2026-27 Comprehensive Program Review

Program: Transfer Center

Division: Student Services

Writers: Marina Gloria

SLO/SAO Point-Person: Marina Gloria

Email your completed form to Karin Spirn and your dean by November 2, 2026.

Helpful Links:

- ★ Tools for Writers - with contacts and info for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Discipline Data Packets – institutional research about disciplines and student services
- ★ Course Success Rates Dashboard – allows you to research your program's success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

Section 1: Program Reflection and Planning

These questions appear on all Program Reviews including comprehensive and updates.

1. Please describe your program's most important **achievements** in year 25-26.

- Transfer Day. The Transfer Center hosted Transfer Day, bringing over eighty four-year institutions to campus to meet with students.
- Smart Shop series. The program delivered Smart Shop workshops on transfer, career, financial aid, and academic topics.
- Black Cultural Resource Center. The program provided transfer services in the Black Cultural Resource Center and held forums for African American students on degree completion, transfer, careers, and choosing a major.
- A2MEND. The program participated in A2MEND, connecting African American male students with a statewide network of mentorship, sponsorship, and support.
- Athletics partnership**.** The program provided transfer services and workshops in the Gym and worked with the Athletic Counselor to help student athletes complete their Student Education Plans.
- The Transfer Center also provided ongoing core services throughout 2025-26 such as; transfer workshops, university representative visits, and transfer application assistance including UC TAG support.
- Additional achievements cannot be documented. The program has changed staff, and current staff do not have a complete record of the year's activity. This is also the first comprehensive Program Review of the Transfer Center since the Career and Transfer Centers were separated in 2022-23.

2. Please describe your most important **challenges** in year 25-26

- Vacant coordinator position. The coordinator retired and the position has not been filled. Transfer Center duties are currently being covered by the Career Center Coordinator in addition to her own program. The two centers were separated in 2022-23 because each requires dedicated attention, and the program is most effective with a dedicated Transfer Center coordinator.
- Loss of institutional knowledge. The program's operating knowledge resides in the Transfer Center's electronic files rather than in a summary or handoff document. Current staff are working through those files but reviewing them fully while covering two programs remains a challenge.
- Loss of equity partnerships. The program's equity work was built on individual relationships and did not carry forward through the staffing change (i.e., A2mend, BCRC & Athletics partnership).
- Gap in Program Review documentation. No Program Review Updates are on file for 2024-25 or 2025-26.
- No assessment in place. The program has no Service Area Outcome in use, as described in Section 2.
- No dedicated operating budget. The Transfer Center does not have an operating budget. Funding for events must be requested from other campus sources, such as the Student Equity and Achievement (SEA) Committee and the LPC Foundation and is not guaranteed.

3. What are your upcoming **plans**? Please note any ways that these support student achievement and equity.

- Develop a Service Area Outcome, as described in Section 2, beginning with a review of the outcome located from 2020.
- Retain service records, including student identification numbers collected at intake, so that service use and outcomes can be reported and disaggregated in future cycles.
- Promote the CSU Transfer Success Pathway (TSP). Senate Bill 640 (2025) requires California community colleges to actively promote the CSU dual admission program, including posting information in transfer centers. The program will post TSP information in the Transfer Center and share it with students.
- Continue to provide core services: transfer workshops, transfer events including Transfer Day and university representative visits, and transfer application assistance including UC TAG support.
- Work with the Office of Research, Planning, and Institutional Effectiveness to determine whether a program data packet can be developed for the Transfer Center.
- Expand outreach by promoting Transfer Center workshops to increase student participation, updating the Transfer Center website, and creating and distributing a Transfer Center newsletter.
- Rejoin the UC Transfer Applicant Data-Sharing Program to identify and support UC transfer applicants, restoring access the program previously had.

Support for student achievement and equity: continuing core services is the program's primary contribution to student achievement. Workshops, transfer events, university representative visits, and application assistance help students identify their options, connect with four-year institutions, and complete their applications.

TSP promotion also reaches students directly. The dual admission program is intended to expand access for students facing curricular, geographic, or financial barriers and to increase graduation rates among underrepresented students, and it gives eligible first-year students an early, guaranteed connection to a CSU campus and degree program.

The UC Transfer Applicant Data-Sharing Program would let the Transfer Center identify students who have applied to UC and reach out to support them through the process.

Increasing workshop participation, maintaining the website, and launching a newsletter extend the program's reach and make transfer information easier for students to find.

The remaining plans support the program internally. Retaining service records with student identification numbers is what would allow the program to examine equity in who it serves. Developing an outcome and pursuing a program data packet to support assessment and planning.

Section 2: SLOs/SAOs

This section is completed every three years as part of the Comprehensive Program Review, with brief annual check-ins on the Program Review Updates. The following resources will be useful when completing this section:

- Three-Year Assessment Template
- Aggregated and Disaggregated Data from the following sources:
  - ELumen (if saved--no longer available online)
  - CurrIQunet
  - Student Success Dashboard

1. During the 2023-2026 three-year assessment cycle that just concluded, what did your program set out to learn through your PSLO/CSLO/SAO assessments?

- No Service Area Outcome or assessment records for the 2023-2026 three-year assessment cycle have been located. A Service Area Outcome dating from August 2020 was located, but there is no record of whether it remained active during this cycle.

2. Based on your analysis of your PSLO/CSLO/SAO assessment data, what conclusions did you draw about student outcomes and equity in your program?

- No assessment data or analysis for the 2023-2026 three-year assessment cycle has been located.

3. Explain potential plans to improve student outcomes and close equity gaps.

- The program does not have a Service Area Outcome in use. Until an outcome exists and has been assessed, the program has no basis for identifying equity gaps.
- The program will review the August 2020 outcome noted in Question 1 as a starting point. It may become measurable again if participation in the UC Transfer Applicant Data-Sharing Program is restored.

- Develop a Service Area Outcome that can be assessed with data available to the program and the college, can be disaggregated by student demographics, and is sustainable under current staffing.
- The program will seek support from the SLO Committee/Chair, Curriculum & SLO Specialist and the Office of Research, Planning, and Institutional Effectiveness.

4. Describe any obstacles that you encountered in your assessment process and any supports that would be helpful.

- No Service Area Outcome in use or assessment records for this cycle have been located, so there is no assessment to report.
- Support needed: help from the SLO Committee/Chair and the Curriculum & SLO Specialist in developing an outcome and restarting the assessment cycle.
- Support needed: help from the Office of Research, Planning, and Institutional Effectiveness in identifying what data is available and producing disaggregated results.

Section 3: Data Discussion

This section is completed every three years as part of the Comprehensive Program Review. Workshops and office hours will be offered in Fall 2026 to support Program Review writers.

1. RPIE Data Review: Discuss any significant trends in the data provided by the Office of Research, Planning, and Institutional Effectiveness (or any other data you use for decision-making and planning).

*(**Note**: Not all Programs have RPIE data available; if your program does not have a data packet or dashboard data, you may note that in the response box and reach out to the RPIE team.)*

Data may come from:

- RPIE Data Packets
- Transfer data
- Succes Rates Dashboard (scroll down on page)
- Requested data from the Office of Research, Planning, and Institutional Effectiveness (RPIE)
- SLO/SAO data
- Data from program-created surveys or investigations
- Any other relevant source of quantitative or qualitative data

- The Transfer Center does not have a program data packet or dashboard data.

2. Equity: Did your data reveal any patterns of inequity? If so, please explain those patterns and any actions that should be taken at the program or college level.

- The Transfer Center does not have a program data packet or dashboard data.

3. Course Modality (Instructional Programs Only): In reviewing your program's data packet and Succes Rates Dashboard, are there differences in success rates by modality (i.e. face-to-face, asynchronous, synchronous, hybrid, or hyflex)? If so, reflect on what might account for differences and any actions that should be taken. (Non-instructional programs may also choose to reflect on online vs. in-person services if applicable).

- Not Applicable

4. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly below 95% of the rolling 5-year average. There is no punishment for not meeting the standard, and many valid reasons this may occur. When a program does not meet this standard, they are asked to examine possible reasons and note any actions that should be taken, if appropriate. | Program-set standard data can be found on this page

5a. Did your program meet its program-set standard for successful course completion in AY25-26?

Yes____ No____ Not Applicable

5b. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests. Success rates for individual courses can be found on the Success Rates Dashboard.

- Not Applicable

Section 4: Special Topics

These questions have been chosen for this year's Comprehensive Program Review to meet reporting mandates (for accreditation, Ed. Code, or other sources).

1. Mission: Describe 1-3 examples of how your program's work has aligned with the college's mission, vision, values, and/or educational master plan over the past three years. (Possibilities might include new initiatives, resource allocation/use, program improvements, or other activities).

- Mission, Vision, and Values
- Educational Master Plan

- Continued delivery of core transfer services. Throughout the period the Transfer Center provided transfer workshops, transfer events including Transfer Day and university representative visits, and transfer application assistance including UC TAG support. Transfer is one of three student goals named in the college mission. Aligns with Educational Master Plan Goal A, Educational Excellence.
- Transfer services in the Black Cultural Resource Center. The program provided transfer services in the Black Cultural Resource Center and held forums for African American students on degree completion, transfer, careers, and identifying a major. Aligns with Educational Master Plan Goal E, Equity and Anti-Racism, and specifically strategy E1, which calls for establishing Las Positas College as a destination campus for Black students and other students of color through culturally-informed, equity-focused programming and cultural centers.
- Athletics partnership. The program provided transfer services in the Gym and worked with the Athletic Counselor to ensure student athletes completed their Student Education Plans, extending transfer support to a population that might not otherwise come to the Transfer Center. Aligns with Educational Master Plan Goal A, Educational Excellence.

2. Regular Substantive Interaction (Instructional Programs Only)

To meet our college, ACCJC, state, and federal standards, **all online instructors** must demonstrate "**regular and substantive interaction**" (RSI) with students. That is, we must be clearly providing instruction and interacting with our online students, just like we would in an on-campus class. The following reflection questions allow us to capture how RSI is occurring in our classes.

The following documents explain requirements and best practices for RSI:

- ACCJC Quality Continuum Rubric for Distance Education
- Regular and Substantive Interaction (RSI) requirements

2a. If your program offers DE courses, how are Regular and Substantive Interaction (RSI) requirements met in your area? Examples appear on the DE addendums of your Course Outlines of Record. Place an X next to each method used in your courses.	
	Course materials make clear to students how often and when the instructor will interact with students (e.g. syllabus/home page lists email/office hours/other ways to communicate and typical response times)
	Provides direct instruction over Zoom (e.g. regularly scheduled live online class sessions in synchronous/hybrid/hyflex courses)
	Provides direct instruction through instructor-created videos (e.g. lecture videos created using Studio in asynchronous courses)
	Provides additional information from various sources/mediums to engage students with course content (e.g. instructor-curated content in Canvas pages that help deepen students understanding of course content)
	Facilitates discussions (e.g. through Canvas discussion boards, Pronto, Studio, or Hypothesis)

	Provides feedback on students' coursework (e.g. through detailed rubrics and/or assignment comments in Speedgrader; note: a grade alone does not quality as RSI, nor does auto-graded feedback students may get through completing publisher content)
	Responds to students' questions (e.g. through timely responses to student messages in Canvas Inbox, discussion boards, social annotation assignments)
	Facilitates student success through ongoing outreach (e.g. posts announcements; uses "Message Students Who" to encourage struggling students to attend office hours or access free tutoring)
	Other [explain]:

- Not Applicable

2b. What challenges if any have you faced in implementing RSI? What additional training or resources might instructors in your program need to increase the quality of RSI in online courses?

- Not Applicable

Section 5: Program Review Feedback

What questions or suggestions do you have about this year's Program Review forms or process?

- The form applies different time frames across sections without stating them in one place. Section 1 covers 2025-26 and plans through 2026-27, Section 2 covers the 2023-2026 assessment cycle, Section 3 specifies no time frame and Section 4 asks about the past three years. This can be confusing for writers new to Program Review as it also conflicts with the time frame given under "Detailed Instructions".

Detailed Instructions

Instructions

1. Send an electronic copy of this form to Program Review chair, Karin Spirn, and your Dean by Monday, November 2.
2. Please respond to questions with enough detail to present your information; it doesn't have to be long.
3. If the requested information does not apply to your program, write "Not Applicable."
4. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.
5. Optional/suggested: Communicate with your dean while completing this document.

Sections: There are five sections to the document:

1. Program Reflection and Planning
2. SLO/SAO Review
3. Data analysis
4. Special topics
5. Feedback on the PR template and process

Time Frame: This Program Review should reflect your program status during the 25-26 academic year. It should describe plans starting now and continuing through 2026-27. It is fine to discuss topics beyond these time frames, but please specify the time frame in your responses.

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 inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Equity: Here is the LPC definition of equity, which is a guiding principle in reviewing programs: "Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus."

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

Helpful Links:

- ★ Tools for Writers - with contacts for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Fall 2023 Program Reviews
- ★ Program Review FAQs

For help with your program review, please contact Karin Spirn at kspirn@laspositascollege.edu