

Learning Communities Program Review Year Five - Transfer Academy

Latest Version

This cycle is to be used by Learning Communities to complete the Program Review Year Five Update.

1. Program Update : Version by Anicetti, Rachel on 01/25/2022 18:16

A. Describe any important changes or updates within your program since the 2019-2020 Program Review Year 3 Update. (staffing changes, program changes, etc.)

Staffing

In Fall 2019 our program coordinator, who contributed to Transfer Academy support and tour scheduling, left the college for another position. This position has not been filled to date.

In 2019 and 2020 we were able to hire six Transfer Academy peer mentors to support our outreach and retention efforts of new students joining the Transfer Academy program. The mentors were selected from a pool of applicants and assisted with conducting new student orientations and tabling and workshop support during Senior Saturday in 2019 and online orientations in 2020. Unfortunately, in 2021, we did not have any funding for these mentor positions and no students applied to be volunteer peer mentors, and so online orientations were conducted solely by program staff and alumni students.

The Transfer Academy faculty has shown great improvement in retention. All faculty who taught for the program for the past two years are continuing or returning faculty who are experienced with and knowledgeable about the program and student population. This allows for consistency, support, and familiarity with the program structure and procedures, such as check-ins, progress reports, and so forth.

A new Career Counselor was hired in Fall 2019 and has taught sections of ACS-10 for the program and built close connections, while offering Career Counseling for Transfer Academy students, which was made a mandatory program requirement in Fall 2021.

Applications & Recruitment

The past two years have shown significant changes in both our recruitment and enrollment. For our Fall 2019 application cycle we had a record number of applicants. Students who applied while attending Senior Saturday filled our program numbers in one day, though ten spaces were reserved for students who applied later in the summer, and who were in need of the program's services/support. Then for our Fall 2020 application cycle our enrollments dropped significantly. The college was unable to host a Senior Saturday event, or recruit students directly on the high school campuses. Marketing efforts were confined solely to emails from high school counseling staff and the LMC website. Difficulties in marketing and recruitment, combined with other external forces caused by COVID-19, led to a much longer recruitment period, with students joining Transfer Academy the week before Fall term 2020. In the end we were able to recruit the program to a capacity of 90 students.

In 2021 we decided to open our application earlier than usual (January instead of April) in the hopes of reaching more students and filling our program. Unfortunately, this attempt did not fully accomplish our goal, as we were unable to fill all 90 spaces in the program even by the start of classes in August. We finally closed the application with 88 students enrolled. For recruitment, the program has continued to provide targeted outreach efforts to first generation college students, underrepresented student populations, and students who are undecided about their major and career path.

For all three application cycles we utilized a new online application created in partnership with the district office. This online application allows students' applications to be tracked, entered, and monitored all in one place. Emails can be automatically sent with the application allowing for quick and easy communication. All new student orientations were hosted remotely through zoom both in 2020 and 2021.

Programming & Engagement

Over the past two years our program has needed to make some major changes and transitions in our programming to meet the needs of students in the program. With the arrival of COVID in March 2020, our classes and program services needed to move online and remote. This meant many changes for the students and staff.

Over the past two years, no university tours have been offered. This left our Transfer Academy population without access to in-person campus experiences. We were also unable to offer our yearly conference in the spring, or our Fall Welcome Day and Spring Welcome Back events in the fall and spring semesters. In fall 2020 our welcome day was converted to an online event with limited attendance and very low student engagement. In fall 2021 we decided to forgo the group event and instead offered a series of in-person campus tours around the LMC campus, with most students attending. In-person program socials, which had been introduced in fall 2019, were suspended, with online program socials being offered in their place. These socials ranged from video game events to group discussion posts. These events were not well attended and not everyone fulfilled this new program requirement.

Transfer Academy counseling appointments were converted to remote appointments, through zoom and phone, with great success. We saw an increase in appointment show rates, with almost all students meeting their program requirements in this area. Weekly counseling drop-in times were also provided too to allow for more availability for students to meet with the Transfer Academy counselor to discuss any questions or concerns. In fall 2021 office hours with our program coordinator were also introduced to allow students more support and access to staff, with hours being offered both online and on-campus. Very few (approximately 5) students took advantage of these offerings, even though they were informed that this was a program requirement.

After a difficult transition to asynchronous learning in fall 2020 it was decided that students needed more structure and campus connection in fall 2021. Therefore, more in-person, hybrid and online synchronous courses were created to improve student success and connections compared to fall 2020 course delivery formats.

Transfer Academy graduation, typically a time of engagement and excitement, took a hit as well over the past two years. In 2020 students were encouraged to submit photos of themselves which were shared on social media and a slideshow which was sent to all students. Students were also gifted their graduation sashes and certificate, delivered to their residence by program staff. In 2021 we were able to bring the students to campus for a drive-thru graduation in partnership with all learning communities. Students were encouraged to decorate their cars and drive around the campus parking lot while receiving applause and gifts from various tables. Students were gifted cupcakes, lawn signs, and their graduation sashes and certificates. This event welcomed 50 graduating students to campus to celebrate their accomplishment.

Both 2019 and 2020 showed continued use of and updates to the Transfer Academy Canvas shell. Besides email and text messages, Canvas was the main method of communication used to reach and update students. New students' groups were created for more targeted messaging and resource referrals, including New Students, Continuing Students, and Graduating Students.

After continuous efforts of creating Peer Mentor program in both 2020 and 2021, a newly hired Student Ambassador was assigned to lead the event planning committee and peer mentor program. This group is responsible for creating and planning program socials and other ways for students to connect to the campus and each other.

2. Engagement : Version by Anicetti, Rachel on 01/25/2022 18:16

a. Discuss how faculty and staff have engaged in institutional efforts, such as committees, presentations, and departmental activities.

The Transfer Academy team have been active members of the LMC campus community. Over the past two years our staff have participated in both curriculum and articulation discussions by joining meetings and communicating with department chairs/representatives. Our team has more recently, in fall 2021, began meeting with the Guided Pathways leads to add our voice and opinions to the discussion about how to bring this new initiative to our campus. These meetings have been with both the learning community group as a whole, as well as on behalf of the Transfer Academy program as an independent program.

Over the past two years our team has continued to meet bi-monthly or monthly with the other learning communities. These meetings included all five learning communities and allowed Transfer Academy to continue building relationships and partnerships with the other learning communities on campus. Especially when the pandemic started, it was helpful for all programs to share each other's experiences and retention strategies, trying to support students in their respective programs in the new online environment. Also, during one of the meetings in spring 2021, it was decided that all learning communities would come together to celebrate graduating students from all the programs by hosting a Drive Thru Graduation event on campus. This group event was supported and promoted by all five learning communities and allowed us to come together in partnership and celebration of the student graduates. This collaboration has continued on to Fall 2021 holding joint events, such as a Halloween social event in October, and ideas for additional collaborative social events in the future across all learning communities.

b. Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

In both spring 2020 and 2021 the Transfer Academy staff attended and participated in LMC's High school counselor conference. During this conference the Transfer Academy team presented to the attending counselors about information about Transfer Academy, as well as answered questions about how and when to apply. In spring 2020 this event was hosted on the LMC campus and so we were able to meet with counselors face-to-face, whereas in spring 2021 the conference was hosted virtually and so our staff hosted breakout rooms to meet with counselors.

With the onset of COVID and moving to remote services, in both spring 2020 and 2021 Transfer Academy attended and participated in LMC Application workshops online. Our staff was able to drop into these workshops to promote Transfer Academy and answer questions from prospective students. In spring 2021 this program marketing continued with Senior Wednesdays. These evening online events were offered for four consecutive Wednesdays in April 2021 and targeted students who may be attending LMC in fall. Our staff attended and again hosted breakout rooms where we were able to present about our program and answer questions. The Senior Wednesday events were offered in place of the Senior Saturday events that have been offered in previous years. In spring 2020 no senior events were offered.

c. Discuss how part-time/temporary employees (students, classified professionals, and adjunct faculty) are included in departmental training, discussions, and decision-making.

As we have done in previous years, our Transfer Academy staff continued to meet on a weekly basis to discuss program updates, planning, issues, and strategies. Beginning in fall 2020 we invited our ACS-10 instructors to our weekly meeting to better monitor the success of our new cohort of students. These weekly meetings allowed for us to come together as a team, and included the program coordinator, program counselor, program director, ACS-10 faculty, and the department's career center coordinator.

As we have done in previous years, our program counselor sent regular emails to program faculty asking for progress reports and success updates for all new cohort students. In Fall 2021 not only were these email sent throughout the term, calendar invites for specific dates were sent to faculty to remind them to expect these email updates. These reminder emails paired with calendar reminders allowed us to better monitor the success of our new cohort and reach out to offer support when required.

As an additional way to support our Transfer Academy faculty, as well as to receive their thoughts and feedback, we schedule a Fall Flex training each year, and this was true for the past two years as well. The only difference for the past two years is that the fall flex training was held virtually via zoom for both years. Faculty were able to sign in and join in to share their experiences, concerns, and plans for the upcoming academic year. This is an invaluable means to connect with our faculty and ensure that they are aware of program requirements, updates, and resources to support them as well the students in the program.

d. IF APPLICABLE: Please provide an Advisory Board Update and Analysis. Include dates of Advisory Board meetings in 2019-20 and 2020-21, and those completed or planned in 2021-2022. Provide a brief description of the major items discussed and any action taken by your Advisory Board between 2019-2021.

No Advisory Board meetings were held in 2019 or 2020 and no action was taken.

3. Data Analysis and Goal Setting : Version by Anicetti, Rachel on 01/25/2022 18:16

Overall Data Analysis

A. Where is your program being most successful? Why do you think you are achieving success in this area?

Based on the data presented, the program saw a higher success rate in Fall 2020 for Low Income students, in comparison to the overall program (74.3% success rate, compared to 69.3% success rate for the overall program). In addition, a higher success rate was present as well in Fall 2019 with the program's Foster Youth student population (88.9% success rate, compared to 83.1% success rate for the overall program), and an increase in the Foster Youth success rates during the years of Fall 2018 and Fall 2019 (81.8% in Fall 2018 compared to 88.9% in Fall 2019). In addition, the success rate with the program's African American student population stayed steady at 75% from Fall 2018 to Fall 2019.

The program is showing success at targeting and supporting Low Income students in its outreach efforts and has consistently been the largest number of students in the program. Overall, the program's Low Income student population has been more successful than any other subgroup of students in the program. Each year, the success rate for Low Income student population has been very close and comparable to the success rates of students in the overall program.

Some potential reasons for these success rates are the support systems that are built into the program and how they lead to success. As a learning community, students are grouped into a small cohort, allowing them to be in classes together and develop strong bonds and support. The program also includes an ACS-10 (Academic and Career Success) class, which covers topics related to building important student success skills as a first-year student, such as time management, study skills, connecting with campus resources, career exploration, and transfer planning. In addition, a team of dedicated program staff, instructors, and counselors works together to ensure that students stay informed of campus updates and resources, connected to the program, and on track for success. Furthermore, as discussed in the first section of the Program Review, additional factors have been implemented recently that have helped to supplement program support, such as increased, continuous, and targeted communication to students using the Transfer Academy Canvas shell and other modes such as phone calls, text messaging, and email. Other positive factors include having the same Transfer Academy faculty who teach in the program every year who are familiar with the program structure and student population, the implementation of increased career support services and connections, and the availability of peer mentors to provide further support for first year students.

Overall Data Analysis

B. Where is your program being the least successful? Why do you think this might be? What might you do to improve?

For the African American student population in the program, we have continued to experience low enrollment with this specific student population during the past years, with an average of about 4-6 students per cohort year. In addition, for the Foster Youth student population in the program, we have also continued to experience low enrollment with this specific population as well, with an average of about 4-5 students per cohort year. Additional targeted outreach efforts will continue to be made in the Spring and Summer semesters, in order to increase the numbers in both of these student populations. With both student populations, there was a slight increase in success rates from 2018 to 2019, however, a huge significant drop was present in success rates comparing 2019 to 2020. From 2019 to 2020, the success rate for African American students (6 students in 2019 and 4 students in 2020) went from 75.5% to 41.7%, and for Foster Youth students (4 students in 2019 and 4 students in 2020) went from 88.9% to 47.1%.

Based on general conversations with students within the program, the end of Spring 2020 and the overall 2020-2021 academic year was especially difficult for students due to the impacts of the pandemic, with many students needing to work more hours, as well as challenges transitioning to online learning. During pre-pandemic times, the program was structured to provide

and promote strong connections to campus resources and support networks, through cohorted in-person classes held Mondays through Thursdays, social activities and program events, university tours, student check-ins, and additional classroom activities. With classes being held remotely and primarily asynchronous in 2020-2021, the students experienced challenges adjusting to college and the overall online learning format, and building relationships and connections with campus services, program team and instructors, and fellow peers, compared to if the students were in-person and on campus on a daily basis.

To address what occurred during Fall 2020, for this current Fall 2021 year, the program has worked to incorporate more Transfer Academy classes that provide weekly synchronous Zoom and in-person class meetings for the students. One class this semester is being held weekly in-person and has currently received positive feedback from students being able to experience a class in-person, with many students mentioning it being their first in-person class since their junior year of high school. In addition, additional classes in the program, such as ACS-10, Math, and English, have weekly online synchronous components and/or student conference meetings to increase student and instructor contact. For the ACS-10 class, the class has also been able to provide live guest speakers as well from the Library, Center for Academic Support, Transfer and Career Services, Financial Aid, and Transfer Academy Alumni, to further connect students with campus resources. In addition, the program provided in-person campus tours during the first weeks of the semester for students to get acclimated to the campus resources and services, provided in-person office hours and check-in meetings, and have peer mentors available who have been able to contact the first-year students to check-in and see how their first semester is progressing.

In addition, additional outreach efforts and check-ins through phone, text, and Canvas have been implemented and will continue to be made, to specifically further support African American students and Foster Youth students in the program. Changes and updates will be made as well to the programs' outreach and marketing materials to be more representative of our current student population and the local community. In early Spring, we will host a focus group with Black and African American students who are currently in the program, to determine what strategies to use to ensure that the program is more representative of the campus population. The students who participate in this focus group will also be invited to become Transfer Academy outreach ambassadors to assist with outreach efforts of going out into the high schools to promote the program and invite prospective Transfer Academy students to apply. In addition, the ambassadors will also help out to lead program orientations for new students entering the program for the new academic year. The program will also be collaborating with the LMC Career Services Coordinator to offer workshops to promote Transfer Academy as a program that supports students in major and career exploration. Looking to the Fall, outreach efforts will also be made to recruit Transfer Academy faculty to be representative of the campus's student population.

For the DSPS student population in the program, data was not provided for this year, so an analysis of this data to compare to prior years is not available at this time.

Equity Data Analysis

The College goal is to reduce the equity achievement gap for disproportionately impacted (DI) student populations. The following populations have been identified and prioritized in the Student Equity Plan (2019-2022): students with disabilities, economically disadvantaged students (low income), foster youth, and African-American students. Disaggregated data for each of these populations in your program has been provided.

C. Where are the biggest equity gaps for the identified DI populations in your program?

Looking over the data presented for our program, our largest equity gaps are with the Foster Youth and African American student populations.

Equity Data Analysis

D. What does the data suggest in terms of future needs/directions?

Additional direct contact, case management, and outreach efforts for these identified student populations is needed. Our level of success will also be improved with increased enrollment of these student populations, so recruitment strategies will need to change to make the program more appealing to these specific student groups. In addition, additional outreach efforts and check-ins through phone, text, and Canvas have been implemented specifically to further support African American students and Foster Youth students in the program and will continue into the future semesters.

Equity Data Analysis

E. Discuss what steps your program is taking or any strategies your program has identified to address these equity gaps and give a brief description below including what populations the department strives to impact.

Additional outreach efforts and check-ins through phone, text, email, and Canvas have been implemented this year specifically to further support African American students and Foster Youth students in the program and will continue into the future semesters. As a continuation from prior years we will also be in discussion with the DSPS Office to learn strategies we can implement to further support students in the program who have self-identified as having a disability and/or needing accommodations from DSPS.

Goal Setting

EXCEL: Using Tab 1 of the Excel Workbook, set overall goals and equity focused population goals for each Guided Pathways indicator in the yellow cells.

No Value

Additional Data Needs

F. If your program has additional data/research needs that are not currently being addressed, please indicate them here.

No Value

4. CPR Goals Update and Alignment

Impact of Resource Allocation