

Program: Outreach

Division: Student Services

Date: October 30, 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.**

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.

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.

Achievements:

Outreach successfully held 25 High School Application & Financial Aid Workshops at all Tri-Valley High Schools and expanded to out of area high schools (Tracy, Mountain House, San Ramon, Castro Valley), to increase enrollment and presence in the community during the 22-23 academic year.

Partnered with the Assessment Center in Summer 22-Spring 23 to provide 12 in-person application workshops at LPC. In total 46 incoming students completed their CCCApply application.

Outreach attended 6 monthly meetings with Tri-Valley ROP high school counselors to strengthen partnerships and increase awareness of Las Positas College and upcoming outreach events.

Hosted and coordinated three Parent and Student Information Nights with over 167 registered attendees in 2022.

Collaborated with faculty and all LPC departments to host Las Positas College Preview Night in Fall 2022 for potential students and families. Over 189 students/families attended.

Coordinated and delivered over 76 campus tours to potential LPC students, families, middle school, high school and community groups during the 22-23 academic year.

Participated in 13 college fairs during the 22-23 academic year,

Coordinated and executed 3 High School Counselor Days to strengthen partnerships with High School Counselors in the Tri-Valley, Mountain House, Tracy, San Ramon and Castro Valley.

Created a comprehensive Parent Resource Guide to help parents understand the resources available at Las Positas College.

Continued to partner with Umoja and Puente on outreach efforts in the community and local high schools.

Attended Community cultural celebrations (Taste of Africa, Lunar New Year, Diwali, Filipino Barrio Fiesta, ArtWalk, Pride Fest, Asian American Native Hawaiian Pacific Islander Celebration and Juneteenth) to strengthen community partnerships.

Partnered with the Disability Resource Center to host two district-wide presentations about the DSPS Center and general outreach with Livermore and Pleasanton Unified.

Outreach coordinated and executed our first Open House event on Saturday, October 25, 2022 with over 792 students and families in attendance.

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.

In partnership with the counseling department and Admissions and Records, we hosted New Hawk Day on April 29, 2023. New Hawk Day was designed and created to allow new incoming students to explore LPC and receive an opportunity for early registration. This event surpassed our expectations with 575 students in attendance.

38% increase in applications received during Jan- Apr 2023 compared to same period prior year by year #'s chart

Challenges & Barriers:

With the increased presence and activity of Outreach at the feeder high schools, the requests for campus tours, presentations and application workshops have significantly increased. Having additional student assistance in providing campus tours to individual families and small groups would be helpful.

The demand for outreach is increasing significantly not only in the community but also on campus. With only one general outreach specialist, I don't always have the bandwidth to assist other departments with coordinating on campus events for their programs and departments.

Outreach has noticed the lack of survey responses after attending a Las Positas College outreach event. On average, we get about 20 responses. In the upcoming year, I plan to work with marketing to make the surveys engaging and gain a more significant amount of responses to use for data tracking.

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.

SLO: If you attended Open House during the 22-23 academic year, how likely were you to register for classes at Las Positas College in the Summer and Fall 2023?

Overall 67% of students who filled out our Open House survey with the following SLO said they were planning to register for classes in the 2023-2024 academic year.

3. Got anything new planned for 23-24?

Outreach will continue to build on the successful partnerships established with our high school partners, community members and Las Positas College resource and academic departments.

Use data collected from surveys to improve and fine tune the outreach strategies and activities for the upcoming academic year. Continue building database of students to increase outreach efforts and marketing.

Create an Outreach Calendar with all outreach events for the 2023-2024 school year that marketing, Administrative, Faculty, and Classified can reference to help continue our partnerships and help promote programs and services to the greater community.

Continue to provide support to the Guided Pathways efforts. Provide learned lessons from the student on-boarding process to improve on-boarding.

Work with ITS, Marketing and Admissions and Records to continue call campaign to students who applied for Las Positas College, but did not complete their steps to success or register for classes.

Add more resources to our outreach homepage for students in different demographic groups.

Major Events:

We plan to host a bigger and better **Preview Night** on November 2, 2023 in building 4000 for prospective high school students, who will have the opportunity to meet with 35 different resources and academic programs from our college and hear from our Dean of Counseling about the LPC pathway followed by a student panel. As of right now we have 400 students and parents registered for the upcoming event.

Plans are currently in the works for our 2nd annual Open House event on March 23, 2024 that will be open to the entire community. Whether you're a prospective student looking to enroll at LPC, a parent or community member, you'll have the opportunity to tour our beautiful campus, learn about the LPC experience through presentations, interactive sessions and conversations with our faculty and current students.

A new event that we will be bringing to Las Positas College is "Pathways to a Bright Future" for middle school students, counselors and teachers in 2024.

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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.
2. What is the median income for occupations within your program?

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ADVISORY BOARDS:

1. Has your program complied with advisory board recommendations?
 - i. _____ YES _____ No
2. If not, please explain.

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 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.

CI. STRONG WORKFORCE PROGRAM STUDENTS

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?

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

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?

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

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?

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

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?

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

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

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system, the number of students who enrolled in any four-year postsecondary institution in the subsequent year

How may these metrics improve?

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

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?

C7. MEDIAN ANNUAL EARNINGS FOR SWP EXITING STUDENTS

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

How may these metrics improve?

C8. MEDIAN CHANGE IN EARNINGS FOR SWP EXITING STUDENTS

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?

C9. SWP EXITING STUDENTS WHO ATTAINED THE LIVING WAGE

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?