

# YEARLY PLANNING DISCUSSION TEMPLATE

## General Questions

**Program Name** Counseling **Academic Year** 2024-2025

- Has your program mission or primary function changed in the last year?

Not currently.

- Were there any noteworthy changes to the program over the past year? (e.g., new courses, degrees, certificates, articulation agreements)

Not currently.

However, beginning in the 25-26 catalog year the following changes will impact Counseling:

1. The statewide adoption of the CalGETC will lead to one streamlined GE pattern.
2. The use of the CalGETC to count for AHC General Education in non-transfer degrees.
3. The removal of the Liberal Arts: Transfer and Non-Transfer degrees. These degrees were combined into one single degree. This was due to the allowance of the CalGETC to count as general education for non-transfer degrees.
4. Common Course Numbering and its impact on students with older Comprehensive Education Plans in Degree works.

## Learning Outcomes Assessment

1. Please summarize key results from this year's assessment.

For the 2024-2025 Academic Year, the Counseling Department, is assessing the following Program Learning outcome (PLO)

- PLO2 – Students will be proactive in the decision-making process by identifying the necessary coursework and articulating their personal enrichment and/or educational goals.
  - PLO2 will be assessed using Activity #4-Student will be able to identify a major/career to develop a Student Educational Plan by the end of their first year.
- Since data for the 2024-2025 Academic year will not be available until after the Spring 2025 semester ends, the findings of this assessment cycle will be reported in the 2025-2026 update. For this annual update, we will focus on reporting the findings from the 2023-2024 Outcomes.

- Findings for PLO2:
  - The Fall 2023 cohort of “First-time students” consisted of 2660 students. Of those, 1197 had completed a Comprehensive Student Educational Plan (CSEP) by the end of their first year (Spring 2024).
  - 45% of “First-Time students” had a plan by the end of their first year.

2. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

This data was provided in a report by Institutional Effectiveness (IE) and was gathered using student data from banner and SuccessNet.

When compared to the past seven years of data on CSEP completion, the Fall 2023 cohort showed a 2% increase compared to the Fall 2022 cohort. For reference, here is the historical data

Fall 2017 Cohort- 33%  
 Fall 2018 Cohort- 40%  
 Fall 2019 Cohort- 49%  
 Fall 2020 Cohort- 48%  
 Fall 2021 Cohort- 48%  
 Fall 2022 Cohort- 43%  
 Fall 2023 Cohort- 45%

This increase may be attributed to the fact that the counseling department embarked upon an institutional campaign widely publicized on social media, AHC all email, colorful and eye-catching posters, and encouraged by instructors. The campaign focused on SEP completion during the months of SEPtember (September) and SEPruary (February), months that traditionally showed less student traffic. Additionally, students may now be more aware of how to schedule a counseling appointment, as they are encouraged to do so from their myHancock portal.

3. Please summarize recommendations and/or accolades that were made within the program/department.

Due to the success of the SEPtember and SEPruary campaigns in both increasing CSEP completion by students and at increasing awareness of CSEP completion across the campus community, these campaigns have continued into the 2024-2025 Academic Year.

4. Please review and attach any changes to planning documentation, including PLO rubrics, associations, and cycles planning.

- Since our last annual update, the Counseling Department and all Student Service Programs have transitioned from assessing Student Learning Outcomes to Program Learning Outcomes, which required some updates to the 6-year plan. Additionally, in the past, the Personal Development discipline would assess its own Learning Outcomes separately from the Counseling Department, but starting with the 2025-2026 year, we have combined forces and are now combining our efforts to assess together.
- For example, *PLO 1: Students will be able to navigate the educational system and student support services to enhance their success*, will be assessed using Activity 2. This activity will focus on assessing those who are enrolled in the Personal Development Courses.

- Were there any staffing changes?

The omnipresent need to replace retirements and resignations still exists in counseling. As of this date, there have been 4 unresolved retirements/resignations. Additionally, one full-time counselor has been teaching psychology rather than serving in their primary assignment. Part-time counselors are being hired as needed to fill gaps.

- What were your program successes in your area of focus last year?

Students in PD courses are now required to complete a comprehensive student education plan in order to pass the course. Communications with Latino identifying males have increased, with targeted events organized and conducted by retention specialists such as viewing a soccer match and requiring either proof of a CSEP or making an appointment to obtain one for

admittance. Additionally, retention specialists have been sending targeting text and email messages to Latino identifying males who have yet to complete a CSEP.

## **Area of Focus Discussion Template**

### **EDUCATION AND INDUSTRY PARTNERSHIPS**

**Education and Industry Partnerships** – review relationships with four-year institutions including preparation for transfer and changes in major requirements assess employment as well as review employment and the needs of employers and regional partners. Sample activities include the following:

**Possible topics:**

- Review relationships with partner organizations and institutions.
- Review relationships with inter-departmental areas.
- Assess partnerships with high schools and other institutions
- Gather feedback on practices from other institutions and professional development opportunities like conferences and summits.

1. What data were analyzed and what were the main conclusions?

**Data**

Data for this year's program review was focused on Transfer Data using data from Data Vista, the California Community College's (CCC) repository for Vision 2030. Transfer data was obtained for the entire state (Table 1.1) and the following CCC Districts; Allan Hancock College District (Table 1.2), San Luis Obispo County Community College District (Table 1.3), Hartnell Community College District (Table 1.4), and Santa Barbara Community College District (Table 1.5). Besides Allan Hancock College District, the Santa Barbara and San Luis Obispo Community College Districts were chosen due to their proximity. The final District, Hartnell, was chosen due to its similar size, demographics, and agricultural based community.

**Table 1.1**

**Statewide**

<b>TRANSFERRED TO A FOUR-YEAR DATA</b>		
<b>Student Population</b>	<b>% of Transfer Students for 2018-19</b> (Baseline Year) (2018-2019)	<b># of Transfer Students for 2018-19</b> (Baseline Year) (2018-2019)
<b>Overall Student Population</b>	29%	35,728
<b>Econ Disadvantaged</b>	28%	24,885
<b>First Generation</b>	23%	10,091
<b>Hispanic</b>	26%	14,616
<b>Male</b>	26%	14,779

**Table 1.2**

**Allan Hancock**

<b>TRANSFERRED TO A FOUR-YEAR DATA</b>		
<b>Student Population</b>	<b>% of Transfer Students for 2018-19</b> (Baseline Year) (2018-2019)	<b># of Transfer Students for 2018-19</b> (Baseline Year) (2018-2019)
<b>Overall Student Population</b>	25%	266
<b>Econ Disadvantaged</b>	24.5%	231
<b>First Generation</b>	21.7%	107

<b>Hispanic</b>	23.1%	159
<b>Male</b>	23%	117

**Table 1.3**

**San Luis Obispo**

<b>TRANSFERRED TO A FOUR-YEAR DATA</b>		
<b>Student Population</b>	<b>% of Transfer Students for 2018-19</b> (Baseline Year) (2018-2019)	<b># of Transfer Students for 2018-19</b> (Baseline Year) (2018-2019)
<b>Overall Student Population</b>	32%	298
<b>Econ Disadvantaged</b>	29%	169
<b>First Generation</b>	19%	39
<b>Hispanic</b>	32%	91
<b>Male</b>	27%	122

**Table 1.4**

**Hartnell**

<b>TRANSFERRED TO A FOUR-YEAR DATA</b>		
<b>Student Population</b>	<b>% of Transfer Students for 2018-19</b> (Baseline Year) (2018-2019)	<b># of Transfer Students for 2018-19</b> (Baseline Year) (2018-2019)
<b>Overall Student Population</b>	30%	269
<b>Econ Disadvantaged</b>	29%	214
<b>First Generation</b>	30%	269
<b>Hispanic</b>	25%	78
<b>Male</b>	25%	105

**Table 1.5****Santa Barbara**

<b>TRANSFERRED TO A FOUR-YEAR DATA</b>		
<b>Student Population</b>	<b>% of Transfer Students for 2018-19</b> (Baseline Year) (2018-2019)	<b># of Transfer Students for 2018-19</b> (Baseline Year) (2018-2019)
<b>Overall Student Population</b>	21%	445
<b>Econ Disadvantaged</b>	21%	324
<b>First Generation</b>	18%	80
<b>Hispanic</b>	22%	125
<b>Male</b>	20%	197

**Main Conclusions:**

Data for this review displays an opportunity for intentional outreach for all students, but some specific populations on the AHC campus. When compared with the entirety of the CCC system, both Hartnell and San Luis Obispo have a higher percentage of transfer in overall transfer rates and economically disadvantaged populations. Hartnell does exhibit higher rates when compared with statewide averages in all metrics but Hispanic and Male students, where they lag by 1 percentage point. Both Allan Hancock and Santa Barbara a lower than the state averages on all metrics.

Hartnell's perceived success could be due to their proximity to California State University (CSU), Monterey Bay, a university well known for their relative ease of admissions when compared with other CSUs. While the other three CCC Districts all have either CSUs or Universities of California (UC) within proximity, the admissions criteria for California State Polytechnical University, San Luis Obispo (CPSLO) and the University of California, Santa Barbara (UCSB) have exhibited more stringent admissions policies. A 2024 study by Segovia and Cooper found that community college students who live in a region with a public university between 25 and 79 miles away have a 33% transfer rate, while those who live more than 80

miles from a university only have a 28% transfer rate (Segovia and Cooper, 2024). While this may be the case, Allan Hancock, San Luis Obispo, and Santa Barbara all fall below these figures.

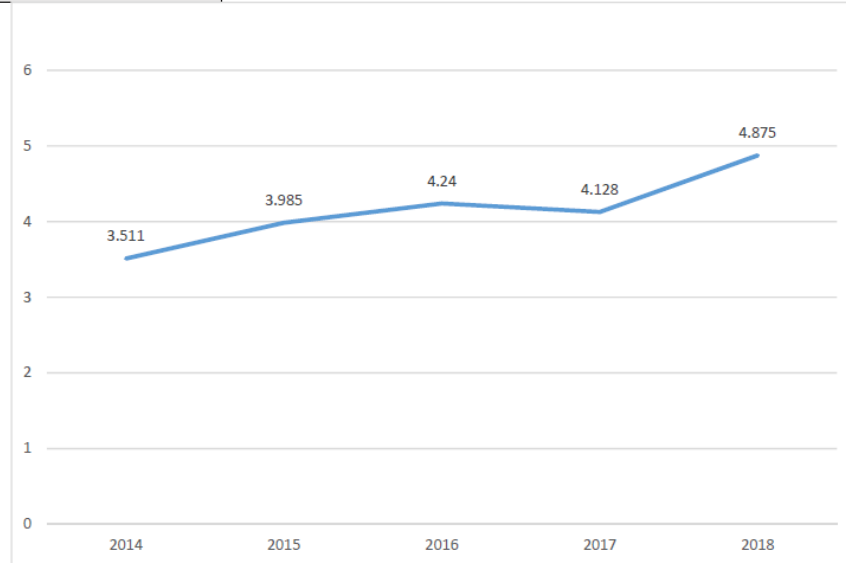
2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?
- The Transfer Agreement Guarantee (TAG) program has been a longstanding offer by the University of California that students can sign a contract with a UC to be guaranteed acceptance for a designated major.
    - Not all UCs or majors participate in this program. Majors can change from year to year.
    - Students must submit their TAG no later than third semester at AHC and are unable to do so due to lack of information within a tight timeline—the need to reach students early is challenging.
  - While the new effort by the CSUs to offer a guaranteed transfer is an excellent opportunity for students, the urgency of when students must commit to the Transfer Success Pathway (TSP) does create some problems. Currently, the TSP is due no later September 30<sup>th</sup> of a student’s first Fall semester at a community college.
    - Many students are undecided when they first enter a CCC and the TSP necessitates students declare a campus and major of study by this date.
    - Counseling support in the summer is limited due to current contractual alignment with programs that emphasize completion of requirements during the summer months.
  - New agreements between CPSLO and Allan Hancock College to offer bachelor’s Degrees in Sociology and Business Management may spur growth in the number of students that transfer, but they may also pull the students who already were eligible and planned on transferring from leaving the community – thus not demonstrating an increase in the number of students who transfer.
  - While over 60% of students enter AHC with a goal of transferring, the data shows this is not often the case.
  - Data from the 2019 UTC comprehensive program review suggests that students from this cohort took 4.8 years from their first college enrollment before meeting with a UTC counselor. This data is from 2019, and a request to Institutional Effectiveness was made to generate current data.

Table 2.1



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



### 3. What are your plans for change or *innovation*?

- General counseling, in partnership with the University Transfer Center began encouraging students in high schools to apply for the TSP in Spring 2025 during the Launch to College Events. Moving forward, the UTC plans on offering TSP focused workshops in the summer and fall 2025 as well as at local high schools in Spring 2026. These workshops will have a community focus where students and their parents are invited to attend. Further, these workshops could be done either just for AHC or in collaboration with local CSUs and UCs.
  - A partnership with financial aid at AHC will be fostered and a main subject of these workshops will be how financial aid is administered and applied once a student transfers to the four-year from AHC.
- While general counseling is focused on SEPtember in fall 2025, any student with the goal of transferring or earning an associate degree for Transfer (ADT) will also be provided information on the TSP and guided to workshops provided by the UTC so they can complete their TSP application.
- With the rise of online education, many counselors report they would like to know more about these programs, their cost of attendance, and opportunities for our AHC Students. To aid in this, counselors each counselor from the UTC and general counseling

will select or be assigned one university to research and present their findings based on a template. Results of their findings will be presented to the group and then compiled in a comprehensive PowerPoint for use with students in either one-on-one counseling sessions or an online workshop setting.

- The recent rise in new programs such as Cybersecurity and Radiology preparation have led to the creation of new courses that could benefit some students who wish to transfer to a university rather than receive a certificate through AHC. Further collaboration is needed with departments via the counseling liaison roles and AP&P representatives to encourage these departments and our articulation officer to seek agreements with four-year universities so these courses can be used for major preparation thus solidifying existing agreements or creating new avenues for transfer.
  - Additionally, the counseling department is requesting to be included in the decision making or discussions regarding additional 2+2 programs being offered at AHC.
- With the advent of CCAP and the rise in concurrent enrollment, the need for AHC counseling support at the high schools is increasing exponentially. Dedicated counseling positions whose sole purpose is to offer AHC course and transfer planning at high school partner campuses is needed to alleviate the current strain on existing student services resources at AHC. These positions will collaborate with local high school counselors and foster a more seamless transition from the high school to AHC by providing CSEP creation for CCAP students, explaining the transfer process, and recommending courses currently being taught at the high schools. Additionally, the need to bring back the now defunct Bridges to Success collaboration meetings will allow for AHC and counselors at the high schools to increase the current levels of communication and dissemination of knowledge to current and prospective students.

4. How will you *measure* the results of your plans to determine if they are successful?

- Since the cohort data provided by the CCC is based upon a 6-year timeframe, actual complete results of efforts completed in the 2025-2026 academic year and beyond will not be available until 2031-2032. However, in the short-term, surveys on student knowledge of transfer opportunities can be developed and compared to previous workshop surveys. Transfer workshop student attendance numbers and finally overall number and percentage of transfer students per year must be analyzed annually to see if these efforts had any impact.
- Additionally, data used in the 2019 UTC report (Table 2.1) will be re-evaluated on a bi-annual basis to see if these methods are promoting student utilization of the UTC.

## References

Segovia, D., & Cooper, D. (n.d.). Distance Matters: Exploring Geographic Barriers to Transfer for California Community College Students. *Exploring Geographic Barriers to Transfer*, November 2024.

New Program Planning Initiative (Objective) – Core Topic Only	
<b>Title (including number):</b>	Increase transfer rates
<b>Planning years:</b>	<i>(The academic years this will take to complete) 25-26 through 30-21</i>
<p align="center"><b>Description:</b></p> <p><i>(A more detailed version of initiative. Please include a description of the initiative, why it is needed, who will be responsible, and actions that need to happen, so it is completed.)</i></p> <p>Joint efforts between student services and instructional faculty to bring awareness of transfer opportunities. Additionally, marketing of these transfer opportunities to students who are matriculating from high school, while they are in high school.</p> <p>Marketing of the TSP and TAG via the UTC and general counseling. Via classroom presentations, workshops, social media, and campus posters.</p> <p>Hiring of PT counseling faculty at the high schools to create CSEP for CCAP students and make them aware of their path to transfer from Allan Hancock College while they are in high school.</p> <p><b>What college plans are associated with this Objective? (Please select from the list below):</b></p> <p> <input type="checkbox"/> <input type="checkbox"/>  <input checked="" type="checkbox"/> <b>Ed Master Plan</b>    <input checked="" type="checkbox"/> <b>Student Equity Plan</b>    <input checked="" type="checkbox"/> <b>Guided Pathways</b>    <input checked="" type="checkbox"/> <b>AB 705/1705</b>  <input type="checkbox"/> <b>Technology Plan</b>    <input type="checkbox"/> <b>Facilities Plan</b>    <input type="checkbox"/> <b>Strong Workforce</b>    <input type="checkbox"/> <b>Equal Employment Opp.</b>  <input type="checkbox"/> <b>Title V</b> </p>	

Program Review Signature Page:



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# Program Review\_General Counseling\_2024-2025\_05.21.2025

Final Audit Report

2025-06-09

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