

El Camino College Compton Center Transfer Center Program Review

I. Overview

A. Program Profile

The Transfer Center at El Camino College-Compton Center serves as a liaison to the local high schools, Compton community, and campus as an informational hub to promote transfer to 4 year colleges and universities. The Transfer Center's goals are to provide quality transfer services, programs and activities that support student success; Modes in which the goal was achieved by was by providing CCC faculty/staff with opportunities for growth in transfer knowledge; promoting coordination with other units on campus, providing updated, organized transfer resources at accessible times for students and by promoting the transfer center and transfer in the community. The overall mission of the program is to expand student access for Transfer to 4-year universities from El Camino College-Compton Center. General funding manages this program.

B. Status of Previous Recommendations

There is no evidence of previous program review for the transfer center. The previous recommendations from the 2007 Comprehensive FCMAT report are the following italic comments:

1. Make the transfer function 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. 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.*
- b) Collaborate with faculty who teach advanced transfer level courses to orient their classes about transferring opportunities or distribute transfer information to their students.*
- 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.*
- 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.*

2. Conduct a comprehensive study and analysis to determine why more students taking basic skills courses are not succeeding in transfer level courses, especially in English and Mathematics. Instructional leaders and faculty in basis skills areas need to identify best practices, such as supplemental instructions, tutoring, curricula alignment, and learning communities to assist students in their progress from basic skills to transfer level courses. In addition, building support for the learning resource center tutoring programs by:

- a. Ensuring that salaries for tutors are competitive enough to draw qualified tutors.*

- b. Working with nearby universities, libraries, and community-based organizations to secure the service of volunteer tutors.*
- c. Scheduling full-time faculty into the tutoring lab as part of their load when their classes don't fill.*
- d. Ensuring that the tutoring lab has copies of current textbooks in the basic skills courses and other courses with a heavy demand by students for tutoring services.*

3. 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.

4. 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.

5. Monitor the effectiveness of the High School Transfer Program and the Regional Transfer Collaborative and continue these promising programs if they prove to be effective in increasing the number of students transferring to universities.

6. Faculty who teach transfer-oriented courses should provide some basic information about the transferability of their courses on their syllabus.

C. Continuing Recommendations

Recommendations from the 2007 Comprehensive FCMAT reports were intended as a recovery plan to meet the institutional standards by the following 5-8 years. The following recommendations should continue in order to ensure program success:

- The changes in communication within the campus will continue and remain a priority by establishing a transfer advisory committee.
- The coordinator of the transfer center will explore staffing needs.

II. Program Data

A. Student/Client Satisfaction

There is no data measuring students/client satisfaction.

B. Student/Client Outcome Data

The Transfer Center tracks the number of students who use the transfer 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 programs and services and encourage students to transfer. 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 CSU and UC's. Because of the lack of and institutional researcher on

campus, there is no data to track any students that is not documented on the California Postsecondary Education Commission (CPEC) pathways to Transfer Report.

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

# of students Served	2005-2006	2006-2007
	1832	

The only concern with this data is that there was not sufficient staff and desk coverage to secure all reported visitation to the transfer center.

[Table of UC & CSU Transfer]

	03-04	04-05	05-06	06-07
UC	6	6	1	2
CSU	154	132	167	117
Total	160	138	168	119

The only concern with this data is that it does not accurately reflect the number of students that successfully transferred to a 4-year university. The lack of a campus institutional researcher provides an inaccurate count of transfer students that transfer anywhere outside of a UC or CSU system. Until the data captured by designated institutional researcher becomes more accurate, transfer tracking and trends will be skewed.

Analysis of program data.

Based on the trends and performance indicator data, it is recommended that the following changes be considered. The Fall 2007 semester will be the first time that the transfer center coordinator has been in place, for two consecutive years. As the transfer statistics are gathered for the 06-07 year, a decision needs to be made whether to continue the existing transfer programs and collaborations within the community or concentrate on outreach and transfer awareness elsewhere. If the goal is to use the office primarily to recruit students and increase transfer numbers through additional support program, then the office is severely understaffed.

C. Campus/Community Collaboration

Most of the programs within the transfer center are dependant upon internal collaborations and partnerships with other programs or services on campus or in the community.

1. Regional Transfer Collaborative- The collaboration with the local 4-year universities such as the regional transfer Collaborative (RTC) which includes, UCLA, UC Irvine, CSULB and CSUDH add services to ensure a smooth transition for transfer students and in some cases guarantees admissions. Partnerships with UC Irvine has provided our students with a summer residential program free of cost in addition to placement of a program coordinator at the Compton Center for the June '06-'07 to assist the transfer

center with RTC and other transfer center daily functions. Collaborations with UCLA's Center for Community College Partnerships is the have also placed peer mentor's on campus to promote transfer and mentor future transfer students. The goal of the RTC is to recruit and select a cohort of high school seniors from the 9 local high schools that indicate that their educational goal is to transfer to a 4-year university. RTC provides students with a two-part "fast track" to transfer to a 4-year university. Students are not only specially tracked by the transfer center and are exposed to different universities via visitations, tours, workshops and residential programs to transfer within 6-8 semesters, but also through academic affairs are also guided by offering a set curriculum of "linked" courses, forming learning communities and educational success.

2. High School Transfer Academy- In addition there is also collaboration with the local Compton Unified School District and the local Compton High Schools which serve as the feeder schools for the Transfer Center's High School Transfer Academy. The goal of the program is to select a cohort of excelling students focused on attending a 4-year university and aid them in not only achieving a high school diploma, but also in successfully finishing the Intersegmental General Education Transfer Curriculum (IGETC) pattern and be certified by the summer before their first year of college/university.

It is recommended that the two programs be closely evaluated. The evaluations of such pilot programs should be based upon the following: In order to fully assess whether a programs' methodology is effective in accomplishing its stated objective, it is important to ensure that the other spurious elements are not interfering with the assessment, thus helping to ensure that it is a true measurement of the programs potential and current capacity. Two of these interferences are logistical and bureaucratic elements that might interfere with the smooth implementation of such programs. This is especially true in the case of a burgeoning program that attempts to develop a new space for itself and create the network necessary for it to function. Thus, in the case of new and developing projects any serious assessment needs to take account of how long the program has been in existence and whether it has been able to overcome the initial logistical and bureaucratic hurdles. Only after such a note has been made, can the programs effectiveness be truly examined.

Currently, the transfer center, because of its limited staff, tends to be more reactive to requests for representation. The office should be more proactive in creating programs on campus that promote and cultivate a transfer culture and transfer success.

Internally, there are also a number of collaborations that are critical to both the effectiveness of the Transfer Center as well as the particular programs. This office works closely with all programs that have transfer as a goal such as, EOP&S, Student Support Services Program, Counseling and Admissions & Records, Outreach, Special Resource Center and Testing/Assessment.

The Transfer Center can strengthen these collaborations or partnerships through continued communication and efforts to institutionalize transfer as a priority in the Compton Center and all student service offices. There are still a few offices that have not included the transfer center as a collaborative partner and it is important to communicate

these transfer activities so as not to duplicate efforts. This partnership must strengthen especially with the counseling department.

D. Program Data Recommendations

- The changes in communication within the campus will continue and remain a priority by establishing a transfer advisory committee.
- Hiring of additional support staff is critical to the continuing success of the transfer center.
- Continue to strengthen collaborations and/or campus partnership through continued communication as efforts to institutionalize transfer as a priority for the Compton Center.
- The office should be more proactive in creating outreach events and programs surrounding the awareness and promotions of transfer.
- Hire an institutional researcher to collect and analyze data that pertains to the transfer center.

III. Program Requirements

A. Program Support

As mentioned in the Campus/Community Collaboration section above, this office is dependant on many offices to be effective and needs the continued support if not more to be able to continue to function at the very minimal functions. There are far more events that the Compton Transfer Center is invited to than staff available especially when it comes to Outreach and School Relations. The directors of EOP&S and Student Support Services Programs have been helpful for events and outreach for Transfer functions.

More support is needed.

B. Facilities and Equipment

Facilities as recommended by the FCMAT report are an issue for the being that the space is currently being shared with Student Support Services Program. Additional storage could be addressed at this time since the only office storage space is also being shared with Student Support Services Program and the growing department would need extra space soon. Equipment in the transfer center is adequate at this time, with the exception of the need for a printer. Two new computers where ordered, delivered and currently available for student use. An office printer as well as additional supplies have already ordered and are awaiting the Compton College District Business office to encumber and finalize payments.

C. Staffing

As mentioned in the previous section the size of the staff does not accurately meet the needs of a campus of 4,000 plus students and the coordination of two community based programs. The Transfer Center coordinator answers the phone as often as possible when in the office as well as conducts workshops, tours and works one on one with students. Because of a lack of support staff as well as a full time transfer counselor (Current general counselor assigned to the transfer is for 3 hours a week). The coordinator of the transfer center also serves as an academic advisor, manager, coordinator and outreach

representative for Transfer awareness. It is again stressed and recommended that the staffing issue be addressed.

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 AB540 as it pertains transferring institutions are extremely important and in many cases opens up additional venues for continued postsecondary education and eventual transfer.

Personnel Trend

Personnel Type	Current Level		In 3 - 5 years		Retirement	
	# of Staffing	FTE	# of Staffing	FTE	# of Staffing	FTE
Full-time Faculty (Tenure Track)						
Full-time Faculty (Non-Tenure Track)						
Part-time Adjunct Faculty						
Full-time Classified Staff						
Part-time Classified Staff (Permanent)						
Part-time Classified (Temporary)						
Casual Employees						
Student Employees						
Manager	1	1	1	1		
Supervisor						
Temporary Project Administrator						
Faculty Coordinator						

FTE: Full Time Equivalent (i.e., 2 employees working at 50% would equal 1 FTE)

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 but in order to have a successful transfer center and transfer programs, staffing should be addressed now.

Program personnel are all current in their field.

List and prioritize all staffing recommendations.

- Hiring of additional support staff is critical to the continued success of the transfer center.
- A bi-lingual Spanish counselor should be a priority when addressing the staffing needs.
- Part-time adjunct faculty would be a welcome addition at the high schools to assist with the educational planning step of the matriculation process as it pertains to potential transfer students and students participating in the transfer center programs.
- Hire an institutional researcher to collect and analyze data that pertains to the Transfer Center.

D. Planning

A number of changes or trends could impact the Transfer Center within the next five years. Funding will most likely drive any future planning with the Transfer Center.

As of now, the Transfer Center will continue to host an Annual Northern California University Tour that was initiated in April 2007. Planning for the next five years will include secure funding for student transportation and housing accommodations. Exposure to universities outside of the local context has proven to be helpful in determining alternative options for future transfer. In addition, the recent implementation of the California Exit exam could also affect enrollment from and at the dominant local feeder high schools and El Camino College Compton Center may need to re-direct some of the transfer center's efforts for awareness in the high schools towards a changing demographic. Enrollment analysis looks promising in the local area in terms of the number of students who should be graduating from the local high schools and in terms to effective recruitment to the Transfer Center programs such as the Regional Transfer Collaborative and the High School Transfer Academy.

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 a most 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, funding and staffing issues could be a major concern for the future of the transfer center. Alternative funding and staffing resources should be investigated. For example, if one of the transfer center programs is discontinued a volunteer student mentor and/or ambassador program could be considered as an alternative to promote transfer in the high schools. Fortunately the Transfer 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 for a more effective center.

The data that is currently available is inadequate for improving program development. The only concern the transfer center has at this point is that the data be accurate and the data integrity is not sacrificed at the expense of not having appropriate access.

The transfer center coordinator is in constant communication with the Dean of Student Affairs. The transfer center coordinator is given a quite a bit of freedom when it comes to the implementation of the program plans. Collaborative members of both the 4-year universities, local school district and campus student support services are involved in the creation and implementation of program plans. It is the Transfer Center coordinator's suggestion that flexibility with the transfer center personnel be flexible in time of limited funding and staffing.

The Transfer Center's goals are to provide quality transfer services, programs and activities that support student success.

E. Program Requirement Recommendations

- Hiring of additional support staff is critical to the continued success of the transfer center.
- A bi-lingual Spanish counselor should be a priority when addressing the staffing needs.

- Part-time adjunct faculty would be a welcome addition at the high schools to assist with the educational planning step of the matriculation process as it pertains to potential transfer students and students participating in the transfer center programs.
- Hire an institutional researcher to collect and analyze data that pertains to the Transfer Center.
- Maintain flexibility with program personnel in times of limited funding and staffing

IV. Recommendations

The Transfer Center's focus is being an informational hub for transfer access and awareness. A majority of what is accomplished through this department in achieving these desired outcomes centers on improving internal and external communications. With each of the recommendations listed below the Transfer Center will improve and enhance internal and external communication and facilitate program implementations and functions.

- Hiring of additional support staff is critical to the continued success of the transfer center.
- A bi-lingual Spanish counselor should be a priority when addressing the staffing needs.
- Part-time adjunct faculty would be a welcome addition at the high schools to assist with the educational planning step of the matriculation process as it pertains to potential transfer students and students participating in the transfer center programs.
- Hire an institutional researcher to collect and analyze data that pertains to the Transfer Center.
- The changes in communication within the campus will continue and remain a priority by establishing a Transfer Advisory Committee
- Continue to strengthen collaborations and/or campus partnerships through continued communication as efforts to institutionalize transfer as a priority for the Compton Center.
- The office should be more proactive in creating outreach events and programs surrounding the awareness and promotion of transfer.