> Provides an information desk for student assistance during open office hours

Workshops and retreats on leadership, communication, civic engagement
Advocacy trip to State Capitol to meet with local elected officials

C. Discuss at least one example of how students have been impacted by the work of your program since the last program review update (if you did not already answer this in Question B).

Clearly the most significant deliberate action the ASLPC student senate made this past year was to provide support for the Easy Pass Bus Program. The program provides free rides to any student with a valid ID. To date this year, ridership has grown in excess of 50% with the goal to exceed 100% as soon as possible. Increases in the frequency of the busses on campus also benefit all visitors and employees as well. Continued marketing, outreach and promotion by ASLPC is need for this to become a long term success. This work is directly connected to the district climate action plan to eliminate one person car trips to campus. If fully utilized by students, this has the possibility of putting funds in students pockets that can be used for other college expenses. One secondary effect to this effort has been the desire of the ACE train system offering discounts to students that come from the eastern region over the hills in San Joaquin county. These students are not served by the Wheels bus system.

D. What obstacles has your program faced in achieving objectives, initiatives, or plans?

Communication & Marketing are the big issues.
Student government has no way to reach out to all students through any electronic format.
We are trying to change that through the use of the Campus Orb app for phones and tablets.
Lack of large quantity of student senate members has hampered our ability to keep the student committee assignments on campus committees staffed to the level desired.

E. What are your most important plans (either new or continuing) for next year?

Roll out and full implementation of the Campus Orb App for Smart Phones and Tablets to try to increase connectivity from student government and students on campus.

Increase communication throughout ASLPC and Club support organization
Increase accountability of meeting attendance
Increase awareness of club procedures and processes
Increase Programs and Services that serve students
Increase use of SAOs in planning

F. Instructional Programs: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

G. Do plans listed under Question E or Question F connect to this year's planning priorities (listed below)? If so, explain how they connect.

Planning Priorities for 2016-17
- ***Establish regular and ongoing processes to implement best practices to meet ACCJC standards***
- ***Provide necessary institutional support for curriculum development and maintenance***
- ***Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes***
- ***Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.***

Establish regular and ongoing processes to implement best practices to meet ACCJC standards

Increase communication throughout ASLPC and Club support organization. Communication is the tool we use to evaluate, revise and change for the better. We will continue to evaluate what we do and work to establish best practices.

- ***Provide necessary institutional support for curriculum development and maintenance***
- ***Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes***

Increase accountability of meeting attendance which is one of our SAOs. Attendance of the committee meetings on campus has become a renewed effort within student life this year. Early on this year, we were struggling with member headcount to fill the roles on many committees. As our numbers increase we hope to fill out the missing roles.

- ***Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.***

Increase Programs and Services that serve students. We will continue to offer programs and services that focus on student success. To that end, the ASALPC students have developed a program where they can give a helping hand to programs that help with student success and facilitate students reaching their goals. We help donate funds to programs that need additional funds or support. We also help with the end of semester Prep 2 Pass tutoring event that takes place in the tutoring Center.

H. Instructional programs: Did your program meet its program-set standard for successful course completion? _____yes _____no

(This data can be found here: http://goo.gl/Ssfik2)

If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

I. Units with SAOs: Using SAO data from last year, describe the impacts of SAO practices on student learning, achievement, or institutional effectiveness. Describe the practices which led to the success. (Copy the box below if you would like to discuss multiple examples). SAO data can be found here: http://goo.gl/jU2ylZ

SAO: Associated Students of Las Positas College will demonstrate the ability to effectively conduct and participate in productive meetings, and will exhibit the ability to engage in meaningful debate and discussion
Describe the quantitative or qualitative results: Students are provided opportunities to speak to their fellow students in public settings. These happen on a weekly basis. Parliamentary procedure is used to ensure that all voices and all points of view are considered, prior to making motions and voting. We post our Agendas and meeting minutes for other to see and monitor what we do. Students are encouraged to attend leadership and training conferences as part of the senate team. All of the students participate in opportunities to present topics and engage in the topics of the day. We encourage students suggest agenda items.
Discuss any actions taken so far (and results, if known): Continue to follow the same path with attention to Agenda delivery and meeting minutes posting. The debate can be lively and spirited.
Discuss your action plan for the future: There are thoughts to bring in an outside speaker for the American Student Government Association to present topics to students in the campus community as to operations of clubs and meetings, topics on various concerns to students and student government orgs.
SAO: Students will identify supportive resources for creating and initiating student clubs that represent the diversity, social, political and cultural interests of the college community
Describe the quantitative or qualitative results: Our current club count is approaching 40, with new and diverse orientations. Model United Nations, Golf, Literary Arts, Automotive, Game Craft, Christ in Action, Radio, Muslim Student Association, Peace and Social Justice, Biology, Chemistry as well as honor societies such as Alpha Gamma Sigma and the Tri Beta in Biology.
Discuss any actions taken so far (and results, if known): Continue supporting clubs that exist and formation of new groups as well.
Discuss your action plan for the future: Increase funding to increase activities in hopes that those activities draw in more students to clubs.
SAO: Students will improve their public speaking skills by learning effective communication strategies.
Describe the quantitative or qualitative results: Students are provided opportunities to speak to their fellow students in public settings. They are encouraged to attend leadership and training conferences as part of the senate team. All of the students participate in opportunities to present topics
Discuss any actions taken so far (and results, if known): Weekly Student Senate meetings and Biweekly Inter Club Council Club Meetings, Once or twice a year retreats and seminars, annual training retreat for officers.
Discuss your action plan for the future: There are thoughts to bring in an outside speaker for the American Student Government Association to present topics to students in the campus community as to operations of clubs and meetings, topics on various concerns to students and student government orgs.
SAO: Increase communication throughout ASLPC and Club support organization
Describe the quantitative or qualitative results: The groundwork has begun to increase communication through an App designed to connect students. Our Media officer is doing a great

job setting up social media pages to reach out to students in different locations and formats. We are starting to see results but hope to see greater returns in the future.
Discuss any actions taken so far (and results, if known):   We have a master committee attendance sheet that we frequently show at meetings. We also ask students to turn in a committee report after attending a meeting as well
Discuss your action plan for the future: Increased enforcement, if we do not have enough students from the student senate that can fulfill the student roles on committees, perhaps we can reach out to students that are part of the Inter Club Council or possibly Club Presidents as well.

Part Two: Course-Level SLO Assessment Schedule

THIS SECTION HAS BEEN REMOVED. PLEASE SKIP TO PART THREE.

Part Three: Assessment Results

(Instructional Programs Only)

1. Describe an example of how your program used **course SLO data (SLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Course:
Course SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

2. Degree/Certificate granting programs only: Describe an example of how your program used **program-level SLO data (PSLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate:
Program SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

Part Four: Program Curriculum Map
(Instructional Programs with Degrees/Certificates Only)

Background: Program-level Student Learning Outcomes

Program-level Student Learning Outcomes (PSLOs) are defined as the knowledge, skills, abilities, or attitudes that students have at the completion of a degree or certificate. Faculty within a discipline should meet to discuss the expected learning outcomes for students who complete a particular series of courses, such as those required for a certificate or a degree. PSLOs should be the big things you want students to get out of a degree or certificate. PSLOs should be developed throughout the program and in multiple courses. Discussions might also involve colleagues in other programs regarding prerequisites and transfer courses or community stakeholders regarding job expectations.

It is recommended that each program have 3-6 PSLOs. Discipline faculty members might need to have a more comprehensive list based on the requirements of external stakeholders (employers, state requirements, etc.). For most programs, PSLOs are only assessed through linked course-level SLOs. You might assess PSLOs in a capstone project or capstone course that many students complete when earning a certificate or degree. Alternatively, you could assess development of a set of skills as students advance through different courses in your program (ENG 1A -> ENG 4 or 7).

Program-level outcomes should

1.   **describe** what students are able to do after completing a degree or certificate;

2.   be **limited** in number (3-6 outcomes);

3.   be **clear** so that students and colleagues can understand them;

4.   be **observable** skills (career-specific or transferable), knowledge, attitudes, and/or values;

5.   be **relevant** to meet the needs of students, employers, and transfer institutions;

6.   be **rigorous** yet realistic outcomes achievable by students

Curriculum Map Directions

Note: If you have multiple degrees/certificates, choose one to map. If you have already submitted mapping to the SLO committee and do not wish to make changes, you may copy that mapping into this chart or attach the map you already created.

1. In the boxes across the top row, review all the non-GE courses required for your degree/certificate. (including those that aren't in your discipline). Make any desired changes to those courses. (Electives do not need to be included, though they may).
2. In the left column, write the program learning outcomes you have drafted for your program.
3. In the boxes in the center of the page, mark the course SLO that maps to the program SLO you have identified. Each program SLO should map to multiple courses in your program.

Example: English Associate's Degree for Transfer						
Program Learning Outcomes	**Required Courses in Degree/Certificate**					
	Eng 4	Eng 7	Eng 35	Eng 41	Electives* (Eng 20, 32, 45, 44)	MSCM 1*
1. Identify and evaluate implied arguments in college-level literary texts.	x					
2. Write an academic essay synthesizing multiple texts and using logic to support a thesis.	x	x				
3. Write a research paper using credible sources and correct documentation.	x	x				x
4. Analyze an author's use of literary techniques to develop a theme.			x	x	x	

*Including electives is optional.

Your Program's Map

Degree or Certificate:																
Program Learning Outcomes (3-6 recommended)	**Required Courses in Degree/Certificate**															
1.																
2.																
3.																
4.																
5.																
6.																

1. Did you make any changes to your existing mapping? (circle one)

     Yes   No   This degree/certificate did not have previous mapping

2. If you answered "yes" to Question 1, explain what changes you made.

3. Reflection Questions: The following questions are for the consideration of your program as you look at your completed chart. You do not need to record your responses here. If you discuss these questions with others (for example, at a department meeting), you may want to take minutes documenting your discussion.

    a.   How many courses help students achieve each program outcome? Do students have enough opportunities to achieve the outcome?
    b.   In which course(s) are students likely to demonstrate satisfactory achievement of each program outcome? In other words, which courses(s) might be an official or unofficial capstone requirement?