

Las Positas College
ANNUAL PROGRAM REVIEW TEMPLATE
Review of AY 2011-12

Name of Program	Division	Author(s)
Transfer Services	Student Services	Michael Schwarz

INSTRUCTIONS:

1. This Annual Program Review covers the time frame academic year 2011-2012.
2. The planning should be for the academic year 2014-2015.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template (e.g., Bio, math, EOPS)
4. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
5. To see how other programs completed sections in the Annual Program Review, visit the Examples Template on the PR website. The examples are from a variety of programs and may give you ideas of how to respond for your own program.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR co-chairs Jill Carbone and Teri Henson. Concerns, feedback and suggestions are welcome at anytime to PRC representatives or co-chairs.
8. Instructions for submitting your Annual Program Review will be available at the start of the fall semester.

STATEMENT OF PURPOSE:

- Review and reflect on the student experience, with the goals of assessing and improving
 - student learning and achievement
 - services for students
 - program effectiveness.
- Provide a forum for each program's findings to be communicated to Administration
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements.
- Collect information that will contribute to institutional assessment and improvement.

I. MISSION

State the current program mission

(A mission statement should address the unique role and scope of the program. Consider the operating mission of your program. Identify specific purposes within your program (e.g., certificates, degrees, general education, matriculation, assessment). Avoid vague, overbroad language.)

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 four-year colleges and universities. Transfer Services strives to provide an innovative and
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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 (through the Transfer Center, transfer workshops, a transfer planning course, appointments with the Transfer Counselor and with baccalaureate personnel, and transfer events); Transfer Services actively disseminates the most up to date and pertinent transfer information to counseling and instructional faculty, staff, administration, and the local community.

The mission of Las Positas College is:

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

(NOTE: this is the draft mission statement, currently under review.)

Discuss how the program supports the college mission.

Transfer Services – through the Transfer Center, the Transfer Counselor, the University Transfer Planning course (Psychology-Counseling 18), and in partnership with other Student Services and Instructional programs – provides direct resources and facilitates inclusive learning opportunities specifically designed for students who wish to pursue transfer to a baccalaureate college or university. By directly supporting the achievement of students' transfer goals, Transfer Services is in complete alignment with the college mission.

II. PROGRAM ANALYSIS

A. Courses (For Instructional Programs Only)

1. Will any course outlines be revised or updated in the academic year 2014-2015?

(Highlight the appropriate box to type in an X.)

YES NO

If yes, in the table below, please list which courses will be revised or updated and the reason for the revision.

(Click in the box under Courses to start entering information. Tab to move to the next box. Tab in the last box to create a new row.)

Course(s)	Reason for Revision
PSCN 18 – University Transfer Planning	To meet UC-transferability guidelines; adding the current LPC catalog as a text; to offer in distance education format (in addition to face-to-face) to increase access to the course for prospective transfer students.

2. Will new curriculum (*e.g.*, course outlines, degrees) be submitted to the Curriculum Committee for the academic year 2014-2015?

YES NO

If **yes**, please describe briefly what new curriculum is planned.

N/A

B. New Initiatives (AY 2014-15)

Are any new initiatives planned for the academic year 2014-15?

(Examples of new initiatives include, but are not limited to: new degrees or certificates, new pathways, new outreach efforts.)

YES NO

If **yes**, please describe briefly what new initiatives are planned.

During AY 2011-2012, classified staff support for Transfer Services was eliminated, requiring “faculty counselors on reassigned time to sustain the program” (Las Positas College Administrative Team, June 2012). The total reassigned time is 12.5 hours per week during the Fall and Spring semesters only. 100% of the Transfer Counselor reassigned time is used to meet basic Title 5 requirements for Transfer Centers (detailed later in this report). Additional staff support for Transfer Services (under discussion for 2014-2015) will allow the Transfer Counselor to work on the following new initiatives:

- The Virtual Transfer Outreach Project is anticipated to be fully implemented in 2014-2015. This initiative, with seed funding provided by the LPC Foundation, will allow students to connect with university outreach representatives from a distance using video conferencing equipment and software.
- In order to increase outreach to our evening student population, the annual Transfer Night event – which brings several baccalaureate colleges and universities to campus - will be reinstated in Spring 2015.
- Transfer Services will actively support the instructional faculty and curriculum process in the development and promotion of transfer degrees, as mandated by the Student Transfer Achievement Reform (STAR) act, also known as SB1440, as well as recently enacted SB440.
- At the time of this writing, discussions are underway to explore the possibility of building a learning community that would link the University Transfer Planning course with a core English, Math, Psychology-Counseling, or other career and/or transfer-oriented class. The 2014-2015 academic year would be the earliest possible time that such a program would be implemented.

C. SLOs/SAOs

1. Status of course SLOs/SAOs and assessments for AY 2011-12.

(Since the Program Review process is beginning in 2013 and the assessments for AY 2012-13 will not be complete, analyze the assessments for the AY 2011-12). Click in the box under Number of Courses Offered. Press Tab to move to the next box. Press Tab at the end of the row to create a new row.

Number of Courses Offered (AY 2011-12)	Number of Courses with SLOs (AY 2011-12)	Number of Courses Assessed within the last TWO years (AY 2010-11, AY 2011-12)
1 (PSCN 18)	1 (PSCN 18)	1 (PSCN 18)

2. How frequently have course SLOs/SAOs been assessed? (e.g: every semester, every other semester, once a year.)

(This is a summary; it is not a list of courses and their assessment frequency.) Click in the box and begin typing. The box will expand as you type.

Spring 2012 was the first time that PSCN 18 – University Transfer Planning was offered at LPC; course SLOs were assessed upon completion of the course.

3. Status of program-level SLOs/SAOs and assessments for AY 2011-12.

Number of degrees/certificates offered	Number of degrees/certificates with SLOs	Number of program level SLOs/SAOs
n/a	n/a	1

4. Analysis of SLO/SAO data for AY 2011-12.

(Attach a summary of the program's AY 2011-12 SLO/SAO data as an appendix.)

a. Please describe the program-wide dialogue on assessment results, including assessment of distance education courses. Where would one find evidence of this dialogue?

(This section concerns the type and variety of dialog regarding assessment results, not the assessment results themselves. For examples of evidence, consider: meeting notes, program coordinator's records of dialogue, or email.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

Evidence of this dialogue includes entry into eLumen as an "Improvement Plan" (attached). Evidence of dialogue outside of Transfer Services may be found within meeting minutes from one or more of the following regular 2011-2012 meetings: Dean and Counselor; Coordinators / Student Services Planning; Student Services Division.

The University Transfer Planning (PSCN 18) course SLO was assessed for the first time after the Spring 2012 semester, with dialogue planned for the following academic year. Evidence of this includes the "Section Improvement Plan" from eLumen for Spring 2012 (attached).

b. Please summarize what was learned from the assessments, including distance education courses. How will these results be used for improvement/s?

(Please provide at least two paragraphs. One paragraph should address face-to-face assessments, the other paragraph should address distance education assessments. If the course is taught in both face-to-face and distance education modes include a paragraph comparing the assessment results.)

The Transfer Services SAO that was assessed for the academic year 2011-2012 examined the number and percentage of students who applied for the University of California Transfer Admission Guarantee (TAG) program who successfully followed through and applied for Fall 2012 transfer to the UC. Eighty-five percent of students successfully applied; whereas 15% did not. Following-up with the students who failed to apply was proposed to determine how to improve support of students during the transfer process.

The University Transfer Planning course (PSCN 18) SLO for Spring 2012 involved demonstrating the ability to develop a Transfer Action Plan for each student's individual transfer goal. Although half of the students who completed the course successfully developed a comprehensive Transfer Action Plan, the other half were missing one or more components. Proposed improvements included expanding the Holland Hexagon (RIASEC) written assignment as it applies to each student's life, career, and major choice, to allow further exploration for how each student's Holland Code may or may not fit his or her educational goal(s).

- c. To what extent will, and how, do assessment results support resource requests for AY 2014-15?

Assessment results fully support additional resources for the Transfer Services. Currently there are a total of 12.5 faculty hours per week (Fall and Spring only) dedicated to "leadership for the transfer function of the College" (as per the Transfer Counselor position description) and zero operating budget. After the elimination of the Transfer Center Coordinator position in AY 2011-2012, there is no classified support dedicated to Transfer. Currently, the Transfer Counselor faculty reassigned time is utilized to attempt to meet the following Transfer Center "Required Services" as mandated by Title 5, Section 50127:

- Identify, contact, and provide transfer support services to targeted student populations;
- Development and use of transfer admission agreements with baccalaureate institutions;
- Ensure that students receive accurate and up-to-date academic and transfer information;
- Monitor the progress of transfer students to the point of transfer;
- Support the progress of transfer students through referral as necessary to additional support services;
- Assist students in the transition process, including timely completion and submittal of necessary forms and applications;
- Coordinating underrepresented student transfer efforts;
- Serving as liaison to articulation, student services and instructional programs;
- Serving as chairperson of the Transfer Advisory Committee;

- Development and adoption of the Transfer Center Plan;
- Preparing the Transfer Center Annual Report;
- Overseeing an ongoing internal evaluation of the effectiveness of the college's transfer efforts.

Additional Transfer Counselor responsibilities (as listed in the position description) include the following:

- Develop a training program for part-time and full-time counseling faculty to provide updated transfer information;
- Attend UC/CSU conferences, Regional Transfer Directors meetings and share information with counseling faculty and transfer students;
- Serve as a resource to the College on transfer issues;
- Provide transfer information for local community workshops
- Bring transfer information into the classroom by working with (instructional) faculty;
- Collaborate with the College outreach (staff) in designing and implementing a program of publicity for the (Transfer) Center.

With the elimination of classified support for Transfer Services, the LPC Administrative Team implemented a "self-serve" model for the Transfer Center. By eliminating the Career/Transfer/Employment Center Coordinator position, the following Title 5 mandated services were eliminated:

- In cooperation with baccalaureate institution personnel, develop and implement a schedule of services for transfer students to be provided by baccalaureate institution staff;
- Maintain a resource library of college catalogs, transfer guides, and related transfer information;
- Providing clerical support for the Transfer Center;
- Tracking student visits to the Transfer Center (as required for the Annual Report);
- Coordinating the activities of the Transfer Center.

In addition, the following transfer services were eliminated:

- Coordinate and host a variety of programs and events (for example, Transfer Day and Transfer Night);
- Conduct tours of the Transfer Center to visitors and student classes;
- Coordinate and schedule (baccalaureate) campus tours;
- Supervise assigned work-study students.

In order to attempt to comply with Title 5 mandates, the Transfer Counselor has attempted to absorb all of the "Required Services" and some of the additional responsibilities, but with the limited amount of release time this is not a sustainable

model. Given that Title 5 requires “clerical support for the transfer center and assign(ed) college staff to coordinate the activities of the transfer center,” Las Positas College appears to be in violation of Title 5. Currently, the Transfer Center is only open when a student assistant is available, or when the Transfer Counselor is conducting a workshop. Additional staff are required in order to restore minimum core Transfer Services as mandated by Title 5; to allow the Transfer Counselor to move forward with aforementioned new initiatives; and to enable the Transfer Counselor to better support campus responsiveness to emerging trends and statewide mandates (such as development of transfer degrees). Additional staff resources would also allow the Transfer Counselor to better assess Transfer Services with the goal of improvement; for example, when considering Transfer Program SLOs and SAOs, additional support would free up time for the Transfer Counselor to follow-up with the students who failed to move forward with their transfer applications to learn how to better support these students in the transfer process. Finally, additional resources will allow Transfer Services to better support the campus mission, which includes student transfer at its core.

- d. What are the general plans for assessments in the upcoming academic year AY 2014-15 (*i.e.* additional assessments or reassessment)?

Quantitative assessment with existing SLOs and SAOs will proceed as planned for 2014-2015.

D. Student Data

1. Analyze the student data provided by the Office of Institutional Research (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>) and other data as appropriate (for example: SARS-TRAK data, library student surveys).

- a. Please describe the program’s dialogue about the student data. Where would one find evidence of this dialogue?

(This dialog should be occurring as you write your Program Review of 2011-2012. Examples of evidence may include: agenda or minutes from workshops or meetings, internal reports. Smaller programs may want to consider discussing their data with related programs, their Dean, the Institutional Researcher or, for academic programs, adjunct faculty in the program.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

With regard to Transfer Services, dialogue involving transfer data has occurred across multiple levels. Campus wide dialogue has occurred at Town Meetings (April 6, 2011 and April 4, 2012 – see agendas for evidence) as well as by campus-wide e-mail communication on multiple occasions. Consultation with the Institutional Researcher has occurred in person and by e-mail on numerous occasions (for example, 10/20/2011, 2/23/2012). Agendas and meeting minutes for the following meetings can be used as additional evidence of transfer data discussion: Dean and Counselor, Student Services Coordinators / Planning, Student Services Division. Finally, transfer data are featured on the Transfer Data page of the Transfer Center web site: <http://www.laspositascollege.edu/transfercenter/TransferData.php>.

- b. Please summarize what the program learned from the student data. How will these results be used for improvement/s and planning?

(Briefly discuss trends or significant findings regarding student retention, success rates, different cohorts of students, etc. Student data may suggest the need for changes in course offerings, scheduling, teaching methodology, outreach, processes, etc., or may lead to the creation of a new SLO/SAO.)

Our data demonstrate a high demand for transfer coupled with a challenging transfer environment, which suggests our prospective transfer students would benefit from additional support. According to data from California State University (<http://www.calstate.edu/as/CCCT/index.shtml>) the number of students from LPC who transferred to a CSU campus declined by over 10% from AY 2010-2011 to AY 2012-2013 (414 to 372). In addition, data received through the University of California Data Sharing Project show that the number of LPC students who applied for Fall transfer to a UC campus declined by 17% (from 233 to 194) between November 2010 and November 2012. Also, the number of students who completed a UC Transfer Admission Guarantee (TAG) declined from 124 (September 2011) to 97 (September 2012). Finally, among the 902 enrolled students from the LPC Early Admission Program for Fall 2013, almost 80% (716/902) expressed a goal of attending a baccalaureate school after LPC. These data show a high student demand for transfer, coupled with a challenging transfer environment for students. These findings clearly support expanding services dedicated to facilitating transfer for our students (such as workshops for transfer applications, transfer degrees, and the TAG program) and continued SLO/SAO assessment.

- c. To what extent, and how, do the student data results support resource requests?

(If relevant, briefly explain how your student data may be improved by acquiring new or additional resources (eg: faculty, classified personnel, instructional equipment, facilities) that you plan to request. You will be asked to provide more detailed information on the resource request forms; this is just a brief summary.)

Student data clearly support additional resources for the Transfer Program. The observed decline in student transfer from LPC to UC/CSU occurred during the same time period as the elimination of the Career/Transfer/Employment Coordinator position. Although it cannot be definitively stated that eliminating the position caused a decline in transfer, the LPC Administrative Team reduced Transfer Services during a time that transfer application and enrollment data show that students needed these services the most. Currently, only 12.5 faculty hours per week are dedicated to leadership of Transfer Services, which is insufficient to provide "required services" outlined in Title 5. In addition, eliminating the mandated "clerical support for the transfer center" appears to be a violation of Title 5 Section 50127. Student data and Title 5 mandates suggest an increase in resources - including faculty time, classified personnel, and appropriate equipment - dedicated to Transfer Services will be critical to enhance LPC transfer student outcomes in accordance with the campus mission. Additional staff dedicated to Transfer Services would also enable the Transfer Counselor to better support initiatives - including, but not limited to, supporting development and promotion of Transfer Degrees as required by state law.

2. Enrollment Management (**Instructional programs only**)

- a. What total FTEF was approved for the program in 2012-13? This data is found in your Discipline Plans.

For PSCN 18 course offering information, please consult the Psychology-Counseling Program Review.

- b. If this amount differs from 2011-12, describe what changes have occurred.

(To find Total FTEF for AY 2011-2012 consult the Enrollment Management data on the IR website. (<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>). If your allocation was less than the previous year, comment on the types of courses that were cut. If the allocation was more, indicate which classes were added and why.)

For PSCN 18 course offering information, please consult the Psychology-Counseling Program Review.

- c. Describe and explain any changes you anticipate in course offerings for the academic year 2014-15.

For PSCN 18 course offering information, please consult the Psychology-Counseling Program Review.

E. Human Resources (in AY 2011-12)

1. Please complete the following table.

(Enrollment Management data is posted on the IR website:

(<http://www.laspositascollege.edu/researchandplanning/ProgramReview.php>).

Total FTEF*	FTEF from Full-Time Faculty*	% FTEF from Full-Time Faculty **
0.5 (12.5 Counseling hours / week assigned to Transfer)	0.5	100%

* If your program consists of multiple rubrics (eg: Anatomy, Ecology, Microbiology) sum values from all rubrics

** If your program consists of multiple rubrics, use the following equation to calculate the % FTEF from Full-Time Faculty: Divide the FTEF from Full-Time Faculty by the Total FTEF and multiply by 100.

Type of Personnel	Number	Shared? With whom? If shared, state % of time assigned to the program	No. of hrs/wk	No. of mo/yr
full-time classified staff*	1 (position eliminated)	33% (Shared with Career, Employment Programs)	40 (total for Career,	12

	during AY 2011-2012)		Transfer, and Employment)	
regular hourly classified staff**	0	0	0	0
student assistants	0	0	0	0

* full-time: 20 hrs/wk (50%) to 40 hrs/wk (100%)

** regular hourly: 18 or fewer hrs/wk (45% or less)

2. Will human resources be adequate for the academic year 2014-15?

YES NO

If No, briefly describe. Provide any data which support these needs.

In summary, recent budget cuts to all segments of California higher education have increased demand for transfer at Las Positas College over the past few years. About 80% of Fall 2013 Early Admission students expressed a goal of attending a baccalaureate college or university after LPC (with declared goals of earning a BA with or without AA, and meeting "4-year" requirements). Conversely, the numbers of LPC students who apply for transfer (UC) and who execute a successful transfer (CSU) have decreased. Increased support is clearly necessary to enhance transfer outcomes in accordance with the campus mission, in the midst of an increasingly challenging and complex transfer environment. However, in 2012, the LPC Administration eliminated "support provided by classified staff" and moved to a "self-serve Transfer Center" with "faculty counselors on reassigned time to sustain the program" (LPC Administrative Team, 6/12/2012). The amount of reassigned time (12.5 hours per week in Fall and Spring only) is insufficient to fully meet "Required Services" as mandated by Title 5, nor is it sufficient to allow the Transfer Counselor to support campus mandates such as the development of Transfer Degrees. Also, by failing to provide "clerical support for the transfer center" as mandated by Title 5 Section 51027, LPC at risk for being cited during the upcoming accreditation cycle. An increase in human resources for 2014-2015 will be essential to meet the needs of new and current students with declared and/or demonstrated intent to transfer, as well as to comply with Title 5 required transfer services. (For a more detailed rationale in support of increasing staff support for Transfer Services, please consult the supporting rationale for "Resource Requests for AY 2014-15" section on pages 5-7 of this report.)

3. Are there Staff Development needs for the academic year 2014-15?

YES NO

If yes, elaborate. Provide any data which support these needs.

During 2014-2015, in order to keep up-to-date on the latest information with regard to

transfer in California, the Transfer Counselor will attend the following regular meetings and conferences: CSU Counselor Conference, University of California Counselor Conference, Ensuring Transfer Success Conference, CCC System Office Transfer Regional Representative Meetings, Region 4 Transfer Center Director Meetings, Transfer Center Directors Association (now residing within WACAC) meetings, as well as other meetings and conferences that may emerge in response to contemporary transfer issues (such as Transfer Degrees, TAGs, private college & university transfer, etc.).

F. Technological Resources

Are there any **new** technological needs for the academic year 2014-15?

(Do not discuss your existing technology, including replacements and repairs of existing technology. DO discuss new needs.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: enrollment information related to the growth of your program, workforce demands/trends, obsolete or outdated equipment and/or software.)

Many colleges and universities no longer send printed college catalogs to Transfer Centers, which makes it difficult to meet the Title 5 requirement to “provide a resource library of college catalogs” without additional technological resources. A subscription to College Source, an online repository of current and past college catalogs from United States colleges and universities (and some international schools), would help fulfill that need.

How students connect with the Transfer Center, as well as with baccalaureate colleges and universities, is constantly evolving. Transfer Services, through a grant from the LPC Foundation, has begun the process of developing a Virtual Outreach program for students to connect with universities via video conferencing. The massive cuts university outreach offices have sustained has reduced the availability of four-year representatives to visit LPC. Software such as Adobe Connect Professional and Skype are examples of resources that would be utilized in this endeavor. In addition, document transmission software and hardware would allow students to share their records with college representatives in real time, which would enhance the ability of the representative to provide accurate transfer information. Emerging trends may determine that additional technological resources would be required to better connect with students (via social media, mobile computing, application development software/hardware, etc.).

G. Facilities, Equipment, and Supplies Resources

Are there any **new** facility, equipment or supply needs for the academic year 2014-15?

(In this section consider new facilities, equipment and/or supplies that are needed to support your program. This does not include your current items that need replacement. Definitions of these terms may be found in the glossary.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: data on program's growth, change in curriculum, ADA regulations, etc.)

A full slate of office supplies – for example, print cartridges, printer paper, folders, pens, pencils, staplers, tape dispensers, and additional general office items - will be needed to support the Transfer Center.

H. Financial Resources

1. Is there a Program budget for the academic year 2014-15? (Include any co-curricular funds)

YES NO

If yes, please briefly describe amount and general uses.

There is no dedicated operating budget for the Transfer Program. There is a small, variable, co-curricular budget that supports transfer events (such as the annual Transfer Day) and other minor transfer-related expenditures. The annual award amount ranges from zero to a few thousand dollars, and has historically been funded through Bookstore Funds on an annual basis. In addition, grant funding is sought for transfer-specific projects. A few examples of past grant-funded projects include an expansion of the Transfer Center web site; developing the Virtual Transfer Outreach project; and providing embedded counseling and individual transfer appointments to at-risk students in basic skills math courses. A consistent operating budget would help institutionalize transfer services provided, as well as allow for improved advanced planning in response to emerging needs.

2. Are there any **new** financial needs for the academic year 2014-15?

(Examples of new financial need might include: new funding needed for upcoming events, new initiatives, changes in curriculum that require new training beyond what staff development can provide, request for release time for something new, etc.)

YES NO

If yes, briefly describe. Provide any data which support these needs.

In order to grow Transfer Services, fully develop some of the grant initiated projects, increase transfer outreach and events (such as reinstating Transfer Night), enact new initiatives, maintain an open and functioning Transfer Center, and support the core transfer mission of the college, a small dedicated operating budget for Transfer Services is requested. In addition to providing some stability, data show (see, for example, the CCC System Office Transfer Velocity Report) that community colleges with dedicated transfer resources (including funding and full-time staff) are able to provide services that Las Positas College cannot, including organized student visits to local (and more distant) colleges and universities; partnership programs with local campuses (such as UC Davis) to increase opportunities for university representatives to have a presence at LPC; increased support for at-risk students in basic skills classes for whom studies have shown a low likelihood of success in meeting their transfer goals, and much more. In addition, a small operating budget would allow the Transfer Center (when adequately staffed) to maintain basic office supplies and fulfill other day-to-day operational needs.

I. Other information pertinent to the program.

In the space below, discuss any other information which is pertinent to the program. Examples include

- Internal or external impacts on program
- (e.g., mandates from state, curriculum changes in one program that impact another, loss of resources due to budget cuts, changes in college mission, goals, etc.)
- Other internal or external data (*data not discussed above*)

In summary:

- Student demand for transfer has increased;
- As evidenced by the transition to a “self-serve Transfer Center” with irregular hours, coupled with elimination of “support provided by classified staff” for transfer, campus support for transfer students has decreased;
- The number of LPC students who have successfully applied for transfer and/or transferred has decreased;
- The LPC Administrative Team has assigned “faculty counselors on reassigned time to sustain the (transfer) program.” However, the Transfer Counselor has 12.5 hours of release time per week, during Fall and Spring only, which is insufficient to maintain “Required Services” for transfer as outlined in Title 5;
- Title 5, Section 51027 requires “clerical support for the Transfer Center” which is no longer offered;
- The Transfer Center remains closed, except during irregular hours when a student assistant is available, or when a workshop is in progress.

In addition, SB 1440 and SB 440, both signed into law, require LPC to develop and promote ALL available Transfer Degrees by the end of AY 2014-2015. In order for the Transfer Counselor to help support the instructional faculty and administration in meeting this mandate, additional staff will be required to help maintain basic, required transfer services.

III. SUMMARY**A. Summarize objectives accomplished since the Program Review Update (2012)**

(The 2012 Academic Program Review Updates can be found on the Grapevine

<http://grapevine.laspositascollege.edu/programreview/ipr2010-11.php>

(Click on your discipline name.) Your brief discussion may include objectives accomplished since the 2010 program review, even if not discussed in the Update.)

From the 2010 Program Review and 2012 Program Review Update:

The objective to increase transfer workshops and transfer-related group activities was

accomplished in the following ways:

- University Transfer Planning course (PSCN 18) was adopted from Chabot College and offered beginning in Spring 2012;
- Transfer application and TAG labs are now offered in a technological environment that allows students to work on their applications in real-time with the Transfer Counselor present to offer assistance.

The objective to improve and promote the Transfer Center web pages was accomplished in the following ways:

- In 2011-2012, A CARE grant was secured which funded the a complete review and revision the Transfer Center web site;
- After the grant was exhausted, the Transfer Counselor assumed full responsibility for maintaining up-to-date information on the Transfer Center web site;
- A link to the Transfer Center home page is included on the Transfer Counselor e-mail signature, and is now featured prominently on Transfer Center publications (including flyers and handouts) that are distributed to the campus and local communities.

B Summarize objectives not accomplished since the program review update (2012) and why not.

(Your brief discussion may include objectives not accomplished since the 2010 program review, even if not discussed in the Update.)

From the 2010 Program Review and 2012 Program Review Update:

The objective to increase faculty and staff for Transfer Services was not met due to the following:

- Lack of budget to hire additional classified personnel in support of the Transfer Program;
- Elimination of the Career/Transfer/Employment Center position at Las Positas College.

C. What are the objectives for the academic year 2014-15?

(Summarize briefly the objectives you plan to accomplish or begin in 2014-15. You will describe your plan to implement/achieve these objectives in the Program Effectiveness Plan in Part IV.)

The primary objective for 2014-2015 is to increase staff support for Transfer Services in order to meet minimum Transfer Center standards as mandated by Title 5 Section 51027. With additional support in providing basic transfer services as mandated by Title 5, the Transfer Counselor will be better able to focus on his primary leadership role, move forward with new initiatives such the Virtual Transfer Outreach project, reinstate student outreach programs such as Transfer Night, and support the instructional faculty in the development of transfer degrees as mandated by state law.

D. For all needs identified in Part II, summarize how these needs will affect student learning/achievement and impact the program.

(This brief summary should capture the effects on students and the program if the needs are met or unmet.)

The primary need for Transfer Services is to increase staff in support of the Transfer Center to meet minimum Title 5 standards. By doing so, students will have increased access to the Transfer Center for online and in-print resources, as well university representatives, transfer workshops, and transfer events; all of which are known to increase the likelihood of student transfer. Failing to provide adequate staff support for the Transfer Center will reduce the access that students will have to all of the above resources that are known to facilitate a successful transfer, and will leave Las Positas College students at a disadvantage when competing for transfer admission with students who attend community colleges that provide Title 5 mandated Transfer Services.

A secondary effect of increasing staff support for the Transfer Services will allow the Transfer Counselor to better leverage time and resources toward his primary faculty and leadership responsibilities, such as supporting the instructional faculty in the development of state mandated transfer degrees, increasing availability of university-level transfer programs (such as Transfer Admission Guarantees), moving forward with transfer-related grant proposals and initiatives (such as the Virtual Transfer Outreach program), and other faculty initiatives (including partnering with instructional faculty on development of learning communities). Failure to provide Title 5 mandated staff support will force the Transfer Counselor to use all available release time to attempt to maintain Title 5 required transfer services (which is not sustainable), and will hamper the ability of Transfer Services to support the above faculty and leadership initiatives.

Continue to the next page to complete the form.

Name of Program	Division	Author(s)
Transfer Services	Student Services	Michael Schwarz

IV. PROGRAM EFFECTIVENESS PLAN

Instructions: In the table below, indicate how you plan to measure the effectiveness of each objective summarized in Part III and the resources needed.

Suggested: 0-5 Objectives (focus on a few)

Rank	Priority 1=essential 2=important 3=nice to have	Objective	SLO's/SAO's linked to objective	College goal(s) linked to objective†	How will effectiveness be measured?	Category*	Resources needed	Committee
1	1 = ESSENTIAL	Increase staff support, as mandated by Title 5, for the Transfer Program by hiring a full-time classified Transfer Specialist.	Among current SAOs: 1) Students... will demonstrate "transfer readiness" by the end of the sixth semester of regular enrollment. 2) Students who submit a Transfer Admission Guarantee (TAG) to the University of California successfully apply to at least one University of California campus.		Over time, Increased student transfer, as expressed in TAG, application, and university enrollment data	Human; Financial	Sufficient budget to support an additional classified staff position	Resource Allocation Committee (formerly Planning and Budget)
2	Click here to	Click here to	Click here to enter		Click here to	Click here	Click here	Click here

Class Achievement Report

Setting: Fall 2012 Transfer *

Assessment: Success or Failure	Assessment Results by Level						Total
	NS	0	1	2	3	4	
Default Achv Area for Context: Transfer - Academic Year (Student Services Only) Students who submit a Transfer Admission Guarantee (TAG) to the University of California successfully apply to at least one University of California campus.	19	0	0	0	0	106	125

* Note: Students applied during the 2011-2012 academic year for Fall 2012 transfer. This is the 2011-2012 SAO.

Improvement Plan

Transfer, Fall 2012 Transfer

Fall 2011

1. First improvement recommendation

85% of students who submitted a Transfer Admission Guarantee followed through by applying to the UC campus. With appropriate funding, contacting the students who failed to apply despite submitting a TAG may yield interesting results that can lead to improvements to how we support students during the transfer process.

2. Second improvement recommendation

3. Third improvement recommendation

Class Achievement Report

PSCN18 University/Transfer Planning Spring 2012 Sec V01

Assessment: Transfer Action Plan	Assessment Results by Level						
	NS	0	1	2	3	4	Total
Default Achv Area for Catalog Course PSCN18 - Final Project or Exam / Full Semester Students will demonstrate the ability to develop a Transfer Action Plan for an individual transfer goal.	14.3%	0.0%	16.7%	33.3%	0.0%	50.0%	100% (6)

For the same SLO(s), for all MY sections for this course / term	NS	0	1	2	3	4	Total
Final Project or Exam / Full Semester Students will demonstrate the ability to develop a Transfer Action Plan for an individual transfer goal.	14.3%	0.0%	16.7%	33.3%	0.0%	50.0%	100% (6)

For the same SLO(s), for all sections for this course / term	NS	0	1	2	3	4	Total
Final Project or Exam / Full Semester Students will demonstrate the ability to develop a Transfer Action Plan for an individual transfer goal.	14.3%	0.0%	16.7%	33.3%	0.0%	50.0%	100% (6)

For the same SLO(s), for all courses this term	NS	0	1	2	3	4	Total
Final Project or Exam / Full Semester Students will demonstrate the ability to develop a Transfer Action Plan for an individual transfer goal.	14.3%	0.0%	16.7%	33.3%	0.0%	50.0%	100% (6)

Section Improvement Plan

PSCN18 University/Transfer Planning Sec V01

Spring 2012

1. First section improvement recommendation

Include an expanded written assignment on how RIASEC score applies to student's life, career, major choice, and whether or not they believe the result fits them well.

2. Second section improvement recommendation

3. Third section improvement recommendation
