# Assessed Service Area Outcomes (SAOs)
# STUDENT SERVICES PROGRAMS

This report identifies Service Area Outcomes (SAOs) that have been assessed and reflected upon within the past three years, for each of the Student Services programs. A minimum of one SAO per Student Services area met these accreditation criteria by the midterm report deadline. Additional SAOs are likely to have been assessed and reflected upon, but issues with how they were saved in eLumen and/or problems with eLumen reporting prevent them from appearing here. Therefore, it is likely that this report does not fully represent the work completed by the SAO coordinators.

Fully assessed SAOs (including the term assessed), associated assessment data, and related reflections are presented below. As of Spring 2019, all Student Services areas are represented by at least one fully assessed and reflected upon SAO.

Special thanks to Madeline Wiest, who helped with all things related to eLumen data. Without Madeline this report would not have been possible.

## Admissions & Records

• In order to improve student awareness of Admissions and Records services, Admissions and Records will increase the percentage of students who have heard of the Online Services Center. (Assessed Fall 2018)

| Mastery | | Above Average | | Average | | Below Average | | No Demonstrated Achievement | | N/A | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 17 | 1.33% | 273 | 21.43% | 143 | 11.22% | 408 | 32.03% | 433 | 33.99% | 0 | 0.00% | 1274 | 100.00% |

| Respondent | Course | Section | Organization | Date | Activity | Highlight |
|---|---|---|---|---|---|---|
| DENISCO, FRANCES | - Admissions & Records | Online Services Center Awareness | Admissions & Records | Thu, May 30 2019 | Comparison of Awareness of Online Services Center | |
| Describe the quantitative results. | Through the Student Satisfaction Survey, we observed that a high percentage of students who responded were not aware of the Online Services Center in 2018 versus the pecentage of students who responded in 2016 to the survey. 34% in 2018 were unaware versus 33% in 2016. Statistically, we have not made any progress in increasing awareness of the service. We used a scale in order to reflect student responses when we were placing them into eLumen for analysis. Our scale is: 0 = never heard of the online services center. 1 = Have heard of the center, but have not used it. 2 = have used the center and were not satisfied. 3 = have used the center and were satisfied. 4 = have used the center and were very satisfied. | | | | | ★ |
| Discuss any actions taken so far. | We have reviewed the data. | | | | | ★ |
| Discuss your action plan for the future. | Admissions and Records personnel will discuss ways to improve awareness of the Online Services Center. Some solutions may be to promote it more to the student population and/or to ensure that the Online Services Center is staffed appropriately. | | | | | ★ |

## Assessment

• Upon completion of the student's interaction with the Assessment Center, the student should be able to understand the next steps in the matriculation process. (Assessed Fall 2017, Fall 2016)

| Mastery | | Above Average | | Average | | Below Average | | No Demonstrated Achievement | | N/A | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 46 | 76.67% | 13 | 21.67% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 1 | 1.67% | 60 | 100.00% |
| 28 | 73.68% | 9 | 23.68% | 0 | 0.00% | 0 | 0.00% | 1 | 2.63% | 0 | 0.00% | 38 | 100.00% |

| Respondent | Course | Section | Organization | Date | Activity | Highlight |
|---|---|---|---|---|---|---|
| REED, DONNA | - Assessment | Student on-boarding | Assessment | Wed, Mar 27 2019 | Paper Survey | |

| | | |
|---|---|---|
| Describe the quantitative results. | Post-Assessment instructions (next steps in matriculation): 77% of students surveyed indicated the post-assessment instructions were very satisfactory. 21% of students surveyed indicated the post-assessment instructions were satisfactory. 2% of students surveyed indicated the post-assessment instructions were not applicable. | ★ |
| Discuss any actions taken so far. | Based on the results of the student survey, the Assessment Center altered the dates and times of the open scheduled assessment sessions in order to make them more convenient for students. The Assessment Center aligned the open scheduled sessions held in the evenings with the evening office hours offered in the Counseling center. As a result of this change, students can assess, receive their results, and see a counselor in the same evening. The sessions offered in the morning were also aligned with the Counseling office drop in hours so that students who wish to assess in the mornings can also see a counselor immediately after testing. While not captured in this survey, the Assessment Center began offering Program Planning sessions immediately after the assessment session. This has a positive effect on student engagement and ultimately student registration, as students can receive three student success components in one day; assessment, orientation and student education plan. Students who complete these three components can receive priority registration and are therefore more likely to be able register for courses successfully. | ★ |
| Discuss your action plan for the future. | The Assessment Center will not be tracking this SAO in the future. The Assessment Center will no longer be offering the Accuplacer assessment as of Fall 2019. The Assessment Center is looking forward to collaborating with faculty and administration to repurpose the center as a First Year Center which will assist students in the onboarding process at Las Positas College | ★ |

## CALWORKS/TANF

• Upon completion of the college CalWORKs program, all students will have a high quality resume to increase employability. (Assessed Spring 2019)

| Mastery | | Above Average | | Average | | Below Average | | No Demonstrated Achievement | | N/A | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 10 | 50.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 10 | 50.00% | 0 | 0.00% | 20 | 100.00% |

| Respondent | Course | Section | Organization | Date | Activity | Highlight |
|---|---|---|---|---|---|---|
| INGOLD, AMANDA | - CALWORKS/TANF | Resumes | CALWORKS/TANF | Thu, May 30 2019 | Resume Count | |

| | | |
|---|---|---|
| Describe the quantitative results. | Students who were interested in work study or participating in the work study program had to submit resumes for review prior to employment. | ★ |
| Discuss any actions taken so far. | Reviewed and discussed resumes with students in their initial work study intake/assessment appointments. | ★ |
| Discuss your action plan for the future. | This is the first step in a series of resume reviews to prepare students to successfully enter the workforce upon completion of the CalWORKs program. | ★ |

# Career/Transfer Center

• Students who submit a Transfer Admission Guarantee (TAG) to the University of California successfully apply to at least one University of California Campus. (Assessed Fall 2018)

| Mastery | | Above Average | | Average | | Below Average | | No Demonstrated Achievement | | N/A | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 138 | 79.77% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 35 | 20.23% | 0 | 0.00% | 173 | 100.00% |

| Respondent | Course | Section | Organization | Date | Activity | Highlight |
|---|---|---|---|---|---|---|
| SCHWARZ, MICHAEL | - Transfer | Fall UC Application | Career/Transfer Center | Thu, Mar 21 2019 | UC TAG and Application Comparison | |
| Describe the quantitative results. | 138 out of the 173 who submitted a UC TAG (20.23%) applied to the UC and 25 out of 173 (20.23%) did not. | | | | | ★ |
| Discuss any actions taken so far. | Provided workshops in the Career and Transfer to assist students with their TAG and UC applications and met with Counseling Department Coordinator to discuss the results of this assessment. | | | | | ★ |
| Discuss your action plan for the future. | Extend an email or phone call reminder to TAG applicants so that they are aware they must complete both the TAG and UC application. Depending on the staff resources available student assistants and Coordinator will preform tasks. We will re-assess next year to see if it had made a difference. | | | | | ★ |

# Community Education

• Upon completion of the student's interaction with Community Education, students will be able to evaluate Community Education classes more rapidly and effectively using an online evaluation tool. (Assessed Fall 2017)

| Mastery | | Above Average | | Average | | Below Average | | No Demonstrated Achievement | | N/A | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 36 | 3.96% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 873 | 96.04% | 0 | 0.00% | 909 | 100.00% |
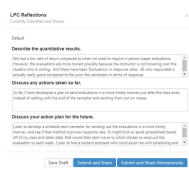


**Describe the quantitative results.**
We had a low rate of return compared to when we used to require in person paper evaluations. However, the evaluations are more honest possibly because the instructor is not hovering over the student who is writing. And there have been fluctuations in response rates. 36 who responded is actually really good compared to the prior few semesters in terms of response.
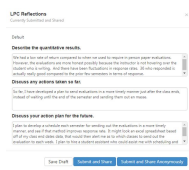


**Discuss any actions taken so far.**
So far, I have developed a plan to send evaluations in a more timely manner just after the class ends, instead of waiting until the end of the semester and sending them out en masse.
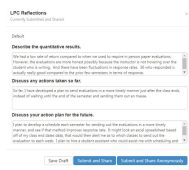


**Discuss your action plan for the future.**
I plan to develop a schedule each semester for sending out the evaluations in a more timely manner, and see if that method improves response rate. It might look an excel spreadsheet based off of my class end dates data, that would then alert me as to which classes to send out the evaluation to each week. I plan to hire a student assistant who could assist me with scheduling and emails.

## Counseling

• As a result of attending a probation workshop, students will gain awareness of campus resources designed to improve academic achievement. (Assessed Fall 2018)

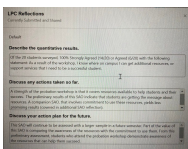| Mastery | | Above Average | | Average | | Below Average | | No Demonstrated Achievement | | N/A | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 14 | 70.00% | 6 | 30.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 20 | 100.00% |
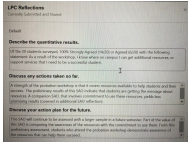

**Describe the quantitative results.**
Of the 20 students surveyed, 100% Strongly Agreed (14/20) or Agreed (6/20) with the following statement: As a result of the workshop, I know where on campus I can get additional resources, or support services that I need to be a successful student.
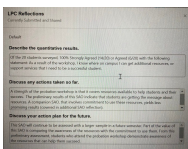

**Discuss any actions taken so far.**
A strength of the probation workshop is that it covers resources available to help students and their success. The preliminary results of this SAO indicate that students are getting the message about resources. A companion SAO, that involves commitment to use these resources, yields less promising results (covered in additional SAO reflection).


**Discuss your action plan for the future.**
This SAO will continue to be assessed with a larger sample in a future semester. Part of the value of this SAO is comparing the awareness of the resources with the commitment to use them. From this preliminary assessment, students who attend the probation workshop demonstrate awareness of the resources that can help them succeed.

• As a result of attending a probation workshop, students will commit to utilizing campus resources designed to improve academic achievement. (Assessed Fall 2018)

| Mastery | | Above Average | | Average | | Below Average | | No Demonstrated Achievement | | N/A | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 8 | 40.00% | 9 | 45.00% | 3 | 15.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 20 | 100.00% |

| Respondent | Course | Section | Organization | Date | Activity | Highlight |
|---|---|---|---|---|---|---|
| SCHWARZ, MICHAEL | - Counseling & Guidance | Campus Resource Usage | Counseling | Tue, Feb 26 2019 | Survey - Question 2 | |
| Describe the quantitative results. | 17 or the 20 surveyed students responded that they will commit to using campus resources after completion of the Probation Workshop (8 Strongly Agreed; 9 Agreed). The other three did not disagree, but identified as neutral. | | | | | ★ |
| Discuss any actions taken so far. | Surveys will continue to be distributed during Spring 2020 probation workshops, to ascertain the level of commitment of students to use resources that are known to enhance student success. | | | | | ★ |
| Discuss your action plan for the future. | Counselors will continue to emphasize the importance of getting support during the probation workshops, with the goal of 100% of students making the commitment to do so. Students identified specific resources in the short-answer portion of the question, including Tutoring, Counseling, DSPS, and others. Specific information about these resources will be included within the workshop. | | | | | ★ |

## DSPS

• Upon completion of the student's interaction with DSPS, the student should be able to construct and demonstrate self-advocacy strategies and communicate needs to instructors. (Assessed Spring 2017, Spring 2016)

| Mastery | | Above Average | | Average | | Below Average | | No Demonstrated Achievement | | N/A | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 53 | 28.19% | 80 | 42.55% | 38 | 20.21% | 14 | 7.45% | 3 | 1.60% | 0 | 0.00% | 188 | 100.00% |
| 34 | 18.28% | 77 | 41.40% | 33 | 17.74% | 21 | 11.29% | 21 | 11.29% | 0 | 0.00% | 186 | 100.00% |

| Respondent | Course | Section | Organization | Date | Activity | Highlight |
|---|---|---|---|---|---|---|
| GIOIA, JAMES | - DSPS | DSPS Survey | DSPS | Thu, Jun 28 2018 | DSPS Survey | |
| Describe the quantitative results. | Self-Advocacy is a key skill set in educational, professional and personal settings. Individuals with disabilities have an additional element to advocate for. 41.40 % (N=77) indicate an above average ability to negotiate and collaborate and 32.45 report mastery level. This is a total of 74% (N= 111) of DSPS students who demonstrate this skill set. On the other end 11.29 (N=21) indicate no ability and another 11.29 (N=21) report below average ability for a total of 42. | | | | | ★ |
| Discuss any actions taken so far. | Students are provided with an Academic Accommodation Plan (AAP) to facilitate discussions with their instructors. DSPS provides both counseling and support in developing the words and behaviors to help with interaction with faculty and staff. | | | | | ★ |
| Discuss your action plan for the future. | During intake and subsequent counseling sessions greater emphasis should be placed on identifying and supporting those unable to self advocate. Recommendations can be made to interpersonal communication courses that help develop assertiveness skills. | | | | | ★ |

• Upon completion of the student's interaction with DSPS, the student should be able to describe and adjust self-image. (Assessed Spring 2018, Spring 2017)

| Mastery | | Above Average | | Average | | Below Average | | No Demonstrated Achievement | | N/A | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3 | 37.50% | 2 | 25.00% | 0 | 0.00% | 2 | 25.00% | 1 | 12.50% | 0 | 0.00% | 8 | 100.00% |
| 99 | 52.66% | 51 | 27.13% | 23 | 12.23% | 13 | 6.91% | 2 | 1.06% | 0 | 0.00% | 188 | 100.00% |

| Respondent | Course | Section | Organization | Date | Activity | Highlight |
|---|---|---|---|---|---|---|
| GIOIA, JAMES | - DSPS | Survey | DSPS | Thu, Jun 28 2018 | ePortfolio | |
| Describe the quantitative results. | Students in PCN 30 (Fall 2017) developed an electronic portfolio as a required capstone project. The ePortfolio presented self-reflective prompts related to student success issues such as motivation, problem-solving, openness to improvement, persistence, need to work harder. ° students were identified as students with disabilites. Their ePortfolios were evaluated to assess their responses to the themes listed above. Most indicated strong (mastery) level of resiliency and belief in their abilities to rise to the challenges they face. Only one DSPS student indicated a lack of motivation which reflected little or no endorsement of the success themes. | | | | | ★ |
| Discuss any actions taken so far. | This was a pilot approach no further action taken t this time | | | | | ★ |
| Discuss your action plan for the future. | Should the ePortfolio project be continued or some other assessment tool be used to address success/resiliency themes, prompts can be reworked to elicit direct, measurable responses | | | | | ★ |

## **EOPS/CARE**

• As a result of completing the self-assessment worksheet in the EOPS Academic Success Program, students will identify three student success goals for the semester. (Assessed Spring 2019, Fall 2018)

| Mastery | | Above Average | | Average | | Below Average | | No Demonstrated Achievement | | N/A | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4 | 6.25% | 0 | 0.00% | 6 | 9.38% | 7 | 10.94% | 47 | 73.44% | 0 | 0.00% | 64 | 100.00% |
| 2 | 3.28% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 59 | 96.72% | 0 | 0.00% | 61 | 100.00% |

Spring 2019:



**Describe the quantitative results.**
Of the 93 students identified as having a 2.49 GPA or below, 64 were expected to complete the Academic Success Program self-assessment worksheet. 17 students, or 27%, filled out the worksheet. This is a significant improvement as last semester only 2 students, or 3%, filled it out.



**Discuss any actions taken so far.**
This semester, we ran a report detailing those students with 2.49 GPA and below. Then, we divided this list into three groups: Red, for those with 0-1.99 GPA, were students who were also most likely on probation and were expected to complete the worksheet. Yellow, for those students with a 2.0-2.24, were also expected to fill out the worksheet. Finally, students with a 2.25-2.49 had an opportunity but were not necessarily expected to fill out the worksheet. The students in the yellow and red groups were assigned to a particular counselor and were given a one hour appointment for their second contact to fill out and review the worksheet. Counselors treated these students like a caseload, maintaining contact through emails and phone calls to remind students of upcoming appointments.



**Discuss your action plan for the future.**
Compared to last semester, the results were much better. Those students who completed the worksheet expressed positive comments and did not resist the one hour appointment. However, many of these students missed their one hour appointment and were only allowed to have a one half hour appointment due to time and staffing constraints. Also, counselors felt that the one hour meeting would be more effective at the beginning of the semester rather than in the middle. So, our future plans are:
1. Move the one hour appointment to the first contact for students 2.24 and below. Counselors will complete the worksheet with the student.
2. If the student misses this appointment, they will be emailed the worksheet and be given a one half hour appointment to review and set goals.
3. We will create a follow up self-assessment worksheet for those students still on the program who filled out the original worksheet.
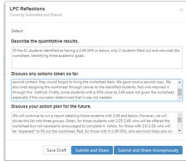
Fall 2018:



**Describe the quantitative results.**
Of the 61 students identified as having a 2.49 GPA or below, only 2 students filled out and returned the worksheet, identifying three academic goals.

**Discuss any actions taken so far.**
We tried several methods of getting the students to fill out the worksheet. We handed it out at first visits, asking students to bring back to the second contact. Although many students attended the second contact, they would forgot to bring the worksheet back. We gave most a second copy. We also tried assigning the worksheet through canvas to the identified students. Not one returned it through this method. Finally, some students with a GPA close to 2.49 were not given the worksheet, especially if the counselor determined that it was not needed.
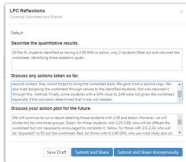
**Discuss your action plan for the future.**
We will continue to run a report detailing those students with 2.49 and below. However, we will divide this list into three groups. Green, for those students with 2.25-2.49, who will be offered the worksheet but not necessarily encouraged to complete it. Yellow, for those with 2.0-2.24, who will be "expected" to fill out the worksheet. Red, for those with 0-1.99 GPA, who are most likely also on probation and who will also be expected to complete the worksheet. Those students in the yellow and red groups will be given a one hour appointment for their second contact and will fill out the worksheet with their counselor. Counselors may use discretion to not complete the worksheet, in particular for students with one poor grade or who have demonstrated improvement from one semester to the next. We are also working on a better tracking method to track students over semesters. Finally, we will divide the students on the list into caseloads assigned to a particular counselor who is responsible for reaching out and reminding these students of their appointments.

• As a result of participating in EOPS/CARE new student orientation, students will be able to identify and understand their program obligations. (Assessed Fall 2018)

| Mastery | | Above Average | | Average | | Below Average | | No Demonstrated Achievement | | N/A | | Total | |
|---------|---------|---------------|---------|---------|-------|---------------|-------|------------------------------|-------|-----|-------|-------|----------|
| 83 | 67.48% | 35 | 28.46% | 0 | 0.00% | 4 | 3.25% | 1 | 0.81% | 0 | 0.00% | 123 | 100.00% |
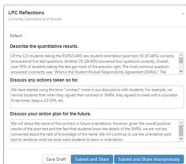
**Describe the quantitative results.**
Of the 123 students taking the EOPS/CARE new student orientation post-test, 83 (67.48%) correctly answered all five test questions. Another 35 (28.46%) answered four questions correctly. Overall, over 95% of students taking the test got most of the answers right. The most common question answered incorrectly was "What is the Student Mutual Responsibility Agreement (SMRA)." The SMRA is the contract that EOPS and students sign which details their responsibilities to the program. This is somewhat concerning as we review the contract in detail at the orientation. However, as the other test questions pertain to specific items in the contract, and most of those were answered correctly, it is likely that students just don't know the name of the contract they sign.

**Discuss any actions taken so far.**
We have started using the term "contract" more in our discussions with students. For example, we remind students that when they signed their contract or SMRA, they agreed to meet with a counselor three times, keep a 2.0 GPA, etc.
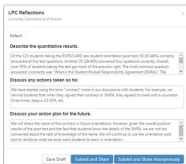
**Discuss your action plan for the future.**
We will stress the name of the contract in future orientations. However, given the overall positive results of the post test and the fact that students know the details of the SMRA, we are not too concerned about the lack of knowledge of the name. We will continue to use the orientation post test to reinforce what we most want students to learn in orientation.

## Financial Aid

• As a result of changes in financial aid delivery, including outreach efforts, processes, policies, and incorporation of new technology, the number of Pell Grant and Fee Waiver recipients will increase. (Assessed Spring 2019)

| Mastery | | Above Average | | Average | | Below Average | | No Demonstrated Achievement | | N/A | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 1 | 100.00% | 0 | 0.00% | 1 | 100.00% |

| Respondent | Course | Section | Organization | Date | Activity | Highlight |
|---|---|---|---|---|---|---|
| VALLE, DAYSI | - Financial Aid | Pell comparison | Financial Aid | Wed, May 29 2019 | Compare pell grant reports | |
| Describe the quantitative results. | Comparison of multiples pell reports from 2016-17 and 2017-2018. For 2016-2017 total pell grant recipients 1634 total amount $5,304,659.00 For 2017-2018 total pell grant recipients 1571 total amount $5,576,406.00 | | | | | ★ |
| Discuss any actions taken so far. | Over 2016, 2017, 2018 and 2019 Financial aid have been increasing our in-reach efforts to send more personal emails and a personal phone call to our pell recipients. Our office has been following up more close to our students offering them one-to-one assistance. | | | | | ★ |
| Discuss your action plan for the future. | A new verification software was purchase by the district to facilitate with a single sign-on portal for students to complete their verification worksheets and upload financial documents. The college can customize and co-brand the system, and allow verification items for students to have one place to conduct business. The new software provides two factor authentication for security, email and text options to alert students on the need for follow up. In addition, the system also provides desktop and mobile app versions for students, and allows colleges to compare data from FAFSA to verified data from taxes, other documentation, clearing those that match, and pushing discrepancies to financial aid staff. The new software Campus Logic also provides metrics to show workflow, data, and progress toward the SCFF outcomes for the three Supplemental performance metrics. | | | | | ★ |

## Health Center

• As a result of participating in a Chill and Chat peer support group, students report that they made progress toward their personal goals. (Assessed Spring 2019)

| Mastery | | Above Average | | Average | | Below Average | | No Demonstrated Achievement | | N/A | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3 | 60.00% | 1 | 20.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 1 | 20.00% | 5 | 100.00% |

| Respondent | Course | Section | Organization | Date | Activity | Highlight |
|---|---|---|---|---|---|---|
| Gonsman, Patricia | - Health Center | Chill & Chat | Health Center | Tue, May 28 2019 | Chill & Chat Evaluation | |
| Describe the quantitative results. | More students than not showed Chill & chat helped them with their feeling and progress toward personal goal. The amount surveyed was low, so attendance is an issue. | | | | | ★ |
| Discuss any actions taken so far. | We have increased flyers throughout the campus to advertise the Chill & Chat group | | | | | ★ |
| Discuss your action plan for the future. | Attendance for the Chill & Chat sessions has been an issue in the spring, 2019. In the future, we plan to advertise more and spread the word with faculty, staff and students. We also plan to change the location of the group to a more centralized and consistent location. | | | | | ★ |

## International Students

• As a result of attending the ISP Orientation, new students will understand and identify services provided by the International Student Office and through other resources available on the LPC campus. (Assessed Fall 2018)

| Mastery | | Above Average | | Average | | Below Average | | No Demonstrated Achievement | | N/A | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 6 | 42.86% | 4 | 28.57% | 4 | 28.57% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 14 | 100.00% |

| Respondent | Course | Section | Organization | Date | Activity | Highlight |
|---|---|---|---|---|---|---|
| BALERO, CYNTHIA | - International Students | New Student Orientation | International Students | Tue, May 28 2019 | Survey | |
| Describe the quantitative results. | Students were asked to rate their understanding of specific topics from 1-5. Students who indicated 5 on all 10 questions were ranked "Mastery". Those who indicated 4-5 were ranked "Above Average." Finally, students who indicated 2-4 were ranked "Average." The results were as follows: 6 - Mastery; 4 Above Average; 4 Average. | | | | | ★ |
| Discuss any actions taken so far. | Data is currently being reviewed in preparation of future Orientations. | | | | | ★ |
| Discuss your action plan for the future. | There is a demonstrated correlation between language proficiency and ability to understand the Orientation information. Moving forward, it may be beneficial to split the students into two groups based upon language proficiency. Currently, the program does not have staff available to accommodate this option. It may be useful to have two separate Orientations, but this also presents staffing challenges. | | | | | ★ |

## Outreach Services

• As a result of attending FastPass, students will complete the core services of orientation, assessment, and student educational planning. (Assessed Spring 2019)

| Mastery | | Above Average | | Average | | Below Average | | No Demonstrated Achievement | | N/A | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 344 | 24.66% | 223 | 15.99% | 538 | 38.57% | 250 | 17.92% | 40 | 2.87% | 0 | 0.00% | 1395 | 100.00% |

| Respondent | Course | Section | Organization | Date | Activity | Highlight |
|---|---|---|---|---|---|---|
| Anonymous | - Outreach Services | Anonymous | Outreach Services | Thu, May 30 2019 | FastPass Metrics | |
| Describe the quantitative results. | 344 Applications submitted (CCC Apply) 223 Online Orientations 538 Guided Self-Placements (Assessment) 250 Student Educational Plan (SEP) 40 Individuals/Families inquired about FAFSA or DREAM application | | | | | ★ |
| Discuss any actions taken so far. | No actions have taken place at this time. | | | | | ★ |
| Discuss your action plan for the future. | Participation of the new Financial Aid Outreach Specialist for future FastPass events. | | | | | ★ |

# **Puente\***

*The Puente faculty coordinators elected to assess Puente learning community course SLOs in lieu of copying them as SAOs in eLumen. The SLO summary data as presented in eLumen are not included because they represent all sections of each course, not exclusively the Puente-specific sections. However, the Puente-specific data are discussed in the reflections that appear below.

Psychology-Counseling 18 (Puente)

• Student will demonstrate the ability to articulate an individualized educational pathway toward achieving his/her transfer goal(s). (Assessed Spring 2019)

• Students will demonstrate the ability to develop a Transfer Action Plan for an individual transfer goal. (Assessed Spring 2019)

• Students will demonstrate the ability to identify a top barrier for transfer, and locate a campus resource to help overcome that barrier. (Assessed Spring 2019)
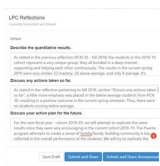


**Describe the quantitative results.**
As stated in the previous reflection (PCN 30 - fall 2018) the students in the 2018-19 cohort represent a very unique group, they all bonded in a deep manner, supporting and helping each other continuously. The results in the current spring 2019 were very similar: 53 mastery, 20 above average, and only 8 average. It's essential to mention that unlike the previous fall semester where 2 showed below average, there were no student below average this time.
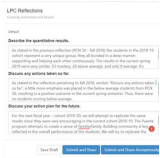


**Discuss any actions taken so far.**
As stated in the reflection pertaining to fall 2018, section "Discuss any actions taken so far", a little more emphasis was placed in the below average students from PCN 30, resulting in a positive outcome in the current spring semester. Thus, there were no students scoring below average.
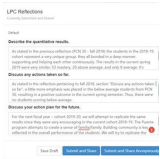


**Discuss your action plan for the future.**
For the next fiscal year – cohort 2019-20, we will attempt to replicate the same results since they were very encouraging in the current cohort 2018-19. The Puente program attempts to create a sense of familia/family. Building community is key as reflected in the overall performance of the students. We will try to replicate the bonding activities, intrusive counseling, mentor mixer events, club activities, etc. to continue improving and obtaining exceptional results.

Psychology-Counseling 30 (Puente)

• Evaluate their personal level of self-awareness, responsibility, and motivation and ability to integrate alternate strategies that support their college success. (Assessed Fall 2018)

• Illustrate skills needed to implement and develop long-range educational goals by identifying appropriate courses. (Assessed Fall 2018)

• Show ability to locate and assess resources and services on campus that promote their learning. (Assessed Fall 2018)

| Respondent | Course | Section | Organization | Date | Activity | Highlight |
|---|---|---|---|---|---|---|
| VALLE, RAFAEL | PCN30 - Student Success:College Exp. | P01 | Psychology Counseling | Tue, May 21 2019 | Lifelong Learning & Self Development | |
| Describe the quantitative results. | The Puente cohort 2018-19 represents a very unique group of Puente students as reflected in the mastery score total of 58, above average of 16, average of 8, and only showing 2 below average. The group bonded in a deep manner, creating a very strong support system for all Puente students. Thus, performing extremely well in the academic side. | | | | | ★ |
| Discuss any actions taken so far. | The Puente program encourages and practice intrusive counseling with all students. More emphasis was placed on those students showing below average and average. The strategy seems to have worked and willing to do it all over again. | | | | | ★ |
| Discuss your action plan for the future. | The Puente program attempts to create a sense of familia/family. Building community is key as reflected in the overall performance of the students. We will try to replicate the bonding activities, intrusive counseling, mentor mixer events, club activities, etc. to continue improving and obtaining the exceptional results as in this cohort. | | | | | ★ |

English 4 (Puente)

• Upon completion of English 4, the student will be able to identify and evaluate implied arguments in college-level literary texts. (Assessed Spring 2018)

• Upon completion of English 4, the student will be able to use grammar, vocabulary, and style appropriate for academic essays. (Assessed Spring 2018)

• Upon completion of English 4, the student will be able to write a research paper using credible sources and correct documentation. (Assessed Spring 2018)

• Upon completion of English 4, the student will be able to write an academic essay synthesizing multiple texts and using logic to support a thesis. (Assessed Spring 2018)

| Respondent | Course | Section | Organization | Date | Activity | Highlight |
|---|---|---|---|---|---|---|
| GONZALES, MICHELLE | ENG4 - Critical Thinking/Writing Lit | P01 | English | Mon, Oct 29 2018 | Common Assessment Eng4 | |
| Describe the quantitative results. | When students have trouble, it's with synthesis of ideas and controlling their ideas using multiple sources. | | | | | ★ |
| Discuss any actions taken so far. | Working with this semester's Puente students in 1A on MLA, better attention to detail, and critical thinking. | | | | | ★ |
| Discuss your action plan for the future. | Will work to create assignments that help students better see the relationships between separate sources | | | | | ★ |

English 1A (Puente)

• Upon completion of English 1A, the student will be able to identify the main ideas and supporting arguments of a college-level text. (Assessed Fall 2017)

• Upon completion of English 1A, the student will be able to research a topic using credible sources and document sources in an academically responsible way. (Assessed Fall 2017)

• Upon completion of English 1A, the student will be able to use effective and correct sentence structures to convey ideas. (Assessed Fall 2017)

• Upon completion of English 1A, the student will be able to write an academic essay using textual evidence to support a thesis. (Assessed Fall 2017)

| Respondent GONZALES, MICHELLE | Course ENG1A - Critical Reading and Comp | Section P01 | Organization English | Date Tue, Oct 23 2018 | Activity Puente Eng1A F2017 | Highlight |
|---|---|---|---|---|---|---|
| Describe the quantitative results. | It's was disturbing to see how often I told students to care more about MLA. Another issue that comes up with this particular essay is finding the best way to teach students how to get the right balance of secondary and primary sources. | | | | | ★ |
| Discuss any actions taken so far. | I still feel I may not have gotten to MLA lessons soon enough. | | | | | ★ |
| Discuss your action plan for the future. | This semester in 1A, I am discussing MLA between the rough draft and final draft of first essay in which they have to quote heavily. | | | | | ★ |

## Student Life

• As a result of their involvement in Las Positas College Student Government (LPCSG), students will develop the ability to effectively plan, organize, and facilitate meetings following parliamentary procedures (Robert's Rules of Order), and the Brown Act. (Assessed Spring 2019, Fall 2018)

| Mastery | | Above Average | | Average | | Below Average | | No Demonstrated Achievement | | N/A | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 4 | 20.00% | 8 | 40.00% | 6 | 30.00% | 2 | 10.00% | 0 | 0.00% | 0 | 0.00% | 20 | 100.00% |
| 1 | 3.57% | 10 | 35.71% | 14 | 50.00% | 3 | 10.71% | 0 | 0.00% | 0 | 0.00% | 28 | 100.00% |

| Respondent JULIAN, NESSA | Course - Student Life | Section Student Governance | Organization Student Life | Date Thu, May 30 2019 | Activity Survey of Student Governance | Highlight |
|---|---|---|---|---|---|---|
| Describe the quantitative results. | The LPCSG participated in a survey to measure their knowledge on elements related to organizing and running effective meetings in accordance with the participatory governance process and applicable laws, policies, procedures. The survey took place at the beginning of their term during the fall 2018 semester. Based on the results, 90% of the student leaders who participated scored within the average - mastery range. Only 10%, or 3 students fell within the "below average" range and no one within the "no demonstrated achievement" range. | | | | | ★ |
| Discuss any actions taken so far. | The answers to all questions and rationale including applicable laws, policies, procedures, were reviewed at the conclusion of the survey. In addition, throughout the term, the advisors worked with the students to point out the connections between the student governments roles and practices with the appropriate laws, policies, and procedures related to participatory governance, parliamentary procedure, and the Brown Act. | | | | | ★ |
| Discuss your action plan for the future. | The advisors will modify the powerpoint presentation/training for incoming student government leaders at the beginning of each term, and will continue to help student leaders make connections between the policy/procedure and their practice throughout their terms in office. | | | | | ★ |

## Umoja

• Students who complete at least one Umoja course per semester for two consecutive semesters will return to Las Positas College for the following semester. (Assessed Fall 2018)

| Mastery | | Above Average | | Average | | Below Average | | No Demonstrated Achievement | | N/A | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 14 | 87.50% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 2 | 12.50% | 0 | 0.00% | 16 | 100.00% |

| Respondent | Course | Section | Organization | Date | Activity | Highlight |
|---|---|---|---|---|---|---|
| BURKS, KIMBERLY | - Umoja | UmojaRetentionRates | Umoja | Thu, May 30 2019 | Umoja Retention | |
| Describe the quantitative results. | The goal is to achieve 90% retention rates for students who have completed at least one Umoja class in the fall and spring consecutive terms and are enrolled in LPC classes in the following fall semester. While we accept new students into Umoja in the spring semester, our results are only assessing those students who completed two consecutive semesters in Umoja. There were 16 students who completed both semesters and 14 continued as LPC students in the following fall semester. Our retention rate is 87.5%. We missed our goal by 2.5%. | | | | | ★ |
| Discuss any actions taken so far. | This spring, 2019, we promoted fall enrollments to our existing students with repetitive messaging to our GroupMe chat for our current co-hort. In addition, the Umoja counselor held drop-in registration clinics to assist students with registration questions to remove enrollment barriers and challenges. We also enhanced our end of the year awards ceremony offering two types of certificates, one for participating in Umoja and another for completing their educational programs. Students who completed their educational programs were also given kente stoles as an award and incentive for those who are still working towards their educational goals. Finally, throughout the fall and spring semesters, student interventions were performed with students who were most at risk of failure due to personal and academic circumstances. | | | | | ★ |
| Discuss your action plan for the future. | In the future, we to also assess retention rates for students who join Umoja in the spring. That will provide a more accurate view into Umoja retention rates. We also want to formalize our early student interventions in addition to create a campaign on completing one's educational goals. | | | | | ★ |

## Veterans Program

• Upon completion of Operation Gateway (the summer transition orientation), student Veterans will have a greater awareness and understanding of available resources and support services. (Assessed Summer 2018)

| Mastery | | Above Average | | Average | | Below Average | | No Demonstrated Achievement | | N/A | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 12 | 48.00% | 9 | 36.00% | 1 | 4.00% | 0 | 0.00% | 0 | 0.00% | 3 | 12.00% | 25 | 100.00% |

| Respondent | Course | Section | Organization | Date | Activity | Highlight |
|---|---|---|---|---|---|---|
| STEFFAN, TODD | - Veterans Program | Op Gateway 10 | Veterans First Program | Wed, May 29 2019 | Op Gateway Survey | |
| Describe the quantitative results. | Selected the question from the series of various questions asked in the post survey from those who attended Operation Gateway, "How much better do you understand the key items with VA Education Benefit Certification process? This was selected as a key question, since Veterans Affairs (VA) Educational benefits is a key service provided by the Veterans First Program. Overall majory of students rated as a greater knowledge of this process. | | | | | ★ |
| Discuss any actions taken so far. | As mentioned above, selected on of a series of various questions asked from the different presentations/workshops from Operation Gateway. The question of understanding the VA certification process and items related, was the best indicator of over-all understanding of services/programs presented at Operation Gateway. | | | | | ★ |
| Discuss your action plan for the future. | We plan on changing the post survey for the next Operation Gateway to focus on over-all understanding of the services and programs provided at Operation Gateway. We will also reduce the number of questions in the post survey to focus on measuring on understanding of programs and services provided by the Veterans First Program. Questions on satisfaction of individual presentations will be reduced significantly. This will assist with providing more detailed data on Operation Gateway learning outcomes. | | | | | ★ |