

Program Review Update Division Summary Fall 2017

Dean/Administrator	Program Review Committee Reader(s)	SLO Committee Reader(s)
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Division/Area	Programs
Student Services	Assessment Center, Counseling, Learning Skills, Psychology-Counseling, Puente, Transfer Center, Tutorial Center, Umoja

**Executive Summary:** Please describe the most important themes, trends, and developments in your division or area. Your summary should identify accomplishments, plans and obstacles to success. Your summary should be approximately 250-500 words in length.

Several major themes emerged within Student Services, including curricular accomplishments, staffing challenges, need for SLO/SAO support, group spaces, technology, professional development, and safety challenges. Learning communities including Puente and Umoja continued to grow and thrive; for example, in Puente the English level increased to 1A; in Umoja, PCN 30, PCN 10, English, and Library courses were added. Psychology-Counseling (PCN) grew the number of sections offered in PCN 25 and 30 and began the process to develop the AS-T in Social Work and Human Services. Adequate staffing remained a challenge in all program areas in light of the continued growth of Las Positas College specifically, the need to increase classified support in the Transfer Center, faculty coordination in the Tutorial Center, and the addition of general and program-specific counselors emerged as critical needs within Counseling. Adding support for the SLO/SAO process also emerged as a theme and was specifically highlighted in the Tutorial Center and Umoja learning community. Group spaces were cited as a need in several programs, including requests for learning community spaces, a unified learning center, a multicultural center, and a reconfigured Career/Transfer Center. Technology enhancements to meet accreditation standards for equitable service to DE students were achieved in Counseling and in the Tutorial Center. Professional development support within Assessment, Umoja, Transfer, and Learning

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Skills were requested. Finally, upgrading facilities to enhance safety emerged as an important theme within Student Services- specific needs include improved safety enhancements to the windows in the Tutorial Center, improved locks and security mechanisms in Counseling, and electronic notification options (such as a panic button) in individual offices where students are provided confidential, individualized services.

**Recommendations:** Please list your most important recommendations for planning in your division or area. Note any recommendations that are connected to our College's Planning Priorities or Educational Master Plan.

Note: Order presented is not a statement of priority for the recommendations.

- Institutionalized funding for Cranium Café and NetTutor to provide equitable services to DE students per accreditation requirements. (Planning priorities on Tutoring and Accreditation)
- LRNS – curriculum modification and SLO support
- Safety and security enhancements for all Student Services programs
- Student spaces including Learning Community Center, Multicultural Center, Unified Learning Center
- Institutionalized funding for Umoja program, Transfer Center, Tutorial Center
- Full-time Tutorial Center faculty coordinator (Planning priority)
- Additional classified support in Transfer Center and Assessment Center
- Additional counselor/instructor positions within Counseling and Learning Skills to include support for the general student population, LD students, Student Athletes, Middle College students, and the Psychology-Counseling program
- Increased professional development opportunities across Student Services (Planning Priority)
- Increased support for SLO / SAO development and assessment across Student Services
- Improvement of online orientation and in-person program planning (SSSP core services)

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Please describe the most important themes, accomplishments and challenges for your division/area in each of the following categories. If a category does not apply to your division/area, or if that category was not discussed in your division/area's Program Review Updates, please write "Not Applicable."

Category	Themes, Accomplishments and Challenges
<p data-bbox="92 376 390 477"><b>Community Relationships and Partnerships</b></p> <p data-bbox="92 516 390 600">Such as outreach, recruitment, internships, industry collaborations.</p>	<p data-bbox="420 344 1965 727">The Assessment Center set a goal to offer Math and English assessments on-site at the local high school, some of which would occur within expanded offerings of Psychology-Counseling (PCN) 25 for Early Admission students. PCN is moving toward evolving the Health and Human Services certificate to a new AS-T in Social Work and Human Services, enhancing community partnerships with potential internship and employer sites. Puente and Umoja developed a partnership, with Umoja looking to increase mentors, guest speakers, partnerships with high schools and outreach. Within Counseling, the articulation officer successfully articulated over 700 courses over the past three years, and increased the number of agreements with private/independent colleges to over 40, while maintaining agreements with UC and CSU campuses to the extent available. The Transfer Center increased college rep visits to LPC and expanded its social media presence. However, the Transfer Center also reported a challenge with the discontinuation of the UC Davis Transfer Opportunity Program (TOP) partnership with CLPCCD, dramatically reducing UC Davis visits to LPC as well as field trip options to the university.</p>
<p data-bbox="92 857 390 889"><b>Curriculum</b></p> <p data-bbox="92 928 390 1107">Changes made through the curriculum committee, such as changes to course outlines, degrees and DE status.</p>	<p data-bbox="420 889 1965 1091">Learning Skills (LRNS) indicated potential curriculum challenges involving minimum qualification requirements to include Math and English instruction within LRNS courses. All LRNS courses need updates. The LRNS program review cited potential disproportionate impact for students who need grammar instruction and lower math than pre-algebra if LRNS content is modified as requested. A potential solution was to move to a non-credit model to help high-need students. Psychology-Counseling (PCN) updated curriculum to meet the C-ID standard to be used for developing the AS-T in Social Work and Human Services, with plans to deactivate the certificate of achievement in Health and Human Services.</p>
<p data-bbox="92 1221 390 1286"><b>Enrollment Management</b></p>	<p data-bbox="420 1188 1965 1328">Psychology-Counseling (PCN) increased offerings in the transferable PCN 30, Student Success and the College Experience, as well as PCN 18, University Transfer Planning, and is phasing out or modifying PCN 5, 6, 8 as these certificate course face enrollment challenges. PCN 25, Transition to College, sections were also increased to accommodate Early Admission students in all five local high schools. PCN also increased the enrollment cap in PCN 18 (University Transfer Planning) from</p>

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<p>Changes to section offerings, such as adding/removing sections or increasing/lowering class size.</p>	<p>20 to 30 students and was highly successful in offering it online. PCN also offered externally funded programs implemented by our local executive administration to serve high school students. The Puente Project plans to add a second cohort within two years, and shifted Library Studies (LIBR) 8 from Spring to Fall semester. Umoja added courses including PCN 30, PCN 10 (Career and Educational Planning), as well as English and Library courses.</p>
<p><b>External Factors</b></p>	<p>The Assessment Center updated the Accuplacer tool, and successfully updated procedures to be consistent with required multiple measures mandates (enhancements in partnership with Math and English occurred prior to the multiple measures mandate). Counseling and the Tutorial Center invested resources to successfully meet accreditation requirements to provide equitable service to DE students. Umoja is working to meet the requirements of its MOU to provide a dedicated learning community space, and Puente is focusing on the mandate to facilitate UC transfer. Challenges include the CCC Board of Governors mandate to increase transfer by 35% and to provide a high level of core student services as required by Title 5, and influenced by SSSP and Student Equity.</p>
<p>Such as state/ accreditation mandates or advisory board directives.</p>	
<p><b>Facilities, Supplies, and Equipment</b></p>	<p>The program reviews within Student Services emphasized several facilities needs. Safety and security emerged as a concern within offices that offer individualized confidential services to students. Highlighted examples include, but are not limited to, notification systems (such as panic buttons) were requested for individual offices within Counseling in which confidential services are provided. Enhanced locks for Counseling were also mentioned as a need, and the Tutorial Center expressed concern with worn window linings as a safety issue. Puente and Umoja programs highlighted requests for a dedicated learning community center, and a multicultural center, and the Tutorial Center shared a vision of being part of a unified Learning Center. Psychology-Counseling and Counseling program reviews mentioned more classroom space and office space as a need, with Counseling also requesting reconfiguration to include standing desks for enhanced health benefits. The Transfer Center also requested reconfiguration to best accommodate the incoming Career program, as well as to provide a more accessible location for presentation equipment.</p>
<p>Purchasing or upgrading</p>	
<p><b>Financial/ Budgetary</b></p>	<p>The Transfer program requested to have an operating budget, as initiatives have been funded through Student Equity funds or through co-curricular. The Tutorial Center also highlighted budget as a concern, with fewer student tutors able to be funded despite greater need, and to support programs including Math Emporium. Institutionalized support is requested for the Umoja learning community; specifically, a continuing operating budget was mentioned as a need.</p>
<p>Program budgets or special funding.</p>	

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<p><b>Human Resources</b></p>	<p>Additional staffing for Student Services programs once again emerged as a dominant theme. The Assessment Center requested additional staff to offer on-site assessment at the high schools, as well as to cover on-campus when needed. Counseling requests new full-time counselors to help with the general counseling student population as many new hires have been dedicated to special programs serving fewer students with specific needs. However, the increase in targeted student populations (for example, those disproportionately impacted when considering measures of student success, or in special programs) has also intensified the need for program specific-counselors including student athletes, Middle College, financial aid, a proposed new Asian Pacific Islander learning community, and Puente. Both Counseling and the Transfer Center highlighted classified professional support for the Transfer Center as an ongoing major need, particularly as the career function is expanded. The Learning Skills program mentioned an LD Technician as a need, and documented major staffing issues that will impact the ability to offer LRNS courses in the future. The Umoja program expressed a need for student assistants and dedicated math and English tutors in support of Umoja students. Finally, the Tutorial Center highlighted the ongoing need, as well as the LPC planning priority, to increase support for the Tutorial Center by hiring a full-time faculty coordinator.</p>
<p>Hiring and staffing needs.</p>	
<p><b>Learning Support</b></p>	<p>Both Counseling and the Tutorial Center highlighted the implementation of equitable services for DE students as successful. Smartshop workshops were introduced in collaboration with Academic Services, many of which are specific for learning support. Learning Skills program expressed concern about LRNS courses, as well as specialized tutoring for learning disabled students, to be under-resourced. The Umoja program plans to implement a Book Loan program for the courses within Umoja. The Tutorial Center presented data which strongly support the efficacy of the program. Finally, Counseling proposed the development of a new learning community in support of the Asian Pacific Islander (API) student population.</p>
<p>Services provided to support student learning, such as tutoring and library support.</p>	
<p><b>LPC Planning Priorities</b></p>	<p>Increasing support for the Tutorial Center emerged as essential, and is in line with the planning priority to expand tutoring services. Both the Tutorial Center and Counseling highlighted efforts to provide equitable services to DE students, which aligns with the planning priority on meeting accreditation standards. Professional development opportunities were highlighted within Assessment, Umoja, Transfer, and Learning Skills, which directly relates to the planning priority on Professional Development.</p>
<p>Available here:  <a href="https://goo.gl/LU99m1">https://goo.gl/LU99m1</a></p>	
<p><b>Pedagogy/ Teaching Methods</b></p>	<p>The mandate to provide equitable support for DE students resulted in significant gains in the provision of online counseling (using Cranium Café) and online tutoring (via NetTutor). The Transfer Center contributed 34 SmartShop workshops in Fall 2017 and improved student access to supported transfer-oriented lab sessions (for example, “Transfer Tuesdays”). Counseling is seeking to improve student learning in the program planning sessions after an SAO revealed that 24% of students leave program planning without adequate understanding of what course pattern to follow. Expansion of the</p>
<p>The process of teaching students. Not limited to</p>	

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<p>instructional programs/ areas. Might include teaching/counseling/ tutoring methodology, class activities or course design.</p>	<p>structured Psychology-Counseling 25 to include all local high schools emerged as a potential way to address the issue. Psychology-Counseling program found that, when assessing the course SLOs, that improved communication as well as intrusive counseling have helped improve outcomes. Finally, Learning Skills indicated that there are large numbers of existing LPC students than expected; however, Math and English faculty prefer to develop discipline-specific courses to support underachieving students.</p>
<p><b>Professional Development</b></p>	<p>Professional Development was cited as a need in several Student Services programs. For example, Assessment highlighted attendance at assessment conferences as important for the upcoming academic year. The Umoja program expressed a desire for Umoja faculty and administrators to successfully complete intensive Umoja’s 2017-18 Summer Learning Institute (5 days and 4 nights) as a requirement of the state-wide Umoja Community, in order to learn strategies, conversations, and activities to facilitate understanding of campus life and academics from the perspective of Umoja students. Finally, transfer conferences were mentioned in the Transfer Center program review, and the expansion of career counseling will require conferences and trainings to enhance career services to students.</p>
<p>Activities and resources to enhance employee knowledge and skills.</p>	
<p><b>Services to Students</b></p>	<p>The Assessment Center reported strong success in the move to drop-in services within available time blocks, while maintaining appointments for Early Admission students. Foreign Language assessments were also newly added during the past academic year. Within Counseling, career services were enhanced effective Fall 2017, with dedicated counseling time assigned to enhance the career function. Career workshops and embedded counseling will be expanded in the Spring semester. Within the Transfer Center, increased Transfer Tuesday lab times, SmartShop workshops, campus rep visits for 1:1 student appointments, TAG appointments, and a TAG review team represent enhancements that occurred over the past year. The Tutorial Center added tutoring for CTE classes, expanded tutorial orientations and evening hours, and increased support for Math Emporium students and for students in the HSI cohort group. The Umoja learning community was launched and includes a dedicated counselor. Current and future enhancements to services to students include moving LD assessment from the LRNS courses to individual student referrals, and enhancement of the online orientation and in-person program planning sessions for new students.</p>
<p>Non-instructional services provided to students. Not limited to Student Services programs/areas.</p>	
<p><b>SLOs/SAO Process</b></p>	<p>A significant need to improve the SLO / SAO process within Student Services was identified, with a request for additional support emerging as a theme. For example, with staffing changes within Puente, consistency in SLO/SAO development and assessment needs to be maintained. Psychology-Counseling highlighted the need to consult with more instructors in the SLO process, particularly for PCN 30 and PCN 13. Counseling highlighted the need for a process to close the loop on orientation and program planning SAOs, requesting a timeline for completion. The Tutorial Center expressed a need to transition to the latest eLumen platform. The Learning Skills program indicated a need to revise SLOs during the curriculum revision process. Finally, the Umoja program needs to develop SLOs and SAOs.</p>
<p>The process of creating, recording and assessing SLOs/SAOs (not the SLO findings; those could appear under pedagogy, curriculum, enrollment management,</p>	

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equipment, etc.)	
<p><b>Technology Use</b></p> <p>How technology is used to instruct/serve students or for other college functions.</p>	<p>Several innovative ways to integrate technology to enhance services to students were highlighted with Student Services. Within Counseling, Cranium Café was implemented to serve students from a distance. The LRNS program identified Catch Up Math and Mind Play as programs to help students enhance their learning. The Tutorial Center is moving forward with Tutor Trac scheduling software, and NetTutor services for DE (and other) students who wish to connect remotely. The Assessment Center is implementing a new version of Accuplacer, and the Umoja program has utilized the GroupMe smartphone app to help connect students. Future requests include an update to the Transfer Center website, a reconfiguration of the presentation technology in the Transfer Center, and Canvas training for Psychology-Counseling instructors.</p>