

## PROGRAM REVIEW UPDATE 2016-2017

---

**Program:** Transfer Center

**Division:** Student Services

**Date:** September 27, 2016

**Writer(s):** Michelle Zapata

**SLO/SAO Point-Person:** Michelle Zapata

---

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

**Purpose:** To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.

**Uses:** This update will be used to inform the campus and community about your program. It will also be used in the processes of creating Dean's Summaries, determining College Planning Priorities and allocating resources.

**Time Frame:** This update should reflect on program status during the 2015-16 academic year. It should describe plans starting now and continuing through 2017-18.

**Topics:** The first section of this Program Review Update focuses on general program reflection and planning. The second, third and fourth sections focus on reflection and planning regarding Student Learning Outcomes. Only instructional programs need to complete Sections 2, 3, and 4.

**Scope:** While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.

**Instructions:**

- 1) Please fill in the following information as completely as possible.
  - 2) If the requested information does not apply to your program, please write "Not Applicable."
  - 3) Optional: Meet with your dean to review this document before October 10, 2016.
  - 4) Send an electronic copy of this form to the Program Review Committee Chair and your Dean by October 10, 2016.
- 

### Part One: Program Snapshot

**A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?**

**If there are any changes, describe the relevant information and its significance in the space below.**

These changes might have originated from within the program or because of an external source (the institution or the state, for example). Possible sources of relevant information might include, but are not limited to, the following:

- Data generated by your program
- Data from the Office of Institutional Research (<http://goo.gl/Ssfik2>)
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data
- SLO/SAO Data (<http://goo.gl/jU2yVZ>)

The main objective of Transfer Services is to provide resources to assist students in the development and achievement of educational goals, specifically those involving transfer to baccalaureate colleges and universities. Since the last update, data from the Office of

Institutional Research shows that the year-to-year percentage of students at Las Positas College who have expressed transfer as a goal has increased slightly to 66% (6,055 students expressed a goal of transfer in fall 2015). Data showing the six year transfer have not been updated, but reflect (in 2008-2009) that 47% of LPC students who have earned at least 12 units and have attempted transfer-level math or English transfer after six years of entering community college. These data showed that LPC students transferred to four-year universities at rates higher than students at all California Community Colleges.

The Student Equity Report required LPC to report on several success indicators and highlight any areas where an achievement gap was found. In terms of the data related to Transfer Success, our analysis found that student groups identified as African American, American Indian/Native American, Filipino, Latino, Pacific Islander, and persons with disabilities were disproportionately less likely to transfer to a four-year college or university. Therefore, despite our success in the high rates of transfer, we have some work to do in order to close the identified achievement gaps.

**B. What objectives, initiatives, or plans from the 2015 Program Review Update have been achieved and how? PRUs from 2015 are available here: <http://goo.gl/9iF3m9>**

Our top objective in 2015-2016 was to increase staff support in the Transfer Center; however, this objective was not achieved. For the past three years, we have proposed the hiring of a classified staff person through the Resources Allocation Committee. Although our proposal was ranked relatively high each year, the position was not filled.

We have achieved, or are making progress on achieving, our other objectives:

1. *Continue the highly successful Transfer Tuesday program*—we have institutionalized our Transfer Tuesday program. Every Tuesday from September through November, a counselor works directly with students in the Transfer Center. Students can get help with their UC Transfer Admission Guarantee program application, as well as with their UC, CSU, and private university admission applications. In the spring semester, we offer similar services but on a smaller scale since most transfer application deadlines occur in the fall.
2. *Leverage new and existing resources to provide targeted services toward student groups who are shown to be disproportionately and disadvantaged in the transfer process*—this academic year we are working on better ways to market our services and events to targeted student populations. We are updating and developing new transfer outreach materials and resources to help all students reach their transfer goals.
3. *Continue to expand opportunities for students to meet directly with representatives from baccalaureate institutions, both on and off campus*—this academic year we are updating our college and university representative contact list. We are reaching out to existing and new contacts to provide additional opportunities for our students to meet with these representatives. We are also attempting to build relationships with HBCU, HSI, and AANAPISI colleges and universities.
4. *Facilitate a smooth transition of Transfer Program leadership for 2016-2017*—the Transfer Center is now under the leadership of Michelle Zapata (counselor/instructor). Michael Schwarz (outgoing Transfer Center Director) was able to provide guidance and training to Michelle during the spring 2016 semester. As a result, and with continued support from Michael, Michelle has been able to successfully manage the Transfer Center. She is supervising student assistants, continuing to offer Transfer Center programs, and is developing new programs.
5. *Participate in campus dialogue on issues related to student equity and determine how the Transfer Center's programs (existing or new) will play a role in closing the achievement gap as identified through the LPC Student Equity Plan*—we are working with the Dean of

Student Services to determine which activities that were identified in the Student Equity Plan can be developed and implemented this year. We have started offering Transfer-focused workshops such as the "UC Personal Insight Essay" workshops, and we will be taking students on field trips to HBCUs and UC Davis in the spring 2017 semester.

**C. Discuss at least one example of how students have been impacted by the work of your program since the last program review update (if you did not already answer this in Question B).**

See examples in Section B.

**D. What obstacles has your program faced in achieving objectives, initiatives, or plans?**

The most significant obstacle the Transfer Center faces is the lack of support staff. Currently the Transfer Center's hours depend on the student assistants' schedule, which changes every semester. As a result, the Transfer Center does not have consistent hours, even within the same semester. In some weeks, we might be open 15 hours per week, other weeks we might be open 40 hours. This is very confusing for the students and leaves them feeling frustrated and dissatisfied with our service.

The Transfer counselor is able to serve students 12.5 hours per week. However, most (7.5) of these hours are devoted to students who are routed to the Transfer Center via the (general) Counseling Center. Therefore, the amount of time that students can get help in the Transfer Center from a counselor is five hours per week. On our "Transfer Tuesdays," students can get help from 9:00-2:00 with their CSU, UC and private college admission applications, as well as help with any transfer related questions they might have.

For the remaining 12.5 hours per week, the Transfer counselor/Transfer Center Director works on managing the Transfer Center. This includes scheduling and promoting college rep visits, hiring and supervising student assistants, and transfer event coordination. These transfer events include Transfer Day and transfer-specific workshops. In addition, the Counselor/ Transfer Center Director is now developing new services and activities in order to help close the achievement gap among transfer-oriented students, as required by LPC's Student Equity Plan.

Without permanent support staff in the Transfer Center, students pursuing transfer from LPC will be at a significant disadvantage when compared to other community colleges with fully staffed Transfer Centers. If students' transfer needs are not sufficiently met, they may choose to attend other community colleges. In addition, without adequate staffing levels in the Transfer Center, the current staffing model (*one* Counselor/Instructor on reassigned time to oversee transfer services, student assistant(s) when feasible, and *no one* to oversee career services) is not sustainable long-term. Without a long-term staffing strategy, the Transfer Center will continue to face significant obstacles in supporting transfer students. We will struggle to restore transfer activities that we once had, such as Transfer Night and the Transfer Reception. In addition, it will be a challenge to augment existing services and develop new services without adequate staffing. Without needed staffing, some of the plans that we have for implementing activities from the Student Equity Plan may not move forward.

**E. What are your most important plans (either new or continuing) for next year?**

1. Hire support staff for the Transfer Center.
  2. Update the Transfer Center website.
  3. Develop a college/university tour program.
  4. Develop Transfer Center outreach materials for students.
  5. Continue leveraging new and existing resources to provide targeted services toward student groups who are shown to be disproportionately and negatively disadvantaged in the transfer process.
  6. Continue to expand opportunities for students to meet directly with representatives from baccalaureate institutions, both on and off campus.
  7. Continue to participate in campus dialogue on issues related to student equity and determine how the Transfer Center's programs (existing or new) will play a role in closing the achievement gap as identified through the LPC Student Equity Plan.

**F. Instructional Programs: 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.**

N/A

**G. Do plans listed under Question E or Question F connect to this year's planning priorities (listed below)? If so, explain how they connect.**

***Planning Priorities for 2016-17***

- ***Establish regular and ongoing processes to implement best practices to meet ACCJC standards***
- ***Provide necessary institutional support for curriculum development and maintenance***
- ***Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes***
- ***Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.***

No.

**H. Instructional programs: Did your program meet its program-set standard for successful course completion? \_\_\_yes \_\_\_no N/A**

(This data can be found here: <http://goo.gl/Ssfik2>)

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

I. Units with SAOs: Using SAO data from last year, describe the impacts of SAO practices on student learning, achievement, or institutional effectiveness. Describe the practices which led to the success. (Copy the box below if you would like to discuss multiple examples). SAO data can be found here: <http://goo.gl/jU2yIz>

<b>SAO: <i>Students who submit a Transfer Admission Guarantee (TAG) to the University of California successfully apply to at least one University of California campus.</i></b>
Describe the quantitative or qualitative results:  Results are TBD. I am unable to access the current data. The Transfer Center Program Review will be updated once the data become available.
Discuss any actions taken so far (and results, if known):  The Transfer Center continues to offer “Transfer Tuesday” workshops where students can get help with their TAG applications. The Transfer counselor reviews the students’ TAG applications and ensures the students’ meet TAG eligibility requirements. This one-on-one assistance with helps to ensure that students are aware of the TAG requirements, as well as supports students in the application process. In addition, a small number of general counseling appointments are set aside for TAG students so they can get help with their applications during the month of September, prior to the deadline. Both of these proactive actions in working with TAG students contributes to the high number of students applying to the TAG program.
Discuss your action plan for the future:  Although the rate of TAG follow-through has historically been high, a way to possibly improve the result (if additional staff resources are added) would be to survey the students who did not follow-through with the UC application and learn why, in order to determine if targeted interventions may be helpful in increasing the rate even higher. As soon as current data become available, we will evaluate if other actions may be needed.

**Part Two: Course-Level SLO Assessment Schedule**

**THIS SECTION HAS BEEN REMOVED. PLEASE SKIP TO PART THREE.**

**Part Three: Assessment Results**  
**(Instructional Programs Only)**

1. Describe an example of how your program used **course SLO data (SLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Course:
Course SLO:
Describe the quantitative or qualitative results:
Discuss any actions taken so far (and results, if known):
Discuss your action plan for the future:

2. Degree/Certificate granting programs only: Describe an example of how your program used **program-level SLO data (PSLOs)** from last year (2015-16) to impact student learning or achievement. (Copy the box below if you would like to discuss multiple examples).

Degree/Certificate:
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:

**Part Four: Program Curriculum Map  
(Instructional Programs with Degrees/Certificates Only)**

**Background: Program-level Student Learning Outcomes**

Program-level Student Learning Outcomes (PSLOs) are defined as the knowledge, skills, abilities, or attitudes that students have at the completion of a degree or certificate. Faculty within a discipline should meet to discuss the expected learning outcomes for students who complete a particular series of courses, such as those required for a certificate or a degree. PSLOs should be the big things you want students to get out of a degree or certificate. PSLOs should be developed throughout the program and in multiple courses. Discussions might also involve colleagues in other programs regarding prerequisites and transfer courses or community stakeholders regarding job expectations.

It is recommended that each program have 3-6 PSLOs. Discipline faculty members might need to have a more comprehensive list based on the requirements of external stakeholders (employers, state requirements, etc.). For most programs, PSLOs are only assessed through linked course-level SLOs. You might assess PSLOs in a capstone project or capstone course that many students complete when earning a certificate or degree. Alternatively, you could assess development of a set of skills as students advance through different courses in your program (ENG 1A -> ENG 4 or 7).

Program-level outcomes should

1. **describe** what students are able to do after completing a degree or certificate;
2. be **limited** in number (3-6 outcomes);
3. be **clear** so that students and colleagues can understand them;
4. be **observable** skills (career-specific or transferable), knowledge, attitudes, and/or values;
5. be **relevant** to meet the needs of students, employers, and transfer institutions;
6. be **rigorous** yet realistic outcomes achievable by students

## Curriculum Map Directions

**Note: If you have multiple degrees/certificates, choose one to map. If you have already submitted mapping to the SLO committee and do not wish to make changes, you may copy that mapping into this chart or attach the map you already created.**

1. In the boxes across the top row, review all the non-GE courses required for your degree/certificate. (including those that aren't in your discipline). Make any desired changes to those courses. (Electives do not need to be included, though they may).
2. In the left column, write the program learning outcomes you have drafted for your program.
3. In the boxes in the center of the page, mark the course SLO that maps to the program SLO you have identified. Each program SLO should map to multiple courses in your program.

<b>Example: English Associate's Degree for Transfer</b>						
<b>Program Learning Outcomes</b>	<b>Required Courses in Degree/Certificate</b>					
	Eng 4	Eng 7	Eng 35	Eng 41	Electives* (Eng 20, 32, 45, 44)	MSCM 1*
1. Identify and evaluate implied arguments in college-level literary texts.	x					
2. Write an academic essay synthesizing multiple texts and using logic to support a thesis.	x	x				
3. Write a research paper using credible sources and correct documentation.	x	x				x
4. Analyze an author's use of literary techniques to develop a theme.			x	x	x	

\*Including electives is optional.

Your Program's Map

Degree or Certificate:														
<b>Program Learning Outcomes (3-6 recommended)</b>	<b>Required Courses in Degree/Certificate</b>													
1.														
2.														
3.														
4.														
5.														
6.														

1. Did you make any changes to your existing mapping? (circle one)

Yes                  No                  This degree/certificate did not have previous mapping

2. If you answered "yes" to Question 1, explain what changes you made.

3. Reflection Questions: The following questions are for the consideration of your program as you look at your completed chart. You do not need to record your responses here. If you discuss these questions with others (for example, at a department meeting), you may want to take minutes documenting your discussion.

- a. How many courses help students achieve each program outcome? Do students have enough opportunities to achieve the outcome?
- b. In which course(s) are students likely to demonstrate satisfactory achievement of each program outcome? In other words, which courses(s) might be an official or unofficial capstone requirement?