

Non-Instructional Program Review- Annual Update Template

Service Area/Administrative Unit

Non-Instructional Program Name: Transfer Center

Academic Year: 2024-25

Name(s) of Submitter(s): Jessica Tainatongo, Aleah Jameson, Clementina Macias

Annual Update #1 #2

**Note: An Annual Update must be submitted each year that a Program Review is not submitted.*

I. Progress on Goals and Outcomes (SAOs/AUOs)

A) List the 2-3 goals and related outcomes for your unit:

(These should be carried forward from your full Program Review, or from your Annual Update #1 if revised since your full Program Review)

1. GOAL #1

Increase the percentage of underrepresented students and disproportionately impacted students, as specified in Transfer Center Master Plan (2023-2025) who declare transfer as their educational goal and who actually transfer in order to better ensure equitable outcomes.

Expected Service Area Outcome/Administrative Unit Outcome

By achieving this goal, there will be an increase in the percentage of students that transfer from underrepresented and disproportionately impacted student groups.

2. GOAL #2

Enhance campus wide policies and procedures as needed to strengthen and support the transfer process.

Expected Service Area Outcome/Administrative Unit Outcome

By achieving this goal, students will be able to transfer in a more timely manner.

3. GOAL #3

Enhance the Transfer Center services to support the transfer culture at Barstow Community College.

Expected Service Area Outcome/Administrative Unit Outcome

Students will be informed about the opportunities they have after they complete their transfer requirements and/or a degree at BCC.

B) Have any goals been completed or discontinued?

If yes, please list the goal and whether it has been completed or discontinued; if discontinued, please explain why.

Yes No

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Goal #2 has been discontinued. It is being replaced with the NEW GOAL #1.

Goal #3 has been discontinued. It is being replaced with the NEW GOAL #2

C) Discuss the actions/strategies related to each goal and your progress on each of these. If you have not begun an(y) action/strategy please list why.

1. GOAL #1 Action/Strategies

1. Review and identify disproportionately impacted student population information via the Student Equity Plan and develop strategies to address transfer pathways for target groups.
2. Host topic-specific workshops for all students with designated dates for underrepresented student groups.
3. Emphasize Transfer Season activities including application workshops and assistance; Transfer Day Fair; Transfer Student Awareness Week; Transfer Information Workshops; outreach marketing via email, Canvas, BCC App, and Social Media; and University representative campus visits, appointments, and presentations.
4. Increase university partners on the BCC campus. Meet, expand, and sustain the participation of 4-year universities in the Transfer Center activities.
5. Meet with the Dean of Enrollment Services to determine the best method of identifying students who choose transfer as their goal.
6. Collaborate with Instructional Faculty to conduct customized classroom presentations, and to fill seats on the Transfer Center Advisory Board.
7. Work with all Counseling areas to ensure accurate and up-to-date information, resources, and data is presented to students.

Discuss any progress on Action/Strategies.

1. The Transfer Center would like to revamp this goal to be more specific. "Host a series of transfer/informational workshops tailored for SPS, Latinx, and Black students, with the aim of increasing attendance and engagement." One event was hosted in February "BSUs and Other Black Transfer Resources" via Zoom and had three students in attendance.

2. Workshops were conducted throughout the year for: UC/CSU applications assistance, Transfer Thursday Information Sessions, and UC TAG Workshops. These workshops were attended by 87 students. The annual Transfer Day Fair was held in September and 60 students attended. Information was posted on the Transfer Center's Instagram page twice daily from January 2024 going forward as well as once daily on the BCC App and Canvas. The Transfer Center hosted 12, 4-year University reps on campus (or remote) and had 55 students in attendance at these events.

3. The Transfer Center attended the Inland Empire National College Fair in February and spoke with nearly 100 reps from different universities and colleges around the globe.

4. Classroom presentations were provided in three different classroom settings (English and Communications) and 52 students were presented to. Bi-monthly classroom visits are planned for

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the 2024-25 academic year. Canvas announcements will also be shared with instructional faculty so the information can be posted on their Canvas shell. The Transfer Advisory Board was held in May and there were two instructional faculty members in attendance as well as two classified professionals, two 4-year University reps and the Transfer Center staff.

5. The Transfer Center Counselor presented all updated information regarding transfer to the counseling faculty via email. This information was received via the TCD Region 9 distribution list or the monthly TCD Region 9 meeting that both the Transfer Counselor and the Transfer Center Coordinator attend. Counseling faculty provided presentations, both in-person and virtual, to students regarding transfer.

6. The Annual Transfer Day Fair was held on September 21, 2023 that had 14 universities represented and 60 students in attendance. The Transfer & Career Fair was held on April 11, 2024 with 19 universities represented and 31 students in attendance. The Transfer Recognition Ceremony was held on May 9, 2024 with 33 students participating. The Transfer Center Advisory Board meeting was held on May 2nd virtually and had a rep from California State University San Bernardino (CSUSB), Park University, University of California San Diego (UCSD) and two faculty members from BCC as well as two classified professionals from BCC in attendance. Representatives from CSUSB, Azusa Pacific, Park University, University of California Los Angeles (UCLA), UCSD, and California State University Dominguez Hills (CSUDH) made themselves available for students to make appointments with for a one-on-one session. These appointments took place virtually and in person.

Briefly explain how you have been measuring the goal and any notable indicators of forward progress.

Student attendance is tracked through SARS for all events/workshops.

2. GOAL #2 Action/Strategies

Goal Discontinued

Discuss any progress on Action/Strategies

Goal Discontinued.

Briefly explain how you have been measuring the goal and any notable indicators of forward progress.

3. GOAL #3 Action/Strategies

Goal Discontinued.

Discuss any progress on Action/Strategies

Goal Discontinued.

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Briefly explain how you have been measuring the goal and any notable indicators of forward progress.

Click or tap here to enter text.

D) List any resources you are requesting for each goal.

1. Goal 1 Goal 2 Goal 3

Please list the resource and how it relates to the goal.

Click or tap here to enter text.

2. Goal 1 Goal 2 Goal 3

Please list the resource and how it relates to the goal.

Click or tap here to enter text.

3. Goal 1 Goal 2 Goal 3

Please list the resource and how it relates to the goal.

Click or tap here to enter text.

II. New Goals (optional)

This section is optional and should be used to replace a completed or discontinued goal OR if a new goal has become necessary for the service area or administrative unit.

A. NEW GOAL #1

Streamline Transfer Center business processes, standard operating procedures, and data tracking to align with institutional data needs, Chancellor's Office Transfer initiatives such as the Vision Aligned Reporting (VAR).

Expected Service Area Outcome/Administrative Unit Outcome

Reduced time from application to transfer, with streamlined processes and clearer steps for students. Consistent and transparent processes for the Transfer Center improving accuracy and relevance of data used for decision-making. Consistent data reporting practices that meet VAR guidelines and support statewide initiatives.

1. Alignment to BCC Strategic Priority (*Select at least one but choose all that apply*)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

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2. Relationship to Guided Pathways

- Clarify the Path
- Entering the Path
- Staying on the Path
- Support Learning

3. Please list actions/strategies for achieving this goal/outcome.

1. Conduct a thorough review of current transfer processes, identify bottlenecks, streamline steps, use process mapping tools to visualize, and simplify workflows. 2. Create comprehensive standard operating procedures (SOPs) for all Transfer Center activities. Ensure these are documented and accessible. 3. Work with Institutional Research and Dean of Enrollment Services to identify and/or create data tracking and management systems that align with institutional needs and VAR requirements. 4. Monitor students' progress and provide additional support or resources as needed to help them stay on track for transfer. 5. Stay informed about VAR guidelines and ensure that Transfer Center data practices align with these requirements.

4. Briefly explain how you will measure the goal/outcome.

1. Number of procedures standardized. 2. Accuracy of data reports, frequency of data audits, and improvements in data reporting timelines. 3. Compliance with VAR reporting standards, integration of VAR metrics into local reporting, and feedback from the Chancellor's Office. 4. Transfer rates, student satisfaction with the transfer process, and the number of transfer applications submitted and accepted.

5. Please list resources (if any) that will be needed to achieve the goal/outcome.

1. Work with IT, Institutional Research (IR), and Enrollment Services to identify current platforms to track student data, create reports/queries, and transfer processes. 2. Provide opportunities for staff to attend workshops, conferences, and training programs related to transfer processes, data management, and best practices. 3. Allocate budget for purchasing and maintaining technology systems and software that support transfer processes such as DegreeWorks. 4. Use communication tools integrated with student information systems to keep students informed about transfer processes, deadlines, and requirements. 5. Develop materials and campaigns to promote transfer services and resources to students and prospective transfer partners.

B. NEW GOAL #2

Take an equity focus approach and strategically build a pipeline with Special Programs and populations such as EOPS and Athletics to build and grow Transfer Academy with intentional wrap around services and resources.

Expected Service Area Outcome/Administrative Unit Outcome

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1. Equity focused support will ensure underrepresented and marginalized students from EOPS and Athletics are accessing Transfer Academy resources. 2. Improve transfer rates and academic outcomes for students involved in Special Programs and Athletics. 3. Comprehensive support services to increase Transfer Academy numbers and transfer rates especially among Black/African American, Latinx, and low-income students.

6. Alignment to BCC Strategic Priority (*Select at least one but choose all that apply*)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

Strategic Priority 4: Achieve Sustainable Excellence in all Operations

7. Relationship to Guided Pathways

- Clarify the Path
- Entering the Path
- Staying on the Path
- Support Learning

8. Please list actions/strategies for achieving this goal/outcome.

1. Develop partnerships with EOPS and Athletic departments to identify and engage potential Transfer Academy students. 2. Create outreach materials and events specifically designed for students in these programs, highlighting the benefits and support available. 3. Design and implement customized wrap-around services such as academic counseling/coaching, tutoring, and transfer/career planning tailored to the needs of EOPS and Athletic students. 4. Ensure adequate resources and staff are dedicated to supporting these programs effectively. 5. Gather feedback from students, staff, and program partners to refine and enhance services and strategies.

9. Briefly explain how you will measure the goal/outcome.

1. Track the number of students from EOPS, Athletics, and low-income students enrolling in the Transfer Academy. 2. Measure attendance and participation in Transfer Academy events and services among these populations. 3. Monitor GPA, retention, and completion rates of EOPS and Athletic students within the Transfer Academy. 4. Track the percentage of students who successfully transfer to four-year institutions. 5. Evaluate whether the specific goals of the Transfer Academy, such as increased transfer rates and enhanced academic performance, are being met.

10. Please list resources (if any) that will be needed to achieve the goal/outcome.

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1. Dedicated Transfer Center staff and partners for managing the integration of EOPS and Athletic programs into the Transfer Academy and ensuring that services are tailored to these populations. 2. Allocate funds for developing and maintaining support services, including salaries for additional staff, training, and resources. 3. Provide financial incentives to encourage participation and reward achievements, such as stipends for involvement in Transfer Academy, fieldtrips to 4-year universities, or scholarships for academic performance. 4. Utilize data analytics tools to monitor and evaluate the effectiveness of programs, track student outcomes, and identify areas for improvement.

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III. Resource Requests:

What does the area need to meet its goals and objectives?

List all resources from Sections I.D and II.10 below.

If there was no room on the template to list all resources being requested for a single goal/objective, you may list additional resource requests here. Also list any resources required to implement planned improvements.

IMPORTANT: A BUDGET ALLOCATION PROPOSAL must be completed and submitted for **EACH** new resource requested.

| Goal/ Outcome # | Resource Required | Estimated Cost | BAP Required? Yes or No | If no, indicate funding source |
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