



**Student Services  
Program Review 2009-2012**

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**Section 1 is due by October 6, 2009**

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**PROGRAM AREA:** Transfer Programs and Services

**Program Philosophy:** The main objective of Transfer Programs and Services is to provide resources to assist students in the development and achievement of educational goals, specifically those involving transfer to four-year colleges and universities. Transfer Programs and Services strives to provide an innovative and supportive environment that facilitates the seamless transition of students from Las Positas College to public and private four-year institutions, in California and throughout the nation. In addition to serving students directly, Transfer Programs and Services actively disseminates the most up to date and pertinent transfer information to counselors, instructional faculty, staff, and other members of the campus community.

**Progress on Goals, Objectives (2005-2009):**

Please list each goal from goal's matrix and describe progress on each.

1. \*Work in partnership with Counseling and other areas of Student Services in the rendering of transfer counseling and related services for students.

Counselors routinely utilize the Transfer Center with individual students, as well as with entire Psychology-Counseling classes. The Transfer Counselor interacts with faculty and staff within student services to answer individual questions, as well as to provide specific information relevant to specific student populations (e.g., International Students, EOPS, DSPS).

2. \*Provide timely and accurate transfer information to all members of the campus community.

Unfortunately, only limited progress has been made in this area. Given the resource limitations, efforts that have enhanced communication with student services have come at the expense of communication with faculty and staff at large. With regard to students, introduction of campus-based e-mail and the Zone has led to an opportunity to reach students more efficiently. Transfer information has been provided for the Zone home page, and efforts are underway to better identify transfer-oriented students for promotion of relevant services and transfer events.

3. \*Directly assist students in developing and meeting higher education goals, including the transfer choice process, gathering of information, use of resources, knowledge and implementation of transfer procedures, and continued educational success after transfer.

Most of these goals are shared with General Counseling. An increase in the number of student workshops geared toward transfer applications and personal essays represents progress in this area. In addition, the transfer counselor maintains a network of students who have already transferred to universities to serve as a resource for current students at Las Positas College.

4. \*Facilitate transfer readiness and awareness of educational opportunities by offering and promoting transfer-related workshops, guest speakers, college and university representative visits, and campus-wide transfer events.

Budget cuts have limited progress in this area. Universities have reduced the number of admissions representatives available to visit the Transfer Center. Although the number of application workshops has grown, and Transfer Day has been maintained, the annual transfer reception has been eliminated.

5. \*Participate in targeted outreach activities (on-campus, off-campus, in-person, and remote) to promote awareness and utilization of transfer programs and services.

Significant progress has been made in this area. In addition to high school outreach events and activities, High School Seniors and Parents Night, and the High School Counselor Breakfast, the Transfer Counselor now presents a workshop at Expo, the annual student welcome event organized by General Counseling. The first year this occurred, approximately 200 new incoming students attended the presentation.

- 6 \*Coordinate and communicate with academic programs and other areas of Student Services to ensure appropriate referrals are provided to potential transfer students.

Progress has been made in this area, as evidenced by an increase in dedicated student requests for counseling through the Transfer Center, and citations of referrals from instructors and other students. The Transfer Counselor presents personal statement workshops jointly with English faculty, and has led in-class “early alert” workshops on improving mathematics performance. The Transfer Counselor, in tandem with LPC math and science faculty, participated in a grant-funded program designed to increase the number of STEM majors to regional CSU campuses.

7. \*Collaborate with all facets of the college community in order to reduce duplication of services, thus helping maximize the utilization of available college resources.

Although an increase in collaborative efforts to conserve resources is underway with General Counseling and all programs in Building 900, progress has been limited to those specific areas.

8. \*Strengthen partnerships with campus programs (EOPS, DSPS, ESL, and others) so that underrepresented and special students’ needs are addressed in the area of transfer opportunities.

As evidenced by routine EOPS student education plan workshops hosted by the Transfer Center, as well as classroom visits to basic skills courses to promote and discuss transfer, some progress has been made with this goal. However, there is great potential for further growth in this area.

9. \*Collaborate with the LPC Honors Transfer Program.

Progress has been limited to classroom presentations to the Honors Seminar.

10. \*Provide meeting space and faculty support for the Transfer Club, an LPC student organization.

The Transfer Club was discontinued due to lack of student interest.

11. \*Continue to promote and coordinate events such as LPC "Transfer Day" and the "President's Transfer Reception" to inform and recognize outgoing transfer students and the supportive campus community.

Transfer Day is the primary annual event hosted by the Transfer Center. Efforts to promote the event have improved, including more prominent promotion on the web page, upgraded banners on campus, and increased engagement of campus-wide community (e.g., encouraging everyone to wear college gear the day of the event). Unfortunately, the Transfer Reception has been eliminated due to lack of funding and staff resources.

12. \*Continue to promote available Transfer Admission Guarantees (TAG) with 4-year institutions, while developing new partnerships with additional colleges and universities.

Although statewide budget cuts have impacted the ability of some universities to offer TAG programs, improvements in information dissemination, coordination with General Counseling, and outreach have resulted in increases in the numbers of participating students. The University of California in particular has been instrumental in making their TAG program more accessible, as a direct result of communication efforts from the LPC Transfer Counselor and other transfer personnel in the region and state.

13. \*Continue to generate external funding to subsidize new and innovative transfer programs and services.

Unfortunately, the Transfer Center relies exclusively on "soft" money to support its programs, which has been dramatically reduced. However, new funding sources have been identified. The LPC Foundation currently supports faculty interns who have completed transfer-oriented projects for the Transfer Center (UC and CSU hard-copy outreach resources, development of a Transfer Advocate Program are two such examples). In addition, future dedicated statewide funding for Transfer Programs and Services has been discussed.

14. \*Develop and provide instructional services for Transfer courses within the Psychology-Counseling program.

An effort is underway to adopt the PSCN 18 University Transfer Planning course from Chabot College.

15. \*Work with the campus institutional researcher in the ongoing assessment of Transfer Programs and Services, with the goal of continuous improvement in serving a diverse and growing student population. Using assessment data, Transfer Programs and Services will continue to address issues of student access, equity, and success with regard to transfer.

Although Las Positas College has a very high transfer rate relative to its peer institutions, efforts to increase student success are constant. The Transfer Counselor and Institutional Researcher have routinely collaborated to share data and discuss ways to improve services to disadvantaged students. Although resources are limited, results of these discussions have included an increase in opportunities of targeted classroom presentations about transfer, increased visibility of transfer for new incoming students at EXPO, development of a transfer advocate program, and emphasis on active and collaborative transfer workshops (as opposed to simple information dissemination).

16. \*Develop student learning outcomes for Transfer Programs and Services.

Several student learning outcomes have been developed for Transfer Programs and Services. One long-term outcome, which involves transfer readiness among students who have used transfer services, has been assessed and evaluated. ELumen reports are attached.

17. \*Strengthen ties to local high schools, business, and non-profit agencies to increase awareness of transfer opportunities at Las Positas College.

Although transfer outreach to high school students and staff has increased, that represents the only area in which progress has been made.

18. \*Increase use of technology applications to facilitate promotion, implementation, and usage of transfer-related programs and services.

Technological resources have greatly improved, with regard to transfer. A Transfer Counselor web page has been established, and the Transfer Center Counselor has provided training to General Counseling in the use of this resource. A Transfer Listserve has been created to better distribute relevant information. The Transfer Counselor has developed a Facebook page to stay connected with students after transfer, both to monitor their progress and to use as a resource for current LPC students. The University of California has streamlined the TAG application process and created an online interface. Development of the Zone and student e-mail has further increased the potential for transfer to be promoted across campus.

19. \*Work with Counseling to develop a training and information dissemination process, including transfer information, for full- and part-time counseling faculty.

Through the development of a Counseling Internship Program and related materials, as well as an Adjunct Faculty Training Program (both in tandem with General Counseling), progress has been made in this area.

20. \*Participate in local, regional, and statewide policy discussions about transfer, and ensure current and ongoing compliance with Title 5 regulations for California Community College Transfer Centers.

The Transfer Counselor continues to attend all local, regional, and statewide meetings of Transfer Center Directors, and has also attended a Regional Representative meeting in Sacramento. Las Positas College has a Transfer Advisory Board, the existence of which satisfies Title 5 regulations. The Board is utilized to help steer the direction of the transfer program on campus. The Transfer Counselor also completes the required Annual Report, with assistance from the Dean of Student Services.

## **Program Information**

**Staffing:** *Career/Transfer/Employment Center Coordinator*  
*Transfer Counselor (50%)*

**Location:** Career/Transfer & Employment Center, Building 900, Las Positas College  
General Counseling, Building 700, Las Positas College

**Services:** Student counseling; transfer application workshops; personal statement workshops; Transfer Day; classroom presentations; computer resources for transfer research and application submission; college and university catalog library; coordination, promotion, and meeting space for college and university representative visits; UC Berkeley Concurrent Enrollment Program; UC Berkeley Starting Point Mentorship Program; UC Berkeley Transfer Alliance Program; CSU East Bay Cross Registration; a total of ten Transfer Admission Guarantees; Transfer Center web page.

## **Program Components**

<b>Number of Students Served:</b>	2006-2007:	1522
	2007-2008:	1670
	2008-2009:	2010
	2009-2010:	1203

<b>Budget:</b> (Note: does not include staff salaries)	2006-2009:	2009-2010: \$0
	\$2500 per year (Bookstore Funds)	(relied on carry-forward from previous years)

1. What is the program's connection/dialogue to other programs?

Transfer Programs and Services works closely with Career and Employment Services to provide accurate and current information to students. The Transfer Counselor works as a general counselor (50%), and serves on counseling committees for orientation, special events, and counselor training. The Transfer Counselor currently serves on the Student Services Coordinators Council, the EOPS Advisory Board, the Honors Advisory Board, and the campus Student Success committee.

2. Identify and describe the status of your Student Learning Outcomes. Include an analysis of your assessed SLO's. Please attach Elumen Matrix of SLO's in Appendix.

A "transfer readiness" SLO for Transfer Programs and Services has been created and 26 students have been assessed. Based on the assessment, a set of recommendations has been developed. The SLO, Transfer Readiness Rubric, Activity Achievement Report, and Section Improvement Plan are all attached.

3. Provide a summary of current and future programmatic challenges.

The most significant current and future challenge for the Transfer Program is a lack of adequate personnel and financial resources to carry out the transfer mission. The transfer program has only 13 hours per week dedicated to faculty oversight of the Transfer Program, one classified coordinator (who is also responsible for two other programs), a severe shortage of counseling appointments for students, and no dedicated operating budget for transfer. Currently, there is an increased need for transfer services as more students are attending Las Positas College with transfer as a goal (partly as a result of university-level budget cuts). However, as a result of a reduction in the number of counseling appointments available for transfer students, combined with a dramatic decrease in university representative visits to Las Positas College, the numbers of students served by the Transfer Program decreased by 40% in 2009-2010. With the passage of SB 1440, which emphasizes the transfer relationship between community colleges and California State University, demand for transfer services will continue to increase for the foreseeable future. Without a dramatic increase in dedicated transfer resources to match the current and future demand for transfer services, the transfer mission will not be as successful as it can be in helping students achieve their goals.

Following is an excerpt from the Transfer Center Annual Report, which is submitted to the Chancellor’s Office each year. In this section, Las Positas College resource priorities and barriers are ranked based on need and level of difficulty to overcome. For Las Positas College, the top reported need was “Personnel” and the top reported barrier was “Transfer Center Operations (lack of adequate staffing..., inadequate budget, inadequate facilities and equipment).”

### Las Positas Community College 2009-2010 Transfer Center Annual Report: Challenges

**1. Resources (rank order your transfer center needs):** Among the following resources, rank order your priorities from 1 to 5. The number 1 represents the highest need and the number 5 represents the lowest need for achieving your institutional transfer goals.

Resources	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5
Facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Operating Expenses (e.g. supplies, printing, travel, ... etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data Gathering Capabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**2. Barriers (rank order your transfer center barriers):** The following chart identifies the barriers most frequently reported in prior year Transfer Center Annual Reports. The nine broad categories are: Student Related, Academic, Transfer Center Operations, Four-year Institutions, Financial Aid, Articulation, Counseling, Data/Information and Administration. Rank order the barriers to your transfer center program – the number 1 represents the most difficult barrier to overcome and the number 9 represents the least barrier.

<b>Barriers</b>	<b>Rank 1</b>	<b>Rank 2</b>	<b>Rank 3</b>	<b>Rank 4</b>	<b>Rank 5</b>	<b>Rank 6</b>	<b>Rank 7</b>	<b>Rank 8</b>	<b>Rank 9</b>
<b>Student Related</b> Academic skills and/or preparation, transportation, housing, child care, family support, lack of understanding, changing goals or majors indecision, missed deadlines, appointments, not seeking assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Academic</b> Insufficient course offerings (variety), insufficient course sections, lack of faculty involvement and/or need for training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Transfer Center Operations</b> Lack of adequate staffing, information (availability/accuracy of requirements, dissemination), inadequate budget, inadequate facilities and equipment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Four-year Institutions</b> Geographic distance, admission process or policies, insufficient representative visits, admission limits (capacity) or schedule (no winter/spring)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Financial Aid</b> Need, complex process, lack of information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Articulation</b> Lack of general articulation (volume), lack of major preparation articulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Counseling</b> Training, access (insufficient number of appointments/inadequate staffing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Data/Information</b> Lack of student tracking, transcription information (unavailable), collaboration with institutional research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Administration</b> Not high institutional priority	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Section 2 is due by February 26, 2010

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### Point of Service Surveys:

Number of surveys gathered: 16

Date range of survey(s): November 2009 to October 2010

**Attach copy of survey in Appendix.**

### Program Strengths Identified (utilizing survey data):

1. User-friendly environment for the transfer workshops.
2. Helpfulness and responsiveness of transfer counseling personnel.
3. Quality of information provided by transfer personnel and workshops.

**Areas of Improvement Identified (utilizing survey data):**

1. Transfer web page

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**Section 3 – Goal Matrix completed by March 31, 2010**

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### SLO Description

Students who create a Student Education Plan with a Transfer counselor during Fall 2007 will demonstrate "transfer readiness" by the end of the Fall 2010 semester. [Rubric PDF](#), [SE=5](#)

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### Rubric: Transfer Readiness

#### **Rubric Levels**

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- Students have completed none of the following requirements for university transfer
0. admission: transfer level English Composition and Critical Thinking; Quantative Reasoning; General Education pattern and/or major preparation, 60 transferable units.
- Students have completed one of the following requirements for university transfer
1. admission: transfer level English Composition and Critical Thinking; Quantative Reasoning; General Education pattern and/or major preparation, 60 transferable units.
- Students have completed two of the following requirements for university transfer
2. admission: transfer level English Composition and Critical Thinking; Quantative Reasoning; General Education pattern and/or major preparation, 60 transferable units.
- Students have completed three of the following requirements for university transfer
3. admission: transfer level English Composition and Critical Thinking; Quantative Reasoning; General Education pattern and/or major preparation, 60 transferable units.
- Students have completed all of the following requirements for university transfer
4. admission: transfer level English Composition and Critical Thinking; Quantative Reasoning; General Education pattern and/or major preparation, 60 transferable units.



### Activity Achievement Report

Activity: Transfer Programs and Services, Transcript Review

Assessment: Transcript Review - Student transcripts will be reviewed for the following: Completion of English composition / critical thinking; completion of quantitative reasoning; completion of major preparation and/or general education; completion of 60 transferable units.	Assessment Results By Level						
	NS	0	1	2	3	4	Total
<b>3 - Critical Thinking - Length of Program (Student Services Only)</b>	0	5	4	0	8	9	<b>26</b>
Students who create a Student Education Plan with a Transfer counselor during Fall 2007 will demonstrate "transfer readiness" by the end of the Fall 2010 semester.							

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#### Transfer Programs and Services Transcript Review

##### Section Improvement Plan

###### 1. First section improvement recommendation

To improve SLO, restrict student population to those in their first semester of enrollment who have demonstrated intent to transfer (by applying to LPC with that goal, or declaring that goal in the SEP appointment).

###### 2. Second section improvement recommendation

For students in the selected group, a complete academic history from all attended colleges will be required to maximize the accuracy of the transcript review assessment.

###### 3. Third section improvement recommendation

Improve mechanism to track students' transfer majors, which are often not provided to Las Positas College by the student when applying or transferring.

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**Student Services Program Review  
Action Plan Template  
2010-2011**

**I. Objective (Formerly Target):**

To better meet student demand for services, increase transfer workshops and transfer-related group activities.

**II. Plan to Accomplish the Objective:**

<b>Plan:</b>			
	<b>Activity</b>	<b>Timeline</b>	<b>Responsibility</b>
a.	Adopt PSCN 18 (University Transfer Planning) from Chabot.	Spring 2011	Transfer Counselor, Student Services Division, Curriculum Committee
b.	Provide application and TAG workshops in computer labs.	Fall 2010	Transfer Counselor, Counseling Department
c.	Visit classrooms to talk about transfer	Fall 2010	Transfer Counselor
d.	Outreach presentations for prospective and new students (Early Admission, EXPO, Mega Day, H.S. Senior Parent Night)	Fall 2010	Transfer Counselor

**III. How Will You Measure the Effectiveness of This Objective/Goal?**

Headcounts; survey assessments of effectiveness.

**IV. How Does This Goal Relate To/Support the College's Strategic Plan 2010-2015?**

This goal relates to Strategic Goal 1.

**V. Estimated Resource Requirement**

*(Please indicate if resources are needed "one time" or if they are ongoing.)*

<b>Category</b>	<b>Description</b>	<b>Estimated Cost (if known)</b>
<b>Personnel</b>	Transfer Counselor, additional counselors and support staff	
<b>Supplies</b>	Handouts, evaluations as needed	
<b>Facilities</b>	Computer Labs that may be reserved, presentation technology, smart classroom space	
<b>Other</b>		



**Student Services Program Review  
Action Plan Template  
2010-2011**

**I. Objective (Formerly Target):**

Improve and better promote the Transfer Center web page (based on survey responses).
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**II. Plan to Accomplish the Objective:**

<b>Plan:</b>			
	<b>Activity</b>	<b>Timeline</b>	<b>Responsibility</b>
a.	Comprehensive review of current transfer web page.	Ongoing	Transfer Counselor
b.	Maintain up-to-date information on transfer web page.	Ongoing	Career/Transfer/Employment Center Coordinator , Transfer Counselor, Webmaster
c.	Effectively promote the transfer web page to the campus community.	Ongoing	Transfer Counselor and Career/Transfer/Employment Center Coordinator

**III. How Will You Measure the Effectiveness of This Objective/Goal?**

Track usage of web page, track usage of services promoted by the web page.
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**IV. How Does This Goal Relate To/Support the College's Strategic Plan 2010-2015?**

This goal relates to Strategic Goals 1 and 10.
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**V. Estimated Resource Requirement**

*(Please indicate if resources are needed "one time" or if they are ongoing.)*

<b>Category</b>	<b>Description</b>	<b>Estimated Cost (if known)</b>
<b>Personnel</b>	Release time from counseling for Transfer Counselor (goal a.) and/or additional staff support	
<b>Supplies</b>	Up-to-date computer equipment	
<b>Facilities</b>	Technology Center	
<b>Other</b>	Functional high-speed internet connection and upload capability. Faculty and staff training as needed.	



**Student Services Program Review  
Action Plan Template  
2010-2011**

**I. Objective (Formerly Target): Transfer Program**

In order to effectively respond to an increase in the number and diversity of community college students seeking transfer, increased emphasis on UC Transfer Admission Guarantees, and new legislation promoting CSU transfer, Transfer Programs and Services must increase faculty and staff to meet current and future student demand.

**II. Plan to Accomplish the Objective:**

<b>Plan:</b>			
<b>Activity</b>		<b>Timeline</b>	<b>Responsibility</b>
a.	Increase available student appointments for transfer counseling	ASAP	VP and Dean of Student Services, General Counseling, Transfer Programs and Services
b.	Hire additional classified personnel in support of the Transfer Program	ASAP	President, Planning and Budget Committee, VP and Dean of Student Services
c.	Increase faculty coordination hours for the Transfer Program	ASAP	VP and Dean of Student Services

**III. How Will You Measure the Effectiveness of This Objective/Goal?**

Tracking of numbers of students served by Transfer Programs and Services, as well as number and rate of students who successfully transfer from Las Positas College.

**IV. How Does This Goal Relate To/Support the College's Strategic Plan 2010-2015?**

This goal relates to Strategic Goals 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

**V. Estimated Resource Requirement**

*(Please indicate if resources are needed "one time" or if they are ongoing.)*

<b>Category</b>	<b>Description</b>	<b>Estimated Cost (if known)</b>
<b>Personnel</b>	Ongoing: More dedicated counseling and staff for Transfer Programs and Services	
<b>Supplies</b>	Ongoing: Increased technology and other supplies to support increased staff for Transfer Program	
<b>Facilities</b>	Ongoing: Facilities to accommodate increase in faculty and staff	
<b>Other</b>		

Instructions: Using your self study and PROGRAM DEVELOPMENT forms, please complete the spreadsheet below. Each DEVELOPMENT form corresponds to one row so that each OBJECTIVE is on one line.

Institutional Strategic Goals (for exact wording please visit the next spreadsheet in this workbook)

1. Teaching and Learning
2. Institutional Advancement
3. Accountability
4. Economic Development
5. Resource Development and Allocation
6. Academic and Professional Excellence
7. Diversity and Pluralism
8. Communication and Infrastructure
9. Community Life
10. Sustainability

Please contact The Office of Institutional Research and Planning (X1027), your Dean or VP with questions or assistance completing this data base.

**DO NOT MAKE CHANGES TO THE DATA BASE FORMAT.**

**Macros must be enabled.**

Program Review Type	Discipline/Unit (ex. CHEM, Research, Library, A&R, AUTO)	Division (Instructional Program Review Only)	What do you want to accomplish? (Objective)	How do you plan to accomplish this?	What is/are your measurement criteria? (How will you measure and document effectiveness?)	Which College Strategic Goal(s) does this objective address? (all that apply 1-10)	Does this objective address an Accreditation Recommendation or Planning Agenda?	When do you plan to start?	What resources will this take? (all that apply)	What Institutional Process/Committee/Office will you need? (all that apply)	Specify if Other process	Prioritized
Instructional	Math	MSEPS	Improve student success and retention in Math X	Offer Math X in a hybrid mode in a state-of-the-art computer classroom. A number of new measures to support student learning will be incorporated in the existing mode, including increased student/teacher contact.	student and instructor satisfaction surveys; grade and retention data	1, 3, 5, 7	Not sure	Fall 2011	Financial, One time, Financial, Ongoing, Non-Financial, Ongoing	PBC Classified Request Process, Staff Development, Research/Evaluation		High Priority

						1 Teaching and Learning, 2 Institutional Advancement, 3 Accountability, 4 Economic Development, 5 Resource Development and Allocation, 6 Academic and Professional Excellence, 7 Diversity and Pluralism, 8 Communication and Infrastructure, 9 Community Life, 10 Sustainability						
Student Services	Transfer Program	Student Services	Increase faculty and staff hours dedicated to Transfer Program	Increase transfer counseling student appointments	Tracking number of Student Education Plan appointment requests that are declined or deferred (target = zero). Also tracking student "transfer readiness" rate and number.)		Not sure	Fall 2011	Financial, One time, Financial, Ongoing, Non-Financial, One time, Non-Financial, Ongoing	PBC Classified Request Process, Faculty Prioritization Process, Dean/Vp Budget Allocation, My own Discipline, Matriculation, Release time/Coordinator time, Facilities Committee, Technology Committee, Categorical Funds		High Priority
Student Services	Transfer Program	Student Services	Increase number of group transfer workshops and activities.	Adopt PSCN 18 from Chabot College. Provide TAG and application labs. Visit classrooms. Increase outreach presentations to prospective students.	Headcounts of attendance. Survey assessments of effectiveness.	1 Teaching and Learning	Not sure	Fall 2010	Financial, One time, Financial, Ongoing, Non-Financial, One time, Non-Financial, Ongoing	PBC Instructional Equipment, Curriculum, Research/Evaluation, Dean/Vp Budget Allocation, Co-Curricular Funds (Book Store), Grants, CEMC, My own Discipline, Release time/Coordinator time, Matriculation, Faculty Prioritization Process		High Priority

Student Services	Transfer Program	Student Services	Improve and promote the Transfer Center web page.	Conduct a comprehensive review of Transfer Center web page. Maintain with up-to-date information. Promote to campus community.	Tracking usage of Transfer Center web page. Tracking usage of programs and services promoted by the web page.	1 Teaching and Learning, 10 Sustainability	Not sure	Fall 2010	Financial, One time, Financial, Ongoing, Non-Financial, One time, Non-Financial, Ongoing	PBC Classified Request Process, PBC Instructional Equipment, Research/Evaluation, Grants, Dean/Vp Budget Allocation, Co-Curricular Funds (Book Store), Categorical Funds, Technology Committee, Sustainability Committee, My own Discipline, Matriculation, Release time/Coordinator time	IT support	High Priority
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