2019-20 ADMINISTRATIVE UNIT PROGRAM REVIEW
UNIT: Academic Services

STATEMENT OF PURPOSE:

- Review and reflect on the support of student learning, with the goal of assessment and improvement of program effectiveness
- Provide a forum for each unit's findings to be included in institutional planning processes
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements
- Collect information that will contribute to institutional assessment and improvement

INSTRUCTIONS: This program review covers the timeframe between fall 2018 and fall 2019. The planning is identified for spring 2020 and academic year 2020-2021.

I.   MISSION
  A. State the current program mission

Academic Services fulfills the mission of the college by providing leadership for the planning, delivery, and support of high quality instructional programs

  B. The mission of Las Positas College is the following:
        Las Positas College is an inclusive, student-centered institution providing learning opportunities and support for completion of transfer, degree, basic skills, career-technical, and retraining goals.

Discuss how the program/service area supports the college mission.

The Academic Services area supports the college mission by: recruiting and supporting faculty; connecting with the community and industry in appropriate ways; supporting the curriculum process, including implementation of AB 705 and other mandates; supporting the Program Review and SLO assessment process; supporting the development of Guided Pathways (building new pathways to LPC through programs, scheduling to optimize student completion, bolstering relationships with K-12 and 4-year transfer institutions); working with Student Services to address the needs of diverse students with varying academic support needs, and collaborate with Administrative Services to support the academic programs and personnel of the college.

C. List the major functions/duties of your unit.

1.	Schedule Development
2.	Student Learning Outcomes Assessment
3.	Institutional support and leadership for academic divisions
4.	Develop connections and initiatives with educational, community and employment partners
5.	Lead accreditation efforts
6.	Enrollment management
7.	Curriculum Development processes

II.   GOALS AND OBJECTIVES

A. Since the last Administrative Unit Program Review, what objectives, initiatives, or plans have been achieved and how?

This year marked extensive movement in the advancement of Student Learning Outcomes at the College. In the Fall, all SLOs were reviewed in side-by-side sessions with member of the SLO committee. Courses and programs with no or poor SLOs received technical assistance on crafting SLOs or improving SLOs. In the Spring, a 3 year assessment plan template was designed and disseminated across the college. For each program at the college the assessment schedule was deliberated on and posted.

Goals #2, #4, #5, and #6 from the 2018-19 Program Review have been sufficiently met.

Goal #7 is on-going

Goal #8 saw significant advancement with a reconfigured managerial position: Educational Partnerships Project Manager. The project manager joined the team in February and has created ties to our partners in Adult Education and educational partners at the federal prison in Dublin. Additionally, the VPAS and VPSS have agreed to share executive oversight of the campus Guided Pathways Implementation. To that end, the college applied for and was accepted into the Guided Pathways Demonstration Project.

B. Major Goals and Objectives for Spring 2020 and AY 2020-21.

Major Goals and/or Objectives	Start Date	Status: Ongoing, date completion anticipated	Need Assistance in order to complete goal or objective (reference applicable resource request page)	Educational Master Plan (EMP) Goals or Planning Priorities linked to this Goal/Objective
1. **Focus on assessment of ILOs.** Continue SLO work with particular emphasis on review and assessment of Institutional Learning Outcomes in the wake of large social change.	Fall 2020	Fall 2021	Updates to eLumen	Planning Priority 1 & 3 EMP D5
2. **Improve the consistency and efficiency of operations.**	Fall 2020	Spring 2021	SCFF funds from round 2	Planning Priority # 2 & #3

Review forms used by faculty, staff and students for accuracy, alignment, and clarity. Recommend improvements and updates to forms and accompanying processes to provide better and more equitable institutional navigation . Participate and implement approved SCFF project focusing on scheduling and predictive analytic software that will result in a more data driven and student centered schedule.				EMP C4 EMP Goal A3
3.**Continue to strengthen campus communication.** To better serve students, improve the immediacy of information exchanged between student and academic service divisions through intentional communication systems and plans. Locate communication systems for students that meet students where they are at, primarily through texting.	Fall 2020	On-going	Staff to Staff: Utilize Joint Deans meeting as a time to ideate, monitor and maintain Staff to Student: texting solution to communicate Academic Service matters	EMP D1
4. **Deepen commitment to Guided Pathways** Understand GPs as the responsibility of the whole division. Broaden involvement with a particular focus on supporting program mapping, implementation of student success teams, and The Persistence Project, key elements of the Guided Pathway planning.	Fall 2020	On-going	Guided Pathway funds and commitment to fund subs that support faculty involvement.	Planning Priority #3
5. **Support an antiracist and equitable classroom climate.** Seed key projects that improve curriculum related to diversity, inclusion and equity.	Fall 2020	On-going	Leverage SWP and Perkins funds for curriculum projects Institutionalize Umoja and Puente programs.	Planning Priority #2 EMP A1 & A7

			Braided funding for coordinated professional development	
From the professional development participation of many staff and faculty, organize anti-racist resources, such as an anti-racist classroom climate checklist. Reach critical mass on Anti-Racism and Equity Literacy. Coordinate an esprit de corps of faculty and admin to attend professional development events such as the Equity Institute or NCORE and that concrete next steps and/or action items.				EMP D4
6. **Reconnect and Reestablish with Educational Partners.** Reboot projects related to Dual Enrollment. Non credit and credit short term certificates and Tri-Valley Partnership Partners that were paused during the pandemic. Establish 1st CCAP agreement Create short term workforce certificates	Fall 2020	Spring 2021		EMP B1 EMP B2

III.   STAFFING

A. Staff Profile

Position	Staffing Levels for Each of the Previous Five Years						Anticipated total staff needed	
	2015	2016	2017	2018	2019		2020-2021	2021-2022
Administration	6	6	9	9	8		9	9
Supervisory	1	1	1	1	1		1	1
Classified Staff FT	21	31	34	33	32		34	34
Classified Staff PT	16	12	9	9	13		15	15
Confidential Staff FT	1	1	1	1	1		1	1
Total Full Time Equivalent Staff	45	51	53	54	55		55	55

B. Staffing Needs

NEW OR REPLACEMENT STAFF (Administrator, Faculty or Classified)

List Staff Positions Needed for Academic Year: 2020-2021 Place titles on list in order (rank) or importance.	Indicate (N) = New or (R) = Replacement	Estimated Annual Total Cost	EMP Goals or Planning Priorities Linked to Position
1. **Instructional Technology Specialist (FT)** Reason: The pandemic has placed the preponderance of instruction in the distance education format with only a modest and temporary upgrade in staffing (ending June 30th). Chabot has multiple instructional technology specialists and we have one at .62%.	N	35,000	Goal A1
2. **Academic Dean (PATH)** Reason: This position was approved prior to the downturn in the economy due to the pandemic. Needed to provide administrative leadership to academic areas with high accountability to external agencies.	R	$125,000 + benefits	Goal A1
3. **Academic Scheduler** Reason: As LPC has increased in size by the number of full and part-time faculty and the section count scheduled; there has been no increase in assistance to the scheduling process. To increase efficiency, accuracy, and load concerns, there is a need for additional support. Chabot currently has 3 schedulers and is not 3Xs the size of LPC.	N	$54,000 + benefits	Goal A3
4. **Administrative Assistant (PATH Division)** Reason: As LPC has increased in size by the number of full and part-time faculty and the section count scheduled; there has been no increase in assistance to the scheduling process. To increase efficiency, accuracy, and load concerns, there is a need for additional support. Chabot currently has 3 schedulers and is not 3Xs the size of LPC.	R	$47,000 + benefits	Goal A1, A6

5. Performing Arts Center Operations Coordinator Reason: The need for supervision and assistance with on and off campus events being held in the Performing Arts Center.	N	$56,000 + benefits	Goal B3, C3

FACILITIES NEEDS

List the Facilities Need and the Reason	EMP Goals or Planning Priorities Linked to Position
1. Reconfigure Academic Services Administrative Area Reason: Current configuration does not provide distinct office for Program Managers. Provide place where educational partner and employers can convene. Adjacency of staff used to promote better collaboration.	**EMP B3, D4** **Board 5**

IV.   TECHNOLOGY AND EQUIPMENT

A. Technology and Equipment Needs

TECHNOLOGY AND EQUIPMENT NEEDS

List the Technology and Equipment Needs Place titles on list in order (rank) or importance.	**Indicate (N) = New or (R) = Replacement**	**Estimated Annual Total Cost of Ownership**	**EMP Goals or Planning Priorities Linked to Position**
2. Electronic HR/Payroll signature systems (document routing, timesheets, hiring, etc.) Reason: To increase effectiveness, efficiency and ability of management to access necessary files and complete work while off campus at conferences, weekends/nights.	N	30,000	**Board 4**
2. Scheduling Software Reason: focusing on scheduling and predictive analytic software that will result in a more data driven and student centered schedule.	N	90,000	**Board 1,4**

V.   PROFESSIONAL DEVELOPMENT

Professional Development Needs

List Professional Development Needs. Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a direct cost, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance.	Annual TC			EMP Goals or Planning Priorities Linked to Position
	Cost per item	Number Requested	Total Cost	
1. ACCCA Admin 101 or Mentoring program Reason: Need to train relatively new deans in the overall California Community College administrative practices, state policies, mandates, laws and procedures. Support needed for Stuart McElderry	$2,000	1	$2,000	
2. NCORE Reason: Need to critical mass of faculty with anti-racist and equity literacy	$1,500	12	$18,000	