

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Program Name _____ University Transfer Center Academic Year 2025-2026

- **Has your program mission or primary function changed in the last year?**

The program mission or primary function has not changed in the last year. However, the UTC experienced significant impacts on its primary function stemming from the rise of Dual Enrollment programs. UTC counselors saw an increase in the number of Dual Enrollment students seeking transfer counseling to help them determine not only what AHC classes to take but also whether they should pursue the transfer option or plan on attending a university as a first-time freshman upon high school graduation.

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

The implementation of the new CalGETC pattern brought significant demands on the transfer counseling process. UTC counselors experienced an increase in the need to advise students regarding their catalog rights and which pattern would be the best fit for their personal and academic goals. In addition, the statewide common course numbering initiative also led to added impacts on transfer counseling. Furthermore, the continued university application deadline extensions are impacting the traditional transfer timeline and the corresponding cocounseling support process.

Learning Outcomes Assessment

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

- 1) For the 2025-2026 Academic Year, the University Transfer Center (UTC) is assessing the following Program Learning outcome (PLO):
 - a) PLO1 – Students will be able to navigate the educational system and student support services to enhance their success.
PLO 1 will be assessed using Activity 3: M3.UTC - Students will increase their understanding of key transfer tools such as assist.org and TransferBound.
- 2) In the fall 2025, a pre and post survey was administered to all students meeting with UTC counselors or attending one of their PD 101/100 classroom presentations. Key results from the pre and post survey administered in the fall are listed below:

The post survey results show a significant impact on students' ability to navigate the key transfer tools that were taught in each session, mainly Transferbound.com and Assist.org. For example, prior to the UTC intervention only 7% of the respondents felt they were confident in using ASSIST.ORG to find their major at a CSU/UC. After the intervention, 97% felt very confident. Therefore, confidence in utilizing ASSIST rose sharply. Likewise, confidence using Transferbound increased significantly, with 92% reporting they felt confident in using this tool in the future. We learned that the UTC intervention that was intended to address this measure substantially increased students' awareness, confidence, and intention to use both key transfer tools. Students moved from minimal prior familiarity to high confidence in their knowledge of these tools and shared their planned future engagement with these transfer resources. The near-universal ratings of "helpful" (95%) indicate the intervention effectively met learning objectives.

In the spring 2026, students who attended workshops provided by the UTC were surveyed to measure the impact these interventions had on students' understanding of information key to their transfer success. The survey also aimed to measure the effectiveness of the workshop modality and day/time in which the workshop was offered.

The survey consisted of six questions related to the content, modality, and overall effectiveness (see appendix 1). The first question indicated the modality of the appointment while the next five questions sought to gauge student perception of if the content presented was related to the topic of the workshop and was effective in its presentation.

The data from the spring workshop assessment indicates that students *strongly agreed* (n=71%) that the workshops “will make me a more knowledgeable student in the future.” With the remaining of the respondents (n=29%) indicating that they also *agreed* to this outcome, the UTC is pleased to report 100% student agreement that the workshops provided information that will make them more knowledgeable students in the future.

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

The data clearly supports that students enjoy and find the UTC workshops valuable and informative. Students also indicated that they liked the various time options made available for them and specifically commented that they appreciated the late afternoon options. All workshops surveyed were presented in-person so at this time, it is not possible to ascertain what percentage of students might prefer a virtual option as respondents who shared favor for the in-person modality were those same students for

whom this modality was convenient and/or feasible. In the future, it would be advisable to survey students' modality preferences in a more balanced fashion.

Assessment data also points to the fact that a high percentage of students who attended 1:1 UTC counseling appointments in the fall, did not feel familiar enough to use Assist.org and/or Transferbound.com. These are two useful tools in the transfer planning process and could be extremely beneficial to student transfer success. This assessment has made it clear that there is a need to continue teaching these tools to students in the future and to find creative ways to reach more students.

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

The possibility of creating and utilizing a Canvas shell for transfer information and tools continues to be discussed. Previously, it wasn't possible due to needing a CRN. However, the possibility is now feasible, and the UTC believes the implementation of this resource would increase dissemination of key transfer information and tools.

With the new onboarding of the First-Year Experience (FYE) program, the UTC believes collaborating with this program will further increase transfer awareness and knowledge. Collaboration has already begun by inviting the FYE coordinator and supporting staff to a transfer training.

As discussed with the Dean and VP of Student Services, the UTC will also be looking into adding a channel within Teams to house transfer resources and information for counselors and staff to use to support transfer students.

Other goals derived from the annual UTC Advisory Board also include:

1. Increase in-reach with classroom presentations and instructional faculty collaboration
2. Continue collaboration with special programs and populations on campus, such as Rising Scholars, Men's Support Group and the AHC Pride Center
3. Put a strong emphasis on financial literacy for university-bound students, including collaboration with financial aid
4. Collaborate with Career Center to ensure students have a clear goal and can achieve their goal to transfer to a university

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

No changes

- **Were there any staffing changes?**
 - The UTC Technician will be retiring at the end of this term, and a replacement will have to be hired.
 - The UTC lost the part-time Program Assistant last year, and no replacement was hired.
- **What were your program successes in your area of focus last year?**

During fall 2025, the decreasing transfer numbers since the 2020-2021 academic year (Figure 1) became evident. With the help of Institutional Effectiveness (IE) to ascertain what the reasons for this downward trend may be, the following questions were asked:

1. Has the number of applications to UCs, CSUs, and Private Schools decreased commensurately with the number of applications?
2. Alternatively, has the percentage of matriculation decreased?
3. Have university admissions decreased?
4. Can the contact information for the students who applied, were accepted, but did not matriculate be obtained?

Institutional effectiveness provided information on the first three questions for the CSUs. Information on the UCs is forthcoming, but information from private schools proves elusive. For the fourth question, IE is looking into methods to obtain this information. Counseling plans to use the contact information to reach out to AHC alumni who did not matriculate and find the reasons why. Further, the counseling department and the AHC foundation have discussed the possibility of offering students who matriculate to a university requiring relocation a moving scholarship to assist with expenses and payment towards their new domicile. [This suggestion was informed by research done by the RP group](#) and was mentioned as a possible policy which could increase transfer rates.

For the 2025-2026 academic year, Data provided by IE suggests transfer rates to the CSU system are back to and exceed the highest levels seen in 2021-2022, see Figure 2. Data for the UC and private schools is still being researched.

Figure 1

Transfer Headcounts by Year

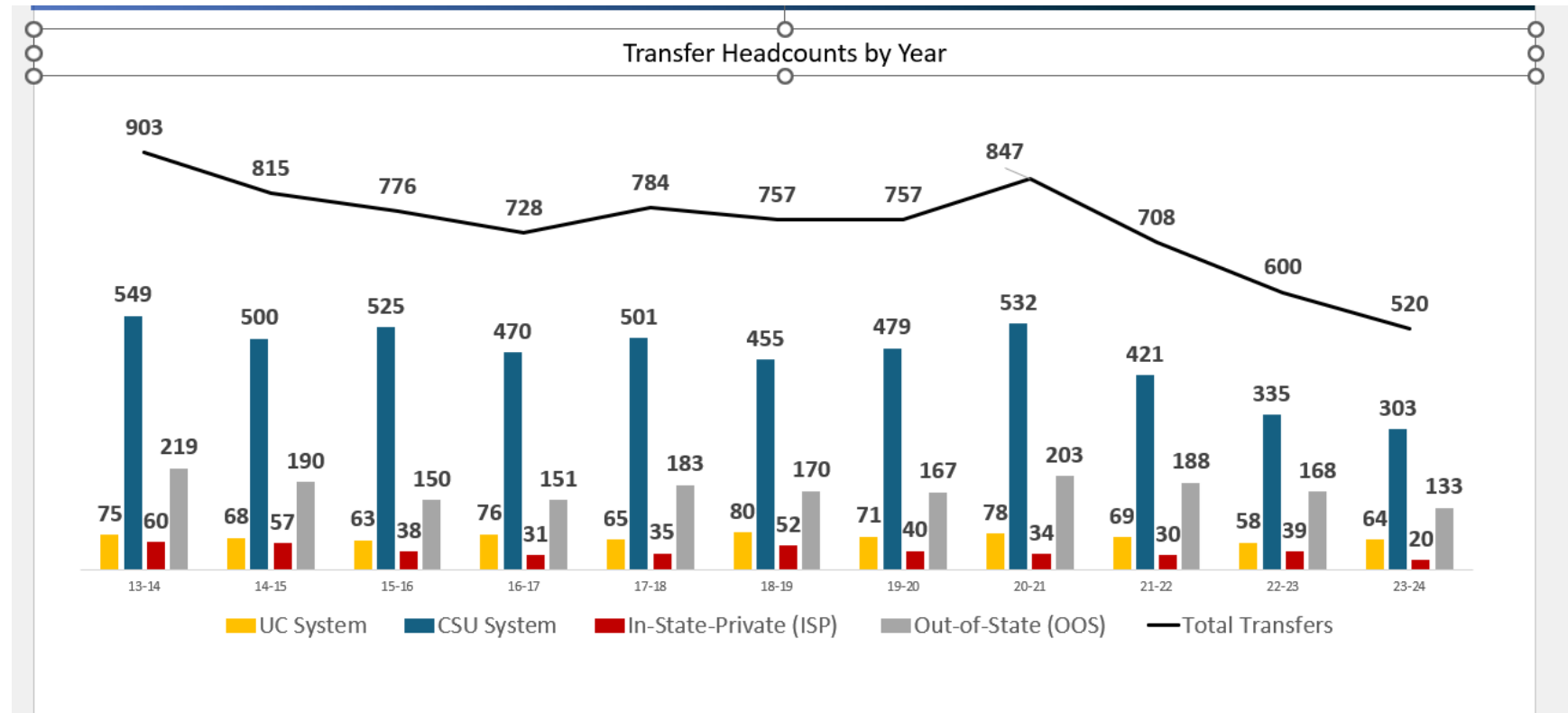


Figure 2

Allan Hancock College Transfers into CSU

Fall Term	Action	Count	Adm % of Apps	Enr % of Apps	Enr % of Admits	Total AHC Students Earning Degrees Prior AY	%Apps% of Degrees	Total AHC Students Earning ADT Degrees Prior AY	% of Total Degrees Awarded
2025	App	677	93.6%	62.6%	66.9%	1,171	57.8%	404	34.5%
	Adm	634							
	Enr	424							
2024	App	602	92.2%	58.8%	63.8%	1,327	45.4%	433	32.6%
	Adm	555							
	Enr	354							
2023	App	504	92.3%	60.1%	65.2%	998	50.5%	331	33.2%
	Adm	465							
	Enr	303							
2022	App	565	93.3%	59.3%	63.6%	1,174	48.1%	392	33.4%
	Adm	527							
	Enr	335							
2021	App	662	91.5%	63.6%	69.5%	1,349	49.1%	495	36.7%
	Adm	606							
	Enr	421							

CTE two-year review of labor market data and pre-requisite review – UTC will not be completing this section.

- Does the program meet documented labor market demand?
- How does the program address needs that are not met by similar programs?
- Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.
- Have recommendations from the previous report been addressed?

Area of Focus Discussion Template

CURRICULUM AND TEACHING DESIGN

Curriculum and Teaching Design analyzes currency of modalities, articulation, and industry needs. It includes content review, currency and relevance, accessibility, and equitable practices. Sample activities include the following:

Possible topics:

- Review equipment, supplies, and technology for efficiency.
- Review equitable practices within the department. What does the department do to promote equity and inclusion.
- Assess workshops and events planned throughout the year using data collected from such events.

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

The primary data analysis consisted of:

A) Measurement of student knowledge about key transfer planning tools such as Assist.org and Transferbound.com:

- 1) How well do students know how to use these valuable tools, and
- 2) How did the UTC interventions impact student knowledge and likelihood they will use the tools in the future?

B) Analysis of student satisfaction with UTC workshops including content, materials, time and date offered and modality in which workshop was offered.

Survey responses (N=116) indicate that students found the workshops overwhelmingly useful. Ninety-nine (99%) percent of the responses indicated that they “strongly agreed” or “agreed” that because of having attended the workshop, they felt more knowledgeable about the topic presented. Anecdotal comments shared on the survey indicate that students found the workshops to be very informative, that they helped students gain knowledge on the topic and that they found the workshops enjoyable.

Despite the high student satisfaction with the workshops, a concerning trend is the continued decrease in the number of workshop attendees. To mitigate this trend, in 2026, the UTC engaged in creative interventions such as increased classroom presentations and a partnership with the University of California, Santa Barbara, to be able to reach a higher number of students. This led the UTC to experience an overall higher number of students served as compared to the previous year. The main

conclusion reached is that UTC workshop content is effective, and students find the workshops formative. However, the UTC must continue to find creative ways to deliver this valuable transfer-related information to a higher number of students.

Through this analysis, the UTC saw that students appreciate having alternate modalities for workshop options. Student responses also indicate that they appreciated late afternoon workshop times as well as lunch time workshops.

The data analysis also pointed to the fact that a significant percentage (93%) of students surveyed prior to the UTC intervention (key transfer tools) were not familiar with these essential transfer planning tools. A conclusion was reached that more intentional interventions to teach these tools must be implemented in the future.

Figure 3

Workshop Frequency and Number of Survey Responses

Workshop Title	Number of Workshops	Number of Participants	Number of Responses
Financial Aid After Transfer	4	67	49
University Campus Highlights (CSU & UC)	2	55	20
Transfer Success Planning	1	20	15
University Application Follow-Up	1	32	23
University Campus Highlights (Private)	2	5	1
Scholarships	2	28	8
Totals	22	207	116

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?

- Workshop attendance is low for most programs at Allan Hancock College (and the UTC is experiencing the same challenge. Students who do not obtain
- While the results suggest the content of the workshops is effective, only a small percentage of students needing the information are receiving it.
- Students lack awareness of workshops and opportunities.
- Accessibility – modality and times may not always be suited for students.
- Workshop topics may not entice student engagement as many do not know that the workshop is relevant to them.
- Time commitment of workshops (typically 60-90 minutes) may be a lot to ask for AHC students who come from low social economic backgrounds and have multiple responsibilities such as half or fulltime jobs, children and or other familial responsibilities.
- Childcare during workshops for student parents is needed.

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

For appointment reporting and tracking: General counseling, University Transfer Center, Career Center, and Non-Credit counseling have all received training and a guide (see Appendix 3) to ensure their appointment modalities and locations align with reporting. The Argos report which displays appointment location and modality will be further audited in Fall 2026 to ensure these changes are tracked appropriately.

For workshops, the first plan is promotion through the following methods:

- Flyers
- Social Media
- QR codes distributed at all campus events where counseling has a presence (and increase counseling presence at these events) and within classrooms.
- Offer incentives such as food, gift cards, and raffle entries.
- Online registration through SuccessNet so students receive a calendar item.
- Flag students in SuccessNet and guide them towards workshop signups.
- Collaborate with the Library's Kids Corner to offer childcare during workshops if needed.

The UTC will also be aiming to increase the number of classroom presentations provided annually. In addition, the UTC will continue to collaborate with local high school and university programming to reach more students and engage them early in their AHC career.

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

While increased attendance and department-initiated surveys are the easiest way to track if the changes are successful, the UTC will continue to monitor transfer success rates as well as to promote a college-wide sense of accountability for transfer measures. This will require working with IE to create and administer a longitudinal study. This plan hinges on a greater campus adoption of SuccessNet to track student workshop attendance and have students sign-up in advance. In 2025-26, the UTC improved its workshop sign-ups and tracking via use of SuccessNet. In the future, the UTC will look for opportunities to promote workshops via SuccessNet and make it a central place where students can check appointments and workshop times.

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings. No Validation this year

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:

New Program Planning Initiative (Objective) – Core Topic Only	
Title (including number):	
Planning years:	
Description:	
What college plans are associated with this Objective? (Please select from the list below): ☐ X Ed Master Plan ☐ X Student Equity Plan Guided Pathways ☐ AB 705 ☐ X Technology Plan Facilities Plan ☐ Strong Workforce ☐ Equal Employment Opp. ☐ Title V	
New Program Planning Initiative (Objective) – Core Topic Only	

Title (including number:	
Planning years:	
Description:	
What college plans are associated with this Objective? (Please select from the list below): ☐ ☐ X Ed Master Plan ☒ X Student Equity Plan ☐ Guided Pathways ☐ AB 705 ☐ ☐ Technology Plan ☐ Facilities Plan ☐ Strong Workforce ☐ Equal Employment ☐ Opp. ☐ 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.

The document does not allow for requesting funds, only equipment.

1. See excel document attached for resource/staffing requests.

Program Review Signature Page:

Program Review Lead: Ashley Brackett & Maria Arvizu-Rodriguez

Date 6/5/2026


Yvonne Teniente (Jun 12, 2026 13:15:49 PDT)

Program Dean

06/12/2026

Date


Genevieve Siwabessy (Jul 7, 2026 14:35:59 PDT)

Vice President, Student Services

07/07/2026

Date

Appendix 1

Spring 2026 Workshop Survey

* Required

1. Which Workshop did you attend? * ☐ Cafecito y
- ☐ Chisme with Counselors ☐ Hancock Nursing Programs
- ☐ Motivation and Self-Care
- ☐ Next Steps at AHC
- ☐ Pre-Radiography Program
- ☐ Study Skills: How to Destress and Test at your Best
- ☐ Time Management: Planning your semester
- ☐ Transfer Pathways to a BSN
- ☐ Use Class Search to Build your Schedule
- ☐ University Campus Highlights (UCs and CSUs) ☐ University
- ☐ Campus Highlights (Private Schools) ☐ Financial Aid After Transfer
- ☐ Transfer Success Planning
- ☐ University Application Follow Up
- ☐ Parent Session (English)

2. In what modality was your workshop presented?

*

☐ In-Person

☐ Zoom

3. The workshop was presented in a modality that suits me *

4. The Workshop was presented at a time that was convenient for me *

5. After this workshop, I feel more knowledgeable about the presented topic *

6. The materials presented aligned with the topic *

7. I feel this workshop will make me a more knowledgeable student.

8. Any other comments you may have about this workshop? *

9. If you would like someone to follow up with you about a counseling appointment or more information, please leave your name and phone number.

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UTC Program Review 25-26_Final Submitted Version

Final Audit Report

2026-07-07

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