LMC Program Review Year 3 Update
2019-2020
Student Services Units

TRANSFER CENTER

Introduction

In 2017-2018, all departments/programs completed a Comprehensive Program Review (CPR), in which goals were set for the 2017-2022 program years. Los Medanos College (College) is now in year three of a five-year review cycle. New to this program review cycle is the passage of the State's *Vision for Success* plan which establishes system-wide goals that can only be attained by each department contributing to college-level goals aligned with the state plan. Toward that end, the *Contra Costa Community College District Strategic Plan* (*CCCD Strategic Plan*) adopted by the Governing Board at its June 2019, meeting, aligns with the *Vision for Success* and plans are underway to ensure that the *Los Medanos College Educational Master Plan (LMC EMP)* also supports college and state goals. The intent is to direct College efforts toward a singular and coordinated set of goals.

The *Vision for Success* directs each college to increase degree and certificate completion and increase student transfers, improve time to completion, increase job placement in field of study, narrow achievement gaps and establishes targeted goals in five primary areas as follows:

GOAL #1 Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

GOAL #2 Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.

GOAL #3 Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure

GOAL #4 Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.

GOAL #5 Reduce equity gaps across all of the above measure through faster improvements among traditionally underrepresented groups as identified by the college.

The College can only meet its local and state goals with the contribution of each department's efforts. As noted, the intent is to direct College efforts towards a singular and coordinated set of goals to garner greater efficiencies and avoid duplication of effort.

Identified timeline for Student Services Program Review:

Date	Program Review Update Component
June-August	Data compilation (data will be collected by fiscal year: July 1-June 30 the following year), assessment review and evaluation, start writing draft of program review
November 15	First draft due. Engage in a peer review process with SSLT.
December 15	Second draft due to direct supervisors.
January 15	Finalize program review with direct supervisor.
February 1	Submit to VPSS
February 13	Final Submission to Planning Committee

1. Overview

   a. **Include essential functions of your department, program or unit, any unique characteristics or trends affecting the unit, as well as a description of how the unit aligns with the college mission.**

The mission of LMC Transfer Services is to provide comprehensive services and resources to students to enhance awareness of and access to transfer information and processes, increasing their ability to transfer from LMC to four-year colleges/universities.

The unit coordinates a number of transfer exploration and preparation activities:

   - *Workshops* with a focus on transfer education, exploration, and preparation
       - 335 students reached in this activity in 2018-2019
   - *Class Presentations* with a focus on transfer education, exploration, and preparation
       - 400 students reached in this activity in 2018-2019
   - *Transfer Fairs*: all-campus events to promote transfer. Over 55 universities are hosted in the Fall fair, and beginning 18-19, spring fairs are tailored to major groups
       - Over 465 students attended transfer fairs in 2018-2019
   - *Individual transfer counseling* to explore transfer and define major and educational pathways
       - 1441 attended appointments in 2018-2019
   - *University Tours*: 8-10 tours planned and run annually to four-year institutions, including a five day southern California tour and five day HBCU tour.
       - 12 tours held with 336 students attending in 2018-2019
   - *Hosted University Representatives* at LMC: coordinating and promoting representatives from four-year institutions at LMC, with the goal of providing college information and admissions advising to students.
       - 201 students reached in 2018-2019
   - *Transfer Application assistance and coaching*: specialized assistance for students in transfer application and Personal Insight Question completion
       - 410 students assisted in 2018-2019

   b. **Please discuss the relationship and engagement with other support services, programs, and/or instruction or administrative units and how these relationships support the department, program or unit to meet its goals.**

Transfer exploration and preparation is woven into every academic and student support component of the college, and with that, Transfer Services works closely and partners with almost every department on campus. While collaborations with other units on campus have led to great success at the college, there are also internal factors that are currently having a significant impact on our department's ability to effectively support transfer success.

Because the college lacks a cohesive articulation work plan and capacity, gaps in course-to-course articulation have developed- particularly between LMC and UC campuses, and new LMC courses that have been written in the last five years. While this may not be reflected in degree requirements, a growing number of students are unable to complete major preparation requirements for individual universities. Ultimately, this will begin to impact the college's transfer volume, as students' applications will be denied for insufficient major preparation. Please see section three for VFS goals set to support articulation development at LMC.

Since the 2017 Comprehensive Program Review, the following new internal partnerships and collaborations have developed:

Career Services	With the growth of the Career Services team, the unit has collaborated to provide activities and events that combine intentional life planning and transfer exploration like major-focused Spring Transfer Fairs, combined industry and college tours, and workshops.
Transfer Advocates	Transfer Services developed the "Transfer Advocates" program in 2019 to encourage LMC faculty and staff to speak to students about their higher education path. Staff and faculty complete an online form and include their current role, degrees and majors, and institutions they graduated from. Information is then displayed on the Transfer Advocate website, where students can email staff/faculty they have questions for. Transfer Services will be planning a Transfer Advocates mixer in the Spring 2020 term.

Bothi, Mahlieli ✉	Equity & Inclusion, Administrative Assistant II	AA - Administration of Justice / Psychology BA - Political Science	Los Medanos College UC Berkeley
Boyle, Jessica ✉	Counseling/EOPS, Counselor	AA - University Studies (Transfer GE) BA - Criminal Justice MA - Education Counseling & LPCC (Licensed Professional Clinical Counseling)	Cañada College San Francisco State University San Jose State University

This partnership builds upon existing and growing collaborations that began before the 2017 academic year:

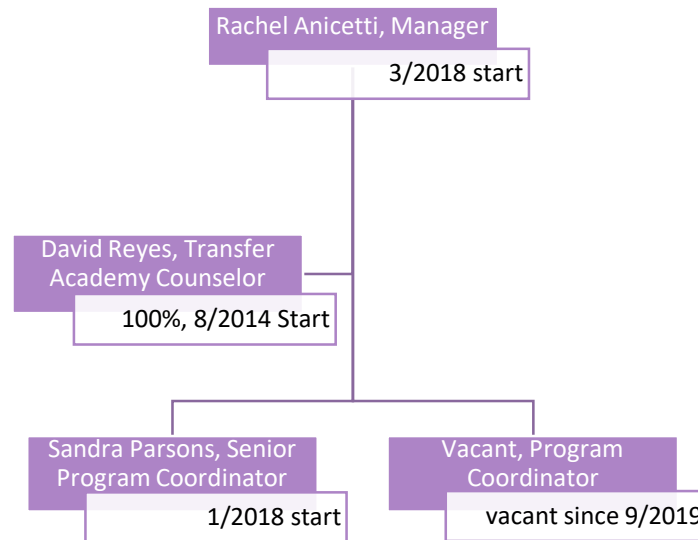| Campus Partnerships	Impact on Student Success
Don't Cancel Classes: Transfer Services partners with instructors to provide transfer workshops and presentations in during class meetings	LMC students are exposed to Transfer Services and transfer knowledge who might not otherwise approach the desk.
Learning Community Presentations: Transfer Services partners with learning communities to provide transfer workshops and presentations to students	LMC students are exposed to Transfer Services and transfer knowledge who might not otherwise approach the desk.
Transfer Academy: following a First Year Experience model by partnering with English and Math departments to block courses for incoming transfer students, and providing instructors with professional development on best practices to support students.	Students with interest in transferring enter a peer-based cohort program with emphasis on transfer knowledge, and reflect higher completion rates of transfer level math and English.
Counselor Trainings: Transfer Services provides professional development to counseling faculty and staff on application and campus updates.	Counselors are able to pass along transfer information and updates to students.
SRSS Workshops: Transfer Services partners with Student Retention and Success to provide transfer workshops as part of the probation process.	LMC students are exposed to Transfer Services and transfer knowledge who might not otherwise approach the desk.
Student Athletes: Transfer Services partners with Athletics counselor to provide specialized transfer workshops and presentations to student athletes.	LMC students are exposed to Transfer Services and transfer knowledge who might not otherwise approach the desk.

c. **Please describe how external factors (if applicable), such as State and Federal laws, advisory board recommendations, changing demographics, etc. have an impact on the support services your department, program, or administrative unit provides.**

Below are external factors impacting the ability of Transfer Services to effectively provide transfer support to students:

- ASSIST long-term delays in articulation agreement updates impacts the college's ability to effectively coach students in course planning
- 16-week compressed calendar limits the number of times during the week that many students are on campus, impacting students' availability for out of class workshops, and the number of class presentation requests the office has received.

d. **Describe current level of staff, including full-time and part time faculty/staff and other categories of employment.**

In addition to the Organization Chart below, Transfer & Career Services employs an average of eight student workers to act as "Student Ambassadors"- staffing the front desk, performing minor administrative duties, peer mentoring in transfer exploration, and guiding students through transfer applications.

Rachel Anicetti, Manager
3/2018 start

David Reyes, Transfer Academy Counselor
100%, 8/2014 Start

Sandra Parsons, Senior Program Coordinator
1/2018 start

Vacant, Program Coordinator
vacant since 9/2019

e. **How does your department ensure that students are aware of learning support outcomes?**

Previous Learning Support Outcomes are displayed at our center, on the career services website, and in the college catalog. Updated LSOs will be displayed in a similar way by February 2020.
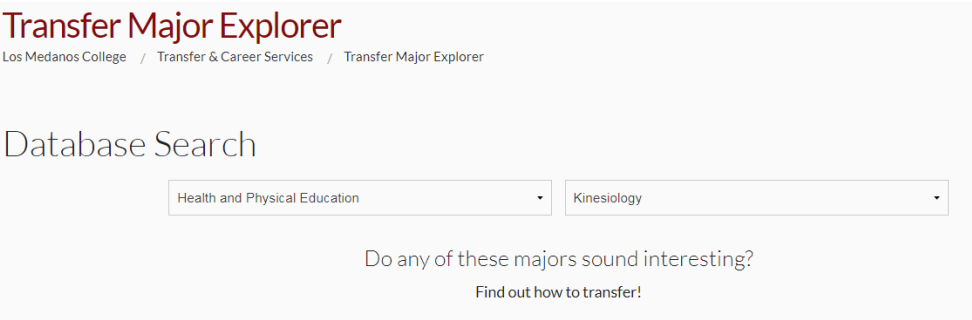
2. Engagement

a. **Discuss how faculty and staff have engaged in institutional efforts, such as committees, presentations, and departmental activities.**

Representatives from Transfer Services are involved in the following institutional efforts at the college:

- Guided Pathways Pillar leads and activities
- Strategic Enrollment Management
- Leading coordination and collaboration among LMC's learning communities
- Dreamers Conference Planning team
- Foster Youth Task Force

b. **Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.**

As an update to existing community partnerships from the 2017 CPR, representatives from Transfer Services are involved in the following community activities and partnerships:

ASSIST Transfer Major Explorer	When the state articulation tool, assist.org, transitioned to a new platform in May 2019, a key element of the site was removed. The "Exploring Majors" function allowed California community college students and counselors to view majors at all UC and CSU campuses, grouped by area and discipline. When ASSIST announced the tool would be discontinued for an undetermined amount of time, LMC Transfer & Career Services created a brand new web page that replicated the function, for our own student use. Titled, "Transfer Major Explorer," ASSIST asked the college if Transfer & Career would be willing to share the tool across the state. After the development of a MOU, in January 2020 ASSIST introduced LMC's Transfer Major Explorer (www.transferbound.com) to all public systems of higher education in California. Transfer & Career anticipates over 100,000 visits per day to the site.

These partnerships build upon existing and growing collaborations that began before the 2017 academic year:

External Stakeholder Partnerships	Impact on Student Success

UC Davis AvenueE: along with LMC's MESA program, Transfer Services collaborates with UCD's AvenueE engineering program to prepare LMC students for engineering success.	LMC engineering students are partnered with UC Davis mentors and scholarships, increasing the number of underrepresented students in UC engineering programs.
Saint Mary's HSI STEM: Transfer Services partnered with Saint Mary's College and MESA to offer a STEM-focused college tour of SMC.	LMC STEM students are exposed to alternate pathways to UC and CSU transfer.
Saint Mary's JCL INSTEP: Transfer Services partners with SMC's Justice and Community Learning program and LMC's Early Childhood Education department to create a "program to program" transfer pathway for LMC students entering SMC's education program.	LMC pre-education students are eligible for additional scholarships, streamlined and accelerated degree completion, and a dual bachelor's degree/teaching credential upon graduation from SMC.
UC Davis Transfer Opportunity Program: Transfer Services collaborates with UC Davis to build transfer support for LMC students, in the form of university tours, workshops, individual advising, and events.	120+ LMC students are partnered with UC Davis advisors, workshops, and additional tours, increasing the number of LMC students transferring to UC Davis.
UC Berkeley TAP into CAL: Transfer Services collaborates with UC Berkeley Transfer Alliance Project to build transfer support for LMC students, in the form of university tours, workshops, individual advising, and events.	75+ LMC students from historically underrepresented groups are partnered with UC Berkeley advisors, workshops, and additional tours, increasing the number of LMC students transferring to UC Berkeley.

c. **Discuss how part-time/temporary employees (students, classified professionals, and adjunct faculty) are included in departmental training, discussions, and decision- making.**

Transfer & Career Services employs an average of eight student workers to act as "Student Ambassadors"- staffing the front desk, performing minor administrative duties, introducing students to transfer exploration, and guiding students through transfer applications themselves. The students also collaborate with coordinators to develop promotional material for events and activities, and post to the department's social media accounts. Student ambassadors attend weekly meetings with the staff team, as well as quarterly All Student Services Meetings, and take part in many of the decision making processes for the department.

d. **IF APPLICABLE:** Please provide an Advisory Board Update and Analysis. Include dates of Advisory Board meetings in 2018-2019, and those completed or planned in 2019-2020.

Transfer Services hold annual advisory meetings in October, with representatives from public and private four-year institutions

October 23, 2018	Agenda:
	- LMC Updates
	    o Placement Updates
	    o English and Math Updates
	- Transfer Trends
	- Updates from 4 year institutions

October 22, 2019	Agenda:
	• LMC Over the Years
	    • Transfer Statistics
	• LMC Updates
	    • New Programs
	    • New Buildings
	    • New Course Numberings
	• Life After Placement Tests: What's been happening?
	• Looking at the Future
	    • LMC and Guided Pathways
	    • LMC and Strategic Enrollment Management

Next Meeting: October 21, 2020	

3. Setting Vision for Success Goals for 2021-22

Please align your goals from Comprehensive Program Review goals with the accreditation and Vision for Success indicators below. Summarize your program's strategies to increase success for populations identified in LMC's Equity Plan: African American students, foster/former foster youth, low income students, and students in DSPS.

Link to LMC Equity Plan: **https://www.losmedanos.edu/equity/plan.aspx**

Transfer Services has multiple strategies to increase success for populations identified in LMC's Equity Plan:

1. *Data Informed Services*: beginning in the Fall 2019 term, Transfer Services began collecting all student contact (drop-in, workshops, class presentations, and tours) through SARS so that rosters can be generated and run through Tableau. This allows the unit to disaggregate contact by populations in LMC's Equity Plan, complete gaps analysis, and identify areas to increase marketing or services.
2. *Strategic Planning through Equity Lenses*: goals developed through the department's strategic planning process, comprehensive program review, or Learning Support Outcomes have individualized goals for populations identified in LMC's Student Equity Plan.
3. *Partnership with Key Campus Organizations*: Transfer Services partners with college departments and organizations to engage with students each semester. These groups include EOPS, student clubs, DSPS, the Foster Youth taskforce, SRSS, and learning communities.

INDICATOR	COMPREHENSIVE PROGRAM REVIEW GOALS	ALIGNED STUDENT SERVICES THEME	MEASURE	STATUS, ACTION STEPS, TIMELINE, RESPONSIBLE PARTIES
Accreditation: Course Success				
VFS1: Increase by 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare	In partnership with academic departments, the Office of Instruction, and Counseling, incorporate additional courses	Student Engagement & Success	By Fall 2020, identify 4 existing LMC courses eligible for incorporation into existing LMC ADTs.	**New Goal** **Action Steps:** 1. Develop ADT review template 2. Partner with Counseling and Office of Instruction to identify LMC courses currently eligible for degree, but not included 3. Present findings to academic department for ADT update

them for an in-demand job.	into existing LMC ADTs to increase degree completion			**Timeline:** 1/2020: generate ADT review template 3/2020: present findings to departments
				Responsible Parties: Rachel Anicetti, David Reyes, Eileen Valenzuela
VFS2: Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.	Increase transfer activities and discussions in classroom settings, engaging students, faculty, and staff-hold transfer presentations in every English 100 and 100/100S section, every semester, by June 2020.	Student Engagement & Success	Increase classroom presentations to 400 student contacts annually by June 2022.	**In Progress**
				Action Steps: Transfer & Career coordinators are compiling lists of sections for Spring 2020 ENGL 100, and are coordinating visits now for SP2020
				Timeline: 12/2019: compile section list, contact instructor. 1/2020: coordinate presentation time with staff and student workers
				Responsible Parties: Sandra Parsons, Edward Beanes, Rachel Anicetti
VFS2: Increase by 35 percent the number of CCC students' system-wide transferring annually to a UC or CSU.	Build National Student Clearinghouse reports to capture transfer information for student groups identified in Student Equity Plan- Transfer Services staff will receive training in NSCH and create transfer reports for LMC learning communities and other programs by August 2019.	Commitment to Innovation & Creativity		**Abandoned**
				Rationale: When Transfer Services attempted to build NSCH reports for learning communities, we ran into a number of obstacles. Reports require hours of manual formatting when submitting and after results are received, and it is necessary to analyze each student's transfer destination to determine whether that was their terminal institution. Transfer Services does not currently have the capacity to accommodate a project of this size, and will explore again at a later date.

VSF3: Decrease the average number of units accumulated by CCC students earning associate degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.	Partner with the Office of Instruction and Counseling to develop Articulation Work Group and increase the number of current LMC courses articulated directly to major prep requirements at universities.	Commitment to Innovation & Creativity	Call Articulation work group together by April 2020, submit 20 courses for articulation by August 2020.	**New Goal** **Action Steps:** 1. Identify group members 2. Partner with VPI and Office of Instruction to call first meeting 3. Set articulation priorities for 20-21 academic year 4. Develop work plan and deadlines **Timeline:** 1/2020: identify group members 3/2020: call first meeting 8/2020: finished priority report for articulation submissions **Responsible Parties**: Rachel Anicetti, Nancy Ybarra, Tanisha Maxwell, Jeffrey Benford, Eileen Valenzuela
VSF4: Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.				
VFS5: Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented groups	Increase transfer rates among Black/African American students by 15% in 5 years.	Equity & Inclusion	Initial goal: Increase the number of Black/African American students transferring to the University of	**In Progress** **Action Steps:** 1. Develop internal student contact tracking system that allows disaggregation by demographics 2. Identify baseline representation in activities, and gaps in representation

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<td>as identified by the college.</td>
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<td>California and California State University system by 28 students by December 2024.</td>
<td>
3. Develop marketing strategy and activity implementation plan
4. Increase the number of Black/African American students participating in Transfer activities at LMC to support an increase in the number of Black/African American Students applying to CSU and UC campus
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Transfers from Los Medanos College to California State University and University of California Systems, by Ethnicity. Table shows prior five years of enrollment, and four years of target enrollment goals

ETHNICITY	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020 GOAL	2020-2021 GOAL	2021-2022 GOAL	2022-2023 GOAL
CSU: BLACK OR AFRICAN AMERICAN	44	43	46	49	55	59	63	67	70
UC: BLACK OR AFRICAN AMERICAN	9	6	10	13	18	21	25	28	31

Timeline:
1/2020: generate first student contact report, conduct planning session with students on campus
3/2020: develop marketing plan for 20-21 academic year

Responsible Parties: Sandra Parsons, Rachel Anicetti

VSF4: Increase the percent of exiting CTE students who report being employed in their

field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.			

4. Assessment Update and Effectiveness

Learning Support Outcomes (all Student Services Areas)

Briefly describe **at least three** of the most significant changes/improvements your department, program or service area made in the past three years as a response to analysis and discussion of learning support outcome results. Please note, all are required to **include at least one** student learning support outcome.

1. Increased number of department presentations occurring during university tours
   a. In the 2018-2019 year, Transfer & Career Services scheduled 14 department presentations during campus tours (not including department presentations pre-scheduled as part of event activities like UC Discover Davis or Cal Day), and increase of 10 presentations from the 2015-2016 year.
2. Adjusted application workshops to include less lecture, and more application work time
3. Shifted focus of application workshop from CSU/UC general admission requirements to application-based content

LEARNING SUPPORT OUTCOMES UPDATE- COMPLETED				
LEARNING SUPPORT OUTCOME *Prior LSOs are listed here. Please see table below for New LSOs*	**Prior LSO:** Students who participate in an application workshop or drop in session will increase their knowledge of the university (CSU/UC/Private) transfer admissions application process.	**Prior LSO:** Students who participate in an application workshop or drop in session will demonstrate ability to apply to a four-year college.	**Prior LSO:** Students who participate in university tours will increase their knowledge of the application process, their major and the campus culture of the universities they visit.	**Prior LSO:** Students who participate in university tours will be able to make a decision about whether or not to apply to the universities they visit.
TARGET	X Student ❑ Employee ❑ Service	X Student ❑ Employee ❑ Service	X Student ❑ Employee ❑ Service	X Student ❑ Employee ❑ Service

MEASURE	Method: Pre and Post test administered during workshop **Above Proficiency (5-6)**: Demonstrates a high level of knowledge of the minimum eligibility requirements for transfer to the CSU & UC systems. **Proficient (3-4)**: Demonstrates a basic level of knowledge of the minimum eligibility requirements for transfer to the CSU & UC systems. **Below Proficiency (0-2)**: Demonstrates a limited level of knowledge of the minimum eligibility requirements for transfer to the CSU & UC systems.	Tracked completion of application	Method: Post Survey **Above Proficiency:** Student will show advanced proficiency in their ability to identify campus environment if they identify 3 or more campus resources and activities between the two related questions. **Proficient:** Student will show proficiency in their ability to identify campus environment if they identify 2 campus resources and activities (one from the resources question and one from the activities question) **Below Proficiency** Students knowledge did not increase proficiently about the application process, major and campus culture of the university if they commented on 0-1 of the categories in the evaluation.	Method: Post Survey Student mark on a scale of Strongly Agree, Agree, Disagree or Strongly Disagree along with an explanatory description.
STATUS	❑ Abandoned ❑ In Progress X Completed ❑ New Outcome	❑ Abandoned ❑ In Progress X Completed ❑ New Outcome	❑ Abandoned ❑ In Progress X Completed ❑ New Outcome	❑ Abandoned ❑ In Progress X Completed ❑ New Outcome
INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT	Completed Outcome Reports are stored in the Transfer & Career Services L Drive			

NEXT STEPS	Assessment for these LSOs are fully completed. Please see below for New LSOs for the next assessment cycle.			
RESPONSIBLE PARTIES				
ALIGNED STUDENT SERVICES THEME	Student Engagement and Success	Student Engagement and Success	Student Engagement and Success	Student Engagement and Success
ALIGNED COMPREHENSIVE PROGRAM REVIEW GOALS		Increase transfer rates among Black/African American students by 15% in 5 years.		

LEARNING SUPPORT OUTCOMES UPDATE- NEW				
LEARNING SUPPORT OUTCOME	**New LSO:** Students who participate in a Transfer Basics class presentation will increase their knowledge of transfer options and resources available to them.	**New LSO:** Increase the number of Black/African American students participating in transfer activities (workshops, class presentations, and university tours) by 15% by Fall 2022		
TARGET	X Student ☐ Employee ☐ Service	☐ Student ☐ Employee X Service	☐ Employee ☐ Student ☐ Service	☐ Employee ☐ Student ☐ Service
MEASURE	**Method of Assessment: Post Survey**	**Method of Assessment:** tracked unduplicated headcount of		

	Above Proficiency: **Student will show advanced proficiency if they are able to identify 4-5 transfer options/resources available to them.** **Proficient: Student will show proficiency if they are able to identify 2-3 transfer options/resources available to them.** **Below Proficiency: Student knowledge did not increase proficiently if they unable to identify at least 2 transfer options/resources available to them.**	Black/African American students attending transfer workshops **Above Proficiency**: Current attendance will be established Summer 2020. >15% increase over current attendance. **Proficient**: Current attendance will be established Summer 2020. 15% increase over current attendance. **Below Proficiency**: Current attendance will be established Summer 2020. <15% increase over current attendance.		
STATUS	❑ Abandoned ❑ In Progress ❑ Completed X New Outcome	❑ Abandoned ❑ In Progress ❑ Completed X New Outcome	❑ Abandoned ❑ In Progress ❑ Completed ❑ New Outcome	❑ Abandoned ❑ In Progress ❑ Completed ❑ New Outcome
INSERT LINK TO COMPLETED LEARNING SUPPORT OUTCOME REPORT				
NEXT STEPS	**January - February 2020**: Development of a new Transfer Basics workshop focusing on transfer resources	**2019-2020**: implement new participation tracking system through SARS that allows roster pull,		

	February – May 2020: Presentation and assessment of new Transfer Basics workshop **June – July 2020**: Evaluate effectiveness of new workshop and make changes as needed	disaggregation of student demographic information **Summer 2020:** identify target increase numbers, and outreach action plan.		
RESPONSIBLE PARTIES	Sandra Parsons	Sandra Parsons		
ALIGNED STUDENT SERVICES THEME	Student Engagement and Success	Equity and Inclusion		
ALIGNED COMPREHENSIVE PROGRAM REVIEW GOALS	Increase transfer activities and discussions in classroom settings, engaging students, faculty, and staff-hold transfer presentations in every English 100 and 100/100S section, every semester, by June 2020.	Increase transfer rates among Black/African American students by 15% in 5 years.		

5. Impact of Resource Allocation

If you have received funding via the Resource Allocation Process (RAP), at the beginning of the following academic year, you will be asked by the Business Services Office to describe how the resource supported you in achieving your program goals.

6. Resource Needs

Resource needs in order to meet goals, if any. If there are no requests, this section may be skipped.

Faculty/Staff Resource Request			
Department/Unit Goal - Reference #		**Strategic Goal and/or Objective - Reference #**	
Operating Resource Request			
Professional Development Resource Request			
Department/Unit Goal - Reference #		Strategic Goal and/or Objective - Reference #	
☐ Classified	☐ On-going/Permanent	☐ Equipment	☐ IT Hardware/Software
Department/Unit Name		**Resource Type**	
☐ Manager	☐ One-time	☐ Conference/Meeting	☐ Materials/Supplies
☐ Student		☐ Online Learning	☐ IT Hardware/Software
General Description		☐ Other	Est. Expense
General Description			Est. Expense
Justification:			
Justification:			