

Program: Outreach

Division: Student Services

Date: November 5, 2024

Writer(s): Sarah Anderson

SLO/SAO Point-Person: Sarah Anderson

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.

In the 2023-2024 academic year, outreach continued to increase our presence at local high schools and out-of-area high schools by increasing the number of Application/Financial Aid Workshops and outreach presentations offered and completed. Outreach also participated in over 20 college and career fairs to promote student support services, academic programs, and career technical education at high school and community events. Outreach collaborated with faculty and all LPC departments to host Las Positas College Preview Night with 417 registered attendees 2023 for prospective students and families. In the 2023-2024 academic year, we had over 145 requests for campus tours to tour prospective LPC students, families, middle school, high school, and community groups. In collaboration with counseling, outreach helped coordinate and execute two high school counselor events to strengthen our partnerships and increase awareness about new programs, resources, and updates for prospective students and high school partners. We continued to partner with learning communities such as Umjoa and Puente on outreach efforts in the community and schools. We 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.

Outreach has contributed to the increased enrollment at Las Positas College by strengthening our partnerships in the community and embracing the diverse ways students consume information. Open House and New Hawk Day were two significant events that contributed to increased enrollment and registration in classes and utilized guided pathways. On Saturday, March 23, 2024, we had 717 registered prospective students and families. The outreach team planned and executed Open House to increase enrollment and partner with academic programs to showcase degrees, certificates, and services available to students. In partnership with the counseling department and Admissions and Records, we hosted New Hawk Day on Saturday, April 20, 2024. New Hawk Day was designed to allow new incoming students to explore LPC and receive an opportunity for early registration. This event surpassed our expectations, with over 450 students registered and completing their first-semester planning session with counseling. This event helped increase enrollment for Fall 2024. We have continued to improve our organization amongst outreach by creating a shared calendar with all outreach events and outreach efforts. During the 2023-2024 school year, the outreach team attended and coordinated 154 events that included partnerships with CTE, Financial Aid, DSPS, Veterans, Learning Communities, Academic Programs and Student Support Services.

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.

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.

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

Our Outreach plans for the 2024-2025 Academic Year include:

- Building a 2024-2025 Outreach Events calendar that can be shared with Staff, Faculty & Administrators at LPC to continue outreach efforts in our community.
- Create a new campus tour request form on Trumba that simplifies and makes it easier for community members, prospective students and families to select and attend upcoming campus tours.
- Host another New Hawk Day in 2025 to increase enrollment for the Fall 2025-Spring 2026 school year.
- Continue strengthening partnerships with local middle schools and high schools to share about opportunities for students and adult learners.
- Continue working with our diverse student support services, academic programs and staff to identify and remove barriers for prospective students to ensure they have the tools and assistance needed to be successful in the application and registration process.

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?

We will continue working with our diverse student support services and programs, to identify and remove barriers for prospective students to ensure everyone has equal opportunity to attend Las Positas College.

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](#).

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](#).)

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. 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

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.
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?