Program: Transfer Services

Division: Student Services

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Audience: *Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.*

Purpose: *To document significant program accomplishments, plans and needs between Triennial Program Reviews. This update should provide a snapshot of your program.*

Time Frame: *This update should reflect on program status during the 2014-15 academic year. It should describe plans starting now and continuing through 2016-17.*

Topics: *The first section of this Program Review Update focuses on general program reflection and planning. The second and third sections focus on reflection and planning regarding Student Learning Outcomes.*

Scope: *While this Program Review Update does ask for some analysis of data, detailed data reports in the form of appendices should be reserved for the Triennial Program Review.*

Instructions:

1) *Please fill in the following information as completely as possible.*

2) *If the requested information does not apply to your program, please write "No Changes Since the Program Planning Update."*

3) *Send an electronic copy of this form to the Program Review Committee Chair and your Dean by _____.*

Part One: Program Snapshot

A. Have there been any significant changes to your program, your program's data or your program's needs since the previous Program Planning Update?

If there are any changes, describe the relevant information and its significance in the space below.

These changes might have originated from within the program or because of an external source (the institution or the state, for example). 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
- CEMC Data
- Retirements
- State Mandates
- Labor Market Data

The main objective of Transfer Services is to provide resources to assist students in the development and achievement of educational goals, specifically those involving transfer to baccalaureate colleges and universities. 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 has held steady at 63%. In addition, the six-year transfer rate for LPC students has held steady (between 47% and 48% for the last three cycles).

Perhaps the most dramatic change between 2013-2014 and 2014-2015 is in the tracked usage of

the Transfer Center. In 2013-2014, there were 231 recorded student visits to the Transfer Center (64 drop-in, and 167 attended appointments). For 2014-2015, there were a total of 890 recorded student visits, including 765 drop-in students, and 125 attended appointments. The increase of over 300% in tracked usage of the Transfer Center reflects a shift in how students are served in the Transfer Center, which will be discussed in more detail later in this report.

Finally, the number of students who successfully transferred to UC/CSU exceeded 600 for the first time in the history of Las Positas College. In 2014-2015, 610 students successfully transferred to one of the 32 campuses within the UC and CSU system. This represents a 9% increase over 2013-2014, and a 22% increase from the 2012-2013 academic year.

B. What objectives, initiatives, or plans from the 2014 Program Planning Update (PPU) have been achieved and how?

The main objective, to increase staff support for the Transfer Center, was not met. In 2013-2014, a position request for a Transfer Specialist was proposed and ranked fourth by the Resource Allocation Committee. Despite a relatively high ranking, the position was not filled, with no rationale provided. In 2014-2015, a lower-level Counselor Assistant position was proposed, ranked in the middle, and was also not filled. For 2015-2016, a Career/Transfer specialist position was proposed and is currently under review.

On a more positive note, 3-5 hours per week of counselor time (depending on time of year) has been allocated to the Transfer Center for the Transfer Tuesday program. On most Tuesdays, a counselor is available for students in the Transfer Center to answer general questions, as well as to provide direct assistance to students working on transfer applications and personal statements. Institutionalizing Transfer Tuesday has directly led to the dramatic increase of student visits to the Transfer Center.

C. What obstacles has your program faced in achieving objectives, initiatives, or plans?

Lack of staff support has hindered the ability of the Transfer Center to grow the program.

D. What are your most important plans (either new or continuing) for next year?

1) Increase staff support for the Transfer Center, preferably by hiring a Career/Transfer specialist in 2015-2016.
2) Continue the highly successful Transfer Tuesday program.
3) Leverage new and existing resources to provide targeted services toward student groups who are shown to be disproportionately and negatively disadvantaged in the transfer process.
4) Continue to expand opportunities for students to meet directly with representatives from baccalaureate institutions, both on and off campus.
5) Facilitate a smooth transition of Transfer Program leadership for 2016-2017.
6) 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.

E. Do plans listed under question (D) connect to this year's planning priorities (listed below)? If so, explain how they connect.

Planning Priorities for 2015-16

- *Establish regular and ongoing processes to implement best practices to meet ACCJC standards*
- *Provide necessary institutional support for curriculum development and maintenance*
- *Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes*
- *Expand tutoring services to meet demand and support student success in Basic Skills, CTE and Transfer courses.*

Objectives 1-4 are acknowledged best practices that contribute directly to meeting accreditation Standard II.B, "Student Support Services".

F. Instructional programs: Did your program meet its program-set standard for successful course completion? ____yes _____no

(This data can be found here: http://goo.gl/y9ZBmt)

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

G. How have students been impacted by the work of your program since the last Program Planning Update (PPU)?

By institutionalizing Transfer Tuesday, by expanding availability of baccalaureate representatives visiting Las Positas College, by increasing opportunities for student to communicate with college and university representatives virtually, and by participating in social media, the Transfer Center has directly contributed to the demonstrated increased success of LPC students pursuing transfer.

Part Two: SLO/SAO Assessment Review

Review your program's SLO assessment results for AY 2014-2015 and respond to the following questions.

A. Discuss how assessment results in at least one course in the program indicate success in student learning (OR) Discuss how assessment results of at least one SAO in the program indicate success in service to students.

For 2014-2015, 82% students who submitted a Transfer Admission Guarantee (TAG) application with the University of California followed up with an application for transfer to at least one UC campus. This is a consistent result when compared to 2013-2014 (also 82%), which suggests that students are continuing to receive appropriate support in the transfer process. In addition, the number of TAG students increased from 119 to 129 during that time frame, which demonstrated increased interest in the UC TAG program.

B. Discuss assessment results that indicate a need for improvement.

Although the rate of TAG follow-through is high, a way to possibly improve the result (if additional staff resources are added) would be to survey the students who did not follow-through with the UC application and learn why, in order to determine if targeted interventions may be helpful in increasing the rate even higher.

C. Instructional Programs: For the course(s) listed in (B) above, discuss how your program, or someone in your program, made changes or plans to make changes in pedagogy as a result of SLO assessment results.

Non-Instructional Programs: For the areas(s) listed in (B) above, discuss how your program made changes or plans to make changes as a result of SAO assessment results.

No changes were made as a direct result of the SAO results; however, it is believed that institutionalizing Transfer Tuesday may have contributed to the increased number of students pursuing UC TAG.

D. Instructional Programs Only: Give an example of a change in the number of units and/or lab hours based on assessment data, if applicable.

E. Instructional Programs: Discuss how distance education course assessment results compare to face-to-face courses, if applicable. (*Respond to this question if your program has distance education courses.*)

Non-Instructional Programs: Discuss how SAO assessment results for online services compare to face-to-face services, if applicable. (*Respond to this question if your program provides services online.*)

Although virtual services are provided in the Transfer Center, this particular SAO does not apply.

F. Did your program discover the need for additional resources (for AY 15-16 or 2016-17) based on the assessment results?   YES X   NO ☐

If yes, please explain.

As previously discussed, staff resources have been a challenge for the Transfer Center, and would be required (in this case) to further investigate the reasons that a few students do not follow up their UC TAG applications with an application for transfer to a UC campus. In addition, introducing Transfer Center staff would allow for the Transfer Center to be available for more consistent hours, thus further increasing the support the Transfer Center is able to provide for students seeking transfer.

Part Three: SLO/SAO Continuous Improvement Process

A. SLO Planning through AY 2016-17

As appropriate for your program, please address each of the following areas. For each area, describe your program's plans starting now and continuing through the academic year 2016-17. Focus on how the program's SLO process will impact student learning or the student experience at Las Positas College.

1. SLO/SAO assessments: How does your program plan to use assessment results for the continuous improvement of student learning or services? (*NOTE: 100% of courses in your disciplines should be assessed a minimum of once every two years. Each program must assess at least 25% of its courses every semester. Programs with SAOs should assess at least 50% of their SAOs every year*).

   Examples might include (Your responses may vary.):
   - changing number of units/lab hours
   - changing pedagogy/curriculum
   - changing assessments
   - changing service hours
   - changing modes of service delivery

The percentage of students who follow up a UC TAG application with a UC transfer application remains high. However, an increase in Transfer Center staff will be required in order to maintain consistent service hours in the Transfer Center, with the goal of further improving services to students.

2. Have your assessment results shown a need for new/revised SLO/SAOs?   YES ☐   NO X

   If yes, complete the table below:

Estimated number of courses for which SLOs will be written or revised:	
Estimated number of SAOs that will be written or revised:	

   a. What courses or SAOs will your program assess during this academic year (2015-16)?

b. Instructional programs only: In order to budget to pay part-time faculty to work on SLOs during the academic year 2015-16, estimate the number of part-time faculty in your program who are likely to participate in the SLO process in 2015-16.

Number of Part-Time faculty who will participate in the SLO process (creating, assessing or discussing SLOs)	
Fall 2015	
Spring 2016	