

De Anza College

Program Review – Annual Update Form – Fall 2025

- 1. Department/Area Name: Transfer Center (Counseling)**
- 2. Name of individual(s) completing the form:** Khoa Nguyen, Lisa Castro, and Angelie Lopez
- 3. Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).**

In March 2025, the Transfer Center received RAPP's feedback for the Annual Program Review submitted in Fall 2024. RAPP members offered positive feedback, noting that the Transfer Center has utilized past feedback to improve engagement and outreach. RAPP members acknowledged the Center's progress on previous goals and the impact of staffing changes (i.e., new classified coordinator), and the importance of the Center's request for an additional counselor to mitigate long wait times and enhance transfer services. The Transfer Center appreciates this constructive feedback and will continue to use these insights to improve the program.

The RAPP feedback form also included several questions focusing on four main areas: staffing, data, workshop effectiveness, and funding. The Transfer Center will address each of these areas below.

Staffing: RAPP members asked for the Transfer Center's plan to manage operations and student support when two counselors were out on sabbatical at the same time. To address the period when two Transfer Counselors were on sabbatical, the Counseling Division Dean offered backfill counseling hours for the Transfer Center. This ensured service continuity, as these counselors assisted the Transfer Center by providing 1-1 transfer appointments, drop-in support, and facilitating workshops. However, it is important to note that the 25% coordination time (7.5 hours/week) associated with the Counselor/Coordinator position was not backfilled. This vacancy had a direct impact on program operations in the 24-25 academic year. While the remaining full-time Transfer Counselor attended the monthly Region 3 & 4 Transfer Director meetings in place of the Counselor/Coordinator and provided in-service transfer updates, the Transfer Center was unable to convene the Transfer Advisory Committee or provide formal transfer training for counselors at the counseling in-service. The lack of coordination hours also constrained the Transfer Center's capacity to maintain robust outreach efforts or provide full coverage for transfer presentations across campus.

Program Data: There was a request for data to quantify the increase in service volume (student appointments, drop-ins, events) and the number of university representative student contacts. Below is the Transfer Center data from the past 4 academic years (Summer-Spring):

Transfer Center Appointments/Drop-ins/Workshop and Online Advising				
Services/Year	21-22	22-23	23-24	24-25
Transfer Appointments	977	1,967	1,819	1,871
Transfer Drop-ins	1,272	1,236	1,365	1,198
Workshops by the TC Team	863	955	999	1,042
Total Duplicated	3,112	4,158	4,183	4,111
Total Unduplicated	1,778	2,341	2,699	2,644
<i>The above table does not include Online Advising student contacts implemented in February 2024, which totals to 1106 duplicated student contacts (795 unduplicated) from February 2024 – September 2025.</i>				
<i>Note: With the addition of the Transfer Counselor/Coordinator (75%/25%) hired in Summer 2022, the Transfer Center has been able to serve more students in the past few academic years.</i>				

Other Student Contacts				
Services/Year	21-22	22-23	23-24	24-25
Transfer Day	282	~500	~500	~500
University Reps Contacts (Appointments, Workshops, Tabling)	273	933	561	248
Other Campus Contacts (Welcome Day, Club Day, Resource Fair, etc.)	87	767	817	775
HBCU Caravan			*200	
<i>*/~ Estimated Data (~Attendance of the Fall 2025 Transfer Day is consistent with this data).</i>				
Note:				
1) In 21-22, many activities were virtual including the Transfer Day, and data weren't made available to the Transfer Center (e.g., appointments with university representatives, head count of students' participation in virtual events in which the Transfer Center participated).				
2) It's challenging to capture data of students who met with university representatives when they were tabling at De Anza. The data provided for tabling is based on the self-reported information from the representatives.				

Workshop Effectiveness: The Transfer Center indicated in the previous Annual Program Review Update that 97% of the 35 respondents reported that the information presented at the application workshop increased their knowledge of the steps required to submit the CSU/UC online transfer application. RAPP members inquired if there is a corresponding increase in UC applications from students who have indicated that they have increased knowledge of the process. Since the survey responses are anonymous, the Transfer Center does not have data on whether these survey respondents submitted a UC application.

However, according to our institutional data and preliminary UC transfer data for 2024-2025 (Fall admits only), the number of De Anza students who submitted a UC application in Fall 2023 for Fall 2024 admissions increased by 198 students compared to the year before (1470 applications for both Fall 2023/Spring 2024 admissions). This data may change once the Spring 2025 UC application/admission data is included. The Transfer Center plans to add additional survey questions in its CSU/UC workshop survey, such as, “Do you feel prepared to apply to CSU/UC after attending the application workshop?” and/or “Do you plan to apply to the California State University/University of California after attending the workshops?” The Transfer Center also plans to survey students who get admitted to capture anecdotal data on how attending transfer workshops and rep visit meetings have helped them in their transfer journey.

RAPP members also inquired whether the new service modalities (in-person vs virtual appointments, hy-flex workshops) have been assessed for effectiveness, Although the Transfer Center hasn't formally assessed the effectiveness of the new service modalities, 54% of students (74/138 respondents) from the Transfer Center Satisfaction Survey indicated a preference for the online format.

Funding & Budget: RAPP members asked about alternative funding following a denied DASG request. For the 2024-2025 academic year, the Transfer Center's alternative strategy was to operate within its existing budget, which the Center accomplished by modifying the scope of the Transfer Celebration to avoid overspending. Subsequently, the Center submitted a new request to DASG for the 2025-2026 Academic Year, which was approved. More information about this new, approved funding will be shared in the next section.

The Transfer Center also continues to implement the robust outreach strategies outlined in its Fall 2024 Annual Program Review Update. This involves ongoing, proactive collaboration with academic departments (e.g., Business, Accounting, Middle College Program), student support programs (e.g., Mental Health & Wellness Center, Higher Education for AB540 Students, Guided Pathway Villages, De Anza Honors Program, Men of Color Community, Rising Scholars), and student organizations (e.g., De Anza Student Government, Mentors@De Anza). The Center also maintains its strong presence at campus-wide events and resource fairs and continues to cultivate partnerships with a wide range of universities to provide transfer information to students. The Transfer Center has continued to offer the Transfer Tuesday workshop series (a transfer workshop every Tuesday from week 3-10 in Fall, Winter, and Spring) in the past few academic years.

4. Describe any changes or updates that have occurred since you last submitted program review (program review [submissions](#)).

Transfer Center's Budget

The Transfer Center successfully resubmitted its funding request to DASG and was approved for \$8,500 for the 2025-2026 academic year. This new funding will allow us to

provide additional transfer services to students this academic year (e.g., UC Personal Insight Question support, field trips, resources for transfer events). In Fall 2025, the Center was able to hire a consultant to provide 3 UC Personal Insight Question (PIQ) clinics and 18 one-on-one PIQ reviews for students. The Transfer Center plans to offer additional PIQ clinics in Spring 2026. Subsequently, the Center learned that its operational "B Budget" for 2025-2026 had been reduced by 63% (from \$7,700 to \$2,800). Because of this unexpected cut, the DASG funding that was originally intended for new resources has now become essential for supplementing TC's core operational budget and maintaining services. That being said, the Center aims to use the DASG funds for field trips to 4-year universities in Winter/Spring 2026, once fully staffed.

Data Tracking

To comply with the new Vision-Aligned Reporting (VAR) requirements from the Chancellor's Office, the Transfer Center is diligently tracking student contact data for all center-provided events. In Fall 2025, the Transfer Center successfully captured data for a large-scale event, such as the 505 student IDs from Transfer Day 2025. Furthermore, the Center has collaborated with university representatives to track CWIDs for students attending Transfer Center-coordinated 1-on-1 appointments, workshops, and tabling events offered by the university representatives. It is important to note a key limitation: the Center cannot capture data of students who schedule appointments directly with the university representatives through their external websites (e.g., via the main UC/CSU websites), as those interactions occur outside our tracking system.

Staffing Changes

The 2024-2025 academic year saw a reduction in workshop/transfer clinic offerings, as two of the three transfer counselors were on sabbatical. This staffing gap was amplified by fluctuating CSU deadlines, which created an increased demand for CSU application support. The sole remaining seasoned counselor was responsible for most workshops. This made it challenging to meet the increased student needs or replicate the service volume of a fully-staffed team.

From February through September 2025, a temporary Program Coordinator was brought in by the Counseling Dean to fulfill the Transfer Center coordination duties during the permanent Coordinator's leave. However, due to limited staffing, the Transfer Center wasn't able to offer robust outreach through the Transfer Center Canvas page compared to Fall 2025.

As a result of transfer backfill assignments being in person, the Transfer Center has been offering more in-person drop-ins and appointments in the last academic year and this Fall compared to previous years. Additionally, the Transfer Center also coordinated more in-person university representative visits (appointments/workshops) for students this Fall.

Redirection of Special Program Students

In 2024-2025, following the guidance from the General Counseling Division, the Transfer Center implemented a service model that prioritized appointments and drop-ins for general students who are not part of any programs with a dedicated counselor(s). Consequently, students in special programs with a designated counselor were redirected to their program counselor as their primary point of contact. This policy was based on two rationales: 1) to ensure general students had equitable access to transfer services, and 2) to reinforce that program students receive consistent, holistic support from their designated counselor. Upon the implementation of this new model, the Transfer Center noticed that transfer appointments were not filled as quickly compared to the prior year, specifically in-person appointments, and that many students were scheduled with the Transfer Center counselors for general support rather than transfer support. In Fall 2025, this policy was re-evaluated, and the Center reopened its services to all students to support the high student demand. Immediately, the Transfer Center noticed a drastic increase in appointments and drop-ins following the opening of all Transfer Center services.

5. Provide a summary of the progress you have made on the goals (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence have you used to monitor progress?	How have you assessed your goal?
Collaboration and communication	Collaborate with faculty/staff, programs and services on campus, student clubs and external partners to promote the Transfer Center	Transfer Center Team	Academic departments, special programs on campus, and student clubs 4-year universities and university representatives	TC has monitored progress through tracking the expansion of its collaborative efforts such as the number of partnerships with programs/universities, service volume, student engagement/contacts. TC has obtained an admit list from SJSU every Fall application cycle and contacted those students to inform them about activities at De Anza & SJSU and important deadlines (e.g., SJSU supplemental application, Cal State Apply Updates). TC has obtained a list of applicants from UCs every Fall application	TC has reviewed the number of events coordinated in partnership with various academic a student service departments/progra on campus and also 4-year universities (e.g., SJSU, CSU E UCLA, UCB, etc.) compared to prior years. TC evaluated the feedback provided b the SJSU Business Department and created a new outreach plan for future events. TC assessed the Transfer Day feedback from students and

				<p>cycle and contacted them to remind them about upcoming deadlines and transfer activities.</p> <p>TC has consistently collected feedback from students and university representatives on Transfer Day.</p> <p>TC tracked the total number of workshops and visits that TC coordinated for 4-year university representatives.</p> <p>The TC followed up with the SJSU Business Department to debrief and obtain feedback on the collaborative event.</p> <p>TC gathered feedback from the university representatives to further improve its services to better serve and reach more students.</p>	<p>representatives to improve future programming.</p> <p>TC has reviewed the number of UC applications and UC Transfer Admission Guarantee (TAG) in relation to the previous years and identified ways to strengthen the numbers in the future.</p> <p>TC has reviewed the data on the number of De Anza students who participated in the UCB Transfer Alliance Program who got admitted to UCB, so we know the effectiveness of the UCB TAP services.</p>
Transfer Center Staffing	Increase Transfer Center staffing and engage in professional development activities to support the program in carrying out its mission and goals.	Dean of Counseling Transfer Center Team	Dean of Counseling	<p>TC has documented its efforts to secure additional staffing/resources for TC, including collaboration with the Dean of Counseling on backfill requests, formal Personnel Request submission to RAPP, and information sharing with campus affinity groups regarding Transfer Center needs.</p> <p>TC has tracked the team's participation in major statewide conferences (UC/CSU/CCCCounselor Conferences) to ensure the TC team stays current on transfer</p>	<p>TC has reviewed data on the number of students attending in new UC Personal Insight Question (PIQ) review services and will make revisions for the Spring 26 and Fall 26 PIQ clinic offerings.</p> <p>TC has continuously assessed its resources and funding needs and strategized ways of seeking additional resources to support transfer activities (e.g., request DASG funding and funding from the VP Offices, collaborating with different</p>

				updates and best practices.	departments to put services to students TC has assessed the number of counselors available to support students at the CSU/UC Application clinics and identified ways to get additional volunteers to meet the students' demands.
Transfer Center Space	Ensure the Transfer Center space is accessible, safe, and welcoming for students/staff/faculty	Transfer Center Team	Educational Technology Service (ETS) Campus Facilities	In Fall 2025, TC worked with the Counseling Supervisor and ETS to upgrade the computers in the Center and ensure the software are updated. TC has continuously updated event flyers on the TC large-scale monitor to promote TC and on- and off-campus events. TC has collaborated with various programs and provided the Transfer Center space for them to host their events and captured that data.	TC Team has discussed ways to ensure that the TC space is welcoming and accessible to all students. TC observed that more students have been utilizing the TC space, and more programs have asked to utilize the TC space for their events.

6. If your goals (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review.

Goal title	Goal description	Responsible parties	Collaboration with....	What evidence will you use to monitor progress?	How will you assess achievement of the goal?

7. Describe the impact to date of previously requested resources (personnel and instructional equipment, facilities/upgrades), including both requests that were approved and were not approved. For example, what impact have these resources had on your program/department/office and measures of student success or client satisfaction, and what have you been able to and unable to accomplish due to resource requests that were approved or not approved?

As mentioned in the Fall 2024 Annual Program Review Update, the Transfer Center submitted a request for a new Transfer Counselor position in Spring 2024 as a direct response to high student demand, but this request has not been approved. Thus, the Center is constrained by limited staffing and can only operate at a baseline level. This staffing deficit directly prevents the development of high-impact practices essential for growth. In particular, without an additional counselor, the Transfer Team does not have the capacity to conduct proactive, intentional outreach to targeted student populations, develop new workshops for key initiatives (e.g., UC/CSU Dual Admission, CSU Transfer Planner), or coordinate student field trips to 4-year universities. Furthermore, the Transfer Team is unable to develop scalable, innovative resources that would enhance the transfer experience for all students (e.g., transfer application videos or scholarship guides). It's important to note that the Senior Staff and the Resource Allocation and Program Planning (RAPP) committee ranked this position as "high priority."

According to the Transfer Center Student Satisfaction Survey data from August 2024, 97% of the 137 students indicated they would utilize Transfer Services again. Of the 132 respondents who completed the survey for their 1-1 appointments, 91.6% indicated that the transfer counselor provided helpful information (with only 3.8% indicating disagree or strongly disagree). Qualitative data indicate that students desire more transfer appointment availability and longer meeting times, which can be possibly mitigated by an additional transfer counselor.

8. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients.

The Transfer Center is facing a significant service-demand issue. Appointments are consistently filled two weeks out, sparking concern that many students are not being served promptly. This delay is critical, as it can negatively impact time-sensitive transfer timelines.

Not having an additional counselor hinders the Center's ability to move beyond baseline services and implement high-impact, proactive strategies. Specifically, it limits its capacity to:

- implement targeted outreach to disproportionately impacted student populations, which is essential for closing the equity gap.
- strengthen partnerships with key student support programs like EOPS, UMOJA, Men of Color, Rising Scholars, and the Pride Center.
- expand & develop key services such as providing more transfer workshops (UC/CSU Applications, TAG, ADT), develop new ones for new initiatives (UC/CSU Dual Admission, Transfer Success Pathways), and create targeted transfer resources for its diverse student groups.
- meet core student demand: The Center is constrained in its ability to simply meet the high daily volume of students requesting support via appointments, drop-ins, and workshops.

9. Refer back to your Comprehensive Program Review and Annual Program Review Update from the past two years under the section titled Assessment Cycle or the SLO website (<https://www.deanza.edu/slo/>). In the table below, provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

Learning Outcome (SLO, AUO, SSLO)	By attending a UC/CSU Transfer Application workshop, students will report an increase in their knowledge and skills for completing the online UC/CSU transfer application.
Method of Assessment of Learning Outcome (please elaborate)	Post UC & CSU Transfer Application workshop surveys were sent to students who attended the transfer application workshops. The survey assessed the students' increased knowledge and ability to complete and submit the online transfer application.
Summary of Assessment Results	93% of the 42 respondents reported that the information presented at the application workshop increased their knowledge of the steps required to submit the CSU/UC online transfer application (5% indicated no opinion, 2% disagreed).

Reflection on Results	The Center is thrilled that 93% of survey respondents found the application workshop informative. This result demonstrates the effectiveness of our application workshops in providing students with clear and valuable information on the steps to submit the CSU/UC application.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	One of the challenges that we encountered was getting the students to fill out the survey. To address this, TC plans to include the survey QR code/link on the last workshop presentation slide and encourage the students to fill it out. TC plans to email students the workshop survey link immediately following each workshop.

Please email this form to your dean/manager.

10. Dean Manager Comments:

Areas of Concern/Improvement with Resources:

Staffing Limitations Continue to Restrict Growth

The Transfer program has made clear that current staffing levels only support baseline services to students. Despite high demand—evidenced by consistently full appointment schedules, large workshop attendance, and the need for expanded application support—the Transfer Center lacks the capacity for proactive, equity-focused outreach.

Impact of Reduced Coordination Hours

The absence of backfill for the 25% coordination time significantly limited the Transfer Center’s ability to maintain campuswide transfer leadership functions, such as the Transfer Advisory Committee and counselor training (especially to new counselors and counselors in other program areas). These coordination responsibilities are essential to ensuring consistency, communication, and transfer-readiness across the college.

Budget Reduction Creates Operational Challenges

The unexpected 63% reduction in B-budget forces us to use our DASG funds (originally intended for enhancements) to be used to support the Transfer Center’s basic operations.

Support for Resource Requests/TC Counselor Position: Based on the data and the clear demonstration of need, I reaffirm support for the Transfer Center’s continued advocacy for an additional full-time Transfer Counselor, which RAPP has already identified as a high priority. This remains a critical need. The Transfer Center cannot expand high-impact programming, outreach to DI populations, or new statewide initiatives (Dual Admission, Transfer Success Pathways, CSU Transfer Planner) without additional counseling capacity.

The Transfer program’s data analysis shows that our lack of funding and resources disproportionately affects our DI student populations by limiting our ability for proactive outreach, and additional transfer workshops, and reduces capacity for 1x1 student support. The Transfer Center’s collaboration with EOPS, UMOJA, Men of Color, HEFAS, Rising Scholars,

and the Pride Center demonstrates strong commitment to DI and shows the need for additional staffing which would directly improve our equity goals.

11. Vice President/Associate Vice President Comments:

The transfer Center Annual Program Review Update (APRU) was thoughtfully written, and provided a detailed analysis of the successes, needs, and challenges the Transfer Center team is working through. This document clearly demonstrates the high student demand for Transfer Center services, thoughtful responsiveness to RAPP feedback, and a compelling, data-informed case for additional staffing. In addition, it consistently reinforces the Transfer Center's central role in student success, equity, and institutional transfer outcomes.

This APRU effectively articulates how staffing shortages affect disproportionately impacted students, and makes a persuasive, equity-centered case for additional staffing. Fortunately, RAPP recommended an additional Transfer Center counselor position, which was subsequently approved. This will minimize, but not fully eliminate the need for staffing due to a heavy demand for services.

The Transfer Center SLO assessment process was particularly strong with the use of a clear assessment method, thoughtful reflection, and equity focused strategies for program enhancement.

Email the form to RAPP tri-chairs.