

DASG Budget Request 2023-2024

For All Programs Excluding Athletics

Budget Request due to the Office of College Life by 4:00 pm Monday, November 7, 2022
Applications and attachments must be typed and submitted via email to Dennis Shannakian at
ShannakianDennis@fhda.edu.

Please also copy the Administrator on the email.

Applications must be submitted as Word documents or searchable text PDFs (not scans; signatures are not required)

The Subject must be in the following format:

“DASG Budget Request - DASG Account/Program Name - DASG Account Number”

For Example: “DASG Budget Request - DASG Budget Committee - 41-51140”

Everything submitted will be publicly available online.

Delete the Object Codes and lines within Object Codes you do not need.

1. Program (Account) Name: De Anza Transfer Center
2. Is this a new DASG account? Yes No DASG Account Number: _____
3. Amount requested for 2022-2023 \$ 0
4. Total amount allocated for 2022-2023 \$ N/A
5. How long has this program existed? 30+ years
6. Number of students directly served in this program: ~2000/year
Please ACCURATELY and THOROUGHLY complete numbers 7 – 10 and use additional sheets if necessary.
7. How have you been meeting or how do you plan to meet the budget stipulation of requiring that all students benefiting from DASG funds allocated to you have paid the \$10 DA Student Body Fee and are DASG Members (DASG Budget Stipulation # 1)? We plan to encourage students to pay the \$10 DA student body fee by promoting it at our Transfer Celebration and future events and acknowledging that it would not be possible without DASG funding. We will also include it in our promo materials for Transfer Day. We will require our student workers to be DASG members. _____
8. What would be the impact if DASG did not completely fund this request? The program will have to continue using its limited budget for Transfer Day expenses. This takes away from other transfer center-related activities that we could provide for students such as the Transfer Celebration, university visits (field trips), paid workshops (e.g., consultant for UC Personal Insight Question support). _____
9. Total amount being requested for 2023-2024 (from page 3) \$ 19,932.31

Delete the Object Codes and lines within Object Codes you do not need.

Student Payroll (2310)

MUST ALSO COMPLETE THE HOURLY BENEFITS (3200) SECTION

Must adhere to FHDA Student Pay Levels as stated at

<https://www.deanza.edu/financialaid/types/studentjobs.html>

	Job Title	# of emp. x \$ Per hr x # hrs/wk x # of wks	Cost
1.	<u>2 Admin Assistant I [Fall 23/Winter 24/Spring 24]</u>	<u>2 x 17.60 x 5 x 36</u>	<u>\$6,336</u>
2.			

TOTAL: \$6,336

Hourly Benefits (3200)

MUST ALSO BE COMPLETED WHEN REQUESTING PAYROLL

Benefits rates can change each year. Please check rates before requesting the same amount as last year.

(1.52 % for Student Employees, 10.4 % for Casual Employees)

	Job Title	Total \$ x Percentage	Cost
1.	<u>2 Admin Assistant I [Fall 23/Winter 24/Spring 24]</u>	<u>\$6336 x 1.52%</u>	<u>\$96.31</u>
			TOTAL: <u>\$96.31</u>

Supplies (4010)

(Non-capital as specified; NO general office supplies)

	Item	Intended Use	Cost
1.	<u>Transfer Celebration (medallions, stoles, etc.)</u>	<u>Transfer Celebration</u>	<u>\$2,500</u>
2.	<u>T.C. promotional materials for Welcome Day</u>	<u>Welcome Day</u>	<u>\$2,000</u>
			TOTAL: <u>\$4,500</u>

Food/Refreshments (4015)

(Must adhere to district Administrative Procedure 6331,

<http://www.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=AKVUKX7C7F98>)

	Item	Intended Use	Cost
1.	<u>Food/refreshments for university reps</u>	<u>Transfer Day</u>	<u>\$2,000</u>
2.	<u>Food/refreshments for students</u>	<u>Transfer Celebration</u>	<u>\$2,000</u>
			TOTAL: <u>\$4,000</u>

Technical and Professional Services (5214)

(Limited Engagement/Independent Contractor Agreements,

Consultants/Guest Speakers/Entertainment (list programs).

For contracted speakers the fee shall not exceed \$1,200 per speaker per event.

For performances the fee shall not exceed \$1,800 per performance.)

	Item	Intended Use	Cost
1.	<u>Consultant for UC PIQ support</u>	<u>Transfer Support</u>	<u>\$2,000</u>
2.	<u>Photo booth for Transfer Celebration</u>	<u>Transfer Celebration</u>	<u>\$1,000</u>
3.	<u>Buses for University field trips</u>	<u>University Field trips</u>	<u>\$2,000</u>
			TOTAL: <u>\$5,000</u>

Total amount being requested for 2023-2024 (also complete line 9 at bottom of first page)

\$ 19,932.31

Delete the Object Codes and lines within Object Codes you do not need.

Request For Information (RFI)

	Question / Inquiry	Program Response
1.	<p>Please provide a thorough description of your program. Please describe the new services or features of your program that were implemented after you last submitted a DASG RFI. Explain how your program is unique. Are there any programs on campus that are similar or is there any duplication of services?</p>	<p>The Transfer Center serves as the focal point for transfer activities and through collaboration with faculty, staff and administrators throughout the college, and works to improve transfer. The Center offers and/or sponsors the following resources and support services to assist students in researching options, making sound choices, and planning a smooth transition between institutions: 1) Drop-in counseling and advising to answer quick questions during limited hours; 2) Information regarding articulation agreements, guaranteed admission and impacted majors; 3) Virtual and physical resource library including access to college catalogs from private institutions and UC and CSU campuses; 4) ASSIST.org access and assistance through provided computer stations 5) Coordination of campus visits by UC, CSU, and select private and out-of-state university representatives who offer campus-specific transfer advising; 6) Transfer workshops and information sessions (e.g., Online Application process, Writing the Personal Statement, Navigating ASSIST, ADTs).</p> <p>While many counselors across campus can assist students with transfer-related questions, Transfer Center counselors are specialized in all transfer topics and can serve as resources for other counselors. The De Anza Transfer Center is a hub for all students interested in transfer to get assistance, meet their counselor/student success specialists, and university representatives, and interact with fellow transfer students.</p>

	Question / Inquiry	Program Response
2.	How will your program expand students' perspectives and positively impact their lives and the community? (250 words max)	<p>The events and services provided by the Transfer have reached and will continue to reach many students – especially those who are historically underrepresented – to achieve their transfer goals. Students who transfer and complete their bachelor's degree increase their earning potential exponentially and contributes to the growth of the community for generations to come.</p> <p>Many of our alumni had transferred, obtained their bachelor's and graduate degrees, and still stayed connected with us. They have come back to participate on alumni panels, offer workshops and/or serve as mentors to current students. In this sense, the Transfer Center has made a difference in these students' lives, helped inspire them to make positive contributions to the De Anza family and other communities, and fostered a revolving cycle of giving back.</p>

	Question / Inquiry	Program Response
3.	<p>Go through the most recent DASG Budget Guiding Principles and explain how your program fits each of them or as many as possible. Please do not merely copy and paste the DASG Guiding Principles. The DASG Budget Guiding Principles are available at www.deanza.edu/dasg/budget</p>	<p>Our Transfer Center programs and services align with many of the 2023-2024 DASG Budget Guiding Principles. In particular, the Transfer Center Team helps students succeed in reaching their academic and personal goals of transfer or getting degrees/certificates at De Anza by providing current and accurate information about certificates/degrees and the transfer processes. We also help students explore their options for transfer and assist them in developing a comprehensive educational plan with a clear transfer timeline that best fit their needs. It's our goal to make transfer information accessible for all students at De Anza college. The information and services provided by the Transfer Center will benefit students and DASG constituents during the 2023-2024 fiscal year and beyond.</p> <p>Our Transfer Center programs and services also promote student retention by providing them a clear path to reach their goal, making the idea of transferring and obtain the degree seems within reach and attainable. This help students to stay on a clear path and motivate them to stay persistent in their educational journeys and inspires them to work hard to overcome any adversities to reach their goal. Additionally, our Transfer Center team promotes diversity, equity, and inclusion among all students and strives to increase the number of underrepresented students transferring to four-year universities.</p> <p>We also work with many outside organizations/institutions (e.g., University of California, California State University, private universities, out-of-state and international universities). This requires us to reach out to many different individuals outside of the district and collaborate with them, which may result in programs that fall outside the purview of what should normally be funded by the college.</p>

	Question / Inquiry	Program Response
4.	<p>Explain how your program advertises and promotes itself to all students. Has your program made extra effort to market and reach underserved students? If so, describe how. If not, describe what challenges your program faces in trying to do so. Provide a clear plan for the current academic year as well as any marketing material you will or have used.</p>	<p>We use various platforms to promote our program and services to students. These include our Transfer Center listserv, Transfer Center website, social media channels, Guided Pathways and Student Success Center Canvas announcement, De Anza Discord, etc. We post our events on the College Event Calendar and work with the Office of Communication to include it in the weekly Quick Notes to students, staff and faculty. We also have Transfer Center promotional materials for tabling recruitment and have done tabling at various events such as the Welcome Day, Resource Fair, virtual Club Day, Latinx Student Empowerment Conference, Filipinx-Pacific Islander-Southeast Asian Student Empowerment Conference, and the Black Student Empowerment Conference.</p> <p>We have made extra efforts to reach underserved students by reaching out to the on-campus programs that primarily serves these student population to inform them about our Transfer Center activities and partner with them. For example, we worked with the Extended Opportunity Programs and Services (EOPS) this Fall quarter and provided 2 CSU Application workshops and 2 UC Application workshops to their students. We collaborated with the Student Success and Retention Services (SSRS) and offered a CSU Application workshop to students in the Puente, Umoja, & IMPACT AAPI programs. We collaborated with the Umoja counselor, Maurice Canyon, to host an info session about Historically Black Colleges and Universities (HBCUs) for students to learn more about HBCUs and the guaranteed transfer pathway to one of the partnered HBCU campuses. We have also worked with Mentors@DeAnza and supported the group with their programs. We plan to continue promoting our events through many different platforms and communication channels and partnering with various programs on campus, particularly those that primarily serve underserved students.</p>

	Question / Inquiry	Program Response
5.	<p>Explain how your program promotes equity within the program and on campus. For example: equity training for all staff and student leaders, hiring from underrepresented communities, etc.</p>	<p>Our program strives to increase the number of underrepresented students transferring to four-year universities (UCs, CSUs, and other in-state or out-of-state public/private universities). Compared to 2020-2021, the total number of African American, Latinx, and Asian students at De Anza transferring to UCs increased in 2021-2022. The total number of African American and Latinx students transferring to CSUs also increased in 2021-2022.</p> <p>Our Transfer Center team is comprised of individuals from diverse ethnic, racial, and cultural backgrounds and identities, with wide range of experiences. We bring different perspectives into our work that enables us to effectively connect with students, provide multicultural counseling, and create safe environment for students of diverse age, gender, race, ethnicity, religion/spirituality, sexual orientation, socioeconomic status, etc. We can offer counseling support in multiple languages: English, Spanish, and Vietnamese.</p> <p>The Transfer Center team also consistently participate in professional development activities (e.g., attending a workshop on Historically Black Colleges and Universities, Disability Justice & Allyship training, workshop on Trans & Non-binary students, Supporting Student Success workshop, and other training webinars, etc.) and CSU and UC Counselor conference to learn best practices to serve students from a wide range of backgrounds. Our team members also regularly attend Counseling in-service meetings where we get trained on various topics that help us become equity-minded counselors who put equity at the forefront of our work. By centering equity in college counseling, we are able to recognize our own assumptions and stereotypes that affect student success and continually reassess our practices to create change to better serve students from diverse backgrounds.</p>

	Question / Inquiry	Program Response
6.	How has your program adapted to providing its services online? Alternatively, please provide a clear plan for how your program would provide online services if needed in the future.	<p>Since the pandemic, the Transfer Center has transitioned to providing counseling appointments and drop-in counseling support via Zoom. We have also converted our entire Transfer Center programming and services to online (representative visits, workshops, and all our transfer resources and services). This enables students to be able to connect with a counselor, join a workshop, or meet with university representatives at a click of a button, making our services more accessible for students and enabling us to reach more students.</p> <p>In Fall 2022, we offered two HyFlex transfer workshops that allowed students to participate in person or virtually based on their preference. We are also offering appointments, representative advising sessions and rep workshops, both on-campus and virtually.</p> <p>We also recognize that many students are busy juggling multiple responsibilities, and it can be challenging for them to come to campus to see a counselor if they are not already on campus taking a class. By offering online services, we have been able to serve those students and also assisted many students who live far away from the area (e.g., students living more than 1 hour away from campus, out-of-state and international students) who cannot come to campus to meet with a counselor. We hope to be able to continue providing online services to students in the future if the college allows us to do so.</p>
7.	Please indicate which object codes are critical for DASG to fund this year. Please do NOT list down all of the object codes.	Food/refreshment [4015], Supplies [4010], Student Payroll [2310], Hourly benefits [3200].

Data Sheets/Attachments

Please attach supporting documents of the following questions and list the document names accordingly. Covering all the bullet points will be beneficial for our review process. IF attachment is not required or missing, please give your thorough answers below.

	Question / Inquiry	Document Name / Additional Response
1.	<p>ENROLMENT</p> <ul style="list-style-type: none"> • Number of total AND new active students over the past 3 years • Number of enrolments retained (stayed for more than a quarter) • Number of students enrolled in online services • Does your program serve a certain demographic or the whole De Anza population? • Racial demographics (if possible) 	<p>Our program serves the whole De Anza population.</p> <p>Data from the past 3 years (Duplicated)</p> <p>2021-2022 Fiscal Year</p> <ul style="list-style-type: none"> • Appointments: 975 • Drop-ins: 1266 • Workshops by TC Team: 863 • Workshops by University Reps (self-reported): 273 • Virtual Transfer Day: 282 <p>2020-2021 Fiscal Year</p> <ul style="list-style-type: none"> • Appointments: 1229 • Drop-ins: 2903 • Workshops by TC Team: 776 • Workshops by University Reps (self-reported): 270 • Virtual Transfer Day: 95 <p>2019-2020 Fiscal Year</p> <ul style="list-style-type: none"> • Appointments: 1254 • Drop-ins: 4040 • Workshops by TC Team: 424 • Workshops by University Reps (self-reported): 216 • Transfer Day: 700 (based on visual estimation). <p>Unduplicated #s of students who attended an appointment, drop-in, or TC workshop (excluding Transfer Day/workshops offered by University Reps)</p> <ul style="list-style-type: none"> • 2021-2022 Fiscal Year: 1772 • 2020-2021 Fiscal Year: 2876 • 2019-2020 Fiscal Year: 3734 <p>Demographic data: We don't have this data, but we do have demographic data of students who transferred to a UC or CSU. See the attached file.</p>

	Question / Inquiry	Document Name / Additional Response
2.	<p>STUDENT FEEDBACK</p> <ul style="list-style-type: none"> • Attach student feedback forms, surveys, etc. • How has your program responded to suggestions made by students in the previous year? 	<p>The Transfer Center offers a wide range of workshops for students, including but not limited to, transfer application workshop, Associate Degree for Transfer workshop, Personal Insight Question workshop, etc. We have been conducting student surveys to see how our workshops increase students' knowledge on a particular topic and/or help them feel more prepared to apply to transfer. We've also surveyed students on their preferred workshop days/times, how they hear about us, and the types of workshops they would like the Transfer Center to offer. These survey results are reviewed quarterly, and our team members work together to see how we can implement the suggestions made by students (offering the workshop on a particular day/time, using different ways to outreach to students, revising our workshop format/content, etc.).</p> <p>We also collected student feedback on Transfer Day, an annual event where representatives from universities within and outside of California and the U.S. come to De Anza to provide students with information about their institution. The feedback gathers from this event helps us better plan the Transfer Day event and other activities on Transfer Day for the following year. This year, students shared many positive feedback and also suggestions for Transfer Day. Some suggestions include getting more out-of-state and international university, have more volunteers, moving it to a different area, making school names more visible, etc. We will take these feedback into consideration when planning for the event next year.</p> <p>We also have a "Share Your Good News" form where students can indicate where they have been accepted and are planning to transfer, their major, and whether they want to join our alumni network.</p> <p>Every year, we collect student rep feedback from the Transfer Advisory Committee to see how we can improve our service. Last year, the student expressed interest in workshops/sessions that provide students with information on how to cope with the stress that is associated with the transfer process and a space for transfer students to connect with and support one another. Based on that feedback, we are partnering up with Psychological Services this quarter to put on weekly Transfer Support Group sessions for students in Fall 2022. Additionally, one of our team members also worked with the Guided Pathways Student Working Advisory Group (GP SWAG) last year and hosted an event to hear student voices and feedback.</p>

	Question / Inquiry	Document Name / Additional Response
		<p>The Counseling Center also regularly conducts student surveys. Several questions on that survey pertain to the Transfer Center. For example, there are questions that ask students to indicate their level of awareness with the Transfer Center workshop, and the level of helpfulness of any Transfer Center-related events that students attend, etc.</p> <p>Besides the feedback obtained from student surveys, the Transfer Center sees the need to increase our workshop offering to reach more students. In the past few years, the Transfer Center has operated with extremely limited resources. This year, with more staffing, we have been able to offer more workshops and hope to be able to reach more students. We expect the number of our workshop attendance and our programming to increase this year.</p>
3.	<p>FUNDING</p> <ul style="list-style-type: none"> • List any funding from the college, sources of income, any grants, and any other source (include ALL Account Numbers, Account Names, Account Balances, and Account Purposes/Restrictions) • Attach account reports of all sources of funding 	<p>We do not have any additional funding besides the attached account report of all sources of funding. The numbers on the attached Financial Summary Report reflect the Transfer Center account balances at the time the report is pulled.</p> <p>Account Name: Transfer Center [633000] Account Balance:</p> <ul style="list-style-type: none"> • B Budget: \$3,204.48 (this is used to pay for any TC promotion items).

Signatures are not Required for this Application

Signatures are not required for this application; however, the Administrator should still review and approve the application and should be copied on the email submitting the application. **The Budgeter and Administrator cannot be the same person.** Applications must be typed and submitted via email along with any attachments; applications must be submitted as Word documents or searchable text PDFs (not scans).

Signatures that are Required for Utilizing Funds

All future financial documents, forms, requests, requisitions require the signature of the budgeter(s) and the administrator responsible for the program of the account. The budgeter and administrator responsible for the program of the account shall sign designating this is an appropriate expenditure of DASG funds and in the best interest of the student body. Administrators are responsible for any expenditures exceeding budget allocations. **The Budgeter and Administrator cannot be the same person.**

Budgeter and Administrator Information

Budgeter’s Name: Khoa Nguyen

Phone Number: 408-864-5664

Email: nguyenkhoa2@fhda.edu

Relationship to Project: Project Coordinator

Position on Campus: Counselor/Coordinator

Administrator’s Name: Laureen Balducci

Phone Number: 408-864-8945

Email: balduccilaureen@deanza.edu

Relationship to Project: Project Supervisor

Position on Campus: Dean, Counseling and Disability Support Programs & Services