Program Area: Transfer Programs and Services

Program Philosophy
One of the primary missions of Las Positas College (LPC) is to "enable students to transfer to baccalaureate-granting institutions" (2006-2008 Catalog, p. 8). The main objective of Transfer Programs and Services is to assist students in the development and achievement of educational goals, specifically those involving transfer to four-year colleges and universities. Transfer Programs and Services strives to provide an innovative and supportive environment that facilitates the seamless transition of students from Las Positas College to public and private four-year institutions, in California and throughout the nation. In addition to serving students directly, Transfer Programs and Services actively disseminates the most up to date and pertinent transfer information to counselors, instructional faculty, staff, and other members of the campus community.

Goals/Objectives
1. Work in partnership with Counseling and other areas of Student Services in the rendering of transfer counseling and related services for students.

2. Provide timely and accurate transfer information to all members of the campus community.

3. Directly assist students in developing and meeting higher education goals, including the transfer choice process, gathering of information, use of resources, knowledge and implementation of transfer procedures, and continued educational success after transfer.

4. Facilitate transfer readiness and awareness of educational opportunities by offering and promoting transfer-related workshops, guest speakers, college and university representative visits, and campus-wide transfer events.

5. Participate in targeted outreach activities (on-campus, off-campus, in-person, and remote) to promote awareness and utilization of transfer programs and services.

6. Coordinate and communicate with academic programs and other areas of Student Services to ensure appropriate referrals are provided to potential transfer students.

7. Collaborate with all facets of the college community in order to reduce duplication of services, thus helping maximize the utilization of available college resources.

8. Strengthen partnerships with campus programs (EOPS, DSPS, ESL, and others) so that underrepresented and special students' needs are addressed in the area of transfer opportunities.

9. Collaborate with the LPC Honors Transfer Program.

10. Provide meeting space and faculty support for the Transfer Club, an LPC student organization.

11. Continue to promote and coordinate events such as LPC "Transfer Day" and the "President's Transfer Reception" to inform and recognize outgoing transfer students and the supportive campus community.

12. Continue to promote available Transfer Admission Guarantees (TAG) with 4-year institutions, while developing new partnerships with additional colleges and universities.

Program Area: Transfer Programs and Services

13. Continue to generate external funding to subsidize new and innovative transfer programs and services.

14. Develop and provide instructional services for Transfer courses within the Psychology-Counseling program.

15. Work with the campus institutional researcher in the ongoing assessment of Transfer Programs and Services, with the goal of continuous improvement in serving a diverse and growing student population. Using assessment data, Transfer Programs and Services will continue to address issues of student access, equity, and success with regard to transfer.

16. Develop student learning outcomes for Transfer Programs and Services.

17. Strengthen ties to local high schools, business, and non-profit agencies to increase awareness of transfer opportunities at Las Positas College.

18. Increase use of technology applications to facilitate promotion, implementation, and usage of transfer-related programs and services.

19. Work with Counseling to develop a training and information dissemination process, including transfer information, for full- and part-time counseling faculty.

20. Participate in local, regional, and statewide policy discussions about transfer, and ensure current and ongoing compliance with Title 5 regulations for California Community College Transfer Centers.

Program Information

Staffing:
Michael Schwarz, Counselor (50% General Counselor, 50% Transfer Programs and Services)
Lettie Camp, Career/Transfer & Employment Center Coordinator (50% Transfer Coordinator)

Location: Building 900 (Career/Transfer & Employment Center)

Hours: Monday to Friday 8:00 a.m. – 5:00 p.m.*
plus at least one evening per week (varies by semester)
*subject to change

Program Components
Student counseling; computer resources for transfer research and application submission; college and university catalog library; coordination, promotion, and meeting space for college and university representative visits; Transfer E-News development and delivery; UC Berkeley Concurrent Enrollment Program; UC Berkeley Starting Point Mentorship Program; UC Berkeley Transfer Alliance Program; CSU East Bay Cross Registration; a total of twelve Transfer Admission Guarantees; faculty support and meeting space for student Transfer Club; Transfer Center web page.
Highlighted Events: UC/CSU Workshops, Transfer Day, College Majors Workshops, Campus Tours, and President's Transfer Reception.

Program Area: Transfer Programs and Services

Data

Number of students: As of Fall 2005, a total of 2,796 students (38.1% of LPC student population) identified "transfer" as their primary educational goal.

Budget: Aside from staff salaries, Transfer Programs and Services currently has no distinct operating budget.

Technology Needs:

Transfer Programs and Services currently shares a student computer area with Career/Employment Services, and CalWORKs. Also shared is a computer which is used by students to login to the Student Tracking and Reporting System (STARS), and a laptop computer system. With the development of a new Student Services building, Transfer Programs and Services will be incorporated into a stand-alone Transfer Center, which will require a dedicated STARS system and student-accessible computer resources.

To meet the future needs of students who will increasingly use remote technologies, as well as to offer technologically-assisted communication with the more distant four-year campuses, anticipated technology needs include web conferencing equipment (e.g., a web camera, mobile projector, and LCD screen) which will integrate with existing computer resources.

Finally, in anticipation of a shift away from paper/print resources and toward technologically-based resources (e.g., downloadable catalogs, web-accessible transfer databases, online courses, online programs and orientations, etc.), faculty, staff, and student computers within Transfer Programs and Services should be routinely upgraded to ensure sufficient processing speed, memory, and disk space to provide timely and comprehensive information to our students, faculty, and staff.

Online Services:

Transfer Programs and Services staff maintains a Transfer Center website, which is accessible at http://www.laspositascollege.edu/transfercenter/index.php, or from the "Transfer Center" link on the LPC home page. The Transfer Center home page provides access to the following:

1.   Transfer Center hours, location, staff, services provided, and contact information;

2.   Transfer News updates, which are posted in tandem with Transfer E-news delivery;

3.   An online Transfer calendar, which includes dates, times, and locations for transfer representative visits to Las Positas College, as well as other off-campus transfer events;

4.   A "Transfer Links" page, which provides access to four-year campus websites, ASSIST.org for UC/CSU articulation, transfer guides, scholarship information, and other relevant transfer web resources;

5.   President's Transfer Reception and Transfer Award information (including online RSVP);

6.   A "Checklist for Transfer Students", with information on application processes, transcript information, and post-transfer advice;

7.   A "Special Transfer Programs" page, which provides information on Transfer Admission Guarantees and concurrent enrollment opportunities;

Program Area: Transfer Programs and Services

8.   Detailed information about the annual LPC Transfer Day, including a list of participating four-year campuses, as well as workshops to be presented as part of the event.

Facilities Needs

In anticipation of the new Student Services building, the following Facilities Needs have been identified:

1.   Dedicated, confidential office space for the Transfer Counselor, with room for at least two students;

2.   Confidential office space for four-year campus representatives, with room for at least two students;

3.   Confidential office space for use by part-time or overload counselor, with room for at least two students;

4.   Dedicated office space for the Transfer Center Coordinator;

5.   A front-desk reception area where student assistants and/or staff may check in students, answer quick questions, and complete other assigned duties;

6.   An open work area, including a computer bank, printer(s), and work tables, for students to conduct transfer research, Transfer Club meetings, and work on transfer applications;

7.   A "smart" classroom for transfer orientations, four-year college presentations, application and personal statement workshops, and classes (may be shared with other student services programs);

8.   Shelf space for approximately 500 college catalogs;

9.   One floor-to-ceiling cabinet for office supplies (may be located in a shared area);

10. Open wall space and/or space for two free-standing racks for distribution of transfer literature for students;

11. Open wall space for a bulletin board or flat-panel monitor to post notices of current transfer events;

12. An internally accessible, secure filing cabinet to house transfer admission agreement information, records, and other transfer counseling materials;

13. Access to campus facilities for annual Transfer Day, with space for approximately 50 four-year institution representatives and hundreds of students; and

14. Access to campus facilities for President's Transfer Reception, with space for approximately 150 students, family members, faculty, and staff.

Program Area: Transfer Programs and Services

Committees and Collaboration
Transfer Advisory Board**,** EOPS Advisory Board, Honors Advisory Board, Transfer Center Directors Association, Transfer Club Advisor, Honors Transfer Program, University of California, California State University, Association of Independent California Colleges and Universities.

What is the program's relationship to the College's mission?
A primary goal of Transfer Programs and Services is to foster growth and success in students, while specifically fulfilling the college mission of enabling student transfer to baccalaureate-granting institutions.

How does the program help fulfill the College's mission?
Transfer Programs and Services facilitates student transfer to baccalaureate-granting institutions. "Transfer to a 4-year college" is the most cited educational goal among incoming LPC students (Student Characteristics Report, 2005-2006). Transfer Programs and Services plays a key role in meeting the needs of the large number of students with transfer as their primary educational goal.

What is the program's connection/dialogue to other programs?
Transfer Programs and Services works closely with Career and Employment Services to provide accurate and current information to students. The Transfer Counselor works as a general counselor (50%), and serves on counseling committees for orientation, special events, and counselor training. The Transfer Counselor currently serves on the Student Services Coordinators Council, the EOPS Advisory Board, the Honors Advisory Board, and the campus Student Learning Outcomes committee.

Please describe the status of Student Learning Outcomes (SLO) in your program.
Student Learning Outcomes (SLOs) are currently in development. To facilitate this process, the Transfer Center counselor currently serves as a member of the campus SLO committee.

Program Strengths Identified
1.   As indicated by feedback from students, faculty, and staff, the Transfer Center effectively provides current and accurate transfer information in a student friendly environment.

2.   The Transfer Center effectively assists students in gathering information and understanding the transfer process.

3.   A total of twelve transfer admission guarantees are available for LPC students, including with campuses of University of California, California State University, and private universities.

4.   New and returning students rate highly the quality of service, knowledge of staff and helpful attitude of Transfer Center staff.

5.   The Transfer Center has improved in the effective use of technology to promote and implement programs for students, faculty, staff, and the campus community.

6.   Overall, the Transfer Center contributes to the high transfer rate of LPC students, relative to other community colleges in the region and state.

Program Area: Transfer Programs and Services

Program Weaknesses Identified

1. As the college continues to increase the diversity of its student population, an increase in outreach to multiple segments of the student population is needed.

2. Student use of the shared SARS computer login system to track program usage is limited, and there is insufficient staff to ensure all students properly login to the system. Thus, there are no reliable data to track actual student use of Transfer Programs and Services. Current data greatly underestimate actual student participation in the program.

3. As part of the "Career / Transfer & Employment Center" and also sharing space with CalWORKs, many students lack awareness of Transfer Programs and Services.

4. Community colleges in general, including LPC, need to work to reduce the disparity between incoming students who indicate a primary interest in transfer and the actual rate of transfer to baccalaureate institutions.

5. Transfer Programs and Services lacks a dedicated budget to fund activities such as Transfer Day and President's Transfer Reception, and lacks dedicated funds to develop and implement new transfer programs and services.

6. Transfer Programs and Services lacks the necessary space to provide a confidential meeting environment for more than one counselor/student interaction at a time. The Transfer Center also lacks the necessary space to provide a confidential environment for student meetings with four-year institution representatives.

7. The Transfer Counselor's student contact calendar is maintained by the Counseling Office, which is in a different building (Building 700). This presents a significant operational challenge and is confusing for students who seek transfer services directly at the Transfer Center.

Future Program Implications

The following recommendations address identified program concerns and weaknesses:

1. An increase in outreach to multiple segments of the student population is needed.

2. Improved assessment and tracking of students who participate in Transfer Programs and Services is much needed.

3. A stand-alone "Transfer Center" within the future Student Services building will be an important first step to increase student, faculty, and staff awareness of available Transfer Programs and Services.

4. Transfer Programs and Services faculty and staff will explore ways to increase the transfer readiness of our student population. The Transfer Advisory Board will play a key role in this discussion, and make specific recommendations for action.

Program Area: Transfer Programs and Services

5. A dedicated Transfer Programs and Services budget, to fund ongoing transfer programs (such as Transfer Day and the President's Transfer Reception), innovative new transfer programs (such as the Transfer E-News and Transfer Connections projects), and student assistant support, will become increasingly necessary as the college continues to grow.

6. The construction of the new Student Services building will provide an opportunity to provide a confidential meeting environment for multiple counselors, students, and four-year transfer representatives, within the Transfer Center.

7. The Transfer Counselor, Counseling front desk staff, and the Dean of Student Services will develop procedures to alleviate potential confusion among students who seek transfer services, and to increase efficiency of operations. In addition, the Transfer Counselor will advocate for an adjacent location to Counseling in the future Student Services building.

PROGRAM ACTIVITY PLAN

Program Area: Transfer Programs and Services

Targets	Activities	Person Responsible	Timeline	Measurable Objectives
1. Increase the number of available Transfer Admission Agreements (TAA) with 4-year institutions.	Work with UC, CSU, and independent colleges & universities to increase the number of available contracts.	Transfer Center Faculty and Staff Articulation Officer	2006-2010	By 2010, increase by 50% the number of available transfer admission agreements.
2. Increase the proportion of "transfer-ready" students relative to the number of students who express transfer as a primary goal, by annual cohort.	Encourage eligible students to sign TAA contracts. Increase outreach to LPC students via advertising, classroom visits, workshops, etc. Create a stronger link with the Honors Transfer Program. Work closely with EOPS, DSPS, ESL program, and counselors to create innovative, special programs targeting underrepresented, underserved, and low-income students; ESL students; and disabled students. Develop and teach a series of PSCN transfer courses targeted specifically toward potential transfer students.	Transfer Center Faculty and Staff Dean of Student Svcs Counselors Honors Transfer Program Coordinator ESL Coordinator EOPS Director DSPS Director	2006-2010	By 2010, decrease the proportional gap between "transfer intent" and "transfer readiness" by 25%.

Program Area: Transfer Programs and Services

	Targets	Activities	Person Responsible	Timeline	Measurable Objectives
3.	Maintain strong communication and develop new technologies to keep counselors well-informed on the latest transfer issues.	Provide ongoing transfer updates for all counselors. In collaboration with the articulation officer, compile pertinent information and other transfer resources electronically and in print. Develop a "transfer module" as part of a general training program for new part-time and full-time counselors. Develop and distribute a biweekly electronic newsletter to the campus community. Expand and maintain the Transfer Center website.	Transfer Center Faculty and Staff Dean of Student Svcs Counselors Articulation Officer	2006-2010	By 2006, an electronic transfer newsletter is developed and distributed on a bi-weekly basis. By 2007, transfer training module for counselors is implemented and institutionalized. By 2010, overall use of the Transfer Center web site will increase by 100%.
4.	Develop additional revenues to expand transfer services in tandem with anticipated growth of LPC student population.	Work with Dean of Student Services and the LPC Foundation to acquire outside funding to help expand the transfer program. Establish and maintain a dedicated budget for Transfer Programs and Services.	Transfer Center Faculty and Staff Dean of Student Svcs LPC Foundation	2006-2010	By 2010, dedicated, ongoing funding will be in place to cover one-time and recurring program expenses.

Program Area: Transfer Programs and Services

	Targets	Activities	Person Responsible	Timeline	Measurable Objectives
5.	Develop partnerships with local area high schools to increase the number of students, parents, and high school employees who consider LPC as a viable option for university transfer.	Work with Outreach Committee, Outreach Specialist, and counselors in developing workshops to better inform and encourage high school students to consider future transfer from Las Positas College as an option. Work with Institutional Researcher to design measurable outcomes to determine effectiveness of high school outreach programs.	Transfer Center Faculty and Staff Dean of Student Svcs Counselors Outreach Committee Outreach Specialist Institutional Researcher	2006-2010	By 2010, increase the proportion of new 18-20 year old students who select "transfer" as an educational goal by 10%.
6.	Increase and maintain partnerships with UC, CSU and independent colleges and universities to increase opportunities for student transfer.	Work with 4-year institutions in putting together innovative services that will meet the most pertinent needs of transfer students. Increase the availability of 4-year campus representatives who visit LPC to meet with students.	Transfer Center Faculty and Staff Dean of Student Svcs Counselors Outreach Committee	2006-2010	By 2010, increase number of available student appointments with 4-year campus representatives by 50%.
7.	Develop Student Learning Outcomes (SLOs), improve assessment, and establish research program for Transfer Programs and Services.	Work with Transfer Center Directors Association, LPC Student Learning Outcomes committee, and Student Services Division to develop, assess, and revise SLOs for Transfer Programs and Services. Work with Institutional Researcher and campus IT staff to improve assessment and establish research program.	Transfer Center Faculty and Staff Dean of Student Svcs TCDA SLO Committee Institutional Researcher IT Office	2006-2010	By 2007, initial SLOs for Transfer Programs and Services will be developed. By 2008, a reliable assessment and research programs will be developed for Transfer Programs and Services. By 2010, SLOs for Transfer Programs and Services will be assessed and revised if necessary.

Service Area: TRANSFER PROGRAM AND SERVICES
INTERNAL EVALUATION ANALYSIS: Service Area Goals
Completed: Spring 2006
Sample Size: (n=13   )

Overall Objectives:	Current Level of Effectiveness		
	Mean Rating Score	Variance Factor	Grade
Goal #1 Work in partnership with Counseling and other areas of Student Services in the rendering of transfer and career counseling services.	3.07	0.57	B
Goal #2 Provide current and accurate educational, transfer and career information in a student friendly manner.	3.46	0.43	B +
Goal #3 Assist students in gathering information and understanding the educational, transfer and career processes.	3.46	0.43	B +
Goal #4 Facilitate transfer readiness and awareness of educational/career opportunities by offering workshops, guest speakers, college and university representative visits.	3.30	0.39	B +
Goal #5 Participate in outreach activities including Counselor visits to LPC classes to promote utilization of the transfer and career programs and services.	1.77	0.94	C
Goal #6 Coordinate and communicate with academic programs and other areas of Student Services to ensure appropriate referrals to students.	2.83	1.24	B
Goal #7 Collaborate with other facets of the college community in order to reduce duplication of services, thus helping maximize the utilization of available college resources.	2.40	0.48	C +
Goal #8 Continue to build strong ties with equity programs such as EOPS so that underrepresented and special students' needs are met in the areas of transfer and career opportunities.	2.57	1.61	B -
Goal #9 Collaborate with the Honors Transfer Program on integration with the Transfer Program.	2.75	1.07	B
Goal #10 Develop and expand the Transfer Club including collaboration with campus student clubs.	2.37	0.55	C +
Goal #11 Increase the number of Transfer Admission Agreements (TAA'S) with 4-year institutions.	2.50	1.38	C +
Goal #12 Strengthen ties to the community high schools, business, and non-profit agencies for the purposes of creating more awareness of transfer opportunities as well as marketing college offerings to the community.	2.62	1.69	B -

Goal #13
Develop partnerships with local area high schools to help augment the   3.00   0.66   B
number of students whose first choice is the community college, LPC in particular.

Goal #14
Develop and implement a counseling training process to train new counselors   2.00   1.20   C
and keep seasoned counselors well informed on the latest transfer issues.

Goal #15
Develop and maintain a web-based informational tool that can be used   3.11   0.86   B
by faculty and students.

Goal #16
Advocate on behalf of transfer students at the statewide level in order   3.00   1.55   B
to preserve the terms of the current Memorandum of Understanding (MOU)
between community colleges, UC, CSU, and AICCU.

Goal #17
Continue to explore and develop activities to support student access   2.66   1.00   B -
and equity

Comments: Suggested Changes/Improvements

Goal # 2
- I do not know too much on what is being done w/the transfer club
- This campus is excellent here!

Goal # 5
- I believe this is an in-going concern. So to day that no changes or improvement is necessary would be inaccurate
- When an instructor know he/she will be absent, present a transfer workshop rather than cancel the class
- I don't know how often this happens, but it should be a regular part of the program

Goal # 6
- improvement always helpful
- I believe this is an in-going concern. So to day that no changes or improvement is necessary would be inaccurate. However, I do think LPC does a better job than many community colleges in this area!

Goal # 7
- this is an area where I am perhaps more critical. I talk to students who complain that they've been shuffled around from one department to another. But this seems to be endemic in any bureaucracy, and I do believe that the campus community really tries to cope with this

Goal # 8
- - I believe this is an in-going concern. So to day that no changes or improvement is necessary would be inaccurate. My experience has been that the counselors are really aware, but I'm not a s certain about the teaching faculty

Goal # 9
- - Good steps in this direction, again I believe this is an in-going concern. So to day that no changes or improvement is necessary would be inaccurate

Goal # 10
- because of the changing nature of the composition of student groups, this has to be and on-going concern

Goal # 11
- I do not know the data on this

Goal # 12
- as a college in a whole, we need to build this link. We are going the right direction

Goal # 13
- do not know what this center is doing w/local HS

Goal # 14
- I can only evaluate this goal for the 2005-06 academic year & during this time there has not been a full-time faculty transfer counselor/coordinator. Therefore, I'm not certain my evaluation is fair considering no one was present full-time to address this goal. However, I did not observe a formal training process – although, communication was very open and information easily accessible
- As an Adjunct Counselor, I feel like I'm always struggling to get the most accurate current information. The emails, and the generosity of the other counselors with their time really helps. This is complicated because I do think on-the-job training is most effective (at least for me)
- Has happened sporadically over the years, needs to be more consistent

Goal # 15
- if this goal also refers to the career website, I would rate that component as a '2'. I would recommend that the career development process be explained in order for the resources (currently posted) to be better understood and utilized by students
- not aware of this tool, but I agree it is needed
- This is in the works, and I'm glad to see it coming

Goal # 18
- need to know more on this
- Again, I believe this is an in-going concern. So to day that no changes or improvement is necessary would be inaccurate

General Comments:
- I always think there is room for improvement, which is why you see so many #2's in my evaluation. Frankly, I think that LPC provides a very supportive environment for students, and I find the interaction between the various units on campus very gratifying. These is constant effort being made to help/improve services for students. This evaluation is an example of that on-going effort.
-

STUDENT SERVICES PROGRAM REVIEW: SATISFACTION/USAGE DATA
Service Area: TRANSFER CENTER

<u>Point of Service Student Satisfaction Level Ratings</u>
Data Source: Student Services Program Review Student Evaluation Survey (Spring 2006)
Sample Size: (n= 8   )

Response Analysis

		Mean Rating Score	Grade

Question #1
Did the program staff answer you questions adequately and completely?

Not Answered Adequately/Completely	0 1 2 3 4 <---------------------------->	Answered Adequately/Completely	4.00	A

Question #2
Do you understand services and resources available to you in this service area?

Do Not Understand	0 1 2 3 4 <------------------------>	Completely Understand	3.25	B

Question #3
Was the service you received was provided in a professional and efficient manner?

Not Efficiently Provided	0 1 2 3 4 <------------------------>	Service Efficiently Provided	3.50	B +

Question #4
Was the service you received helpful and responsive to your needs?

Not Helpful or Responsive	0 1 2 3 4 <------------------------>	Very Helpful and Responsive	3.50	B +

Question #5
Was the basic service area environment welcoming and "user-friendly?"

Not User-Friendly	0 1 2 3 4 <------------------------>	Very User-Friendly	3.38	B +

Question #6
Were you satisfied with overall quality of the service you received?

Not Satisfied	0 1 2 3 4 <------------------------>	Very Satisfied	3.50	B +

Question #7
Would you recommend this service to other students?

Not Recommend	0 1 2 3 4 <------------------------>	Highly Recommend	3.50	B +

Question #8
Do you use the Las Positas College web site to access information about this
service area or program?

Never Use Web Site	0 1 2 3 4 <------------------------>	Frequently Use Web Site	2.75	B

<u>Student Comments</u>:

STUDENT SERVICES SATISFACTION/USAGE DATA
Service Area: TRANSFER PROGRAM and SERVICES

Comparison of Service Area Usage and Satisfaction Level Percentages
Data Source: Student Satisfaction Survey Fall 2005
Sample Size: (n=895)
  Operational Definitions
  Usage Level=   Percentage of students that indicated they had utilized service area.
  Satisfaction Level=   Percentage of students that indicated they were satisfied with
                      service area utilized.
  Quality of Service Evaluation Rating Scale: 4 = Excellent   (Satisfied)
                                         3 = Very Good   (Satisfied)
                                         2 = Satisfactory (Satisfied)
                                         1 = Poor   (Not Satisfied)
                                         0 = Very Poor (Not Satisfied)

Analysis: All Students
Service Area
Transfer Center

	Evaluation Rating Level (%)	
Usage Level (%) = 52.0	Excellent	20.0
	Very Good	38.0
Overall Level	Satisfactory	38.0
Satisfaction (%) = 96.0	Poor	4.0
Grade= A	Very Poor	1.0

Satisfaction Categories (%)
(Group = All Students)   Grade

Quality of Service	93.0	A
Knowledge of Staff	91.0	A-
Helpful Attitude of Staff	92.0	A-
Wait-Time for Service	85.0	B
Location of Service	95.0	A

Comparison Analysis: New Students and Continuing Students
Sample Size: New (n=271)   Continuing (n=349)

Service Area	Usage Level (%)		Satisfaction Level (%)	
	New	Continuing	New	Continuing
Transfer Center	42.0	57.0	99.0	95.0
		Grade= A	A	

Evaluation Rating Level (%)-New		Evaluation Rating Level (%)-Continuing	
Excellent	20.0 Students	Excellent	20.0 Students
Very Good	44.0	Very Good	35.0
Satisfactory	35.0	Satisfactory	40.0
Poor	2.0	Poor	4.0
Very Poor	0.0	Very Poor	2.0

Satisfaction Categories (%) (Group = New)		Grade	Satisfaction Categories (%) (Group = Continuing)		Grade
Quality of Service	94.0	A	Quality of Service	91.0	A-
Knowledge of Staff	90.0	A-	Knowledge of Staff	90.0	A-
Helpful Attitude of Staff	91.0	A-	Helpful Attitude of Staff	91.0	A-
Wait-Time for Service	79.0	C+	Wait-Time for Service	87.0	B
Location of Service	94.0	A	Location of Service	95.0	A

Note:
New enrolled group includes new (first term any college), transfer (first term at Las Positas/previously attended another college), and returning (previously attended Las Positas) students responding to survey.
Continuing group includes only students that attended Las Positas during Fall Semester.

Comparison Analysis: Full-Time Students and Part-Time Students
Sample Size: Full-Time (n=517)   Part-Time (n=257)

Service Area	Usage Level (%)		Satisfaction Level (%)	
	Full	Part	Full	Part
Transfer Center	55.0	44.0	96.0	97.0
			Grade= A	A

Evaluation Rating Level (%)- Full-Time			Evaluation Rating Level (%)- Part-Time	
Excellent	21.0	Students	Excellent	22.0	Students
Very Good	40.0		Very Good	35.0
Satisfactory	35.0		Satisfactory	40.0
Poor	4.0		Poor	2.0
Very Poor	0.0		Very Poor	1.0

Satisfaction Categories (%) (Group = Full)		Grade	Satisfaction Categories (%) (Group = Part)		Grade
Quality of Service	94.0	A	Quality of Service	93.0	A
Knowledge of Staff	91.0	A-	Knowledge of Staff	94.0	A
Helpful Attitude of Staff	91.0	A-	Helpful Attitude of Staff	95.0	A
Wait-Time for Service	87.0	B	Wait-Time for Service	84.0	B
Location of Service	96.0	A	Location of Service	92.0	A-

Note:
Full-time group includes students enrolled in 12 units or more.
Part-time group includes students enrolled in less than 12 units.

Comparison Analysis: Day Students and Evening Students
Sample Size: Day (n=702)   Evening (n=91)

Service Area	Usage Level (%)		Satisfaction Level (%)	
	Day	Evening	Day	Evening
Transfer Center	52.0	39.0	97.0	96.0
			Grade= A	A

Evaluation Rating Level (%)- Day			Evaluation Rating Level (%)- Evening	
Excellent	21.0	Students	Excellent	25.0	Students
Very Good	40.0		Very Good	25.0
Satisfactory	36.0		Satisfactory	46.0
Poor	3.0		Poor	4.0
Very Poor	1.0		Very Poor	0.0

Satisfaction Categories (%) (Group = Day)		Grade	Satisfaction Categories (%) (Group = Evening)		Grade
Quality of Service	93.0	A	Quality of Service	93.0	A
Knowledge of Staff	91.0	A-	Knowledge of Staff	96.0	A
Helpful Attitude of Staff	92.0	A-	Helpful Attitude of Staff	97.0	A
Wait-Time for Service	87.0	B	Wait-Time for Service	79.0	C+
Location of Service	95.0	A	Location of Service	96.0	A

Note:
Day group includes students enrolled only in day or combination of day and evening courses.
Evening group includes students enrolled only in evening and/or Saturday courses