

Program: Assessment & Student Support Center

Division: Enrollment Services

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SLO/SAO Point-Person: Karin Spirn

Email your completed form to Karin Spirn and your dean by November 3.

Helpful Links:

- ★ [Tools for Writers](#) - with contacts and info for help with specific sections.
- ★ [Program Review Glossary](#) - defines key terms you can review when writing.
- ★ [Discipline Data Packets](#) – institutional research about disciplines and student services
- ★ [Course Success Rates Dashboard](#) – allows you to research your program’s success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

1. Please describe your program's most important **achievements** in year 24-25.

- The New Student Support Center played a pivotal role in scheduling and hosting First Semester Planning Sessions. These sessions were designed to ensure students received timely academic counseling and completed abbreviated Student Educational Plans (SEPs).
- Across the academic year, the Center coordinated a total of 59 planning sessions, consisting of 49 in-person and 10 online workshops, collectively offering a counseling capacity of 1,355 seats. This level of support reflects a major expansion of access and flexibility for students, providing both on-campus and virtual opportunities to engage with counselors and begin their academic journeys with clear plans in place.
- These efforts directly contributed to measurable enrollment stability and growth. Since 2022–23, the colleges have seen a 22% increase in enrollment and a 30% increase in students with an SEP. By aligning structured programming with the needs of new students, the Support Center strengthened pathways to persistence, retention, and degree completion.
- In sum, the combination of increased counseling capacity, diverse delivery formats (in-person and online), and enrollment/SEP growth underscores the impact of the New Student Support Center as a cornerstone of student success in 2024–25.

2. Please describe your most important **challenges** in year 24-25.

Program Review Update 2025

- One of the ongoing challenges has been providing consistent access to First Semester Planning Sessions for all new students.
- It would be a clear benefit to students if a dedicated counselor were housed in the New Student Support Center to provide program planning sessions on a daily basis. By knowing these sessions are available every day, students would have direct and reliable access to completing their Abbreviated Student Educational Plans (SEPs).
- This approach would also significantly reduce the workload in the counseling department, which is often inundated with students seeking abbreviated plans during drop-in hours or scheduled appointments. With daily sessions available through the Support Center, the counseling department could confidently direct all abbreviated SEP needs to the center and focus instead on providing comprehensive plans and other essential services.
- Ultimately, this adjustment would ensure a more seamless student experience while strengthening the college's ability to support persistence, retention, and degree completion.

3. What SLO(s) or SAO(s) if any did your program assess or discuss since your last program review? Please describe any findings and planned actions.

- Dedicated Counseling Support: Advocate for a counselor to be housed in the Center to provide daily program planning sessions. This will allow students to complete abbreviated educational plans during onboarding, reduce the burden on the Counseling Department, and provide disproportionately impacted students with consistent academic guidance.
- Implementation of SARS Trak Kiosk: With the request submitted in April 2024, installation of the kiosk will allow us to track student usage across Steps to Success Support, Assessment, and Other. This data will help identify service gaps, guide resource allocation, and support equity-focused improvements.

4. What are your upcoming plans? Please note any ways that these support student achievement and equity.

- Our upcoming plans focus on strengthening the New Student Support Center as a one-stop hub that expands equitable access and supports student persistence, retention, and completion. Priorities include advocating for a dedicated counselor to provide daily program planning sessions, implementing the SARS Trak kiosk to track student usage and guide equity-focused planning, and expanding services with Financial Aid workshops along with support for MyPortal and Zonemail. Also partnering with District ITS/Marketing to deliver targeted, multilingual outreach to students who have not yet completed essential onboarding steps. These initiatives align with Guided Pathways and the Student Centered Funding Formula by reducing barriers, streamlining access, and ensuring that all students, especially those disproportionately impacted, receive the support needed to achieve their academic and career goals.

CTE REPORT (CTE DISCIPLINES ONLY)

1. Does this program continue to meet a labor market demand?

- Yes or No:
- Explanation/evidence:

2. Are there similar programs in the area? If yes, list the programs and their institutions.

- Yes or No:
- Explanation/evidence:

3. Has the program demonstrated effectiveness as measured by the employment and completion success of its students? Provide employment and completion success based on Perkins Core Indicator Report.

- Yes or No:
- Explanation/evidence:

4. Does the program provide opportunities for review and comments by local private industries? Attach most recent Advisory Committee meeting minutes.

- Yes or No:
- Explanation/evidence:

Detailed Instructions and Information

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 completed form to Program Review chair Karin Spirn and your Dean by November 3.
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.

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 24-25 academic year. It should describe plans starting now and continuing through 2025-26. It is okay to include information outside of these time windows as needed.

Program Review Process: Comprehensive Program Reviews will be completed every three years, in alignment with the SLO/SAO cycle. On the other years, programs will complete an update.

SLO/SAO Process: SLOs and SAOs should be assessed according to a three-year plan, with comprehensive reporting on the third year. For more information, contact SLO chair John Rosen: jrosen@laspositascollege.edu

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.