

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name __University Transfer Center (UTC)_**Academic Year** 2023-2024

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

The UTC mission remains the same. UTC continues to serve current students, as well as high school students who have an interest in coming to Allan Hancock College (AHC).

Our mission is 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.

2. **Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)**

- Creation and implementation of the inaugural Transfer Student Summit which served over 100 new and continuing students.

Learning Outcomes Assessment

- a. **Please summarize key results from this year's assessment.**

SLO 4 was assessed: SLO4 – Students will access the University Transfer Center to obtain support in navigating the transfer process.

The UTC looked at fall 2023 and spring 2024 student contacts regarding student appointments, drop-ins, workshops, and kiosk check-ins. In looking at the data, we found that spring had more contacts overall. This was a surprising finding considering fall is a usually a busier time in relation to transfer needs. The UTC expected to see more contacts in fall versus spring. The “kiosk” check-in did decrease in numbers from fall to spring. However, appointment/drop-in contacts were up in numbers. This could indicate that the nature of student needs is becoming more complex.

- b. **Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.**

While there could be a variety of reasons for the increase in contracts in the spring over the fall, a few items were discussed.

The UTC hosted its first ever Transfer Summit in February 2024. The event was well attended and brought attention to both transfer resources and information. The exposure could have helped increase student traffic in the Center.

Universities continue to have more complex requirements and processes, therefore increasing the need for transfer support.

The economic downturn has brought more financial concerns to students and their families.

This coupled with the significant changes to the FAFSA/CADA application process for applying (especially for mixed-status students), may have contributed to the increased need for transfer support in the spring term.

The UTC counselors also made themselves available at the LVC regularly, and this may have also contributed to the higher number of student contacts.

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

After reviewing the data collected for fall 2023 and spring 2024, the team has concluded that we need to ensure that consistent data is collected year to year. For example, for the 2022-23 data, the number of student contacts was generated in one total figure whereas for the 2023-24 year, the data was made available to the team by term. This allowed us to compare term-to-term changes but not year-to-year changes.

The UTC will also change how students are exposed to and served by the UTC. A significant change planned will be to continue to grow the Transfer Student Conference implemented in spring 2024, which was a successful, high-impact event. The demand for transfer support will only increase given the student contact increase trend we have seen this year, therefore more counseling hours and high impact programming will be needed.

Other high-impact interventions planned will be faculty invites to provide increased classroom visits and transfer presentations at local high schools.

The UTC also needs a Transfer Canvas course as this has been implemented at many other CCCs and has been found to serve as a successful, high impact intervention for transfer support. Additional funding for staff time to support this effort will be necessary in order to implement this change.

With the demand for more counseling hours, a full-time counselor/coordinator is needed to serve the needs of the UTC.

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

See attached updated 6-year plan.

3. Were there any staffing changes?

- The UTC lost our temporary full-time program assistant, as the student transferred to a university. The UTC hired another temporary program assistant, but it was only approved through the end of the spring semester.

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

- The first cohort was accepted into the Cal Poly, SLO @ AHC Sociology program.
- Increase in completed Student Education Plans for transfer students.
- Hosted first ever Transfer conference for AHC students and faculty "Transfer Summit."
- Increased contacts from fall to spring semester
- Had more high school visits (transfer presentations)
- Collaborated with CAN program to offer a new scholarship workshop.

CTE two-year review of labor market data and pre-requisite review

5. Does the program meet documented labor market demand?

6. How does the program address needs that are not met by similar programs?

7. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

8. Have recommendations from the previous report been addressed?

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics**. *This section is only used if there are new planning initiatives and resources requested.*

Sample:

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number):	<i>ER Obj-2 Video Speeches for Student Learning and enhancement</i>
Planning years:	<i>(The academic years this will take to complete) 2021-22 to 2024-25</i>
Description:	
<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>	
The success levels of our courses have indicated that students need to be able to review their own speeches. Videotaping the student’s speech provides a very constructive approach to review and improve their oratory skills.	
What college plans are associated with this Objective? (Please select from the list below):	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705 <input type="checkbox"/> Technology Plan <input checked="" type="checkbox"/> Facilities Plan <input type="checkbox"/> Strong Workforce <input type="checkbox"/> Equal Employment Opp. <input type="checkbox"/> Title V	

Resource Requests: Please use the Resource Request Excel template located on the Program Review web page to enter resource requests for equipment, supplies, staffing, facilities, and misc. resources needed. Send completed excel document along with completed program view core topic for signature.

Dept	Program	Source	Year	Initiative (Objective) Reference	Resource Need	Requested Item(s) Please include per item
English	English Rhetoric	Yearly Planning and Core	2022-2023	ER OBJ - 2	Equipment	- /ideo cameras \$600 each

New Program Planning Initiative (Objective) – Yearly Planning Only	
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Area of Focus Discussion Template

ENROLLMENT TRENDS AND EFFICIENCY

Enrollment Trends and Efficiency – look for areas of growth or decline, relationship to the college and similar programs, and head count (enrollment and full-time equivalents for students and full-time equivalents faculty). Sample activities include the following:

Possible topics:

- Analyze any quantitative data collected.
- Assess departmental metrics that are pertinent to the program mission.
- Conduct surveys for customer satisfaction, and accomplishment of goals.

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

The UTC looked at fall 2023 and spring 2024 student contacts regarding student appointments, drop-ins, workshops and kiosk check-ins. In looking at the data, we found that spring had more contacts overall. This was a surprising finding considering fall is generally a busier time in relation to transfer needs. The UTC expected to see more contacts in fall versus spring. The “kiosk” check-in did decrease in numbers from fall to spring. However, appointment/drop-in contacts were up in numbers. This could indicate that the nature of student needs is becoming more complex. While there could be a variety of reasons for the increase in contracts in the spring over the fall, a few items were discussed.

- The UTC hosted its first ever Transfer Summit in February 2024. The event was well attended and brought attention to both transfer resources and information. The exposure could have helped increase student traffic in the Center.
- Universities continue to have more complex requirements and processes, therefore increasing the need for transfer support.
- The economic downturn has brought more financial concerns to students and their families. This coupled with the significant changes to the FAFSA/CADA application process for applying (especially for mixed-status students), may have contributed to the increased need for transfer support in the spring term.
- The UTC counselors also made themselves available at the LVC regularly, and this may have also contributed to the higher number of student contacts.

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?

While it is a positive sign to have more students seeking transfer counseling, as the student demand grows, the UTC is lacking growth in terms of transfer support. There are only two full-time transfer counselors housed in the UTC and thus, not enough counseling hours to meet the number of students who have identified transfer as a goal. The part-time counseling hours

provided are also limited year to year and are not consistent. Transfer is a complex area of academic planning and while other counselors do assist with transfer-based appointments and drop-ins, there is a need for more professional development to keep all general and other counselors up to speed with the constant changes in information, new mandates and requirements.

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

After reviewing the data collected for fall 2023 and spring 2024, the team has concluded that we need to ensure that consistent data is collected year to year. For example, for the 2022-23 data, the number of student contacts was generated in one total figure whereas for the 2023-24 year, the data was made available to the team by term. This allowed us to compare term-to-term changes but not year-to-year changes.

The UTC will also change how students are exposed to and served by the UTC. A significant change planned will be to continue to grow the Transfer Student Conference implemented in spring 2024 which turned out to be a successful, high impact event. The demand for transfer support will only increase given the student contact increase trend we have seen this year, therefore more counseling hours and high impact programming will be needed.

Other high impact interventions planned will be invites to faculty to provide increased visits to classrooms as well as transfer presentations at local high schools.

The UTC also needs a Transfer Canvas course as this has been implemented at many other CCCs and has been found to serve as a successful, high impact intervention for transfer support. Additional funding for staff time to support this effort will be necessary in order to implement this change.

With the demand of more counseling hours, a full-time counselor/coordinator is needed to serve the needs of the UTC.

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

The UTC will continue to request fall and spring contact numbers to compare year to year and not just semester to semester.

The UTC will continue to provide an annual Transfer Conference for broader support to more students and for awareness of the Center. The number of attendees will be tracked and so will their use of the UTC post the event.

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

1. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)
2. Are there specific recommendations regarding the core topic responses from the validation team?

Based on the narratives for the prompts above, what are some program planning initiatives (objectives) and resources needed for the upcoming years? Use the tables below to fill in **NEW** planning initiatives. ***This section is only used if there are new planning initiatives that pertain to the Core Topic only.***

Sample:

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<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>	
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New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	ER: Obj 1 New Transfer Canvas Course
Planning years:	2 years
Description:	
<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>A transfer Canvas course will provide accurate and timely information and support to students' transfer needs. Students will opt into the appropriate Canvas shell (e.g., new student with less than 30 units, students "at the gate," ready to transfer, etc.). The UTC will ensure that this Canvas course is promoted, updated, and kept up to date. The Canvas course will be used to disseminate information, communicate with students, and provide quick, timely answers to students' transfer-related questions. This Canvas course is needed because it will help our college to assist more students in a timely, accurate and efficient manner. The Canvas course will make a positive impact on the number of students who transfer to a university. To implement this objective, the UTC will need an additional staff and/or faculty member. It is recommended that a staff member be hired at a Program Assistant level to help create and maintain this Canvas shell.</p>	
<p>What college plans are associated with this Objective? (Please select from the list below): <i>*All these college plans with the exception of "Facilities Plan" will be impacted by this objective. *</i></p>	
<input type="checkbox"/> Ed Master Plan <input type="checkbox"/> Student Equity Plan <input type="checkbox"/> Guided Pathways <input type="checkbox"/> AB 705/1705	
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New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	ER OBJ – 2 Full-time faculty counselor/coordinator for UTC
Planning years:	2 years
Description:	
<p>The UTC lacks a program director/coordinator to facilitate all the needs of the transfer center (events, liaison to universities and high schools, trips, etc.) The UTC needs a full-time counselor that can also serve as the coordinator for the center.</p> <p>Plans associated with this goal include ED Master Plan, Student Equity Plan, Guided Pathways, AB 705/1705.</p>	
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What college plans are associated with this Objective? (Please select from the list below):

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Program Review Signature Page:

Program Review Lead

Date

Program Dean

Date

Vice President, Academic Affairs

Date