

PROGRAM REVIEW Fall 2022

Program: Admissions and Records

Division: Enrollment Services

Date: DRAFT 10.4.2022

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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 creating Division Summaries, determining College Planning Priorities, and allocating resources. The 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 2022-23 academic year. It should describe plans starting now and continuing through 2023-24.

Sections: There are two 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 focuses on data analysis, including SLOs/SAOs/PSLOs
- The final section is a review of your pathway maps and curriculum, to be filled out only by programs with curriculum offerings.

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 November 1, 2022**

Helpful Links:

[Program Review Home Page](#)

[Fall 2021 Program Reviews](#)

[Frequently Asked Questions](#)

Throughout this document you'll see that equity is a guiding principle.

Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally-relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

Section One: Your Program In 21-22 – Please check N/A where relevant

A. Accomplishments: Identify accomplishments from the 21-22 AY.

Some areas you may want to note in your explanation are:

- Did your accomplishments support your program's plans identified in 21-22 PR
- Did they relate to guided pathways, and/or
- Did they support areas in the equity definition above

_____ N/A

Accomplishments
1. Participated in a website review and update of all aspects of A&R's website. Plan from last PR: Maintain student satisfaction with mixed modes of delivery for information now that we are "partially" back on campus (consistency of information)
2. Returned to campus fully and successfully created schedules that provided for online virtual help, in person window help, phone service and participation in special projects like Welcome Center within Student Services when requested. Plan from the last PR: Managing the return of personnel to a fully on campus schedule in the Spring 2022 safely
3. Continued to facilitate enrollment for special projects such as LFCI, apprenticeships, Middle College and concurrent enrollment.
4. Completed the electronic automation of providing degrees and certificates for students through Parchment.
5. Participated in BUG meetings to create new process around student preferred names.

6. Participated in the creation of a Pilot college program to allow students to AUDIT classes at Las Positas College.
7. Advocated for another A&R staff member to fill and address staffing shortages.
8. Hired and trained multiple student assistants to help provide customer service.
9. Participating in Caring Campus initiatives, and other Professional development initiatives such as the President's 21 day challenge and the President's speaker series kick off in Fall 2022 to improve Customer Service.
10. Over saw the redesign of the front counter windows. Plan from last PR: safety of facilities with office reconfiguration for the service windows
11. Participated in an executive team retreat review of service with complaints from fellow student services staff and administrators, and have met individually with the dean to address some of the complaints and some resolution options.

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B. Challenges, Pain Points, and Needs:

What significant challenges or obstacles did your Program face during AY 21-22 especially related to accomplishing program goals/plans? You may want to consider areas in the equity definition on page 2.

_____ N/A

Challenges/Pain Points/Needs

1. Limited staffing and staffing changes and fluctuations
2. Maintaining a consistency in communication across multiple modes of interaction with student through modalities such as email, phone, AI, and in person
3. Onboarding a variety of innovative new programs such as added types of apprenticeships and accommodating the changes requested with existing special programs (such as increasing the available application times for concurrent enrollment) have impacted the support for faculty and students that A&R has been able to provide
4. Challenge of changing front DocuSign to adobe for document management for Concurrent enrollment and eventually other types of documents for A&R.
5. Maintaining DegreeWorks in the absence of a DegreeWorks coordinator.
6. Fraudulent and “stuck” application processing through Banner. Having the time to address how to move applications forward when they get stuck.

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C. Reflecting on your program’s experiences from 2020 - to 2022, what innovations or new processes did you integrate that you would like to continue?

_____ N/A

1. Continuing to develop automated online submission of required documents after the model being worked out in Concurrent Enrollment.
2. Continuing to prefer email submission of documents and forms which allows us to track submission and response for Residency, as an example

3. General email inbox for A&R that can be answered by trained student assistants to help with staff shortages
4. Using zoom for online support to students, addressing equity for online only students and other students who cannot make it to campus.
5. Zoom for communication between staff members and for meetings so that all can participate from their desk (such as Town Hall)

D. Explain one way that your program is connected to the College Mission and/or Educational Master Plan. Identify the specific elements.

- [College Mission](#)
- [Educational Master Plan](#) (see pages 72-76)

_____ N/A

Educational Master Plan: C3. Evaluate and ensure staffing levels that support student needs and institutional effectiveness. Dean Ward has successfully been able to argue for and get an A&R III position added to staff, and hiring is taking place in **Spring 2023** in order to support growing programs in Concurrent Enrollment and Apprenticeships

D7. Develop communication strategies with our students that are technologically-current and equity-informed, especially for students accessing courses and services remotely. Admissions and Records has successfully returned fully to campus, and been able to keep serving students equitably in an online environment while also serving them in person, even with limited staffing. There has been a review of the website and reorganization for clarity, and continuous

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

_____ N/A

Plan	New	Continuing	Short term	Long term
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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) This item is reflected in our SAO		x		x
Banner User group participation in reviewing and updating the opening day and census roster process for faculty (continuous improvement)		x	x	
Support expanding special programs through the hiring and training of an additional staff person during Fall 2022	x		x	
Reviewed and aligned Website once again with changes in overall student services website presentation	x		X	
Choosing one caring campus behavioral commitment as individual staff members to focus on for 2022-2023	X	X	x	
Participating in the equity focused review of enrollment and onboard practices.	X	X	X	X

Work towards automatic refunds process and partial payment options for students		x		
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F. 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.	We send out automated emails about registration topics and reminders to pay bills. We reviewed our automated application emails recently for clarity in those outreach emails. We did participate in giving lists of students who stopped out after the pandemic that were used by the outreach team to encourage them to re-enroll.
What did you learn?	Our outreach did not request feedback.
How will you use the feedback?	

G. Are there institutional barriers to the equity work that your program would like to engage in, and what suggestions do you have for minimizing or eliminating these barriers? (See page 2, for the equity definition)

_____ N/A

Barrier	Suggestions
We have participated in the equity review for onboarding and hope to learn from that review and make changes to increase customer satisfaction.	Coming up this year.

We have participated in a review of our services by the executive retreat team and have moved to address all of the internal complaints that were received.	Dean WARD has an excel spreadsheets of complaints and results that we have addressed and the changes we have made to address them. (See linked spreadsheet)

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making 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.)

- IR Data packets are available here (posted Fall 22): <https://bit.ly/2lYaFu7>
- Course Set Standard Overview & Success Rates Dashboard can be found in the middle of this page: <https://bit.ly/2Y9vGpl>

N/A

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 are 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

C. SLOs/SAOs: Assessment of Student Learning and Support

Program Review is our major source of data on student learning for the college and is therefore regularly reviewed. *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.*

For assistance with these questions and instructions on how to run the necessary reports in eLumen, [click here](#).

You should complete at least one of the following three sections. Please choose the option(s) below that are appropriate for your program - Go directly to the section(s) you chose.

- [C1: Instructional Programs with PSLOs \(disaggregated PSLOs\)](#)
- [C2: Instructional Programs with CSLOs \(Departments without degrees, non-major courses, and/or other courses up for assessment\)](#)
- [C3: Non-Instructional Programs \(SAOs\)](#)

C1: Instructional Programs with PSLOs (disaggregated PSLOs)

- 1) To assess PSLOs, CSLOs must be correctly mapped to only one PSLO within eLumen and every mapped CSLO must have assessment data. Please insert a checkmark in one of the following options that correctly describes your data and move on accordingly.
 - a. If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
 - b. If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen ([See SLO Handbook, p. 7](#)) and continue to question 2.
 - c. If not all of the mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to question C2.

2. Based on your current [3-year plan](#), list the PSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

N/A

2) What percentage of faculty completed the planned assessments for the selected PSLO? ([run Faculty Participation report](#) from last year). _____%

3) Non-disaggregated Analysis of PSLO(s): In general, what conclusions can be drawn about student learning in your program?

N/A

4) Disaggregated Analysis of PSLO(s) to identify potential inequity: Disaggregation allows you to examine inequities in student learning outcomes within sub-populations in your program. [See the Guide](#) for instructions on how to disaggregate PSLO data.

Which variables did you use to disaggregate the data? Mark all that apply.

- | | |
|-----------------|--------------------|
| ● Gender | ● First Generation |
| ● Age | ● DE |
| ● Ethnicity | ● Online |
| ● EOPS | ● Hybrid |
| ● Veteran | ● Fact-to-Face |
| ● BOG Recipient | |

5) Did your data reveal any patterns of inequity? If so, please explain those patterns.

N/A

6) Identify any challenges facing your department that may contribute to inequitable outcomes as revealed by your disaggregated PSLO data. (Refer to section 1B if needed)

N/A

- 7) Based on discussion with others in your program, explain potential changes that will improve student learning and address inequities identified through analysis of disaggregated PSLO data.

N/A

- 8) The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☐ Yes ☐ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist, and the SLO Chair](#).

- 9) Are you planning on updating any CSLOs or PSLOs?

☐ YES ☐ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

- 10) If you experienced any challenges in completing your PSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

N/A

C2: Instructional Programs With CSLOs - Departments without degrees, non-major courses, and/or other courses up for assessment

1. Based on your current [3-year plan](#), list the CSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

N/A

2. What percentage of faculty completed the planned assessments for the selected CSLO? (run [Faculty Participation](#) report from last year). _____%

3. [Using the CSLO data and reflection questions](#), what are some conclusions?

N/A

4. List changes that you plan on making to improve student learning.

N/A

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

____ Yes ____ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist](#), and the [SLO Chair](#).

6. Are you planning on updating any CSLOs?

____ YES ____ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

7. If you experienced any challenges in completing your CSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

N/A

C3: Non-Instructional Programs (SAOs)

1. Based on your current [3-year plan](#), list the SAO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

Work on SAO was significantly impacted by Covid-19 and staff attrition during this 3 year cycle.

We began the Fall 2021 with an SAO about collecting data to analyze and creating a data packet that could be used by A&R that was similar to the data packets provided to departments, with perhaps even developing some of our own assessment tools in support of service to students.

A&R was approached by the SLO committee and the SAO was rejected as not an effective SAO. In Spring of 2022, A&R selected a new SAO.

“After interacting with Admissions and Records, students will continue to report high rates of satisfaction with their interactions with Admissions and Records throughout service occurring in different modalities during the return to campus.”

We are gathering data to review related to that SAO during the 2022-2023 period. We intend to assess during the next 3 year cycle.

We selected this SAO because it relates to one of the most important and continuous challenges that A&R faces, and that is to provide caring customer support to students in multiple modalities while understaffed.

We selected this SAO as well because several college priorities will help us to meet improve this SAO and help us to assess it such as: the implementation of the Caring Campus Initiative on campus and the Equity Onboarding and Enrollment Study that is being conducted by the district. These processes will provide us with data and help us discover workable solutions that will inform our SAO assessments.

2. What percentage of staff completed the planned assessments for the selected SAO(s)? (run [Faculty Participation report](#) from last year). N/A %
3. Based on discussion with others in your area: Using the [SAO data and reflection questions](#) or other sources of data, what conclusions can be made?

Next 3 year cycle

* If you used other sources of data, briefly explain below.

Next 3 year cycle

4. List changes that you plan to improve outcomes in your service area.

Next 3 year cycle

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. Please review your [3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023? **N/A**

___ Yes ___ No

If not, please update your 3-year plan to include any courses you missed, or if you plan to revise your 3-year plan, then send your updated plan to the Curriculum and SLO Specialist, and the SLO Chair.

6. Are you planning on updating any SAOs?

_____ YES _____ NO

(If yes, then you may do this through eLumen, see the SLO Handbook if you need instructions on how to do this.)

7. If you experienced any challenges in completing your SAO assessment process please list those below, along with any items that would help you improve this process in the future.

Yes, we began with an assumption that our SAO would work out and it did not. We were encouraged by the SLO Committee to focus on the questions that we wanted to ask, and not the questions that would "fit into" the rigid reporting structure of eLumen.

Work on SAOs was significantly impacted by Covid-19, returning to work on providing service in multiple distinct modalities, and staff attrition and shortages during this 3 year cycle.

We were finally given permission to leave our SAOs out of eLumen, which significantly broadened and improved our ability to conceptualize our SAO and will hopefully improve our ability to provide meaningful assessments of our new SAO.

Note: There is an opportunity to give feedback on the PR template on the last page if you won't be completing the next sections

Section Three: Guided Pathways & Curriculum Review

(Programs with Courses Only) **N/A**

For assistance with these questions, contact the [Curriculum Committee Chair](#)

Part One: Guided Pathways: Your program's work with guided pathways

A. Program Maps - [The Program Maps \(degree and certificate course sequences\) are found in Academic & Career Pathways](#)

Up-to-date Program Maps are used by students in your pathway, for data collection to support in-reach to students in your Pathway, predictive scheduling recommendations for Discipline Plans, and may influence the allocation of FTEF.

Please compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered particular terms.

1) Are your Program Maps accurate?

- Yes, all of my maps are accurate
 - No. The Program Map for _____ (degree/certificate name) _____
Requires an update
 - Requires a **non-curricular change** (ie: course sequencing) Please consult your [Pathway counseling faculty liaison](#)
 - **Curricular Change** (Program modifications) - Modifications are initiated through the Curriculum Committee. For mapping support contact the [Curriculum & SLO Specialist](#).
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Part Two: Curriculum Review

For assistance with this section, contact the [Curriculum Committee Chair](#).

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

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]: Do you need to update any courses to stay within the 5-year cycle? List courses requiring 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 (C).

_____YES _____No

Course Name & Number

B. Degree/Certificate Updates [Curriculum Committee]: Do any programs require modification in this cycle? If yes, list them below.

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

_____YES _____No

Certificate or Degree

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

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

_____YES _____Not at this time

If yes, explain details, rationale, or any support that might be helpful to the committee.

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

Reminder:: New program proposals require a Program Map for Senate approval. Please **contact the Curriculum & SLO Specialist** if you are planning a new program.

_____ YES _____ No

If yes, please provide details and the rationale

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E. Are there any courses that you plan to deactivate or sunset?

_____ YES _____ No

Course Name & Number

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

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