

PROGRAM REVIEW Fall 2019

Program: Career & Transfer Center

Division: Student Services

Date: October 9, 2019

Writer(s): Terrance M. Thompson

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.

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

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

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

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

Help: Contact Karin Spirn: kspirn@laspositascollege.edu

Instructions:

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

Links:

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

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

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

Section One: Program Snapshot

No Significant Changes Option

Contact person: _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot.

Programs must still complete all other sections (as applicable).

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

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

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

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

The Las Positas College Career & Transfer Center's Mission is to create and ensure a transfer culture by providing comprehensive support services. The Center achieves this by providing transfer advising, career advising, internships opportunities, job opportunities, and transfer success workshops. The Center focuses on connecting 4-year university representatives with students, hosting annual transfer fair, transfer celebration events, and sponsoring university and college campus tours. The goal is to increase visibility, transfer rates, and access to transfer information.

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

IR Data packets are available here: <https://bit.ly/2lYaFu7>

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

Our Transfer rates and data have been compiled and reported by our Institutional Research, (IR) department. The data indicates that in 2018 – 2019 the number of students who were admitted and enrolled at a UC or a CSU have decreased. However the UC transfers have increased. Of the 697 students who transferred to the California Public University, 175 transferred to California State University at East Bay. In addition, 78 transferred to San Jose State University with 60 transferring to UC Davis, and another 59 transferring to San Francisco State University.

The Student Equity & Achievement program indicates that there are achievement gaps for students transferring to 4 year institutions for Hispanic males, African American females, 1st generation females, and disabled.

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

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

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

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

D1 – Social Media- We have increased our social media presence by adding Facebook for our population using this media such as: veteran’s, re-entry students, and parents. The utilization of photos and marketing materials including calendars and flyers have increased student visits to the center.

D 3- In 2015 a Transfer agreement between HBCU colleges and universities began with (7) colleges. As of 2019 this agreement has expanded to include (37) colleges and universities. LPC has provided students with HBCU tours and to date we have visited over (21) HBCU colleges and universities. Recent data from the Chancellor’s office indicates that students have begun to apply and transfer to these colleges and as of the latest data from 2017 – 2018, (149) students state-wide have transferred to an HBCU with 53% transferring to HBCU partnering schools.

D 4- There has been an increase of campus visits from 4-year universities and colleges. This has been measured by the responses to multiple emails, phone calls, and outreach by the Career & Transfer Center Coordinator. The development of an 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 representative 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.

D 5 – 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.

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

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| N/A | | | | | | | |
| Mark an X before each area that is addressed in your response. | | | Definitions of terms: https://bit.ly/2LqPxOW | | | | |
| <input type="checkbox"/> | Community Partnerships/Outreach | <input type="checkbox"/> | Facilities, Supplies and Equipment, Software | <input type="checkbox"/> | LPC Planning Priorities | <input type="checkbox"/> | Services to Students |
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| <input type="checkbox"/> | External Factors | <input type="checkbox"/> | Learning Support | <input type="checkbox"/> | Professional Development | <input type="checkbox"/> | Technology Use |

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

Currently the center does not have an assigned transfer counselor. This means that when the center coordinator assist students to the point of needing transfer counselor he/she must then send the student to general counseling to make an appointment. Previously, LPC Career and Transfer Center was staffed by a Transfer Counselor and a Center Coordinator. This would allow students to be serviced in one area without having to leave one area to go to another. Feedback from students is that they would like to

have Transfer Counseling in the Center. An addition, the center has been relying on support from student assistant workers to check students in and out of the center, answer basic questions, and direct them to resources. This allows the Coordinator to work on center reports, collaborate with college wide programs that affect transfer, coordinate university representative visits, coordinate campus visits, and on-board employers, and complete necessary administrative task.

| | | | | | | | |
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| | Community Partnerships/Outreach | | Facilities, Supplies and Equipment, Software | | LPC Planning Priorities | | Services to Students |
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| | External Factors | | Learning Support | | Professional Development | | Technology Use |

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

1. Increase usage of the Career & Transfer Center. This can be accomplished by increasing workshops, university representative visits, and job research activities.
2. Utilize the already existing TV Monitors around campus to advertise events and workshops.
3. Use the Center as a “Triage” area at the beginning of each semester where students can use the (14) computers to complete applications, retrieve emails, retrieve W ID #, and sign up for classes.
4. Hire, train, and retrain student assistants who will act as ambassadors and peer advisors that will allow Center Coordinator to accomplish more of center’s goals.

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

N/A

| | | | | | | | |
|---|---------------------------------|--------------------------|--|---|--------------------------|--------------------------|----------------------|
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Section Two: Current Topics (Required for All Programs)

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

Program-set standard data can be found on this page:
<http://www.laspositascollege.edu/research/outcomes.php>

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

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

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

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

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

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

| |
|---------------------|
| Degree/Certificate: |
|---------------------|

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

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

D2. This question has been removed.

D3. This question has been removed.

E. This question has been removed.

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

| Goals for SCFF Projects |
|--|
| <ul style="list-style-type: none"> • Ensuring eligible students receive financial aid, if desired • Removing barriers that hinder students from moving toward their goals • Offering additional information and support about educational pathways • Offering academic support that increases English/math completion in the first year • Enhancing career readiness through coursework • Increasing completion of degrees and certificates • Increasing transfers and transfer readiness |

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

- What was the action?

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

- The action that our Center has taken is to continue to participate in the Smart Shop Workshop series and increase the amount of Transfer workshops.
- More students able to complete university applications, TAG agreements, identify majors, and choose careers leading to transfer.

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

N/A

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

| Area/Metric | Impacted Groups |
|---|---|
| Access: Enrollment at LPC | Black or African American (Female), Black or African American (Male), Filipino (Female), White (Female) |
| Readiness: Completion of both transfer-level Math & English | American Indian or Alaska Native (Female), Black or African American (Female), Black or African American (Male), Hispanic or Latino (Male/All), First Generation (Male/All), Foster Youth (Female), Foster Youth (Male), LGBT (All) |
| Retention: Retention from Fall to Spring | Black or African American (Female/All), First Generation (Female/All), Foster Youth (Male) |
| Completion: Completion of an Associate Degree, Certificate | American Indian or Alaska Native (Male/All), Asian (Male), Black or African American (Male/All), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), Foster Youth (Male), LGBT (Female), LGBT (Male) |
| Completion: Transfer to a Four-Year Institution | Disabled (Male/All), Black or African American (Female), Hispanic or Latino (Male), Native Hawaiian or other Pacific Islander (Female), Native Hawaiian or other Pacific Islander (Male), First Generation (Female), Foster Youth (Male), LGBT (Female) |

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

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

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

We have begun to address the needs of these students and are in the process of implementing workshops, programs, and follow up meetings to eliminate the barriers.

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

N/A

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

N/A

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

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

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

Curriculum Updates

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

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 Four: CTE Updates
(CTE Programs Only)**

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

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?