

PROGRAM REVIEW Fall 2021

Program: Career & Transfer Center

Division: Student Services

Date: October 26, 2021

Writer(s): Terrance Thompson, Michael Schwarz (Section Two)

SLO/SAO Point-Person: Michael Schwarz

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.

Please note: Program Review is NOT in itself 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.

Time Frame: This Program Review should reflect on program status during the 2021-22 academic year. It should describe plans starting now and continuing through 2022-23.

Sections: There are three sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section is a review of curriculum, to be filled out only by programs with curriculum.
- The third section is a review for CTE programs, to be filled out only by these programs.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

Instructions:

- 1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write “Not Applicable.”
- 3) Optional/suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by when?

Links:

[Program Review Home Page](#)

[Fall 2020 Program Reviews](#)

[Frequently Asked Questions](#)

Section One: Your Program In 20-21 – Please check N/A where relevant

A. Accomplishments: How did your Program's accomplishments during AY20-21 support the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

- [College Mission](#)
- [Educational Master Plan](#)
- [Presidential Task Force: Call to Action](#)

Description	Mission	Master Plan	Presidential Task Force
1 By increasing our social media presence by adding more post to our student population focusing on post using this media such relavent to veteran's, re-entry students, African American, and parents.			
2 Created short video promotions of Career & Transfer Services to reach more students.			
3 Increased the amount of Smart Shop Workshops presented in the covering Career & Goal Setting assisting students in idenfying their major sooner.			
4 Working with Guided Pathways to assist in identifying majors, career selections, and transfer.			
5 Coordinator conducted "Brother to Brother" forums targeted discussions for African American (AA), students specifically AA males. The forums include: staff, faculty, and administrators. These forums are designed to assist African American students to eliminate barriers to success for transfer. The areas focused on include but are not limited to: Degree completion, transfer, careers, major identification, and job placement assistance.			
6 Increased campus visits from 4-year universities and colleges. This has been measured by the responses to multiple emails, phone calls, and outreach.			
7 Created, coordinated, and Hosted the 1 st Joint Virtual Transfer Day for both Las Positas College and Chabot College. Over (89) Universities were presented.			

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B. Challenges, Obstacles and Needs: What significant challenges or obstacles did your Program face during AY20-21 in supporting the newly revised college mission, the goals of the Educational Master Plan, and/or the President's Call to Action on anti-racism? Areas to consider include impacts to students by race/ethnicity, gender, sexuality, age, or disability status, or those disproportionately impacted by the shift to remote instruction and services.

____N/A

Description	Mission	Master Plan	Presidential Task Force
1 Due to COVID – 19 tracking of student participation to visits, workshops, and events have been a challenge due to each University utilizing their own Virtual Platform and tracking.			
2 Student access due to lack of technology or in ability to utilize Virtual Platforms and technology			
3 Barrier to the Disabled Student to utilize Cranium Café to meet their Transfer needs.			
4			
5			
6			

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C. Planning: What are the most important plans, either new or continuing, for your Program?

____N/A

Plan	New	Continuing	Short term	Long term
To increase the workshops to include Transfer Basics to compliment the Career Workshops	X			
Provide a mixture of both in person and online virtual 4 year University Rep Visits and Events	X			
Continue to utilize Cranium Café to reach working students, Athletes, and Career Technical Education Students who cannot physically visit the Center.	X			
Create new Tracking system to encourage 4 University Reps to provide needed LPC Student contacts.	X			

Tab to add more lines as needed

D. How have your program's interactions with the larger campus systems benefitted your students? For example, working with allocation committees, participation on committees, etc.

____X____N/A

Campus system or Committee	How has it benefitted your students?

E. If you have outreached to students in your department, program or classes, please share information about what you discovered and how you have used the feedback

__X__ N/A

Describe student outreach used to gather feedback? For example, through surveys, conversations, etc.	
What did you learn?	
How will you use the feedback?	

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Describe any significant trends in your program's data provided by the office of Institutional Research and Planning. (Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.) You may also discuss any other data used by your program for decision-making and planning.

- IR Data packets are available here: <https://bit.ly/2lYaFu7> - will be updated with fall 21 data
- Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

Although a data packet was not available, the IR Office published updated UC/CSU transfer data (10/7/21) and presented transfer data (10/27/21) from the Through the Gate Study (RP Group) and the Transfer Velocity Project (CCCCO). Below appears selected summary data; additional information is available upon request to mschwarz@laspositascollege.edu.

For 2020-2021, a record number of students transferred from LPC to the CSU system (653, up 33% from Fall 2019) and to the UC system (203, up 16%). The combined total of 856 students represents an overall increase of 28.7% to UC/CSU from 2019-2020, and a 12.6% increase from 2016-2017 (the previous record year for overall UC/CSU transfer).

According to the Through the Gate Study as presented by the IR Office, 50% (4712/9502) of LPC students with demonstrated transfer intent (12 transferable units) successfully transferred to a university, with a mean (average) time to transfer of 4.9 years, and a mean of 69.6 total units. Broken down by Race/Ethnicity, students identifying Two or More (5.1 years), African American (5.0 years), and Latinx (5.0 years) took the most time; Asian American (4.3 years, Filipino (4.6 years), and White (4.9 years) took the least time, on average. African American students earned the fewest number of transferable units on average (61.0) and were the most likely (22%, 17/79) to transfer to a private university. Filipino students (74.5 units) and Asian American students (73.8 units) completed the most transferable units on average, and were the most likely to transfer to a public university (Asian American 94%, 352/376; Filipino 87%, 126/145).

According to the Transfer Velocity Report as presented by the IR Office, Las Positas College demonstrated a six-year transfer rate of 53.8% (608/1130, adding completion of

transferable Math and English to definition of transfer intent). This represents a 14.2% higher transfer rate than the State of California overall (39.6%), and is the 5th highest transfer rate among all California Community Colleges.

B. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There may be many valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply 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:](#)

- Did your program meet its program-set standard for successful course completion?
___yes ___no
- If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

SLOs/SAOs:

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fy7Ead>]

Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

- C1: Instructional Programs with PSLOs
- C2: Instructional Programs without PSLOs or with Special Circumstances
- C3: Non-Instructional Programs**

Go directly to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

C1: Instructional Programs with PSLOs

PSLO Assessments:

- (1) Please list the PSLO(s) that were reviewed in this last cycle and explain why these were chosen.
- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%
- (3) Did you get the assessment data that you needed to complete this report? If not, then describe the barriers that you can identify. _____YES _____No

- (4) Discuss the findings of the PSLO(s) that were up for review last year (according to your 3-year planning template). What conclusions can be drawn about student learning?

- (5) Was the data disaggregated and, if so, on what parameters? What, if any, equity issues emerged?

- (6) List changes that you plan on making to improve student learning and address inequities.

- (7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

- (8) Are you planning on revising on your 3-year planning template? If so, describe.
_____YES _____No

C2: Instructional Programs without PSLOs or with Special Circumstances

CSLO Assessments:

Student Learning

- (1) List the CSLO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these CSLOs for review.

- (2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). _____%

- (3) Discussion-based analysis of student learning: Using the CSLO data and answers to the reflection questions, what type of conclusions can be made about student learning?

- (4) Describe the pertinent findings. What, if any, equity issues emerged?

- (5) List changes that you plan on making to improve student learning.

Assessment Process: To be completed by the department/program or the SLO Coordinator

- (1) List changes that you plan on making to improve student learning and address inequities.

(2) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B.

(3) Are you planning on revising your 3-year planning template? If so, describe.

_____YES _____No

C3: Non-Instructional Programs

SAO Assessments:

Support of Student Learning

(1) List the SAO(s) that were up for review last year (according to your 3-year planning template) and explain why your department selected these SAOs for review.

Students who submit a Transfer Admission Guarantee (TAG) to the University of California successfully apply to at least one University of California campus. This SAO was selected as it had not been reviewed since 2018-2019.

(2) What percentage of faculty completed the planned assessments? (run Faculty Participation report from last year). 100 %

(3) Discussion-based analysis of student learning: Using the SAO data and answers to the reflection questions, what type of conclusions can be made about student learning?

Since this is an SAO (not an SLO), which may be more process-oriented as opposed to focused on student learning in the classroom, the question does not apply. However, addressing student outcomes, a significantly higher percentage of students are following through with their UC applications then 2018-2019, when the SAO was last assessed.

(4) Describe the pertinent findings. What, if any, equity issues emerged?

A total of 245 UC TAG applicants for Fall 2021, out of 271, submitted their UC applications by the UC application deadline in November/December 2020. This represents a significant increase from when this was SAO last assessed for Fall 2019 transfer, both in number of UC TAG students who followed up with a UC application (138 in November 2018) and in percentage of

UC TAG applicants who did so (79.7% two years ago, 90.41% now). Although no clear equity issues emerged, a more in-depth data set would need to be provided by UC to draw conclusions about student equity.

(5) List changes that you plan on making to improve student learning.

Addressing this question as it relates to student outcomes (vs. student learning), one goal would be to dig deeper into transfer data to the extent possible to identify where there may be equity issues, and attempt to address them.

Assessment Process: To be completed by the department/program or the SLO Coordinator

(6) List changes that you plan on making to improve student learning and address inequities.

Identifying potential inequities in the SAO assessment process remains a goal, as indicated in response #5. This will require a more expansive, disaggregated data set of UC TAG and UC transfer applicants. A review of complementary data sources to the TAG and application information provided directly by UC is the first planned step in this process.

(7) Discuss the challenges, if any, to improving student learning and equity. You may refer back to items listed in Section 1B. Are you planning on revising on your 3-year planning template and, if so, describe?

When considering transfer as an outcome, assessment at the community college level is dependent on outside data sources (i.e., the universities themselves, national datasets). When considering improvement of process-oriented outcomes for the Career & Transfer Center, a recent challenge with the move to remote services is that the connections between university representatives and LPC students may be built independently of the Career & Transfer Center – a great thing for student opportunity, but more difficult to assess since data and outcomes of the visits are now more dependent on the universities providing student visit information to the Career & Transfer Center.

(8) Are you planning on revising on your 3-year planning template? If so, describe.

☒ YES ☐ No

A planned revision to the 3-year template will be to update one of the transfer-specific SAOs to be more focused on career outcomes, and assess it in year three. The planning template will be updated after the SAO is updated.

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?

From Michael: The SAO section focuses exclusively on student learning as an outcome (i.e., SLOs). Service Area Outcomes (SAOs) often do not focus on student learning, but instead

on non-instructional processes that are designed to impact students and their overall success. Broadening the questions to be more relevant to SAOs is suggested for future Program Reviews.

Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [<https://bit.ly/3fY7Ead>]

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**

- A. Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5-year cycle? List courses needing updates below. *Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).***

_____YES _____No

Course Name & Number

- B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? If yes, list them below.**

_____YES _____No

Certificate or Degree

C. Are there any courses or programs for which a non-mandatory update is planned?

____YES _____Not at this time

If yes, explain details, rationale, or any support that might be helpful

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D. Does your program plan to create any new courses or programs this year?

____YES _____No

If yes, please provide details and the rationale

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Section Four: CTE Updates

(CTE Programs Only)

Vicki Shipman will provide you with or support any data needs

A. Labor Market Conditions: Examine your most recent labor market data (within the last 2 years).

1) Does your program continue to meet a documented labor market demand?

____YES ____No

2) Does this program represent a training need that is not duplicated in the college's service area?

____YES ____No

Please explain

B. Advisory Boards: Has your program complied with advisory board recommendations?

____YES ____No

If not, please explain.

C. Strong Workforce Program Metrics: Utilizing LaunchBoard, review the Strong Workforce Program Metrics. Review the data and then answer the following questions.

C1. Does your program meet or exceed the regional and state medians for increased enrollments, completions, and/or transfer since your last program review?

____YES ____No

If not, what program improvements may be made to increase this metric?

C2. Does your program meet or exceed the regional and state medians **for students gaining employment in their field of study?**

____YES ____No

If not, what program improvements may be made to increase this metric?

C3. Does your program meet or exceed the regional and state medians **for student employment rates after leaving the college?**

____YES ____No

If not, what program improvements may be made to increase this metric?

C4. Does your program meet or exceed the regional and state medians **for increased student earnings and median change in earnings?**

____YES ____No

If not, what program improvements may be made to increase this metric?