

PROGRAM REVIEW Fall 2017

Program: Transfer Center

Division: Student Services

Date: October 16, 2017

Writer(s): Michelle Zapata

SLO/SAO Point-Person:

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.

Time Frame: This Program Review should reflect on program status during the 2016-17 academic year. It should describe plans starting now and continuing through 2017-18. 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 is a review of curriculum. Only programs with curriculum need to complete Section 2. The third section is a CTE update, to be completed by CTE programs only.

Topics: A list of topics of particular interest to Program Review readers can be found here:

<https://goo.gl/23jrxt>

Help: Contact Karin Spirm: kspirm@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 13.
- 4) Send an electronic copy of this form to Karin Spirm and your Dean by October 16

Links:

Program Review Home Page: <https://goo.gl/XATqjJ>

Fall 2016 Program Review Updates : <https://goo.gl/YV8QOt>

Frequently Asked Questions: <https://goo.gl/ilhRtt>

Section One: Program Snapshot

A. Data Review: Describe any significant changes to your program's data since last year's Program Review Update (Fall 2016).

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 (<https://goo.gl/WuR9cQ>)
- CEMC Data
- Labor Market Data
- SLO/SAO Data

The mission of the Transfer Center at Las Positas College is to provide comprehensive services and resources to transfer students to help them more clearly navigate the pathway to transfer to baccalaureate colleges and universities. The Transfer Center achieves this by providing transfer specific counseling, assistance with admissions applications, transfer success workshops, and visits with college and university representatives. In addition, the Transfer Center offers activities for transfer students such as college and university tours, Transfer Day, and a transfer Majors Fair.

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 is now at 65% (6,085 students expressed a goal of transfer in fall 2016). 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.

Data that highlight the need for transfer services can be gleaned from our TAG data, as well as our Transfer Center usage data. Our TAG data show that from the 2015-2016 academic year to 2017-2018, the number of students who submitted a TAG application grew by 46%. In fall 2015, we had 125 students submit a TAG application while in fall 2017 we had 183 students submit a TAG. In terms of services requested and needed, students who submit a TAG generally need assistance with completing the TAG application, as well as with a review of their transcripts to determine eligibility.

Our Transfer Center usage data is retrieved from SARS-TRAK. While this data is not perfect because it relies on students self-reporting when they enter the Transfer Center, it provides a picture of the demands in the Center. From the 2014-2015 academic year to the 2015-2016 academic year, the services in the center increased by a little over 3% (from 900 students visiting the Center to 929 students). Then, the students visiting the Transfer Center fell during the 2016-2017 academic year (from 929 students to 856 students). There could be a variety of reasons for this small drop in students. For example, a new Transfer Center Director assumed this role and may not have ensured that all students signed into SARS-TRAK. There was a lack of student assistant help, which resulted in the Transfer Center needing to be closed on several occasions. We had new support staff in the spring 2017 semester, which could have also contributed to a lack of ensuring that students signed into the SARS-TRAK system. Again, while this data is not perfect, it provides some insight into the demand for services from the Center.

Additional data that we look at are the transfer enrollment data. Our transfer enrollment data shows us that in the 2015-16 academic year, LPC had the greatest number of students enroll at four-year institutions. Specifically, the greatest number of students transferred to either the UC/CSU Systems (639 students); UC

Davis (54 students) and UC Berkeley (24 students); and CSUEB (190) since the economic downturn of 2008-09. This data shows us that our students are getting campuswide, including transfer and counseling services, support to help them in their successful transfer.

A new data element that we will start analyzing more closely is our transfer achievement gap data. The Student Equity Report requires LPC to report on several success indicators and highlight any areas where an achievement gap is found. In terms of the data related to Transfer Success, our 2015-2016 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.

Finally, an important goal for us to consider is how we will meet the state Board of Governor’s goal of increasing transfer success. In July 2017, the CCC Board of Governors released a report, “*Vision for Success: Strengthening the California Community Colleges to Meet California’s Needs.*” This report articulated a set of goals that California Community Colleges are to meet in order to help their students reach their own educational and career goals. One of these goals is to **“increase by 35 percent the number of California community college students transferring annually to a UC or CSU campus.”** According to the report, “the Public Policy Institute of California says this benchmark must be reached if California is to meet future workforce demands for employees with bachelor’s degrees. The Vision for Success calls for reaching this goal by mid-2022.” While we are experiencing transfer success among our student population, we will have to consider how we will close the transfer achievement gap, as well as how we will support even more of our students reach their goal of transfer.

B. Changes to Program and Needs: Describe any significant changes to your program or your program’s needs since the previous Program Review Update (Fall 2016).

<p>1. LPC, along with Chabot, decided to discontinue the TOP contract with UC Davis. In doing so, we no longer have monthly visits from UC Davis. Under the TOP contract agreement, the UC Davis transfer rep visited LPC about 3-4 times per month in fall and spring, and 2 times during the summer. In addition, UC Davis provided extended assistance via email and phone to the Transfer Center Director, conducted classroom presentations and workshops, and invited LPC to the “Discover UC Davis” day (on campus field trip and motivational transfer conference). Without this contract, UCD will visit us one time per semester, based on their availability. We will not be invited to participate in the “Discover UC Davis” event. According to our transfer enrollment data, UC Davis is the top UC campus that LPC students transfer to (54 students in 2015-2016). While it is unfortunate that we do not have the funds to continue supporting the TOP contract, the Transfer Center Director/Counselor will need to be more creative in how we conduct outreach and support for UC Davis-bound</p>	<p>Mark an X next to each area that is addressed in your response.</p>	
	<p>Definitions of terms: https://goo.gl/23jrxt</p>	
	X	Community Partnerships/Outreach
		Curriculum*
		Enrollment Management
	X	External Factors
		Facilities,** Supplies and Equipment (Including Software)
	X	Financial/Budgetary
		Human Resources
		Learning Support
	X	LPC Planning Priorities https://goo.gl/LU99m1
		Pedagogy
		Professional Development

<p>students.</p> <p>2. The current staffing model within the Transfer Center is one Transfer Center Director (a counselor on reassigned time) who spends 50% of her time as the Director overseeing and managing the logistics of the Transfer Center and 50% of her time as a general counselor. Additional staff support has been with the approval of student assistants. However, this depends on the availability of funding, and finding the right candidate. In the past several years, funding and availability for a student assistant has been highly inconsistent, and the level of support has been limited as a student assistant cannot assume staff-level responsibilities.</p> <p>Career Services has been next to non-existent, and have not been provided in the Career Center by a full-time LPC faculty or staff. It is only this fall 2017 that a Career Coordinator/Counselor will transition into this role and provide career services (on reassigned time). The Career Coordinator/Counselor will provide services in a similar manner as the Transfer Center Director, in that she will spend 50% of her time as the Career Coordinator—developing career services for students, overseeing and managing the logistics of the Career Center—and 50% of her time as the Student Interventions counselor.</p> <p>With the addition of career services, a change to the program will be that the “Career/Transfer Center” will operate as a center with two programs co-located. The Coordinators of both programs will need to work together on the scheduling of programs and activities in order to meet the needs of the students. It is important to note that moving forward, as both programs build out to meet the needs of students, as well as local and state mandates, we will need to assess how the space works to accommodate both program’s needs.</p> <p>3. Last spring 2017, the Transfer Center successfully developed and implemented two campus tour programs (the HBCU Transfer Tour and the UC Davis “Discover Davis” tour). The Transfer Center Director would like to continue providing a campus tour program (discussed in more detail in sections C (3) and F (6) and G. However, the funding source for this program has been the Student Equity funding. As there are more demands on the Student Equity funding and that source becomes limited, the Transfer Center Director will need to identify additional sources of funding support for the Transfer Center programs.</p>	X	Services to Students
		SLO/SAO Process
		Technology Use
		*Curriculum will also be addressed in Part 2 (Curriculum Review).
	**Facilities will also be addressed in Question H.	

C. Reflection: What plans from the [2016 Program Review Update](#) or any [previous Program Reviews/Updates](#) have been achieved and how?

<ol style="list-style-type: none"> 1. The Transfer Center Director/Counselor worked with the Outreach Coordinator to develop Transfer Center outreach materials for students. We developed a Transfer Center/TAG outreach flyer and Transfer Center social media outreach card. 2. Additional outreach materials: the Transfer Center is now on multiple social media platforms. The TC is on Twitter, Facebook, Instagram, and You Tube. 3. The Transfer Center Director/Counselor worked on developing a college/university tour program. She developed materials for the 2nd annual HBCU Transfer Tour including a pre/post student survey, a student/chaperone orientation, and a campus tour “journal assignment.” These materials can be (and are) used for other college tours. Two college tour programs were held in spring 2016—the HBCU Transfer Tour and a tour to UC Davis (Discover UC Davis Day). The Transfer Center Director served as a chaperone on the HBCU Transfer Tour and the UC Davis tour. We took 18 students on the HBCU Transfer Tour and 27 students on the UC Davis tour. The HBCU Transfer Tour was to 9 HBCU campuses in 5 states. We visited: Tuskegee University, Alabama State University, Morehouse College, Clark-Atlanta University, Jackson State University, Grambling State University, Paul Quinn College, Wiley College, and Spelman College. The Transfer Center Director’s goal is to take students on tours every fall and spring semester. She would like to tour a UC in fall and a CSU in spring. In addition, she would like to continue the HBCU Transfer Tour. This proposed transfer campus tour program depends on securing consistent funding. 4. The Transfer Center Director/Counselor continues to expand opportunities for students to meet directly with representatives from baccalaureate institutions, both on and off campus. Last spring 2017 and this fall 2017 semester, we added additional schools to visit on campus including University of San Francisco, University of the Pacific, Samuel Merritt College, Menlo College, and Santa Clara University. 5. The Transfer Center Director/Counselor coordinated with the HSI counselor and other faculty to develop and implement the Smart Shop Series. The Transfer Center offered 34 workshops in fall 2017. 	<p>Mark an X next to each area that is addressed in your response.</p>		
	<p>Definitions of terms: https://goo.gl/23jrxt</p>		
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<p>*Curriculum will also be addressed in Part 2 (Curriculum Review).</p>			
<p>**Facilities will also be addressed in Question H.</p>			

6. The Transfer Center Director/Counselor worked with the interim VPSS (Diane Scott Summers) to secure funding to hire an hourly/temporary classified staff person for spring 2017 (March-June 2017). The new VPSS was able to support the hourly, classified staff person to remain for the 2017-2018 academic year. The classified staff is approved to work 25 hours per week. In addition, the VPSS was able to provide funding for a federal work study student assistant for the 2017-2018 academic year. The student assistant is approved to work 12 hours per week. While this staffing “solution” is only temporary, it does provide the necessary support to provide some augmented transfer services to students this academic year. Some of the “augmented” services provided this fall include the 34 transfer workshops through the Smart Shop Series and the additional hours that the counselor can provide in the “Transfer Application Labs” (up to 8 hours per week from 5 hours per week in fall 2016).
7. The Transfer Center Director/Counselor reevaluated the “Transfer Tuesday” workshops and decided to add additional hours where students can get help. Based on the increased demand by students, this fall 2017, the Transfer Center Director decided to adjust her counseling schedule to add 3 hours on Mondays to help students in the “Application Labs.” These Application Labs are where students can get help with their TAG applications, in addition to the admissions applications for CSU, UC, independent and out-of-state colleges and universities. So far this fall the Application Labs are busy on both Mondays and Tuesdays.
8. The Transfer Center Director/Counselor developed a TAG training handout for counselors who approve TAG applications for their students (who TAG to UC Davis and UC Santa Cruz). The TAG training handout provides consistent information to all counselors regarding TAG eligibility requirements, as well as how to maneuver within the UC TAP system so that counselors can approve/deny their students’ TAGs. In addition, the Transfer Center Director also worked with the VPSS and the interim Dean of Student Services to enlist the help of two counselors to form a “TAG Team.” This TAG Team was responsible for reviewing the UC Davis and UC Santa Cruz TAG applications. The help of the additional counselors helped to ease the burden of just the Transfer Center Director’s review, as the turnaround time for the completed review is very tight.

D. Impacts to Students (Optional): Discuss at least one example of how students have been impacted by the work of your program since the last Program Review Update (only if you did not already answer this in Questions A, B or C).

<p>The impact that the Transfer Center’s programs has on students has been discussed in sections A, B, C, and D. In short, LPC transfer students are significantly impacted by the Transfer Center programs and activities. The Transfer Center provides compassionate and proactive support for students whose goal is to transfer to a four-year university. We provide opportunities for students to visit some campuses in person and for students to meet one-on-one with transfer reps. We support students in all aspects of the transfer process. Our programs and activities help all students, but in particular, they help students who are underrepresented in higher education. By providing focused, engaged, nurtured, and connected services, the Transfer Center is directly inspiring, motivating, and supporting the success of our transfer students.</p>	Mark an X next to each area that is addressed in your response.	
	Definitions of terms: https://goo.gl/23jrxt	
		Community Partnerships/Outreach
	X	Curriculum*
		Enrollment Management
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	X	Services to Students
		SLO/SAO Process
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**Facilities will also be addressed in Question H.		

E. Obstacles: What obstacles has your program faced in achieving plans and goals?

<p>1. The most significant obstacle the Transfer Center faces is the lack of support staff. While it is clear that demands on the Transfer (and Career) Centers will only increase in the near future, our staffing levels have not kept up. The current staffing model is: one Transfer Center Director (a counselor on reassigned time) who spends 50% of her time as the Director overseeing and managing the logistics of the Transfer Center and 50% of her time as a general counselor. <i>[Career Services has been next to non-existent, and have not been provided in the Career Center by a full-time LPC faculty or staff. It is only this fall 2017 that a Career Coordinator/Counselor will transition into this role and provide career services (on reassigned time). The</i></p>	Mark an X next to each area that is addressed in your response.	
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	X	Community Partnerships/Outreach
		Curriculum*
		Enrollment Management
		External Factors
	X	Facilities,** Supplies and Equipment (Including Software)

Career Coordinator/Counselor will provide services in a similar manner as the Transfer Center Director, in that she will spend 50% of her time as the Career Coordinator—developing career services for students, overseeing and managing the logistics of the Career Center—and 50% of her time as the Student Interventions counselor.]

When funding permits and when a suitable candidate has been identified, a student assistant has been assigned to the Transfer Center, but funding and availability for a student assistant has been highly inconsistent, and the level of support has been limited, as a student assistant cannot assume staff-level responsibilities. Currently, the Transfer Center's hours depend on the student assistants' schedule, which changes every 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 Center Director/Counselor provides services to students 8 hours per week in the fall semesters and 3 hours per week in the spring semesters. Outside of these hours, transfer services provided to students depends on the student assistants' availability.

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 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.

2. Another significant obstacle is finding a stable funding source to be able to provide comprehensive transfer services.

Currently the Transfer Center does not have a dedicated budget. However, there are needs for services to be provided by the Transfer Center. In addition to student needs, the Transfer Center must comply with state mandates, such as those set forth in Title V (section 51027), the Student Success and Support Plan (SSSP), and the Student Equity Plan. In addition, the state's Board of Governors has established the

X	Financial/Budgetary
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**Facilities will also be addressed in Question H.

<p>goal of increasing transfer at all community colleges, which puts more pressure on Transfer Centers to develop and implement new, or strengthen existing, transfer programs and activities. Without consistent and dedicating funding, the Transfer Center will be restricted in the ways in which it can serve students. As a result, the Center may be out of compliance with Title V and will miss opportunities to provide services and activities as documented in our SSSP and Student Equity Plan.</p> <p>3. An additional obstacle is the configuration of the technology within the Transfer Center. The presentation equipment is set-up in the back of the room, which causes challenges for presenters at the front of the room. Unfortunately a wireless mouse and keyboard (the current “work-around” solution) does not always work. This is a cause of frustration for the presenters as well as the students. With more and more workshops and classroom presentations occurring in the Transfer Center, this technology challenge needs to be addressed.</p> <p>4. A future potential obstacle is the current layout of the furniture and space within the Transfer Center. Now that we will begin offering Career Counseling services within the Transfer Center, we will need to address space issues. While the center was designed as a space to be shared between Career and Transfer services, both programs serve a significant number of students that is growing. Next spring 2018 will be the first semester that both Career Center and Transfer Center will offer programs. The Coordinators of both programs will need to work together on the scheduling of programs and activities, to best meet the needs of the students. However, moving forward, as both programs build out to meet the needs of students, as well as local and state mandates, the space might be too restrictive for both programs to grow.</p>	
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F. Short Term Planning: What are your most important plans (either new or continuing) for next year?

<ol style="list-style-type: none"> 1. Hire a Counselor Assistant II position that would be assigned to both the Transfer and Career Centers. 2. Update the Transfer Center website. 3. Update the Transfer Center Plan. 4. Update the annual Transfer Center programs and activities calendar. 5. Develop a mandatory TAG workshop/counseling program for students. 6. Secure <u>consistent funding</u> for an annual college/university tour program. 	<p>Mark an X next to each area that is addressed in your response.</p> <p>Definitions of terms: https://goo.gl/23jrxt</p> <table border="1"> <tr> <td>X</td> <td>Community Partnerships/Outreach</td> </tr> <tr> <td></td> <td>Curriculum*</td> </tr> <tr> <td></td> <td>Enrollment Management</td> </tr> <tr> <td></td> <td>External Factors</td> </tr> </table>	X	Community Partnerships/Outreach		Curriculum*		Enrollment Management		External Factors
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	External Factors								

<p>7. 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.</p> <p>8. Continue to expand opportunities for students to meet directly with representatives from baccalaureate institutions, both on and off campus.</p> <p>9. 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.</p> <p>10. Address the technology needs within the Transfer Center. The presentation set-up (projector, screen, computer equipment) continues to be a challenge in the TC. The equipment is set-up in the back of the room, which causes challenges for presenters at the front of the room. Unfortunately a wireless mouse and keyboard (the current “work-around” solution) does not always work. This is a cause of frustration for the presenters as well as the students. With more and more workshops and classroom presentations occurring in the Transfer Center, this technology challenge needs to be addressed.</p> <p>11. Address the layout of the furniture and space within the Transfer Center. Now that we will begin offering Career Counseling services within the Transfer Center, we will need to address space issues. While the center was designed as a space to be shared between Career and Transfer services, both programs serve a significant number of students that is growing. Next spring 2018 will be the first semester that both Career Center and Transfer Center will offer programs. The Coordinators of both programs will need to work together on the scheduling of programs and activities, to best meet the needs of the students. However, moving forward, as both programs build out to meet the needs of students, as well as local and state mandates, the space might be too restrictive for both programs to grow.</p>	X	Facilities,** Supplies and Equipment (Including Software)
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	X	Technology Use
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G. 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).

<p>The long-term vision of the current Transfer Center Director/Counselor is to have a Transfer Center that provides <u>comprehensive transfer services</u> to students. A model would be where there is a Transfer Center Director, a 50% to 100% counselor assigned to the Transfer Center, and a full-time classified staff person to help coordinate and support the Center’s services. The</p>	Mark an X next to each area that is addressed in your response.	
	Definitions of terms: https://goo.gl/23jrxr	
		Community Partnerships/Outreach

<p>vision of “comprehensive services” is a program that provides workshops, counseling appointments, drop-in application labs, 2-3 campus tours per semester, transfer rep visits on campus, Fall Transfer Day/Transfer Night, Spring Majors & Career Fair, spring Transfer Celebration, and special cohort program(s) for our disproportionately impacted students. All of these services would be designed for all transfer students, but would be specifically targeted to closing the transfer success achievement gap. In order for us to achieve this long-term vision, a funding stream would need to be identified and dedicated to providing these Transfer Center services.</p>		Curriculum*
		Enrollment Management
		External Factors
		Facilities,** Supplies and Equipment (Including Software)
	X	Financial/Budgetary
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H. Do you have any facilities needs that are currently unmet? If yes, please describe.

None at this time. There is potential for future facilities needs as described above in section F, #11.

I. Mission: Explain how your program’s plans and accomplishments support the mission of Las Positas College:

Las Positas College is an inclusive learning-centered institution providing educational opportunities and support for completion of students’ transfer, degree, basic skills, career-technical, and retraining goals.

The Transfer Center’s programs and accomplishments directly support the college’s mission by “providing educational opportunities and support for completion of students’ transfer goals.” Specifically, the mission of the Transfer Center at Las Positas College is to provide comprehensive services and resources to transfer students to help them more clearly navigate the pathway to transfer to baccalaureate colleges and universities. The Transfer Center achieves this by providing transfer specific counseling, assistance with admissions applications, transfer success workshops, and visits with college and university representatives. In addition, the Transfer Center offers activities for transfer students such as college and university tours, Transfer Day, and a transfer Majors Fair.

J. Program-Set Standard (Instructional Programs Only): Did your program meet its program-set standard for successful course completion? ___yes ___no **N/A**

(This data can be found here: <https://goo.gl/b59nCy>)

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

N/A

K. SLO/SAO Reflection: Describe an example of how your program used course SLO data (CSLOs), Student Service Area Outcome (SAO) data or Program SLO data (PSLOs) from last year (2016-17) to impact student learning or achievement. Focus on PSLOs or CSLOs where you have multiple semesters of data to analyze. (Copy the box below if you would like to discuss multiple examples.)

Course Name, Program Name or Student Service Area: Transfer Center
Text of the CSLO, SAO, or PSLO: <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>
Describe the quantitative or qualitative results: TBD

Discuss and reflect upon student achievement for this CSLO/PSLO/SAO. Discuss any actions taken so far (and results, if known) and your action plan for the future:

The Transfer Center Director reevaluated the “Transfer Tuesday” workshops and decided to add additional hours where students can get help. Based on the increased demand by students, the Transfer Center Director decided to adjust her counseling schedule to add 3 hours on Mondays to help students in the “Application Labs.” These Application Labs are where students can get help with their TAG applications (in addition to the admissions applications for CSU, UC, independent and out-of-state colleges and universities). The Transfer counselor reviews the students’ TAG applications and ensures the students’ meet TAG eligibility requirements. This one-on-one assistance helps to ensure that students are aware of the TAG requirements, as well as supports students in the application process.

In addition to the Application Labs, 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.

In addition, the Transfer Center Director developed a TAG training handout for counselors who approve TAG applications for their students (who TAG to UC Davis and UC Santa Cruz). The TAG training handout provides consistent information to all counselors regarding TAG eligibility requirements, as well as how to maneuver within the UC TAP system so that counselors can approve/deny their students’ TAGs.

Finally, the Transfer Center Director also worked with the VPSS and the interim Dean of Student Services to enlist the help of two counselors to form a “TAG Team.” This TAG Team was responsible for reviewing the UC Davis and UC Santa Cruz TAG applications. The help of the additional counselors helped to ease the burden of just the Transfer Center Director’s review, as the turnaround time for the completed review is very tight.

All of these proactive actions in working with TAG students contributes to the high number of students applying to the TAG program.

What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes in student achievement?

Our TAG data show that from the 2015-2016 academic year to 2017-2018, the number of students who submitted a TAG application grew by 46%. In fall 2015, we had 125 students submit a TAG application while in fall 2017 we had 183 students submit a TAG. In terms of services, requested and needed, students who submit a TAG generally need assistance with completing the TAG application, as well as with a review of their transcripts to determine eligibility. Possible explanations for this significant increase in the number of students who submit a TAG can be:

- More services offered through the Transfer Center;
- More visibility of the Transfer Center (students using the services and telling their friends, transfer center is on social media, disbursement of transfer center outreach materials);
- Increased transfer rep visits;
- Increased marketing of information (flyers, outreach materials, email, social media, workshops, classroom presentations) to counselors, and LPC faculty.

L. Plans for Analysis of SLO/SAO Data: Identify the PSLOs, CSLOs, or SAOs that your program plans on focusing on the upcoming year with subsequent analysis. (Copy the box below as needed.) **N/A (not at this time)**

Circle One: CSLO PSLO SAO
Course, Program Name, or Student Service Area:
Text of CSLO/PSLO/SAO:
If you plan on analyzing a PSLO, identify the CSLOs that feed into the PSLO that will need to be assessed.

**Section Two: 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.

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.

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.

**Section Three: 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 not represent unnecessary duplication of other training programs 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).

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

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?

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?

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?

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?