Student Services Program Review

Semester & Year: Spring 2019

Service Area: University Transfer Center

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Mission: Allan Hancock College Mission: Allan Hancock College provides quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community.

Allan Hancock College University Transfer Center Mission: To identify, recruit, and motivate students of diverse backgrounds to make well-informed decisions as they navigate the university transfer process and complete a baccalaureate degree or beyond.

Program Purpose: The University Transfer Center (UTC) is responsible for providing potential transfer students of all cultural, ethnic, and socioeconomic backgrounds with accurate and timely information, guidance, and support to assist them in transferring to a four-year university or college. The center offers a designated place where students may access valuable resources to facilitate a smooth and successful transfer. The University Transfer Center supports the mission of the college by providing opportunities for students to engage in transfer related activities and access to resources. It serves this function by: (1) providing students with current four-year university and college information; (2) maintaining a reference library; (3) providing counseling to assist students in major and university selection, academic planning, transcript evaluation, AHC program degree selection and certification of general education completion; (4) hosting four-year university representative campus visits; (5) sponsoring field trips to transfer institutions; (6) coordinating annual transfer events such as Transfer Day and Bulldog Day; and (7) providing transfer-related workshops.

Please articulate the program's connection to College Mission, Educational Master Plan, Strategic Plan, Facilities Master Plan, and other applicable college plans:

The UTC Mission, Purpose and Learning Outcomes work in harmony with the AHC Educational Master Plan in addressing higher education trends such as the **Transfer Model Curriculum** (TMC) between the California State University system and the California Community College system, as well as offering baccalaureate programs at community colleges.

The UTC goals also support Student Equity Plan goals for: Improved transfer rates of all students, in particular economically disadvantaged, Hispanic/Latino (specifically Hispanic/Latino males), students with disabilities, foster youth students, and veterans.

According to the AHC Strategic Plan, 40% of AHC students identified Associate Degree + Transfer as their intended goal, while 54% identified transfer as their exclusive goal. The AHC Strategic Plan identifies specific strategic goals. In addition, all goals listed under the Student Learning and Success area directly connect with the UTC. The University Transfer Center aligns with the Strategic Plan in its contribution towards the attainment of the following goals:

Strategic Direction: Student Learning & Success	University Transfer Center Programs and Services
Goal SLS1: To ensure continuous improvement based on Student Learning Outcomes assessment data.	• The University Transfer Center has committed to collecting and assessing data and implementing necessary changes utilizing Student Learning Outcomes (SLOs). SLOs are assessed each semester; • Host annual Transfer Advisory Board which includes both counseling and instructional faculty, administrators, high school liaisons and university partners
Goal SLS2: To support student access, achievement and success.	• Collaboration with counseling department to ensure New Student Orientations and Educational Planning Workshops include transfer resources and information; • UTC counseling faculty collaborate in student success statewide efforts such as multiple measures, AB 705 and guided pathways; • Provide application review appointments during peak transfer application season
Goal SLS3: Ensure students are directed. Help students clarify their aspirations, develop an educational focus they perceive as meaningful and develop a plan that moves them from enrollment to achievement of their goal.	• Provide workshops such as "Start Here, Go Anywhere" to ensure students know the steps needed in order to transfer to a university • Utilize DegreeWorks to ensure students have a comprehensive Student Education Plan (SEP)

Goal SLS4: Ensure students are focused. Foster students' motivation and helping them develop the skills needed to achieve their goals.	• Created and implemented a variety of "Transfer Thursday" workshops dedicated to providing transfer-related resources and information throughout each fall and spring semester; • Provide ongoing support through drop-in, scheduled appointments and counselor access in the UTC throughout the year
Goal SLS5: Nurture Students. Convey a sense of caring where students' success is important and expected.	• Hired a second full-time transfer counselor • Provide 1-hour appointments to ensure needs are met and that students understand all aspects of the transfer process
Goal SLS6: Engage students. Actively involve students in meaningful and authentic educational experiences and activities inside and outside the classroom.	• Provide university representative visits each semester to allow students to engage with university partners; • Plan and implement annual Transfer Day and College Night for current AHC students, as well as local high school and community members; • Offer multiple student university road trip tours each semester
Goal SLS7: Ensure students are connected. Create connections between students and the institution and cultivating relationships that underscore how students' involvement with the college community can contribute to their academic and personal success.	• Provide space in UTC for students to actively engage with each other, as well as counseling faculty and university partners; • Provide comprehensive follow-up services to students through phone and email follow-up communications; • Host annual Transfer Kickoff
Goal SLS8: Value student contributions. Provide students with opportunities to contribute to and enrich the college culture and community.	• Plan and implement annual Transfer Stars Reception; • UTC counselors attend commencement and other student events such as the scholarship banquet and other special program award banquets

UTC goals also closely aligned with the Student Equity Plan. Increasing transfer rates is an identified goal in the 2019-2022 Student Equity Plan. The plan specifically indicates a goal of increasing transfer to a four-year institution within 3 years.

Follow Up: Previous Program Review Plan of Action

During the previous program review in ___2013_____ academic year, the self-study and validation teams developed a final plan of action based on information in the self-study and the recommendations of the validation team. For each plan, indicate the action taken, the results of that action, and the current status of the plan, if it is incomplete. If any plan was made and action not taken, please state the rationale for not pursuing that particular item.

PLAN OF ACTION	ACTION TAKEN/RESULT AND STATUS
1. Develop and offer an online "Transfer Tools" course.	No action taken. Due to lack of staffing (UTC Coordinator) this item has not been addressed.
2. Participate in degree audit program development and develop newsletter for S2013	The UTC helped to successful implement a degree audit program (Degree Works) and continues to utilize the tool with students. Due to lack of staffing and support, the UTC has not continued with a newsletter, however, the UTC sends monthly email blasts to students through the college's RAVE program. The UTC also shares pertinent information through social media.
3. Develop a method for students to make electronic suggestions for improved transfer services.	No action taken to allow for electronic suggestions. However, the UTC did overhaul the UTC website to better organize its content for student access.
4. Hire a full-time UTC counselor/Coordinator, 2 full-time UTC counselors to serve both Santa Maria and LVC (including summer and Puente) and a full-time Technician for SM Campus.	A coordinator has not been hired. One additional full-time UTC counselor has been hired to serve the SM campus. The full-time technician from the LVC has moved to serve the SM campus.
5. Institute a process to electronically scan all student counseling related documents. And have records located on one database.	Completed. All paper files have been scanned into one location on the shared counseling drive.

6. Identify new, improved, and enlarged facilities within the new one-stop shop students services building planned on campus.	Completed. The University Transfer Center has a designated center in the new one-stop building.
7. Increase district funding supporting UTC programs, services, and staffing; seek additional grant funding.	While the UTC budget has not increased, other plans, such as Student Equity and 3SP have supported UTC efforts.

Student Services Program Review Self Study Responses

Program review is intended to be a reflective process that builds on the extensive qualitative and quantitative data gathered from not only program reviews and annual updates but also the office of the Institutional Research and Planning. The process lays out the program's major directions for the future and is the foundation for institutional planning and resource allocation. Eight individual criteria to be evaluated are presented along with major topics to address for each criteria. (Place your responses in the expandable text boxes below.)

1. Services and Curriculum

- Courses taught by program address student needs, support the educational objectives of the program, and when appropriate, address issues related to diversity and/or multicultural perspective.
- Program services are coordinated with local high schools and institutions of higher education.
- Faculty and staff have developed innovative services to meet student needs.
- Faculty and staff work collaboratively with other student services in program development and student referral, as well as with instructional programs and support services.
- Recent developments in technology have been incorporated into student support services.

Methods/Evidence:

A. UTC faculty/staff have continued to provide workshops and classroom presentations that promote educational opportunities; help students clarify career goals and assist them in developing comprehensive student educational plans that will achieve positive transfer outcomes. Workshop topics have been modified to address diversity needs. A workshop addressing transfer success for first generation students has been added. Student needs are addressed not only in how the workshops are modified but also in the time of the year or semester in which the topics are presented. In the fall, there is a strong need for university application support. As such, the majority of the workshops focus on university application support. In addition, in the fall of 2018, realizing that students needed more support in ensuring that they were submitting applications that were error free, the UTC team implemented "application review appointments' as opposed to drop-ins which were not effectively serving students. These 20-minute "app review appointments,' were loaded on the SARS appointment systems and made available on-line for students to schedule on their own. In the fall of 2018, 198 application reviews were provided. Due to less additional counselor support in the UTC during the 2018 application season, the UTC did see a decrease in total number of applications reviewed from 2017 to 2018.

B. The UTC engages in local outreach to high school students in order to expose prospective and future Allan Hancock Students to UTC services early on and inform students about transfer opportunities. In the fall of 2017, one of the two full-time transfers counselor began to visit Santa Maria High school regularly in order to support early transfer planning. In addition, since 2016, the UTC has been partnering with UCSB to promote transfer planning through annual workshops in the Santa Maria and Lompoc area. These workshops, called "Transfer Making It Happen", are offered in the spring to high school seniors who have expressed interest in attending Allan Hancock College. A parent version of the same workshop is offered for in the evening. In addition to these efforts, the UTC also participates in Hancock Hello, a summer orientation event for incoming first-time students. The UTC counselors also participate in Bridges to Success, a consortium of local high school and AHC counselors. In addition, the UTC counselors have active participation in the Region 6 consortium of community colleges. In the fall of 2018, one of the UTC transfer counselors stepped up to serve as the Region 6 representative at the statewide Transfer Center Directors meetings.

C. In the summer of 2016, the UTC began putting 100% of the transfer counseling appointments on-line so that students could have convenient 24/7 access to scheduling appointments. Although this proved to be useful and popular with students it also caused counselor time to be booked solid and not available for students with immediate, timely needs. The UTC team responded quickly and creatively by modifying the appointment system and offering 30-minute appointment slots that were not put on the on-line appointment system, but were rather reserved for UTC faculty/staff to use in serving students with immediate and time sensitive needs.

D. The UTC faculty and staff work collaboratively with all Student Services departments to ensure that up-to-date and key information and resources are shared and made available to students as necessary in their transfer journey. For example, UTC counseling faculty collaborate with Admissions and Records (A & R) on a regular basis and also sit on a committee that discusses overlap areas between Counseling and A & R. In addition, the UTC also seeks and creates collaboration with instructional departments in a creative and on-going basis. For example, in the fall of 2018, collaboration with faculty in the architecture department led to evaluation of the need for and recruitment of students for a field trip to the New School of Architecture in San Diego. This collaboration with architecture faculty and university representatives was key in exposing students to other options for transfer opportunities since their options in California are limited. Another example of collaboration with other campus faculty is the collaboration established in the spring of 2018 with the Writing Center and the English Department in order to develop and provide a writing workshop that supports students in writing university admissions essays. UTC faculty have also been involved with system-wide initiatives such as AB 705 and Guided Pathways. Counselors have been able to provide valuable feedback not only from a counseling perspective, but also from the needs of the transfer population.

E. Technology has been well integrated into program delivery at the UTC. In 2017-18, the Center underwent a redesign which led to the acquisition of a smart TV that has allowed for UTC faculty to provide interactive workshops in the Center. In addition, four additional student desktop computers were purchased bringing the total of computers available in the UTC lab to 12. Furthermore, 20

laptops are also available for students to check out as well as for them to use during interactive workshops. The UTC counselors also make wide use of the on-line student appointment technology (E-SARS appointment) system in order to make appointment scheduling more convenient and/or accessible for students. The creation of electronic Student Educational Plans through DegreeWorks software in another way in which UTC counseling faculty have fully embraced the latest technology in student services delivery.

Plan of Action:
- **Increase attendance at transfer workshops and events through stronger marketing efforts.**
- **Hire support staff to assist with marketing and event coordination efforts.**
- **Implement annual Transfer Conference for students.**

2. Student Support and Development

A. The service area/program provides all prospective and currently enrolled students with current and accurate information about its program and services, conduct standards, complaint and grievance procedures; publishes policies consistent with its mission and follows practices consistent with those policies.
B. Explain the various methods used by the service area to identify the educational support needs of its student population & the appropriate services provided to address those needs.
C. Describe the procedures that are in place to identify and reduce bias and how they are evaluated to assure effectiveness.
D. Identify and evaluate the various service locations and delivery methods used by the service area. Explain how program and services are providing equitable access to services regardless of location and means of delivery.
E. Describe how the service area is involved in the maintenance of a healthy campus climate and supports a co-curricular environment that fosters intellectual, ethical, and personal development for the diverse student population it most frequently serves.
F. Describe the methods used for maintaining student records permanently, securely, and confidentially.

Methods/Evidence:
A. The UTC supports District's outreach efforts to prospective students and actively participates in all new student on-boarding efforts such as Educational Planning Workshops, Launch to College orientations, Hancock Hello, BOW-WOW and regional UC-sponsored Transfer Making It Happen events. In addition, the UTC utilizes campus-wide communication efforts to reach all currently enrolled students with current and accurate information about its programs and services. These efforts include monthly emails to all enrolled students about upcoming workshops, events and services as well as important university transfer related deadlines. Banners, posters and flyers are also utilized to inform prospective and currently enrolled students about UTC services. Social media (Facebook, Instagram and Twitter) platforms are also used to disseminate information and reminders. In addition, classroom presentations are also conducted to teach about the transfer process and inform students about UTC services. The UTC counselors engage in on-going professional development to maintain up-to-date knowledge on university admissions and transfer trends. For example, both counselors attend annual conferences in order to stay informed regarding both the CSU and UC

systems. Transfer related updates are shared with the AHC counseling department as well as other pertinent campus departments.

B. During the time period in review, the UTC has mainly relied on anecdotal input from students which has been obtained at workshops and during counseling appointments in order to identify student program support needs. During the UTC's weekly program meetings, this student feedback is regularly discussed and from these discussions, programs and /or workshops are revamped or created. For example, from these discussions the UTC has created Transfer Thursday events specifically directed toward first generation college students and also the Promise student population. The UTC utilizes transfer applicant trends and data to identify the needs of students for future workshops. The counselors have created an excel sheet to track and identify students transfer goals and timelines, as well as their indicated university choices. This excel sheet is used to reach out to this student population to provide reminders and updates regarding transfer information.

C. The UTC follows all policies and procedures of the college that are in place to protect students from discrimination and bias. The UTC technician and student workers meet with the UTC counselors on a bi-weekly basis to discuss best customer service practices and strategies that ensure that all students feel welcomed and receive adequate and unbiased services. Professional development opportunities are provided to the UTC technician each semester. An example of these professional development opportunities has been customer service skills and diversity trainings.

D. Two full-time counselors provide transfer focused counseling at the main campus. At peak times, such as during UC and CSU application filing periods, two-three counselors from general counseling have joined the UTC to provide additional counseling appointments and drop-ins. However, the additional help is not consistent and is dependent on availability of general counselors. In addition to the main campus transfer specific counseling appointments, the two UTC counselors also provide counseling appointments at the LVC campus once a month per counselor. In addition, UTC and LVC counselors collaborate to ensure LVC transfer needs are addressed through coordinated topics on workshops and sharing of transfer related updates.

E. The UTC fosters a healthy campus climate and supports a co-curricular environment that fosters intellectual, ethical and personal development for the diverse student population that it most frequently serves. The UTC fieldtrips and workshops assist all students, further expanding their confidence and understanding of the higher educational system. Participation in university field trips enhances students' intellectual, ethical and personal development.

F. Student records are maintained electronically in the College's Xtender database. SARS Grid contains case notes confidentially and additional counseling related documents are scanned and kept secure in a confidential drive only available to Counseling Department

staff and faculty. In addition, forms collected for fieldtrips and containing student information are carefully shredded after each fieldtrip.

Plan of Action:
- **Create methodologies for reaching students early, even before they set foot on campus, to inform them about UTC services.**
- **Create interventions targeted at students who indicated "Transfer" as a goal on their CCCApply geared at engaging them with the UTC during their first year at AHC.**
- **Implement an online tool for collecting student feedback and suggestions regarding educational support needs for transfer students.**

3. Student Outcomes

A. Describe the enrollment & demographic trends over the past three to five years of students served by the program.
B. Identify student outcomes and, where relevant, compare students who received services to non-recipients on the following measures: successful course completion, course retention, fall to spring persistence, GPA, goal attainment, etc…
C. Provide evidence from students (and staff where appropriate) that demonstrates the success/effectiveness of the program. Describe methods used for systematic evaluation and summarize the results.
D. Describe the process within the program for developing & assessing student learning outcomes. Did you assess all the SLOs on the 6 year assessment plan? If not, please explain why. Conduct a summary analysis of the data collected and compare outcomes in the current program review to outcomes in the last review. Describe any changes made to the program based on the data (attach 6 year assessment plan in appendix).
E. Identify any gaps or inequities among the students served by the program.
F. Discuss your upcoming 6 year assessment Schedule (**please attach with appendix**).

Methods/Evidence:

A. Of the students using the UTC, there is an average of 58.88% who are Latinx, compared to 32.36% who are white. The UTC has seen slightly more females overall at 57.84% compared to 46.46% of males who have used the UTC. Of the 4,333 students seen in the UTC over the past seven years, 3,464 (80%) have been identified as low-income, 1,612 (37%) have been identified as first generation, 129 veterans, 79 foster youth and 399 have been identified as having a disability. (see appendix)

B. Over the past 6 years, the number of students (who have utilized UTC resources) who have reported attending a university after attending AHC has grown exponentially from 37 in spring 2012 to 342 in spring 2018. The Latinx population has increased from 16 to 204 students respectively, with the white population increasing from 17 to 99 students, respectively. (see appendix)

C. The UTC has received an abundance of anecdotal reports of student satisfaction with the center and the services provided. When conducting SLOs, students are often given the opportunity to give feedback about the Transfer Center and its services. Examples of comments provided by students are shown in the appendix. UTC students are meeting or exceeding institutional SLO standards (see appendix). Students are completing the university applications on time and more often than not, identifying a transfer goal in order to develop a comprehensive Student Education Plan (SEP). When students are meeting with UTC counselors, they are getting the appropriate help and resources. Allan Hancock College continues to maintain the highest acceptance rate to Cal Poly, San Luis Obispo, boasting an over 50% acceptance rate compared to the national acceptance rate of 14.34%. This extremely high acceptance rate is due, in part,

to the meticulous counseling that takes place in the University Transfer Center and throughout the counseling department.

Student focus groups were held on the AHC campus during fall 2018. One focus group consisted of students who are on track to complete an Associate Degree for Transfer. A recommendation that came from the focus group is to look at modeling what the UTC is currently doing as students had high praise for the efforts taking place in the UTC. The below statement was made in the findings:

"It is also worth noting that a number of students lauded the work of the counselors in the Transfer Center in particular; as such, it would be worthwhile to further investigate what is working well among this group of counselors and seeking opportunities to expand their effectiveness to other types of counselors. "

D. Student Learning Outcomes (SLOs) are assessed each semester according to the 6-year assessment plan. The assessment schedule is reviewed every six years during the process of Program Review. All six SLOs were assessed over the 6-year period, however, due to lack of staffing, it is unclear if a minimum of one SLO was assessed each semester. Data in eLumen is not available before spring 2013. During fall 2015, a new full-time counselor was assigned to the UTC and since that time, SLOs have been assessed each semester and data has been added to eLumen. Because previous data is incomplete, the UTC was unable to compare all SLO data from the last program review.

Based on the last program review suggestions, the UTC is now staffed with two full-time counselors. With the help of Student Equity funds, an additional full-time transfer counselor was hired summer 2016. Student Equity funds have also added additional support to UTC services and activities. These funds have allowed for an increase in UTC road trips and the ability to offer more transfer related activities such as Transfer Thursdays and events and the Transfer Kickoff. These activities are working to close achievement gaps and increase the transfer rate of disproportionately impacted groups such as students with disabilities, Latinx students both male and female and low-income students.

Because the current UTC team inherited the SLOs developed from the last comprehensive review, the team has worked on fine-tuning the SLOs over the past three years. An annual SLO Retreat is held with the two full-time counselors, the UTC Technician and a Student Services SLO coordinator. Each year, the SLOs have changed slightly to meet the needs of the UTC. This year, the SLO retreat focused solely on identifying the assessment schedule for the next six years (see appendix). The UTC used evidence from previous SLO results and annual updates to identify what the next six-year plan would be.

E. The Student Equity plan addressed specific populations where inequities or gaps exist within the transfer population. The largest gaps include economically disadvantaged students, Hispanic/Latino in general and Hispanic/Latino males and students with disabilities. Of the students who have utilized UTC services, 3,464 are identified as low-income, 399 are identified as having a disability. 2,244 are considered Latinx, while 916 are considered white. 26.06% of UTC students are Latinx males.

F. The upcoming 6-year assessment schedule was developed with AHC's transfer population in mind. 37.8**%** of AHC students who identified transfer as a goal are first generation college students. Students need to know the basics of transfer, such as understanding online tools, general education patterns and how to select a university that is the right fit for them as an individual. It is also imperative that students

have a timeline for their intended goal to ensure that they are only taking courses that are needed. The UTC's planned SLOs address these student needs. (see appendix)

Plan of Action:

- **Create and implement an annual survey for students to evaluate the effectiveness of UTC services.**
- **Hire 6 part-time UTC Student Ambassadors to increase in-reach to current students.**

4. Personnel and Support Services

A. There is adequate staff and a sufficient full-time to part-time faculty ratio to meet student and program needs.
B. Briefly describe the professional development of faculty and staff during the period under review, including opportunities and improvements. Does it support program innovations?
C. Evaluation of staff is systematic and the process is effective and encourages improvement.
D. Full-time faculty are actively involved in the process of hiring and evaluating faculty.

Methods/Evidence:

A. Lack of staffing continues to be a challenge for the AHC University Transfer Center. The UTC does not meet minimum program standards as set by the state. Each year, Allan Hancock College receives funding from the state to maintain the Minimum Program Standards (see appendix). These minimum standards include maintaining a Transfer Advisory Committee, providing a central location designated on campus for transfer, and evaluation and reporting of transfer efforts. Included within the Minimum Program Standards are staffing guidelines. The staffing structure maintains that each center should consist of **a designated staff member to coordinate the center;** at least one half-time position to coordinate underrepresented transfer activity and one full-time clerical support position. The current staffing in the UTC is the following:

    (1) Two full-time Transfer Counselors
    (2) One full-time UTC Technician on the Santa Maria campus

The UTC is currently out of compliance with the state as it lacks a coordinator position.

The Lompoc Valley Center (LVC) is lacking a designated University Transfer Center, as well as transfer counseling. The LVC has designated transfer counseling twice a month for 3 months each semester.

At best, the UTC is serving 19% of the overall population of students who have identified transfer as a goal at AHC. (see appendix) While this is an increase from 2% in 2013-2014, this

is still a low number considering there were 6,194 students who identified transfer as a goal in the 2017-2018 academic year and the UTC only interacted with 1,164 of these students.

B. The UTC staff is active in pursuing professional development opportunities. Each year, one or both counselors attend the California State University (CSU) Conference and the University of California (UC) Conference; Ensuring Transfer Success. Both full-time UTC Transfer Counselors had the opportunity to attend a unique transfer conference in Atlanta, Georgia in February 2017. The conference was hosted by the National Institute for Transfer Awareness (NITS). The two-day conference provided insight and innovative ideas from transfer programs across the country. The UTC staff attend weekly counseling meetings as to stay up-to-date with changes across campus. One or both counselors also attend Transfer Director Meetings for Region 6 four times per academic year. This past year, one UTC counselor has served as the Transfer Director Regional Representative for Region 6 Transfer Center Directors. This has required the counselor to attend two state meetings per year and report back to the region at regional meetings.

C. The Dean completes annual evaluations required by both the faculty and CSEA contract. Completed evaluations are forwarded to the Vice President of Student Services and the Human Resources Office as required. All staff evaluations are conducted as formative evaluations to foster professional growth and increased competence.

D. When time allows for serving on a hiring committee, the full-time counseling faculty in the UTC have served on both faculty and classified hiring committees.

Plan of Action:
- **Hire a full-time, tenure track counselor/coordinator**
- **Hire a full-time, tenure track LVC transfer counselor**
- **Hire two part-time transfer counselors to serve both the SM campus and LVC**

5. Facilities

A. Facilities are appropriate for effective delivery of program services.
B. Equipment and technology is appropriate for effective delivery of program services.
C. Program support space is adequate to ensure the effective operation of the program and related support activities.
D. The safety of the facilities, equipment, and technology are reasonable and adequate.

Methods/Evidence:

A. Since the last program review, the UTC has moved to a new space in the one-stop student services building. While the space is adequate, (new and not shared with other departments) the UTC only has possession of two counseling offices and one university representative office. There are three other offices within the Center, however, two of the offices have been given to the Career Center to be used by career counselors. The other remaining office (originally designated for a part-time UTC counselor) is currently occupied by Mini Corps, which is not associated with the UTC.

B. Each counselor has a functioning computer, as well as the UTC technician, student workers station and university representative office. However, one counseling office has an older computer that often malfunctions. The lab has ten desktop computers and a printer for student and

staff use. The UTC has also acquired 20 laptops for the center, however, they are also used as loans for students each semester, often leaving the UTC without a full set of laptops which are necessary for conducting hands-on workshops in the UTC. The laptops also lack travel cases which are necessary when a student checks out a laptop. The UTC has one shared Canon printer/copier/scanner in a shared space, however, it malfunctions often. The UTC is need of a new shared printer/copier/scanner. Neither counseling office has a printer. Both counselors have requested wireless mice and keyboards to allow ease of serving students during application reviews, however, they have not been received.

C. The UTC has been reconfigured to allow for workshops to take place within the center.

D. Facilities are within safety regulations. The UTC is located in building A, inside the Student Services Building. The building is ADA compliant and there is elevator access.

Plan of Action:
- **Purchase 20 laptop cases for loan program**
- **Purchase 15 additional laptops strictly for loan program**
- **Purchase 1 desktop computers (one for counselor office)**
- **Purchase all in one copier/scanner/printer**
- **Purchase wireless mice and keyboards for counselor offices**
- **Purchase printers for counselor offices**

6. **Financial Resources**

   A. During the period under review, resources have been used effectively to support programs and services.
   B. Current and anticipated funding is adequate to maintain high quality programs and services.
   C. Anticipated funding is adequate for the development of revised and new programs.
   D. Resources have been prioritized based on assessment of student learning outcomes and other supporting data.

Methods/Evidence:

A. Student Equity has been able to provide resources since 2015. We were able to hire an additional tenured track counselor. We also increased and expanded our university field trips. Laptops were also purchased with Equity funds. In order to address the disproportionate impacted populations, we also brought the PUENTE program and hired an additional counselor for our TRIO/CAN program. Student Equity was also used to provide additional counseling and services to our MESA/STEM and Veterans Center.

B. Student Equity will continue to support the UTC's high-quality programs and services. Special emphasis again will be on our students with disabilities, foster youth, LGBT, Veterans and males of color.

C. There will be anticipated funding for AB540 and LGBT populations. The UTC will work with various programs and departments across campus to address the transfer needs of these new populations identified in the Student Equity Plan.

D. Yes, resources have been prioritized based on assessment of SLO's and other supporting data including equity and 3SP data.

Plan of Action:
- **Continue to assess SLO's and develop improvement plans as needed**.

7. **Community Outreach and Program Awareness**

A. Efforts have been made to create links between the program under review and the community.
B. Efforts are made to inform students about the program and facilitate student participation in the program.
C. Efforts are made to use documented assessment of student learning and achievement to communicate program and service quality to current and prospective students and the public.
D. An advisory committee with appropriate representation has been established and meets regularly to support the development of programs and services.

Methods/Evidence:

A. The UTC counseling faculty actively participate in Bridges to Success, a collaborative group comprised of counselors from all high schools in the District. This collaboration creates a strong link with the community we aim to serve and helps promote transfer early on with current and prospective AHC students. In addition, the UTC sponsors an annual College Night university fair with brings over 35 university representatives to the campus. College Night is open to the community at large. Important campus links are also created via social media and tri-annual radio broadcasts at a major local Spanish speaking radio station. During these 15-minute radio segments, general information about the need for and clarification on the transfer process is discussed. Social media is also playing a key role in establishing links with the community and the UTC has received anecdotal comments indicating that parents of AHC students are using those platforms to assist their students in connecting with key services.

B. Email blasts to all students are sent twice a month; a Google based events calendar was created in 2017 and added on the UTC website; two new social media platforms, Instagram and Twitter, were created in 2016 and these along with Facebook have increasingly grown in number of followers; a stand-up or "sandwich" style announcement board was purchased and implemented in the spring of 2019 and hand-written messages are updated and displayed on it at the lobby of the Student Services building and in the Mechanics Bank Student Center; in the spring of 2019, the UTC began to include announcements in the electronic announcement board located in main student services building; beginning with the fall of 2019, the new Transfer Ambassadors will begin assisting UTC staff/faculty in informing students and the community at large about UTC services.

C. Surveys are conducted each semester related to UTC SLOs; UTC team in-services are also held each semester to review and assess program effectiveness. Findings about program quality are shared with students and the public on a regular basis. The UTC faculty share this information through email, during presentations and at meetings. This is

also conveyed through a flyer that shares the 10 reasons for attending AHC and transferring.

D. The UTC meets annually with its University Transfer Center Advisory Board to review and develop goals and outcomes for its programs and services. The Advisory Board is comprised of university representatives from the local area as well as AHC faculty and staff. Many of the Advisory Board members also represent other community-based organizations.

Plan of Action:
- **Implement the Transfer Ambassador model developed in spring 2019.**
- **Explore an English radio segment to promote transfer awareness in the community**
- **Consider inviting two key community members and two business leaders to become UTC Advisory Board members.**
- **Hire designated transfer outreach personnel to support outreach efforts**

8. **State and Federal Compliance**

A. The program adheres to all appropriate state and federal guidelines.
B. The program adheres to all relevant college policies and procedures (attach copies of relevant policies).

Methods/Evidence:
A. The program adheres to all appropriate federal guidelines and updates board policies and procedures every three years. The University Transfer Center is out of compliance with the state recommendations for California Community College Transfer Centers. According to CCC Ed. Code 51027, the AHC UTC does not comply with minimum program standards for transfer centers with the lack of a transfer center coordinator. (see CCC Ed. Code 51027 in appendix)

B. UTC, Counseling, Student Equity, 3SP Board Policies attached.

Plan of Action:
- **Continue to adhere to all appropriate state and federal guidelines and update relevant college policies and procedures as needed.**
- **Adequately staff the UTC to adhere to state guidelines.**

Major Program Strengths

List the major strengths of the program organized numerically by criteria

Criteria 1: Services and Curriculum
- The UTC provides centralized transfer services, counseling and support for all Allan Hancock College students.
- The UTC offers workshops, events and university fieldtrips with a focus on transfer achievement and a campus wide delivery approach.
- The UTC fulfills a unique role in supporting the completion of transfer degrees via personalized, comprehensive student educational plans.
- The percentage of students with transfer as an education goal who were served by UTC increased from 2% in 2014 to 19% in 2018.

Criteria 2: Student Support and Development
- The UTC makes every effort (through email, social media, etc.) to reach out to potential transfer students to encourage utilization of resources.
- Weekly team meetings are held to ensure best practices are shared and students are receiving the necessary support from the center.
- Road trips to universities are offered every semester allowing exploration for students interested in transferring

Criteria 3: Student Outcomes
- The UTC is serving a diverse population of students
- AHC students are transferring at the highest rate in the country to our local university, Cal Poly, SLO, the most selective California State University campus in the state.
- The Student Learning Outcomes and Assessment schedule is current and operational.

Criteria 4: Personnel and Support Services
- Personnel is multiculturally competent and well versed in transfer knowledge.

Criteria 5: Facilities
- The University Transfer Center is located in the student services building and is easily accessible for all students.
- Counselors have private offices and student friendly environments to conduct counseling sessions.

Criteria 6: Financial Resources
- Financial support has been adequate since fall 2015.
- Budget allocations for food at special events has contributed to increased student attendance.

Criteria 7: Community Outreach and Program Awareness
- The UTC supports and contributes to community outreach events such as Hancock Hello, an on-boarding event for new students; Bow-Wow, an event aimed at increasing student

engagement in campus programs and services; Launch to College and College Readiness Workshops, efforts that help prospective and new students at local high schools; and Transfer Making It Happen, an outreach collaboration with the University of California.

- The UTC provides community and campus-wide efforts that increase awareness of transfer services and opportunities.

Criteria 8: State and Federal Compliance

- The UTC adheres to all federal compliance guidelines and most state guidelines.

Major Program Challenges and Opportunities

List major challenges and related opportunities organized numerically by criteria

Criteria 1: Services and Curriculum
- UTC services such as workshops, events and outreach efforts need to be better linked and integrated into a comprehensive set of interventions.
- Workshop curricula needs to be updated on an on-going basis and lack of staffing makes this difficult.
- Transfer requirements, opportunities and challenges change on an ongoing basis and the need for counselors to read, research, attend conferences and meetings that will help maintain knowledge and transfer proficiency is demanding, yet necessary.
- The UTC must increase the percentage of students served who have transfer as goal (that number is growing but still only 19% of those students where served in 2018).

Criteria 2: Student Support and Development
- Staffing shortages have limited necessary support for students at the Lompoc Valley Center, as well as sufficient appointments necessary to serve the entire transfer population.
- Lack of staffing and resources prevents extended outreach to potential transfer students.

Criteria 3: Student Outcomes
- Student transfer rates are difficult to measure due to lack of conclusive data and reporting and staff to support such efforts.

Criteria 4: Personnel and Support Services
- Lack of a Transfer Coordinator/Director puts added work and pressure on current staff and does not allow for growth in activities and growth of the program and services for students.
- Staffing does not satisfy the need of students who need services year around. The current staffing includes two full-time counselors operating on a 175-day contract August-May.
- Need to hire both full-time and part-time counselors for additional support.
- Need to hire support staff to help with both in-reach and outreach efforts.

Criteria 5: Facilities
- The University Transfer Center space does not allow for growth and is often too small of a space to hold workshops and events.
- The center is lacking counseling offices, not allowing for growth in staffing.
- The center is lacking an office space for transfer ambassadors.
- There is need for storage space and a conference/meeting room.
- Counseling offices lack a printer and wireless mice and keyboards.

Criteria 6: Financial Resources
- There is no guarantee that 333P and Equity funds will stay constant and therefore, funding is always a concern year to year.

- Financial resources have not been provided to hire additional counseling staff.

Criteria 7: Community Outreach and Program Awareness
- More outreach is needed assist in engaging students in transfer planning earlier in their college career.
- More Transfer Ambassadors are needed and with them, more training and supervision time will be required. Current faculty and staff time are already over extended.
- There is a need to increase transfer and program information dissemination with local high school students but there is a lack of staff and faculty available to do so.
- Limited faculty/staff time and lack of program coordinator pose a challenge for the UTC in implementing follow-up to new college applicants who have expressed an interest in transfer on their CCC Apply.
- Need more outreach to cut back the number of years it takes students to come in to UTC (In 2018, the average number of years it took for students to come from their first semester of enrollment was 4.88 years).

Criteria 8: State and Federal Compliance
- The UTC does not meet state guidelines for Transfer Centers with the lack of a Transfer Center Coordinator/Director.

Plans of Action (POA) for Service Improvement

Action & Criterion #	Expected Outcome	Person(s) responsible	Target Date	Resources Needed	Linked to College Plans* & SLOs
Criteria one: Hire support staff to coordinate events and marketing strategies for all events and workshops.	Increase attendance at events, increase transfer numbers, as well as increase transfer awareness campus-wide. Increase transfer services/events offered	Dean of Student Services	Spring 2022	Funding, Human Resources, faculty	Strategic Plan Goal SLS2

Student Equity Plan Student Success Metric #5 |
| **Criteria one:** Implement yearly Transfer Conference | Increase transfer rates as well as increase transfer knowledge and awareness for current and incoming students | Counseling faculty, Dean of Student Services | Fall 2020 | Support staff, funding, technology, counseling faculty, university partners | UTC SLO 2, SLO 4 and SLO 6

Strategic Plan Goal SLS2, SLS3, SLS6

Student Equity Plan Student Success Metric #5 |

Criteria two: Create method for reaching out to new students who have identified transfer as their intended goal	Reduce the average number of years it takes students to come into the UTC Increase the exposure of the UTC to new students at entry into the college, thus leading to greater transfer knowledge Increase SEP completion for new students Decrease time to transfer	Counseling Faculty	Fall 2021	Technology, access to Institutional Research, CCC apply data	UTC SLO 1 Strategic Plan Goal SLS2 and SLS3 Student Equity Plan Student Success Metric #5
Criteria two: Create online tool for students to provide feedback/suggestions to UTC.	The UTC will have the ability to use the student voice to make changes or implement new activities, workshops or events that will ultimately increase transfer awareness and transfer rates	Counseling faculty, IT, UTC Technician	Fall 2021	Technology, IT support, support staff to maintain tool	Strategic Plan Goal SLS6 and SLS8
Criteria three: Create annual survey to identify satisfaction with UTC resources and services.	Better planning and execution for the UTC regarding resources and services	Counseling, faculty, UTC technician	Fall 2020	Institutional Research, access to myhancock student portals	Strategic Plan Goal SLS6 and SLS8

Criteria three and seven: Higher 6 UTC ambassadors	Increased awareness of UTC resources and services to current AHC students Increased transfer rates	Counseling faculty, UTC technician, Dean of Student Services	Fall 2020	Funding, counseling faculty to hire and train, technology	Strategic Plan Goal SLS3 and SLS7
Criteria four and eight: Hire a full-time, tenure track counselor/coordinator	Provide more collaboration with university counterparts Increase transfer rates Increase activities provided to students	Dean of Student Service, Student Services, Faculty	Fall 2022	Funding, support through prioritization process, Human Resources	All plans Student Equity Plan Student Success Metric #5 Strategic Plan Goal IR1, all goals under Student Learning & Success
Criteria four: Hire a full-time, tenure track transfer counselor for the Lompoc Valley Center	Provide designated transfer counseling and services to the Lompoc Valley Center to help increase transfer activities and transfer rates for the LVC student population.	Dean of Student Service, Student Services, Faculty	Spring 2023	Funding, support through prioritization process, Human Resources	All plans Student Equity Plan Student Success Metric #5 Strategic Plan Goal IR1, all goals under

					Student Learning & Success
Criteria four: Hire part-time transfer counselors to serve both SM and LVC	Provide more year around transfer counseling coverage, particularly during the summer and winter months and throughout the year. Increase transfer services and transfer rates.	Dean of Student Service, Student Services, Faculty	Fall 2020	Funding, HR	All plans Student Equity Plan Student Success Metric #5 Strategic Plan Goal IR1, all goals under Student Learning & Success
Criteria five: Purchase 20 laptop cases for loan program and 15 additional laptops and cases for the loan program	Improved student success for students needing a laptop for classes and online transfer applications.	Dean of Student Services	Fall 2020	Funding, support staff to order items	Student Equity Plan Strategic Plan Goal SLS2 and Goal IR3
Criteria five: Purchase 1 desktop computer and purchase wireless mice and keyboards for two counselor offices, as well as printers for each office	More efficient counseling process, thus meeting transfer student's needs.	Dean of Student Services	Fall 2020	Funding, support staff to order items	Student Equity Plan Strategic Plan Goal SLS2 and Goal IR3

Criteria five: Purchase all in one copier/scanner/printer	More efficient counseling process, thus meeting transfer student's needs.	Dean of Student Services	Fall 2020	Funding, support staff to order item	Student Equity Plan Strategic Plan Goal SLS2 and Goal IR3
Criteria seven: Hire designated outreach personnel specifically for transfer related content	Increased awareness of transfer services and information, thus leading to increased transfer rates.	Dean of Student Services, Counseling faculty	Fall 2020	Funding, hiring committee, human resources	Student Equity Plan Student Success Metric #5 Strategic Plan Goal IR1, all goals under Student Learning & Success

*Identify specific objective or goal number in College plans include the Strategic Plan, Educational Master Plan, Facilities Plan, etc.

PLAN OF ACTION – Post-Validation

Review and Approval

Plan Prepared By (Print & Sign)

_____ Date:_____

_____ Date:_____

_____ Date:_____

_____ Date:_____

_____ Date:_____

Reviewed:

Program Director/Department Chair*

_____Date:_____

*Signature indicates approval by department of Plan of Action.

Reviewed:

Dean of Student Services

_____ Date:_____

Vice President of Student Services

_____ Date:_____

Appendix (Program Documents)

UTC interaction 2012- 2018 Special Pop Disaggregation (UTC/AHC)

Special Pops UTC Appointments		Male	Female	Latinx	White
Veteran	129/1592	89/1310	30/273	42	53
Homeless*	0	0	0	0	0
First Gen	1612/28601	666/13722	933/14618	1263	277
Foster Youth	79/1735	30/800	47/932	216	147
Disability	399/2174	224/968	175/1202	216	147
Low income	3464/35712	1909/15994	2338/19669	2244	916

*We do not collect this on CCCapply
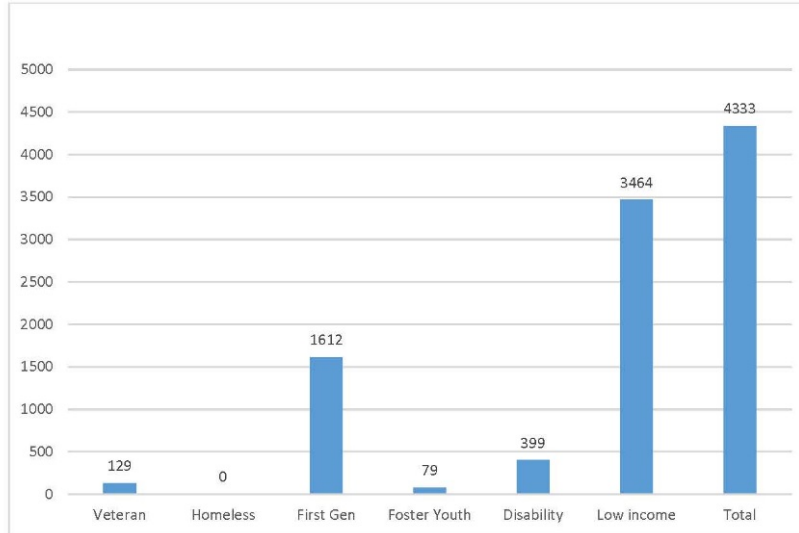
Average number of years a student takes from first term to first UTC interaction

Average # of years to UTC appointment		# of Students
2014	3.511	1100
2015	3.985	1006
2016	4.24	1384
2017	4.128	1431
2018	4.875	687
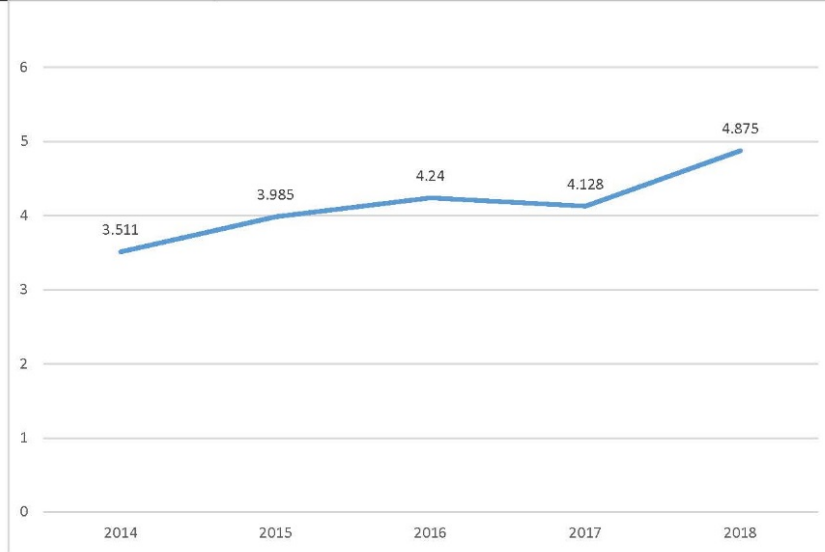
Average number of years from UTC interaction transfer to 4 year

Average # of years from UTC appointment to transfer	
2015	0.6791
2016	0.8048
2017	0.9255
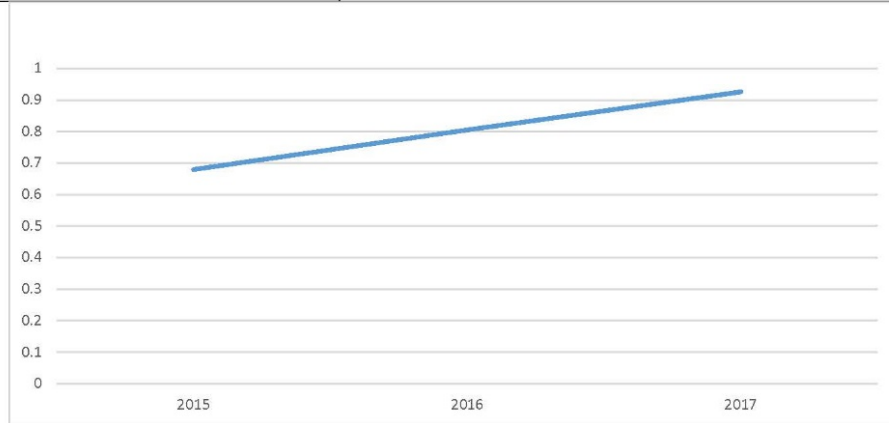
Number of UTC students with Transfer as Ed. Goal compared to AHC overall totals and % of students served by UTC

	UTC Ed Goal AA/AS Transfer-UTC	Transfer no degree-UTC	AA/AS Transfer-Overall	Transfer no degree-Overall	UTC Total Transfer	Overall Total Transfer	% served
Sum 13- Spr 14	156	44	7,236	2,590	200	9,826	2%
Sum 14- Spr 15	340	100	7,332	2,665	440	9,997	4%
Sum 15- Spr 16	597	197	4,684	1,144	794	5,828	14%
Sum 16- Spr 17	975	358	6,769	1,998	1333	8,767	15%
Sum 17-Spr 18	868	296	4,921	1,273	1164	6,194	19%
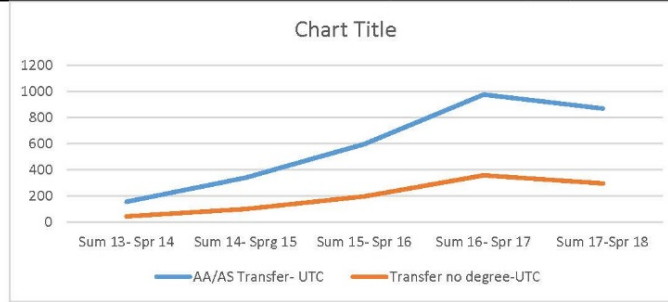
The number of UTC students that report at a 4-year college by gender

Gender	Sum 11 – Spr 12 (FY 2012)	Sum 12 – Spr 14 (FY 2013)	Sum 13- Spr 14 (FY 2014)	Sum 14- Spr 15 (FY 2015)	Sum 15- Spr 16 (FY 2016)	Sum 16- Spr 17 (FY 2017)	Sum 17-Spr 18 (FY 2018)	Grand Total
Female	19	25	42	104	131	184	204	709
Male	18	33	29	79	92	139	139	529
Grand Total	37	58	70	183	223	323	342	1,236
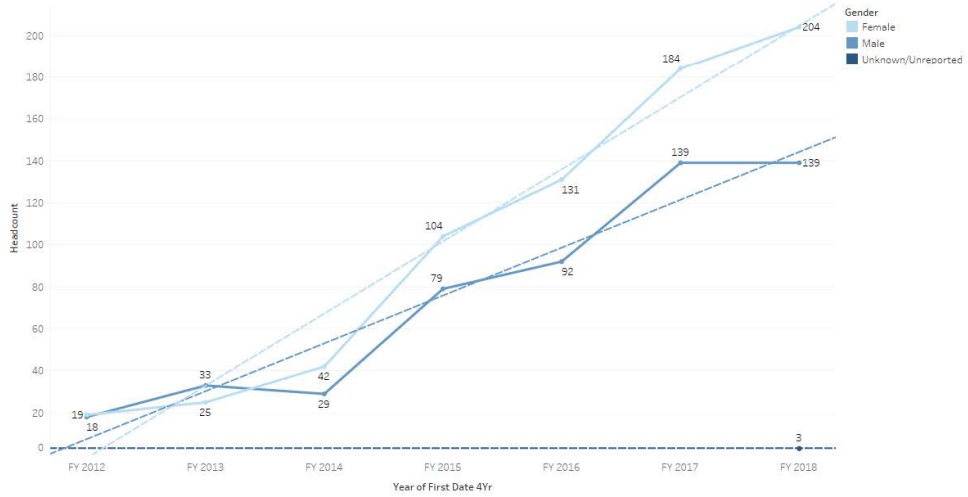
The number of UTC students that report at a 4-year college by ethnicity

Ethnicity (group) (group)	Sum 11 – Spr 12 (FY 2012)	Sum 12 – Spr 14 (FY 2013)	Sum 13- Spr 14 (FY 2014)	Sum 14- Spr 15 (FY 2015)	Sum 15- Spr 16 (FY 2016)	Sum 16- Spr 17 (FY 2017)	Sum 17-Spr 18 (FY 2018)	Grand Total
Latinx	16	30	35	98	127	185	204	695
Other Under-represented	5	7	12	24	27	45	52	172
White	17	25	26	63	78	114	99	422
Grand Total	37	58	70	183	223	323	343	1,237
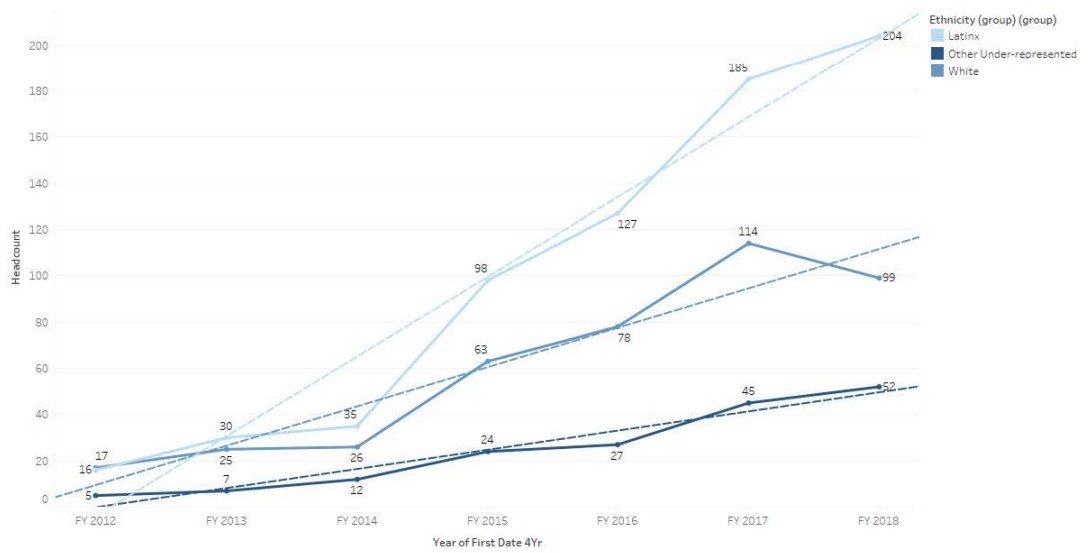
The number of UTC students by gender and ethnicity

Ethnicity (group)	Gender	Headcount % of Total	Headcount
Asian	Female	1.76%	75
	Male	1.43%	61
Black	Female	1.36%	58
	Male	1.46%	62
	Unknown/Unreported	0.02%	1
Filipino	Female	2.28%	97
	Male	1.57%	67
Latinx	Female	32.82%	1,397
	Male	26.06%	1,109
	Unknown/Unreported	0.12%	5
Native American	Female	1.08%	46
	Male	0.87%	37
Other	Female	0.52%	22
	Male	0.19%	8
	Unknown/Unreported	0.05%	2
Pacific Islander	Female	0.23%	10
	Male	0.31%	13
White	Female	17.79%	757
	Male	14.57%	620
	Unknown/Unreported	0.09%	4
Grand Total	Total	100.00%	4,256

Ethnicity (group)

Gender
- Female
- Male
- Unknown/Unreported

White: 757 / 17.79%, 620 / 14.57%

Latinx: 1,397 / 32.82%, 1,109 / 26.06%
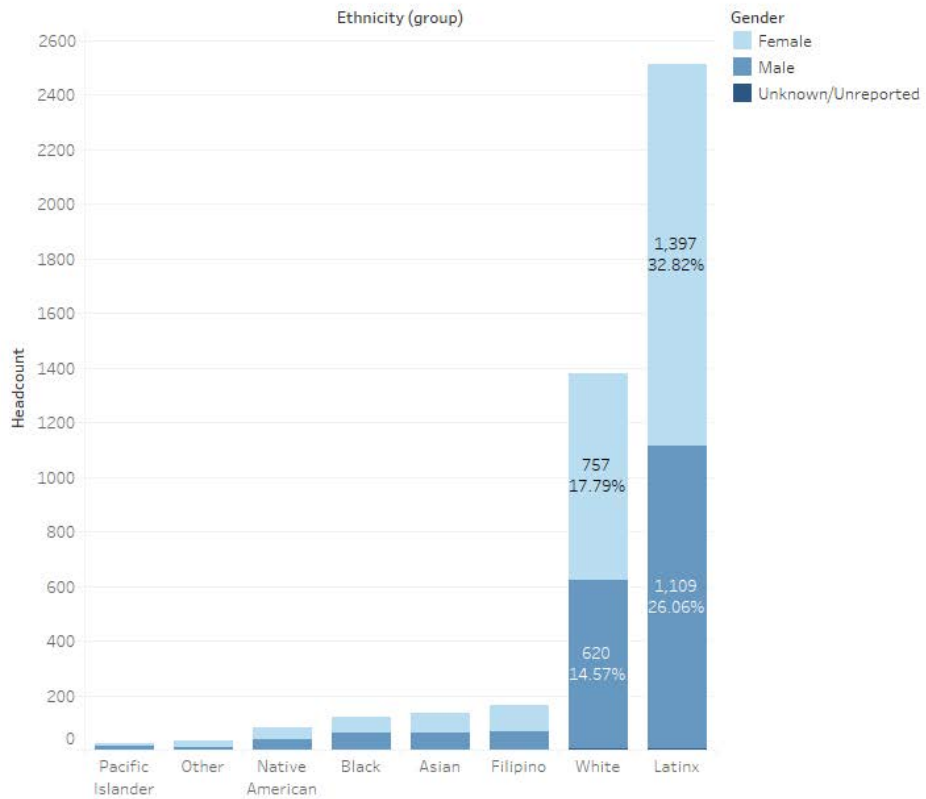
Retention and success by UTC appointment date (Academic Year) compared to AHC overall

		Sum 13- Spr 14	Sum 14- Spr 15	Sum 15- Spr 16	Sum 16- Spr 17	Sum 17-Spr 18
UTC Summer	Retention %	83%	83%	86%	83%	84%
	Success %	76%	75%	80%	77%	78%
UTC Fall	Retention %	81%	80%	82%	82%	81%
	Success %	72%	69%	74%	74%	73%
UTC Spring	Retention %	82%	82%	84%	82%	83%
	Success %	73%	73%	77%	76%	76%
UTC Full Year	Retention %	82%	82%	84%	82%	83%
	Success %	74%	72%	77%	76%	76%
AHC Full Year	Retention %	86%	86%	87%	88%	88%
	Success %	69%	69%	70%	71%	73%

Number and percent of total students served at UTC by counselor

	Sum 13- Spr 14	Sum 14- Spr 15	Sum 15- Spr 16	Sum 16- Spr 17	Sum 17-Spr 18	Grand Total
Ashley Brackett		0.05%	15.77%	23.43%	17.76%	47.77%
Ashley Brackett		2	671	997	756	2,033
Maria Arvizu-Rodriguez			0.56%	14.19%	15.84%	27.23%
Maria Arvizu-Rodriguez			24	604	674	1,159
Julie Vasques	4.37%	10.76%	1.36%	0.02%	0.35%	16.33%
Julie Vasques	186	458	58	1	15	695
Summer Gish		5.50%	3.85%			9.09%
Summer Gish		234	164			387
David Hernandez	6.74%	0.14%	0.61%	0.12%	0.05%	7.66%
David Hernandez	287	6	26	5	2	326
Rachel Johnson			1.62%	4.42%		5.97%
Rachel Johnson			69	188		254
Stacie Rancano	0.94%	5.03%				5.94%

Stacie Rancano	40	214					253
Cynthia Diaz	3.15%						3.15%
Cynthia Diaz	134						134
UTC Tech						2.73%	2.73%
UTC Tech						116	116
Cynthia Paz						2.66%	2.66%
Cynthia Paz						113	113
Veronica Sanchez			0.59%	0.05%		1.76%	2.37%
Veronica Sanchez			25	2		75	101
Jose Millan			0.49%			1.39%	1.88%
Jose Millan			21			59	80
Margarita Guillen-Franco	0.26%	1.39%					1.62%
Margarita Guillen-Franco	11	59					69
Taylor Gregg			1.60%				1.60%
Taylor Gregg			68				68
Blake English		0.59%	0.42%				1.01%
Blake English		25	18				43
Brooke Souza			0.49%			0.16%	0.66%
Brooke Souza			21			7	28
UTC Peer Advisor						0.63%	0.63%
UTC Peer Advisor						27	27
Lydia Maxwell			0.31%	0.12%			0.42%
Lydia Maxwell			13	5			18
Christine Reed			0.38%				0.38%
Christine Reed			16				16
Richard Amido	0.38%						0.38%
Richard Amido	16						16
Yvonne Teniente			0.28%				0.28%
Yvonne Teniente			12				12
Benjamin Britten			0.23%				0.23%
Benjamin Britten			10				10

Michelle Machado		0.14%	0.14%
Michelle Machado		6	6
Lisa McKinley		0.12%	0.12%
Lisa McKinley		5	5
Fatima Segura	0.09%		0.09%
Fatima Segura	4		4
Antonio Ramirez		0.07%	0.07%
Antonio Ramirez		3	3

SLO Performance - By Department, Course, CSLO

Program: University Transfer Center   Date: 04/16/2019

Terms: Spring 2018, Fall 2017, Summer 2017, Spring 2017, Fall 2016, Summer 2016, Spring 2016, Winter 2016, Fall 2015, Summer 2015, Spring 2015, Fall 2014, Summer 2014, Spring 2014, Fall 2013, Summer 2013, Spring 2013, Fall 2012, Summer 2012

UTC: University Transfer Center

UTC SLO1 - Students will be able to identify transfer goal to develop a Student Educational Plan (SEP).

	Institutional Exceeds Standards		Institutional Meets		Institutional Below		N/A		Total	
Spring 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2017	0	0.00%	122	84.14%	23	15.86%	0	0.00%	145	100.00%
Summer 2017	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2017	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Winter 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	0	0.00%	122	84.14%	23	15.86%	0	0.00%	145	100.00%

UTC SLO2 - Students will list online transfer resources to identify at least one university that offers their major.

	Institutional Exceeds Standards		Institutional Meets		Institutional Below		N/A		Total	
Spring 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2017	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2017	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2017	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2016	11	84.62%	0	0.00%	2	15.38%	0	0.00%	13	100.00%
Winter 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	11	84.62%	0	0.00%	2	15.38%	0	0.00%	13	100.00%

AHC Institutional Research and Planning   ss UTC Program Review Spring 2019_feb 12_20.docx5

UTC SLO3 - Students will be able to identify and assess if a university is a good fit for them.

	Institutional Exceeds Standards		Institutional Meets		Institutional Below		N/A		Total	
Spring 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2017	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2017	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2017	0	0.00%	223	91.77%	20	8.23%	0	0.00%	243	100.00%
Fall 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Winter 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	13	19.70%	15	22.73%	38	57.58%	0	0.00%	66	100.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	13	4.21%	238	77.02%	58	18.77%	0	0.00%	309	100.00%

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UTC SLO4 - Students will identify appropriate general education pattern for a given university or system.

	Institutional Exceeds Standards		Institutional Meets		Institutional Below		N/A		Total	
Spring 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2017	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2017	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2017	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2016	12	100.00%	0	0.00%	0	0.00%	0	0.00%	12	100.00%
Winter 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	12	100.00%	0	0.00%	0	0.00%	0	0.00%	12	100.00%

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UTC SLO5 - Students will identify a personal transfer timeline to their selected university.

	Institutional Exceeds Standards		Institutional Meets		Institutional Below		N/A		Total	
Spring 2018	0	0.00%	51	91.07%	5	8.93%	0	0.00%	56	100.00%
Fall 2017	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2017	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2017	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Winter 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	**0**	**0.00%**	**51**	**91.07%**	**5**	**8.93%**	**0**	**0.00%**	**56**	**100.00%**

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UTC SLO6 - Students will complete the appropriate application for a given university.

	Institutional Exceeds Standards		Institutional Meets		Institutional Below		N/A		Total	
Spring 2018	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2017	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2017	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2017	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2016	68	91.89%	4	5.41%	0	0.00%	2	2.70%	74	100.00%
Summer 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Winter 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2015	30	90.91%	2	6.06%	1	3.03%	0	0.00%	33	100.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	98	91.59%	6	5.61%	1	0.93%	2	1.87%	107	100.00%

Totals for CSLOs

	Institutional Exceeds Standards		Institutional Meets		Institutional Below		N/A		Total	
Spring 2018	0	0.00%	51	91.07%	5	8.93%	0	0.00%	56	100.00%
Fall 2017	0	0.00%	122	84.14%	23	15.86%	0	0.00%	145	100.00%
Summer 2017	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

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	Institutional Exceeds Standards		Institutional Meets		Institutional Below		N/A		Total	
Spring 2017	0	0.00%	223	91.77%	20	8.23%	0	0.00%	243	100.00%
Fall 2016	68	91.89%	4	5.41%	0	0.00%	2	2.70%	74	100.00%
Summer 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2016	23	92.00%	0	0.00%	2	8.00%	0	0.00%	25	100.00%
Winter 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2015	30	90.91%	2	6.06%	1	3.03%	0	0.00%	33	100.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	13	19.70%	15	22.73%	38	57.58%	0	0.00%	66	100.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	134	20.87%	417	64.95%	89	13.86%	2	0.31%	642	100.00%

Report Totals:

	Institutional Exceeds Standards		Institutional Meets		Institutional Below		N/A		Total	
Spring 2018	0	0.00%	51	91.07%	5	8.93%	0	0.00%	56	100.00%
Fall 2017	0	0.00%	122	84.14%	23	15.86%	0	0.00%	145	100.00%
Summer 2017	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2017	0	0.00%	223	91.77%	20	8.23%	0	0.00%	243	100.00%
Fall 2016	68	91.89%	4	5.41%	0	0.00%	2	2.70%	74	100.00%
Summer 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

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	Institutional Exceeds Standards		Institutional Meets		Institutional Below		N/A		Total	
Spring 2016	23	92.00%	0	0.00%	2	8.00%	0	0.00%	25	100.00%
Winter 2016	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2015	30	90.91%	2	6.06%	1	3.03%	0	0.00%	33	100.00%
Summer 2015	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2015	13	19.70%	15	22.73%	38	57.58%	0	0.00%	66	100.00%
Fall 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2014	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Spring 2013	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Fall 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Summer 2012	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Totals	134	20.87%	417	64.95%	89	13.86%	2	0.31%	642	100.00%

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Course Statistics And Evidence

University Transfer Center

Date: 04/16/2019
Terms: Spring 2018, Fall 2017, Summer 2017, Spring 2017, Fall 2016, Summer 2016, Spring 2016, Winter 2016, Fall 2015, Summer 2015, Spring 2015, Fall 2014, Summer 2014, Spring 2014, Fall 2013, Summer 2013, Spring 2013, Fall 2012, Summer 2012

Summary

Statistic	Number of Contexts	Contexts
Contexts in the Department	1	University Transfer Center
Contexts with CSLOs	1	University Transfer Center
Contexts without CSLOs	0	
Contexts with CSLOs mapped to PSLOs	1	University Transfer Center
Contexts without CSLOs mapped to PSLOs	0	
Contexts with direct assessment of PSLOs	0	
Contexts with CSLOs mapped to ILOs	1	University Transfer Center
Contexts without CSLOs mapped to ILOs	0	
Contexts with direct assessment of ILOs	0	
Contexts with at least one planned Assessment	1	University Transfer Center
Contexts with planned Assessments scored	1	UTC
Contexts with some Assessments scored	0	
Contexts without any Assessment scored	0	
Contexts with no planned Assessments	0	
Contexts with at least one planned Action Plan	1	University Transfer Center
Contexts with Action Plan Responses	1	UTC
Contexts with some Action Plan Responses	0	
Contexts without Action Plan Responses	0	
Contexts with no planned Action Plans	0	

UTC - University Transfer Center	
SLOs	

CSLOs	» UTC SLO1 - Students will be able to identify transfer goal to develop a Student Educational Plan (SEP).
	» UTC SLO2 - Students will list online transfer resources to identify at least one university that offers their major.
	» UTC SLO3 - Students will be able to identify and assess if a university is a good fit for them.
	» UTC SLO4 - Students will identify appropriate general education pattern for a given university or system.
	» UTC SLO5 - Students will identify a personal transfer timeline to their selected university.
	» UTC SLO6 - Students will complete the appropriate application for a given university.
Mapped PSLOs	**PSLO**
	No Category
	» UTC PSLO1 - To identify university programs that meet students' needs.
	» UTC PSLO2 - To identify baccalaureate degree requirements.
	» UTC PSLO3 - To navigate the university transfer process.
Mapped ILOs	**ILO**
	No Category
	» ILO 2 - Critical Thinking & Problem Solving: Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.
	» ILO 7 - Personal Responsibility & Development: Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community.
	» ILO 4B - Technology Literacy: Proficiency in a technology and the ability to choose the appropriate tools.

Assessments

Spring 2015

Campus Tour Questionaire

SLO	Scored	Institutional Exceeds Standards	Institutional Meets	Institutional Below	N/A
UTC SLO3 - Students will be able to identify and assess if a university is a good fit for them.	66	13	15	38	0

Fall 2015

Application Survey

SLO	Scored	Institutional Exceeds Standards	Institutional Meets	Institutional Below	N/A
UTC SLO6 - Students will complete the appropriate application for a given university.	33	30	2	1	0

Spring 2016

Survey

SLO	Scored	Institutional Exceeds Standards	Institutional Meets	Institutional Below	N/A
UTC SLO2 - Students will list online transfer resources to identify at least one university that offers their major.	13	11	0	2	0

Survey

SLO	Scored	Institutional Exceeds Standards	Institutional Meets	Institutional Below	N/A
UTC SLO4 - Students will identify appropriate general education pattern for a given university or system.	12	12	0	0	0

Fall 2016

Application Survey

SLO	Scored	Institutional Exceeds Standards	Institutional Meets	Institutional Below	N/A
UTC SLO6 - Students will complete the appropriate application for a given university.	74	68	4	0	2

Spring 2017

Survey

SLO	Scored	Institutional Exceeds Standards	Institutional Meets	Institutional Below	N/A
UTC SLO3 - Students will be able to identify and assess if a university is a good fit for them.	243	0	223	20	0

Fall 2017

SARS Tracking: Comprehensive SEP Completion

SLO	Scored	Institutional Exceeds Standards	Institutional Meets	Institutional Below	N/A
UTC SLO1 - Students will be able to identify transfer goal to develop a Student Educational Plan (SEP).	145	0	122	23	0

Spring 2018

Student Timeline to Transfer

SLO	Scored	Institutional Exceeds Standards	Institutional Meets	Institutional Below	N/A
UTC SLO5 - Students will identify a personal transfer timeline to their selected university.	56	0	51	5	0

Action Plans

Spring 2015

Context Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> University Transfer Center >> UTC - Spring 2015					

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Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What did the assessment data indicate about the strengths of your program?	No action type	Anonymous	The assessment data for SLO 3, which was for students to be able to identify a point of contact for the university, indicated that we have a high level of students completing the SLO questionnaire after each Campus Tour. The data also indicated that our UTC Counselors and staff have done an excellent job on building rapport and creating a supportive environment for learning. Going to a new university is usually something that is out of the student's comfort zone, therefore, we need to do an even better job of this. Lastly, the assessment data indicated that we had done a good job of preparing for distributing the questionnaire to our students regarding the SLO. Since we only went on two campus tours this past spring, it was even more crucial to be prepared with the SLO questionnaire before the trip, and we were successful in doing that.	2015-07-14	
What did the assessment data indicate about the weaknesses of your program?	No action type	Anonymous	Although the default performance measure for SLO3 was 70%, the actual performance of the SLO for spring 2015 was 42.4%. This low performance of this SLO is indicative of us needing to streamline the way that the students learn this information. We could do this by working collaboratively with the college reps to make sure that they include the information that the students need learn, in order to answer the questionnaire correctly in their presentation or campus tour. Something else that we strengthen within our Campus Tour is to make sure that the students know the importance of the SLO assessment data before they learn it. We can do this by going over the importance before they fill out the questionnaire. This overview would need to include some relevance for the student, in order for the student to have an incentive to want to fill it out (i.e. information could help us continue to offer more Campus Tours in the future, etc.).	2015-07-14	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	This low performance of SLO3 is indicative of us needing to revise our SLO a little bit,. Often times we found during our Campus Tours that students were not taking time to fill out and/or not taking seriously the information on the SLO questionnaire. This was usually because students were excited about getting on or off the bus or they were thinking of other issues besides completing the SLO questionnaire to the best of their ability. One solution that we are proposing is to give our students more of an incentive to learn the information and to fill out our questionnaire. We have considered buying prizes at the university book store or getting donations to raffle away when the student turns in the questionnaire with the correct answer. We have also thought about reducing the fee for the overnight fieldtrips for students who answer the questions to the SLO questionnaire correctly.	2015-07-14	

Fall 2015

Context Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> University Transfer Center >> UTC - Fall 2015					

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Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What did the assessment data indicate about the strengths of your program?	No action type	Anonymous	Our goal for measuring SLO6 was to find out if students are getting the necessary help to complete a university application, have it reviewed and submit in a timely manner (by the indicated deadline). Based on the data, we did an excellent job of teaching students the steps they needed to complete their university application. We also had a high rate of a counselor review, which is very important for accurate submissions to the universities. This tells us that we made it clear to students that a counselor review is very important in the process of submitting a thorough application.	2016-02-16	
What did the assessment data indicate about the weaknesses of your program?	No action type	Anonymous	Based on comments of the students, we need more counselors during application workshops and review sessions in order to provide more one-on-one help to the students. Our lowest percentage was with students who didn't get their application reviewed by a counselor. Overall, we still had a very high rate of counselor review. However, in order to meet the target of having every single application reviewed, we need more counselors during review sessions and likely, more hours of review sessions. As a few students indicated, they waited until the last minute to have their application reviewed and submitted, so a situation like that is out of the hands of the UTC staff. With any program, we can always use more help.	2016-02-16	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	While we had a very high percentage of application submissions and counselor reviews, based on the student comments for a need of more counselors, our plan will be to line up more counselor help during application workshops and review sessions. The addition of another full-time counselor will also help with this need. We may also need to add more application workshop and review dates- including more morning hours for application workshops. We will need more counseling staff to make this a reality. We could also use more computers in the UTC to allow for more students to work on their applications and for application review sessions. We had to use CARE computers as an overflow area during a few of our application review sessions.	2016-02-16	

Spring 2016

Context Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> University Transfer Center >> UTC - Spring 2016					
What did the assessment data indicate about the strengths of your program?	No action type	Anonymous	SLO 2: The UTC is successful in relaying information related to transfer resources. Most students were able to identify at least one university that offers their major. Student comments also suggested that the workshop was very helpful and informative for their success at AHC. The UTC is successful in relaying information to students. SLO 4: The UTC is successful in informing students about which general education pattern to follow. Information appears to be relayed clear and concise. Our counseling staff was well received by students.	2016-09-15	
What did the assessment data indicate about the weaknesses of your program?	No action type	Anonymous	SLO 2 & 4: Since the sample size was so small, it was difficult to indicate weaknesses of the program. Because we had such a small sample size, it would be beneficial for the program to find ways to reach out to more students in order to increase student attendance at workshops.	2016-09-15	

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Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	A goal moving forward would be to identify ways to increase workshop participation. The UTC needs more staff (ideally a coordinator) in order to have the time to develop and advertise workshops, as well as other activities related to transfer. More counseling hours (faculty) are also needed in order to have a greater offering of workshops.	2016-09-15	Name: Personnel Detail: The UTC is lacking a coordinator who can coordinate the workshop and activity efforts of the center. Status: Pending

Fall 2016

Context Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> University Transfer Center >> UTC - Fall 2016					
What did the assessment data indicate about the strengths of your program?	No action type	Anonymous	The University Transfer Center (UTC) offered 20 university application workshops in the fall semester (over a 2-month period of time). The UTC also offered a number of application review sessions. Assessment data indicated that 400 students had their applications reviewed by a counselor. Special efforts were made to make these workshops accessible to students by offering multiple options of days and times to attend. In addition, there were various avenues to publicize and register for these workshops. Furthermore, the UTC partnered with other programs/departments such as Extended Opportunities Programs and Services (EOPS), general counseling, College Achievement Now (CAN) and MESA/STEM to provide broader coverage of staff and ensure extra outreach to these special populations.	2017-07-31	
What did the assessment data indicate about the weaknesses of your program?	No action type	Anonymous	The UTC is in need of additional counseling faculty. Since there is a large amount of workshops provided in a condensed amount of time, it is difficult for the small staff of two full-time counselors to cover the needs of the large population of transfer students. Feedback from student survey's indicated a need for more counselors during application review sessions. Students often had to wait for an extended period of time to have their application reviewed. Even though the UTC offers a wide variety of workshop days/times, there are still students who are unable to make it due to class conflicts.	2017-07-31	
What changes have you made/do you plan to make based on the data? What resources would you need, if any, to make these changes?	No action type	Anonymous	The UTC plans to implement two Saturday transfer events in the fall to accommodate all student's schedules, as to not conflict with class schedules. This event will include application workshops, application reviews, a parent Q&A session and a financial aid presentation. UTC will collaborate with public affairs to ensure mass media coverage in the local community. In addition, the UTC has begun launching a social media campaign as a way to spread the word about these workshops. The UTC will continue to put forth efforts that raise awareness and potentially lead to additional funding to hire more faculty and staff.	2017-07-31	

Spring 2017

2017 Context Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> University Transfer Center >> UTC - Spring 2017					

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What did the assessment data indicate about the strengths of your program?	No action type	Anonymous	In assessing SLO 3 (Students will be able to identify and assess if a university is a good fit for them), the assessment data indicates that through four university field trips provided by the UTC in the spring of 2017, 92% of the respondents (n=213) reported that "this visit helped me determine whether I would like to apply to this campus." This data indicates a high level of student satisfaction in this program service. These university fieldtrips seem to be well liked and appreciated by students as the visits allow them the opportunity to experience first hand if the particular university is a good fit for them. The assessment data indicates that field trips are an important strength in the University Transfer Center repertoire of services as 94% of the student respondents also reported that the UTC campus visits allowed them the opportunity to visit a location that they not have visited on their own.	2017-07-31	
What did the assessment data indicate about the challenges of your program?	No action type	Anonymous	Both the quantitative and qualitative data resoundingly point to the strength of this service. However, qualitative data indicates that students desire more opportunities to go on university fieldtrips and that they want more time while they are on campuses. The data also shows that in many cases, the same students are quick to sign up on the first day that sign-ups open because they have gone on previous trips and know what a great and useful experience they provide. One student offered qualitative feedback indicating that "these trips allow us to be able to better determine what universities students should apply to. Unfortunately, I wasn't aware that Hancock provided them before I submitted my university applications." Data indicates the value in having more fieldtrips opportunities as well as more awareness about their limited availability and how to go about signing up for them as they do tend to fill in less than one workday. The biggest challenge to this program is the limited funding available for these trips and the very limited number of staff to coordinate them and chaperone them.	2017-07-31	
What changes have you made/do you plan to make based on the data to improve student learning and service?	No action type	Anonymous	Changes to how students sign up will be made. In the past, field trip sign-ups have open on the second Monday of the fall and spring semesters, respectively. Students would be able to sign up for as many trips as they wanted to go on a first come, first served basis. Based on the data, we will now institute a policy which limits students to signing-up for only one fieldtrip per semester. If they wish to attend more than one fieldtrip, they will be allowed to place themselves on the waitlist for those additional trips but only one trip will be possible until all demand has been met. This new policy will allow more students to participate in this program. In addition, we will continue to collect data and share it with District administration in order to request continued and increased funding for these fieldtrips as well a s personnel support to assist with coordinating and chaperoning them.	2017-07-31	
What resources are required to make these changes or to maintain your progress?	No action type	Anonymous	The change in how signs up for fieldtrips take place will not require additional resources. However, additional funding is needed to allow for more fieldtrips. In addition, we will need more counselors who are committed and assigned to support these trips.	2017-07-31	
Any other comments?	No action type	Anonymous	The assessment instrument worked well in capturing useful data by which to measure SLO #3: Students will be able to identify and assess if a university is a good fit for them. However, we will consider modifying question #1: This visit helped me determine whether I would like to apply to X university so as to be more closely aligned with SLO #3 which is focused on fit, not applying.	2017-07-31	

Fall 2017

2017 Context Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> University Transfer Center >> UTC - Fall 2017					
What did the assessment data indicate about the strengths of your program?	No action type	Anonymous	Results showed that 84.14% of students, who were seen during the two week period, did complete or have completed a comprehensive SEP. This data indicates that we are meeting institutional standards. The results indicate that more often than not, students are leaving appointments with a completed comprehensive SEP. The data for this assessment did not track those that have an abbreviated SEP (one to two semesters completed). Therefore, the results may have been higher if both SEP types were tracked. The data also indicates that transfer student's have a plan, which will lead to successful completion of transfer goals.	2018-02-24	
What did the assessment data indicate about the challenges of your program?	No action type	Anonymous	While the UTC is meeting institutional standards with the given data regarding SEP completion, the goal is to ensure that 100% of students who are seen have a completed comprehensive plan. When a student does not complete a comprehensive plan, it is usually due to the time limitation in a 30 minute appointment where multiple topics need to be covered. The data results may be an indication that longer appointments are likely necessary to complete a comprehensive SEP in each appointment. Also, the data may be skewed in that not every appointment is scheduled with the goal to complete an SEP. A student may come in for other reasons and there may not be time to complete a full SEP in the one sitting. As mentioned in the strengths section, some students may have only come in to complete their initial abbreviated SEP and thus, not have the full comprehensive completed yet. Another challenge in the UTC is the lack of counseling appointments. With more counseling hours, the UTC would have an increase in appointments and thus, help to complete more SEPs. The tracking of the data is another challenge of the program. There needs to be a more comprehensive and organized way to track student information (including SEP progress). The UTC was forced to use additional information in SARS to track the two week period. This information should be readily available.	2018-02-24	
What changes have you made/do you plan to make based on the data to improve student learning and service?	No action type	Anonymous	The use of Degree Works and one-hour appointments would help to aid in more SEP completions. It would also be helpful to utilize banner to track completion of SEPs. An organized tracking system is needed to track all transfer student progress.	2018-02-24	
What resources are required to make these changes or to maintain your progress?	No action type	Anonymous	Additional counseling is needed in order to increase output of SEPs. A better tracking system for all transfer students is necessary to track data of new and continuing transfer students. A streamlined process would aid in better use of counseling time. More extensive training on how to use banner and other resources to pull data. Institutional change from 30 minute to 1 hour appointments is necessary to allow more time for SEP completions. Implementation and training on Degree Works system will help to aid in more thorough and organized SEPs. Along with this, the UTC is in need of an additional staff member who can enter and track data (to allow for counselors to see students instead of tracking numbers).	2018-02-24	
Any other comments?	No action type	Anonymous	n/a	2018-02-24	

Spring 2018

2017 Context Improvement Plan

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Allan Hancock College >> University Transfer Center >> UTC - Spring 2018					

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What did the assessment data indicate about the strengths of your program?	No action type	Anonymous	Data showed a very high rate of completion of a personal transfer timeline to a selected university, with a 94% completion rate. This data indicates that students who are meeting with a counselor in the University Transfer Center are completing a comprehensive Student Education Plan (SEP), which indicates their personal timeline to transfer. Each SEP shows the student's last semester and indicates when they should apply to a university. The UTC adopted 1 hour appointments during the spring semester. The extension of an SEP appointment (from the original 30 minute timeframe) allowed for students to complete a full comprehensive plan during one appointment, thus ensuring student's leave each appointment knowing their personal transfer timeline.	2018-12-19	
What did the assessment data indicate about the challenges of your program?	No action type	Anonymous	While the student's who were assessed did complete their transfer timeline with a comprehensive SEP, the data also brought to light the fact that there are limited resources (counseling hours) in the UTC. There are not enough counseling resources to provide comprehensive SEPs to the number of transfer students on the AHC campus. 70% of AHC students indicate a goal of transfer when they apply to the campus. Even with a high percentage of timeline completion, the UTC realizes that not all students come to an appointment ready to complete a full SEP. Some appointments are merely informational as students are gathering information about the transfer process. While this may not show a challenge of the program, it may show a challenge of the assessment method. However, it does point to a service improvement that is needed. Since time and resources are limited, the UTC is in need of better screening processes to find out the needs of the students prior to scheduling the appointment with a counselor. This assessment of SLO 5 has identified a need for allocated appointment times that would address basic transfer information to the students as a precursor to the appointment that would provide the SEP.	2018-12-19	
What changes have you made/do you plan to make based on the data to improve student learning and service?	No action type	Anonymous	This assessment brought to light the needs of a two-tiered counseling transfer process for students who may not be ready to develop a full comprehensive SEP. The UTC will review and make improvements to the appointment screening process; develop a brief guide to be posted on the e-SARS online scheduling system that will help educate students on which of the two options are best for them. A. The hour SEP process or B. the two-tiered process which includes a transfer basics session. Improvements will also include more extensive training for student workers and front desk support. The UTC also intends to explore the possibility of a Transfer Orientation for new and continuing students. This orientation would be focused on preparing students for their SEP appointment.	2018-12-19	

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What resources are required to make these changes or to maintain your progress?	No action type	Anonymous	More transfer counseling hours are necessary to serve the needs of the population. The UTC also needs continued technology support and rooms for the orientations. The current UTC counselors will need time in their schedules to develop the curriculum for the orientation.	2018-12-19	Name: Full-time Transfer Counselor Detail: Funding and hiring of full-time transfer counselor. Status: Pending Name: Big Screen TV Detail: Large screen TV for the UTC to provide orientations in the UTC. Status: Pending Name: Desktop Computers Detail: Six desktop computers to complete UTC lab. Status: Pending
Any other comments?	No action type	Anonymous	n/a	2018-12-19	

AHC Institutional Research and Planning   ss UTC Program Review Spring 2019_feb 12_20.docx5

TRANSFER

University Transfer Center, Room A-205

FOOD will be provided!

FEBRUARY 28: 11a.m. - 12 p.m. and 3 - 4 p.m.
Transfer Options for Hancock Promise and First Year Students!
Are you a Promise or first-year student? Then you will not want to miss this fun and interactive workshop. Come and get answers to all your transfer questions while mega boosting your knowledge and confidence about the transfer options available to you. This workshop will help you identify planning tools and outline key steps and deadlines necessary for you to reach your academic goals while increasing your options beyond Allan Hancock College. We promise you will not regret attending!

MARCH 7: 12 - 1:30 p.m.
The UC Can Be For You (U), Come See (C)!
Come and learn about the University of California, how you can meet the transfer admissions requirements, and about the Blue and Gold Opportunity Plan that qualifies eligible families with an annual income of less than $80,000 to have their tuition covered by gift aid. Yes, free tuition at the UC! You will also learn about the many opportunities that are available for transfer students at each of the nine undergraduate campuses.

MARCH 28: 11:30 a.m. - 1 p.m.
Transfer Student Panel: The Important and Illuminating Student Voice!
Are you considering or determined to transfer? You are in luck! We have lined up some awesome former AHC students who have successfully transferred to a university to visit AHC just for you! These "Transfer Stars" are ready to share valuable lessons learned along their transfer journey, in addition to offering insights about their life as university students. Research shows that student achievement and workforce readiness improves by integrating student voices into the learning process. Here is your chance! Take advantage of this rare opportunity to hear words of wisdom directly from students who were once in your shoes! A Q&A will follow this panel where you can get all of your burning questions answered!

APRIL 11: 12 - 1 p.m. and 3 - 4 p.m.
Financial Aid and Scholarships After Transfer: You CAN Afford College!
Worried about affording college beyond Allan Hancock College? In this workshop, we will review how universities determine the "Cost of Attendance" and how the financial aid award is constructed at the university level. This workshop will also review tips on how you can identify and land scholarships. We will also assist you in understanding your financial aid award if you have been admitted for next fall, and how you can compare different university financial aid awards as one of the factors to determine which admissions offer to accept. Questions on loans and how to determine if or how much to accept will also be addressed. Attendees will learn about the importance of timely follow-up in the financial aid process. Overall, you will gain many insights on how you can increase college affordability for you!

APRIL 25: 12 - 1 p.m.
Are you a first-generation college student? Congratulations! Research shows you are a trailblazer!
This workshop is for "trailblazers" students in unique situations that have brought added challenges and opportunities to their community college journey. It will help you identify additional tips to blaze your way to the next level of success in your education--transfer.
Taking that next step - transferring to a university-- can be overwhelming. In this session, we will outline decisions, challenges, and opportunities you can anticipate in your last year at Allan Hancock College. In particular, transitional issues related to housing, financial aid, campus climate, academic success skills, sense of belonging, and family dynamics will be discussed. You will also explore different opportunities and challenges you may encounter at the university level, and how you can make the best of them. Furthermore, this workshop will help you connect with other students who share similar experiences and questions.

@AHC_UTC   @AHCUniversityTransferCenter   @AHC_UTC

MORE INFORMATION:
www.hancockcollege.edu/university_transfer_center
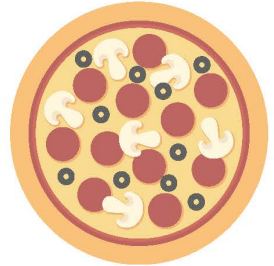University Transfer Center | 1-805-922-6966 ext. 3363
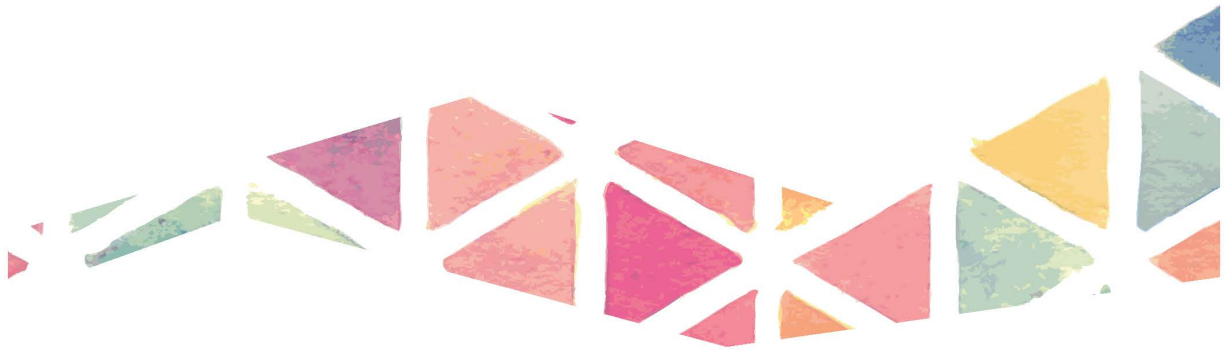
ALLAN HANCOCK COLLEGE
Start here. Go anywhere.

ASL interpreter services available upon request. Please call 1-805-922-6966 ext. 3396 or 1-805-266-7874 VP five business days prior to the event.
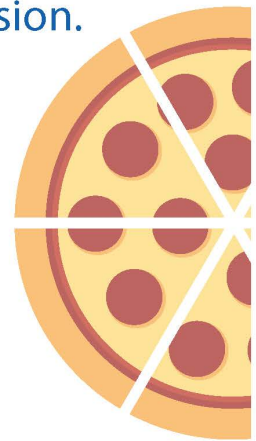
App Review
Pizza Night

Need your university application reviewed?

Join us for this special application review session.
First-come, first-serve!

**Tuesday, November 15,
between 11 a.m. and 1 p.m.**
Building G, Room 106.

For more information call 1-805-922-6966 ext.3363
or stop by the UTC.

LIKE us on Facebook: www.facebook.com/AHCUniversityTransferCenter
University Transfer Center: 1-805-922-6966 ext. 3363

**ALLAN
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COLLEGE NIGHT
at Allan Hancock College

FRIGHTMARE FOREST FREE ADMISSION! WEDNESDAY, OCT. 31

TUESDAY, OCTOBER 30, 2018 — 5 – 7 p.m.
At the Joe White Memorial Gymnasium, Santa Maria campus

An opportunity for high school and AHC students and the general public to meet representatives from universities and learn more about enrolling and attending California colleges and universities.

MEET REPRESENTATIVES
from the California State University (CSU) system, University of California (UC) system, Private/Independent Colleges and Universities

LEARN MORE about admissions, scholarships, academic programs & majors, tuition/cost, financial aid, housing

UNIVERSITY TRANSFER CENTER
800 South College Drive, bldg. A, room A-205
Santa Maria, CA 93454-6399
www.hancockcollege.edu/UTC

Enter to win raffle prizes!

Come early to learn about financial aid options and the steps to transfer from Allan Hancock College to a four-year institution.

YOU CAN AFFORD COLLEGE WORKSHOPS
5 - 6 p.m. (English) & 6 - 7 p.m. (Spanish) | room K20
Learn about the reality of college costs and how you can make it work for you.

TRANSFER BASICS WORKSHOP — 5:30–6 p.m. (Spanish) | 6–6:30 p.m. (English) room K20
Learn the process and requirements of transferring from community college to a four-year institution.

ASL interpreter services available upon request.
Please call 1-805-922-6966 ext. 3396 or 1-805-266-7874 VP
at least five school days prior to the event.

Dinner will be provided beginning at 4:30 p.m. First-come, first-served.
Questions? Call 1-805-922-6966/1-866-DIAL-AHC (342-5242) ext. 3363

Hancock PROMISE · BULLDOG BOUND · ALLAN HANCOCK COLLEGE Start here. Go anywhere.

SACRAMENTO STATE · CAL POLY SAN LUIS OBISPO · UCDAVIS UNIVERSITY OF CALIFORNIA · FRESNO STATE California State University, Fresno · San José State UNIVERSITY · Channel Islands CALIFORNIA STATE UNIVERSITY · CALIFORNIA STATE UNIVERSITY Chico · UCSB

NOCHE DE COLEGIO
en Allan Hancock College

ADMISIÓN GRATIS A FRIGHTMARE FOREST MIÉRCOLES OCT. 31

MARTES 30 DE OCTUBRE DEL 2018 — 5–7 p.m.

En el Gimnasio Joe White Memorial en el campus de Santa Maria

Una oportunidad para que los estudiantes y el público en general se reúnan con representantes de universidades y aprendan cómo inscribirse y poder asistir a los colegios y universidades de California.

CONOZCA A LOS REPRESENTANTES
de las Universidades Estatales de California (CSU), Universidades de California (UC), Colegios y Universidades Privadas o Independientes

APRENDA MAS sobre inscripciones, becas, programas académicos, carreras, costos de matriculación, ayuda financiera y de vivienda

CENTRO DE TRANSFERENCIA PARA LA UNIVERSIDAD
800 South College Drive, edificio A, salón A-205
Santa Maria, CA 93454-6399
www.hancockcollege.edu/UTC

Habrá oportunidades para ganar premios

Venga temprano para aprender sobre las opciones de ayuda financiera y los pasos para transferirse de Allan Hancock College a universidades de cuatro años de estudio.

TALLER *YOU CAN AFFORD COLLEGE* (TU PUEDES CON LOS GASTOS DE LA UNIVERSIDAD)
5 – 6 p.m. (Inglés) & 6 – 7 p.m. (Español) | salón K20
Aprenda sobre el costo de asistir a la universidad y cómo usted puede cubrir los gastos.

TALLER *BASICO TRANSFERENCIA A LA UNIVERSIDAD* — 5:30-6 p.m. (Español) | 5 - 6:30 p.m. (Inglés) salón K20
Aprenda sobre el proceso y requisitos para transferirse de un colegio comunitario a una universidad de cuatro años de estudio.

Servicios de interpretación del lenguaje de señas estadounidense (ASL) disponibles. Favor de llamar al 1-805-922-6966 ext. 3396 u 1-805-266-7574 (videoteléfono) cinco días antes de la fecha de asistencia (no incluya los fines de semana).

Habrá cena servida gratuitamente hasta que las cantidades se terminen.

**¿Preguntas?** Llame al 1-805-922-6966/1-866-DIAL-AHC (342-5242) ext. 3363

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CAL POLY SAN LUIS OBISPO | SACRAMENTO STATE | UCDAVIS UNIVERSITY OF CALIFORNIA | FRESNO STATE California State University, Fresno | San José State UNIVERSITY | Channel Islands CALIFORNIA STATE UNIVERSITY | CALIFORNIA STATE UNIVERSITY Chico | UCSB

Transfer
Kickoff

Look for future Transfer Thursday events

Start the path to your future.
Let the University Transfer Center be your guide.
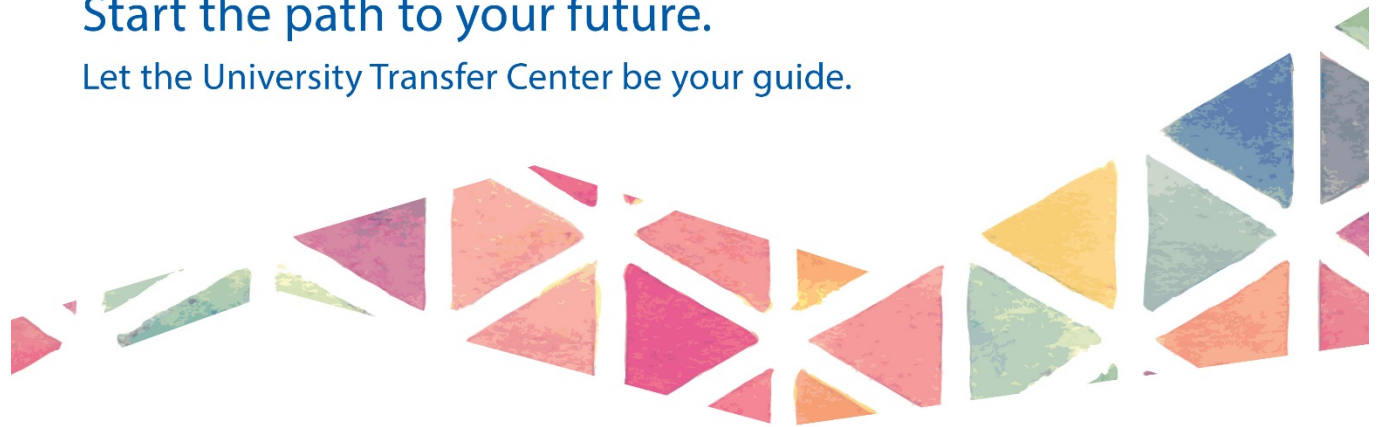
Whether you are a new student or ready to transfer next fall, please join us in the University Transfer Center to help us kickoff university application season.

Thursday, September 6 between 11 a.m. to 1 p.m.

In The Commons

*Former AHC transfer students will be sharing their words of wisdom at 11:45 a.m. FREE lunch will be provided!

Spin the Transfer Wheel to win a prize!

Visit the UTC website for more information:
www.hancockcollege.edu/utc

LIKE us on Facebook: www.facebook.com/AHCUniversityTransferCenter

University Transfer Center: 1-805-922-6966 ext. 3363

ALLAN HANCOCK COLLEGE

Transfer Stars Reception

Please join us in honoring students who have been accepted to universities.

Friday, May 25, 2018
11 a.m.-12 p.m.

University Transfer Center

Building A • Courtyard
(Between Buildings A and B)

Santa Maria Campus

Light refreshments will be provided

ALLAN HANCOCK COLLEGE

UNIVERSITY TRANSFER CENTER

FREE!
Pre-registration is required for <u>ALL</u> road trips.

FALL 2018 ROAD TRIPS

UC MERCED, FRESNO STATE, & CSU BAKERSFIELD
Thursday & Friday,
September 27 & 28

CHICO STATE & UC DAVIS
Friday & Saturday,
October 19 & 20

DATES AND DESTINATIONS SUBJECT TO CHANGE
PRE-REGISTRATION BEGINS MONDAY, AUGUST 27

Visit the campuses to learn about:
Programs and Majors | Campus Tours | Admissions

Sign-up for University Tours in the University Transfer Center
Limited seating available! Pre-registration required!

Questions? Contact the University Transfer Center at 1-805-922-6966 ext. 3363 or stop by building A, Room 205.

IN PARTNERSHIP WITH

ALLAN HANCOCK COLLEGE

TRIO STUDENT SUPPORT SERVICES

COLLEGE ACHIEVEMENT NOW (CAN)

UNIVERSITY TRANSFER CENTER

FREE! Pre-registration is required for _ALL_ road trips.

SPRING 2019 ROAD TRIPS

CAL-STATE SAN MARCOS, & UC SAN DIEGO
Thursday & Friday, February 21 & 22

UC IRVINE, CAL-POLY, POMONA, & WARNER BROTHERS TOUR Thursday & Friday, March 7 & 8

UC LOS ANGELES *STOMP CONFERENCE Friday, March 15
*The event will consist of admissions presentations, workshops, panels from various academic college departments, and a resource fair which will include representatives from all 9 UC campuses.

DATES AND DESTINATIONS SUBJECT TO CHANGE
PRE-REGISTRATION BEGINS MONDAY, JANUARY 28

Visit the campuses to learn about:
Programs and Majors | Campus Tours | Admissions

Sign-up for University Tours in the University Transfer Center
Limited seating available! Pre-registration required!

Questions? Contact the University Transfer Center at 1-805-922-6966 ext. 3363 or stop by building A, Room 205.

ALLAN HANCOCK COLLEGE

FALL 2018

UTC WORKSHOPS

TAG WORKSHOPS

Santa Maria campus

Tuesday, September 4	4:30 - 6 p.m.	bldg. A103
Thursday, September 13	12 - 1:30 p.m.	bldg. A403
Wednesday, September 19	2 - 3:30 p.m.	bldg. A403
Monday, September 24	10 - 11:30 a.m.	bldg. A403

Lompoc Valley Center

Tuesday, September 4	2 - 3:30 p.m.	bldg. 2-121
Thursday, September 13	2 - 3:30 p.m.	bldg. 2-121
Wednesday, September 19	4 - 5:30 p.m.	bldg. 2-121
Friday, September 28	10 - 11:30 a.m.	bldg. 2-121

CSU APPLICATION WORKSHOPS

Santa Maria campus

Monday, October 1	12 - 2 p.m.	bldg. A403
Monday, October 1	3 - 5 p.m.	bldg. A103
Friday, October 12	2 - 4 p.m.	bldg. A103
Tuesday, October 16	4 - 6 p.m.	bldg. A103
Wednesday, October 24	3 - 5 p.m.	bldg. A103
Thursday, October 25	10 a.m. - 12 p.m.	bldg. A403

Lompoc Valley Center

Monday, October 1	12 - 1:30 p.m.	bldg. 2-121
Thursday, October 11	2 - 3:30 p.m.	bldg. 2-121
Tuesday, October 16	4 - 5:30 p.m.	bldg. 2-121
Wednesday, October 24	10 - 11:30 p.m.	bldg. 2-121
Thursday, November 8	12 - 1:30 p.m.	bldg. 2-121
Friday, November 16	2 - 2:30 p.m.	bldg. 2-121

University Transfer Center
1-805-922-6966 ext. 3363
www.hancockcollege.edu/UTC

ASL interpreter services available upon request. Please call 1-805-922-6966 ext. 3396 or 1-805-266-7874

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FALL 2018

UTC WORKSHOPS

UC APPLICATION WORKSHOPS

Santa Maria campus
Thursday, November 1	3 - 5 p.m.	bldg. A103
Wednesday, November 7	12 - 2 p.m.	bldg. A205
Tuesday, November 13	4 - 6 p.m.	bldg. A403
Friday, November 16	2 - 4 p.m.	bldg. A103

Lompoc Valley Center
Thursday, November 1	12 - 1:30 p.m.	bldg. 2-121
Tuesday, November 6	4 - 5:30 p.m.	bldg. 2-121
Wednesday, November 14	2:30 - 4 p.m.	bldg. 2-121

PERSONAL STATEMENT WORKSHOP

Santa Maria campus
Wednesday, October 31	12 - 1:30 p.m.	bldg. A403
Thursday, November 8	3 - 4:30 p.m.	bldg. A103

COMBINED UC & CSU APPLICATION WORKSHOP

Santa Maria campus
Thursday, October 4	3 - 6 p.m.	bldg. A403
Monday, November 5	10 a.m. - 12 p.m.	bldg. A403
Monday, November 26	3 - 5 p.m.	bldg. A103

Lompoc Valley Center
Monday, November 19	10 - 11:30 a.m.	bldg. 2-121
Thursday, November 29	2 - 3:30 p.m.	bldg. 2-121

START HERE, TRANSFER TO A FOUR-YEAR

Santa Maria campus
Wednesday, September 12	3 - 4:30 p.m.	bldg. A103
Friday, September 21	2 - 2:30 p.m.	bldg. A103

University Transfer Center
1-805-922-6966 ext. 3363
www.hancockcollege.edu/UTC

ASL interpreter services available upon request. Please call 1-805-922-6966 ext. 3396 or 1-805-266-7874

ALLAN HANCOCK COLLEGE
Start here. Go anywhere.

SPRING 2019

NEXT STEPS WORKSHOPS

PART 1:
You applied to a university - now what?

Get helpful direction from our next step workshops listed below. Topics covered will be supplemental application follow-up, transcripts, applying for an AHC degree, tips for success, and much more. All workshops will include a brief overview and computers for a hands-on supplemental completion segment.

WORKSHOPS

Santa Maria campus

January 9	2 - 4 p.m.	A205
January 15	4 - 6 p.m.	A103
January 17	12 - 2 p.m.	S103

(Focus on Cal Poly SLO supplemental questionnaire with rep from Cal Poly)

January 24	12 - 2 p.m.	A403
January 25	10 a.m. - 12 p.m.	A103
January 28	2 - 4 p.m.	A103
January 31	11a.m. - 12 p.m.	A403

Lompoc Valley Center

January 23	3:30 - 5 p.m.	2-121
January 28	2 - 3:30 p.m.	2-121
January 30	10 - 11:30 a.m.	2-214

For more information contact the University Transfer Center at 1-805-922-6966 ext. 3363 or see our Calendar of Events at www.hancockcollege.edu/UTC

University Transfer Center
1-805-922-6966 ext. 3363
www.hancockcollege.edu/UTC

ASL interpreter services available upon request. Please call 1-805-922-6966 ext. 3396 or 1-805-266-7874

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NEXT STEPS WORKSHOPS
PART 2:
You received your admission notice – now what?

Congratulations—you have come a long way in the transfer process! Whether you received a conditionally or provisionally admitted notice or a "so sorry" admissions notice, you will benefit greatly from attending this Next Steps: Part 2 workshop. It is a "must-attend" for students planning to transfer to a university next fall. We will go over alternate university options, financial aid, transcripts, housing, summer orientations, tips to maximize your academic success at the university level, and everything you need to know before you leave AHC. Come to one of these workshops with your acceptance letter/email, login information for your university portal, and a list of questions you may have.

WORKSHOPS

Santa Maria campus

February 6	12 - 1 p.m.	A-403
February 19	3 - 4 p.m.	A-103
February 25	11 a.m. -12 p.m.	A-403
March 15	2 - 3 p.m.	A-103
March 26	4 - 5 p.m.	A-103
April 18	10 - 11 a.m.	A-403
April 30	12 - 1 p.m.	A-403

Lompoc Valley Center

February 28	3:30 - 5 p.m.	2-121
March 12	4 - 5:30 p.m.	2-121
March 28	1 - 2:30 p.m.	2-121
April 10	12 - 1:30 p.m.	2-121
April 23	12 - 1:30 p.m.	2-121

University Transfer Center
1-805-922-6966 ext. 3363
www.hancockcollege.edu/UTC

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Student Anecdotal Comments from Student Learning Outcome Surveys

"I found the workshops were very helpful and instructive. The UTC does a great job of making the application process less intimidating. The staff is friendly, helpful, and answers all my questions. Keep up the good work!"

"The counselors and staff were always very friendly and helpful! I could not have completed my application correctly without their help. Thank you for your assistance with the transfer process."

"I feel they [the UTC] have helped me in every way they can including giving me various ways to communicate with them. Without their wonderful staff and help I would not be Transferring to a four-year and becoming the 1st generation not only attending college but transferring with an AA and 5 degrees following my dream to finally graduate in 2019."

"The transfer center does an amazing job taking care of the students and helping them answer questions. I found it extremely helpful and beneficial. More students need to take advantage of the resources our campus has to offer."

§ 51027. Transfer Centers: Minimum Program Standards.

51027. Transfer Centers: Minimum Program Standards

(a) The governing board of each community college district shall recognize transfer as one of its primary missions, and shall place priority emphasis on the preparation and transfer of underrepresented students, including African-American, Chicano/Latino, American Indian, disabled, low-income and other students historically and currently underrepresented in the transfer process.

(b) Each community college district governing board shall direct the development and adoption of a transfer center plan describing the activities of the transfer center and the services to be provided to students, incorporating the provisions established in the standards outlined below. Plans shall identify target student populations and shall establish target increases in the number of applicant's baccalaureate institutions from these populations, including specific targets for increasing the transfer applications of underrepresented students among transfer students. Plans shall be developed in consultation with baccalaureate college and university personnel as available.

Plan components shall include, but not be limited to: services to be provided to students; facilities; staffing; advisory committee; and evaluation and reporting.

(1) Required Services. Districts shall:

(A) Identify, contact, and provide transfer support services to targeted student populations as identified in the transfer center plan, with a priority emphasis placed on African-American, Chicano/Latino, American Indian, disabled, low-income, and other underrepresented students. These activities shall be developed and implemented in cooperation with student services departments and with faculty.

(B) Ensure the provision of academic planning for transfer, the development and use of transfer admission agreements with baccalaureate institutions where available and as appropriate, and the development and use of course-to-course and major articulation agreements. Academic planning and articulation activities shall be provided in cooperation with student services, with faculty, and with baccalaureate institution personnel as available.

(C) Ensure that students receive accurate and up-to-date academic and transfer information through coordinated transfer counseling services.

(D) Monitor the progress of transfer students to the point of transfer, in accordance with monitoring activities established in the Transfer Center Plan.

(E) Support the progress of transfer students through referral as necessary, to such services as ability and diagnostic testing, tutoring, financial assistance, counseling, and to other instructional and student services on campus as appropriate.

(F) Assist students in the transition process, including timely completion and submittal of necessary forms and applications.

(G) In cooperation with baccalaureate institution personnel as available, develop and implement a schedule of services for transfer students to be provided by baccalaureate institution staff.
(H) Provide a resource library of college catalogs, transfer guides, articulation information and agreements, applications to baccalaureate institutions, and related transfer information.

(2) Facilities. Each district governing board shall provide space and facilities adequate to support the transfer center and its activities. Each district shall designate a particular location on campus as the focal point of transfer functions. This location should be readily identifiable and accessible to students, faculty, and staff.

(3) Staffing. Each district governing board shall provide clerical support for the transfer center and assign college staff to coordinate the activities of the transfer center; to coordinate underrepresented student transfer efforts; to serve as liaison to articulation, to student services, and to instructional programs on campus; and to work with baccalaureate institution personnel.

(4) Advisory Committee. Each district shall designate an advisory committee to plan the development, implementation, and ongoing operations of the transfer center. Membership shall be representative of campus departments and services. Baccalaureate institution personnel shall be included as available.

(5) Evaluation and Reporting. Each district governing board shall include in its transfer center plan a plan of institutional research for ongoing internal evaluation of the effectiveness of the college's transfer efforts, and the achievement of its transfer center plan.

Each community college district shall submit an annual report to the Chancellor describing the status of the district's efforts to implement its transfer center(s), achievement of transfer center plan targets and goals, and expenditures supporting transfer center operations.
Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 66010.4 and 70901, Education Code.

The attached template provides a framework for a program/discipline to plan a 6-year schedule for assessing its student learning outcomes, completing the SLO assessment cycle and attaining the status of **sustainable continuous quality improvement** in institutional effectiveness. This plan may be updated over the next 6 years as new contingencies or interpretations arise.

PROGRAM: University Transfer Center

Our program is pleased to present our **plan** to: assess our SLOs, review the results of that assessment; and discuss changes to our curriculum, pedagogy or operations based on the results.

Program/ discipline
coordinator or team leader Ashley Brackett_____ _____2/19/19_____
                                          Name   Signature   Date

I have reviewed this plan and agree that it provides sufficient detail and is a feasible approach to comprehensively assess the program SLOs.

Department chair/Director   _Yvonne Teniente-Cuello_____ _____
                                          Name   Signature   Date

I have reviewed this plan and agree that it provides sufficient detail and is a feasible approach to comprehensively assess the program SLOs.

Dean   Nohemy Ornelas_____ _____
                                          Name   Signature   Date

Use one row for each Program and Course SLO

SLO	To be assessed in semester:	Assessment method (s)	Resources needed to conduct assessment	Individual responsible for Improvement Plan	Date to complete review
SLO 1: Students will identify a transfer goal to develop a Comprehensive Student Education Plan (SEP).	Spring 2021	A list of students who have identified transfer as their goal will be generated in September. From that list, a list will be generated to determine who has a comp SEP. Another report will be pulled in December to determine who still does not have an SEP after the fall semester. An intervention will then take place (an email sent out to the list with no SEP). A final list will be generated in May to determine if more students now have a comp SEP.	Counselors, office space, scheduling grid, Degree Works, staff to collect data, IE support	Ashley Brackett Maria Arvizu-Rodriguez	June 2021

SLO 2: Students will learn the step by step process to navigating www.ASSIST.org.	Fall 2020	-Transfer Counselors will develop a step by step guide to using www.ASSIST.org that will be available in the UTC and at selected workshops, including the annual Hancock Hello event. Handouts will also be given to all counselors to teach students during the month of September during transfer counseling appointments. A survey will be developed and handed out to all students who are taught the step by step guide.	Counselors, workshop location, scheduling grid, staff to collect data, survey, computers, printing resources and Hancock Hello event	Ashley Brackett Maria Arvizu-Rodriguez	January 2021
SLO 3: Students who attend a university road trip will identify at least three positive impacts from attending the trip.	Fall 2021 Spring 2022	-Transfer counselors will administer a survey on the university road trips.	Counselors, survey, transportation, staff to collect data, funding for UTC road trips	Ashley Brackett Maria Arvizu-Rodriguez	January 2022 June 2022
SLO4 - Students will identify appropriate general education pattern for their transfer goal.	Fall 2022 Fall 2023	-Transfer Counselors will conduct a "General Education" workshop where students will identify appropriate general education that will support their transfer goal. A survey will be developed and	Counselors, workshop location, staff to collect data, survey, computers, GE patterns	Ashley Brackett Maria Arvizu-Rodriguez	January 2023 January 2024

		handed out to students who attend the workshop.			
SLO5 - Students who attend an application workshop will submit their university application by the designated deadline.	Fall 2019	-After the application deadline of November 30, a list of student emails will be generated from all who attended a workshop and/or application review. A survey will be sent to those students to determine if they did submit their application by the given deadline.	Counselors, scheduling system, computer, office space, email, staff to collect data, IE staff to create survey	Ashley Brackett Maria Arvizu-Rodriguez	January 2020
SLO6 - Students will know the transfer application timeline.	Fall 2023 Fall 2024	-Transfer Counselors will develop a transfer timeline poster/handout that will be available in the UTC and on the UTC website and at selected workshops, including the annual Hancock Hello event. A banner will be posted around campus at targeted times throughout the year. Handouts will also be given to all counselors to teach students the transfer timeline during the month of September during transfer counseling	Counselors, scheduling system, computer, office space, email, staff to collect data	Ashley Brackett Maria Arvizu-Rodriguez	February 2024 January 2025

		appointments. A survey will be developed and handed out to all students who are taught the transfer timeline.			

PROGRAM REVIEW -- VALIDATION TEAM MEMBERS

TO: Dean, Student Services   Date: __3/12/2020_____

From: ____Ashley Brackett_____

We recommend the following persons for consideration for the validation team:

DEPARTMENT__Counseling_____PROGRAM__University Transfer Center

Board Policy <u>requires</u> that the validation team be comprised of the dean of the area, one faculty/staff member from a related discipline/program, and two faculty/staff members from unrelated disciplines.

Christine Reed_____   MESA/STEM_____
        (Name)   (Related Discipline/Program)

Dave DeGroot_____   Articulation_____
        (Name)   (Unrelated Discipline/Program)

Julie Vasquez_____   Counseling_____
        (Name)   (Unrelated Discipline/Program)

Stephanie Robb_____   Student Activities_____
        (Name)   (Unrelated Discipline/Program)

At the option of the self-study team, the validation team <u>may</u> also include one or more of the following: a. someone from a four-year institution in the same discipline; someone from another community college in the same discipline; a high school instructor in the same discipline; a member of an advisory committee for the program. Please complete the following as relevant to your program review.

_____N/A_____	_____
(Name)	(Title)
Affiliation:_____Telephone Contact Number:_____	
Address_____	
(Mailing) City/State/Zip email address	

_____N/A_____	_____
(Name)	(Title)
Affiliation:_____Telephone Contact Number:_____	
Address_____	
(Mailing) City/State/Zip email address	

APPROVED:_____   _____
            Dean, Student Services   Date

VALIDATION TEAM DUTIES

A program review involves the visitation, observation and analysis of a program/discipline by a team with the purpose of providing suggestions for improvement.

Duties of a Team Member

Previsit Responsibilities

1.   Study the self-study report prepared by the faculty.

Visit Responsibilities

1.   Meet with program/discipline faculty.

2.   Examine teaching materials, supplies and equipment presently being used in the program.

Post visit Responsibilities

1.   Develop an executive summary of team findings and recommendations.

The Role of the Validation Team

The validation team has been selected to include professionals who can assist the program by reviewing the self-study and plan of action, then making comments and suggestions that will lead to program improvement. In addition to reviewing the materials included in the written packet, team members are asked to visit the facility which houses the program, talk with instructors and students in the program, and request any further information or materials which would be helpful in preparing the executive summary.

EXECUTIVE SUMMARY
(Validation Team Report)

1. MAJOR FINDINGS

   Strengths of the program/discipline:

   - Two designated transfer counselors are available
   - Strong university campus tour effort
   - Dedicated space specifically to help students transfer especially to Cal Poly
   - High Cal Poly transfer rate
   - Center is approachable, comfortable, and well received by our students
   - Comprehensive offerings of activities and events directed to meet students' needs
   - Center faculty and staff go above and beyond to serve our students
   - Strong social media presence
   - A lot gets accomplished with small amount of department faculty and staff
   - Excellent job reaching out to Latinx and identifying gaps in Student Equity plan and addressing the gaps
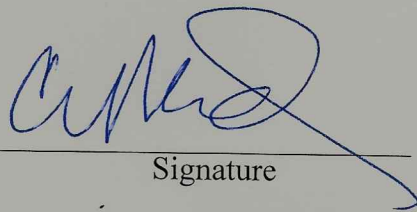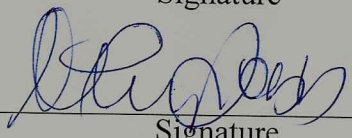
   Concerns regarding the program/discipline:

   - Out of compliance with the statewide Minimum Program Standards for a coordinator position
   - Center service awareness amongst our student body could be improved
   - Lompoc is underserved by the center
   - College transfer rate and transfer awareness could be increased
   - Center needs technology resources

2. RECOMMENDATIONS

   - Provide Reassigned Time for a faculty coordinator position
   - Provide more space for UTC services
   - Provide more UTC staff for outreach and related presentations
   - Provide funding for innovations and technology
   - Hire a fulltime UTC counselor for LVC
   - Hire more part time transfer-dedicated counselors

VALIDATION TEAM SIGNATURE PAGE

Christine Reed
Print Name

(signature)
Signature

_3/30/20_
Date

Julie Vasques
Print Name

Julie Vasques
Signature

_3/30/20_
Date

David DeSiovt
Print Name

David DeBnoot
Signature

_3/30/2020_
Date

Stephanie Robb
Print Name

(signature)
Signature

_3/30/2020_
Date