

PROGRAM REVIEW Fall 2019

Program: Student Life

Division: Student Services

Date: October 21, 2019

Writer(s): Josue Hernandez

SLO/SAO Point-Person: Josue Hernandez

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

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g. Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2019-20 academic year. It should describe plans starting now and continuing through 2020-21. This document also provides the opportunity to describe more long-term plans (optional).

Sections: The first section of this Program Review focuses on general program reflection and planning. The second section has specific questions to be filled out by all programs this year. The third section is a review of curriculum. The fourth section is a review of data for CTE programs. Only programs with curriculum need to complete Section 3, and only CTE programs need to complete Section 4.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Instructions:

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional: Meet with your dean to review this document before October 21.
- 4) Send an electronic copy of this form to Karin Spirn and your Dean by October 21.

Links:

Program Review Home Page: <https://bit.ly/2Y0j7fW>

Fall 2018 Program Review Updates : <https://bit.ly/2GIWzsM>

Frequently Asked Questions: <https://bit.ly/2DHLnfj>

Section One: Program Snapshot

No Significant Changes Option

Contact person: _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot. **Programs must still complete all other sections (as applicable).**

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Snapshot was submitted in the following semester: Fall 20_____.

A. Program Description: Briefly describe your program, including any information or special features of your program that will provide helpful context for readers of this Program Review.

Examples of program descriptions can be found here: <https://bit.ly/2VwjNvZ>

The Student Life Office supports student engagement through student leadership programs and services including student government, clubs, and organizations. The Student Life Office facilitates empowerment, leadership, and advocacy for students by strengthening student participation and engagement in the life, governance, and success of the college. Through our programs and services, we strive to support the mission and vision of the college by promoting the holistic development of diverse leaders. Our programs, events, and activities focus on student leadership and success and offer skill development in the following areas: lifelong learning and critical thinking; civic, social, and environmental responsibility; leadership and personal growth; promoting ethical behavior and mutual respect in a diverse community.

The Student Life Office offers resources, support, and training to two major areas of student development and participation: Las Positas College Student Government (LPCSG) – formerly the Associated Students of Las Positas College (ASLPC); and student clubs and organizations via the Inter-Club Council (ICC).

The Student Life Office provides support, student leader training, and oversight over financial operations including assistance with the preparation, approval, and management of budgets, parliamentary procedure, participatory governance, and leadership development. The Student Life Office offers information and provides support for all campus club and organization activities.

Currently, there are approximately 34 recognized student clubs and organizations at Las Positas College. Support for the student clubs and organizations by the Student Life Office includes approval of all events, scheduling of space for events, processing all financial paperwork, and

assistance with the marketing of club events, and campus-wide activities. The recognition process and training of student club officers and club advisors is coordinated by the Student Life Office in conjunction with the Inter-Club Council. In addition, the Student Life Office supports the LPCSG and ICC programs and services including the Textbook Loaner Program, Charging Stations, Student Mobility Initiatives, Meditation & Prayer Facility, and much more.

B. IR Data Review: Describe any significant trends in your program’s data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data packets available; if your program does not have a data packet, you may note that in the response box). You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.

IR Data packets are available here: <https://bit.ly/2lYafu7>

Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

The Student Life Office does not currently work with the Office of Research, Planning, and Institutional Effectiveness, but hopes to partner in the future to determine success rates for students engaged in Student Life programs and services. However, college and university studies have found that co-curricular engagement allows students to apply knowledge learned in the traditional classroom setting in their co-curricular experiences thus leading to greater rates of retention and persistence.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW				
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input type="checkbox"/>	Services to Students
<input type="checkbox"/>	Course Offerings	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Curriculum Committee Items	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Student Equity
<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	Technology Use

C. Other Data Review (Optional): Describe any significant findings based on other data regarding your program. Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- CEMC Data
- Labor Market Data

None at this time.							
Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW				
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input type="checkbox"/>	Services to Students
<input type="checkbox"/>	Course Offerings	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
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<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	Technology Use

D. Accomplishments: What plans from the [2018 Program Review](#) or any [previous Program Reviews/Updates](#) have been achieved and how? You may also describe achievements that were not planned in earlier Program Reviews. Please highlight any positive impacts to students.

Las Positas College Student Government (LPCSG) launched the food pantry initiative called, “The Market,” in May 2018 in partnership with the Alameda County Community Food Bank. LPCSG has hosted monthly food distributions free of charge to students, employees, and the local community. On average over 200+ families have been served each distribution day. This initiative helps to address food insecurity issues amongst students and contributes to address disproportionate impact as defined in the 2019-2022 Student Equity Plan.

With the support of the executive team of Las Positas College, new furniture was added to the Welcome Center/Student Life Office. This has allowed for a more welcoming environment center for campus visitors, prospective students, student government officers, and student club and organization leaders.

At the August 2019, Chabot-Las Positas Community College District, Board of Trustees meeting, Josue Hernandez was approved as the new Program Coordinator of Student Life and Leadership. Josue serves as a co-advisor for the Las Positas College Student Government and Inter-Club Council along with William Garcia, Vice President of Student Services.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
<input checked="" type="checkbox"/>	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	<input checked="" type="checkbox"/>	Services to Students
	Course Offerings		Financial/Budgetary	<input checked="" type="checkbox"/>	LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy	<input checked="" type="checkbox"/>	Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

E. Uncompleted Plans: What plans from your 2018 Program Review have not been achieved and why?

No

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support		Professional Development		Technology Use

F. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Please highlight any negative impacts for students.

Currently, the Administrative Assistant assigned to the Welcome Center/Student Life Office is 50% assigned to the Athletic Department and 50% assigned to the Student Life Office. At times, the Las Positas College Student Government, Inter-Club Council, and student clubs and organizations are in need of assistance with information and the processing of paperwork. Having a 100% Administrative Assistant in the Student Life Office can accelerate our internal processes and to support 100% the operations of the programs and services. The services are critical to student engagement and success.

Collecting data has been one of challenges for the Student Life Office while the center offers a array of services to students and the greater community. Currently, the Student Life Office uses Google forms to collect data, but the challenge of not collecting student identification numbers has impeded the Student Life Office from collecting student information and receive data analysis from our Office of Research, Planning, and Institutional Effectiveness. This problem goes further with the data collection of "The Market," even though we are not requiring students to submit their student identification number when receiving the services from the food pantry, it is imperative to demonstrate the need and the contribution for student equity and success.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
X	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
	Course Offerings	X	Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
X	External Factors		Learning Support		Professional Development	X	Technology Use

G. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 20-21.

Provide leadership training to the Las Positas College Student Government, Inter-Club Council, and all student clubs and organizations on processes, district and college procedures, the Brown Act, and Robert's Rule of Order.

Continue to support "The Market" to help address food insecurities issues amongst students and contribute to student equity and success.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support	X	Professional Development		Technology Use

H. Long Term Planning (Optional): Please detail any long-term plans for the next 3-5 years. (Only if you have significant plans, such as implementation of a grant project, creation of long-term initiatives including those using restricted funds such as Equity or SSSP, construction and outfitting of a new building).

Not applicable.							
Mark an X before to each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW				
<input type="checkbox"/>	Community Partnerships/Outreach	<input type="checkbox"/>	Facilities, Supplies and Equipment, Software	<input type="checkbox"/>	LPC Planning Priorities	<input type="checkbox"/>	Services to Students
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<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	Technology Use

Section Two: Current Topics (Required for All Programs)

A. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

Program-set standard data can be found on this page:

<http://www.laspositascollege.edu/research/outcomes.php>

(Data for AY 18-19 will be available by the beginning of Fall 2019).

Did your program meet its program-set standard for successful course completion?

yes no

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

Not applicable.

B. SLOs/SAOs: Describe an example of how your program used course SLO data (SLOs) or SAO data from last year (2018-19) to impact student learning, access, achievement, or other services to students. (Copy the box below if you would like to discuss multiple examples).

Course (SLOs only): Not applicable.
SLO or SAO: Service Area Outcome: 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 procedure, Robert's Rules of Order, and the Brown Act.
Describe the quantitative or qualitative results: Results are not available due to the transition of personnel within the Student Life Office since the last program review.
Discuss any actions taken so far (and results, if known): No results thus far for the 2019-2020 Academic Year.
Discuss your action plan for the future: The Student Life Office will work with the Office of Research, Planning, and Institutional Effectiveness to begin to assess the Service Area Outcome beginning in the 2019-2020 Academic Year.

C. Program SLOs (Degree/Certificate granting programs only): Describe an example of how your program used program-level SLO data (PSLOs) from last year (2018-19) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate: Not applicable.
Program SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

D1. SLO/SAO Progress Review: To see if your program is up to date with the creation of SLO/SAOs, please consult the list available here: <https://bit.ly/2LggoKy>. List any courses or services areas that do not have SLOs or SAOs approved. These SLOs/SAOs need to be submitted to eLumen by November 18 to become active for Spring 2020; please work with your SLO/SAO coordinator.

The Service Area Outcome for the Student Life Office was added to eLumen with the assistance of Michael Schwarz, Counselor/Instructor, who was assigned as the Service Area Outcome liaison for Student Services during the 2018-2019 Academic Year.

D2. This question has been removed.

D3. This question has been removed.

E. This question has been removed.

F. Student-Centered Funding Formula (SCFF): The state funding allocation model has shifted to include socio-economic status and student achievement metrics. LPC will begin to be funded by this model by AY 21-22. The district and college are using this opportunity to develop projects that support these funding considerations and the needs of our students. The projects should help LPC achieve the goals listed below.

Goals for SCFF Projects

- Ensuring eligible students receive financial aid, if desired
- Removing barriers that hinder students from moving toward their goals
- Offering additional information and support about educational pathways
- Offering academic support that increases English/math completion in the first year
- Enhancing career readiness through coursework
- Increasing completion of degrees and certificates
- Increasing transfers and transfer readiness

F1. SCFF Actions Taken: Describe one initiative or action your program or area has taken in support of one of the goals in the list above.

- What was the action?
- What was the result, if known?
- If your action or initiative was successful, please explain why and whether it could be used in other areas or scaled for use across the campus.
- If your action or initiative was not successful, please indicate why (lack of resources, unforeseen variables, etc.)
- If you did not take any actions in support of the goals above, you may write “N/A.”

LPCSG is continuing to provide free green books and scantrons for students. During fall semester 2019, LPCSG has seen an increase in the number of students requesting the service and have had to allocate additional funds to support this service.

LPCSG has continued providing textbook rentals free of charge to students. With textbook changes in several academic programs, the LPCSG has had to allocate additional funds to purchase new textbooks for their program.

With the implementation of California Assembly Bill (AB) 705, the LPCSG will review their current textbook stock offerings and determine how to proceed with future purchases. The LPCSG is also looking to pursue advocating for Open Education Resources given the increasing costs of textbooks. This initiative continues to address issues of student equity and student success.

F2. Future Strategies (optional): Please describe any possible strategies or actions that your program or the college could use to support the goals listed above. What resources would be needed?

Not applicable.

G. Student Equity and Achievement Program: To ensure equitable outcomes for vulnerable student populations, Las Positas College plans to close equity gaps in the areas listed below. For each area/metric, the listed impacted groups have had proportionately lower rates than other groups.*

Area/Metric	Impacted Groups
Access: Enrollment at LPC	Black or African American (Female), Black or African American (Male), Filipino (Female), White (Female)
Readiness: Completion of both transfer-level Math & English	American Indian or Alaska Native (Female), Black or African American (Female), Black or African American (Male), Hispanic or Latino (Male/All), First Generation (Male/All), Foster Youth (Female), Foster Youth (Male), LGBT (All)
Retention: Retention from Fall to Spring	Black or African American (Female/All), First Generation (Female/All), Foster Youth (Male)

Completion: Completion of an Associate Degree, Certificate	American Indian or Alaska Native (Male/All), Asian (Male), Black or African American (Male/All), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), Foster Youth (Male), LGBT (Female), LGBT (Male)
Completion: Transfer to a Four-Year Institution	Disabled (Male/All), Black or African American (Female), Hispanic or Latino (Male), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), First Generation (Female), Foster Youth (Male), LGBT (Female)

*The full list of impacted groups with supporting data can be found here: <https://bit.ly/2XZVGDb>

G1. Equity Actions: Describe any actions your program has taken in the past two years (2017-2019) or actions currently in progress to improve the metrics above for the impacted groups listed (for example, to increase the ability for African American students to enroll in classes at LPC, or to increase the ability of LGBT students to complete Associate's Degrees or Certificates). What has been the effect of these actions, if known?

Equity and inclusion has been an important issue that the Student Life Office continues to advocate and support. Currently, the Student Life Office has recognized 34 student clubs and organizations that are open to all students in support of equity and inclusion. Sample student clubs and organizations include, but are not limited to, Queer Straight Alliance, Filipino Cultural Club, Black Student Union, International Student Club, Hispanic Serving Institution Club, and Puente Club.

G2. Equity Challenges: Describe any challenges your program has faced in promoting equity and equity-based decision making in the metrics listed above (or any other areas).

The Student Life Office has been asked to support the four learning communities at Las Positas College. Student participants in the learning communities have reported not receiving as much support as possible from the Student Life Office specifically from the Las Positas College Student Government.

H. Program Review Suggestions (optional): What questions or suggestions do you have regarding the Program Review forms or process?

None.

**Section Three: Curriculum Review
(Programs with Courses Only)**

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

Curriculum Updates

A. Title V Updates: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below.

Not applicable.

B. Degree/Certificate Updates: Are any degrees/certificates requiring an update to do changes to courses (title, units) or addition/deactivation of courses? List needed changes below.

Not applicable.

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

Not applicable.

**Section Four: CTE Updates
(CTE Programs Only)**

A. Labor Market Conditions: Examine your most recent labor market data. Does your program continue to meet a documented labor market demand? Does this program represent a training need that is not duplicated in the college's service area? (Please note: your labor market data should be current within two years. Contact [Vicki Shipman](#) or the current CTE Project Manager for access to data).

Not applicable.

B. Advisory Boards: Has your program complied with advisory board recommendations? If not, please explain.

Not applicable.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

(Contact [Vicki Shipman](#) or the current CTE Project Manager for help accessing the data).

C1. Does your program meet or exceed the regional and state medians **for increased enrollments, completions, and/or transfer since your last program review**? If not, what program improvements may be made to increase this metric?

Not applicable.

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study**? If not, what program improvements may be made to increase this metric?

Not applicable.

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college**? If not, what program improvements may be made to increase this metric?

Not applicable.

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings**? If not, what program improvements may be made to increase this metric?

Not applicable.