Program: Admissions & Records

Division: Enrollment Services

Date: October 3, 2024

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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 inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Please note: Program Review is NOT 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 your program status during the 23-24 academic year. It should describe plans starting now and continuing through 2024-25.

Helpful Links:

- ★ Tools for Writers - with contacts for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Fall 2023 Program Reviews
- ★ Program Review FAQs

For help with your program review, please contact Karin Spirn at kspirn@laspositascollege.edu

Sections

There are four sections to the document:

1. Review your program, including curriculum updates, accomplishments, challenges, and planning.
2. Data Analysis
3. SLO/SAO Review
4. Feedback on the PR template and process

Instructions

1. Please answer each question with enough detail to present your information, but it doesn't have to be 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 Program Review chair, Karin Spirn, and your Dean by Monday, Nov. 4, 2024

5. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.

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 1: Your Program In 2024-2025

Please place an X next to N/A where relevant

A. Accomplishments: Identify your main accomplishments from the 23-24 academic year.

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

- Did your accomplishments support your program's plans identified in recent PRs?

- Did they relate to guided pathways?
- Were they in support of the colleges equity definition?
- Did they connect to any of the college planning priorities?
- Did you receive any positive/negative feedback from students?
- Are there any innovations or new processes you'd like to integrate?
- Has your program changed in response to the SCFF model of college funding? (completions, increasing enrollment, offering certificates, degrees, etc.)?
- N/A_____

1. Point-of-Service-Student Survey – The responses that we received from our students are as follows: For fall 2023, 85.33% of the students surveyed were very satisfied with the admission's process and confident of returning to the Admissions & Records help desk. The same point-of-service-student survey was conducted in Spring 2024 and showed a very satisfied rating of 80.95%.
2. Fraud Mitigation for CCCAPPLY Applications - The ID.me verification implementation has reduced the number of fraud applicants. ID.me is a service that verifies the identity of students who apply to LPC.
3. DegreeWorks upgrade and merger were successfully completed.
4. The conversion of Residency Reclassification Petition from a hard copy to Adobe Sign was successful.
5. Billing area successful learning of and billing for the new vendors with unique requests and portals, such as Amazon Career Choice, SRVUSD CCAP, and the fire tech program. Also been able to successfully work with the Financial Aid department in providing refunds and correcting payment issues when special cases came up.
6. We were able to remove a row of computers in the RSC (Registration Support Center) to create more room for student photo IDs and make it even more ADA accessible.
7. Created an RSC (Registration Support Center) page on the LPC website.
8. Currently working on the implementation of DualEnroll software, improving the efficiency of the Concurrent Enrollment application process and registration.

B. Challenges, Pain Points, and Needs

What significant or ongoing challenges or obstacles did your Program face during the 23-24 academic year, especially related to accomplishing program goals/plans? Consider funding, staffing, materials, facilities, outside requirements such as legislative mandates, working on equity gaps, etc. Highlight/identify any challenges mentioned in previous reviews.

N/A_____

1. Our office has a need to expand our student survey. The current point-of–service-student survey provides our office with important data, but it is very limited to only student satisfaction questions (Happy or Not Happy). It will be challenging to create a new student survey with added new parameters. Our office may need to request assistance from the Research, Planning & Institutional Effectiveness office to help us generate and carry out the new survey.
2. Insufficient data collection using SARS.
3. ID.me is not 100% effective. There are still fraudulent applications that are getting through. As a result, these students can register for classes. As fraudulent enrollees, the new challenge is for our office to be able to catch and drop them from their classes. This task is very time-consuming and affects the A&R staff workload.
4. DegreeWorks equivalency tables for the DegreeWorks merger was a challenge due to unreliable Banner data.
5. Integrating and improving the billing of new vendors as well as for some grants. Finding solutions to ensure smooth processes working in conjunction with the business office and with the vendors.
6. The need for the CCCApply application and websites to be translated.
7. Software and equipment issues for student photo ID cards.

C. Planning: What are your program's most important plans, either new or continuing?

N/A_____

1. A&R's plan is to expand the student survey to include other parameters such as student demographics, type of service requested, and capture the peak time when students need service the most. The data outcome will help our office tailor the specific needs of each of our students and determine the staffing needs.
2. Improve data collection for SARS
3. Catching fraudulent enrollees is very time consuming. The plan is for A&R to create an internal report that will allow our office to streamline the process of identifying fraud enrollees quickly and drop them from their classes in a timely manner.

D. Identify any college, district, or legislative barriers to your program's equity work. What suggestions do you have for minimizing or eliminating these barriers?

Barriers: Inadequate staffing levels to help improve data collection for our student surveys.

Suggestions: Ensure sufficient staffing levels to help us develop a more comprehensive student survey.

N/A_____

E. Curriculum Updates

Reasons for updating include that it is required every two (CTE) or five (non-CTE) years, there is a program or college need, starting a new program, or new legislation.

1. Are you planning to update any curriculum in 24-25?
   Yes____   No____

2. Comments (Optional):

3. Please review your program [maps](). Do you need to make any modifications?
   Yes____   No____

4. *If yes, compare each [Program Map]() to your current course offerings and sequencing. Pay close attention to prerequisite information, and classes offered only during certain semesters.*
   a) If your map requires a **non-curricular change** (i.e., course sequencing), consult your **[Pathway counseling faculty liaison]()** to initiate changes.
   b) **If your map requires a curricular change** (Program modifications) - these are initiated through the Curriculum Committee.
   Any questions? Contact the [Curriculum Chair]() or the [Curriculum and SLO Specialist]().

Section 2: Data Analysis – Quantitative and Qualitative

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 and reach out to [the IR team]().)*

Here are a few samples of data to review and reference if that's helpful.

- IR Data packets [are available here]() (Posted Fall 24)
- Academic & Career [Pathway Specific data]() (Posted Fall 24)
- Your program's survey data
- [Transfer data]()
- Course Set Standard Overview & Success Rates Dashboard are in the middle of [this page]()

IR Data not available. IR Data for A&R is currently being developed.

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. 95% of the rolling 5-year average. There are valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are 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.]()

1. Did your program meet its program-set standard for successful course completion?

   Yes____   No____

2. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

Section 3: SLOs/SAOs: Assessment of Student Learning and Support

Program Review is the college's major data source on student learning and support and is, therefore, regularly reviewed. *Each year, programs must discuss their PSLOs, CSLOs, or Service Area Outcomes (SAOs.) This helps us to see how our students are progressing in their learning.* For assistance with these questions and instructions on running reports using eLumen, click here.

Please complete at least one of the following three sections based on what is appropriate for your program. Check at least one below:

- ☐ 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)

To assess PSLOs within eLumen, CSLOs must be correctly mapped to only one PSLO, and every mapped CSLO must have assessment data. Please review the items below and proceed accordingly.

- If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
- 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.
- If not all mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to section C2.

1. Please review your 3-year plan and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

   Will at least one SLO be assessed in each course by June 2026?
   Yes_____   No_____

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

2. Based on your 3-year plan, list the PSLO(s) for the academic year 2023-2024 that your program selected to review and explain why these were chosen.

3. What percentage of faculty completed the planned CSLO assessments? (In eLumen, run a Faculty Participation report for 23-24).

   - _____%

4. Analysis of PSLO(s): What conclusions can be drawn about student learning and equity in your program based on eLumen and/or other data? You may want to consider disaggregated data. When using eLumen See the Guide for instructions on how to disaggregate PSLO data.

5. <u>Based on discussions with others in your program,</u> explain potential changes designed to improve student learning and close any equity gaps identified through the analysis of PSLO data. Please also note if you decide to update any CSLOs or PSLOs based on this analysis (If updating, then you may do this through eLumen, see the SLO Handbook if you need instructions on how to do this).

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

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

1. Please review your 3-year plan and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

   Will all courses be assessed by June 2026?
   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.

2. Based on your 3-year plan, list the CSLO(s) for the academic year 2023-2024 that your program selected to review.

3. What percentage of faculty completed the planned assessments for the selected CSLO? (In eLumen, run a Faculty Participation report for 23-24).

4. What conclusions can you draw from the CSLO data and reflections in eLumen. If you used any additional evidence or methods to answer this question, please explain.

5. Explain potential program changes designed to improve student learning. Please also note if you have decided to update any CSLOs or PSLOs based on analysis (If updating, then you may do this through eLumen, see the SLO Handbook if you need instructions on how to do this).

6. 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.

C3: Non-Instructional Programs (SAOs)

1. [Please review your 3-year plan](#) and verify that all courses will be assessed by June 2026. (between Fall 2023 – Spring 2026)

   Will all courses be assessed by June 2026?

   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.*

2. Based on your [3-year plan](#), list the SAO(s) for the academic year 2023-2024 that your program selected to review.

   For 2023-2024, we selected to review the data that we gathered from the point-of–service-student survey. We decided not to include SARS since it had insufficient data.

3. Based on discussion with others in your area, what conclusions can be drawn from the SAO data and reflection questions from eLumen or other sources of data?

   We concluded that our SAO data is very limited to only student satisfaction questions (Happy or Not Happy). Our office may benefit more if we use the Research, Planning & Institutional Effectiveness office to help us generate a more extensive student survey.

4. Explain any planned changes to improve outcomes in your service area. Please note if you have decided to update any SAOs based on this analysis.

   With the help of the Research, Planning & Institutional Effectiveness office, we will be able to expand the parameters of our current student survey. This new survey will give our office more accurate information on how to better serve our students in different modalities. Furthermore, we will need to expand the use of SARS throughout A&R to allow us to collect more data.

5. 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 had some challenges. We assumed in the beginning that our SAO would be easy to assess using SARS data. However, we realized at the end of spring 2024 that SARS didn't have enough data to assess satisfaction rates of our students with their interactions with Admissions and Records throughout service occurring in different modalities. Our office should have expanded the use of SARS throughout A&R. Furthermore, we should also have requested the Research, Planning & Institutional Effectiveness office early to help us generate a more comprehensive student satisfaction survey. A type of student survey that will include additional parameters and implement it to a wider range of our student population.

Section 4: Suggestions for the Program Review Committee (optional)

What questions or suggestions about this year's Program Review forms or process do you have?