

EL CAMINO COLLEGE
STUDENT SERVICES
TRANSFER & CAREER CENTER PROGRAM REVIEW

Program Description

1. Describe the program emphasizing the program's objectives and how the program supports the college's mission and vision statements, strategic initiatives, and core competencies.

Strategic Initiatives: SI B: Strengthen quality educational and support services to promote student success. SI D: Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the workforce training and economic development needs of the community.

The Mission: The mission of the Transfer and Career Center is to provide advising and activities for students to strengthen their transfer and career opportunities at the Compton Center and beyond. The Transfer Center goal is to increase student awareness of transfer opportunities so that more students are encouraged, motivated and prepared to transfer to four year colleges and universities. The Career Center goal is to teach students effective career decision-making skills to prepare students to succeed in a variety of career and professional endeavors as they pursue their college education. The mission of both the Transfer and Career Center is in line with El Camino College's mission statement to offer quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.

The Transfer & Career Center were combined together in spring 2011. Since then, there has been an effort to expand the Transfer Center and develop a Career Center at the Compton Center. Services for the Transfer & Career Center are the following:

Transfer Center services and activities include: transfer counseling and advising; university tours; university representative visits on campus; transfer workshops on university applications, the personal statement, university programs and majors, university admissions information; and transfer basics and strategies; transfer presentations to classes and student clubs and a university fair. The Transfer Center also publishes a monthly activities calendar, a Transfer Guide each year, and various flyers and handouts. The Transfer Center is also a resource center/library with catalogs, reference materials, and computers for students to use for their university research. The Transfer/Career Center serves as an informational hub to promote transfer opportunities to students on campus and as a liaison to the local high schools and local employment agencies.

The Career Center offers a variety of career-related workshops and counseling services for students to attend. The Career Center is in the process of building its resources and foundational materials that will include: Career-related books, occupational files, computerized career information system, and major/career targeted websites that students use for career research and exploration. The Career Center faculty plan to provide career

orientations of the Center as well as conduct classroom presentations to various classes and student clubs to discuss the Career Center services and resources. One of the goals is to assist the “Undecided” Major students from being Undeclared to declaring a major. Future career workshops include “Career Workshop for the Undeclared Major” and workshops focusing on a specific major.

2. Describe the student population served by the program using available data. *(Data sets may be available from Institutional Research upon request.)*

The Transfer/Career Center tracks the number of students who use the Center as well as the overall numbers of students that transfer to 4-year universities. While this office is significantly involved with the matriculation process including applications, online testing and assessment, orientations and educational planning, the main goal is to increase awareness of the Compton Center’s transfer and career services and encourage students to transfer. This is accomplished by providing a combination of services including Transfer and Career Workshops, Counseling Services, university representative visits and university tours.

The tables below show the Transfer/Career Center activities, events and services from Fall 2008 to Fall 2012:

[Table of # of students who used the TC Services]

| # of students Served | 08-09 | 09-10 | 10-11 | 11-12 |
|-----------------------------|--------------|--------------|--------------|--------------|
| | 1433 | 1890 | 2674 | 6964 |

Fall 2012

| Activity | # of Activities | Participants |
|-------------------------------------|------------------------|---------------------|
| Total Counselors/Advisor Contacts | | 466 |
| Total University Rep Drop in Visits | 5 | 54 |
| Total Workshops | 19 | 98 |
| Total Tours | 1 | |
| Total Fairs | 1 | 303 |
| Total Transfer Center Sign In | | 861 |
| Total | 26 | 1782 |

Fall 2011 – Spring 2012

| Activity | # of Activities | Participants |
|-----------------|------------------------|---------------------|
|-----------------|------------------------|---------------------|

| | | |
|-------------------------------------|-----------|-------------|
| Total Counselors/Advisor Contacts | | 1144 |
| Total University Rep Drop in Visits | 29 | 111 |
| Total Workshops | 33 | 443 |
| Total Tours | 10 | |
| Total Fairs | 1 | 362 |
| Total Transfer Center Sign In | | 1291 |
| Total | 73 | 3351 |

Fall 2010 – Spring 2011

| Activity | # of Activities | Participants |
|-------------------------------------|------------------------|---------------------|
| Total Counselors/Advisor Contacts | | 748 |
| Total University Rep Drop in Visits | 20 | 145 |
| Total Workshops | 35 | 296 |
| Total Tours | 14 | |
| Total Fairs | 1 | 282 |
| Total Transfer Center Sign In | | 752 |
| Total | 70 | 2223 |

Fall 2009 – Spring 2010

| Activity | # of Activities | Participants |
|-------------------------------------|------------------------|---------------------|
| Total Counselors/Advisor Contacts | | 270 |
| Total University Rep Drop in Visits | 58 | 258 |
| Total Workshops | 37 | 185 |
| Total Tours | 13 | |
| Total Fairs | 1 | 125 |
| Total Transfer Center Sign In | | 935 |
| Total | 109 | 1773 |

Fall 2008 – Spring 2009

| Activity | # of Activities | Participants |
|-------------------------------------|------------------------|---------------------|
| Total Counselors/Advisor Contacts | 17 | 135 |
| Total University Rep Drop in Visits | 36 | 158 |
| Total Workshops | 21 | 72 |
| Total Tours | 11 | |
| Total Fairs | 2 | 528 |
| Total Transfer Center Sign In | | 357 |
| Total | 87 | 1250 |

Fall 2007 – Spring 2008

| Activity | # of Activities | Participants |
|-----------------|------------------------|---------------------|
|-----------------|------------------------|---------------------|

| | | |
|-------------------------------------|-----------|-------------|
| Total Counselors/Advisor Contacts | 4 | 63 |
| Total University Rep Drop in Visits | 43 | 165 |
| Total Workshops | 19 | 42 |
| Total Tours | 13 | |
| Total Fairs | 2 | 522 |
| Total Transfer Center Sign In | | 514 |
| Total | 81 | 1306 |

3. What happens after students participate in the program's activities? If applicable, address whether students are successful in meeting their educational goals.

There are currently research studies being conducted to accurately measure the number of Compton Center students that have successfully transferred to four year universities. In the meantime, CPEC data is the only data available to measure the number of transferring students. Due to the fact that Compton Center students are in fact El Camino College students, there has been difficulty in tracking and in separating which campus the El Camino College student is transferring from (Compton or Torrance). With that being noted, below are the number of students who have transferred to a 4-year university in the last four years. No students were on record with the Department of Education as transferring to a UC institution in 2008-09 and in 2009-10. For the Cal State system, the top transfer school is Dominguez Hills with 44 students. That being the case, the following chart shows the number of students who use the transfer service as well as the number of students who have transferred to UC's and CSU's. El Camino College - Institutional Research Review Department is in the process of collecting and analyzing data for 2011 – 2012 fiscal year

[Table of UC Transfers]

| Name of Institution | 2008 | 2009 | 2010 | 2011 |
|---------------------------------------|-------------|-------------|-------------|-------------|
| University of California, Berkeley | 0 | 0 | 1 | |
| University of California, Los Angeles | 0 | 0 | 1 | |
| University of California, Riverside | 0 | 0 | 0 | |
| Total UC Transfers | 0 | 0 | 2 | |

[Table of CSU Transfers]

| Name of Institution | 2008 | 2009 | 2010 | 2011 |
|----------------------------|-------------|-------------|-------------|-------------|
|----------------------------|-------------|-------------|-------------|-------------|

| | | | | |
|---|-----------|-----------|-----------|-----------|
| California State Polytechnic University, Pomona | 1 | 0 | 0 | |
| California State University, Bakersfield | 0 | 1 | 0 | |
| California State University, Dominguez Hills | 62 | 44 | 29 | 83 |
| California State University, East Bay | 1 | 0 | 0 | |
| California State University, Fresno | 0 | 0 | 0 | |
| California State University, Fullerton | 0 | 0 | 1 | |
| California State University, Long Beach | 10 | 1 | 4 | |
| California State University, Los Angeles | 6 | 3 | 0 | |
| California State University, Northridge | 0 | 2 | 0 | |
| California State University, Sacramento | 0 | 0 | 1 | |
| Humboldt State | 1 | 0 | 0 | |
| San Diego State University | 0 | 0 | 1 | |
| San Jose State University | 0 | 0 | 1 | |
| Total Cal State Transfers | 84 | 52 | 37 | 83 |

Source: California Postsecondary Education Commission (CPEC) up until 2009 & CSUDH Compton Partnership Information.

4. List notable achievements that were linked to the College's Strategic Initiatives that have occurred since the last program review.

Based on the data listed above, the Transfer/Career Center has increased its services based on the growth of the student population. The Center utilizes SARS to schedule appointments for students to see a counselor. Students are now able to give their El Camino College Compton Center ID number and have their information automatically entered into the SARS database. Counselors can now keep track of students that showed or did not show up to their appointments, thereby keeping a better record for funding purposes related to how many students were served and how the counselor assisted them. This is a great system to capture data to generate reports for the Transfer/Career Center. The Center needs to develop an accurate method to monitor and gather program data including computer usage, career services, workshops attended, and students who visits the Transfer/Career Center in general. To improve data structure within the Center, the program is in the process of establishing a new improved tracking system to monitor the student use of the Transfer/Career Center services for accurate data usage. The Institutional Research Department assists the Center

with research needs for program outcome measurements and improvement. As the transfer and career statistics are gathered, the center will continue to recruit students and increase transfer numbers through additional support programs on and off campus.

5. What prior program review recommendations were not implemented, if any, and why? What was the impact on the program and the students?

The last program review was completed in 2007, the same year that FCMAT put forth recommendations for the Transfer Center to follow. The status reports for the previous recommendations from the 2007 Comprehensive FCMAT report are as follows:

1. *Make the transfer functions at the Compton Center a top priority when developing or revising the educational master plan. Form a committee or task force to develop a plan to increase numbers of transfer students to UC and CSU campuses, as well as private universities. Develop bench marks or milestones and evaluate the plan regularly.*
 - a. *Completed. The Transfer Center submits an annual plan via plan builder to assist in developing master plans for the institution. Included in the program plan are the various partnerships that the Transfer Center has established included to increase the number students transferring to the CSU and UC. but not limited to: The Compton Commitment, UCI/Compton Transfer Consortium, UCLA Center for Community College Partnerships. In addition, the Transfer Center has also developed an advisory committee (Student Success Transfer and Retention Services) that meets once every semester to discuss the Transfer issues and to increase the collaboration of the Transfer Center and other department on campus.*
2. *Also, address the following:*
 - a. *Utilize the colleague student database system to identify transfer ready and near-transfer ready students to invite to the transfer center to learn about transfer opportunities. Completed. The transfer center has not used the colleague student database, however, they have utilized student email listserves to communicate with students regarding transfer awareness, and transfer programs and activities.*
 - b. *Collaborate with faculty who teach advanced transfer level courses to orient their classes about transferring opportunities or distribute transfer information to their students. Completed. Did transfer workshops for faculty. Involved in counseling meetings.*
 - c. *Align curriculum and standards with feeder high school to reduce the numbers of students needing developmental education and increase the numbers ready for transfer level courses. Completed. Articulated IGETC courses with Compton Unified School District High School courses to facilitate educational counseling for both students and counselors. Additionally, we are working with feeder high schools to better prepare students in taking the assessment exam by providing practice materials and onsite assessment. With this being done, there are still areas of need to address specifically with educational equity and college preparation within our local feeder high schools. Although we have increased communication and collaboration with feeder schools, there are still additional external factors*

that will influence to a higher number of students transferring to four year universities or placing out of developmental courses.

- d. Investigate the California partnership for achieving student success (Cal-PASS) project to determine if a regional consortium among the local university(s), high schools and the Compton is a feasible vehicle for aligning curricula and standards. Not Completed. This is an avenue that academic affairs can explore with the intent of aligning curriculum across educational systems.*
- e. Give the Compton Center Transfer Center more visibility on campus. Work on the building signage to call attention to the center. Consider another space on campus for the transfer center if possible, so it does not need to share spaces with other programs. Completed. There is signage indicating where the transfer center is located. It is however, still co-located with the Career Center and First Year Experience Program.*
- f. Fix the printer in the center or secure a working one. Obtain additional transfer materials from nearby universities and other materials related to transfer opportunities, such as Peterson's Guide to Colleges and Universities. Completed. Printer is working and Peterson's Guide to Colleges and Universities have been added to the transfer/career center library.*
- g. Faculty who teach transfer-oriented courses should provide some basic information about the transferability of their courses on their syllabus. Transfer level courses are indicated in the Compton Center catalog, however it is recommended that academic affairs address including transferability of courses in syllabus with faculty.*

Recommendations from the 2007 Comprehensive FCMAT reports were intended as a recovery plan to meet the institutional standards by the following 5-8 years. In order to accomplish the above, the continuing recommendations are as follows to ensure program success:

- 1) The changes in communication within the campus will continue and remain a priority by meeting with the transfer advisory committee on campus to increase participation and awareness of services.
- 2) Work with the governing boards, administrators, and academic senate to ensure that the transfer of students is of high priority.
- 3) The Transfer/Career Center will continue to be more proactive in creating outreach events and programs surrounding the awareness and promotion of Center.
- 4) Continue to strengthen collaborations and/or campus partnerships through continued communication as efforts to institutionalize transfer and careers as a priority for the Compton Center.
- 5) Per the California Community Colleges Chancellor's Office recommended guidelines for Transfer Centers, continue to strive for a stand-alone center, full time certificated coordinator, and sufficient full-time permanent support staff.

Student Area Outcomes (SAO)

1. Describe how program personnel are engaged in the creation, discussion, and review of SLO - statements, assessment results, and reports.

Student Area Outcomes are reviewed and assessed annually. The Enrollment Services director and the Transfer/Career Counselor meet with support staff to create, and in the future review current SAO. Staff meets to ensure that SAO assessment tools are being disseminated on a semester basis to ensure enough data is gathered for the end of the year review. SAO is reviewed at the end of the spring semester in June/July, and a new or revised SAO is created in the summer prior to the beginning of Fall. The Transfer/Career Center works with the institutional research office to develop an assessment survey to use as a method to effectively measure the SAO. At the end of the academic year, all completed surveys are submitted to the institutional researcher's office for analysis. After retrieving the results of the SAO survey the Transfer/Career Center staff meet to review, assess and reflect on the results. As a result of dialogue and reflection, a revision of a new SAO and assessment tool are developed for the following academic year.

The Transfer Center SAO is the following: "Students will become more aware of potential transfer institutions, understand transfer admissions eligibility requirements, and increase their intent to transfer, after utilizing Transfer Center Services".

The SAO assessment tool is the following:



Transfer Center SLO Student Survey

Please answer the following questions regarding your participation in this Transfer Center activity.

Please use a #2 pencil and fill in the bubble completely. Do not use a felt tip marker of any kind.

1. After participating in this Transfer Center Workshop, I am aware of more transfer university options for myself.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Undecided
- ☐ Disagree
- ☐ Strongly Disagree

2. After participating in this Transfer Center Workshop, I have a better understanding of transfer admission requirements.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Undecided
- ☐ Disagree
- ☐ Strongly Disagree

3. After participating in this Transfer Center Workshop, I am more motivated to transfer to a four year university.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Undecided
- ☐ Disagree
- ☐ Strongly Disagree

Thank you!

Results from SLOs have indicated that over 90% of students receiving Transfer/Career Services agree or strongly agree with the previous statements.

2. How does the program ensure that SAO's are assessed consistently?

In order to ensure that SAO's are assessed consistently, the Transfer/Career Center includes SLO updates as a monthly agenda item. There is an internal SAO Calendar that includes development, review, assessment and reflection is crucial to the completion of SAOs.

Additionally, staff is reminded at weekly and monthly meetings to distribute SAO surveys (assessment tool) after every Transfer/Career Center activity that is being assessed during the cycle.

3. Have the SAO assessment results indicated the need to change or modify components of the program? If so, were the changes implemented?

The Transfer Center's SAO has not necessarily changed over the years, however, through evaluation and reflection, our assessment tool has continued to be modified. In previous years, the Transfer/Career center has been assessed in a holistic way. In recent years, the assessment tool has been scaled to survey specific activities that the Transfer/Career center hosts. The Transfer/Career Center intends to alternate activities surveyed on a yearly basis to see how services can be improved.

Program Improvement

Explain what changes need to be considered to improve the program.

1. What activities has the program engaged in to improve services to students?

Based on the data provided, the Transfer/Career Center has increased its services based on the growth of the student population. The Center utilizes SARS to schedule appointments for students to see a counselor. Students are now able to give their El Camino College Compton Center ID number and have their information automatically entered into the SARS database. Counselors can now keep track of students that showed or did not show up to their appointments, thereby keeping a better record for funding purposes related to how many students were served and how the counselor assisted them. This is a great system to capture data to generate reports for the Transfer/Career Center.

The Center needs to develop an accurate method to monitor and gather program data including computer usage, career services, transfer services workshops attended, and students who visits the Transfer/Career Center in general. To improve data structure within the Center, the program is in the process of establishing a new improved tracking system to monitor the student use of the Transfer/Career Center services for accurate data usage. The Institutional Research Department assists the Center with research needs for program outcome measurements and improvement. As the transfer and career statistics are gathered, the center will continue to recruit students and increase transfer numbers through additional support programs on and off campus.

Specifically for the Career Center, there has been continued development establishing a foundation for the Career Center. Currently, the Career Center has worked to expand career workshops and career counseling hours for students. However, there continues to be a dire need to fund the Career Center for basic necessities such as career training for faculty/staff as well as career and personal assessment tools for students.

2. How have program personnel used metrics to improve program services? (Provide metrics from the last four years).

The metrics used for the Transfer/Career Center have been based on the number of transfer students that have successfully transferred to four year universities. As it stands, for the past four years, the numbers reflected from the institutional research office demonstrate the number of transfer students from the Compton Center have been decreasing. Due to the fact that El Camino College students are both from the Compton and Torrance campus, there has been difficulty in accurately addressing the transfer numbers from the Compton Center. As mentioned earlier, the Institutional Research office is currently researching alternative options of how to better track Compton Center transfer numbers by utilizing other student database such as the National Student Clearinghouse. Cleaner data that accurately reflects Compton Center numbers are in the near future.

3. If applicable, explain any patterns in student success, retention, and persistence in terms of student characteristics and program objectives and discuss planned responses or changes.
 1. Transfer & Career Center has increased in student contacts. Based on our student contact information, there is a clear indication that there is a growing number of students that are utilizing the Transfer and Career services.
 2. Transfer & Career Center consistently has met its SAO. Results from SLOs have indicated that over 90% of students receiving Transfer/Career Services agree or strongly agree with the previous statements.
 3. Students are transferring! Although the data is still in the process of being refined, there is evidence that Compton Center transfer numbers are growing. Originally, Compton cohorts had been undercounted by relying on California Postsecondary Education Commission (CPEC) data, however since CPEC closed its doors in 2009-20 there was a search to find alternative data sources to verify transfer student enrollment such as the National Student Clearing House (NSC). Below is a table excerpt from El Camino College's Institutional Research BRIEF No. 13 on UC and CSU Transfer Counts CPEC vs. NSC (2013) that shows the increase of student transfer numbers.

Table 2. CPEC and NSC Differences by Campus Location

| Year | CPEC | | NSC* | |
|---------|-------|---------|-------|---------|
| | ECC | Compton | ECC | Compton |
| 2007-08 | 1,519 | 105 | 830 | 87 |
| 2008-09 | 1,327 | 84 | 1,021 | 99 |
| 2009-10 | 1,248 | 52 | 993 | 160 |
| 2010-11 | 1,538 | 36 | 1,076 | 290 |
| 2011-12 | 1,406 | 28 | 1,182 | 381 |

*NSC counts by campus location are duplicated.

Program Environment

1. Discuss the program environment, including the relationship among program staff and students and involvement with other programs or support areas.

Most of the programs within the Transfer/Career Center are dependent upon internal collaborations and partnerships with other programs or services on campus and in the community.

The Transfer/Career Conferences is a collaborative event with the First Year Experience (FYE), Special Resource Center (SRC), Extended Opportunities Programs Services and Cooperative Agencies Resources for Education (EOP&S/CARE), Financial Aid Office, Counseling Department and representatives from UC, CSU, and independent colleges and universities.

- FYE – The First Year Experience program is a community based program designed to help students be successful in their first year of college life by providing a supportive, caring environment of educational and program services.

- SRC – The Special Resource Center is to facilitate academic success for students with disabilities by providing equal access to educational opportunities in an integrated campus setting and to appreciate that each student brings a unique set of experiences to the college community.
- EOP&S/CARE – The Extended Opportunity Programs and Services program is a state funded program designed to assist students with completing their educational goals. The goal is to provide assistance to all eligible students which will assist them in achieving their educational goals.
- Financial Aid Office – The Financial Aid Office provides financial assistance to eligible students. The office welcomes every opportunity to partner with and to educate students and their families, the community, and local businesses about financial aid programs and services.
- Counseling Department – As an integral part of the matriculation process, counseling services are particularly intended to assist students in clarifying career and life goals and in developing an appropriate course of study based on student's goals, aptitudes and interests.

The collaboration with the local four year universities such as UCLA, UC Irvine, CSULB and CSUDH add services to ensure a smooth transition for transfer students and in some cases guarantees admissions. This is a great opportunity for programs within higher education to share information and to improve student learning outcomes. The collaboration effort is the reason that our numbers continue to increase each academic year on students transferring to a 4-year institution. The Transfer/Career Center are exposed to different universities via visitations, tours, and workshops.

Another great Collaborative is the Compton Commitment Partnership with the local Compton Unified School District, CSUDH, and El Camino College Compton Center programs on campus. The goal of the Compton Commitment Partnership is to promote, develop and coordinate events and activities to better serve college and high school students. The Compton Commitment Partnership meets every month to discuss upcoming activities and events and how to better serve our students. The continued partnership will strengthen our community as a whole. Some of the accomplishments from this partnership include: 1. Signed MOU of collaboration with all three entities committing a space in higher education to all CUSD students. 2. Creation of a Transfer Admission Guarantee for all CUSD high school seniors and Compton Center transfer students, guaranteeing admission to CSUDH with the completion of minimum eligibility requirements. 3. First ever CUSD and Compton Center district wide College/Career Night with over 800 participants in attendance promoting both transfer and career options and awareness. 4. Coordination financial aid awareness for CUSD students through Compton Center and CSUDH hosted Cash for College to increase FAFSA participation of CUSD high school seniors. 5. Coordinating outreach efforts CUSD wide to identify and provide special services to Foster Youth via our YESS program that will provide additional services including transfer and career options.

In addition in collaborating with other campus programs, El Camino College Compton Center is proud to announce our new Honors Program starting in Fall 2013. The Honors Program is designed to offer highly motivated students an enhanced community college experience based upon establishing and maintaining a minimum grade point average.

Students who participate in the honors program have stronger transcripts which can increase their chance to transfer to the institution of their choice and complete a bachelor's degree. This program will focus on working closely with students and instructors to enrich academic experiences and transfer opportunities.

The Transfer/Career Center can strengthen these collaborations or partnerships through continued communication and efforts to institutionalize transfer and career as a priority at the Compton Center. There are still a few programs that have not included the Transfer/Career Center as a collaborative partner and it is important to communicate these transfer and career activities or events. The Transfer/Career Center continues to collaborate with faculty, staff and administrators by strengthening program components and goals by following Title V requirements from the Transfer/Career Plan - California Community College Chancellor's Office.

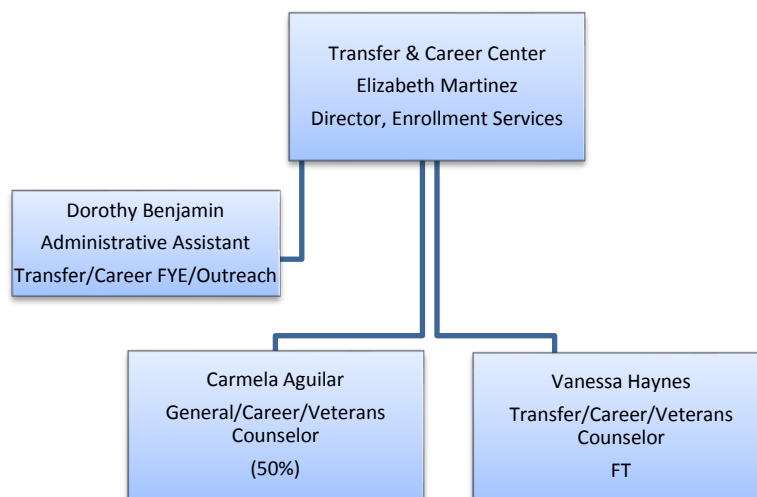
- a. Require Services - Goal: To provide quality transfer, programs and activities that support student success.
Outcome: *Accomplished.* We provided updated transfer materials, activities and programs to students, staff and faculty through emails, class presentations, monthly calendars, fliers advertising workshops and application filing periods.
- b. Facilities - Goal: To ensure that the transfer center is highly visible and has adequate resources which effectively promote current transfer opportunities.
Outcome: *Accomplished.* Though staff purchased boards to place throughout campus to highlight our physical location and programs. Visibility via the webpage has increased and traffic inside of the transfer/career center is very active.
- c. Staffing – Goal: To provide updated, organized transfer resources that are accessible to students.
Outcome: *Accomplished.* The Transfer/Career Center expanded its hours of operating for evening students and increased student workers to offer better services. There is now more staff in the Center than ever before.
- d. Advisory Committee – Goal: To promote coordination with other programs on campus to increase participation and wareness of services.
Outcome: *Accomplished.* The Transfer/Career Center has partnered with FYE, Counseling, EOPS, CalWORKs and Financial Aid to establish a Student Success Transfer & Retention Services committee that discusses programs and participation.
- e. Evaluation and Reporting – Goal: To monitor and evaluate the success of the Transfer/Center activities and events via a stated SLO
Outcome: *Accomplished:* The Transfer/Career activities are monitored by daily sign in sheets in the center, during large events, field trips, and during counseling sessions. An evaluation of activities has been implemented through SLOs.

2. Describe the number and type of staff and faculty (include current organizational chart).

As mentioned in the previous section the size of the staff does not accurately meet the needs of a campus of 12,000 plus students. The Transfer/Career Center Director, Counselor, Administrative Assistant and Student Workers work together as a team to get the job done. Because of a lack of staff support the full time transfer/career counselor, director and student workers conduct workshops, tours and meet one on one with students. It is stressed and recommended that the staffing issue be addressed not only during the regular semesters, but also during both winter and summer sessions (currently, there is not sufficient funding to offer transfer counseling during both winter and summer sessions). This becomes increasingly important as the new AAT/AST require transfer counselors to certify degree completion during the majority of the winter session as well as the majority of the groundwork for TAG agreements are done in the summer prior to the Fall semester.

Another concern is the need for additional staff that is reflective of the Compton campus community and the community population in general. It is important to consider one of the staff, preferably be bi-lingual in Spanish. A higher level of knowledge of the Spanish language is often needed to explain complex procedures of matriculation and in many cases the law as with AB540 in both the community college and high school setting. Careful address and sensitivity with AB540 and the new Cal Dream Act application as it pertains to transferring institutions are extremely important and in many cases opens up additional venues for continued postsecondary education and eventual transfer.

Transfer & Career Center Organizational Chart



How does this data impact the program or the future of the program?

As mentioned throughout this program review, inadequate staffing is a concern. The program will continue with or without additional staffing however, in order to have a successful

Transfer/Career Center, staffing should be addressed ASAP. Because the Center needs to address both the Transfer and the Career components, it is important to have professional staff that can address and meet the needs of the students in both areas. Therefore, there needs to be expert staff in the career center, that includes trained career professionals, as well as transfer professionals that can add of the richness of the center and assist in coordinating everyday activities.

List of prioritization of staffing recommendations.

Transfer Center

- 1) Hire a part-time Transfer Counselor. Currently the limit in time availability and access to a transfer counselor inhibits the success and progress of transfer students and falls short in meeting their needs. Accessibility to transfer counseling is a priority to the transfer center. There is a need to increase additional counseling hours during the regular semester as well as provide counseling throughout the summer sessions. A bilingual counselor is a priority when addressing Transfer Center needs.
- 2) Hire a Transfer Advisor - With limited transfer counseling and full time staff, there is a great need for students to minimally meet with a transfer advisor to answer student questions regarding their educational plans. The lack of full-time permanent staff assigned solely to the Transfer Center is hurting the program. It hurts the consistency of the work that is required. Currently there is only one full time certificated transfer center coordinator with no other permanent staff. It is also difficult to manage and leads to lack of continuity when the only staff member is not present. Staff in the transfer center should be “transfer experts.” This expectation cannot be met if the staff assigned to the Transfer Center have duties outside of the Transfer Center and do not feel an ownership in the program. The lack of permanent full-time staffing diminishes the effectiveness and quality of the program. A bilingual advisory is a priority when addressing Transfer Center needs.
- 3) Hire Student Workers not dependent on Federal Work Study- The Transfer/Career Center needs a larger budget for student staff. Currently, the Career and Transfer Center relies on hiring students receiving work study. There have been times where there is not adequate staff coverage in the Center because of the lack of work study student referrals from Financial Aid. In addition, because the work study referrals and the hiring of the students occur sporadically throughout the semester, the training of these student workers cannot be delivered in an organized and comprehensive manner. The ideal is to have your student staff in place and trained before the semester begins.

Career Center

- 1) Hire a Student Services Technician- This person will also create, maintain, and update the database for the Career Center; employers, students, and the community members we serve. This person will have duties that include assisting with the career orientations, transport students on tours, collect surveys, oversee and update the Career Center webpage. With the fast pace of technology and cyberspace students often use many of the social network sites to keep and share the information with other students. Therefore, this person will be responsible for updating, maintaining, posting, and modifying the Career Center LinkedIn, Twitter, Facebook, MySpace, and other career related links.

- 2) Hire a part-time Career Counselor/Coordinator- To better serve the increase number of undeclared/undecided students. To have additional career counseling appointments for the students and to provide services throughout the summer sessions. A bilingual counselor is a priority when addressing Transfer Center needs.
 - 3) Hire Student Workers not dependent on Federal Work Study- The Transfer/Career Center needs a larger budget for student staff. Currently, the Career and Transfer Center relies on hiring students receiving work study. There have been times where there is not adequate staff coverage in the Center because of the lack of work study student referrals from Financial Aid. In addition, because the work study referrals and the hiring of the students occur sporadically throughout the semester, the training of these student workers cannot be delivered in an organized and comprehensive manner. The ideal is to have your student staff in place and trained before the semester begins.
3. Describe facilities or equipment needs for the next four years.

A comprehensive Transfer Center requires a stand-alone center, a full-time certificated Coordinator, and sufficient full-time permanent support staff. These are the recommended guidelines for Transfer Centers in a report from the California Community Colleges Chancellor's Office and the California Community Colleges Transfer Center Director's Assoc. (April 1997). The Transfer Center hopes to have a space that is visible, identifiable, and accessible to students, and will facilitate the increased awareness of transfer amongst the student body. A dedicated Transfer Center is the preferred physical set-up as expressed by Transfer Center Directors in the Chancellor's Office Transfer Center Annual Report.

Currently, the Transfer/Career is located in Room D-29. In Spring 2011 the Transfer/Career Center combined together to provide students a one-stop location to explore both transfer and career options. Since then, there have been more students than ever utilizing the services within the center. The Transfer/Career Center is shared with the First Year Experience (FYE) Program as well as the Youth Empowerment Strategies for Success (YESS), and is soon to be including Veteran Counseling services. It is important to note that the Transfer/Career Center is connected to the Welcome Center, and is currently being used as an extension of registration and matriculation services for the entire campus. The variety of programming taking place inside the Transfer/Career center can at times be confusing for students.

The Transfer/Career Center is a growing program that needs more space to service our students. Furthermore, additional computers and printers are needed for both students and staff to serve our students who are interesting in transferring to four year university. Due to the use of our facilities, we are also requesting additional chairs and furniture to accommodate the growing flux of students and added programs.

4. Describe how well the scheduled hours of availability meet student demand and indicate the specific hours the program operates.

The Transfer/Career Center hours are the following:

- a. Peak Registration (2weeks before fall and Springs courses begins and 2 weeks after courses begin)

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|---------------|---------------|---------------|---------------|
| 8:00am-6:30pm | 8:00am-6:30pm | 8:00am-6:30pm | 8:00am-6:30pm | 8:00am-4:30pm |

b. Regular Fall and Spring Schedule

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|---------------|---------------|---------------|----------------|
| 8:00am-4:30pm | 8:00am-4:30pm | 8:00am-6:30pm | 8:00am-4:30pm | 8:00am-12:00pm |

c. Winter and Summer- No counseling services are available.

The Transfer/Career Center offers daily services to students including evening hours. Due to the increasing demand of Transfer and Career services it is important to have appropriate staffing throughout the week with varying day and evening times. This can be addressed by hiring additional professional staff that can be staggered to assist the transfer/career counselor in meeting with students and addressing their needs. Currently there is a shortage of staff to be able to cover the hours needed for students. In addition, additional staff can also alleviate student demand by offering services in both the summer and the winter to avoid fall and spring rush services.

5. Describe the influences that external factors such as state laws, changing demographics, and the characteristics of the students served have on the program and services and how the program addresses these factors.

The following trends in Transfer and Career will affect the future of Transfer and Career Services:

- a. The community college as a path to the university will continue to be in high demand for students wanting to get to their university of choice.
- b. Transfer information, university admission policies, and transfer counseling are becoming increasingly complex. Students are attending multiple community colleges making evaluation of transcripts more difficult; universities are becoming more impacted; majors are becoming more selective; and admission policies are changing year-to-year, month-to-month, and occasionally week-to-week. It is important that counselors stay abreast of these changes and of information resources.
- c. The state budget and student demand will continue to drive university admission policies. When universities are faced with deep budget reductions, university admission policies become restrictive and opportunities for students become more limited. Students must become more informed about requirements, more diligent about their educational planning, and more attentive to deadlines and procedures.
- d. With the Student Success Reform Act (SB 1440) Transfer Associate degrees have driven the curriculum to steer towards transferring students to four year universities. As stated in the Student Success Reform Act:

“Commencing with the 2011–12 academic year, would require a student that receives an associate degree for transfer to be deemed eligible for transfer into a California State University baccalaureate program when the student meets prescribed requirements. The bill would condition a community college district’s receipt of state apportionment funds on its development and granting of associate degrees for transfer, unless each of the state’s community college districts waives reimbursement for specified state-mandated costs of implementing the bill in accordance with a prescribed procedure. This bill would prohibit a community college district from imposing any requirements, in addition to these requirements, for a student to be eligible for the associate degree for transfer, and would prohibit remedial noncollegiate level coursework from being counted towards the units required for the associate degree for transfer. “

As a result, the staff needed in the Transfer/Career center to be able to not only assist in the articulation of such degrees, but also preliminary evaluate degrees and maintain communication with the four year university system will increase significantly. It is important to take into consideration what the state laws are requiring and match them up with appropriate resources to ensure their success at the Compton Center.

- e. The Student Success Task Force (SB 1456) is a central guiding document in looking to the future trends for Transfer/Career Services. As stated in the Seymour-Campbell Student Success Act of 2012:

The focus of the Student Success Act of 2012 is on the entering students' transition into college in order to provide a foundation for student achievement and successful completion of students' educational goals, with a priority toward serving students who enroll to earn degrees, career technical certificates, or transfer.

As a result, matriculation services will focus its efforts in streamlining services to effectively and efficiently guide students into completing their educational goal which includes both transfer and career services. As the new law is implemented, it is necessary that the Transfer/Career center is prepared and ready to provide needed services as the institution works together to provide collaborative guidance to its students. Below are a list of recommended funding to increase the level of student activities and transfer/career awareness at the Compton Center.

List of prioritization of funding for student services/activities:

Transfer Center

- 1) Additional funds for counseling/advising and workshop services
- 2) Funding to accommodate growing Fall University Transfer Fair as well as to create a Spring University Fair and a Historically Black College Fair.
- 3) Increase funding in Transportation for University Transfer Tours
- 4) Fund Northern California University Tour

Career Center

- 1) Funding for Career Exploration tools and Personality inventory and Services (ex. Eureka: The Career Exploration System, True Colors, etc).
- 2) Increase funding in Conferences for student Career Exploration Conferences and activities

Customer Service

1. Administer a customer service survey and list the major findings. Describe exemplary services that should be expanded or shared with other programs.

The last Program Review for the Transfer Center was in 2007. There was no data measuring student/client satisfaction. The Transfer/Career Center has created a Student Satisfaction Survey for 2012-2013 fiscal year. The following are the results for Fall 2012:

| 2012-13 Transfer/Career Center Satisfaction Survey | | | |
|--|-----------|---------|------------------------|
| N = 41 | | | |
| Term: | | | |
| Response | Frequency | Percent | |
| Fall | 36 | 92 | <div><div></div></div> |
| Spring | 3 | 8 | <div><div></div></div> |
| Summer | 0 | 0 | <div><div></div></div> |
| 1. What was the reason for your visit today? (Check all that apply) | | | |
| Response | Frequency | Percent | |
| Transfer Information | 19 | 48 | <div><div></div></div> |
| Career Information | 5 | 13 | <div><div></div></div> |
| Counseling Appointment | 14 | 35 | <div><div></div></div> |
| University Representative | 2 | 5 | <div><div></div></div> |
| Workshop | 1 | 3 | <div><div></div></div> |
| University Tour | 0 | 0 | <div><div></div></div> |
| Other | 8 | 20 | <div><div></div></div> |

2. Who provided service(s) for you? (Check all that apply)

| Response | Frequency | Percent | |
|------------------|-----------|---------|--|
| Front desk staff | 21 | 54 | |
| Coordinator | 2 | 5 | |
| Counselor | 15 | 38 | |
| Director | 1 | 3 | |
| Student worker | 18 | 46 | |
| Other | 2 | 5 | |

4. The front desk staff was courteous and helpful

| Response | Frequency | Percent | |
|-------------------|-----------|---------|--|
| Strongly Agree | 34 | 85 | |
| Agree | 6 | 15 | |
| Disagree | 0 | 0 | |
| Strongly Disagree | 0 | 0 | |
| Not Applicable | 0 | 0 | |

6. A counselor was available in a timely manner

| Response | Frequency | Percent | |
|-------------------|-----------|---------|--|
| Strongly Agree | 28 | 70 | |
| Agree | 5 | 13 | |
| Disagree | 1 | 3 | |
| Strongly Disagree | 0 | 0 | |
| Not Applicable | 6 | 15 | |

8. I received academic counseling to explore my transfer goals and/or career interest, develop an educational plan and plan the best program of study at the ECC Compton Center

| Response | Frequency | Percent | |
|-------------------|-----------|---------|--|
| Strongly Agree | 29 | 73 | |
| Agree | 5 | 13 | |
| Disagree | 0 | 0 | |
| Strongly Disagree | 0 | 0 | |
| Not Applicable | 6 | 15 | |

10. Hours of operation

| Response | Frequency | Percent | |
|-----------|-----------|---------|--|
| Excellent | 24 | 60 | |
| Good | 12 | 30 | |
| Fair | 3 | 8 | |
| Poor | 1 | 3 | |
| NA | 0 | 0 | |

3. Front desk staff was available in a timely manner

| Response | Frequency | Percent | |
|-------------------|-----------|---------|--|
| Strongly Agree | 31 | 78 | |
| Agree | 8 | 20 | |
| Disagree | 0 | 0 | |
| Strongly Disagree | 0 | 0 | |
| Not Applicable | 1 | 3 | |

5. I feel I have enough privacy to discuss my concerns

| Response | Frequency | Percent | |
|-------------------|-----------|---------|--|
| Strongly Agree | 27 | 68 | |
| Agree | 12 | 30 | |
| Disagree | 1 | 3 | |
| Strongly Disagree | 0 | 0 | |
| Not Applicable | 0 | 0 | |

7. The counselor was courteous and helpful

| Response | Frequency | Percent | |
|-------------------|-----------|---------|--|
| Strongly Agree | 32 | 80 | |
| Agree | 2 | 5 | |
| Disagree | 0 | 0 | |
| Strongly Disagree | 0 | 0 | |
| Not Applicable | 6 | 15 | |






9. When talking to the counselor I feel I have enough privacy to discuss my concerns

| Response | Frequency | Percent | |
|-------------------|-----------|---------|--|
| Strongly Disagree | 0 | 0 | |
| Disagree | 1 | 3 | |
| Agree | 3 | 8 | |
| Strongly Agree | 30 | 75 | |
| Not Applicable | 6 | 15 | |






11. Office facilities [appearance- comfort]

| Response | Frequency | Percent | |
|-----------|-----------|---------|--|
| Excellent | 21 | 53 | |
| Good | 15 | 38 | |
| Fair | 2 | 5 | |
| Poor | 1 | 3 | |
| NA | 1 | 3 | |





12. Timelines of response to your request[s]

| Response | Frequency | Percent | |
|-----------|-----------|---------|---|
| Excellent | 21 | 51 |  |
| Good | 18 | 44 |  |
| Fair | 0 | 0 |  |
| Poor | 0 | 0 |  |
| NA | 2 | 5 |  |






14. Overall quality of customer service

| Response | Frequency | Percent | |
|-----------|-----------|---------|---|
| Excellent | 33 | 80 |  |
| Good | 7 | 17 |  |
| Fair | 1 | 2 |  |
| Poor | 0 | 0 |  |
| NA | 0 | 0 |  |










16. How often do you check your e-mail?

| Response | Frequency | Percent | |
|----------|-----------|---------|---|
| Daily | 16 | 40 |  |
| Weekly | 20 | 50 |  |
| Monthly | 3 | 8 |  |
| Never | 1 | 3 |  |

13. Procedures clear and easy to follow

| Response | Frequency | Percent | |
|-----------|-----------|---------|---|
| Excellent | 23 | 58 |  |
| Good | 17 | 43 |  |
| Fair | 0 | 0 |  |
| Poor | 0 | 0 |  |
| NA | 0 | 0 |  |

15. How did you hear about the Transfer/Career Center? (pick one)

| Response | Frequency | Percent | |
|-----------------------|-----------|---------|---|
| Friend | 13 | 39 |  |
| Cable | 0 | 0 |  |
| Brochure | 1 | 3 |  |
| Flyer | 2 | 6 |  |
| Recruiter | 1 | 3 |  |
| Other: | 9 | 27 |  |
| Orientation | 3 | 9 |  |
| Webpage | 0 | 0 |  |
| Compton Center Office | 4 | 12 |  |

[Which one]

Overall, our customer survey results indicated a positive response from students indicated that over 80% of students strongly agreed or agreed with the services being provided. Additionally, over 90% of students indicated excellent services received.

2. What aspect of the program's service needs improvement? Explain how the program will address service improvements.

There were no areas of indicated improvement according to the survey. However, it is recommended that a larger sample of students be included to participate in the survey to compare results in the future.

Conclusions and Recommendations

Present a brief summary of the program's strengths and areas for improvement. List all recommendations in a prioritized manner for subsequent placement into the program's annual plan.

1. Summarize the program's strength and areas that need improvement.

The strength of the Transfer Center is the variety and number of services and activities that are provided to students. The Transfer Center offers over 50 services and activities each semester. These services include university tours, university representative visits to the El Camino College campus, transfer information workshops, presentations to classrooms, transfer counseling, transfer advising, major specific workshops and a university fair.

An additional strength of the Transfer/Career Center is the transfer/career counselor who serves as the lead on all transfer/career services and acts as the point of contact for all transfer/career related services. The transfer/career counselor assists the Center in collaborative efforts with both on-campus and off-campus organizations in creating a true “Transfer/Career Culture”.

Many of the Transfer Center events and activities are a collaborative effort with other on campus programs and off-campus institutions. An example would be our annual Northern California University Tour (NCUT). NCUT is a collaborative effort EOP&S, The First Year Experience Program, Student Support Services Program and Faculty. The increased collaborative effort is the reason why last year’s university tour increased to 27 students. It is this collaborative effort with programs and faculty that make these events successful in many ways: drawing student attendance, making the event productive for the university representatives, and providing events and activities that are beneficial for the students. A recommendation would be to look at expanding collaborative efforts with other programs and more faculty by collaborating in the Student Success Transfer & Retention Services (SSTARS) committee, to increase the participation of students in Transfer Center activities as to be used as its advisory committee.

Partnerships with four-year institutions are strengths of the program and are vital to the function of the Transfer Center. The ability for students to meet with university representatives is crucial to the transfer process. El Camino College has a very strong partnership with a wide array of four-year institutions, many of them making frequent to occasional visits to our campus. We participate in the transfer admissions guarantees with many universities, and we participate in other special programs such as UCLA’s Center for Community College Partnerships and UCI’s Center for Educational Partnerships. Our partnership with UCI has allowed our students to participate in UC Irvine/Compton Center Summer Transfer Institute, a week long residential program, for four consecutive years. In previous, our students were paid a \$300 stipend for participation.

Our most recent partnership is our Compton Commitment Partnership that is a collaborative agreement with Compton Unified School District, Cal State Dominguez Hills and the Compton Center. Our partnership is to work together to increase local rates of college participation and student success. The overall objective of this agreement is to more closely link the recruitment and enrollment efforts of El Camino College Compton Center and the Compton Unified School District with CSUDH to create a seamless process for academic, personal and professional success of students within our service

area. Together, we will actively facilitate the enrollment of students from CUSD to both ECC Compton Center and CSUDH, and the transfer of Compton Center students to CSUDH

Transfer Center Challenges:

The number one challenge for the Transfer Center is gathering accurate data for Compton Center students that have successfully transferred to a four year university. Because all students at both the Torrance and Compton Center are El Camino College Students, there has been great difficulty in being able to generate accurate data of whether or not the Compton Center students have been successfully transferring. Without data, it is extremely difficult to track whether or not our students are successfully transferring. As a result, it is also difficult to inform the community as well as students and staff, where their peers, students and community members are transferring off to.

Marketing and promotion of Transfer Center services must be on-going and strong. Continual outreach to students with the message of transfer is critical in increasing awareness of transfer. The Transfer Center continues to find ways to reach students through electronic and conventional methods.

An improved method of tracking students that utilize Transfer Center services is needed. For example, it is difficult to capture the number of students that walk into the Center since it is an open space. Therefore, there is a large number of students that are served by the Transfer Center that are not accounted for in our semester and annual numbers. There has been some improvement with tracking the number of students that attend workshops, classroom presentations, university tours, and meet with advisors and counselors. The utilization of SARS has also improved the tracking of attendance for counseling services, however we still need tracking methods to track Compton Center students after transferring to a four year university.

The Transfer Center is a full program with numerous services and activities, multiple budget accounts, frequent correspondence with universities, and other events that require transfer specialists and skilled secretarial support.

Learning opportunities include:

1. An improved method of tracking student's use of the Transfer Center and its services.
2. Obtain an additional part-time transfer counselor for additional support during the semester and through the summer sessions.
3. Acquire permanent professional Transfer Advisor support.
4. Develop more student outreach methods using technology.

Career Center Strengths:

The strengths of the Career Center include the series of Career workshops that we offer. Examples of our workshops include: Undeclared Major Workshop, Eureka-The Career Assessment, True Colors-Personality Assessment, Careers & the New Economy, Aligning your sense of Purpose & Your Career, How to create an effective resume, Skills

Employers Look For, Mock Interviews, CTE Careers, Non-Traditional Careers, How to Dress for Success.

Career Center Challenges:

The Career Center needs improvements in the areas of training, availability of career assessments and coordination of services. Currently, there is a need to provide professional development needs for the faculty in the area of Career knowledge and personality assessment trainings and certifications such as SII-Strong Inventory, MBTI-Myers-Briggs Type Indicator, and COPS. In the meantime, there is a need to have trained professional staff assist with the development of the career center to further assist student needs.

In addition, there is a need to purchase career assessments, tools & instruments for students such as: Eureka Software/Database, True colors materials, Card Values Card Sort, Major-Minor Finder, Career Cruising Software/Database, Skills One Website.

It is recommended that in the future, the Career Center have its own Program Plan separate from the Transfer Center.

Learning opportunities include:

1. Professional development for Career Center faculty and staff
2. Career and Personal Assessment Tools for students
3. Obtain a part-time Career Counselor/Coordinator for support during the semester and through the summer sessions.

The Transfer and Career Center lacks full-time permanent professional support to assist in the coordination and execution of daily activities. The Transfer/Career Center is a full program with numerous services and activities, multiple budget accounts, frequent correspondence with universities, and other events that require transfer and career professionals and skilled support.

Transfer/Career Center goal is to offer students a one-stop location to explore transfer options and different careers. A number of changes or trends could impact the Transfer/Career Center; funding will most likely drive any future planning with the Transfer/Career Center. The Transfer/Career Center serves as an informational hub for transfer access and explores career options. A majority of what is accomplished through this department is in collaboration with both on campus departments and outside organizations (local K-12 district, 4-year universities and educational support programs).

Some of the most noted events that the Transfer/Career Center hosts are the annual Fall Transfer Fair and the annual Northern California University Tour that was initiated in April 2007. Planning for the future years will include secure funding for both student events, including transportation and housing accommodations for potential transfer students. Exposure to universities outside of the local context has proven to be helpful in determining alternative options for future transfer. The key learning outcome will be in making sure students at an early grade level in high school are able to make an informed

decision about college and transferring to a 4-year university from El Camino College Compton Center specifically. In addition, this will be an ideal situation for a transfer counselor and/or faculty member to begin outreach for students on a high school campus to offer on site courses to facilitate the matriculation process.

As mentioned earlier, staffing issues are a major concern for the future of the Transfer/Career Center. Fortunately the Transfer/Career Center has managed in the past with limited staff to sustain services for the Compton campus community, but without a doubt still needs additional staffing especially when developing the newest component of the Transfer/Career Center (Career services). Career Services in the Center need to be expanded and improved upon.

Since the last program review in 2007, data shows that our student enrollment has increased tremendously over the last past five years. The Transfer/Career Center is in constant communication with the Dean of Student Services, VP and CEO on campus. With the data from both SLOs and Student Satisfaction Surveys, the Transfer/Career Center will strategize its goals and components to include in the Transfer/Career Center program plans. With each of the recommendations listed below, the Transfer/Career Center will improve and enhance program facilitation and functions.

2. List prioritized recommendations. (Provide proposed organizational chart if appropriate)

Transfer Center prioritized recommendations:

- 1) Additional funds for counseling/advising and workshop services
- 2) Funding to accommodate growing Fall University Transfer Fair as well as to create a Spring University Fair and a Historically Black College Fair.
- 3) Increase funding in Transportation for University Transfer Tours
- 4) Funding for Northern California University Tour
- 5) Hire a part-time Transfer Counselor. Currently the limit in time availability and access to a transfer counselor inhibits the success and progress of transfer students and falls short in meeting their needs. Accessibility to transfer counseling is a priority to the transfer center. There is a need to increase additional counseling hours during the regular semester as well as provide counseling throughout the summer sessions. A bilingual counselor is a priority when addressing Transfer Center needs.
- 6) Hire a Transfer Advisor - With limited transfer counseling and full time staff, there is a great need for students to minimally meet with a transfer advisor to answer student questions regarding their educational plans. The lack of full-time permanent staff assigned solely to the Transfer Center is hurting the program. It hurts the consistency of the work that is required. Currently there is only one full time certificated transfer center coordinator with no other permanent staff. It is also difficult to manage and leads to lack of continuity when the only staff member is not present. Staff in the transfer center should be “transfer experts.”

This expectation cannot be met if the staff assigned to the Transfer Center have duties outside of the Transfer Center and do not feel an ownership in the program. The lack of permanent full-time staffing diminishes the effectiveness and quality of the program. A bilingual advisory is a priority when addressing Transfer Center needs.

- 7) Hire Student Workers not dependent on Federal Work Study- The Transfer/Career Center needs a larger budget for student staff. Currently, the Career and Transfer Center relies on hiring students receiving work study. There have been times where there is not adequate staff coverage in the Center because of the lack of work study student referrals from Financial Aid. In addition, because the work study referrals and the hiring of the students occur sporadically throughout the semester, the training of these student workers cannot be delivered in an organized and comprehensive manner. The ideal is to have your student staff in place and trained before the semester begins.
- 8) The changes in communication within the campus will continue and remain a priority by meeting with the transfer advisory committee on campus to increase participation and awareness of services.
- 9) Work with the governing boards, administrators, and academic senate to ensure that the transfer of students is of high priority.
- 10) The Transfer/Career Center will continue to be more proactive in creating outreach events and programs surrounding the awareness and promotion of Center.
- 11) Continue to strengthen collaborations and/or campus partnerships through continued communication as efforts to institutionalize transfer and careers as a priority for the Compton Center.
- 12) Per the California Community Colleges Chancellor's Office recommended guidelines for Transfer Centers, continue to strive for a stand-alone center, full time certificated coordinator, and sufficient full-time permanent support staff.

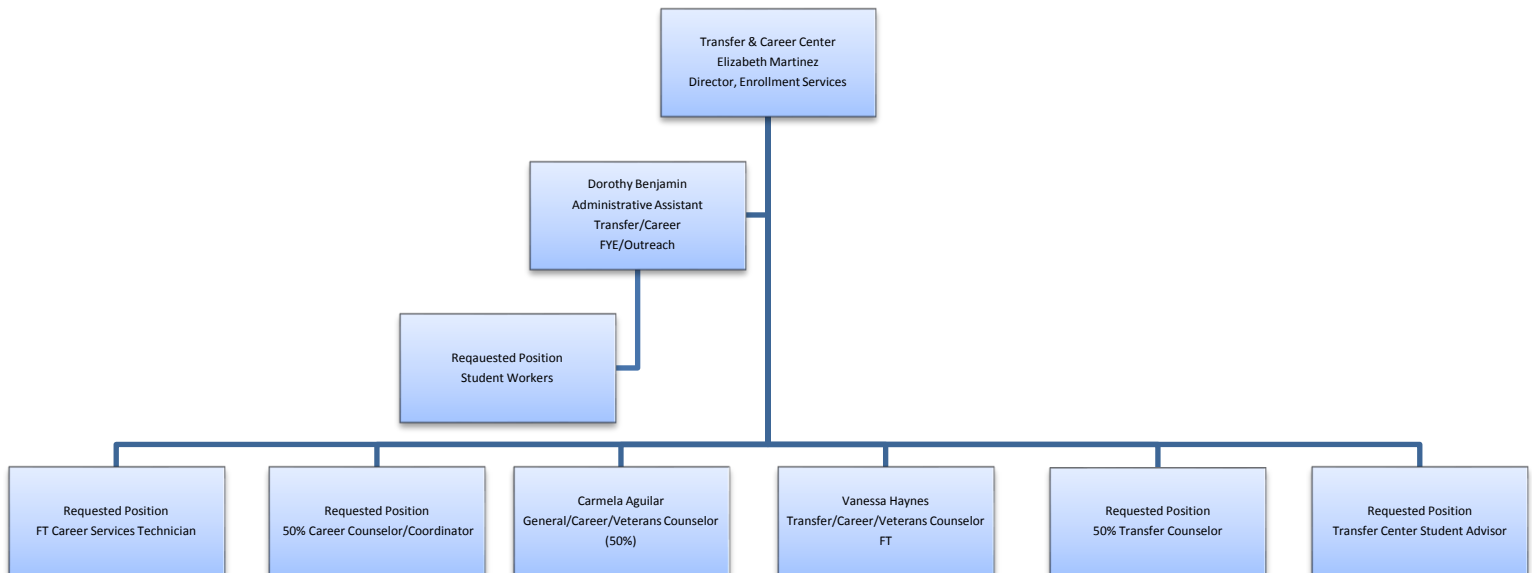
Career Center List of Prioritized Recommendations:

- 1) Funding for Career Exploration tools and Personality inventory and Services (ex. Eureka: The Career Exploration System, True Colors, etc).
- 2) Increase funding in Conferences for student Career Exploration Conferences and activities
- 3) Hire a Student Services Technician- This person will also create, maintain, and update the database for the Career Center; employers, students, and the community members we serve. This person will have duties that include assisting with the career orientations, transport students on tours, collect surveys, oversee and update the Career Center webpage. With the fast pace of technology and cyberspace students often use many of the social network sites to keep and share the information with other students. Therefore, this person will be responsible for updating, maintaining, posting, and modifying the Career Center LinkedIn, Twitter, Facebook, MySpace, and other career related links.
- 4) Hire a part-time Career Counselor/Coordinator- To better serve the increase number of undeclared/undecided students. To have additional career counseling appointments for the students and to provide services throughout the summer

sessions. A bilingual counselor is a priority when addressing Transfer Center needs.

- 5) Hire Student Workers not dependent on Federal Work Study- The Transfer/Career Center needs a larger budget for student staff. Currently, the Career and Transfer Center relies on hiring students receiving work study. There have been times where there is not adequate staff coverage in the Center because of the lack of work study student referrals from Financial Aid. In addition, because the work study referrals and the hiring of the students occur sporadically throughout the semester, the training of these student workers cannot be delivered in an organized and comprehensive manner. The ideal is to have your student staff in place and trained before the semester begins.

Proposed Transfer & Career Center Organizational Chart



3. ☒ Continue Program

☐ Discontinue Program (Explain how the program's services could be handled by other services on campus if the program has been declining or is no longer fully utilized)