

PROGRAM REVIEW Fall 2018

Program: Career and Transfer Center

Division: Student Services

Date: October 22, 2018

Writer(s): Ana Maciel

SLO/SAO Point-Person: N/A

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 2017-18 academic year. It should describe plans starting now and continuing through 2018-19. 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 an SLO/SAO update. The fourth section is a review of curriculum. Only programs with curriculum need to complete Section 4.

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 10/22.
- 4) Send an electronic copy of this form to Karin Spirm and your Dean by 10/22.

Links:

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

Fall 2017 Program Review Updates : <https://goo.gl/pkv76m>

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

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 Review 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.

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 counseling, assistance with admission applications, transfer success workshops, and hosts visits from college and university representatives. In addition, the Transfer Center offers activities for transfer students such as college and university tours, Transfer Day and transfer Majors Fair.

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 2017).

1. The former Transfer Center Director, Michelle Zapata, left the position at the Career and Transfer Center. Her role only covered transfer functions of the Center and there wasn't a dedicated full-time professional to support career workshops and programs.
2. In the beginning of the Fall 2018 semester a full-time Career and Transfer Center Coordinator was on-boarded. Her roles and responsibilities include coordinating the day-to-day functions of the Career and Transfer Center as well as represent the Center and Las Positas at conferences

and off-campus events. The daily functions include having functioning hours of operation throughout the week, setting up and taking care of logistics for events as well as supervising student assistants. She is tasked with meeting with students and provide general transfer and career services including but not limited to: resume building, cover letter writing, college application support and college selection guidance.

3. We have a Work-Based Learning Specialist who is employed under the Career Technical Education programs on campus and utilizes office space at the Career and Transfer Center temporarily. She supports the job and internship fairs in campus as well as the online job and internship board portal.
4. We are in the process of hiring student assistants for the 2018-2019 academic year to support with front desk duties. Currently, student assistants from the Counseling Department are temporarily on a front desk coverage rotation at the Career and Transfer Center.
5. A challenge that currently exists is lack of consistency in front desk coverage. A Counselor Assistant who can keep a schedule and be a single point person for students is needed as the Career and Transfer Center Coordinator oftentimes has meetings and events scheduled where her presence is required.
6. Our current operational budget is small and we cannot always provide food at our small and large events. Incentives are what typically bring students into the space and we don't have the budget to have food or marketing material to have our Center and services be visible and well-known.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://goo.gl/23jrxt				
<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"/>	Curriculum committee items	<input type="checkbox"/>	Financial/Budgetary	<input type="checkbox"/>	LPC Collaborations	<input type="checkbox"/>	SLO/SAO Process
<input type="checkbox"/>	Enrollment Management	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Technology Use
<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	

C. Reflection: What plans from the [2017 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.

C(1&2) – Social media (Twitter and Instagram) is being used to post events and important dates and deadlines. Social media outreach card is not being used as the information from two of the accounts cannot be found. Outreach material to be disseminated through the Outreach Office is still in the works.

C(3) Career and Transfer Center Coordinator does not have context for the achievement of this plan. HBCU Tour is in the works for Spring 2019. Umoja Co-Coordinator and Career and Transfer Center Coordinator are collaborating on outreach, application and logistics.

C(4) Baccalaureate institutions continue to request on-campus visits to Las Positas College including tabling events and one-on-one appointments with students. There were transition challenges because the institutions were contacting the former Transfer Director/Counselor and there was a delay in response. So far, the Transfer Center website has been updated with contact information and hours of operation.

C(5) The Career and Transfer Center continues to host Smart Shop Series workshops. The Center will host a total of 39 workshops for Fall of 2018 alone. The Career and Transfer Center hopes to incorporate a few workshops on resume building and interviewing skills in the Spring 2019.

C(6) The Career and Transfer Center Coordinator does not have context for the hourly/classified personnel hired last year. However, staffing continues to be an on-going challenge with the CTE Work Based Learning Specialist working in the Center part-time and the adjunct counselors being on rotation without Friday coverage. A dedicated staff person that works full time on career and job opportunities as well as a full time Transfer Counselor is needed.

C(7) The Career and Transfer Center Coordinator does not have context for workshops or labs held last year. Currently, the Center is an open lab space where students can drop-in and seek guidance as needed for transfer, career and employment related tasks. This creates accessibility for the students so that no appointment is needed or so that they are not being turned away and asked to come back during lab hours since the Center is open 40 hours per week. This also is a challenge for the Career and Transfer Center Coordinator because she is the only full-time personnel in the space and is consistently being solicited for support as students work on the computers provided. Counselors are able to support when they are not meeting with a drop-in student one-on-one which is helpful, but when there is only one person in the space tasks are delayed to support multiple students seeking guidance in the space.

C(8) The Career and Transfer Center Coordinator does not have context for the TAG training handout or TAG Team established.

C(9) The Career and Transfer Center has opened its doors to students every day and has created a welcoming environment where students feel comfortable asking general and confidential questions while having accessible resources for further inquiry. The Center space was organized and re-organized to meet the needs of a full-function Center. A goal for the year is to seek funding opportunities to be fully stocked with supplies as needed.

C(10) For the past few years the Transfer Center website was the primary outlet for events and services provided by the Career and Transfer Center. This year, it continues to be the primary source for information, events and services, but it is not strictly for Transfer but also Career and Employment events and services. We are currently working on merging the Career and Employment website with the Transfer Center website to establish a comprehensive Career and Transfer Center webpage.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://goo.gl/23jrxr				
<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"/>	Enrollment Management	<input type="checkbox"/>	Human Resources	<input type="checkbox"/>	Pedagogy	<input type="checkbox"/>	Technology Use
<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	

D. 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: <http://www.laspositascollege.edu/research/progrev.php>

Course Success Rates Dashboard can be found at the bottom of this page:
<http://www.laspositascollege.edu/research/outcomes.php>

Our Transfer enrollment data shows us that for the academic year 2017-2018 students most frequently transferred to CSU East Bay (199), San Jose State (107), San Francisco State (85), UC Davis (76), and Sacramento State (42). Almost two-thirds of Las Positas College transfers to California public universities in 2017-2018 enrolled in these institutions. There were 562 students who transferred into California State university system and 193 enrolled in the University of California system.

Our Student Equity Report highlights areas where an achievement gap is found. In terms of the data related to Transfer Success, our 2017 analysis found that student groups identified as African-American, Native American, Pacific Islander, veteran, low-income, and persons with disabilities were disproportionately less likely to transfer to a four-year college or university. We have some work to do in order to close the identified achievement gaps.

Students enrolled in Career & Technical Education (CTE) were surveyed via email, SMS text message and telephone. Per the 887 respondents here are some highlights of the results:

- 93.5% were satisfied with the education training they received
- 69.3% secured a job that is closely related to their program of study
- 89.1% found a job in less than 6 months post-certificate and/or vocational degree

More data on career and employment to be worked on this year.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://goo.gl/23jrx				
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<input type="checkbox"/>	External Factors	<input type="checkbox"/>	Learning Support	<input type="checkbox"/>	Professional Development	<input type="checkbox"/>	

E. 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

Mark an X before each area that is addressed in your response.			Definitions of terms: https://goo.gl/23jrx		
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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		

F. 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 B-E).

N/A							
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	External Factors		Learning Support		Professional Development		

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

1. The counselors that are seeing students on a drop-in basis at the Career and Transfer Center are part-time adjunct faculty who support students in their transfer and career academic pursuits. A full time counselor can provide consistency for students as well as have scheduled hours when they can support students one-on-one while they are using our Center computers.
2. We currently have a Work Based Learning Specialist working part time. Having a full time employee who focuses on career and employment services would be ideal so that it is not overlooked due to the high transfer culture already established at Las Positas College.
3. The Career and Transfer Center Coordinator does not always have time to meet with students and set up for an event or college representative at the same time. For example, during the November 2018 career fair in the Quad, the event was not documented and publicized on social media since the Coordinator was meeting one-on-one with students for college applications and she is the only one with access to the Center's social media accounts. This may improve with student assistants but consistency is also important so that duties are assigned when multiple activities are happening at the same time.
4. Office space is a challenge with one of the multi-use offices in the Center. The multi-use office is being shared with Counselors, Work Based Learning Specialist and visiting college representatives. Counselors have the space on Mondays and the Work Based Learning Specialist is asked to work from outside the office on days when college representatives are visiting which is about 5-6 times per month.

- We have fixed the IT issue with the front desk computer being connected to the projector; however, with the new set up computer directly connected to the projector the computer automatically goes on to the restored settings and not the personalized settings which makes the set-up time to be from 10-15 minutes for just the computer to turn on and to the right settings. This oftentimes delays presentations and presenters can get frustrated, especially if time is a challenge. The wireless mouse, keyboard and clicker do not have a wide range restricting the presenter from the ability to move around the room. Moving forward, it would be ideal to have a better functioning computer set up that has USB wireless range so that presenters can not only start and end on time but have accessibility clicking the next slide and can walk around the room at the same time.

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H. Short Term Planning: What are your most important plans (either new or continuing) for next year? Describe plans starting now and continuing through AY 2018-19.

- Host the Transfer Day events and other transfer related workshops
- Host Campus reps on campus and provide space for them to meet students
- Increase the employer and student traffic on the job and internship board
- Create outreach material that is inclusive of transfer and career services
- Bring student assistants on board for 2018-2019 academic year

Mark an X before each area that is addressed in your response.			Definitions of terms: https://goo.gl/23jrx				
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I. 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).

Ideally, we would like to see a model where there is a full-time Career and Transfer Center Director, full-time Career and Transfer Center Coordinator, full-time counselor and full-time Counselor Assistant to make sure we are providing comprehensive and equitable support for both transfer and career/employment seeking students.

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Section Two: Current Topics (Required for All Programs)

- A. Educational Master Plan: A list of goals and strategies appears on page ii of the Educational Master Plan, which can be accessed here:**

http://www.laspositacollege.edu/about/assets/docs/LasPositas_Ed_Master_Plan.pdf

If applicable, describe how your program's upcoming plans reflect the goals described in the college's Educational Master Plan (your plans are described in Section 1, Questions H-I, or on a previous program review if you did not complete this year's Program Snapshot).

N/A

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

Program-set standard data can be found on this page:

<http://www.laspositacollege.edu/research/outcomes.php>

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

- C. Facilities: Do you have any facilities needs that are currently unmet? If yes, please describe.**

The multi-use office is challenging to manage as I have to ask the Worked Based Learning Specialist to work from outside the office when counseling is overbooked or college representatives are visiting.

- D. Professional Development**

Section 87153 of California Education Code specifies the type of Professional Development activities that may be funded by the Community College Professional Development Program. You can review these activities here: <https://goo.gl/w8sqBM>

D1. Summarize the aspects of professional development that have been working well for your program. This might include the process of obtaining funds, the types of training your program members have been attending, etc.

N/A

D2. Summarize any needs, desires and visions your program has regarding professional development, as well as any challenges.

The Career and Transfer Center Coordinator would like to attend trainings and conferences to prepare her for the different aspects of the Center as well as get to know best practices from other community colleges who have similar populations or program needs as ours.

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

Section Three: SLOs/SAOs (Required for All Programs)

A. In the box below, copy and paste your “Plans for Analysis of SLO/SAO Data” from last year's Program Review. This plan can be found in the [2017 Program Review](#) Section 1 Question L.

(If discussing multiple PSLO/SAOs copy the box below as needed.)

N/A

Circle One: CSLO PSLO SAO
Course, Program Name, or Student Service Area:
Text of CSLO/PSLO/SAO:
If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

B. Below, report on your program's progress on the plan described in Question (A) above.

Text of CSLO/PSLO/SAO:
SLOs: Assessment data collected from _____ sections over _____ semesters. SAOs: Assessment data collected from _____ students over _____ semesters.
Describe the quantitative or qualitative results:
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:
What changes in student achievement are evident across the semesters you analyzed? What are some possible explanations for these changes?
DO you plan to continue tracking this SLO in the next year? Explain.

C. Planning: What are your future plans (either new or continuing) for SLO/SAO analysis for next year? Identify the PSLOs, CSLOs, or SAOs that your program plans to focus on the upcoming year with subsequent analysis (next year's program review). (Copy the box below as needed.)

Circle One: CSLO PSLO SAO
Course, Program Name, or Student Service Area:
Text of CSLO/PSLO/SAO:
If you plan to analyze a PSLO, identify the courses that are mapped to the PSLO.

D. SLO/SAO Suggestions (optional): What questions or suggestions do you have regarding SLO/SAO planning, assessment and reporting?

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**Section Four: 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.