Las Positas College
ANNUAL PROGRAM REVIEW TEMPLATE
Review of AY 2011-12

Name of Program	Division	Author(s)
Student Life	Student Services	Cynthia Ross

INSTRUCTIONS:

1. This Annual Program Review covers the time frame academic year 2011-2012.
2. The planning should be for the academic year 2014-2015.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template (*e.g.*, Bio, math, EOPS)
4. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
5. To see how other programs completed sections in the Annual Program Review, visit the Examples Template on the PR website.   The examples are from a variety of programs and may give you ideas of how to respond for your own program.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR co-chairs Jill Carbone and Teri Henson. Concerns, feedback and suggestions are welcome at anytime to PRC representatives or co-chairs.
8. Instructions for submitting your Annual Program Review will be available at the start of the fall semester.

STATEMENT OF PURPOSE:

- Review and reflect on the student experience, with the goals of assessing and improving
    - student learning and achievement
    - services for students
    - program effectiveness.
- Provide a forum for each program's findings to be communicated to Administration
- 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.

I. MISSION

State the current program mission
(A mission statement should address the unique role and scope of the program. Consider the operating mission of your program. Identify specific purposes within your program (e.g., certificates, degrees, general education, matriculation, assessment). Avoid vague, overbroad language.)

> The Office of Student Life is committed to providing programs and services that foster student participation in government, activities, organizations, athletics, and cultural events. The college recognizes the important role of students as active and meaningful participants in the

> shared governance decision-making process of the institution. Comprehensive leadership development and orientation programs for students that strengthen their knowledge, expand understanding of governance issues, increase student preparedness and enhance student credibility in the community are important and essential responsibilities of the college. The Office of Student Life is committed to improving student success, and ensuring access, equity and inclusion for all students.

The mission of Las Positas College is:

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.

(**NOTE:** this is the draft mission statement, currently under review.)

Discuss how the program supports the college mission.

> The Office of Student Life believes that learning takes place outside of the classroom as well as inside. Research suggests that student involvement increases student success and satisfaction, increases student retention, and aids in students reaching their academic goals. The Office of Student Life is committed to these goals.

II. PROGRAM ANALYSIS

A. Courses (For Instructional Programs Only)

1. Will any course outlines be revised or updated in the academic year 2014-2015?

   (Highlight the appropriate box to type in an X.)

   YES ☐   NO ☐

   If yes, in the table below, please list which courses will be revised or updated and the reason for the revision.

   (Click in the box under Courses to start entering information. Tab to move to the next box. Tab in the last box to create a new row.)

Course(s)	Reason for Revision
n/a	Click here to enter text.
Click here to enter text.	

2. Will new curriculum (*e.g.,* course outlines, degrees) be submitted to the Curriculum Committee for the academic year 2014-2015?

   YES ☐   NO x☐

   If yes, please describe briefly what new curriculum is planned.

> Click here to enter text.

B. New Initiatives (AY 2014-15)

Are any new initiatives planned for the academic year 2014-15?

(Examples of new initiatives include, but are not limited to: new degrees or certificates, new pathways, new outreach efforts.)

YES ☐   NO x☐

If yes, please describe briefly what new initiatives are planned.

> Click here to enter text.

C. SLOs/SAOs

1. Status of course SLOs/SAOs and assessments for AY 2011-12.

(Since the Program Review process is beginning in 2013 and the assessments for AY 2012-13 will not be complete, analyze the assessments for the AY 2011-12). Click in the box under Number of Courses Offered. Press Tab to move to the next box. Press Tab at the end of the row to create a new row.

Number of Courses Offered (AY 2011-12)	Number of Courses with SLOs (AY 2011-12)	Number of Courses Assessed within the last TWO years (AY 2010-11, AY 2011-12)
2	2	2

2. How frequently have course SLOs/SAOs been assessed? (e.g: every semester, every other semester, once a year.)

(This is a summary; it is not a list of courses and their assessment frequency.) Click in the box and begin typing. The box will expand as you type.

> Every semester

3. Status of program-level SLOs/SAOs and assessments for AY 2011-12.

Number of degrees/certificates offered	Number of degrees/certificates with SLOs	Number of program level SLOs/SAOs
n/a	Click here to enter text.	Click here to enter text.

4. Analysis of SLO/SAO data for AY 2011-12.
(Attach a summary of the program's AY 2011-12 SLO/SAO data as an appendix.)

   a. Please describe the program-wide dialogue on assessment results, including assessment of distance education courses. Where would one find evidence of this dialogue?

(This section concerns the type and variety of dialog regarding assessment results, not the assessment results themselves. For examples of evidence, consider: meeting notes, program coordinator's records of dialogue, or email.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

> The Student Life SLO's deal with encouraging responsibility and dependability in students and improving their communication and leadership skills. The assessments of the SLO's have been discussed in the Associated Students of Las Positas College (ASLPC) Student

Senate meetings and workshops. Evidence of the dialogue can be found in the minutes of the ASLPC and in evaluations of the various workshops. In addition, assessment was discussed and reviewed with other members of the Student Services Division in both Student Services monthly planning meetings and monthly Division meetings.

b. Please summarize what was learned from the assessments, including distance education courses. How will these results be used for improvement/s?

(Please provide at least two paragraphs. One paragraph should address face-to-face assessments, the other paragraph should address distance education assessments. If the course is taught in both face-to-face and distance education modes include a paragraph comparing the assessment results.)

In the assessments it was learned that students need practice in communication skills and public speaking skills. Public speaking and communication workshops were presented to the students. In addition, assessments showed that some students were not meeting their responsibilities as related to committee assignments and mandatory meetings. Students were spoken to in groups and individually, and the Student Life Advisor began monitoring attendance more carefully. We have seen improvements in both areas over the last couple of years.

There were no distance education assessments.

c. To what extent will, and how, do assessment results support resource requests for AY 2014-15?

As the Student Senate has grown, monitoring and guiding the students has become a full-time job. It is difficult for a faculty member who is given 40% reassigned time for Student Life to fulfill all the responsibilities for ensuring that students are dependable, responsible and have effective communication skills. The resource requests for 2014-15 ask for a full-time Director of Student Life, or increased faculty reassigned time, and a full-time Student Life Assistant.

d. What are the general plans for assessments in the upcoming academic year AY 2014-15 (*i.e.* additional assessments or reassessment)?

Similar assessment to the current ones.

D. Student Data
1. Analyze the student data provided by the Office of Institutional Research (http://www.laspositascollege.edu/researchandplanning/ProgramReview.php) and other data as appropriate (for example: SARS-TRAK data, library student surveys).

a. Please describe the program's dialogue about the student data. Where would one find evidence of this dialogue?

(This dialog should be occurring as you write your Program Review of 2011-2012. Examples of evidence may include: agenda or minutes from workshops or meetings, internal reports. Smaller programs may want to consider discussing their data with related programs, their Dean, the Institutional Researcher or, for academic programs, adjunct faculty in the program.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

> The data from the Student Satisfaction Surveys indicate that a small percentage of students actually know about Student Life opportunities. Only 21% of students indicated that they were involved in Student Life, 14% said they had never heard of Student Life opportunities, and 65% said they had heard of them but did not participate. There has been much dialogue among the Student Senate as to how to increase visibility on campus. This dialogue can be found in meeting minutes and notes from conferences.

b. Please summarize what the program learned from the student data. How will these results be used for improvement/s and planning?

(Briefly discuss trends or significant findings regarding student retention, success rates, different cohorts of students, etc. Student data may suggest the need for changes in course offerings, scheduling, teaching methodology, outreach, processes, etc., or may lead to the creation of a new SLO/SAO.)

> The program learned that a concerted effort needs to be made to increase participation in Student Life opportunities. To that end, the Student Senate formed a Campus Outreach task force that takes Student Life to the Students. In addition, a Public Relations sub-committee was formed to raise awareness among the student body.

c. To what extent, and how, do the student data results support resource requests?

(If relevant, briefly explain how your student data may be improved by acquiring new or additional resources (eg: faculty, classified personnel, instructional equipment, facilities) that you plan to request. You will be asked to provide more detailed information on the resource request forms; this is just a brief summary.)

> It is difficult for a faculty member who is given only 40% reassigned time for Student Life to focus on expanding the program, increasing offerings, and recruiting more students. The resource requests for 2014-15 ask for a full-time Director of Student Life, or increased faculty reassigned time, and a full-time Student Life Assistant.

2. Enrollment Management **(Instructional programs only)**

   a. What total FTEF was approved for the program in 2012-13? This data is found in your Discipline Plans.

   > n/a

   b. If this amount differs from 2011-12, describe what changes have occurred.

(To find Total FTEF for AY 2011-2012 consult the Enrollment Management data on the IR website. (http://www.laspositascollege.edu/researchandplanning/ProgramReview.php). If your allocation was less than the previous year, comment on the types of courses that were cut. If the allocation was more, indicate which classes were added and why.)

n/a

c. Describe and explain any changes you anticipate in course offerings for the academic year 2014-15.

n/a

E. Human Resources (in AY 2011-12)

1. Please complete the following table.

    (Enrollment Management data is posted on the IR website:
        (http://www.laspositascollege.edu/researchandplanning/ProgramReview.php).

Total FTEF*	FTEF from Full-Time Faculty*	% FTEF from Full-Time Faculty **
n/a	Click here to enter text.	Click here to enter text.

* If your program consists of multiple rubrics (eg: Anatomy, Ecology, Microbiology) sum values from all rubrics

** If your program consists of multiple rubrics, use the following equation to calculate the % FTEF from Full-Time Faculty: Divide the FTEF from Full-Time Faculty by the Total FTEF and multiply by 100.

Type of Personnel	Number	Shared? With whom? If shared, state % of time assigned to the program	No. of hrs/wk	No. of mo/yr
full-time classified staff*	1	Not shared	30-40	12
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
regular hourly classified staff**	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
student assistants	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

* full-time: 20 hrs/wk (50%) to 40 hrs/wk (100%)

** regular hourly: 18 or fewer hrs/wk (45% or less)

2. Will human resources be adequate for the academic year 2014-15?

YES x☐   NO x☐

If No, briefly describe. Provide any data which support these needs.

> The faculty release time needs to be increased from 40% to at least 60%. The job description for this position indicates the amount of work necessary to keep the program vital and viable (can attach if necessary). In addition the number of events/activities that requires management from the Advisor has grown 175% since 2005 as evidenced in our annual reports. The staff assistant's hours also need to be increased. It is difficult to complete all the responsibilities in 20 hours per week. At present, the assistant has 30 hours in unused comp time.

3. Are there Staff Development needs for the academic year 2014-15?

YES ☐   NO x☐

If yes, elaborate. Provide any data which support these needs.

> n/a

F. Technological Resources

Are there any **new** technological needs for the academic year 2014-15?
(Do not discuss your existing technology, including replacements and repairs of existing technology. DO discuss new needs.)

YES ☐   NO x☐

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: enrollment information related to the growth of your program, workforce demands/trends, obsolete or outdated equipment and/or software.)

> n/a

G. Facilities, Equipment, and Supplies Resources

Are there any <u>new</u> facility, equipment or supply needs for the academic year 2014-15?
(In this section consider new facilities, equipment and/or supplies that are needed to support your program. This does not include your current items that need replacement. Definitions of these terms may be found in the glossary.)

YES ☐   NO x☐

If yes, briefly describe. Provide any data which support these needs.
(Examples of relevant data might include: data on program's growth, change in curriculum, ADA regulations, etc.)

> n/a

H. Financial Resources

1. Is there a Program budget for the academic year 2014-15? (Include any co-curricular funds)

YES x☐   NO ☐

If yes, please briefly describe amount and general uses.

> Student Life is funded by the Student Activity Fee and the Student Representation Fee which is paid by students. The budget for 2014-15 is estimated to be about $140,000 for Student Activity and $18,000 for Student Representation. Student Representation dollars can only be used for advocacy and education as mandated by Title V. Student Activity dollars are used for student scholarships, activities and events, the Textbook Loaner Program, signature programs, club funding and professional development for student leaders.

2. Are there any **new** financial needs for the academic year 2014-15?
   (Examples of new financial need might include: new funding needed for upcoming events, new initiatives, changes in curriculum that require new training beyond what staff development can provide, request for release time for something new, etc.)

   YES ☐   NO x☐

   If yes, briefly describe. Provide any data which support these needs.

   > Click here to enter text.

I. Other information pertinent to the program.
   In the space below, discuss any other information which is pertinent to the program. Examples include

   - Internal or external impacts on program
   - (*e.g.*, mandates from state, curriculum changes in one program that impact another, loss of resources due to budget cuts, changes in college mission, goals, etc.)
   - Other internal or external data *(data not discussed above)*

   > Click here to enter text.

III. SUMMARY

A. **Summarize objectives accomplished since the Program Review Update (2012)**
   (The 2012 Academic Program Review Updates can be found on the Grapevine

   http://grapevine.laspositascollege.edu/programreview/ipr2010-11.php

   (Click on your discipline name.) Your brief discussion may include objectives accomplished since the 2010 program review, even if not discussed in the Update.)

   > One objective was to increase outreach. The Student Senate has accomplished this by forming Outreach Task Forces – Community, High School and Campus. Another objective was to offer more workshops to students. Workshops are continually offered by the Student Life Advisor and senior members to the members of the Student Senate. A third objective was to foster independent functioning of the Associated Student organization

> and the clubs while providing guidance. This is a work in progress, but I have seen a significant improvement in the maturity and reliability of the members of the Student Senate, and I know that several clubs are functioning fairly autonomously.

B   Summarize objectives not accomplished since the program review update (2012) and why not.
(Your brief discussion may include objectives not accomplished since the 2010 program review, even if not discussed in the Update.)

> Because of the lack of human resources, some of our original objectives have not been able to be accomplished. We would like to shift coordination of events on campus (College Night, Graduation, Scholarship Ceremony, etc.) to the Office of Student Life, but do not have the capacity at present. Another objective was to have regular student forums which we have not been able to implement. The Student Life Assistant has not been able to prepare monthly newsletters because of lack of time.

C.   What are the objectives for the academic year 2014-15?
(Summarize briefly the objectives you plan to accomplish or begin in 2014-15. You will describe your plan to implement/achieve these objectives in the Program Effectiveness Plan in Part IV.)

> Continue to encourage independent functioning of the Student Senate. Begin the shift of coordination of events, perhaps starting with College Night (formerly High School Senior/Parents Night). Conduct at least one student forum per semester.

D.   For all needs identified in Part II, summarize how these needs will affect student learning/achievement and impact the program.
(This brief summary should capture the effects on students and the program if the needs are met or unmet.)

> We need to make students more aware of opportunities for involvement outside the classroom. The Student Support (Re)defined Study of January 2013 looked at factors that lead to student success. These include feeling connected to, engaged in, nurtured and valued by the college community. Student Life is the obvious program to achieve these goals, but we need the resources (financial and human) to grow and expand the program. We, as a college, must address these needs if we are to comply with the Student Success Act.

Continue to the next page to complete the form.

Name of Program	Division	Author(s)
Click here to enter text.	Click here to enter text.	Click here to enter text.

IV. PROGRAM EFFECTIVENESS PLAN

Instructions: In the table below, indicate how you plan to measure the effectiveness of each objective summarized in Part III and the resources needed.

Suggested: 0-5 Objectives (focus on a few)

Rank	Priority 1=essential 2=important 3=nice to have	Objective	SLO's/SAO's linked to objective	College goal(s) linked to objective ‡	How will effectiveness be measured?	Category *	Resources needed	Committee
1	2	Continue to encourage independent functioning of the Student Senate.	Students will demonstrate dependability and responsibility by consistently attending their required meetings and mandatory activities.		*Number of committee meetings and mandatory activities the students participate in. Assessment of the effective functioning of the organization*	*human*	*none*	*n/a*
2	1	Begin the shift of	Students will identify		This will not only affect the clubs but	Human, Financial	Increase in hours	n/a

Name of Program	Division	Author(s)
Click here to enter text.	Click here to enter text.	Click here to enter text.

		coordination of events	supportive resources for creating and initiating student clubs that represent the diversity, social, political and cultural interests of the college community.		all students. Evaluations at the end of each event will be distributed to measure the success/effectiveness.		for staff assistant; increase in faculty reassigned time or full time director.	
3	2	Conduct at least one student forum per semester.	Students will identify supportive resources for creating and initiating student clubs that represent the diversity,		Again this will help all students, not just those in clubs to understand the opportunities afforded by involvement in Student Life. Evaluations at the end of each forum will be the assessment.	Human, financial	Increase in hours for staff assistant; increase in faculty reassigned time or full time director.	n/a

Name of Program	Division	Author(s)
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			social, political and cultural interests of the college community.					
4	Click here to enter text.	Click here to enter text.	Click here to enter text.		Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
5	Click here to enter text.	Click here to enter text.	Click here to enter text.		Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

*human, technological, facilities/supplies, financial, other

‡When College Goals become available, this column will be activated.