
Student Services Program Review Annual Update – Form



**Allan Hancock College Program Review-Student Services Division
2020 –21 Annual Update**

Date:	April 5, 2021
Program and Department:	University Transfer Center
Additional programs included in this review:	n/a
Date of last comprehensive review*:	Spring 2020
Submitted By:	Ashley Brackett & Maria Arvizu-Rodriguez
Attachments:	<input type="checkbox"/> Advisory Board Meeting Minutes/Recommendations <input type="checkbox"/> 6-year assessment plan <input type="checkbox"/> Other:

*Copies of the Comprehensive program reviews can be found in the Program Review matrix. These will list the date when they were submitted.

I. Program Mission/Goal

Explain how the program mission aligns with the [college 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.

The University Transfer Center supports the mission of the college by providing opportunities for students to engage in transfer related activities and resources, such as university tours, transfer planning and advising, workshops and connections to four-year universities.

II. Program Accomplishments

Please summarize your program accomplishments, successes, and highlights for the year, and describe how it supports the college's [strategic goals](#).

The University Transfer Center successfully managed service delivery during the world-wide COVID 19 pandemic by converting all workshops to remote format. Workshop service delivery was not interrupted but improved. For example, current workshops are not only presented live via Zoom by a transfer counselor but are also recorded and available at the UTC website for students to access and peruse at their own convenience. Many students have shared that they were able to view the recording and review that handouts, which were also posted on our website, and thus were able to take advantage of the information presented at a workshop they otherwise would have been able to attend. The number of workshops of the same type was also streamlined slightly and more workshop topics were added. The UTC approach to serving students undoubtedly enhanced the ability for students to feel connected even despite the pandemic restrictions, to continue to be engaged and supported in their transfer preparation, to be directed especially in times of uncertainty and to nurtured and reminded that they *can* achieve their transfer goals

III. Program Challenges

Please summarize your program challenges for the year.

The most recent challenge has been the world-wide pandemic that has left staff, faculty and students working and attending school from home. The UTC had to completely change modes of delivery for students, as well as provide

more consistent updates via the website, email blasts and social media. While the transition to remote work has proven to provide additional modes for students to reach counselors and staff, the UTC remains a department that is lacking adequate staffing to serve the needs of AHC's population. The UTC functions with only two full-time counselors under 175-day contracts. Part-time help is sporadic at best, often only offering minimal hours of additional counseling during peak transfer seasons- which has become more and more year around. With the increase of student's indicating transfer as a goal and student needs increasing (some due to the pandemic and some from typical student issues), the amount of counseling hours needs to increase within the UTC. The UTC does have one full-time technician as support staff, however additional administrative support is greatly needed. The UTC lacks the services of a Director/Coordinator position. This leaves the UTC leaning on the support staff of the one full-time UTC technician, as well as the counselors. The UTC cannot successfully keep up with the number of activities, workshop and planning without the support of a coordinator. In order to meet the needs of the student population, the UTC must hire more counselors, as well as support staff.

IV. Online Services & Service Locations:

List the services offered online and at other district locations.

The UTC offered over 35 workshops on line; coordinated and offered one-on-one appointments for students with university representative from across the state; supplied Zoom counseling appointments; university application review sessions as well as Q and A sessions and served as liaison for statewide college fairs that were promoted amongst and attended by District students.

Compare the accessibility and effectiveness of these services and how they are equitable compared to the services offered at the primary campus.

All UTC services are open, promoted and designed to and for ALL district students. In addition, special efforts are put in place to reach out to disproportionately impacted populations. For example, UTC counselors collaborated with programs such as EOPS, CAN, Veteran's Success Center, AIM, Dream Center and LAP to ensure that the populations they serve receive special opportunity to connect and engage with the UTC.

V. Learning Outcomes

A. Program Outcomes

Check here if any Program Learning Outcomes (PSLO) changes were approved by your department in 2020.

Please list any new or revised program outcomes (PSLO). Describe what changes were made by listing the new/modified program outcomes and the old program outcomes.

n/a

B. Student/Service Learning Outcomes

Check here if any Student Learning Outcome (SLO) changes were approved by your department in 2020.

Please list any new or revised student learning outcomes (SLO). Describe what SLO changes were made by listing the new/modified SLO and the old SLO.

While going through Program Review, the UTC did slightly modify a number of the SLOs for the department. See attached list of current UTC SLOs, as well as changes to SLOs listed below.

SLO 1

Original: Students will be able to identify a transfer goal to develop a student educational plan (SEP).

Modified: Students will identify a transfer goal to develop a Comprehensive Student Education Plan (SEP).

SLO 2

Original: Students will be able to navigate online transfer resources (i.e. assist) to identify at least one university that offers their major.

Modified: Students will learn the step-by-step process to navigating www.ASSIST.org.

SLO 3

Original: Students will be able to identify and assess if a university is a good fit for them.

Modified: Students who attend a university road trip will identify at least three positive impacts from attending the trip.

SLO 5

Original: Students will identify a personal transfer timeline to their selected university.

Modified: Students who attend an application workshop will submit their university application by the designated deadline.

SLO 6

Original: Students will complete the appropriate application for a given university.

Modified: Students will know the transfer application timeline.

C. Mapping

Review current mapping and list any changes made on your SLO or PSLO. You may attach an elumen summary map report with marked changes or if mapping changes were already made please indicate when and how the changes were made.

N/A if no changes are needed.

N/A

VI. Assessment Data

A. eLumen Report Analysis

Summarize the student learning outcomes that has been assessed this past year (what were they, how were they assessed, and what were the notable results).

We assessed SLO5 - Students who attend an application workshop will submit their university application by the designated deadline in the fall. We assessed it by sending a survey to all students who attended UTC workshops in the fall and asking them if they submitted a university application on time. Although we found that a significant percentage (over 92%) of the students reported having submitted an application on time, we found that the survey questions need to be improved next time around. We also discovered that to truly arrive a valid responses, we need to request student H number (or at least their last four digits).

We are currently in the process of finalizing assessment for SLO 1: Students will identify a transfer goal to develop a Comprehensive Student Education Plan (SEP).

Provide examples about how the faculty/staff use or have used data to change or improve services and delivery method.

We are in the process of updating the survey for next time around. We have also solicited more assistance from counseling faculty to ensure that there is enough support at the workshops and adequate amounts of application review appointments to ensure that students are able to submit their applications on time. At this point, although we have not seen the full data to be able to measure SLO 1, we have learned that we need to follow-up on all students who indicated transfer as goal on their CCC Apply (admissions application) starting in the fall and not wait until the spring to do so.

B. Service Quality and Institutional Effectiveness

Dissemination Plan (the process for sharing these assessment results):

The UTC assessment results are discussed by the UTC team and shared with the Dean of Counseling as well as counseling faculty and other constituencies as needed.

Service Quality Plan (describe your program use of assessment data to improve services & student learning):

Program assessment results are discussed at UTC team meetings and used formatively to inform future program planning.

Six-Year Plan (brief update of your current 6-year plan progress):

Outcomes measured and the data obtain from that process is being collected and prepared for inclusion into the longer 6-year assessment process. The UTC just completed its 6-year Plan in the past academic year and the team is staying abreast of possible changes to the Planning process.

VII. Internal/External Conditions

Quantitative and Qualitative Data

Summarize major trends and opportunities that have emerged in the program.

With the global pandemic affecting modes of delivery, there is a trend with students interested in pursuing online degree programs. Some students have returned to school simply because they can pursue their education with online options. There has been an increase in programs and campuses offering more online/remote options.

With the move to remote learning, the UTC has also had the opportunity to offer workshops via zoom. This trend has allowed for students to attend from any location and because the zoom sessions are recorded, a student is able to review the information later if they were not able to attend the original time.

Transfer continues to be a difficult path to navigate, and requirements change yearly, along with acceptance rates. The process of transfer has become more complicated over the years, which has led to the need of even more counseling assistance for students. The UC system has tried to increase transfer rates, allowing for more opportunities for Allan Hancock College students. However, the challenge has been getting students interested in applying to UC campuses. Cost is often a factor that prevents students from applying to UC campuses. Another factor is that not all majors are offered at UC campuses. According to the UC Data Share resource, AHC hovers around 190 applicants to the UC system each year, compared to the CSU where AHC sees about 400 students enroll each year.

Statewide, applications to the University of California (UC) have increased over the past year with a 7.5% increase in applications from fall 2020 to fall 2021 (UC update TCD Regional Rep meeting, March 2021). The California State University (CSU) saw a decrease in applicants for the fall 2021 application season. However, Cal Poly San Luis Obispo (local CSU to AHC) saw a 4% increase in applications for fall 2021 (<https://ktla.com/news/california/uc-enrollment-soars-cal-state-tumbles-as-covid-19-upends-college-application-season/>).

List all internal conditions that have influenced the program in the past year. You may also list any changes in technology, budget, staffing, resources, enrollment management, or facilities issues, etc.

As mentioned above, the largest change to the campus has been the global pandemic of Covid 19. This has completely changed how the UTC offers services. With this change to remote-only access, it is assumed that not all students are being served in the manner that they prefer. Enrollment is also down at AHC which will likely affect transfer student numbers.

While the UTC budget has remained steady, most transfer related resources are funded through equity initiatives provided by the Dean of Counseling.

Staffing continues to be a challenge as the UTC does not have adequate staffing to serve the needs of all AHC students who have an interest in transfer. The UTC continues to be staffed by one full-time UTC technician, two full-time counselors (175 day contract), 1 peer advisor and two student workers. The UTC does not meet minimum program standards as set by the state. Each year, AHC receives funding from the state to maintain Minimum Program Standards (implemented in spring 1995). Along with other requirements, these standards include the staffing of at least one full-time counselor/coordinator. The UTC still lacks a director/coordinator position, which leaves the current staff scrambling to complete all regular duties, as well as coordinate and run the UTC. Without this position, the UTC is currently out of compliance with the state standards for a Transfer Center.

VIII. Status of Final Plan of Action

Summarize the progress made on the recommendations from your last 6-year program review plan of action.

EXISTING Recommendations	STATUS
Follow up with students who indicated transfer as educational goal on their CCC Apply .	Implemented this spring 2021, pending data results.

List any new or modified recommendations below, including rationale for these in the table below.

ADDITIONAL Recommendations to Plan of Action	Rationale
Increase the number of virtual university rep visits.	District’s remote location; create more awareness for disproportionate populations; increase equity in transfer opportunities.

Continue to offer remote Zoom based workshops.	Convenience for students which yields higher engagement and connectedness to transfer information.
Continue to follow-up on students who indicated transfer as their educational goal on their CCCOpen application.	Encourage them to meet with counselor to complete a comprehensive SEP and to engage with UTC early on in their AHC career.

MODIFIED Recommendations to Plan of Action	Rationale
N/A	

IX. Request for Resources

Type	Item and Need	Justification	<u>Strategic Goal</u> and <u>Educational Master Plan</u> Alignment	Est. Cost	Requested Previously
Facility Needs					<input type="checkbox"/> Yes No <input type="checkbox"/>
Technology Needs	<u>Mics for zoom sessions</u>		<u>Goal SL21, SLS2, SLS3, SLS4, SLS7</u>	<u>\$500</u>	<input type="checkbox"/> Yes No <input type="checkbox"/>
Staffing Needs	<u>Full-time Transfer Center Counselor/Coordinator</u>		<u>Goal SLS2, SLS3, SLS4, SLS5, IR1</u>	<u>\$100,000</u>	<input type="checkbox"/> Yes No <input type="checkbox"/>

	<u>Full-time UTC LVC counselor</u>			<u>\$100,000</u>	<input checked="" type="checkbox"/> Yes No <input type="checkbox"/>
	<u>Part-time counseling faculty (2 needed)</u>			<u>\$100,000</u>	<input checked="" type="checkbox"/> Yes No <input type="checkbox"/>
	<u>UTC peer advisors (2 needed)</u>			<u>\$25,000</u>	<input checked="" type="checkbox"/> Yes No <input type="checkbox"/>
	<u>Transfer outreach/in reach specialist</u>			<u>\$50,000</u>	<input type="checkbox"/> Yes No <input checked="" type="checkbox"/>
Equipment (non-technology)					<input type="checkbox"/> Yes No <input type="checkbox"/>
Other Resources	<u>Development of transfer outreach video</u>	<u>An outreach tool to be used to share information about transfer services at AHC</u>	<u>Goal SL21, SLS2, SLS3, SLS4, SLS7</u>	<u>\$200</u>	<input type="checkbox"/> Yes No <input type="checkbox"/>