



2024-25 ADMINISTRATIVE UNIT PROGRAM REVIEW

UNIT: _____ Academic Services _____

Writer: _____ Nan Ho _____

*****Please submit your completed Program Review to Rajinder Samra by 5pm on Monday, June 30, 2025.*** revised due date July 31, 2025**

STATEMENT OF PURPOSE:

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

Timeframe: This program review reflects on the time period between spring 2024 through spring 2025 and plans through fall 2025.

I. MISSION

A. State the current program mission

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

B. The mission of Las Positas College is the following:

Las Positas College provides an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting lifelong learning.

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

Academic Services ensures academic excellence through institutional support, leadership, fiscal oversight, and planning for academic divisions. We support the college mission by centering equitable outcomes and student success in our work. This work includes: recruiting, supporting, and evaluating faculty and classified professionals and managers; connecting with the community and industry in appropriate ways; supporting the curriculum process, including implementation of Credit for Prior Learning, AB 705/1705, AB928, AB111 and other mandates; supporting the Program Review and SLO assessment process; supporting the development of Guided Pathways (building new pathways to LPC through programs, supporting program maps, scheduling to optimize student completion, bolstering relationships with K-12 and 4-year transfer institutions); supporting Career Education, Adult Education, and dual enrollment programs; supporting strategic enrollment management efforts, supporting equity initiatives such as ZTC/LTC; working with Student Services to address the needs of diverse students with varying academic support needs, and collaborating with Administrative Services to support the academic programs and personnel of the college with fiscally responsible practices.

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

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

8. Support Guided Pathways through program mapping maintenance and administrative support

9. Evaluation and professional development of faculty, classified professionals, and administrators

II. GOALS AND OBJECTIVES

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

All previous goals and objectives are ongoing. Examples of achievement in each objective are:

Lead and support efforts to reduce equity gaps in instructional outcomes (success, persistence, completions, Perkins outcomes, institutional set standards)

- Leadership and discussion in program review process and in departments and divisions
- Divisions and programs are implementing equity initiatives in their curriculum and pedagogy
- Academic programs and faculty and classified professionals engaging in DEIACT and Linguistic Justice that examines data
- Lead and present analysis and actions related to Perkins data in CTE, and IPEC institutional set standards
- Review data and address this through work in preparation for mid-term report in accreditation
- CCAP is growing and turning its focus toward outcomes and pathways
- ZTC/OER efforts supports success and reduces barriers; engaged in cross-functional textbook transparency efforts and focus on pathways with new grant
- Learning support programs (Tutoring, RAW, honors, Library, Smart Shops, etc)
- 2Gen and other supports through CDC
- Partnership with Children’s Council of SF

Expand Strategic Enrollment Management practices with equity, pathways, SCFF metrics-attainment, and fiscal responsibility lenses

- Success in strategic and intentional enrollment management, which have led to high rates of growth while maintaining metrics and exceeding enrollment targets set by the district
- These efforts are dynamic and responsive to meet student needs through adds, while exercising strategic restraint due to fraudulent enrollments

- EM strategies have focused on SCFF metrics, including 1st year English and Math, pathway completions, persistence, and adherence to block schedules that are student-centered

Provide leadership and support to implement and address impacts of legislative initiatives (e.g., SCFF, AB 705/1705, 928, 1111)

- Leadership and management of diverse AB 1705 projects, increased capacity for work on AB 928 and AB 1111
- Successful development and launch of 6 new CCN courses, CCN and CalGETC integration into programs, English and Math program curricular innovations
- Increased capacity for curriculum initiatives through new Curriculum and Scheduling Specialist

Build capacity and strategically expand offerings through dual enrollment and CCAP

- Increased from 1 to 5 districts with CCAP
- Increased number of students served, numbers of courses offered, and number of high schools served
- Leveraged CEMC FTEF allocation and K-16 funding to offer CCAP courses
- Hired Early College Program Coordinator as a temporary position
- Increased capacity for curriculum initiatives through new Curriculum and Scheduling Specialist

Build capacity and strategically expand offerings through noncredit and not-for-credit (Community Education), with equity, fiscal responsibility, and pathways lenses

- Community education expansion, modernization, and increased alignment with college strategies
- Noncredit programs are stable, meeting needs as stand-alone or mirrored classes and some are expanding (NBUS, NESL, NMAT, NAVI)

Build capacity and strategically expand offerings through Apprenticeships

- Apprenticeships manager identified
- New curriculum in Automotive
- Partnering with District apprenticeship team regarding new potential apprenticeship opportunities
- Implementing practices to capture cost of apprenticeships

Build capacity and strategically expand offerings through non-traditional partnerships (e.g., Instructional Service Agreements, justice-impacted students, industry trainings and continuing education)

- Engaging in ISA conversations with industry partners, in partnership with Admin Services and Student Services
- Rapid Education and Training Program (NNSA) model successfully launched multiple short-term not-for-credit courses

Build capacity and improve opportunities for Credit for Prior Learning (CPL) and ZTC/LTC

- Academic dean and manager have more direct primary administrative leadership for CPL and ZTC/LTC
- In light of switch to online bookstore and AB 607, ZTC/LTC work is in collaboration with expanded team of stakeholders regarding Textbook Transparency
- Increased capacity for curriculum initiatives through new Curriculum and Scheduling Specialist

Develop plan for long-term realignment of Academic Services structures and staffing

- Computer center classified professionals have moved from STEM to BSSL to reflect the Computer Center’s connection to the other Learning Resources in 2100 and the BSSL division

Collaborate to implement and support professional development around new technology platforms related to instruction (e.g. CurriQunet META and AdAstra)

- META curriculum module fully implemented
- META assessment module (for SLO and SAO) in development
- Dean and Curriculum specialist training in Ad Astra; implementation plan developed for Ad Astra schedule development
- Successful grant to support sustainability of Program Mapper updates
- Increased capacity for initiatives through new Curriculum and Scheduling Specialist

Strategically consider capacity and alignment with missions and values in considering goals and emerging opportunities

B. Major Goals and Objectives from Summer 2025 through Fall 2025.

Major Goals and/or Objectives	Start Date	Status: Ongoing, date completion anticipated	Need Assistance in order to complete goal or objective (reference applicable resource request page)	Educational Master Plan (EMP) Goals or Planning Priorities linked to this Goal/Objective
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1. Strategically consider institutional, financial, and human capacity and alignment with missions and values in assessing goals and timelines of current and emerging opportunities				EMP A, B, C, D, E; PP equity, success/completion, and wellbeing
2. Lead and support efforts to reduce equity gaps in instructional outcomes (success, persistence, completions, Perkins outcomes, institutional set standards)				EMP A, B, C, D, E; PP equity, success/completion, and wellbeing
2. Expand Strategic Enrollment Management practices with equity, pathways, SCFF metrics-attainment, and fiscal responsibility lenses				EMP A, B, C, D, E; PP equity, success/completion, and wellbeing
3. Provide leadership and support to implement and address impacts of legislative, regulatory, and accreditation changes and initiatives and needs (e.g., SCFF, AB 705/1705, 928, 1111, 607, RSI)				EMP A, B, C, D, E; PP equity, success/completion, and wellbeing
4. Build capacity and strategically expand offerings through dual enrollment and CCAP with increased focus on pathways and equitable access and outcomes.				EMP A, B, C, D, E; PP equity, success/completion, and wellbeing
5. Build capacity and strategically expand offerings through noncredit and not-for-credit (Community Education), with equity, fiscal responsibility, and pathways lenses				EMP A, B, C, D, E; PP equity, success/completion, and wellbeing
7. Build capacity and strategically expand offerings through non-traditional partnerships (e.g., Instructional Service Agreements,				EMP A, B, C, D, E; PP equity,

apprenticeships, justice-impacted students, industry trainings and continuing education)				success/completion, and wellbeing
8. Build capacity and collaboration and improve opportunities to serve students through for Credit for Prior Learning (CPL) and ZTC/LTC and OER.				EMP A, B, C, D, E; PP equity, success/completion, and wellbeing
9. Develop vision and plan for near and long term alignment of structures and staffing to strengthen service toward college priorities, including pathways, student success and needs, and sustainable and equitable workload.				EMP A, B, C, D, E; PP equity, success/completion, and wellbeing
10. Collaborate to implement and support professional development around technology and platforms related to instruction and effective and efficient delivery of services (e.g. CurriQunet (including catalog), AdAstra, dualenroll.com, Ellucian, AI, SSB 9, Teams)				EMP A, B, C, D, E; PP equity, success/completion, and wellbeing

III. STAFFING

A. Staff Profile

	Staffing Levels for Each of the Previous Five Years	Anticipated total staff needed
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Position (...) means the staffing is reflected in other managers' program review (CTE, Ed Partnerships, CDC)	2020	2022	2022	2023	2024		2025-2026	2026-2027
	Administration	7	6	?	8	7 (1)		7(1)
Supervisory	1	1	1	1	0 (1)		0 (1)	0 (1)
Classified Staff FT	32	30	?	42	32 (11)		32(11) (2 new)	32(11)(2 new)
Classified Staff PT	13	15	?	19	11(1)		11(1)(1 replace)	11(1) (2)
Confidential Staff FT	1	1	1	1	1		1	1
Total Full Time Equivalent Staff	54	53	?	71	51(14)		51(14)(3)	51(14)(5)

B. Staffing Needs

NEW OR REPLACEMENT STAFF (Administrator, Faculty or Classified)

<p>List Staff Positions Needed for Academic Year _____ 2025-2026 _____</p> <p>Place titles on list in order (rank) or importance.</p>	<p>Indicate (N) = New or (R) = Replacement</p>	<p>Estimated Annual Total Cost</p>	<p>EMP Goals or Planning Priorities Linked to Position</p>
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<p>Administrative Assistant to support all Academic Services</p> <p>Reason: flexibility to provide administrative support for state, district, and college initiatives such as AB 607 (textbook transparency), Honors, CPL, Guided Pathways, Apprenticeships, Smart Shops, Community Education; to support committees such as CTE, GP, Honors; to support academic managers and academic divisions, especially in high demand season and during absences, and other administrative units</p>	R		EMP A, B, C, D, E; PP equity, success/completion, and wellbeing
<p>Dean of Academic Services</p> <p>Reason: To expand LPC capacity to lead and support and ensure success and compliance with key initiatives and strategies, including legislative, regulatory, and grants.</p>	N		EMP A, B, C, D, E; PP equity, success/completion, and wellbeing
<p>Dean of Academic Services for a 5th division</p> <p>Reason: To increase capacity of each academic division to serve students and employees within the division, including being better able to respond to program level needs and opportunities.</p>	N		EMP A, B, C, D, E; PP equity, success/completion, and wellbeing
<p>Athletic technician #1</p> <p>Reason: To provide technician support to all of athletics</p>	R		EMP A, C, D, E; PP equity, success/completion, and wellbeing
<p>Honor Program Coordinator</p> <p>Reason: To institutionalize the coordination the rapidly growing Honor Program and leverage its strengths into greater enrollment and achievement for our students</p>	N		EMP A, C, D, E; PP equity, success/completion, and wellbeing

<p>Early College Coordinator</p> <p>Reason: To expand capacity and success of dual enrollment and CCAP programs</p>	<p>N (currently using a temp on call)</p>		<p>EMP A, B, C, D, E; PP equity, success/completion, and wellbeing</p>
<p>Math Emporium Instructional Assistant</p> <p>Reason: To provide evening support for Math Emporium students</p>	<p>R</p>		<p>EMP A, C, D, E; PP equity, success/completion, and wellbeing</p>
<p>VWT Winery and Vineyard Manager</p> <p>Reason: To manage the winery and vineyard for sustainable growth, ensure compliance, and expand partnerships with wine industry</p>	<p>N</p>		<p>EMP A, B, C, D, E; PP equity, success/completion, and wellbeing</p>
<p>Senior Administrative Assistant</p> <p>Reason: To increase support for public safety programs</p>	<p>N</p>		<p>EMP A, B, C, D, E; PP equity, success/completion, and wellbeing</p>
<p>ECD Professional Development Coordinator</p> <p>Reason: To provide professional development to ECE students and recruit, onboard, and provide pathways support fo ECE students</p>	<p>R</p>		<p>EMP A, B, C, D, E; PP equity, success/completion, and wellbeing</p>
<p>12 month Instructional Assistant for tutoring</p> <p>Reason: To increase support for tutoring services throughout the academic year</p>	<p>N</p>	<p>\$120,000</p>	<p>EMP A, C, D, E; PP equity,</p>

			success/completion, and wellbeing
Athletic technician #2 Reason: To provide technician support to all of athletics	R		EMP A, C, D, E; PP equity, success/completion, and wellbeing

IV. FACILITIES

A. Facilities Needs

FACILITIES NEEDS

List the Facilities Need and the Reason	EMP Goals or Planning Priorities Linked to Position
1. Evaluate possible redesign of English Program student support spaces <u>Reason: Changing needs of students for delivery of support services</u>	EMP A, C, E; PP equity, success/completion
2. Finalize athletic program feasibility study: volleyball and pickleball fields and cross-country <u>Reason: Expansion of athletic programs with demonstrated need in community and K-12</u>	EMP A, B, C, E; PP equity, success/completion, and wellbeing
3. Professional Development Center renovation and expansion <u>Reason: To expand professional development opportunities to all college employees</u>	EMP A, C, D, E; PP equity, success/completion, and wellbeing

<p>4. Continued improvement of operational support for evening and weekend events</p> <p><u>Reason: To support programs, events, and activities of internal and external stakeholders</u></p>	<p>EMP A, B, C, D, E; PP equity, success/completion, and wellbeing</p>
<p>5. Continuous improvement for classroom\lab key and keyfob access for instruction and employee access</p> <p><u>Reason: Faculty need access to classrooms and labs at the correct times in order to create a caring, welcoming space.</u></p>	<p>EMP A, C, D; PP equity, success/completion, and wellbeing</p>

V. TECHNOLOGY AND EQUIPMENT

A. Technology and Equipment Needs

TECHNOLOGY AND EQUIPMENT NEEDS

<p>List the Technology and Equipment Needs</p> <p>Place titles on list in order (rank) or importance.</p>	<p>Indicate (N) = New or (R) = Replacement</p>	<p>Estimated Annual Total Cost of Ownership</p>	<p>EMP Goals or Planning Priorities Linked to Position</p>
<p>1. Technology upgrades as per usual cycle</p> <p><u>Reason: Instructor and student access to teaching and instructional technology</u></p>			<p>EMP A, C; PP equity, success/completion</p>
<p>2. Dualenroll.com full implementation</p>			<p>EMP A, B, C, D, E; PP equity,</p>

<u>Reason: Increased ease of enrolling and tracking for special admits, families, and school districts resulting in efficiency and effectiveness and retention through enrollment management</u>			success/completion, and wellbeing
3.Common Course Numbering integration in SSB 9 with clear and transparent student user interface and training for all stakeholders <u>Reason: Communicate clearly and avoid confusion by students and employees on successfully enrolling into courses that are required for completion of academic credentials</u>			EMP A, B, C, D, E; PP equity, success/completion, and wellbeing
4. Ensure adequate and sustainable funding and clear processes for instructional software, both ongoing and emerging <u>Reason: To ensure instructional technology remains current, relevant, and continuously able to support teaching and learning</u>			MP A, B, C, D, E; PP equity, success/completion, and wellbeing
5. <u>Reason:</u>			
6. <u>Reason:</u>			

VI. PROFESSIONAL DEVELOPMENT

Professional Development Needs

List Professional Development Needs. Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements	Annual TC	
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<p>or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a direct cost, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance.</p>	<p>Cost per item</p>	<p>Number Requested</p>	<p>Total Cost</p>	<p>EMP Goals or Planning Priorities Linked to Position</p>
<p>1. Professional Development for implementation of changes to Title 5 and other regulations and mandates</p> <p><u>Reason: Develop knowledge base and experience for employees to effectively respond to new regulations and mandates</u></p>				<p>EMP A, C, D, E; PP equity, success/completion, and wellbeing</p>
<p>2. Professional Development on Regular and Substantive Interaction and Accessibility</p> <p><u>Reason: Develop knowledge base and skills and commitment to excellence in RSI and accessibility for DE offerings</u></p>				<p>EMP A, B, C, D, E; PP equity, success/completion, and wellbeing</p>
<p>3. Expansion of Artificial Intelligence training for all employees</p> <p><u>Reason: Develop knowledge base and experience for employees to use AI in alignment with effectiveness in meeting our mission and to teach and support the ethical, effective, and appropriate use of AI by their students</u></p>				<p>EMP A, C, D, E; PP equity, success/completion, and wellbeing</p>
<p>4. Professional Development for new technologies and platforms adopted by district and college</p> <p><u>Reason: Develop knowledge base and experience for employees to adopt new technologies and platforms that increase effectiveness in delivering our mission</u></p>				<p>EMP A, B, C, D, E; PP equity, success/completion, and wellbeing</p>
<p>5. Professional development for SCFF metrics and strategies to incorporate SCFF into planning and decision making</p>				<p>EMP A, B, C, D, E; PP equity,</p>

<u>Reason: Expand knowledge base and capacity to propose and make decisions that support SCFF metrics</u>				success/completion, and wellbeing
6. Professional develop for winter intersession, compressed calendar, block schedule, and new CBA areas Reason: To ensure student success and seamless institutional support for intersession and conversion to compressed calendar, and maximize use of block schedule; ensure operational knowledge and application of any new CBA areas				EMP A, B, C, D, E; PP equity, success/completion, and wellbeing