LMC Comprehensive Program Review
Student Services Units
Fall 2017
Program: _____Transfer Services_____

The following provides an outline of the required elements for a comprehensive program review for Student Services Programs.

1 EVALUATION/ANALYSIS (FOR ALL PROGRAMS)

1.1 ANNUAL REVIEW UPDATE ANALYSIS

Analyze your annual reviews (objectives and improvements) over the past 3 years.

To consider: Review your data and analyze major changes that have occurred in your program over the past four years. What were the contributing factors that led to these changes (i.e. demographic changes, student needs/demands, evaluation results)? Consider available data that may support trends in gender, age, ethnic breakdowns and the populations described in the Student Equity Plan (Veterans, DSPS, African American, ESL, low income students, Foster Youth). What are identified successes as a result of these changes? What needs to be improved upon? How has the effectiveness of your program and services been evaluated over the past four years?

Transfer Services at Los Medanos College has undergone significant changes and restructuring in the past three years. 2014 marked the beginning of a new location in the Student Services Building, the ending of categorical funding from the HSI Title V EXITO grant, and a transition to permanent staffing in the roles of Director of Transfer & Career Services, Senior Program Coordinator for Transfer Services, and a full-time Transfer Counselor.

Program Changes

Shifts in student outreach and engagement are the center of program changes in Transfer Services. With the intention of shifting to an intrusive student support model, Transfer has implemented three major strategies in the last three years, to capture students who otherwise would not approach the Transfer desk:

1. Increased the number of class presentations and workshops, primarily through a "Don't Cancel Class" campaign.
2. Increased Social Media presence, through deployment of a weekly Transfer/Career newsletter, and social media accounts with Instagram and Twitter.
3. "Pop Up" Transfer Tabling: Student Ambassadors and Transfer staff hold "pop up" tabling sessions, scheduled around important transfer deadlines, around the Pittsburg and Brentwood campuses to reach students who do not approach the Transfer desk.

Influence from outreach shift can primarily be seen in the increase in students reached through workshops and class presentations, where numbers have doubled annually for the past three years. Availability of college tours have decreased over the last three years, leading to a drop in attendance, however, through partnership with categorical funds and one-time funding opportunities, Transfer expects those numbers to increase in future years.

- College Tour Attendees

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
NO. OF TOURS	16	15	16	10	11
NO. OF ATTENDEES	349	433	471	318	312

- Workshop Attendees

2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
n/a	480	282	580	1150

Program Evaluation

Success in Transfer Services is evaluated through direct program service, such as workshop attendance and student learning outcomes, and indirect transfer success, such as the number of LMC students applying and transferring annually. Gaps in data will be addressed later in the report, but below are some snapshots of transfer trends over the last 3-5 years:

- *Number of LMC Transfers, by Institution, with Reference to FTES and Unduplicated Headcount*

	UNIVERSITY OF CALIFORNIA	CALIFORNIA STATE UNIVERSITY	IN STATE PRIVATE	OUT OF STATE	TOTAL	FTES (CREDIT)	UNDUPLICATED HEADCOUNT
2012-13	79	302	81	99	561	7,623	12,371
2013-14	104	377	47	111	639	7,850	12,323
2014-15	88	364	80	132	664	8,010	12,384
2015-16	102	412	46	127	687	8,137	12,608
2016-17	105	382	n/a	n/a	n/a	7,815	12,626

- *Number of LMC Applications by UC Campus & Number of LMC Applicants to University of California System*

UC Campus	Fall 2014 Applications	Fall 2015 Applications	Fall 2016 Applications	Fall 2017 Applications	Fall 2018 Applications
Berkeley	78	99	99	126	118
Davis	96	117	128	131	117
Irvine	33	39	42	70	54
Merced	9	14	63	58	68

Los Angeles	58	53	33	26	30
Riverside	26	19	29	30	33
San Diego	51	48	57	55	71
Santa Barbara	43	49	64	57	52
Santa Cruz	41	44	51	56	59
Total LMC Applicants to UC System	*138*	*150*	*170*	*181*	*181*

- *Transfers from Los Medanos College to California State University and University of California Systems, by Ethnicity*

ETHNICITY	2012	2013	2014	2015	2016
CSU: *BLACK OR AFRICAN AMERICAN*	23	31	38	31	36
CSU: *HISPANIC OR LATINX*	78	99	95	133	107
UC: *BLACK OR AFRICAN AMERICAN*	9	9	9	6	8
UC: *HISPANIC OR LATINX*	27	30	29	38	43

Positive trends include a significant increase in the number of LMC applicants to the University of California (UC) system in the last 3 years, as well as the significant increase in Hispanic/Latinx students transferring to the California State University (CSU) and UC systems. Areas for improvement and exploration can also be identified in the snapshots. While number of UC applications has steadily risen over the past three years, we have not seen a similar rise in UC enrollees. Transfer services has also identified the need for an increase in Black/African American student transfer as a priority improvement for the next five years.

Areas of Improvement

The largest area for improvement addresses gaps in transfer data availability, with a special concern for the lack of data around:

- Transfer success of student groups identified in the Student Equity Plan
- Disaggregated applicant information for students transferring to the CSU system

Transfer Services plans to address this through increased training in and use of the National Student Clearinghouse database, with the intention of using this date to inform program development and implementation.

1.2 ASSESSMENT SUMMARY

Summarize your PSLO assessment reports and your assessment plans. Summarize any changes that you are making to your PSLOs.

Transfer Services PSLOs remained unchanged from 2014-2017. SLOs have focused one two areas of Transfer Services: university tours and application workshops.

University Tours

All students that participate in a university tour are required to complete a University Tour Evaluation Form. This evaluation form includes a variety of questions designed to assess the SLO's above. Forms are administered on the return trip to campus following the tour. While evaluation distribution has been refined over the past four years, assessment and SLO evaluation has largely remained the same, and evaluations have shown a significant increase or stability in PSLO student proficiency.

1. Students participating in university tours will increase their knowledge of the universities they visit:
    a. Spring 2014: 97 evaluations received, 59% proficient/above proficient
    b. Spring 2017: 240 evaluations received, 94% proficient/above proficient
2. Students participating in university tours will be able to make a decision about whether or not to apply to a university
    a. Spring 2014: 97 evaluations received, 87% proficient/above proficient
    b. Spring 2017: 240 evaluations received, 86% proficient/above proficient

Application Workshops

To assess PSLOs related to application workshops, workshop participants are provided with a pre-test prior to workshop, and post-test at the end. The test questions were designed to address information covered in the workshop in regard to transfer admission process information and minimum eligibility requirements for the CSU and UC systems. Evaluation numbers have been low, with inconsistent tracking over the past four years. Below is a comparison of Fall 2015 workshop evaluations to Fall 2017 workshop evaluations.

1. Students will increase their knowledge of the university (CSU/UC/Private) transfer admission application process.
    a. Fall 2015:

Pre-Test	Post-Test	Change
70% proficient	15% proficient	-55%
15% above proficient	85% above proficient	+70%

    b. Fall 2017:

Pre-Test	Post-Test	Change
82% proficient	1% proficient	-81%
18% above proficient	70% above proficient	+52%

2. Students will be able to define the minimum eligibility requirements for transfer to the UC and CSU systems.
    a. Fall 2015:

Pre-Test	Post-Test	Change
40% proficient	32% proficient	-8%
0% above proficient	28% above proficient	+28%

    b. Fall 2017:

Pre-Test	Post-Test	Change

| 50% proficient | 0% proficient | -50% |
| 25% above proficient | 75% above proficient | +50% |

Improvement Plan:

Transfer Services has moved toward offering more drop-in application assistance opportunities to LMC students, in lieu of static workshops, with the intention of offering more opportunities for students to receive application assistance, and more flexibility to address individual student needs and questions. Transfer Services is in the process of adjusting PSLOs and assessment to reflect this change in services.

Transfer Services is also changing assessment and evaluation methods to capture student demographic and population information, with the intent of disaggregating student feedback by race, gender, and ethnicity, as well as specific student populations identified in the Student Equity Plan.

1.3 PROFESSIONAL DEVELOPMENT

Summarize the past (2 – 5 years) and present professional development activities of your unit/program's members and impact (directly or indirectly) on student success

To consider: Have the past training and professional development opportunities been sufficient to support the needs of your department/program? Include examples of equity focused professional development that your unit/program has engaged in and opportunities for future equity focused professional development.

Over the past 2 years staff involved in Transfer Services have been given access to both district and external professional development opportunities. All employees are highly encouraged to participate in campus and district FLEX activities. All Transfer Services staff attend external trainings and conferences annually, supported through department funds and with the use of categorical funding such as PDAC and Equity. Examples of external trainings attended in the previous two years are:
- CSU Counselor Conferences
- UC Counselor Conferences and "Ensuring Transfer Success" Conferences
- The National Institute for the Study of Transfer Students national conference
- Western Association for College Admission Counseling "Share Learn Connect" Conference
- National Association for College Admission Counseling West Coast conference
- Local college counselor trainings and updates

Continued professional development is important in any higher education field, and is vital to Transfer Services, where services depend on rapidly changing information, and where Transfer Services provides professional development and training to multiple departments, including Counseling, on the topic of transfer.

1.4 COLLABORATION

Describe any current collaboration efforts that are occurring between your unit/program and other units and programs both inside and outside of Student Services, and impact (directly or indirectly) on student success.

Transfer Services regularly collaborates with LMC programs, departments, and instructors, as well as external stakeholders like universities and community based organizations, with a direct impact on student success. Below is a table of current collaboration efforts and their impact on student success.

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 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.
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.

2   LONG TERM GOALS (HOW TO GET THERE)

2.1   LONG TERM (5 YEAR) GOALS TO MEET COLLEGE STRATEGIC PLAN

Consider the College's Strategic Directions along with our Integrated Planning Goals listed here:

College Strategic Directions 2014-2019	Integrated Planning Goals
1. Increase equitable student engagement, learning, and success. 2. Strengthen community engagement and partnerships. 3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	1. ACCESS: increase access through enrollment of students currently underserved in our community. 2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year.

4. Invest in technology, fortify infrastructure, and enhance fiscal resources.	3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses.

4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence.

5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.

6. LEARNING CULTURE: Enhance staff, faculty and administration's understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students. |

List 3 – 5 longer term (5 year) new goals for your program. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.

Goals	Aligned College Strategic Direction(s)	Aligned Integrated Planning Goal(s)
Goal 1: Increase transfer rates among Black/African American students by 15% in 5 years- Increase the number of Black/African American students transferring to the University of California system by 15 students by December 2025.	Increase equitable student engagement, learning, and success.	ACCESS: Increase access through enrollment of students currently underserved in our community. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.
Goal 2: 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.	Promote innovation, expand organizational capacity, and enhance institutional effectiveness.	EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment. LEARNING CULTURE: Enhance staff, faculty and administration's understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and

		compassion when working with students.
Goal 3: 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.	Invest in technology, fortify infrastructure, and enhance fiscal resources. Promote innovation, expand organizational capacity, and enhance institutional effectiveness	EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment.
Goal 4:		
Goal 5:		

To consider: If applicable, describe how these goals are designed to increase student engagement in 3SP and equitable student outcomes.

2.2 STAFFING REQUEST (OPTIONAL)

Suggested description:

Describe existing level of staffing for each program or service: how many permanent full-time and/or part-time employees are there, including faculty, classified staff and manager? How many hourly faculty and/or staff, how many student employees are needed on a regular basis (i.e. every semester, year-round)?

Does the existing level of staffing impact available hours of service? The ability to provide a full-level of service? If additional staff are needed, identify how your program/service would benefit (i.e. what additional services could be offered, longer business hours, etc.) and how additional staffing would support long term goals.

Include but not limited reassign time, classified/manager, student assistant, etc. (full-time faculty request is Box 2A process).

Faculty/Staff Resource Request			
Department/Unit Goal - Reference #		Strategic Objective - Reference #	
Department/Unit Name		Position Name/Classification	FTE
Position Type	Funding Duration	Funding Source	Est. Salary & Benefits

☐ Faculty R/T ☐ Classified ☐ Manager ☐ Student	☐ On-going/Permanent ☐ One-time	☐ Operations (Fund 11) ☐ Other	

Justification:

2.3 OPERATING REQUEST (OPTIONAL)

Suggested Description:

Describe how your program/service is structured within your existing space. For example, where is it located in relationship to other services, what services are provided by X number of staff? How would additional space or a different location impact the capacity for offering additional services? Provide a clear description of needs and rationale.

Describe the current equipment/technology needs for your program/service, as well as anticipated needs to meet long term goals. How would additional equipment or available technology effect the quality of your program and/or service?

Operating Resource Request		
Department/Unit Goal - Reference #	**Strategic Objective - Reference #**	
Department/Unit Name	**Resource Type**	
	☐ Equipment	☐ IT Hardware/Software
	☐ Supplies	☐ Facility Improvement
	☐ Service/Contract	☐ Other
General Description		**Est. Expense**
Justification:		

2.4 PROFESSIONAL DEVELOPMENT REQUEST (OPTIONAL)

Suggested Description:

Based on current professional development and training opportunities, as well as long term program goals, describe anticipated professional development needs to support growth and new directions for your program.

Professional Development Resource Request		
Department/Unit Goal - Reference #	Strategic Objective - Reference #	
Department/Unit Name	Resource Type	
	☐ Conference/Meeting ☐ Materials/Supplies	
	☐ Online Learning ☐ IT Hardware/Software	
	☐ Other	
General Description		Est. Expense
Justification:		

3 FOR UNITS/PROGRAMS WHO OFFER COURSES:

3.1 COURSE SUCCESS/RETENTION ANALYSIS

Please review the data provided on course retention and success, which has been disaggregated by as many elements as district can provide in their SQL Report

One of our college goals as stated in our Integrated Plan is to "Increase successful course completion, and term to term persistence." Our Equity Plan identifies African- American and low income students as disproportionally impacted in terms of successful course completion. (Foster youth are also disproportionately impacted on this indicator, but numbers are too small to disaggregate by discipline/program) Please indicate how well students in these groups are succeeding in your discipline.

	African-American	Low Income Students	All students in program/discipline
Completion Rate (program/discipline)			
Success Rate (program/discipline)			

3.2 CURRICULUM UPDATE

Summarize the status of your curriculum including an analysis of the status of your COORs, prerequisites/co-requisites, advisories, depth, breadth, rigor, sequencing, and time to completion.

3.3 CSLO UPDATE

Summarize your CSLO assessment reports and your assessment plans. Summarize any changes that you are making to your CSLOs.

3.4 COURSE OFFERING ANALYSIS

Analyze your course/section offerings and trends, and report any new course or program plans.

4 FOR PROGRAMS WITH ADVISORY BOARDS:

4.1 ADVISORY BOARD UPDATE

Give an overview of the current purpose, structure, and effectiveness of your advisory board. List the members and corresponding organizational (internal or external) affiliations.

While Transfer Services does not have a permanent advisory board, it does hold department advisory meetings twice per academic year. Meetings are held at the end of Transfer Day events in October and April, and representatives from four-year colleges and universities are invited to attend. The meetings are usually attended by approximately 20 admissions representatives from the University of California, California State University, and Private/Independent colleges.

During advisory meetings, Los Medanos College presents transfer-related updates to representatives, with a focus on changes in courses, assessment, or student support. LMC and representatives then shift to a roundtable format, where best practices for student engagement, student support, and transfer readiness are shared.