

PROGRAM REVIEW UPDATE 2016-2017

Program: Admissions & Records Office

Division: Enrollment Services

Date: October 10, 2016

Writer(s): Debbie Earney, Jeff Lawes, and Sylvia Rodriguez

SLO/SAO Point-Person: Debbie Earney and Jeff Lawes

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Purpose: To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

Uses: This update will be used to inform the campus and community about your program. It will also be used in the processes of creating Dean's Summaries, determining College Planning Priorities and allocating resources.

Time Frame: This update should reflect on program status during the 2015-16 academic year. It should describe plans starting now and continuing through 2017-18.

Topics: The first section of this Program Review Update focuses on general program reflection and planning. The second, third and fourth sections focus on reflection and planning regarding Student Learning Outcomes. Only instructional programs need to complete Sections 2, 3, and 4.

Scope: While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

Instructions:

- 1) Please fill in the following information as completely as possible.
 - 2) If the requested information does not apply to your program, please write "Not Applicable."
 - 3) Optional: Meet with your dean to review this document before October 10, 2016.
 - 4) Send an electronic copy of this form to the Program Review Committee Chair and your Dean by October 10, 2016.
-

Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (<http://goo.gl/Ssfik2>)
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data
- SLO/SAO Data (<http://goo.gl/iU2yIZ>)

SSSP continues to be an impactful program to the Admissions & Records Office.

- (1) The A&R staff play an integral role in advising new, returning, and continuing students on the importance of completing the 3 core services (Online Orientation, Assessment, and Student Education Plan) to achieve an earlier priority registration date.
- (2) A&R added a Degree Works system coordinator to oversee the implementation of the Degree audit/planning system. This system, once fully implemented, will support ongoing college efforts to increase completion success/rates. Since summer 2016, the Coordinator has been working diligently to ensure degree, certificate, and course equivalency data is accurate and validated in Degree Works. Significant progress has been made to address the technical aspects of Degree Works implementation such as Scribing, SURE code (validation of back end information that supports the data tables), and Banner integration.
 - Updated all degree and certificate programs from the 2014-2015, 2015-2016, and 2016-2017 LPC catalogs.
- (3) The Degree Works System Coordinator will facilitate ongoing training for the counselors, evaluators, staff, and students. This will provide a good understanding on how this system can be utilized to support and inform students, counselors, and staff of degree/certificate progress towards educational goal completion.

Data gathering efforts were inconsistent as a means to assess program effectiveness, to improve services, and to streamline processes. We analyzed our data gathering techniques and realized that we were not effective representing our services to students. The Admissions & Records Office began capturing SARS data through the Online Service Center in fall 2016.

The Resource Allocation Committee (RAC) approved two positions for A&R:

- Student Records Evaluator (SSSP Funded)
- A&R Assistant II

The College continues to expand programs and services that require support from Admissions & Records

- Middle College program-process concurrent enrollment packets
- AJ ad-hoc and Academy-process application and registration packets
- SSSP-initial point of contact for informing students of the 3 core services required to maintain priority registration
- Increased audit accountability-Title V changes that require A&R to have the documentation needed to address any audit/compliance attendance accounting processes: repeat courses (ensuring courses meet Title V guidelines for apportionment), supplemental reports for high school students, and non-credit documentation to support the numbers submitted on the 320 report.
- Clearinghouse data submission reports which requires reconciliation on a weekly basis for discrepancies related to majors and other data elements. Federal mandates related to SULA (Subsidized Usage Limit Applies) rules, which requires accurate and timely reporting of all students' majors and degrees. The federal government uses this information to track students' loan eligibility nationwide. Complying with this mandate required a thorough review of majors and degrees (with appropriate corresponding CIP codes) offered by LPC. All student records were reviewed to ensure students were enrolled in official majors and corresponding degrees, which are actively offered by the College. The Financial Aid and Admissions & Records programs were significantly impacted by the additional workload.
- Veterans Post 9/11- chapter 33 payments and account reconciliation

A&R has made limited strides in updating the program's web page to provide the latest program information. In addition, the program will continue to update the A&R commonly used forms as fillable pdfs.

B. What objectives, initiatives, or plans from the 2015 Program Review Update have been achieved and how?

<p>The program identified three initiatives for 2015-2016:</p> <ul style="list-style-type: none">(1) <i>Encourage students to use the Online Service Center</i> – SARS data will be analyzed to assess the type of services most frequently used. This will help A&R leverage its resources and maximize the OSC while decreasing the front window traffic in A&R.(2) <i>Degree Works</i> – Through SSSP funding, a Degree Works Coordinator was hired in May 2016. Subsequent activities will focus on implementation strategies.(3) <i>Course articulation software</i> – This software will assist the Evaluators in determining course equivalencies from other colleges that may be applicable for LPC degree/certificate requirements. This important resource will enhance efforts to provide students with an upfront evaluation of prior coursework through Degree Works. This will provide our transfer students with a clear picture of courses that we will accept for degree/certificate completion. <p>A&R will continue to work on these initiatives during the 2016-2017 academic year.</p>

C. Discuss at least one example of how students have been impacted by the work of your program since the last program review update (if you did not already answer this in Question B).

<p>A&R continues to provide the best quality of service to students, faculty, and staff – this is a daily occurrence.</p>

D. What obstacles has your program faced in achieving objectives, initiatives, or plans?

<p>The Online Service Center continues to operate with limited hours of availability due to limited staffing. A full time A&R II position was recently been hired (August 2016). However, the employee will provide limited assistance at the Online Service Center.</p> <p>Mandates such as the Clearinghouse and Gainful Employment student data reporting will require ongoing review of data and timely/weekly submission of data corrections to the federal government to meet compliance requirements. This continues to impact the workload of the Admissions & Records staff as priorities are shifted to address this federal mandate.</p> <p>The Admissions & Records Office is not eligible to receive SSSP funding based on the current guidelines. Therefore, it is critical for the Admissions & Records Office to receive sufficient general</p>

funding to support adequate staffing levels to help with the primary function of serving students.

Adequate storage space for student records and office supplies continues to be an issue.

E. What are your most important plans (either new or continuing) for next year?

Assess the Online Service Center to develop strategies on how to increase student usage of its services.

Degree Works implementation – ongoing training on how to use Degree Works will be provided throughout the academic year.

Review the A&R web page for clarity and accuracy of information with a goal of making it more user friendly. The program intends to develop a SAO related to the website usability and branding.

F. Instructional Programs: Detail your department’s plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

N/A

G. Do plans listed under Question E or Question F connect to this year’s planning priorities (listed below)? If so, explain how they connect.

Planning Priorities for 2016-17

- ***Establish regular and ongoing processes to implement best practices to meet ACCJC standards***
- ***Provide necessary institutional support for curriculum development and maintenance***
- ***Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes***
- ***Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.***

The initiatives align with the planning priorities that address ACCJC standards and meaningful assessment of SAOs.

H. Instructional programs: Did your program meet its program-set standard for successful course completion? N/A

(This data can be found here: <http://goo.gl/Ssfik2>)

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

--

I. Units with SAOs: Using SAO data from last year, describe the impacts of SAO practices on student learning, achievement, or institutional effectiveness. Describe the practices which led to the success. (Copy the box below if you would like to discuss multiple examples). SAO data can be found here: <http://goo.gl/iU2yIz>

SAO: Upon completion of the student's interaction with the OSC of A&R, the student should be able to navigate and utilize the various services provided in OSC
--

Describe the quantitative or qualitative results: Fall 2015, 77% of survey respondents felt confident in their ability to independently navigate and utilize the various services provided in the OSC.
--

Discuss any actions taken so far (and results, if known): Responses to the survey regarding OSC were limited. Data gathering efforts were inconsistent as a means to assess program effectiveness, to improve services, and to streamline processes. We analyzed our data gathering techniques and realized that we were not effectively representing our services to students. The Admissions & Records Office began capturing SARS data through the Online Service Center in fall 2016
--

Discuss your action plan for the future: Gather more statistically significant data to assess the services provided through OSC in 2016-2017.

Part Two: Course-Level SLO Assessment Schedule

THIS SECTION HAS BEEN REMOVED. PLEASE SKIP TO PART THREE.

Part Three: Assessment Results
(Instructional Programs Only)

1. Describe an example of how your program used **course SLO data (SLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Course:
Course SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

2. Degree/Certificate granting programs only: Describe an example of how your program used **program-level SLO data (PSLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate:
Program SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

Part Four: Program Curriculum Map (Instructional Programs with Degrees/Certificates Only)

Background: Program-level Student Learning Outcomes

Program-level Student Learning Outcomes (PSLOs) are defined as the knowledge, skills, abilities, or attitudes that students have at the completion of a degree or certificate. Faculty within a discipline should meet to discuss the expected learning outcomes for students who complete a particular series of courses, such as those required for a certificate or a degree. PSLOs should be the big things you want students to get out of a degree or certificate. PSLOs should be developed throughout the program and in multiple courses. Discussions might also involve colleagues in other programs regarding prerequisites and transfer courses or community stakeholders regarding job expectations.

It is recommended that each program have 3-6 PSLOs. Discipline faculty members might need to have a more comprehensive list based on the requirements of external stakeholders (employers, state requirements, etc.). For most programs, PSLOs are only assessed through linked course-level SLOs. You might assess PSLOs in a capstone project or capstone course that many students complete when earning a certificate or degree. Alternatively, you could assess development of a set of skills as students advance through different courses in your program (ENG 1A -> ENG 4 or 7).

Program-level outcomes should

1. **describe** what students are able to do after completing a degree or certificate;
2. be **limited** in number (3-6 outcomes);
3. be **clear** so that students and colleagues can understand them;
4. be **observable** skills (career-specific or transferable), knowledge, attitudes, and/or values;
5. be **relevant** to meet the needs of students, employers, and transfer institutions;
6. be **rigorous** yet realistic outcomes achievable by students

Curriculum Map Directions

Note: If you have multiple degrees/certificates, choose one to map. If you have already submitted mapping to the SLO committee and do not wish to make changes, you may copy that mapping into this chart or attach the map you already created.

1. In the boxes across the top row, review all the non-GE courses required for your degree/certificate. (including those that aren't in your discipline). Make any desired changes to those courses. (Electives do not need to be included, though they may).
2. In the left column, write the program learning outcomes you have drafted for your program.
3. In the boxes in the center of the page, mark the course SLO that maps to the program SLO you have identified. Each program SLO should map to multiple courses in your program.

Example: English Associate's Degree for Transfer						
Program Learning Outcomes	Required Courses in Degree/Certificate					
	Eng 4	Eng 7	Eng 35	Eng 41	Electives* (Eng 20, 32, 45, 44)	MSCM 1*
1. Identify and evaluate implied arguments in college-level literary texts.	x					
2. Write an academic essay synthesizing multiple texts and using logic to support a thesis.	x	x				
3. Write a research paper using credible sources and correct documentation.	x	x				x
4. Analyze an author's use of literary techniques to develop a theme.			x	x	x	

*Including electives is optional.

Your Program's Map

Degree or Certificate:														
Program Learning Outcomes (3-6 recommended)	Required Courses in Degree/Certificate													
1.														
2.														
3.														
4.														
5.														
6.														

1. Did you make any changes to your existing mapping? (circle one)

Yes No This degree/certificate did not have previous mapping

2. If you answered "yes" to Question 1, explain what changes you made.

3. Reflection Questions: The following questions are for the consideration of your program as you look at your completed chart. You do not need to record your responses here. If you discuss these questions with others (for example, at a department meeting), you may want to take minutes documenting your discussion.

- a. How many courses help students achieve each program outcome? Do students have enough opportunities to achieve the outcome?
- b. In which course(s) are students likely to demonstrate satisfactory achievement of each program outcome? In other words, which courses(s) might be an official or unofficial capstone requirement?