

Non-Instructional Program Review Template

What is a Non-Instructional Program?

Non-instructional programs represent all Administrative and Business Services, Student Services, and non-instructional Academic Affairs areas at BCC.

Non-Instructional Program Name

Please indicate the program name: Transfer Center

Academic Year: 2023-2024

Name(s) of Submitter(s): Cortney Rasplicka and Dr. Eduardo Vásquez

I. Area Description

The purpose of this section is to provide the reader and/or reviewer with a brief snapshot of the area. This section should be kept short, a few paragraphs at the most, and address the following:

A. What is the area mission and how does it support the institutional mission?

The Transfer Center supports students through the transfer exploration process by providing the tools, knowledge, and support needed for students to achieve their academic, career, and personal/social goals.

B. What is the area vision and how does it support the institutional vision?

The Barstow Community College Transfer Center is dedicated to assisting and empowering our diverse college community of students who want to transfer to a four-year university and/or who need assistance with deciding on a career path or are looking to enter the workforce as soon as possible.

C. Please provide a short area description:

The Barstow Community College Transfer Center was developed to outline the college's institutional commitment to student transfer as integral to providing opportunities for student success, especially increasing the transfer rate for students who are holistically underrepresented. They include Black/African American, Chicano/Latino, Native American/American Indian, Pacific Islander, students with disabilities, veteran, foster youth, and low-income students.

D. How does your area align to and/or support one or more of the following BCC Strategic Priorities?

Consistently promote opportunities for informational and human connections to transfer institutions.

- Innovate to Achievable Equitable Student Success
 - Ignite a Culture of Learning and Innovation
 - Build Community
 - Achieve Sustainable Excellence in all Operations
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II. Area Effectiveness

The purpose of this section is to evaluate the area holistically by reviewing and analyzing data within the context of serving the area's internal and external customers, helping students reach their goals, and furthering the mission of BCC.

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For each item below, review the data provided. As you examine the data, be on the lookout for trends and outliers.

Provide a short analysis (2-3 sentences) for each item. If data are not available (i.e., student satisfaction surveys), please indicate that on the form.

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Customers

Demographics of internal and external customers – who do you serve?

TABLE 1. BARSTOW COMMUNITY COLLEGE ANNUAL STUDENT COUNT BY ETHNICITY, 2021-2022 ACADEMIC YEAR- [SOURCE](#)

Ethnicity	Student Count	Percent (%)
African American	678	15.62%
American Indian/Alaska Native	27	0.62%
Asian	109	2.51%
Filipino	72	1.66%
Hispanic	1,993	45.92%
Multi-Ethnicity	288	6.64%
Pacific Islander	57	1.31%
Unknown	90	2.07%
White Non-Hispanic	1,026	23.64%
<i>Barstow Community College</i>	<i>4,340</i>	<i>100%</i>

Policies and Process Response

What recent changes in policies, procedures and processes have impacted or will impact your Service Area or Administrative Unit (BCC BP/AP; Federal, State & local regulations; guidelines). Describe the effect the changes or updates in policies and processes have had on the unit.

In previous years, we have been the Transfer Center and the Career Center. We have recently disbanded to allow for CTE to house the Career Center. This allows the Transfer Center to dedicate more time to assist students with transfer and reach better outcomes with transfer and BCC.

What in-house policies, procedures, and processes need to be updated, created, or deleted?

[Click or tap here to enter text.](#)

Collaboration with Other Areas Response

What areas and/or administrative units are integral to the work of your area and why? Please provide examples of collaborating with other areas on projects, process improvement, etc.

Counseling, Admissions and Records, and Student Success and Equity.

What other areas have you worked with? Please provide examples of collaborating with other areas on projects, process improvement, etc.

Special Programs and Services, ASG, Promise Program, and Welcome Center.

What other areas do you want or need to work with more and why?

Counselors and Instructional Faculty to promote transfer positivity and share resource with student that may not otherwise gain that information.

Staffing

Area Organization – state any changes in past few years

Cortney Rasplicka is now the Interim TCC Coordinator, Aleah Jameson is the Transfer Counselor, Dr. Eduardo Vásquez is the Interim Dean of Counseling and Student Success

Please list any professional development that staff has participated in (Standard 3.2)

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TCD Training for Region 9, This a training from the Chancellors Office for any new Transfer Center Directors.

Please list any professional development staff would benefit from (Standard 3.2)
Student success and transfer success within the UCS, CSUs, and Private Universities.

Do staff receive an annual employee evaluation on a regular basis (Standard 3.3)? If no, please explain.
Yes

Is the staffing within the department sufficient to meet all responsibilities in a timely manner and support internal and external customers adequately (Standard 2.7)?
Yes.

Area Effectiveness Data and Analysis

Satisfaction Surveys
N/A

Audits, project tracking, etc.
N/A

Student Equity Data

Specifically discuss any equity gaps that have surfaced in the data. What innovative plans or projects will help to close these gaps?

TABLE 6. BARSTOW COMMUNITY COLLEGE STUDENT TRANSFERS TO THE UNIVERSITY OF CALIFORNIA (UC) SYSTEM BY GENDER (2020-2021). [SOURCE](#)

Gender	Application	Admitted	Enrolled
Female	12	10	7
Male	7	4	4

TABLE 4. BARSTOW COMMUNITY COLLEGE STUDENT TRANSFERS TO THE CALIFORNIA STATE UNIVERSITY (CSU) SYSTEM BY GENDER (FALL 2022). [SOURCE](#)

Gender	Application	Admitted	Enrolled
Female	97	80	33
Male	36	28	15

TABLE 5. BARSTOW COMMUNITY COLLEGE STUDENT TRANSFERS TO THE CALIFORNIA STATE UNIVERSITY (CSU) SYSTEM BY ETHNICITY (FALL 2022). [SOURCE](#) *Groups less than 10 are not shown.

Ethnicity	Application	Admitted	Enrolled
Hispanic/Latino	71	59	32
White	26	20	6

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Asian	3	2	
Non-Resident			
Two or More Races	6	5	4
Race and Ethnicity Unknown	6	4	1
Black/African American	18	15	3

TABLE 7. BARSTOW COMMUNITY COLLEGE STUDENT TRANSFERS TO THE UNIVERSITY OF CALIFORNIA (UC) SYSTEM BY ETHNICITY, 2021-2022. [SOURCE](#)

Ethnicity	Application	Admitted	Enrolled
Hispanic/Latino	19	11	6
White	9	7	
Asian			
Non-Resident			
Two or More Races			
Race and Ethnicity Unknown			
Black/African American	15	5	

If we are looking at gaps from the 21-22 cycle we can see that there are many more females applying being admitted and enrolling in a CSU or a UC. There is also a gap in the Asian community and in the community that identifies as two or more races. One strategy we will be using is having workshops focused on resources offered to these population through a variety of universities.

Institution-set Standards

If applicable, reflect on how the department/unit assists the college in reaching the institution-set standards and stretch goals. What innovative plans or projects will help to address any deficiencies.

Transfer to 4 Year Institution Goals:

Metric	Baseline	Goal	Equity Change
Overall Student Population	418	502	20%
Disabled Females	9	19	111%
Female Black or African American	29	38	31%
Female Some Other Race	9	13	31%
Male Hispanic & Latino	40	51	28%

Goals in the Student Success plan that support the Transfer to Four Year Institutions:

- Support district wide professional development on transfer resources to provide campus wide support for students with a goal of transfer.
- The Student Equity Plan for Barstow Community College utilizes college based research to discover the factors impacting the two critical issues facing institutions that seek to improve outcomes for all students: educational opportunity and disproportionate impact. The Student Success and Equity Committee (SSEC) focused on each of the five identified success indicators looking at the impact that both lack of opportunity and disproportionate impact on educational outcomes. The five indicators are identified as: Access, Course Completion, ESL/Basic Skills Completion, Degrees and Certificates, and Transfer.

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Other Supporting Data (Qualitative or Quantitative)

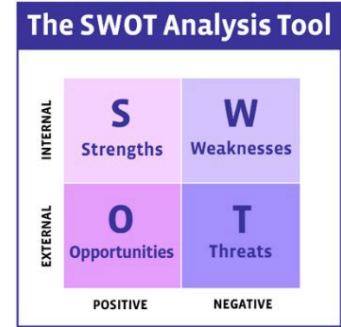
Click or tap here to enter text.

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SWOT Analysis

Conducting a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) is another tool that can help areas evaluate themselves. The SWOT Analysis not only looks internally, but externally as well.

The SWOT Analysis provides a way for areas to highlight their accomplishments and also identify possible gaps or issues that need to be addressed.



	Positive/ Helpful	Negative/ Harmful
Internal	STRENGTHS Our team is very strong in promoting the importance of transfer.	WEAKNESSES The closest 4 year public university is 60 miles away and there are very little online programs at 4 year public universities.
External	OPPORTUNITIES We have made partnerships with private universities where students can finish their bachelor's online.	THREATS The rising costs of tuition, distance to 4 year universities, and the cost of living.

III. Goals and Service Area Outcomes (SAOs)/Administrative Unit Outcomes (AUOs)

The purpose of this section is to use data to develop goals, expected SAOs/AUOs for the next three years, and to reflect upon goals and outcomes from the previous cycle

You should reflect on and incorporate the responses from all the previous questions and the SWOT analysis into this section.

As you develop goals and outcomes:

- formulate **two to three goals with an expected outcome for each** that will help maintain or enhance program strengths or will act as an intervention to an identified weakness (cite evidence from assessment data and/or other area effectiveness data).
- indicate the **status** of the SAO/AUO (ex: is the goal or outcome new, a carry-over from the previous program review cycle, etc.)
- indicate how each goal and outcome are **aligned** with the College's [Strategic Priorities](#).
- indicate how each goal and outcome are **aligned** with the [Pillars of Guided Pathways](#).
- List at least one **action/strategy** for each goal/outcome.
- Explain how you will **measure** the goal/outcome.
- List any **resources** that will be needed to achieve the goal/outcome

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GOAL #1

Increase the percentage of underrepresented students and disproportionately impacted students, as specified in [SOURCE](#), who declare transfer as their educational goal and who actually transfer in order to better to 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 student groups.

Ethnicity	Student Count	Percent (%)
African American	678	15.62%
American Indian/Alaska Native	27	0.62%
Asian	109	2.51%
Filipino	72	1.66%
Hispanic	1,993	45.92%
Multi-Ethnicity	288	6.64%
Pacific Islander	57	1.31%
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Student Count By Ethnicity

A. This Goal/Outcome is

- New
- Continued
- Modified

If modified please list how and why.

Click or tap here to enter text.

B. 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

Choose an item.

Choose an item.

C. Relationship to Guided Pathways

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

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- D. Please list actions/strategies for achieving this goal/outcome.
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 Awareness Student 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 Barstow CC campus. Meet, expand, and sustain the participation of 4-year universities in the Transfer & Career Center activities.
- E. Briefly explain how you will measure the goal/outcome.
Using Data from SARS and Datamart to measure the rate of engagement on campus and the rate of transfer.
- F. Please list resources (if any) that will be needed to achieve the goal/outcome.
Click or tap here to enter text.
-

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.

G. This Goal/Outcome is

- New
- Continued
- Modified

If modified please list how and why.

Click or tap here to enter text.

H. 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

Choose an item.

Choose an item.

I. Relationship to Guided Pathways

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

- J. Please list actions/strategies for achieving this goal/outcome.
1. Meet with Dean of Enrollment Services to determine best method of identifying students who choose transfer as their goal.
 2. Collaborate with Instructional Faculty to: conduct customized classroom presentations, and to fill seats on the Transfer & Career Center Advisory Board.
 3. Work with all Counseling areas to ensure accurate and up-to-date information, resources and data is presented to students
- K. Briefly explain how you will measure the goal/outcome.
Using programs such as SARS to track attendance to workshops and infoessions. Tracking all membership of the Transfer Academy. Using Datamart
- L. Please list resources (if any) that will be needed to achieve the goal/outcome.
Click or tap here to enter text.
-

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 oppurtunities they have after they complete their transfer requirements and/or a degree at BCC.

M. This Goal/Outcome is

- New
- Continued
- Modified

If modified please list how and why.

Click or tap here to enter text.

N. 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

Choose an item.

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O. Relationship to Guided Pathways

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

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

Host events that promote transfer such as the Annual Transfer Day Fair, Transfer Recognition Ceremony, and Transfer Center Advisory. Also, ensure that students have access to meet with 4 year transfer representatives and advisors.

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

Using programs such as SARS to track attendance at events and meets with 4 year representatives.

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

Click or tap here to enter text.

Previous Goals/Outcomes

Were any outcomes discontinued or completed? Please speak to outcomes you are not carrying forward from the previous program review cycle and discuss why.

Click or tap here to enter text.

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IV. Resource Requests

What does the area need to meet its goals and outcomes? Resource requests should be evidence-based and tied to goals and objectives stated above.

Resources may be requested from the following categories:

- a. Personnel/Staffing*
- b. Technology Resource*
- c. Facilities Resource*
- d. Professional Development*
- e. Other*

For all resource requests departments/areas should utilize the Budget Allocation Proposal form and submit with their program review. If needed, the Out-of-Cycle BAP form may be submitted for resource requests when completing an Annual Update in Years 2 and 3.

Goal/ Outcome #	Resource Required	Estimated Cost	BAP Required? Yes or No	If no, indicate funding source
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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