

Program Review Update Dean's Summary Fall 2016

Dean/Administrator	Program Review Committee Reader(s)	SLO Committee Reader(s)
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Division/Area	Programs
Student Services	Assessment Center CalWorks Counseling Learning Skills Puente PSCN Transfer Center Tutorial Center University Transfer Certificate of Achievement

Executive Summary: Please describe the most important themes, trends, and developments in your division or area. Your summary should identify accomplishments, objectives and barriers to success. Your summary should be approximately 250-500 words in length.

Trends and Themes. In general, many programs in Student Services are **short staffed**. The trend has been to initiate or augment services but we have not added the commensurate staff to sufficiently support them. The major grants – SSSP, Equity, HSI –have included money for staff but we have not realized the full benefits of all the grant funds.

a. Counseling has hired 3 new counselors and at the same time experienced a net loss of 1 FTEF due to faculty reassignment.

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- b. Tutorial Center serves the entire campus with .5 FTEF and one Instructional Assistant. They are at capacity and cannot expand services under the current staffing conditions. In 2015-16, students received 11,172 hours compared with 9,000 hours 3 years ago.
 - c. The Transfer Center lost a full time classified staff coordinator. The position has not been refilled in 4 years. The TC can only be open 2 days per week. (Impacts meeting College Priority #4)
 - d. Puente lost Counselor/Coordinator to HSI grant and needs to be refilled.
 - e. CalWorks lost 2 staff to other positions. No replacements have been hired.
 - f. LRNS has the need for additional LD testing which cannot be met with only one Learning Skills specialist. They need additional staff including renewing the professional expert position.
- Barriers** have been identified as the processes we have in place for hiring are slow; process for hiring grants are unclear; and lack of communication regarding hiring priorities campus wide.

Trend: **SLO/SAO**. SS programs have implemented SLO/SAOs. Additional efforts are planned to assess PSCN courses and other SS programs. Almost all curriculum has been revised.

Trend: **Low enrollments in LRNS**, Health and Human Services Certificate, and CalWorks student numbers.

Trend: Need **Enrollment Management** (CEMC) to increase allocation of FTEF to allow for new programs and still maintain current PSCN course schedule. Where would new FTEF come from? Many new classes are mandated by grants.

Trend: **Technology websites urgently need to be updated**. Outdated information presents barriers to current students, new potential students, and access to Las Positas in general.

Trend: **Outreach**. Many programs identified the need for outreach and marketing to support student programs and services. We need to reach out and market our programs and services to our community and to the students on campus.

Trend: **Focus on Student Success and Equity**. New legislation changed the environment at community colleges to focus more on developing programs and services that assist students enroll, succeed, and graduate or transfer from community college. Student success (SSSP) is a function of student services but also involves collaboration and partnerships with instruction. It includes the entire campus community.

Accomplishments:

- Assessment Center collaborated in research and implementation of multiple measures in English.
- Assessment Center changed hours and processes resulting in larger numbers of students served with shorter wait times.
- Assessment Center a hired full time Assessment Specialist.
- CalWorks provided 8 new workshops for students. Created new marketing materials and outreach brochures. Assisted in 4 students receive regional and state scholarships.
- Counseling/PSCN revised the majority of curriculum.
 - implemented on line counseling program – E Counseling.
 - created new on line counseling for spring 2017 using Cranium Café platform for DE students.
 - received professional development on “On Course” – first year experience.

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- created new Student Handbook to use in program planning, Early Admission, and embedded Counseling.
- Counseling SLOs reveal high levels of success in meeting outcomes.
- Counselors were trained in Meyers Briggs and Strong assessments and interpretation.
- Counselors participate in ongoing training and implementation of Degree Works.
- LRNS increased numbers of students who received LD testing with assistance of temporary staff.
- Transfer Center:
 - created new "Transfer Tuesdays" program providing drop-in counseling for transfer information.
 - provided transfer application and personal essay workshops.
 - increased number of reps from 4 year schools visiting campus.
 - sponsored successful HBCU tour for student in spring 2016.
 - with minimal staffing transfer rates increased to a historical high of over 600 students.
- Tutorial Center revised and updated curriculum with addition of TUTR 17A,B,C
- Developed a new program: University Transfer Certificate of Achievement.

Recommendations: Please list your most important recommendations for planning in your division or area. Note any recommendations that are connected to our College's Planning Priorities or Educational Master Plan.

1. Counseling staff and VPSS review and assess the process of reassigning full time counselors for special programs and activities. New program development is often at the cost of services in general counseling. How can we do both without sacrificing one for the other and still maintain the standard of excellence?
2. Build capacity in the Tutorial Learning Center by evaluating current structure and hiring adequate staff which includes at least one full time faculty coordinator and additional support to provide expanding services. It is suggested to hire a consultant from the Austin CC program or other best practices to evaluate all of our current tutorial and learning assistance services. Reconvene the work group and review the analysis with the consultant and create a plan for the new tutorial/learning center. CLPCCD Board priorities include: implement the Student Success Initiative that will create opportunities and open doors for students, support access, nurturing and value of lifelong learning. In addition, satisfies LPC college priority #4.
3. More focus on career counseling and career services. Hire a support staff person for the Career/Transfer Center. Student Success and Equity mandates include career counseling, pathways, major selection and preparation, and assistance finding employment for those who do not want to transfer. We have the facilities but we need the plan and staff to grow the career services in order to help students connect with this very important aspect of their education. LPC Planning priorities: Establish regular and ongoing processes to implement best practices to meet ACCJC standards. CLPCCD Board priorities: implement the Student Success Initiative that will: create successful opportunities and open doors for students; support access, nurturing, and values of lifelong learning; provide curriculum in Transfer, etc.; create an evolutionary process for people to

learn and keep up to date.

4. Technology. There is a critical need in most programs and in Student Services in general to update websites. Recommend a college wide effort and commitment to provide consistent and current information in all areas. Old information creates barriers for everyone.

5. Increase general counseling staff to meet the needs of students and expand programs to meet mandates of SSSP and Equity. LPC Planning Priorities: establish regular and ongoing processes to implement best practices to meet ACCJC standards. CLPCCD Board priorities: implement the Student Success Initiative; hire personnel who anticipate and believe in future changes; develop a contemporary curriculum that responds to the society in which we live.

6. Consider using an integrated planning approach within student services. Many programs report duplication of staff, efforts, services, and money. They report that they lack information about the three grants and funding is not widely known between programs within student services. It might be possible to maximize funding resources in student services using an integrated planning approach. LPC planning priorities: expand tutoring services; provide institutional support for curriculum development and maintenance; establish regular and ongoing processes to implement best practices to meet ACCJC standards. CLPCCD priorities: implement Student Success Initiative; maximize resources to be fiscally solvent and stable; develop contemporary curriculum that responds to the society in which we live.

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Please describe the most important themes, accomplishments and challenges for your division/area in each of the following categories. If a category does not apply to your division/area, or if that category was not discussed in your division/area's Program Review Updates, please write "Not Applicable."

Category	Themes, Accomplishments and Challenges
<p>Curriculum</p>	<p><u>Accomplishments :</u></p> <ul style="list-style-type: none"> - Tutorial Center revised/updated curriculum with the addition of Tutr 17A, B, C. - LRNS developed new course on executive function and memory. Course has been entered into Curricunet and waiting approval. Plans to make LRNS 116 a 2 unit degree applicable transfer course. -Puente changed their course sequence from English 105 to 1A to English 1A and 4 as a result of new multiple measures placement processes. Many more students placed into English 1A. -PSCN will change rubric to PCN and will no longer share rubric with Chabot. <p><u>Challenges:</u></p> <ul style="list-style-type: none"> - need additional FTEF to revise LRNS; to develop first year experience with PSCN 30; and to add courses mandated in grants including HSI (PSCN 30), new Umoja program (PSCN 30), add 1 section of PSCN 18 to increase access in transfer (stated in Planning Priorities), and revision of Health and Human Services Certificate and new degree in Social Work. <p><u>Themes:</u></p> <ul style="list-style-type: none"> - need more FTEF to revise and update existing programs and to meet mandates from the grants. - FTEF is allocated through the CEMC and they might not be able to increase FTEF to PSCN and Student Services. Will not be able to meet grant mandates and revise curriculum. Grants do not allow funding FTES generating courses.

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<p>SLOs/SAO Process</p>	<p><u>Accomplishments:</u></p> <ul style="list-style-type: none"> - CalWorks. SAO – Expand work study opportunities and continue to host employment workshops. Assessment showed greater connections to employment for students. - Counseling. SAO's identified and assessed. Students have shown high achievement of 3 SAOs related to services gained during counseling appointments. Moving forward counseling will examine the impact of program planning and orientation on student learning. -Puente. 13 Puente students transferred to a 4 year college/university and 18 earned degrees or certificates by fall 2016. -Tutorial Center developed strong SLOs for their new tutor training courses. SAO data for services show positive results. <p><u>Challenges:</u></p> <ul style="list-style-type: none"> -Several areas do not have data to report. SAOs are written but not assessed (Assessment Center, Transfer Center, LRNS, PSCN) due to sabbatical leave and new programs just beginning with SAOs. -Readers recommend for PSCN using more detail about how the PSCN 13 SLO was assessed, what type of project, is data similar for other sections of the same course? For LRNS suggestions included using a student survey to help capture more data related to the impact of the program. Survey might also help in program planning and addressing low enrollments. <p><u>Themes:</u></p> <ul style="list-style-type: none"> - While some SAOs are strong, other areas need more work in writing SLO/SAOs and assessing on a continual cycle. Results can be used in program planning especially since some areas must address low enrollments and other areas want to revise and add new courses and/or programs.
<p>Pedagogy/ Teaching Methods (Not limited to Academic programs/areas)</p>	<p><u>Accomplishments:</u></p> <ul style="list-style-type: none"> - Assessment Center collaborated in the implementation of multiple measures project for English and currently working on Math. - Counseling. As LPC grows in enrollment, there is a continuous need to review and revise programs to meet changing student needs. Currently revising orientation and creating new programs and services identified in a community survey. - Implementing DE counseling program. - Tutorial Center wrote new curriculum which results show impacted and improved tutoring methods. - PSCN 10 found that 70% of students met outcomes. <p><u>Challenges:</u></p> <ul style="list-style-type: none"> - need to add a career component in PSCN classes, Counseling and Transfer Center. -PSCN 30 will post grades in Blackboard <p><u>Themes:</u></p> <ul style="list-style-type: none"> - the need for career workshops and a focus on career selection in general.

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Learning Support (e.g. library, tutoring)	<p><u>Accomplishments:</u></p> <ul style="list-style-type: none">- Tutorial Center Evaluations indicated 84% felt tutoring improved their grades. TC also provides orientations to the center. Hours are now extended into the evening since a full time classified staff is available.- CalWorks. Hosted student meet-ups and 8 different workshops. <p><u>Challenges:</u></p> <ul style="list-style-type: none">- need increased staffing in order to meet demand in Tutorial Center. LRNS requesting Math and remedial reading lab call "catch-up."- need to provide on line tutoring mandated by AACJC for accreditation. (NetTutor). Purchase is in progress. <p><u>Themes:</u></p> <ul style="list-style-type: none">- There are learning support services in place which work well and provide quality services for students. (library and Tutoring) However, increased staff and new technologies are needed to keep up with demand.

<p>Services to Students (Not limited to Student Service programs/areas)</p> <p>Challenges:cont. Transfer Center. Need to hire a classified transfer center coord. in order to offer a full service transfer/Career CTR. Currently, they have one Counselor/Coord. 50/50 which means center can only be open 12.5 hours per week. Student assistants are employed for a few hours per week.</p>	<p><u>Accomplishments:</u></p> <ul style="list-style-type: none">- Assessment Center changed hours and process to improve student access. Results show larger number of students served with shorter wait times. Worked collaboratively with English department to implement Multiple measures assessment.- Counseling added new service – E-Counseling – for on line students. Developed a new student handbook to use in program planning, early admission, and embedded counseling. Also increased number of SEP appointments to drop-ins resulting in a 20% increase in SEPs.- Counseling 3SP workgroup revising orientation to make it more engaging and to involve other student services programs.- Counseling SLO's reveal high levels of success in meeting outcomes.-LRNS provided more LD testing with an additional temporary staff member.-Transfer Center started Transfer Tuesdays where students drop-in all day to ask about transfer and receive help with applications. Increased the number of transfer reps visiting LPC. Provided transfer application and personal essay workshops. University Transfer Certificate is new and provides students with tangible indication of completion. Allows students to participate in graduation and certifies university transfer requirements.-Transfer Center will use the SAO process to investigate student follow through on TAG agreements.-Tutorial Center student surveys reported a high level of satisfaction with 86% reporting that tutoring helped their course grade and 35% reported that tutoring saved them from dropping or failing class.-Tutorial Center is now open nightly until 7:00 pm due to increased staffing.-Tutorial Center is now offering an orientation for new student tutees. <p>CalWorks increased outreach, developed new materials, and redesigned logo. Also sent 5 students to conference, and helped 4 students receive regional or state scholarships. Hosted student recognition celebration.</p> <p><u>Challenges:</u></p> <ul style="list-style-type: none">- AC – implementation of new Common Assessment (CAI). Administer student satisfaction survey to measure effectiveness of current changes. Continue to work with Math and English on implementing and studying multiple measures placement. Work with a campus team on creating and implementing the CAI.- LRNS testing is limited without extra staff hours. Support for learning disabled students could include the LRNS faculty working more closely with other discipline faculty to promote the LRNS courses. This could possibly increase enrollment in LRNS courses.-LRNS courses could be cross listed. Need more marketing of LRNS to students.-Fewer students were served in AY 15-16 because the one FT instructor was on sabbatical and many classes were cancelled.-Transfer Center will use the SAO process to investigate student follow through on TAG agreements.-CalWorks services to students reduced due to reduction in staff (missing CW counselor and counseling assistant). CW students need and are required to have SEP's and welfare to work plans. The challenge is providing these mandates with current staffing.
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Staff Development	<p>Assessment Center- needs staff development in the areas of assessment and new CAI.</p> <p>Counselors- completed training in Meyers Briggs and Strong to increase proficiency in career assessment and interpretation. Will be used in classes, counseling sessions and workshops. Also trained in Cranium Café, an e counseling platform, used for on line students; on- going training in degree works; and many counselors participated in On Course, A First Year Experience. New training will be needed for cranium café. Also, training in CANVAS for PSCN courses.</p> <p>CW attended 2 training workshops. Wants to get further training in topics related to CalWorks students and support services.</p>

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Human Resources	<p>- AC – staffing and overall operations greatly improved with hiring a full time assessment specialist which had been vacant for 2 years. A part time counseling assistant is still needed to help with students taking the tests. One person cannot handle 40 students. Currently they are using student assistants. With the new CAI, the assessment process is much more labor intensive because each individual has to be set up on the computer.</p> <p>-CW –loss of CalWorks Counselor Assistant and no CalWorks Counselor for students. Only 1 faculty coordinator and .2 FTE student assistant. There is a need for a part time counselor and a staff assistant 70% time. These vacancies have resulted in reduced access to services for students and limited hours.</p> <p>-Counseling – While they hired 3 new Counselors, 2 were immediately lost to reassignment. With increasing demands, it is impossible to keep up. They need to hire additional general counselors. Lacking VP of Student Services. Director of Student Equity and Success approved but not hired. Minus counseling faculty because of retirements and reassignment.</p> <p>-Tutorial Center – Hired full time classified employee but they need a full-time faculty coordinator. The faculty position is still part time and needs to be increased to full time in order to meet growing student and faculty demands for a more comprehensive learning services program. A request was submitted to the Faculty Hiring Prioritization committee two times: once the request was ranked high and pulled and the other request is still under review.</p> <p>-Transfer Center – needs a classified support position. This position was eliminated 4 years ago and never replaced. Without this position the center can only be open 2 days /week. Since the campus goals are to increase transfer, this position is needed to help student access information and receive help in the transfer process. Without increased staffing the Transfer Center may not be able to implement the recommendations of the Equity Plan. They have submitted a proposal for the last 4 years but the position never receives priority.</p> <p>- LRNS- Needs more staff for LD testing. They hired a part-time professional expert to help with testing and organization of files. This position will only last until June. The availability of LD assessment may decrease next year if the position is not renewed.</p> <p>-Puente – the current Counselor/Coordinator was reassigned to HSI. Puente will need a new person to replace the faculty who is reassigned.</p>

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<p>Enrollment Management</p>	<ul style="list-style-type: none"> -PSCN Counseling – they are reviewing whether or not to revitalize Health and Human Services Certificate. -PSCN 5,6,8 cancelled due to low enrollments. These classes are core classes for the certificate. Working with Vicki Shipman to investigate how to increase enrollments using environment scans and employment data. - LRNS classes have low enrollments and need more publicity and outreach to students (LRNS 116 and 119). Paula is looking at other ways to provide this content to the LRNS students other than current classes which often get cancelled. - CalWorks – student headcount us up to 65 students from 55 students. No classes are part of this program.
<p>Community Relationships and Partnerships</p>	<ul style="list-style-type: none"> -CalWorks – increased partnerships and outreach to off campus social services and government organizations including Alameda County and the Tri-Valley One Stop. Developed new outreach materials and tried new recruiting methods. Contacting all incoming students who are receiving CalWorks or TANF. Five LPC students attended CW Association training in San Francisco. Collaborated with Child Care Links and agencies in Alameda County. Build student employment program partnering with AB74 funding. -Counseling. One of the strongest community relationships is with the high schools. Each Counselor liaisons with a high school. Other activities include Early Admission, Career Fairs, College and University nights, and talks to the high schools on attending and preparing for college. Partnerships with One Stop and alternative schools. - Learning skills provides a strong outreach program to the high schools. -Transfer Center is planning to build new outreach connections for students with traditionally low transfer rates. They will be taking students on trips to HSBU's and UC Davis in Spring 2017, and they plan to investigate how to expand opportunities for student college tours. Expand opportunities with reps from 4 year colleges and universities.
<p>External Factors</p>	<ul style="list-style-type: none"> -Assessment Center. New common assessment initiative (CAI) will change and impact current assessment and placement process. -CalWorks. Staff left for other positions and this is impacting services to students. -Counseling. AACJC requires all of the same services to DE students. In order to be in compliance, they are developing on-line counseling and need Cranium Café in order to make the change. -Tutorial Center. Lack of support to hire a full time coordinator limits ability to meet current student needs. -Transfer Center. Lack of support to hire support staff limits ability to provide mandated services and achieve college goals and

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	<p>priorities.</p>	
<p>Financial/ Budgetary</p>	<p>-AC. Increased funding (SSSP) enabled more staff which improved services to students.</p> <p>-CalWorks. Scheduled state budget restoration to 2008-09 levels.</p>	
<p>Use of Technology (Instructional and Student Services)</p>	<p>Accomplishments</p> <ul style="list-style-type: none"> - AC updated website to make it more user friendly to students, faculty, staff and general public. - Counseling; <ul style="list-style-type: none"> Completed first full year of E Counseling and served over 200 students. A pilot of webcam counseling using the platform Cranium Café will begin Spring 2017. Webcams have been purchased and installed and the initial training complete. - Tutorial Center successfully piloted TUTOR LINK with several Math 55 and CSI courses. <p>Challenges</p> <ul style="list-style-type: none"> -AC will need new software for CAI and additional staff for testing sessions. Requested a testing system for foreign languages call WEBCAPE. -LRNS wants software called “Mind play” which is remedial reading software and “Catch up Math”, a remedial math program. -Transfer Center needs an update of their website. Very outdated. -Tutoring Center. “Tutor Track” has been requested for 5 years. This is a scheduling program. The result is that many staff hours are spend scheduling 700 requests by hand. The number of requests are overwhelming to limited staff. They also requested laptops for use during tutoring sessions but never received them. In order to meet accreditation standards, on-line tutoring, NetTutor, is mandated. 	

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Facilities, Supplies, and Equipment (Including Software)	<ul style="list-style-type: none">- Counseling is working to improve safety and security in the Counseling area (panic buttons, safety glass, and professional locks for the glass sliding partitions at the front desk). -Learning Skills. Look into Mindplay software and continue using catch up math software. -Tutorial Center is packed and the space in 2401 is too small. They can manage for a year but they have outgrown the space. As mentioned above, "Tutor Track" would greatly improve efficiency in the center by making additional staff hours available to directly serve students and not spend the valuable time on paper and pencil scheduling. They also need an online tutoring program for DE students for accreditation. PSCN. Transitioning to Canvas
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