

**Entry #:** 42 - ---Transfer Center      **Status:** Submitted      **Submitted:** 4/4/2024 5:04 PM

## 2023-2024 REVIEW

### OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR NON-INSTRUCTIONAL PROGRAMS

**Program Review is a self-study of your unit. For non-instructional program review, the definition of what is a unit varies based upon your division. A unit may be a department (e.g., Information Services, Institutional Research and Planning, Financial Aid), a program (e.g., EOPS, TRIO), or a division (Human Resource Services). The Vice Presidents for each division have identified/defined the units that will complete the review cycle.**

**Regardless of whether your unit is a program, department, or division, program review is about documenting the plans you have for improving Institutional Effectiveness in your area and sharing that information with the college community. Through the review of and reflection on key elements, Program Review and Planning identifies program strengths and strategies necessary to improve the operation of your area. With that in mind, please answer the following questions.**

## BASIC UNIT INFORMATION

**Are you completing a Comprehensive or Annual PRP?**

Annual

**Division Name**

Student Services

**Department Name**

SS Student Success, Equity, and Counseling

**Program/Unit Name**

---Transfer Center

**Name of Person responsible for the Program/Unit**

P.J. DeMaris

**Website address(es) for your program(s)/unit(s)**

**Webpage URL 1**

**Unit webpage**

<https://www.palomar.edu/transfercenter/>

**Webpage URL 2**

**Unit webpage**

<https://www.palomar.edu/transfercenter/transfer-center-canvas-registration/>

**Please list all participants and their respective titles in this Program Review**

Participant	Title
Patricia Jo DeMaris	Transfer Center Director, Counselor/Professor
Brittany Wong	Transfer Center Coordinator

**PROGRAM/UNIT DESCRIPTION****Staffing**

In this section, you will identify how many faculty and staff support your program. This information is considered when you request permanent staff and faculty hires. It is also useful as you evaluate your program and the human resources and talent you have to support our students.

To help you answer questions in this section, you will need the link shown in red below. This form required a login and password to access. Please use your Palomar email and password to log in.

Link: [Permanent Faculty and Staff Count](#)

**Full-Time Staff****Total Number of Full-time Staff**

2.00

**Number of Classified Staff**

1.00

**Number of CAST Staff****Number of Administrators****Number of Full-time Faculty**

1.00

**Part-Time Staff****Total Number of Permanent Part-time Staff****FTE of Part-time Staff (2x19 hr/wk=.95)**

0.50

**FTEF of Part-time Faculty**

0.86

**Describe additional temporary hourly or contract staff who support this unit and/or department. (Include FWS/District Student Workers/Veteran Student Workers)**

The Transfer Center currently has 3 FWS workers and 1 Transfer Center Assistant temporary hourly worker.

**Program/Unit Description****Have the services your unit performs changed in any way over the past year?**

The Transfer Center has expanded the breadth of services provided now that additional help from FWS students and a temporary part time staff person are available.

Further, additional legislative mandates have required expanded training of counselors and establishment of mechanisms to collect and report MIS data. A new reporting system effective next fall semester will replace prior annual reporting with Vision Aligned Reporting.

**Reminder: Data does not autosave. Save this content before moving to the next section or closing form.**

## PROGRAM/UNIT ASSESSMENT

---

### SERVICE AREA OUTCOME ASSESSMENT

#### GOT SERVICE AREA OUTCOMES?

**Outcomes are statements written in support of student learning to show direct support (instruction) or indirect support (services) provided on campus. Assessment is the way we measure how well we are achieving our outcomes.**

**For non-instructional areas, outcomes are called Service Area Outcomes (SAO).**

#### So, what is an SAO?

A Service Area Outcome (SAO) is a statement about what a client will experience, receive, or know as a result of a given service. Clients can be students, faculty, staff, or community members.

As part of our three-year planning and review cycles, all non-instructional units are asked to:

- identify at least two SAOs,
- develop a plan and assess their SAOs,
- reflect on the results, and
- take action, as necessary.

Palomar uses Nuventive Improve as our official repository for SLO and SAO Assessment information.

---

#### **Review and/or define your SAOs and assessment plans and ensure they are entered in Nuventive Improve by doing the following:**

- 1) Login to Nuventive Improve through the Palomar College [Single Sign-on](#).
- 2) Check your SAOs for **currency** and **sunset** any SAOs if you no longer plan to assess them.
- 3) Revise or edit your current SAOs by revising their wording and/or updating the assessment method and/or assessment results, if appropriate.

#### **NEED HELP?**

##### **Nuventive Improve:**

- 1) If you need help with anything Nuventive Improve related such as login, unit identification, entering SAO info, contact Marti Snyder at [msnyder2@palomar.edu](mailto:msnyder2@palomar.edu).
- 2) Check out this video on how to enter SAOs in Nuventive Improve: <https://youtu.be/b1sRa68wm4c>

##### **Defining and Assessing SAOs:**

Not sure if your SAOs make the grade? Need some help writing an SAO? Not sure about how to assess your SAOs?

- 1) [Hartnell's SAO Guide](#) is a nice resource! Thank you Hartnell!

2) Contact Michelle Barton at [mbarton@palomar.edu](mailto:mbarton@palomar.edu). We have a resource support team to help.

A template for entering SAOs can be found on the [IR&Ps Non-instructional Program Review and Planning website](#)

SERVICE AREA OUTCOMES TEMPLATE					
Date Identified or Last Reviewed	Description of SAO (What is your SAO?)	Assessment Method (How will/do you measure or assess it?)	Criterion (How will/do you know if you met the outcome?)	Date of Assessment	Date of Next Assessment
1)					
2)					
3)					
4)					

**Are all of your unit's SAOs and assessment plans UPDATED and ENTERED in Nuventive Improve?**

Yes

## SAOs SUMMARIES AND REFLECTIONS

Each of your program/unit SAOs should be assessed at least once every three years. If you have completed any SAO assessments over the past year, summarize what you learned from the assessment and what improvements you have implemented or plan to implement as a result of your SAO assessments. If you have not completed SAO assessments, document why (e.g., SAO was assessed last year).

### SAOs

#### SAO 1

##### SAO Title

Students who attend the College Fair will report that they are better prepared to select a transfer campus.

##### Assessment Status

Assessed

##### SAO Summary and Reflection

83-84% of the students who completed the survey indicated that they felt "somewhat or completely prepared" for transfer.

The Transfer College Fairs are well attended with numerous activities to engage students in growing their transfer knowledge. Transfer Counselors are available and meet with students to address their questions and concerns in a more relaxed setting and often follow up for a formal educational plan appointment.

For Spring 2024, the Transfer Center will expand the Fair to include a week-long wholistic approach to the career, major, university interaction to include workshops, panels and discipline experts in addition to outreach staff.

## SAO 2

### SAO Title

The Transfer Center will conduct a campaign to increase the number of UC TAG applications by no less than 5% each year.

### Assessment Status

Assessed

### SAO Summary and Reflection

In the fall of 2023, Palomar submitted 155 UC TAG applications up from 5 year low in fall 2022 of 123. This reflects a 26% improvement over last year. However, this year's number is 30% lower than Palomar's 5 year high of 202 in the fall 2020.

Next cycle, now that we have student workers in the Transfer Center, we can make a more of a deliberate effort to outreach and encourage students to submit a TAG. Typically we rely on the counselors and Canvas to spread the word, but perhaps a more personalized effort would continue to bring our TAG numbers up consistently year over year.

## SAO 3

### SAO Title

Students attending CSU application workshops will indicate in their post evaluation that they are "somewhat confident" or "very confident" in the application process at a rate of at least 80%.

### Assessment Status

Assessed

### SAO Summary and Reflection

For the fall semester of 2022, 92.86% of the students who attended the CSU application workshop reported their level of confidence was "somewhat or very confident" as they proceeded into the transfer application process. These same students began the workshop at a 35.05 % confidence level comparatively.

## SAO 4

### SAO Title

The Transfer Center will offer at least once per month, one of the 2 following workshops; "Transfer Nuts and Bolts" and/or "Transfer Strategies and Planning (Transfer S+P)".

### Assessment Status

Assessed

### SAO Summary and Reflection

Looking back over the last 3 semesters and additionally skillshops for the spring 2024 to date, the following student outcomes were measured:

Fall 2022-

Students self- reported knowledge on transfer content before presentation as 60% minimal and 36.36% average (no students reported a high level of knowledge on the pre assessment). Post workshop results showed no students reporting minimal knowledge, 50% average and 50% very high. The average qualitative measure of the workshops was 3.518 on a 4 point scale.

Spring 2023-

Students self-reported knowledge on transfer content before the presentation as 37.5% minimal, 52.08% average, 10.42% high. Post workshop results showed no students reporting minimal knowledge,

25% average and 75% very high. The average qualitative measure of the workshops was 3.46 on a 4 point scale.

Fa11 2023-

Students self-reported knowledge on transfer content before the presentation as 60% minimal, 36.67% average, and 3.33% high. Post workshop results showed no students reporting minimal knowledge, 50% average, and 50% very high. The average qualitative measure of the workshops was 3.514 on a 4 point scale.

Spring 2024-

Students self reported knowledge on transfer content before the presentation as 37.5% minimal, 54.17% average, and 8.33% very high. Post workshop results showed no students reporting minimal knowledge, 25% average and 75% as very high. The average qualitative was 3.466 on a 4 point scale.

Students report the Transfer Center Skillsshops to be very informative and useful. Consistently, the qualitative measures are in the 3.5 out of a 4 range. Students self reported gains in transfer knowledge after the workshop are significant.

Students are still engaging primarily remotely now that the workshops are offered hyflex style. Face to face engagement would facilitate connecting with the students for additional interactions such as counseling appointments.

Better efforts need to be made to have students complete as many post assessments and pre-assessments.

## OTHER ASSESSMENT DATA

**Review the Quantitative and Qualitative Data from your comprehensive review. If there are updates please describe them below. Completed comprehensive reviews can be found on the IRP website - "Completed PRPs".**

Transfer Center student appointments were 803 for the 22/23 academic year which is about 7% less than last year.

Two factors to consider moving forward, the number of contacts may be fewer as the Transfer Center has expanded into the Rancho Bernardo, Escondido and Fallbrook Centers. Student demand may be less at these locations, but it is still critical to have representation of transfer specific counseling at all the District's campuses.

Also, the months of February and March have been trending to show less student demand for transfer counseling appointments and therefore more open appointments remained unfilled. Next year, in anticipation of this lull, the Transfer Center will initiate student contact with students who have indicated a desire to transfer on their original college application but have not completed a comprehensive plan, and invite them into an appointment during this period.

**Reminder: Data does not autosave. Save this content before moving to the next section or closing form.**

## ACHIEVEMENTS AND OTHER RELEVANT INFORMATION

**Describe your program's achievements this past year. Where possible, describe how these achievements are related to our students and their success!**

1. The Transfer Center has an exceptional presence on Canvas and in social media. Great effort is made to provide a multitude of modalities to assure all students have access to transfer information. Some highlights for the 2022/2023 year include:

- 477,082 individual views among all available resources on Canvas
- 41,438 Lifetime Transfer Center Canvas Student Hours
- 2,795 total students engaged on the Transfer Center Canvas

- 1,176 posts on the Transfer Center Canvas

- 1,660 individual views of all the available videos on YouTube which includes the library of CSU application workshops, UC application and TAG workshops, Next Step Videos for students denied admission to a university, Transfer Nuts and Bolts workshops, Transfer Strategies and Planning workshops and a multitude of mini-tutorials related to transfer.

- On Facebook- the Transfer Center has 807 followers, 214 Reach posts

- On Instagram- the Transfer Center has 557 followers and 693 posts

- 1,011 interactions with students and the Transfer Center utilizing voice to text engagement

2. 852 students participated in our virtual transfer workshops and drop-in opportunities for quick questions related to the transfer process.

3. Transfer Center Staff, The Palomar Transfer Association student club, University Representatives and the Transfer Center FWS students reached out in person, on campus on a regular basis to potential transfer students for 290 student contacts with 318 University contacts. Participating Universities were asked to bring snacks/giveaways for students at "Transfer Connect", universities included public and private San Diego region options.

4. The Transfer Center Director responded to 416 transfer and general counseling related emails during the 2022/2023 academic year. This is up slightly from last year, but continues to demonstrate a strong reliance on virtual access to transfer information and academic planning follow up.

5. The Transfer Center Director and Coordinator in collaboration with the Palomar Information Services developed the required methodology to capture and report students participating the the Dual Admissions Programs with the UC and CSU.

6. The Transfer Center Director and Coordinator continue to work with counselors, students and the Evaluations Office to assure the timely submission of Graduation Petitions for those students earning Associate Degrees for transfer. Verification that a student will earn an ADT must be identified in the CSU application itself, then a student must apply for graduation indicating an intention to earn this degree, then both electronic or paper verifications are required for submission to the CSU on March 15th of each fall application cycle. This process is repeated as well for the spring application cycle with different deadlines. There are numerous components necessary for students to earn the admissions and unit efficiency benefits that come with earning this degree and the Transfer Center is instrumental on many of these functions to assure students get the benefits they have earned with this degree.

7. The Transfer Center set a goal of representation of Transfer Counselors at all college centers and as of this spring 2024 semester, we have counselors dedicated to transfer counseling at Escondido, Rancho Bernardo, and now Fallbrook (which was our last remaining center as of last year).

8. The Transfer Center is participating in a grant with CSUSM for Transfer Success in an attempt to address several of last year's goals to facilitate students disqualified from CSUSM who attend Palomar to have a clearer path to return to CSUSM. Further, more exploration and action plans are being considered to assist first generation students from discontinuing their university goals when a temporary set back develops between offers of admission and attendance the following term.

**Describe any recent changes in legislation, policies, procedures, processes, and/or technology (software and hardware) that have impacted or will impact your program/unit. What effect will these changes have on your program/unit?**

1. Recent changes in Title V on the composition of Associates degrees may not have obvious implications for transfer, but many students who transfer elect to "layer" their transfer goals with other degrees. Therefore, the Transfer Center Director will take an active role in the discussion on how to best meet transfer student needs within the parameters of these changes.
2. AB 705/1705 with modifications in transfer levels English and Math could have extreme implications for transfer students. The deletion of "bridge" math classes could have severe implications for first generation, students undecided on university level majors (where STEM students will seem to need to make commitments to these type of majors early in their high school careers), and re-entry students. Efforts to incorporate other support systems will need to be monitored closely to assure disproportionately impacted students are not negatively impacted by these legislative efforts design to assist them to move through their degrees in a timely manner.
3. AB 928 or the "Auto-ADT" provision has serious implications for potential transfer students. Students who indicate a degree goal which aligns with an available ADT at Palomar will be automatically placed on this ADT pathway. Unfortunately, most students when they elect their major do so when they have not been fully informed of their choices and the subsequent implications.

The Transfer Center will work closely with incoming students to help address the need to understand their major choices and if the ADT pathway is best for them. Most often, UC and out of state students should not consider the ADT option. Also, many ADT pathways do not align as a degree "deemed similar" with the students' top choice transfer university or may not be the best option if the major preparation for the desired school is less than the ADT requires.

**In addition to (or in response to) the changes listed above, what board policies, procedures, and processes need to be updated, created, or deleted?**

Efforts to educate students prior to their original application to Palomar College need to be made. These may involve early outreach and or educational detours when completing the application so students are directed to an educational document, video and/or workshop prior to making an "uninformed" major choice which can have major negative implications both academically and with financial aid eligibilty as well.

**Reminder: Data does not autosave. Save this content before moving to the next section or closing form.**

## **PROGRESS ON PRIOR PRP GOALS**

**Review the goals listed on your comprehensive review and summarize progress you have made on the strategies for implementation. If your unit has experienced challenges implementing the goals, describe those challenges.**

**Click on "+Add Goal" below for each additional goal.**

[Click here for previous PRPs with goal information.](#)

### **Prior PRP Goals**



## Goal 1

### Brief Description

Have representation of the Transfer Center at all the Palomar College campus locations.

### Choice

Completed

**Add any comments related to your work on prior goal. Include outcomes or progress, successes and challenges, and reason(s) for eliminating a goal, if applicable.**

## Goal 2

### Brief Description

Campaign to assure any student who qualifies for a UC TAG applies during the September filing period.

### Choice

Ongoing

**Add any comments related to your work on prior goal. Include outcomes or progress, successes and challenges, and reason(s) for eliminating a goal, if applicable.**

The number of TAG applicants was up this year significantly from last year by 26%. However, that is still below our all time high and more efforts need to be made to improve awareness about this guarantee option to a UC.

## Goal 3

### Brief Description

Assure that transfer rates (admission and enrollment) are consistent from Palomar to the CSU and UC systems for all diverse student groups.

### Choice

Ongoing

**Add any comments related to your work on prior goal. Include outcomes or progress, successes and challenges, and reason(s) for eliminating a goal, if applicable.**

The Transfer Center is working with the Institutional Planning and Research staff to expand and update prior data on this measure.

**The Vision Plan 2035 includes the College's Educational Vision Plan. Review the goals and objectives in the plan and identify 1-3 objectives that your unit supports. Describe how your unit helps to support those objectives.**

The Transfer Center is well aligned with the first 3 objectives of Goal 1 in the Educational Vision Plan, "Reimagine and redesign instruction and student services to increase student success". These 3 objectives\* are supported by the Transfer Center as it continually seeks out new and better ways to improve visibility, access and familiarity with the transfer process for all students. Deliberate efforts are made to ensure that appointments with the Transfer Center are easily made with minimal wait time that include all centers for both live access student appointments as well as phone and online appointments as well. Appointment modalities are elected by the student.

We engage students regularly on the campus, in person with casual university outreach and quick questions opportunities as well as an extensive array of workshops conducted in hyflex modality for easy access. These workshops are also recorded and added to our Canvas "Library" so student can access on demand.

- \*1. Ensure academic support services, such as tutoring and career support, are easy to find, easy to access, and available in multiple modalities to meet student needs.
- 2. Ensure students experience timely, welcoming, and barrier-free support services aligned with their career and transfer pathways.
- 3. Ensure student service spaces are warm, welcoming, and organized to facilitate student ease of access and use.

**Describe any changes to your goals or three-year plan as a result of this annual update.**

The Transfer Center will continue to develop, diversify, and monitor our services to assure the transfer needs of Palomar students are being met. Additional staffing, financial resources and a cohesive, holistic Student Services Center to anchor the Transfer Center are important goals moving forward.

## RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following five parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology Needs

PART 4: Facilities Needs

PART 5: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

Reflect upon the three year plan you created above, your current operations, and any upcoming factors (retirements, changes in legislation, and changes in policies or procedures) that will impact your unit. How will you allocate resources to implement your plan? Describe additional resources needed to improve the effectiveness of your unit/program. All resource requests must be aligned with the College's [Vision Plan 2035](#)

Summarize any reallocation/re-organization of resources you are making based upon your three-year plan, your current operations, and any other factors (e.g., legislation). Describe the impact of the reallocation of resources to your unit.

**NOTE: All requests listed in the PRP will be reviewed by deans and supervisors, then forwarded to the appropriate review group for prioritization. A resource requests approved to move forward in the review process does NOT guarantee a position or funding.**

PART 1: STAFFING NEEDS

This year, units are asked to identify new positions only as part of the PRP process. Vacant positions will be addressed outside of the PRP process.

If you are requesting STAFF, please fully complete this section. If not, you can skip to the next resource section. Click "+Add Staff, CAST, AA request" below for each additional request.

When considering the funds required for a position, consult the HR website for position salary schedule and the [Benefits Worksheet](#) for additional costs related to benefits for the position.

Are you requesting new Classified, CAST, or AA positions?

Yes

REQUEST FOR ADDITIONAL CLASSIFIED, CAST, AA

Staff, CAST, AA request 1

Title of position

Transfer Center Assistant

Is the position request for AA, CAST, or Classified staff?

Classified

Is this request for a full-time or part-time position?

Full Time

How does the position fill a critical need for current, future, or critical operations? (e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability.)

As has been mentioned in multiple PRPs over the years, our Transfer Center Assistant position was lost several years ago and never replaced. Recent legislative changes along with the increased complexity of the transfer process has added greater stress and pressure on the 2 person operation of the Transfer Center.

Does the position assist in establishing more efficient District Operations through either of the following: reorganization/restructuring OR use of technology?

I recommend that the Transfer Center replace 1 full time permanent assistant. The addition of one part time, temporary classified staff person this year has enabled us to expand our offerings considerably this year. Keeping in mind that the Transfer Center Coordinator has a 60% reassigned time, not 100%, this places a greater need for the support staff to manage the day to day operations of the Transfer Center especially when the Transfer Center Coordinator maintains a counseling case load in addition to administrative responsibilities.

Is there funding that can help support the position outside of general funds?

Yes

What funding would support this position?

Student Equity may be able to help.

Describe how this position helps implement or support your three-year PRP plan.

To provide all the mandated services for the number of students who need it requires a larger staff.

Vision Plan 2035 Goals and Objectives

1:1	1:5	2:6	4:4
1:2	1:10	3:1	4:5
1:3	2:5	4:1	5:2

**If the position is not moved forward for prioritization, how will you address this need?**

The two of us will continue to provide the best services we can within the constraints that time and demand allow.

**Staff, CAST, AA request 2**

**Title of position**

Transfer Center Assistant

**Is the position request for AA, CAST, or Classified staff?**

Classified

**Is this request for a full-time or part-time position?**

Full Time

**How does the position fill a critical need for current, future, or critical operations? (e.g. accreditation, health and safety, regulatory, legal mandates, institutional priorities, program trend analyses of growth/stability.)**

Recent legislative changes along with the increased complexity of the transfer process has added greater stress and pressure on the 2 person operation of the Transfer Center.

**Does the position assist in establishing more efficient District Operations through either of the following: reorganization/restructuring OR use of technology?**

**Is there funding that can help support the position outside of general funds?**

No

**Describe how this position helps implement or support your three-year PRP plan.**

In order for us to expand our services in a more qualitative and quanitative way, we need more staffing. Students are seeking more and more guidance throughout the transfer process and in addition to excellent counseling, support services that are readily available and rich in offerings are necessary to improve opportunities for Palomar students to transfer.

**Vision Plan 2035 Goals and Objectives**

1:1	1:5	2:6	4:4
1:2	1:10	3:1	4:5
1:3	2:5	4:1	5:2

**If the position is not moved forward for prioritization, how will you address this need?**

Both the Transfer Center Coordinator and Faculty Coodinator give 150% to our Transfer Center Mission and activities, but even so those can only go so far. A total of 4 persons dedicated to the Transfer Center are necessary to keep up with the legislative demands for transfer accountability, the year round application cycle which use to be only once per year, in addition to a rich tapestry of activities that are essential to assure all students recieve an equitable opportunity to achieve their transfer goals.

**PART 2: BUDGET REVIEW**

Review your Budget/Expenditure reports for 2021, 2022, 2023. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

[How to Request the Available Budget Report](#)

**Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?**

Yes

**What budget considerations would you like your dean/supervisor to be aware of or to consider? Please be as specific as possible. For example, if you need an increase in the 40000 account and a decrease in the 23000 account, describe what increase your department needs, how much, and a description of why the department needs the adjustment.**

In 140010, we consistently are given \$4,461-4754. for hourly overload. With salary increases and greater demands on time from the Faculty Coordinator, more funds here would allow more administrative overload time during non-contract periods of January, June, July and August.

In the 400010 and 500010 accounts we have approximately \$1,400. every year. This is barely enough to be operational. There are no travel funds for staff to attend Professional Development opportunities let alone plan on field trips to universities that should be a regular feature of any Transfer Center.

These meager funds place us in a position to try and seek out funds from other sources. Help from private universities and our Dean for special events is appreciated, but there should be a standing baseline that is more sufficient to run the Transfer Center in a manner consistent with sister community colleges.

**Reminder: Data does not autosave. Save this content before moving to the next section or closing form.**

## **PARTS 3, 4 and 5 – TECHNOLOGY, FACILITIES AND OTHER NEEDS**

1.One-Time Fund Requests. Through the PRP process the college implements an approach for prioritizing and allocating one-time needs/requests. Prioritization takes place through the appropriate groups, leadership, and the Budget Committee. The executive team and Resource Allocation Committee consider various sources for funding PRP requests. Resource requests also inform the larger planning process like Scheduled Maintenance Plans, Staffing Plans, and institutional strategic planning.

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the webpage).

If you are a CTE program and think you may qualify for CTE funds for your PRP request(s), you are STRONGLY encouraged to answer the call for Perkins/Strong Workforce grant applications in February. Contact the Dean of CTEE for additional information.

Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

1.Technology and Facilities Review. Requests for technology and facilities are assessed by the Deans and then, if appropriate forwarded to the proper institutional group (e.g., technology review committee, or facilities) for review and feedback.

## **PART 3: TECHNOLOGY NEEDS**

**Will you be requesting any technology (hardware/software) this upcoming year?**

Yes

### **Technology Request**

## Technology Request 1

### What are you requesting?

20 new laptops to assist in the transfer application workshops

### Is this a request to replace technology or is it a request for new technology?

Replacement of Technology

### Who is the current user of the requested replacement technology?

Students have used our laptops but they are not current enough to be usable.

### Provide a detailed description of the request. Include in your response:

#### a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)

The SAO where we conduct CSU and UC application workshops would most greatly benefit from the new laptops.

#### b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)

Students

#### c. What are the expected outcomes or impacts of implementation?

We will have flexibility to offer application workshops and drop in sessions in a multitude of environments other than a computer lab.

#### d. Timeline of implementation

These can be put into place immediately for the spring application cycle which runs the month of August.

### What is the anticipated cost for this request? If any, list ongoing costs for the technology (licences, support, maintenance, etc.).

\$20,000

### Do you already have a budget for this request?

No

### What PRP plan goal/objective does this request align with?

### What Vision Plan 2035 Goal/Objective does this request align with?

1:1	1:3	5:2
1:2	3:4	

### If you have multiple requests for technology and had to prioritize, what number would give this? (1 = Highest)

### What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance, changes to a facility)?

None. We have a cart to store the laptops but need to update the laptops to make them available to students again.

**Will you accept partial funding?**

Yes

## PART 4: FACILITIES REQUESTS

**Do you have resource needs that require physical space or modification to physical space?**

Yes

### Facilities Requests

**Facility Request 1****What are you requesting?**

The Transfer Center should be allocated a larger, more prominent space with multiple confidential offices adjacent to the General Counseling Office to meet the objectives of 1.1, 1.2 and 1.3 of the Vision Plan 2035.

**Provide a detailed description of the the request. Include in your response:****a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)**

All of the Transfer Center's SAO's are in need of this facility request.

**b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)**

Primarily students, but also Transfer staff, university representatives and counselors.

**c. What are the expected outcomes or impacts of implementation?**

Space to offer regular Transfer Orientations and group counseling sessions, opportunities for students to meet university representatives in a confidential space, and storage for the outreach materials necessary when we go into the field.

**d. Timeline of implementation**

1-1.5 years.

**What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).**

Some replacement furniture for the computers in the counseling reception area, more reception area furniture, and office furniture.

**Do you already have a budget for this request?**

No

**What PRP plan goal/objective does this request align with?**

All of them

**What Vision Plan 2035 Goal/Objective does this request align with?**

1:1

1:2

1:3

**If you have multiple requests for facilities and had to prioritize, what number would you give this? (1 = Highest)**

**What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance, changes to a facility)?**

Minimal.

**Will you accept partial funding?**

Yes

## PART 5: OTHER ONE-TIME NEEDS

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the web page under "Instructional Funding Sources").

**Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?**

Yes

### Requests

#### Request 1

**What are you requesting?**

Travel funds for students to go to university events and tours and for staff to attend professional development conferences.

**Provide a detailed description of the the request. Include in your response:**ges here.

**a. Description of the need? (e.g., SLO/SAO Assessment, PRP data analysis)**

This SAO was deactivated due to lack of funding necessary to implement.

**b. Who will be impacted by its implementation? (e.g., individual, groups, members of department)**

Students, counselors and staff who need exposure to and training on the vast offering of universities and their programs.

**c. What are the expected outcomes or impacts or implementation?**

Improved counseling and staff understanding of transfer requirements and programs. For first generation students, the initial exposure to a university is often on a tour. These students need to be introduced to and have the opportunity to envision themselves on a university campus as this is a world that few have been previously exposed to.

**d. Timeline of implementation**

Immediate.

**What is the anticipated cost for this request? If any, list ongoing costs for the request (additional equipment, support, maintenance, etc.).**

\$10,000.



**Do you already have a budget for this request?**

No

**What PRP plan goal/objective does this request align with?**

**What Vision Plan 2035 Goal/Objective does this request align with?**

1:1

1:2

1:3

**If you have multiple requests and had to prioritize, what number would you give this? (1 = Highest)**

1

**What impacts will this request have on the facilities/institution (e.g., water/electrical/ADA compliance, changes to a facility)?**

Would need to reserve vans in advance of fieldtrips.

**Will you accept partial funding?**

Yes

**Budget Category**

575120

**Please upload a copy of the quote, if available.**

**I confirm that the Program Review is complete and ready to be submitted.**

Yes

**Enter your email address to receive a copy of the PRP to keep for your records.**

pdemaris@palomar.edu

**Reminder: Data does not autosave. Save this content before moving to the next section or closing form.**

**Page 5 will show for reviewers (VP and/or Planning Councils) upon submission of the form.**

## FEEDBACK AND FOLLOW-UP

Once your Program/Unit PRP is completed, your division or planning council should review and discuss based on your Vice President's planning process. This area is intended for summary feedback and recommendations from the divisional review.

### Confirmation of Review by Immediate Supervisor.

Immediate supervisor who reviewed PRP:

Leslie Salas

Sign Date

9/16/2024

## FEEDBACK

### Strengths and successes of the program/unit as evidenced by the data, analysis, and assessments:

The transfer center has done amazing work and continues to do so with minimal resources.

### Areas of Concern, if any:

n/a

### Recommendations for improvement:

## Vice President (or President) Review

### Strengths and successes of the discipline as evidenced by the data and analysis:

The Transfer Center offers a comprehensive and diverse set of programs and services to support students. Surveys and data indicate that the services are successful and the students find beneficial.

### Areas of concern, if any:

The department needs more programming funds.

### Recommendations for improvement:

When the CRM comes online, Transfer Center needs to be one of the early adopters of the platform. It will help with program outreach and marketing, as well as engaging students on transfer topics during the recruitment phase.

The program needs to take a strong lead in the implementation of AB928 education for the counseling department, and training the Office of Student Recruitment team.

Program needs to be the lead contact for the Black Honors College at Sacramento State, with a dotted line connecting to Umoja and Black Student Success.

VP Name:

Nick Mata

Signature Date:

9/18/2024