

Non-Instructional Program Review- Annual Update Template

Service Area/Administrative Unit

Non-Instructional Program Name: Transfer Center

Academic Year: 2025-2026

Name(s) of Submitter(s): Clementina Macias, Jessica Tainatongo, Angelo Escobar

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

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.

3. GOAL #3

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

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

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services to increase Transfer Academy numbers and transfer rates especially among Black/African American, Latinx, and low-income students.

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

N/A

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 tailored for SPS, Latinx, and Black students, with the aim of increasing attendance and engagement.
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.

2. The Transfer Center hosted workshops, including: Hispanic Serving Institution Panel (HSI), a “From BCC to HBCU” Transfer Guarantee session, a VETs Information Session and an EOP Presentation. A total of 49 students participated in these workshops.
3. A total of four Transfer Fairs were hosted by the Transfer Center during the 2024-25 academic year. More than 25 different universities and colleges participated, and a total of 202 students attended these events. Workshops hosted during the year included the Transfer Thursday series, which covered a variety of transfer-related topics, as well as dedicated CSU and UC application workshops, including UCTAG application sessions. A total of 109 students participated in these activities. Events in the Transfer Center are shared

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with our students using student emails, Canvas announcements, the BCC Transfer Center Instagram page as well as flyers and announcements posted on the BCC App.

4. University information sessions, workshops, and one-on-one appointments were provided throughout the year that included 17 different universities, three of which were new partnerships for the 2024-25 academic year. A total of 149 students took advantage of these sessions.
5. N/A
6. Classroom presentations were provided at the beginning of each 9-week session during the fall and spring semesters. A total of 11 classrooms were visited in which a total of 119 students were in attendance. Classroom presentations include information on upcoming events in the Transfer Center as well as services provided. Faculty members that served on the Advisory Board for the 2023-24 academic year agreed to participate again for the 2024-25 meeting which will be held in October of 2025 so that current data can be shared with the group.
7. Each Monday, the counseling staff received an email update from the Transfer Center containing important information about upcoming events, workshops, and university representative visits scheduled for the week. These emails also included digital flyers and promotional materials to help counselors share opportunities with students. The Transfer Counselor regularly kept the counseling staff informed of any updates or changes through detailed email communications and periodic presentations during staff meetings.

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.

8. GOAL #2 Action/Strategies

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 the 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.

Discuss any progress on Action/Strategies

1. The Transfer Center team is actively assessing existing gaps and inefficiencies in the current transfer processes as part of our ongoing improvement initiative. The recent hiring of a new Student Success Advisor dedicated to the Transfer Center will significantly enhance our capacity to support these efforts. This role will play a critical part in supporting the review, contributing frontline insights, and helping implement

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improvements that align with student needs and institutional goals. Their presence enables more focused attention on transfer student support and provides an important bridge between process review and student experience.

2. In alignment with our strategy to strengthen data tracking and management systems that support institutional needs and meet Vision for Success and VAR 2030 requirements, the Transfer Center team has collaborated closely with Institutional Research and we are pleased to report that we are in the final stages of launching a new Transfer Center Dashboard. The collaborative development process has ensured the dashboard aligns with institutional data standards and captures meaningful metrics to inform continuous improvement. Once launched, it will serve as a vital resource for monitoring progress and guiding future transfer initiatives.
3. With the recent hiring of a Student Success Advisor for the Transfer Center, we are significantly enhancing our capacity to monitor student progress and provide timely, individualized support. This dedicated role allows for more consistent tracking of transfer students' academic milestones and the early identification of those who may benefit from additional resources.

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

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.

9. GOAL #3 Action/Strategies

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.

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Discuss any progress on Action/Strategies

1. For the 24-25 academic school year, the Transfer Center actively partnered with both the EOPS and Athletics departments to engage and identify potential Transfer Academy students. As part of this collaboration: The Transfer Center worked with both departments to promote and create opportunities for student participation in the Transfer Academy. Jointly hosted transfer-specific workshops tailored to the needs of EOPS and student-athletes. The Transfer Counselor delivered a presentation to all EOPS counselors, focusing on transfer best practices and strategies for effectively supporting students interested in transferring. CSU San Bernardino also presented an overview of the Educational Opportunity Program (EOP) to inform students about the support services available to them after transferring. A total of 31 students attended the session. The Transfer Center also organized a dedicated session for student-athletes, providing an overview of transfer resources, inviting them to upcoming Transfer Center activities, and offering lunch as part of the outreach effort in which 22 student-athletes attended. The Transfer Center also partnered with EOPS to take students on a Spring Break Trip to visit various four-year university campuses. A total of 31 students attended and six CSU/UC campuses were toured. These partnerships have strengthened cross-departmental collaboration and helped ensure more students from diverse support programs are connected to transfer pathways and resources.
2. The Transfer Center has collaborated with the Public Information Office (PIO) to enhance outreach and marketing materials aimed at promoting transfer services and opportunities. This partnership has supported the development of more targeted and visually engaging materials that effectively highlight the benefits of transfer support programs, including the Transfer Academy. In addition to printed and digital collateral, campus-wide communications have been distributed to raise awareness of Transfer Center resources and events. These efforts have helped ensure that students across various programs are informed about the services available to support their transfer goals, and have strengthened the visibility of the Transfer Center within the broader campus community.
3. As part of our ongoing efforts to enhance support for EOPS and Athletic students, we have made significant progress in embedding transfer-focused strategies and developing holistic, student-centered services. A total of 100 students actively participated in the SPS Tranfser Academy track they were assigned to. EOPS has successfully embedded transfer-related discussions into the second counseling contact for all EOPS students. These structured conversations ensure that students begin exploring their transfer goals early and receive timely guidance aligned with their academic and career trajectories. Counselors are utilizing updated tools and transfer planning resources to help students navigate transfer pathways effectively. The Transfer Center continues to provide targeted support and serves as a bridge for both EOPS and Athletic students. Joint efforts have resulted in increased student referrals, co-hosted 10 transfer workshops, and integrated advising to ensure seamless access to resources and individualized support throughout the transfer process. Two transfer-focused workshops were offered each month for Transfer Academy students – including athletes, SPS students, and others – with 141 students participating throughout the year.

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

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.

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

Click or tap here to enter text.

Expected Service Area Outcome/Administrative Unit Outcome

Click or tap here to enter text.

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

Choose an item.

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Choose an item.

Choose an item.

Choose an item.

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.

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

B. NEW GOAL #2

Click or tap here to enter text.

Expected Service Area Outcome/Administrative Unit Outcome

Click or tap here to enter text.

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

Choose an item.

Choose an item.

Choose an item.

Choose an item.

7. Relationship to Guided Pathways

- Clarify the Path

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

8. Please list actions/strategies for achieving this goal/outcome.
Click or tap here to enter text.
9. Briefly explain how you will measure the goal/outcome.
Click or tap here to enter text.
10. Please list resources (if any) that will be needed to achieve the goal/outcome.
Click or tap here to enter text.

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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
Click or tap here to enter text.				
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