

I. A. Reflect upon and provide an analysis of the four years of data above

Student contacts have remained mostly stable with fluctuations due to counselor or staff availability. In Fall 2013 we installed a SARS tracking system, that had been removed in Fall 2011, when the Career Center moved to another location . The student contact number almost doubled because we were able to capture student data of those using Transfer Center services. In 2015 the tracking system was down and it was a hit and miss counting the students who sought Transfer Center assistance. Also during the spring of 2015 one of the two staff members went on a 2 month medical leave that affected student contact numbers.

Many more students are not assisted at times when we have to close the center to provide workshops, tours, or other activities that require the 2 staff members and director. There is a direct correlation between available staff and student contact numbers.

- In 2011 the TAG pipeline for UCSD brought in students for a one time opportunity for acceptance with a 3.0 instead of the 3.5 TAG; which resulted in many students signing up for informational workshops regarding this program.

I. B. Please summarize the findings of SAO assessments conducted.

Students are satisfied with workshop topics and are acquiring information to help their transition to universities. A major component of our workshops is assistance with the CSU and UC application process. The Transfer Center uses SAO's for feedback on every workshop and transfer activity delivered. 100% of participants would recommend the activity, whether it was a workshop, college tour or college fair to other students. SAOs have been instrumental in changes made to workshops and services offered by the Transfer Center. From SAO feedback we have added more time to our workshops, and continue to try to provide more staff to help with the "hands on CSU workshops". We have also included yearly university tours and have changed how services are offered in the Transfer Center. We now offer "walk in application assistance" during the last week of the application period in November.

I. C. Reflect upon the SAO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.

Continued funding for university fieldtrips would help the Transfer Center provide Palomar students options to visit universities both in and out of our service area. Campus fieldtrips taken in 11/12 with GRAD funding resulted in university visits to CSULB and UCI and UCR. SAOs completed indicated it made a significant difference to students to visit campuses. Some commented that their attitude and motivation had changed in a positive way.

In 12/13 with GRAD funds the Transfer Center was able to provide University visits to CSUDH, CSUF and UCLA. Students were able to talk directly to admissions personnel and some actually applied while they were at the campus of Dominguez Hills that year.

In 2013 the Transfer Center collaborated with ASG to provide a tour to UCLA's STOMP Conference, in which 50 students participated. Again students responded in SAOs how it influenced their motivation to achieve the desired gpa for admissions to UCLA.

In the Fall of 2014 students rode the Sprinter to CSUSM, our feeder campus for their "Majors" fair. Many students had not visited the campus in spite of the proximity and their goal of transferring there in the future.

In Spring of 2015 students visited CSU Long Beach. The question students were asked on the SAO was, "What helped you form a decision about applying or not applying to this school in the future?" Students' responses ranged from

"I wanted to see what a university looked like before I applied."

"The feeling"

"seeing the campus"

"Time to explore on my own"

I. C. Reflect upon the SAO assessment findings in Box B above. Discuss overall observations and any areas of concern or noteworthy trends.

“This has been the only tour I have ever been on and it has opened my eyes to new visions and paths.”

“ I really enjoyed the environment/atmosphere of the school and I also enjoyed the diversity”

College Tours give students a broader window to make informed college choices, and an opportunity for many of them to visit a university.

In the SAO’s completed in Fall 13, students addressed the need for more staff during CSU application workshops, this is an area where under the Transfer director special student ambassadors can be trained to help. In response to that feedback in Fall of 14, an additional counselor and all TC staff participated in application workshops for the CSU system. Ambassadors were not available for this type of work.

-Adequate staffing is of utmost importance to accomplish our transfer work. Title 5 Regulations requires that each community college district recognize transfer as one of its primary missions; included in the regulations are program components that include transfer staffing.

There is a need to have a computer lab dedicated to the Transfer Center with room for a minimum of 20 students, for the many workshops that are offered during the Fall during the application period that runs from September- November. Currently the Transfer Center shares the Career Center space, which makes scheduling difficult. The Transfer Center also uses the labs in the library, but they are not always available. Our small computer space in the Transfer Center needs upgrading. We have “hand me down” computers and the space needs to be redesigned to allow better and more access. We currently have only 5 computers but could add an additional computer if the space was rearranged, but also to provide more privacy for students when filling out sensitive college information.

STEP II. PLANNING

Reflecting on the 4-year trend data, the SAO assessment results, and the college’s Strategic Plan 2016, describe/discuss the discipline planning related to the following:

II. A. Programs changes and improvements (consider changes due to growth in FTES and Headcount, CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)

The Transfer Center has been active in providing services that are critical for transfer students. We have gone from offering 4 total CSU workshops in Fall 2011 to 19 in Fall 2014, and from 3 UC application workshops to 10. In addition we have more Personal Statement and Personal statement critique workshops. We added workshops at the Escondido Center, which were well attended. Transfer topic workshops are also offered to assist students with the intricacies of the transfer process, as well as to provide the different transfer options for private and out-of-state (WUE) options. Our workshops serve a diverse student population, we are assisting more latino and veteran students than in previous years.

II. B. Additional programs to develop (consider enrollment trends, student demands, wait times, comprehensiveness, etc.)

Counselors are not exclusively assigned to the Transfer Center; therefore it is important that they receive the most updated transfer information in a timely manner. There are important conferences for counselors like; ETU (Ensuring Transfer Success by the UC system) held in spring, the CSU annual conference, the UC Conference (both in Fall) and the WACAC (Western Assoc. for College Admission Counseling) conference that addresses the Private Schools and legislation that affects CC’s. It is important that counselors have the opportunity to attend conferences and to return to help train the department faculty. The responsibility for dissemination of crucial transfer information is one of the Transfer Center Director’s responsibilities, but general counselors who attend have opportunities to get first- hand information, to network and troubleshoot with colleagues and feeder institutions and to assist in some of the training.

As the college looks to change the calendar, it is critical to remember that the final week in November is a time that the Center needs to be able to provide services to students. The students who are least prepared and need the most help often are the last to apply and are affected by a shortened calendar year.

STEP III. RESOURCE REQUESTS FOR DISCIPLINE:

III. A. Describe the resources necessary to successfully implement the planning described above. Provide a detailed rationale for each request by referring to the analyses of data and SAO assessment results in Step I and/or to any other evidence not apparent in the data or SAO Assessment results.

a. Equipment (per unit cost is >\$500) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
a1.	workstation for computers		1 & 4	A smarter use of space is needed to accommodate students using our computers. A new work station with slimmer design would allow an additional computer.	2000	One time	no
a2.							
a3.							
a4.							
a5.							

b. Technology (computers, data projectors, document readers, etc.) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
b1.	6 computers	1	1.2	Computers are used during the registration period. TC staff and ambassadors help students with registration questions. They are also used heavily during the university application period.	\$8,000	One time	no
b2.							
b3.							
b4.							
b5.							

c. Budget for 4000s (per unit cost is <\$500 supplies) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
c1.	Budget for Tours	1	1.3	This activity provides a direct impact to prospective transfer students.	3500	On-going	no
c2.							
c3.							
c4.							
c5.							

d. Budget for 5000s (printing, maintenance agreements, software license etc.) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
d1.	Conference Fees	3	3.3	Strengthen programs and services for our students in order to support their educational goals." There are 3 critical conferences every year; the CSU, UC and Ensuring Transfer Success conference. We send counselors when there is money, but would like to have funds to provide this opportunity to counselors on a yearly basis.	\$2500	On-going	The Transfer Center budget that would cover this expense was reduced by \$1,000, leaving us with 4000 for all expenses that we have to incur for the year.
d2.							
d3.							
d4.							
d5.							

e. Classified staff position (permanent/contract position requests unique to this discipline) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?

e. Classified staff position (permanent/contract position requests unique to this discipline) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
e1.							
e2.							
e3.							
e4.							
e5.							

f. Classified staff position (temporary and student workers position requests unique to this discipline) Enter requests on lines below.

Resource	Describe Resource Requested	Prioritize these requests 1,2,3, etc.	Strategic Plan 2016 Goal/ Objective Addressed by This Resource (Link)	Provide a detailed rationale for the requested resource. The rationale should refer to your discipline's plan, analysis of data, SAO assessments, and/or the College's Strategic Plan	Estimated Amount of Funding Requested	Will this be one-time or on-going funding?	Is resource already funded (in part or in full)? If so, name source. Why is that source not sufficient for future funding?
f1.							
f2.							
f3.							
f4.							
f5.							

III. B. Are there other resources (including data) that you need to complete your discipline review and planning?

STEP IV. SHARE YOUR ACCOMPLISHMENTS Please include at least one discipline accomplishment that you'd like to share with the college community.

*The Transfer Center Director was able to remove a Palomar requirement of requiring a "Certificate of Insurance on file" for all visiting representatives to Palomar. This has facilitated better relations with Universities and has made the organization of the College Fair and college rep visits run smoothly.
 *In the 2013/14 year, the Transfer Center made a push to increase ULink contracts to UCSD and increased student contracts to accommodate as many students as possible (transfer with a 3.0 gpa if first year student), because new program changes for Fall 14, UCSD will only accommodate ULINK for those with incomes under \$40,000.
 * Fall 2014 -560 students were assisted directly in 37 transfer workshops.

Other Stats: PC transfers to CSU:

Year 2014/15 -1,250 students
· 2013/14- 1,131 students
2012/13- 1,077 students
2011/12- 848 students

UC System Admitted students from Palomar;

Fall 2014- 255 with 197 enrollees
Fall 2013-252 Admitted 194 enrollees
Fall 2012- 319 admitted 256 enrollees
Fall 2011- 343 admitted 268 enrollees

From Data Mart: ((most recent data available)

Year 2013-2014 In-State Private Institutions - 243
Out-of -state universities 398
Total: 641
Year 2011-2012
In State private: 301
Out-of-state: 455
Total: 756

STEP V. ACCREDITATION For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

--

STEP VI. COMMENTS Other comments, recommendations: (Please use this space for additional comments or recommendations that don't fit in any category above.)


The colleges transfer function will become more critical as new ADTs (Associate Degree for Transfer) are developed and the requirements of the Student Success Act are implemented.


Please identify faculty and staff who participated in the development of the plan for this department:


Elvia Nuñez-Riebel <i>Name</i>	Lisa Douglas <i>Name</i>	Brittany Wong <i>Name</i>
-----------------------------------	-----------------------------	------------------------------

--	--	--

Name	Name	Name
------	------	------

 12/9/15
Department Chair/Designee Signature Date

 12/11/15
Division Dean Signature

 12/11/15
Division Vice President Signature Date