Program: Assessment & Student Support Center

Division: Enrollment Services

Date: 9/24/2024

Writer(s): Miguel Alvarez

SLO/SAO Point-Person: Karin Spirn

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

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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.

Please place an X next to N/A where relevant

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

During the 2023-2024 academic year, the transition of the Assessment Center into the new Student Support Center marked significant progress for our institution. Aligned with the principles of Guided Pathways and our College Planning Priorities, our goal was to eliminate barriers and assist new students with onboarding. We created a comprehensive one-stop resource that provides services from admission applications and Class-Web access to orientation, assessment, and class registration, addressing the diverse needs of all students.

In its second year, the Student Support Center has successfully fostered a welcoming environment for students to ask questions and explore various programs, even after their first semester at LPC. Although satisfaction surveys have been implemented to gather feedback for continuous improvement, it is too early to present data as they were just launched.

Looking ahead, we hope to enhance the Student Support Center's role as a one-stop shop by adding a dedicated counselor and a classified professional from Admissions and Records to assist students in achieving their goals. This initiative aligns with the Student Centered Funding Formula (SCFF) by removing barriers, increasing enrollment, and supporting the completion of certificates and degrees for transfer.

B. Challenges, Pain Points, and Needs

The new Student Support Center marked significant progress but faced challenges.

ID.me Verification: Implementing ID.me for identity verification in the CCCApply process created difficulties for some students applying to California community colleges. Many encountered technical issues or had trouble accessing documents, leading them to seek help from our center and Admissions and Records.

To address these challenges, we provided essential support by troubleshooting issues and guiding students through the ID.me verification process. Additionally, students opting out of ID.me or registering for online courses needed verification from Admissions and Records to register for classes.

Access Limitations: Students experiencing issues with Zone Mail and My Portal are asked to email helpzone@clpccd.org or call (925) 424-1710 for assistance. For Canvas-related inquiries, they can visit the computer center or submit an online learning support ticket. However, this segmented approach may confuse students and potentially delay their progress.

To enhance our services, we propose expanding the Student Support Center's capabilities to streamline operations and align with our vision for integrated support. For example, previously, students who bypassed ID.me or registered only for online courses had to visit Admissions and Records for verification. Now, in collaboration with Enrollment Services, the Student Support Center can conduct these verifications, facilitating a smoother registration process for all students.

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

In alignment with the key principles of Guided Pathways and our College Planning Priorities, our key plans for the coming year include:

1. **Continuing Comprehensive Support:** We are committed to providing a seamless, one-stop service experience for new students. This includes assistance with admission applications, access to My Portal (replacing Class-Web) and Zone Mail, online orientation, assessment and placement services, new student group planning, class registration, and referrals to various programs and resources.

2. **Ongoing Collaboration with Counseling:** The Assessment Center will continue its collaboration with the Counseling Department to conduct First Semester Planning Sessions (FSPS). Building on last year's success, we aim to replicate the achievement of hosting both online and in-person sessions throughout the academic year, offering students essential guidance on their academic paths.

3. **Continued Collaboration with Enrollment Services:** Our partnership with Enrollment Services, particularly Admissions and Records, is crucial for removing obstacles for students. A significant outcome of this collaboration is the Assessment Center's direct access to verify student identities, streamlining the process. Now, students can receive instant verification during their First Semester Planning Sessions, reducing delays. Previously, students interested in online classes were referred to Admissions and Records for verification, creating unnecessary barriers and taking valuable time away from their planning sessions.

4. **Collaboration with the District ITS/Marketing Team (Advise Communications):** A communication plan has been developed to enhance student enrollment and retention by identifying those missing core services— orientation, assessment/placement, and first-semester planning with a counselor. The plan includes sending students call-to-action emails with links to relevant offices for assistance. The New Student Support Center will serve as the primary point of contact for inquiries related to these core services, further simplifying the onboarding experience.

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: A significant barrier to our equity efforts is the difficulty in translating our webpages, especially the ESL page, into the languages of students seeking information about the matriculation process and our Steps to Success.

Suggestions: To mitigate this barrier, we should implement advanced translation technology, such as Google Translate, for our webpages. Furthermore, cultivating an inclusive environment that supports students needing language assistance and reflects California's linguistic diversity is essential. These initiatives align with our commitment to diversity, equity, inclusion, and accessibility (DEIA).

E. Curriculum Updates – Not applicable

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

B. Program-Set Standard (Instructional Programs Only): Not applicable
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) - Not applicable

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. Based on discussions with others in your program, 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. - Not applicable

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) - Not applicable

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.

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?

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.

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.

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?