PROGRAM REVIEW Fall 2020

Program: Career & Transfer Center
Division: Student Services
Date: September 15, 2020
Writer(s): Terrance M. Thompson, Michael Schwarz
SLO/SAO Point-Person: Michael Schwarz

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 2020-21 academic year. It should describe plans starting now and continuing through 2021-22.

Sections: This Program Review has been shortened due to the COVID-19 pandemic. The Program Review Committee understands that you are completing this program review in a time of stress and disruption and that this may affect many of your responses. Sections and questions are marked with the name of the committee or office that will use the information.

- The first section 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, to be filled out only by programs with curriculum.

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

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the "tools for writers" tab. [https://bit.ly/3fY7Ead]

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: Communicate with your dean about completing this document.
4) Send an electronic copy of this form to Nadiyah Taylor and your dean by Monday, November 2.

Links:
Program Review Home Page: laspositascollege.edu/instructionalprogramreview
Fall 2019 Program Reviews: laspositascollege.edu/programreview/pr2019.php
Frequently Asked Questions: laspositascollege.edu/instructionalprogramreview/programreviewfaqs.php

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. Accomplishments: What plans were achieved during AY19-20? You may describe achievements that were or were not planned in earlier Program Review. Your response may include actions regarding COVID-19. Please highlight any positive impacts to students.

Virtual Transfer Center – As a result of COVID-19, the Center Coordinator converted all services to virtual and online. The Virtual Transfer Center was created as an answer to a problem not previously anticipated. Utilizing Cranium Café an online Cloud-based, FERPA-complaint, video meeting & virtual classroom platform built to engage & educate your students at any distance. Between Cranium Café, our email and phone system we have been able to provide all services virtually which we previously provided face-to-face.

Social Media and Outreach/In Reach- By increasing our social media presence by adding Facebook for our population using this media such as: veterans, re-entry students, and parents. Also, by utilizing on campus TV Monitors to market events, university rep visits, fairs, and workshops, we have seen an increase in students using the Center.

HBCU Partnership – Las Positas College has partnered with the (37) Historically Black Colleges and Universities to promote and distribute transfer opportunities, degrees, and scholarships opportunities. LPC has provided students with HBCU tours and to date we have visited over (21) HBCU colleges and universities. Due to CCCCO Travel Ban and lack of funding the Career & Transfer Center has increasingly participated in providing students with online webinars and virtual campus tours.

Four-Year University Rep Visits – The Career & Transfer Center has increased off-campus visits from 4-year universities and colleges. This has been achieved by increasing calls, emails, and outreach by the Career & Transfer Center Coordinator. The development of an outreach materials, website updates,

and providing alternative ways to meet with students has increased scheduled appointments with representatives.

Workshops - The Center has increased the amount of Smart Shop Workshops presented in the Center. In addition, the Career & Transfer Center Coordinator has increased services by creating workshops covering career, resume and cover letter, and job searching.

Guided Pathways – The Center Coordinator began working with the Guided Pathways Career & Transfer committee and assisted in creating Career Assessment tools necessary to assist students in making career and degree decisions.

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

B. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Your response may include issues regarding COVID-19. Please highlight any negative impacts for students.

Tracking – Due to COVID – 19, campus closure, and most classes being offered online the Transfer Center services moved online Virtually as well. With this the ability to track student usage of the Center has been limited.

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
X	External Factors		Learning Support		Professional Development		Technology Use

C. 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 available; if your program does not have a data packet or dashboard data, 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/2IYaFu7

Course Success Rates Dashboard can be found at the bottom of this page: https://bit.ly/2Y9vGpI

For assistance with this question, contact the Director of Institutional Research and Planning. **[https://bit.ly/3fY7Ead]**

The Career/Transfer Center does not receive a data packet from Institutional Research. With the move to a virtual Center due to COVID-19, the ability to fully track student visits has proven challenging. However, as more universities have invested in technology to work with students in a virtual environment, the number of university representative visits has increased, as has the number of schools represented.

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		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
X	External Factors		Learning Support		Professional Development		Technology Use

D. Short Term Planning: What are your most important plans, either new or continuing, for next year? Describe plans starting now and continuing through AY 21-22. (Optional: You may also describe long-term plans if desired.)

The Transfer Counselor is currently on a sabbatical leave, with the focus of the sabbatical project to develop resources to improve how transfer updates and information are communicated to students, counselors, and the Las Positas College community. Specific examples include a web page that compares Transfer Admission Guarantee (TAG) GPA requirements across the 20 most popular majors, as well as a centralized page where summaries of virtual transfer presentations from UC, CSU, private/independent, and out-of-state campuses are posted.

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		Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
	External Factors		Learning Support		Professional Development	**X**	Technology Use

Section Two: Institutional Planning Topics (Required for All Programs)

A. Equity [Student Equity and Achievement Committee]: Please describe any recent actions your program has taken to increase equity and/or any challenges your program faces in promoting equity and equity-based decision-making? Areas to consider include students impacted by race/ethnicity, gender, sexuality, age, or disability status, as well as students who are disproportionately impacted due to the shift to remote instruction.

For assistance with this question, contact the Director of Student Equity and Achievement. **[https://bit.ly/3fY7Ead]**

In the Fall of 2019 the Career & Transfer Center Coordinator assisted in the creation of the Brother to Brother Forum. This is a group of African American students that meet with staff, faculty, and administrators and participate in a series of "Student Success Forums." These forums are designed to assist African American students to eliminate barriers to success for transfer. The areas focused on include but are not limited to: Degree completion, transfer, careers, major identification, and job placement assistance. In the fall of 2019 these students have identified several barriers to their success and have requested assistance in the areas of:

1. Assistance with Time Management
2. Assistance with Internships
3. Assistants with Jobs
4. Assistance with Transfer
5. Assistants with Homework and Tutoring Resources
6. Assistance with removing Barriers to studying
7. Request for weekly meetings

In the Spring of 2020 we have begun to address the needs of these students with the creation of Transfer Center workshops addressing student's needs. These workshops are aimed at eliminating those barriers.

We have increased our social media presence by adding Facebook for our population using this media such as: veterans, re-entry students, and parents. The utilization of photos and marketing materials including calendars and flyers have increased student visits to the center.

Increasing campus visits from 4-year universities and colleges has been a priority. This has been measured by the responses to multiple emails, phone calls, and outreach by the Career & Transfer Center Coordinator. The development of outreach materials, website updates, and providing alternative ways to meet with students have increased scheduled appointments with representatives. We have been able to identify several university representatives that now schedule one on one meetings with students where previously they had only provided tabling information. In addition, we have begun to use "Virtual Visits" to the center where university reps are meeting with students via webcam. We have measured an increase in "out of area" 4 year Universities participating in Virtual Visits/Workshops for our students thereby increasing the opportunities for transfer.

The Career & Transfer Center Coordinator has designed a series of workshops aimed at addressing the needs and concerns of disproportionately impacted transfer students. The Center has increased the career & transfer Smart Shop workshops form 39 to 42. In addition, the Career & Transfer Center Coordinator has increased services by creating workshops covering career, resume and cover letter, and job searching.

B. SLOs/SAOs [SLO Committee]:

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

B1: Instructional Programs with PSLOs
B2: Instructional Programs without PSLOs or with Special Circumstances
B3: Non-Instructional Programs

Skip to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

B1: Instructional Programs with PSLOs

In this year's Program Review, and in support of Accreditation, we would like a snap-shot on how your program plans to collect, discuss and report assessment findings to develop best practices for teaching and student learning ("closing the loop").

As a program, please select one PSLO for a degree or certificate to focus on. This PSLO should reflect one area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, to update pedagogy, equity issues, or to examine a new degree/certificate, etc.

In this section, describe your plan for assessment data to be collected, analyzed and discussed, and reported out in next year's Program Review. Your plan should identify the CSLOs that feed into your selected PSLO so that a complete data set is collected. You may choose to do this over one or two semesters. In next year's Program Review, you will be asked to summarize your SLO assessments, analysis of those findings, and proposed changes that may be implemented to improve teaching and student learning.

For assistance with these questions, contact the SLO Committee Chair. **[https://bit.ly/3fY7Ead]**

> **B1a**. **In the space below, insert the complete wording of the PSLO and potential reason(s) for selecting it for analysis.**

> **B1b. In the table below, list the CSLOs that feed up to the identified PSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen.**
> (If this different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021

B1c. When will analysis and discussion of the assessment data be completed (during next year's Program Review is an option)? The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

B2: Instructional Programs without PSLOs or with Special Circumstances

If your department does not have PSLOs, you may choose one CSLO to focus on. This option may also be used if there is a strong departmental rationale for focusing on a single CSLO.

As a department, please select a course to focus on. The selected course and one of its CSLOs should reflect an area that you would like to investigate in depth. For example, your selection may focus on a course to improve student success, to update pedagogy, to analyze equity issues, etc.

For assistance with these questions, contact the SLO Committee Chair. **[https://bit.ly/3fY7Ead]**

B2a. In the space below, describe the rationale (such as this is not a degree-granting program, we focus mainly on non-degree courses, etc.)

B2b. In the space below, insert the complete wording of the CSLO and reason(s) for selecting it for analysis.

B2c. In the table below, list the CSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen.
(If this is different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021

B2d. When will analysis and discussion of the assessment data be completed?   (During next year's Program Review is an option.) The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

B3: Non-Instructional Programs

In this year's Program Review, and in support of Accreditation, we would like a snap-shot of how your student service area plans to collect, discuss, and report assessment findings to develop best practices for teaching and student learning ("closing the loop").

Please select one SAO to focus on. This SAO should reflect an area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, increase best practices, to address equity issues, or to examine a new service/program, etc. The intent is for this section to be useful for reflection to develop best practices for serving students.

For assistance with these questions, contact the SLO Committee Chair. **[https://bit.ly/3fY7Ead]**

B3a. In the space below, insert the complete wording of the SAO and potential reason(s) for selecting it for analysis.

Students who submit a Transfer Admission Guarantee (TAG) to the University of California successfully apply to at least one University of California campus.

B3b. When and how will this SAO be assessed and data entered into eLumen? (If this different than the submitted template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

Spring 2021. From September 1 – October 15, 2020, students apply for the Fall 2021 TAG; they are then required to apply for UC transfer in November 2020. In January 2021, the University of California is expected to send UC application data to LPC. At that time

> **the data will be compared to determine which students followed their UC TAG application with the required UC application in November 2020.**

B3c. When will analysis of the assessment data will be completed (during next year's Program Review is an option)? The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

> **The analysis of the data is expected to be completed by Spring 2021.**

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**

A. Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below. Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).

B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? List needed changes below.

C. DE Courses/Degrees/Certificates [Distance Education Committee]: 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.