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_____ _Ashley Brackett_ _____ Aug 30, 2023
                      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   Benjamin Britten   Benjamin Britten (Aug 30, 2023 17:35 PDT)   Aug 30, 2023
                      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   Yvonne Teniente   _Yvonne Teniente_   Aug 31, 2023
                      Name   Signature   Date
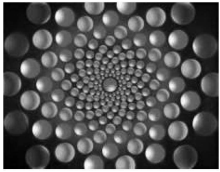
ASSESSMENT SCHEDULE

6 Year

Program: University Transfer Center Fall 2019-Spring 2025

Use one row for each Program and Course SLO

SLO	To be assessed in semester:	Assessment method (s)	Resources needed to conduct assessment & notes	Individual responsible for Improvement Plan	Date to complete review
SLO 1: Students will develop a Comprehensive Student Education Plan (SEP) to meet their transfer goal.		A list of new students who have identified transfer as their goal will be generated in early December. A list will be generated to determine who has a comp SEP. 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 at least 85% of the group now has a completed SEP.	Counselors, office space, scheduling grid, Degree Works, staff to collect data, IE support	Ashley Brackett Maria Arvizu-Rodriguez	June 2021 June 2023
SLO 2: Identify males of color and provide targeted outreach to increase engagement with the university transfer center.		Review numbers of males of color who have made contact with the UTC prior to the intervention and review numbers post-intervention. Intervention will include utilizing	Counselors, workshop location, scheduling grid, staff to collect data, survey, computers, printing resources and Hancock Hello event	Ashley Brackett Maria Arvizu-Rodriguez	January 2021 June 2024

successnet to reach out to target population. Other mechanism for outreach will include connecting with Male Support Group, male sports teams and academic programs with high male populations.				June 2020 January 2023
SLO 3: Students will learn how to utilize key transfer tools such as assist.org, transferbound, university selection criteria webpages and cvc.edu.	TBD	Counselors, survey, transportation, staff to collect data, funding for UTC road trips	Ashley Brackett Maria Arvizu-Rodriguez	June 2020 January 2023
SLO4 – Students will be able to identify different transfer opportunities and possibilities available.	Pull list of students who have not identified transfer as a goal or do not have a transfer SEP. Send a targeted email encouraging them to schedule an appointment with a transfer counselor. Pull report to see who connected with the UTC, changed to a transfer SEP and/or changed to a transfer program goal.	Communicate to all counselors the importance of completing C-SEPs with "transfer" at the beginning of the title.	Ashley Brackett Maria Arvizu-Rodriguez	January 2020 June 2021

YEARLY PLANNING DISCUSSION TEMPLATE
General Questions

Program Name University Transfer Center (UTC) **Academic Year** 2022-2023

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? (e.g., new courses, degrees, certificates, articulation agreements)

   The UTC, in collaboration with Academic Affairs, has worked with our neighboring college, Cal Poly, SLO to offer a new 2+2 bachelor's degree in Sociology. The first wave of students will apply during fall 2023 for fall 2024 admission.

   The UTC also collaborated with representatives from Cal State Channel Islands to offer the first on-the-spot admissions effort. In addition, that collaboration led to close work in launching the new CSU systemwide Transfer Pathway Success Initiative.

   Learning Outcomes Assessment

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

   In spring 2023, we assessed SLO 1: Students will develop a Comprehensive Student Education Plan (C-SEP) to meet their transfer goal.

   The UTC found that there was an increase in students who have a C-SEP amongst the students who met with UTC counselors.

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

   The UTC is noticing that students who have a C-SEP are transferring in a shorter time-period. They are also attaining AA and AS degrees at a higher percentage than previous years. Students are also incorporating major preparation into their C-SEPs at a higher rate than those that do not have a C-SEP. Transfer timelines have been positively affected by notations regarding admissions requirements and deadlines noted on students' C-SEPs.

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

We recommend that we continue to promote early C-SEP appointments, specifically for incoming Promise students. We also recommend that data be pulled regarding UTC students that do not have a C-SEP. We recommend reaching out to these specific students to encourage them to meet with a UTC counselor to develop a C-SEP. UTC counselors will make concerted effort to note whether a student they are working with has a C-SEP or not and get an appointment scheduled ASAP.

We also recommend an improved data access process for the UTC. The UTC team will benefit from data reports that are standard and ongoing in reference to success transfer metrics.

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

See attached updated 6-year plan for assessing SLOs.

3. Were there any staffing changes?

One counselor was on sabbatical for the fall 2022 semester. No other staffing changes occurred.

Ashley Brackett, UTC counselor, completed a sabbatical project during the fall semester. Recommendations from the project include:
- Create transfer-specific canvas page for direct outreach to students
- Utilize resources already established such as Successnet for student communication
- Work directly with established "Men's group" and other male dominant groups on campus
- Collaborate with instructional faculty to increase UTC knowledge within the classroom
- Increase the variety of opportunities for students to receive information (i.e., Zoom, online access to counselors, text notifications)
  Staffing needs
- Transfer Center coordinator/director
- Student Support Specialist
- Full-time counselor for LVC
- 2 Part-time UTC counselors
- 2-4 Transfer student peer mentors
  Additional recommendations for the UTC include:
- Hire 6 UTC ambassadors
- Create online tool for students to provide feedback/suggestions to the UTC
- Implement yearly Transfer Conference for new and continuing students

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

- Maintained highest transfer rate to Cal Poly, San Luis Obispo
- Transfer Day was offered in-person fall 2022 and served 202 students
- Co-hosted Fresno State admitted students' event for San Luis Obispo and Santa Barbara County students
- Offered in-person Transfer Star Signing Day for newly admitted transfer students
- Issued transfer certificates to 207 students who will be attending a university in the fall

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

5. Does the program meet documented labor market demand? N/A

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

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

8. Have recommendations from the previous report been addressed? N/A

PR_6-Year(UTC)_08.30.2023

Final Audit Report   2023-08-31

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Area of Focus Discussion Template
INNOVATIVE SCHEDULING

Innovative Scheduling embraces mapping, scheduling, and student outcomes. This focus includes a review of modalities, times, days, and sequence of courses. It supports areas of interest. It is based on student success, retention, and completion/graduation data. Sample activities include the following:

Possible topics:
- Analyze Staff and faculty scheduling
- Assess scheduling of meetings with students or meetings in general
- Examine scheduling of calendar events

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

The UTC looked at appointments offered. Since remote options were limited during the spring 2023 semester, it brought for a change in the environment of booking transfer appointments. Many students asked for remote but due to the college not allowing remote appointments, these students were forced to schedule in-person appointments. Sometimes, this led to the student not scheduling with a counselor at all.

We also saw a decrease in appointments scheduled during the spring semester. Even during covid years, the UTC maintained full schedules and being always booked. It was interesting to see the number of appointments that did not get booked. This was a rare occurrence so the only conclusion might be the lack of remote appointments being offered, which could have also been exacerbated by the decrease in overall enrollment.

The UTC only has 2 full-time counselors, so appointment times available to students are limited. The two counselors together equal a total of 50 hours per week of student service time. This service includes appointments, workshops, special events and classroom presentations.

The UTC has collected feedback over the years regarding workshop offerings. In planning workshops, the UTC does its best to offer a variety of days and times. When possible, the UTC will offer one workshop two separate times to offer one in person and one via zoom or at least on a different day of the week. The UTC also looks to offer a few evening options for workshops, as well.

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?

With limited to no remote appointments available in the UTC, this appears to be a challenge for students who find it difficult to get to campus for an appointment. The UTC is finding that some

students are scheduling appointments and requesting phone as a modality for meeting and then asking if the call can turn into Zoom when meeting with the counselor. There is clearly a greater need for Zoom counseling appointments. A challenge with workshop offerings is not being able to offer every day and time and some students are not able to attend due to work or school schedules. To remedy this, the UTC has worked to record as many workshops as possible to then post online for students to watch if they are unable to attend.

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

Starting in the fall semester, the UTC will offer a few hours per week of remote appointments. This will be very limited but will be a good start for students to have more access to a variety of appointment modalities. The UTC will also continue to offer remote options for workshops.

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

The UTC will look at a comparison from spring 2023 to spring 2024 in terms of appointments and workshops and determine if appointments are being filled. The same comparison can be made regarding workshops. The UTC will re-evaluate times and days that workshops are offered. A determination will be made if workshop offerings should be altered based on student attendance. A survey will also be conducted to ask students for feedback on workshops and to determine if more remote appointments are needed.

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)

NA

2. Are there specific recommendations regarding the core topic responses from the validation team?

NA

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and

planning initiatives. ***This section is only used if there are new planning initiatives and resources requested specific to this Core Topic.***

The tables below are to create objectives/planning initiatives that come from the discussion and narrative above.

Sample:

New Program Planning Initiative– Core Topic Only	
Title:	*Survey students who attend workshops*
Planning years:	2024-2025 to 2025-26

Description:
(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.)   We can learn a lot from the students who do attend the workshops offered by our program: how did they hear about the workshop, what compelled them to attend, etc. We can also send a survey out to all students who have indicated transfer as their educational goal and asks about days-times of the week that would work best for them as well as to provide brief information about the value to attending workshops.

Resources:
Priority Level: Low   __Medium__   High   **Resource Type:** Equipment   __Staff   Faculty__   Supplies and Materials   **Quantity:**   **Per Item Price:**   **Price with taxes/shipping, etc.:**   **Description:**   The UTC will need data and support from Institutional Effectives, along with support staff to assist with this initiative. Counseling faculty will also need to allocate some time to lead this project.

Program Review Signature Page:

Ashley Brackett *Maria Arvizu-Rodriguez (Nov 6, 2023 16:14 PST)*	Nov 2, 2023 Nov 6, 2023	
Program Review Lead	**Date**	

Yvonne Teniente
_____

Program Dean

Nov 6, 2023
_____

Date

Genevieve Siwabessy (Nov 13, 2023 20:53 PST)
_____

Vice President, Student Services

Nov 13, 2023
_____

Date

PrgmReview_UTC_2023-2024(InnovativeScheduling)_11.02.2023

Final Audit Report　　　　　　　　　　　　　　　　　　　2023-11-14

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