

**Program: Assessment Center/New Student Support Center**

**Division: Student Services**

**Date: 9/7/2023**

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**With the approval of the Academic Senate and the Institutional Planning and Effectiveness Committee, we are moving to a bi-annual cycle of program review updates and full program reviews. **Fall 2023 is a Program Update cycle.****

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

**Time Frame:** This Program Update *should reflect* on program status during the 2022-23 academic year. It should *describe plans* starting now and continuing through 2023-24.

**Key Terms:** The Program Review Glossary defines key terms that you can review before writing: <https://bit.ly/2LqPxOW>

#### HELPFUL LINKS:

- 1) [Program Review Committee Page for Writers](#)
- 2) [Fall 2023 Program Reviews](#)
- 3) [Frequently Asked Questions](#)

**For Help:** Contact Nadiyah Taylor: [ntaylor@laspositascollege.edu](mailto:ntaylor@laspositascollege.edu).

#### 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) 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, 2023**

## IMPORTANT CHANGES AND REMINDERS

**Some sections have been removed for ease of completion. However, these important tasks will need to be reviewed by programs:**

- ✓ **Check for Title V updates required for any of your courses or Programs:**
  1. To check on the status of courses and programs to see if any updates are required
    - a. Log in to CurricUNET
    - b. Select "Course Outline Report" under "Reports/Interfaces"
    - c. Select the report as an Excel file or as HTML)
  2. If updates are needed, submit these updates to the Curriculum Committee
  3. Then, 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 during certain semesters.
    - a. If your map requires a **non-Curricular** change (i.e., course sequencing) consult your [Pathway counseling faculty liaison](#) to initiate any changes.
    - b. If your map requires a **Curricular Change** (Program modifications) - these are initiated through the Curriculum Committee.
- ✓ **Review your programs to see if there are any modifications needed**
- ✓ **Review your programs and courses to see if any will be sunset or deactivate**

## HAS YOUR PROGRAM HAD ANY SIGNIFICANT UPDATES SINCE THE LAST PROGRAM REVIEW?

- No, I'd like to skip the update this year, and I understand that I can only do this twice in three years.**

## THERE ARE TWO SECTIONS:

1. Updates - *All programs* (page 3)
2. CTE Review – *CTE programs only* (pages 4-7)

## ALL PROGRAMS: SECTION ONE

1. Please describe the most important updates, achievements, challenges, or barriers to your program in academic year 22-23.

The Assessment Center underwent a series of significant updates and faced notable challenges during the academic year 2022-2023. These developments mark our commitment to enhancing the student experience and ensuring seamless academic progression.

In October 2022, the Assessment Center resumed responsibility for administering assessments to students aiming to meet Spanish prerequisite requirements. In the absence of an assessment specialist, faculty members temporarily stepped in to facilitate this essential process.

Additionally, the Assessment Center resumed its role in providing assessments, including the Chemistry Diagnostic Test, for students seeking to fulfill Chemistry prerequisite requirements. We also began processing all Chemistry Multiple Measures Placement requests, ensuring a comprehensive approach to student assessment.

The Assessment Center maintained its close collaboration with the counseling department. Together, we successfully conducted numerous First Semester Planning Sessions (FSPS) for new students. Throughout the academic year, the Assessment Center hosted a total of 35 online sessions and 45 in-person sessions, providing valuable guidance to students in their academic journey.

A significant transformation occurred as the Assessment Center evolved into the New Student Support Center during the academic year 2022-2023. This transformation solidified our commitment to offering a comprehensive, all-in-one solution to assist students in completing their Steps to Success and achieving their academic goals. We remain a crucial resource where students can readily seek assistance and access assessments as needed.

To further expand our reach within the community, we initiated a collaboration with Chip Woerner, the Director of Marketing and Communications. Mr. Woerner has developed a marketing plan designed to raise awareness about the New Student Support Center. This plan includes the installation of new window signage to enhance the visibility of the Center, making it more accessible to those who can benefit from our services.

On July 1, 2023, a significant organizational change took place as the Assessment Specialist transitioned from reporting to the Dean of Student Services to reporting to the Dean of Enrollment Services. This strategic realignment aims to centralize leadership responsible for the overall enrollment process, fostering cohesion and efficient management across admissions, financial aid, assessment, and the New Student Support Center.

Simultaneously, starting on July 1st, 2023, the Assessment Center smoothly transitioned from CELSA to Accuplacer for ESL placement assessments. While this transition was executed seamlessly and did not introduce any delays for students seeking ESL placement, a notable challenge emerged. The absence of integration between our Banner system and Accuplacer requires manual data entry by the assessment specialist before and after each assessment. This manual process represents a significant hurdle for students, leading to delays in receiving their placement results. We are committed to resolving this issue to enhance the overall student experience.

2. What are the most important things your program observed with respect to student learning, equity, and success in 22-23? This could be related to your SLOs or from other sources.

Not Applicable
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### 3. Got anything new planned for 23-24?

In the upcoming academic year, the Assessment Center remains dedicated to fostering collaboration with various departments and services to empower students on their path to success. Our commitment to student support extends through partnerships with key individuals and departments. We will continue working closely with Outreach specialist Sarah Anderson and Lisette Rocha to host informative workshops focused on both application processes and financial aid. These workshops aim to provide students with essential guidance and resources to navigate these critical aspects of their academic journey.

Our collaboration with the Counseling department will persist, offering a comprehensive approach to student success. We will continue to provide online and in-person first-semester planning sessions, ensuring that students receive personalized support and guidance as they embark on their academic endeavors. We will maintain our valuable partnership with the Dream Center, where we hope to host workshops tailored to the unique needs of Undocumented, AB 540, DACA, and Students from Mixed Status Families. These workshops will not only offer essential information but also provide warm referrals, connecting students with specialized services to address their specific requirements.

As mentioned previously, we're actively working to seamlessly integrate our Banner system with Accuplacer, aiming to provide students with immediate placement scores on assessment day. This will streamline registration, reduce delays, and improve the student experience. The project timeline is 1 month, divided into:

- Assessment and Planning (Week 1)
- System Integration (Weeks 2-3)
- User Testing (Week 4)

These ongoing collaborations underscore our unwavering commitment to comprehensively support our students. We are dedicated to ensuring that they have access to the necessary resources, personalized guidance, and assistance required to thrive academically and achieve their goals.

## CTE UPDATE (CTE PROGRAMS ONLY): SECTION TWO

*Vicki Shipman will provide you with or support any data needs*

### LABOR MARKET CONDITIONS: EXAMINE YOUR MOST RECENT LABOR MARKET DATA (WITHIN THE LAST 2 YEARS).

1. Demonstrate labor market need (demand – completers = need); projected growth for the next five years. Not Applicable
  
2. What is the median income for occupations within your program? Not Applicable

### ADVISORY BOARDS:

1. Has your program complied with advisory board recommendations? Not Applicable
  - i. \_\_\_\_\_YES \_\_\_\_\_No
  
2. If not, please explain. Not Applicable

### STRONG WORKFORCE PROGRAM METRICS: UTILIZING LAUNCHBOARD, REVIEW THE STRONG WORKFORCE PROGRAM METRICS. REVIEW THE DATA AND THEN REPORT ON YOUR SPECIFIC PROGRAM.

#### Data Reporting Notes:

Data are suppressed according to FERPA to protect students' personally identifiable information. Suppression takes place when too few students are included in the metric. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

LaunchBoard data metrics lag in terms of academic year reporting. For your program review

**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.

SWP metrics, report on the latest year available with a notation of the year. Meaning, if there is not data, your program did not have a minimum of ten (10) students for this metric.

***C1. STRONG WORKFORCE PROGRAM STUDENTS***

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Report on students in your program who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any noncredit course(s) in the selected year or who enrolled in noncredit course(s) in Spring 2020 or any term in academic year 2021 and who enrolled on a TOP code that is assigned to a vocational industry sector in the selected year.

How may these metrics improve? Not Applicable

***C2. SWP STUDENTS WHO EARNED 9 OR MORE CAREER EDUCATION UNITS IN THE DISTRICT IN A SINGLE YEAR***

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Report on students in your program, the proportion who successfully completed nine or more career education semester units in the selected year within a single district

How may these metrics improve? Not Applicable

***C3. SWP STUDENTS WHO COMPLETED A NONCREDIT CTE OR WORKFORCE PREPARATION COURSE***

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Report on students in your program with a noncredit enrollment on a CTE TOP code or a noncredit enrollment in a workforce preparation course, the proportion who completed a noncredit CTE or workforce preparation course or had 48 or more contact hours in a noncredit CTE or workforce preparation course(s) in the selected year

How may these metrics improve? Not Applicable



***C4. SWP STUDENTS WHO EARNED A DEGREE OR CERTIFICATE OR ATTAINED APPRENTICESHIP JOURNEY STATUS***

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Report on students in your program the number of unduplicated SWP students in your program who earned a noncredit certificate, Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree on a TOP code assigned to a vocational sector and who were enrolled in the district on any TOP code in the selected year or who attained apprenticeship journey status on a vocationally flagged TOP code in the selected year and who were enrolled at any community college at the start of the apprenticeship program on a vocationally flagged TOP code

How may these metrics improve? Not Applicable

***C5. SWP STUDENTS WHO TRANSFERRED TO A FOUR-YEAR POSTSECONDARY INSTITUTION***

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Report on students in your program who earned 12 or more units at any time and at any college at any time up to and including the selected year and who exited the community college system, the number of students who enrolled in any four-year postsecondary institution in the subsequent year

How may these metrics improve? Not Applicable

***C6. SWP STUDENTS WITH A JOB CLOSELY RELATED TO THEIR FIELD OF STUDY***

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Report on students in your program who responded to the CTE Outcomes Survey and did not transfer to any postsecondary institution, the proportion who reported that they are working in a job very closely or closely related to their field of study.

How may these metrics improve? Not Applicable

***C7. MEDIAN ANNUAL EARNINGS FOR SWP EXITING STUDENTS***

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Report on students in your program who exited the community college system and who did not transfer to any postsecondary institution, median earnings following the academic year of exit

**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.

How may these metrics improve? Not Applicable

***C8. MEDIAN CHANGE IN EARNINGS FOR SWP EXITING STUDENTS***

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Report on students in your program students who exited and who did not transfer to any postsecondary institution, median change in earnings between the second quarter prior to the beginning of the academic year of entry (for the first time ever as a non-Special Admit or return to any community college after an absence of one or more academic years) and the second quarter after the end of the academic year of exit from the last college attended.

How may these metrics improve? Not Applicable

***C9. SWP EXITING STUDENTS WHO ATTAINED THE LIVING WAGE***

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Report on students in your program who exited college and did not transfer to any postsecondary institution, the proportion who attained the district county living wage for a single adult measured immediately following academic year of exit.

How may these metrics improve? Not Applicable