

Name of Program	Division	Author(s)
Transfer Services	Student Services	Michael Schwarz

INSTRUCTIONS:

1. This Program Planning Update covers the academic years 2012-2013 and 2013-2014.
2. The planning should be for the academic year 2015-2016.
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. Please use your program's catalog rubric and this format when naming your document:

Rubric PPU 15_16

e.g., ESL PPU 15_16

4. If the document displays in large type with only File, Tools, and View tabs at the top of the page, select **View, Edit Document**. You will then be able to type where it says "Click here to enter text" and you will be able to click on the check boxes to select them.
5. 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.
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 Chair Karin Spirn. Concerns, feedback and suggestions are welcome at any time to PRC representatives or co-chairs.
8. Instructions for submitting your Program Planning Update will be available at the start of the fall semester.

I. SERVICE AREA OUTCOMES

Review of academic years 2012-13 and 2013-14

A. SAO Assessment Review

Review your program's SAO assessment results through spring 2014 and respond to the following questions.

1. Discuss how assessment results indicate success in provision of student services. Identify results that indicate a need for improvement.

For AY 2013 – 2014, the assessed SAO was as follows: "Students who submit a Transfer Admission Guarantee (TAG) to the University of California successfully apply to at least one University of California campus." Among the 119 students who submitted a UC TAG, 98 submitted a UC application, for a success rate of 82.4%. Although there is clear room for improvement, these data clearly show that the majority of UC TAG students were successful in taking the next step in the process for transfer.

2. Discuss changes made in how your program provides services based on assessment data.

For AY 2013 – 2014, the Transfer Program successfully moved into the new Transfer Center, which included dedicated computer resources for students to use to complete both their UC TAG and UC

&CSU Transfer applications during the appropriate time frame. An increase in dedicated time for counseling faculty to conduct group workshops in the Transfer Center, in addition to expanded outreach for and promotion of transfer overall, increased the availability of support for students to complete the required steps to transfer.

3. As a result of your assessment data, give an example of how your program has changed the way it provides guidance to students who use your program's services, if applicable.

In Spring 2014, students were given the ability to schedule appointments with college representatives through the Transfer Center web page. Once scheduled, students receive confirmation by e-mail as well as a reminder e-mail a few days before the appointment. As a result, appointments are more likely to be booked, and students are more likely to attend. In addition, as of Spring 2014 students may schedule college rep appointments by using a smart phone to scan a QR code from the event flyer. Both of these examples have led to increased student access to baccalaureate college representatives.

4. Did your program discover the need for additional resources (for AY 2015-16) based on the assessment results? YES NO

If yes, please explain.

There is currently no position, faculty or staff, charged with coordination of the university representative visits, nor is there a position that is charged with providing clerical support for the Transfer Center. In 2013-2014, a Transfer Services Coordinator position was proposed through the Resource Allocation Committee (RAC). Although the position was ranked #4 (out of 14), the position was not funded. In order to maintain a high level of service to our prospective transfer students, as well as increase transfer opportunities for our students, additional dedicated resources continue to be required for the transfer program.

B. SAO Process

1. Describe how your program reaches consensus when writing service area outcomes for the entire program.

This is a one person program

Click here to enter text.

2. Describe how your program reaches consensus when developing and evaluating assessments for service area outcomes.

This is a one person program

Click here to enter text.

3. What methods does your program use for documenting SAO related discussions? Check all that apply.

Program emails

Program meeting minutes/agendas

Blackboard/other website

Other (please describe)

Documentation includes meeting minutes at the monthly Student Services Planning meeting which includes all Student Services Coordinators.

II. PROGRAM ANALYSIS

Review of academic years 2012-13 and 2013-14

Review the student data provided by the Office of Institutional Research and any additional data your program has collected. Then respond to the sections below.

A. Data Review

If applicable, summarize any *changes* in your program's data since the Annual Program Review of 2011-12 or observed significant trends that will affect program planning or resource requests.

NOTE: Only include changes that affect student learning, program planning or resource requests.

According data from the Chancellor's Office, the six-year transfer rate at LPC declined sharply in 2012 to 47.16%. This represented our lowest six-year transfer rate since 2003-2004, even as the statewide transfer rate remained relatively steady at around 40%. Put another way, Las Positas College had been 10-12% above the statewide transfer rate for the past six years – until 2012, when Las Positas Students transferred at a rate only 6.6% higher than the statewide six-year rate. At the same time, data from the LPC Office of Institutional Research and Planning show that demand for transfer remains high – 64% of incoming students for Fall 2013 indicated transfer as a primary goal. Las Positas College transfer students appear to have lost ground to students from other community colleges while at the same time increasing numbers of students are attending Las Positas College with transfer as a primary goal.

More recent data paint a more optimistic picture. According to data received from the System Office via our Institutional Research Office, for 2013 the LPC overall six-year transfer rate increased slightly to 48%, despite a decline statewide to 39%. However, the total number of LPC students who successfully transferred to UC and CSU declined from 542 to 500. Some possible explanations statewide budget cuts decreasing availability of transferable courses; statewide budget cuts decreasing capacity of UC and CSU campuses to accommodate transfer students; lower student headcount at LPC (which helps explain the higher transfer rate); and increasing numbers of students electing to transfer to private or out-of-state colleges, for which data are not readily available. Increasing staff support for the Transfer Center would provide a consistent location for students to get immediate help meeting their transfer goals, and would help level the playing field for our students when compared to students from other colleges who have access to a fully resourced Transfer Center.

B. Human Resources

1. Have there been changes in the number of full-time or part-time faculty associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

No changes to report – there remain 12.5 counseling faculty hours dedicated to the transfer program.

2. Have there been changes in the number of full-time or part-time classified staff associated with your program since the Annual Program Review of 2011-12? If yes, briefly describe the changes.

No changes to report – although ranked #4 in the non-instructional review process, the transfer services coordinator position was not filled.

3. If applicable, describe how the changes indicated in 1 and 2 have impacted the student experience?

Students only have access to the Transfer Center during the irregular hours that a student assistant is available, and thus have a more difficult time getting the support they need to successfully transfer.

C. Other information pertinent to the program

Title 5 Section 50127 requires coordination of the “activities of the transfer center” including implementation of “services for transfer students provided by baccalaureate institution staff,” as well as “clerical support for the transfer center.” There is currently no dedicated staff position at Las Positas College that meets the above requirements of Title 5.

III. PLANNING

A. Planning Update

Summarize your program’s plans, initiatives, and objectives accomplished since the Annual Program Review of AY 2011-12 (include accomplishments for the academic years 2012-13 and 2013-14).

The Transfer Center successfully transitioned into its new location, Room 1604 in the Student Services and Administration Building.

The Virtual Transfer Outreach Project was implemented, allowing students to connect with university outreach representatives from a distance using video conferencing equipment and software.

Functionality was enhanced to enable students to schedule appointments with baccalaureate personnel through the web site. Students receive a confirmation and a reminder by e-mail.

College Source was successfully installed, providing an online database to virtually all U.S. college catalogs.

B. Program Planning for AY 2015-16

As appropriate for your program, please address each of the following areas. Describe your program's plans, initiatives, and objectives for the academic year 2015-16. Focus on how planning will impact student learning or the student experience at Las Positas College.

1. SAO assessments. NOTE: 100% of SAOs in your program should be assessed a minimum of once every two years.

a. How does your program plan to use the results of the assessments for the continuous improvement of services to students and/or the improvement of student learning?

Examples might include the following (Your responses may vary):

- change a website
- use technology differently
- update the way an orientation is presented

Although the overwhelming majority of students who submitted a UC TAG ultimately followed through with a UC application, there are improvements that can be made. With additional resources a brief survey may be created to ascertain why some students failed to apply on time. Effectively promoting the application deadline in multiple, varied ways will increase the likelihood that students will be aware of the UC application deadline. In addition, providing additional counseling services in the Transfer Center will afford students an increased opportunity to receive assistance with the transfer application process.

b. Have your program's assessment results shown a need for new SAOs?

YES NO

If yes, for what service areas will your program write new SAOs?

Click here to enter text.

c. What percentage of SAOs will your program assess in the next academic year (2015-16)?

To be determined.

2. Curriculum (omitted – not applicable to non-instructional programs).

3. General Program Planning

Use this area to describe any program plans, initiative, or objectives your program wishes to accomplish in 2015-16 and their impact on student learning or the student experience. Focus on what the plans are and how they are to be accomplished (not resources needed).

- Hire a classified staff member who is dedicated to supporting the Transfer Center
- Provide a consistent counselor presence in the Transfer Center
- Increase social media presence (Twitter, etc.)
- Link Transfer Center activities to SSSP funding MIS codes to increase resources to the campus
- Enhance transfer services by providing access to group webinars from baccalaureate universities
- Increase transfer services that are more flexible in meeting the needs of students

(virtual college rep visits, etc.)

- Increase outreach to the community to promote transfer as a viable option

IV. Resource Requests for AY2015-16

Complete all areas that apply to your program's resource needs for 2015-16 (**not all areas apply to all programs**).

For each request, in the rationale section:

- Describe how meeting this request will improve student learning or the student experience.
- Provide any data or evidence which supports this request.

A. Enrollment Management (omitted – not applicable to non-instructional programs).

B. Human Resources

For each request, describe how meeting this request will improve student learning or the student experience.

1. Request: New or replacement faculty position(s).

Additional 50% counseling faculty dedicated to the transfer program.

2. Rationale for faculty position request(s).

The Transfer Center Recommended Guidelines, released by the Chancellor's Office in consultation with statewide Transfer Center Directors, suggests a team of three dedicated personnel (a director, a counselor, and a staff support position). In order to approach that goal, an additional 50% counseling faculty position would help meet the needs of our transfer student population, increase the services provided, and increase outreach to the local community to promote transfer as a viable goal.

3. Request: Classified staff position(s) (for example, new or replacement classified staff position(s) or increasing classified hours/position level).

100% replacement classified staff position dedicated to supporting the transfer program.

4. Rationale for classified staff position request(s).

This position is necessary to provide appropriate transfer services to meet statewide priorities as indicated by the Student Success Act to enhance student completion, transfer, and overall success. This position will contribute to the overall goals of the Student Success and Support Program (SSSP), will enhance targeted services to disadvantaged students as outlined in the Student Equity Plan, and will meet requirements for "clerical support for the transfer center" as outlined in Title 5 Section 51027.

C. Financial

For each request, describe how meeting this request will improve student learning or the student experience.

1. Request: maintenance of, or increase in, existing program budget (e.g., for supplies, etc.)

Increase of co-curricular or other funds from \$1000 / year to \$3000 / year.

2. Rationale for financial request(s).

Restoring these funds, as well as adding adequate staff support, would allow the Transfer Center to restore the annual Transfer Reception, as well as the annual Transfer Night in Spring, while continuing to provide a high-quality Transfer Day event in the Fall.

D. Technology (software only – discuss hardware in section E)

For each request, describe how meeting this request will improve student learning or the student experience.

1. Request: upgrade existing software or purchase new software.

n/a

2. Rationale for technology request(s).

n/a

E. Facilities, Equipment (include technology hardware), Supplies

For each request, describe how meeting this request will improve student learning or the student experience.

1. Request: Renovation or upgrade of existing facilities or new facilities.

n/a

2. Rationale for facilities request(s).

n/a

3. Request: Upgrading of existing equipment or purchase of new equipment.

Two office printers for the College Representative Offices are requested.

4. Rationale for equipment request(s).

In order to provide the ability to print information when working with students, office printers are requested for the college rep offices (one each, total of two).

5. Request: new supplies

General office supplies; sign holders for the glass windows; suction cups for the sign holders.

6. Rationale for supplies request(s).

Sign holders and suction cups are used to display flyers (including QR codes) that promote baccalaureate personnel visits to LPC.