



Student Services and Administrative/Operational Annual Program Review and Planning Update Form Fall 2023

BACKGROUND:

Program review is an integral part of the campus planning process. As programs and areas monitor their progress on the current comprehensive four-year program review, changes in need and scope can be expected. This Annual PR Update form is designed to outline and request modifications to the current program review that occur between comprehensive four-year review cycles, as needed.

Examples of a requested change include new information such as action plans, outcomes modifications, personnel changes, technology needs, and capital expenditures requirements. As programs and areas monitor their progress on the previous comprehensive four-year program review, the form provides the basis to suggest a change in plans and processes to improve student success and institutional effectiveness.

DIRECTIONS:

This form shall be completed annually by **all** student services programs and administrative/operational offices.

- Programs or offices must submit their Annual Program Review Update form to their manager or dean by 5pm, Monday, November 27, 2023.
- Managers or deans will forward the completed form to the Program Review and Planning Committee Chairs by 5pm, Monday, December 4, 2023.
- Questions or concerns?
 - Committee contacts:
 - Co-chairs Mary Bogan (mbogan@fullcoll.edu) and Bridget Kominek (bkominek@fullcoll.edu)
 - Manager and classified professional representatives on the [Program Review and Planning Committee](#)
 - [Office of Institutional Effectiveness](#)

SUBMISSION:

Program: Transfer Center Division: Counseling Date: 11/27/23

We have reviewed our most recent self-study and **have not identified** any significant changes that necessitate resource requests for the upcoming academic year. *(Complete part 1 only)*

We have reviewed our most recent self-study and **have identified** significant changes that necessitate additional resource requests, which are attached in our submission. *(Complete parts 1 and 2)*

Principal Author Signature: *Cecilia Arriaza*
Date: 11/27/2023

Printed Name: Cecilia Arriaza

Manager or dean Signature:
Date:

Printed Name:

Part 1: Review of Data

List the outcomes from your Fall 2022 self-study. Which outcomes has your program assessed in the last year and/or which do you plan to assess in the coming year? What changes, if any, have been made to your program or outcomes as a result of outcomes assessment?

We have assessed intended outcomes #1-3 from our self-study and plan to assess outcome four next semester. However, we have not yet disaggregated the results by demographics. We plan to review disaggregated data next semester.

Below are the results so far:

	Intended Outcomes	Was the intended outcome met?	How/when was the data collected?	What did the results show?
1.	Students who attend our application workshops will report that they were “very helpful or moderately” to their application process.	Yes, at least 80% of students reported that these workshops were helpful to their transfer process.	A Qualtrics survey was distributed in January 2023 to Spring 23 and in June 2023 to Fall 23 transfer students. They were asked- “Please indicate how helpful you found these transfer services (from very helpful to not at all helpful) - Application Workshop Series (Part1-Part 4)”	84% of students (84 out of 100) reported that the workshops were either “very helpful” or “moderately helpful”.
2.	Students who attend transfer workshops will learn the minimum requirements for transfer admission to UC and CSU.	This outcome was partially met. The intended outcome was to have 80% of students answer all questions correctly on the post-workshop assessment. While all workshops showed significant increase in questions answered correctly in the post versus pre assessment, this outcome was achieved for the CSU workshops but not for the UC workshops.	Pre and Post workshop zoom polls were conducted during our 2024 Part 1 UC and Part 1 CSU transfer workshops July-September 2023 with questions related to transfer admission requirements.	CSU (Spring and Fall transfers): 80% of students (212 out of 265) students answered all questions correctly in the post workshop assessment. UC (fall transfers): Only 69% (38 out of 55 students) of students answered all questions correctly on the UC post workshop assessment.
3.	Students who attend transfer workshops will learn the UC and CSU application filing periods and deadlines.	Did at least 80% of students answer all questions correctly in the post assessment?	Pre and Post workshop zoom polls were conducted during our 2024 Part 1 UC and Part 1 CSU transfer workshops July-September 2023 with questions related to transfer application deadlines.	CSU (Spring and Fall transfers): 82% (113 out of 138) of students correctly answered questions regarding transfer deadlines correctly in the post-workshops assessments. UC (Fall transfers): 25 out of 33 (76%) students answered transfer application deadline questions correctly in the post-assessment.

These outcomes were measured this semester and we will be discussing the results as a team after the end of the semester.

Part 2: Additional Resource Request Reasoning and Support

For each request, complete steps A, B, and C.

Step A: Briefly describe the request.

We are requesting additional resources to fund the purchase of electronic devices and salary for a short-term Project Coordinator.

Step B: Answer the following questions:

1. Is it imperative that this resource request be processed now rather than during the next comprehensive program review? Why?

Yes, since the campus has re-opened after the pandemic, we have seen an increase in demand for our in-person services and we must also continue delivering our services online, essentially requiring us to be in both physical and virtual spaces at once. This requires additional staffing and portable electronic devices to have a presence across the campus (tabling) and to enhance our online presence (social media and Canvas). In addition, the new dual admission programs for the UC and CSU require that Fullerton College case manage new students who sign on to these agreements and report annually to the CCC Chancellor's office. This is a new initiative, and it directly impacts our Transfer Center staff and resources. The need for a staff member to focus on tracking student data, milestones and case management was identified in our Program Review strategic action plan #1. However, we cannot wait until our next program review cycle or until we hire a permanent staff member for this role as we are responsible for reporting on dual admissions students starting in December of this year.

2. How will this additional resource allocation specifically enhance your program's services, activities, processes, etc. to continue or improve student learning and achievement?

This additional resource allocation will enhance our ability to continue to meet students where they are- on campus or online. We have Transfer Ambassadors that set up tables in different areas of the campus and they need access to a portable device so that they can show students our website and online resources, sign students up for basic services, and to communicate with the team in the center via Teams chats. They also need access to an ipad in order to post on our social media without having to use their personal cell phones.

Getting on students' "radar" especially early on in their transfer journey is critical to ensure that students know about our services and are adequately supported and prepared for the transfer process.

- Is the resource request personnel-related? If so, please provide evidence to justify the requested positions such as retirements, program or office growth, or increased demand.

Included in this request is funding for a Project Coordinator (PC). This PC will keep track of students who sign on to the DAP (UC) and TSP (CSU) agreements, maintain a database, explore opportunities with Starfish, sign students up for transfer services and record data required for reporting to the CCC Chancellor's office. (Below is an excerpt from a Chancellor's office memorandum dated August 21, 2023). In addition, this position will be responsible for using Starfish to identify and keep track of student transfer milestones and assist us with Guided Exit priorities. It is increasingly important that we have a dedicated staff member to compile student cohorts, monitor progress during the application cycle, and report on transfer outcomes.

***Cohort Monitoring**, internal tracking by the college of these student-participants is encouraged through standard counseling visits and the use of any established tracking or progress practices similarly used with other programs. Moreover, statutory reporting requirements will necessitate the tracking of this program cohort. Of note is that the Chancellor's Office Management Information System (COMIS) has included a new Special Population Data Element for the Dual Admission Program (SG26, Student Dual Admission Status). This element will be expecting Information for all students participating in a dual admission program (University of California Dual Admission or California State University Transfer Success Pathway Dual Admission program) must be reported in the newly implemented COMIS data element SG26 beginning with the Summer 2023 term data and will be collected on a term basis with other COMIS data. Further, this cohort will be tracked statewide to provide information about participating community colleges and demographic disaggregation of cohort participants.*

3. How will this additional resource allocation help you serve the college mission or strategic initiatives, and/or your program's goals for improvement, as stated in your last program review?

These additional resources will contribute to the college’s mission of advancing “student learning and achievement by developing flexible pathways for students from our diverse communities who seek... transfer”. The transfer center plays an obvious and pivotal role in making students aware of their transfer opportunities/pathways and supporting them with their transfer exploration, preparation, and application processes. However, we lack a process and staff to keep track of student data and do intentional in-reach to disproportionately impacted student populations. As cited earlier, the need for a staff member to focus on tracking student data, milestones and case management was identified in our Program Review strategic action plan #1: Guided Exit-Milestone Tracking and Student Data Management.

Step C: Complete this chart with details of the request:

Type of Resource	Requested Dollar Amount	Potential Funding Source It is only necessary to list potential funding forces if you are aware of specific grants/program funds appropriate to the request, such as Strong Workforce.
Personnel	Project Coordinator including benefits (\$35/hr X 26 hrs/wk X 38 wks+9.5% bens) \$38,210	
Facilities		
Equipment	1 Microsoft Surface Pro 1 ipad \$2,500	
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount:	\$40,710	