

PROGRAM REVIEW Fall 2021

Program: Admissions and Records

Division: Enrollment Services

Date: 10.1.2021

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SLO/SAO Point-Person: Frances DeNisco

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your Dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2021-22 academic year. It should describe plans starting now and continuing through 2022-23.

Sections: There are three sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section is a review of curriculum, to be filled out only by programs with curriculum.
- The third section is a review for CTE programs, to be filled out only by these programs.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

Instructions:

- 1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write “Not Applicable.”
- 3) Optional/suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by when?

Links:

[Program Review Home Page](#)

[Fall 2020 Program Reviews](#)

[Frequently Asked Questions](#)

Section One: Your Program In 20-21 – Please check N/A where relevant

A. Accomplishments: How did your Program's accomplishments during AY20-21 support the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

- [College Mission](#)
- [Educational Master Plan](#)
- [Presidential Task Force: Call to Action](#)

Description	Mission	Master Plan	Presidential Task Force
1. Provided limited in person services to students at the window while protecting student and employee safety and health.		C4	
2. Continuing to revise Concurrent Enrollment practices using docusign and creating videos.		B1, A2	
3. Revised the Residency Webpage		D7	
4. Facilitated enrollment for LFCI (Incarcerated women)		Goal A	
5. Continuously updating DegreeWorks with new and changing degrees and certificates		D7 A2	
6. Facilitated Apprenticeship Enrollments for Ironworkers		Goal A	
7. Facilitated transcript software transitioned to a new vendor Parchment from Credentials due to a merger		D7	
8. Continued to provide more services in person at the window according to the reopening plan, including the return of limited phone service		D7	
9. Updating CCCApply email templates		A2	
10. Participated in an orientation event for students to get their Six Steps to Success completed at New Hawk Day		D7 A2	
11. Continued to partner with Middle College on behalf of their enrolled students		B1 B2	
12. Facilitated the Credit By Exam Articulation program by creating a video on how to create a CCCApply account and an overview video on how to submit an online application for LPC.		B3	
13. We created videos to address certain aspects of Admission and Records services to explain processes		B3	

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B. Challenges, Obstacles and Needs: What significant challenges or obstacles did your Program face during AY20-21 in supporting the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

____N/A

Description	Mission	Master Plan	Presidential Task Force
1. Limited staffing and staffing changes and fluctuations		Goal C	
2. safety of facilities with office reconfiguration for the service windows		D6 Goal C	
3. Effective method to handle complaints		D2 D1	
4. Maintaining a consistency in communication across multiple modes of interaction with student through modalities such as email, phone, AI, and in person		Goal D	
5. A&R II recently vacated position not filled, causing an increase in workload for current staff members		C3	
6. Changes to grade policies and course delivery modes and attendance method have had impact on the support for faculty and students that A&R has been able to provide		C3	

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C. Planning: What are the most important plans, either new or continuing, for your Program?

____N/A

Plan	New	Continuing	Short term	Long term
Create an official complaint process for students This is through the VPSS office not A&R	X			
Maintain student satisfaction with mixed modes of delivery for information now that we are “partially” back on campus (consistency of information)		X		
Maintain effective practices learned to serve students during the pandemic online, so that those practices can transition to “post pandemic” use such as online submission of documents and other types of service that have been effective for equity purposes evening and weekend and online only students		X	X	
Managing the return of personnel to a fully on campus schedule in the Spring 2022 safely			X	
Banner User group participation in reviewing and updating the opening day and census roster process for faculty (continuous improvement)			X	
Participate as we are able in Success Teams through Guided Pathways work				X
Digitize Microfiche transcripts				X

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D. How have your program’s interactions with the larger campus systems benefitted your students? For example, working with allocation committees, participation on committees, etc.

____N/A

Campus system or Committee	How has it benefitted your students?
New Faculty Orientation presentations	Ensuring that faculty members understand processes for grading, and deadline dates for submitting student information
Some A&R professionals are participating in the Virtual Welcome Center	Helped students by answering their questions in a zoom setting
Advent of zoom meetings has allowed some A&R professionals the ability to attend events virtually while still taking care of responsibilities in A&R (Multi tasking)	A&R staff members are more in touch with ongoing campus initiatives to serve students such as Guided pathways
Classified senate participation	The senate provides scholarships directly to students
Participated in graduation planning and production	Provided a list and helped with the first online commencement verification and graduation for students from two enrollment years due to Covid...with the help of A&R staff the online graduation ceremony went smoothly

E. If you have outreached to students in your department, program or classes, please share information about what you discovered and how you have used the feedback

_____N/A

Describe student outreach used to gather feedback? For example, through surveys, conversations, etc.	
What did you learn?	We have not directly outreached to the larger student body who use our services. We rely on the Student Satisfaction Survey for data.
How will you use the feedback?	We intend to use the feedback to evaluate student satisfaction with our service.

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Describe any significant trends in your program's data provided by the office of Institutional Research and Planning. (Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.) You may also discuss any other data used by your program for decision-making and planning.

- IR Data packets are available here: <https://bit.ly/2IYaFu7>
- Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

Institutional Research does not provide an Admissions and Records Data packet. We use Student Satisfaction survey results for data analysis at this time. Other sources of data are available such as phone interactions and AI (Ocelot) information system interactions. Metrics exist for A&R through OU Campus (website Analytics)

B. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

[Program-set standard data can be found on this page:](#)

- *Did your program meet its program-set standard for successful course completion?
___yes ___no*
- *If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.*

N/A

SLOs/SAOs:

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

- C1: Instructional Programs with PSLOs
- C2: Instructional Programs without PSLOs or with Special Circumstances
- C3: Non-Instructional Programs

Go directly to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

C1: Instructional Programs with PSLOs

PSLO Assessments:

- (1) Please list the PSLO(s) that were reviewed in this last cycle and explain why these were chosen.
- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%
- (3) Did you get the assessment data that you needed to complete this report? If not, then describe the barriers that you can identify. ____YES ____No

N/A

- (4) Discuss the findings of the PSLO(s) that were up for review last year (according to your 3-year planning template). What conclusions can be drawn about student learning?

N/A

- (5) Was the data disaggregated and, if so, on what parameters? What, if any, equity issues emerged?

N/A

(6) List changes that you plan on making to improve student learning and address inequities.

N/A

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

N/A

(8) Are you planning on revising on your 3-year planning template? If so, describe.
_____YES _____No

N/A

C2: Instructional Programs without PSLOs or with Special Circumstances

CSLO Assessments:

Student Learning

(1) List the CSLO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these CSLOs for review.

N/A

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

(3) Discussion-based analysis of student learning: Using the CSLO data and answers to the reflection questions, what type of conclusions can be made about student learning?

N/A

(4) Describe the pertinent findings. What, if any, equity issues emerged?

N/A

(5) List changes that you plan on making to improve student learning.

N/A

Assessment Process: To be completed by the department/program or the SLO Coordinator

(1) List changes that you plan on making to improve student learning and address inequities.

N/A

(2) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

N/A

(3) Are you planning on revising your 3-year planning template? If so, describe.

____YES ____No

N/A

C3: Non-Instructional Programs

SAO Assessments:

Support of Student Learning

(1) List the SAO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these SAOs for review.

None. See Template we had initially thought to find data sources that we could use to assess outcomes. However, upon review, Admissions and Records decided to retire that goal and create a new SAO for the upcoming year and change the assessment template to reflect these changes.

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). __N/A____%

(3) Discussion-based analysis of student learning: Using the SAO data and answers to the reflection questions, what type of conclusions can be made about student learning?

N/A

(4) Describe the pertinent findings. What, if any, equity issues emerged?

N/A

(5) List changes that you plan on making to improve student learning.

N/A

Assessment Process: To be completed by the department/program or the SLO Coordinator

(6) List changes that you plan on making to improve student learning and address inequities.

N/A

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B. Are you planning on revising on your 3-year planning template and, if so, describe?

N/A

(8) Are you planning on revising on your 3-year planning template? If so, describe.

☒X___YES _____No

Reflection upon direction of the 3 year template reveals that A&R will be changing goals on the 3 year SAO template, creating a new SAO, and adding to the 3 year timeline for assessing it.

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?

C3: #2 Non instructional programs would not have faculty necessarily to respond to this question or have this data to review. I do see that it is already marked N/A but would there be some mention on classified professionals and their input in this area? Could we tie in something here to Caring Campus when it comes online?

Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [<https://bit.ly/3fY7Ead>]

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

- 1. Log in to CurricUNET**
- 2. Select "Course Outline Report" under "Reports/Interfaces"**
- 3. Select the report as an Excel file or as HTML**

- A. Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5-year cycle? List courses needing updates below. *Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).***

_____YES _____No

Course Name & Number

- B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? If yes, list them below.**

_____YES _____No

Certificate or Degree

C. Are there any courses or programs for which a non-mandatory update is planned?

____YES _____Not at this time

If yes, explain details, rationale, or any support that might be helpful

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D. Does your program plan to create any new courses or programs this year?

____YES _____No

If yes, please provide details and the rationale

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Section Four: CTE Updates

(CTE Programs Only)

Vicki Shipman will provide you with or support any data needs

A. Labor Market Conditions: Examine your most recent labor market data (within the last 2 years).

1) Does your program continue to meet a documented labor market demand?

____YES ____No

2) Does this program represent a training need that is not duplicated in the college's service area?

____YES ____No

Please explain

B. Advisory Boards: Has your program complied with advisory board recommendations?

____YES ____No

If not, please explain.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

C1. Does your program meet or exceed the regional and state medians for increased enrollments, completions, and/or transfer since your last program review?

____YES ____No

If not, what program improvements may be made to increase this metric?

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study?**

____YES ____No

If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college?**

____YES ____No

If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings?**

____YES ____No

If not, what program improvements may be made to increase this metric?