Transfer/Career Center Program Review (2025) Latest Version

Student Services (1) - Program Description : Version by **Garcia, Maria** on **01/08/2026 18:55**

a) Describe the program. How does the program link to the College's mission statement, statement of values, or strategic initiatives?
Program Description:
The **Transfer and Career Center** at Compton College provides comprehensive services designed to support students in reaching their academic transfer and career development goals. The Center offers individualized counseling, university transfer workshops, application and financial aid assistance, career assessments, job readiness training, resume and interview support, employer networking opportunities, and career fairs. It is a key resource in preparing students for success beyond their time at Compton College—whether that's transferring to a four-year institution or entering the workforce.
Connection to the College's Mission, Values, and Strategic Initiatives:
This program directly supports **Compton College's mission** to provide equitable access to education that empowers students to achieve their goals and contributes to the social and economic vitality of the community. The Center embodies the College's **core values**—especially equity, student-centeredness, and innovation—by offering targeted, culturally responsive services that remove barriers to transfer and employment. It also supports **strategic initiatives** such as improving degree and transfer completion, increasing workforce preparation, and ensuring holistic student support.
Alignment with Compton College 2035 Goals and Initiatives:
The **Transfer and Career Center** aligns strongly with **Compton College 2035**, the College's long-term strategic plan focused on equitable student success and institutional transformation. Specifically, the Center advances the following 2035 goals:

- **Goal 1: Equitable Student Success** – The Center helps close achievement gaps by providing underserved and underrepresented students with customized academic and career support.
- **Goal 2: Completion with Purpose** – By integrating career exploration with academic planning, the Center ensures students' pathways are aligned with long-term goals and labor market demands.
- **Goal 3: Innovation in Teaching and Learning** – Through digital tools, virtual counseling, and industry-informed programming, the Center models innovation in student services.
- **Goal 4: Community Partnerships and Workforce Development** – The Center builds strong connections with local employers and transfer institutions, fostering a bridge between campus, community, and the job market.
- **Goal 5: Fiscal and Operational Sustainability** – By improving student outcomes and supporting timely completion, the Center contributes to long-term institutional sustainability and student return on investment.

Through these efforts, the Transfer and Career Center plays a pivotal role in helping Compton College realize its 2035 vision of being a leading institution for educational excellence, economic mobility, and community impact.

b) Describe the student population served by the program using data. Please note the source of the data. If necessary, please contact the Office of Institutional Effectiveness to obtain data.
The Transfer and Career Center serves a diverse student population reflective of Compton College's broader demographics, including approximately 66% Latinx and 22% African American students, many of whom identify as first-generation, low-income, and disproportionately impacted by structural educational barriers. Students accessing the Center span all Guided Pathways meta-majors and include those pursuing transfer, Associate Degrees for Transfer (ADTs), certificates, and career advancement. ConexED data for 2024–2025 shows that 355 counseling meetings were held specifically for transfer-related reasons, highlighting strong demand for structured transfer guidance. Institutional transfer trends show that most Compton students enroll at universities within a 50-mile radius, reinforcing the Center's intentional focus on strengthening local partnerships with CSU Long Beach, CSU Los Angeles, and CSU Dominguez Hills. These efforts directly support Compton College 2035 Goal 1: Equitable Student Success and Vision 2030 priorities to improve transfer access and completion among disproportionately impacted student groups.

c) Describe how interaction with the program helps students succeed or meet their educational goals.
Interaction with the Transfer and Career Center directly contributes to student persistence, momentum, and completion by offering structured, individualized transfer and career support. Students receive education plans aligned with university requirements, application workshops, financial aid assistance, and guided exploration of academic majors and careers. The Center's strategic emphasis on partnerships with universities within a 50-mile radius ensures that programming aligns closely with the institutions where most Compton students transfer. College tours to CSU Long Beach, CSU Los Angeles, and CSU Dominguez Hills help students build transfer identity and familiarity with four-year environments. The cross-enrollment agreement with CSU Dominguez Hills further enhances preparation by allowing students to take university-level courses at minimal cost, accelerating degree progress. Career services—including résumé support, mock interviews, LinkedIn workshops, and employer networking—equip students with the skills necessary to enter the workforce confidently.

d) How does the program interact with other on-campus programs or with off-campus entities?
The Transfer and Career Center maintains strong collaborative relationships across campus and with external institutions to support student success. On campus, the Center partners closely with Counseling, Guided Pathways Success Teams, EOPS/CARE/NextUp, CalWORKs, SRC, STEM, the Welcome Center, and instructional divisions to integrate transfer and career readiness throughout academic and student services. Externally, the Center strengthened partnerships with universities within a 50-mile radius, including CSU Long Beach, CSU Los Angeles, and CSU Dominguez Hills, through representative visits, campus tours, degree pathway workshops, and admissions support. Students also benefit from Compton's cross-enrollment partnership with CSU Dominguez Hills, which provides access to university courses at reduced cost, supporting smoother academic transition. Employer partnerships, community organizations, and regional workforce agencies support Vision 2030's future-of-work priorities by providing students with exposure to career fields, internships, and employment networks.

e) List notable achievements that have occurred since the last Program Review.
Across Fall 2024 and Spring 2025, the Transfer and Career Center significantly expanded its impact through extensive programming, enhanced partnerships, and new equity-focused initiatives. In Fall 2024, the Center delivered a comprehensive activity calendar, beginning with the Transfer and Career Center retreats and continuing with weekly Transfer Thursdays, university representative visits, and workshops such as Transfer 1.0 and 2.0, Networking & LinkedIn 101, major exploration, internship search strategies, résumé and cover letter support, and recurring CSU/UC application labs. The Center supported students intensively during the CSU/UC application period (Oct. 1–Nov. 30) and hosted a highly successful Fall 2024 Transfer Fair featuring over 40 universities. Programming during National Transfer Student Week (Oct. 21–25) further elevated transfer awareness and engagement.

In Spring 2025, the Center hosted a major Career Fair with more than 40 employers, supporting students' workforce readiness. A new signature event—the Transfer Student Admit Celebration on May 21, 2025—recognized students admitted to four-year universities, strengthening transfer culture and affirming student achievement. The Center also removed financial barriers by paying transfer application fees for 29 students using $4,500 in ASC funding. Partnerships with local institutions were deepened through expanded tours to CSU Long Beach, CSU Los Angeles, and CSU Dominguez Hills, aligned with transfer data showing that most Compton students enroll at nearby campuses. Students additionally benefited from the cross-enrollment program with CSUDH, enabling them to take university-level coursework at minimal cost.

f) What prior Program Review recommendations were not implemented, if any, and why? What was the impact on the program and the students?
Several recommendations from the prior Program Review—such as increasing dedicated staff for the Transfer and Career Center, expanding university representative hours, and implementing enhanced transfer-tracking technology—were not fully implemented due to limited staffing, budget constraints, and competing institutional priorities. These limitations reduced the Center's capacity to scale outreach, maintain extended service hours, and provide individualized follow-up to the large volume of students seeking support, including the 355 documented transfer-related counseling meetings in 2024–2025. Delays in implementing technology upgrades also restricted the Center's ability to collect, analyze, and respond to transfer-readiness data in real time. As a result, some students—especially those who are first-generation or disproportionately impacted—experienced reduced access to timely guidance and more limited opportunities for deeper engagement.

Student Services (2) - Program Environment : Version by **Garcia, Maria** on **01/08/2026 18:55**

a) Describe the program environment. Where is the program located? Does the program have adequate resources to provide the required programs and services to staff and students? If not, why?
The Transfer and Career Center is located within the Counseling Office in the Student Services Building, providing students with convenient access to both academic and support services. The Center includes a dedicated computer lab that supports transfer and career-related activities, allowing students to complete university applications, explore majors, update résumés, and participate in application support labs. The Center also maintains a small transfer resource library with university catalogs, major exploration guides, and printed materials that assist students in making informed decisions. Additionally, a designated student workspace provides an inviting area where students can work independently or receive assistance.

b) Describe the number and type of personnel assigned to the program. Please include a current organizational chart.
The Transfer and Career Center benefits from a committed team dedicated to supporting students' academic and professional pathways. The program is overseen by the Dean of Counseling & Guided Pathways, who provides administrative leadership and strategic direction. The Center's primary services are led by one full-time Transfer & Career Counselor, who coordinates university outreach, transfer counseling, career readiness activities, workshops, and events. A full-time Service Advisor supports front-line student engagement, assists with event coordination, and enhances outreach and communication. Two counselors provide targeted support, contributing to workshops, educational planning, and transfer activities as needed. A student worker assists with outreach, Transfer Thursdays, and event logistics, helping to maintain student visibility and engagement. This structure provides a solid foundation for a comprehensive transfer and career services program. As student demand and programming continue to grow, the Center may explore opportunities to expand personnel to align with evolving institutional and statewide initiatives.

Organizational Chart
Dean of Counseling & Guided Pathways
Transfer & Career Counselor (Lead)
Service Advisor
Counselor (Support)
Counselor (Support)
Student Worker

c) Describe the personnel needs for the next four years.
As the Transfer and Career Center continues to expand its services and partnerships, two key staffing enhancements will be essential to support program growth and align with institutional and statewide priorities.
1. Transfer Center Coordinator or Director
A dedicated Coordinator or Director is needed to oversee university partnerships, manage major transfer events, coordinate outreach efforts, and support campuswide communication related to transfer initiatives. This role is encouraged under Title 5 §51027, which identifies the importance of a designated professional to coordinate transfer programs and ensure strong collaboration with instructional and student services departments. Adding this position will strengthen transfer culture, improve consistency in service delivery, and support ongoing program expansion aligned with Compton College 2035 and Vision 2030.
2. Additional adjunct Transfer Counselor
An additional Transfer Counselor is needed to meet increasing student demand, particularly during CSU/UC application cycles and peak advising periods. In 2024–2025 alone, the Center supported 355 transfer-related counseling appointments, demonstrating growing engagement and the need for expanded counseling capacity. A second dedicated counselor would allow the Center to offer more timely appointments, increase proactive outreach, deliver additional workshops, and provide specialized support for high-demand pathways such as nursing, STEM, business, and teacher preparation.
Together, these staffing enhancements reflect a strategic investment in the Center's continued success. The current team provides a strong foundation, and the addition of a Coordinator/Director and a dedicated counselor will ensure the Center can scale effectively, sustain expanded programming, and continue advancing Compton College's transfer and workforce goals.

d) Describe facilities needs for the next four years.
The current facilities—including the computer lab, transfer resource library, and student workspace—support the Center's essential services; however, future growth presents an opportunity to enhance the physical environment in meaningful and student-centered ways. Over the next four years, the Transfer and Career Center would like a dedicated space apart from Counseling that can fully support the expanding needs of transfer and career programming. This space would include a more robust and comprehensive transfer library, expanded seating and study areas, and flexible-use rooms for workshops, university representative meetings, employer visits, and peer-led programming.

This envisioned space would serve not only as a service hub, but as a welcoming community environment designed specifically for transfer students. The Transfer Center aims to offer a physical location where students can study, relax, build connections with peers, and meet with staff in a supportive and identity-affirming setting. The Center is committed to creating an environment where students feel heard, valued, and empowered—one that acknowledges the diversity, intersectionality, and experiences of all transfer students. A dedicated space would also enhance collaboration with university partners, facilitate program expansion, and strengthen the visibility of transfer pathways on campus, aligning closely with Title 5 §51027, Compton College 2035, and Vision 2030 goals focused on equity, belonging, and student success.

e) Describe the equipment (including technology) needs for the next four years.
As the Transfer and Career Center continues to expand its services and deepen student engagement, several strategic technology and equipment enhancements will support program growth over the next four years. To strengthen both transfer and career readiness, the Center anticipates upgrading and expanding its computer workstations and laptops to support CSU/UC application labs, financial aid workshops, virtual advising, and interactive career development sessions. Enhanced printing, scanning, and digital document tools will further streamline university and financial aid application processes. The Center also aims to incorporate video conferencing technology—including webcams, microphones, display screens, and privacy-equipped meeting spaces—to better accommodate virtual university representative appointments, employer networking, and hybrid workshops.

To elevate career exploration and support informed decision-making, the Center plans to provide greater access to career and personality assessments, such as the Myers-Briggs Type Indicator, Strong Interest Inventory, Holland Codes (RIASEC), or similar validated tools. These assessments will help students better understand their strengths, interests, and career pathways, supporting guided major selection and long-term academic planning. The Center also seeks to adopt Handshake, an online career platform used by over 1,400 higher education institutions nationwide. Handshake will provide Compton College students with access to thousands of job and internship opportunities, personalized employer outreach, virtual career fairs,

events, and direct connections to recruiters. This system will also help the Center track student engagement with employers and career outcomes, supporting Vision 2030's focus on workforce alignment and student economic mobility.

For Transfer Fair, Career Fair, Transfer Thursdays, and other large-scale events, the Center will benefit from portable technology such as mobile presentation carts, tablets for event check-ins, digital signage, and wireless projection systems. In a future dedicated Transfer Center space, additional enhancements may include interactive screens, collaboration tables with integrated power, expanded Wi-Fi-supported study areas, and technology-enabled advising rooms that foster community-building and peer connection. Collectively, these equipment and technology advancements align with Title 5 §51027, Compton College 2035, and Vision 2030 by expanding student access to high-quality transfer and career services, strengthening digital engagement, and supporting a welcoming, student-centered environment where transfer identity and career exploration can thrive.

f) Describe the specific hours of operation of the program. Do the scheduled hours of operation meet the needs of staff and students?
The Transfer and Career Center is open Monday, Tuesday, Thursday, and Friday from 8:00 a.m. to 4:30 p.m., and on Wednesday from 8:00 a.m. to 6:30 p.m. This schedule provides consistent daytime availability for students seeking transfer advising, career exploration support, university application assistance, and access to the computer lab and resource library. The extended Wednesday hours are particularly valuable during peak periods, such as CSU/UC application season, Transfer Thursdays, and university representative visits, allowing students additional flexibility to receive support after typical class hours. Overall, the current hours of operation meet the needs of most students and align well with student traffic patterns observed throughout the year. As the Center continues to expand programming and deepen student engagement, there may be future opportunities to offer targeted extended hours—such as virtual evening workshops or seasonal weekend sessions—to further enhance access; however, the established schedule provides a strong and reliable foundation for student success and supports the Center's goal of offering responsive, student-centered services.

g) Describe the external factors that directly affect the program. Take into consideration federal and state laws, changing demographics, and the characteristics of the students served by the program. How does the program address the external factors?
The Transfer and Career Center is influenced by several external factors, including federal and state policies, shifting workforce and economic trends, and the evolving demographics and needs of the students served. State-level mandates—such as Title 5 §51027, which outlines minimum standards for Transfer Centers, and the California Community Colleges Vision 2030 Framework, which prioritizes equitable transfer, workforce readiness, and access for disproportionately impacted students—shape the Center's strategic planning and service delivery. Federal and state financial aid regulations, including FAFSA changes and Cal Grant modernization, also impact students' readiness and timelines for completing university applications. Additionally, regional workforce trends and employer expectations continue to shift as industries evolve, increasing the importance of career readiness programming, internship access, and tools like Handshake to connect students with opportunities.

Compton College's student demographics—predominantly first-generation, low-income, and students of color—also guide the Center's approach to programming, outreach, and advising. Many students balance work, family, and academic responsibilities, which requires flexible delivery methods, culturally responsive support, and enhanced access to digital tools, assessments, and university resources. The Center addresses these external factors by expanding partnerships with universities within a 50-mile radius, offering hybrid and in-person services, supporting major application cycles, strengthening career readiness resources, and incorporating tools such as Myer-Briggs–type assessments and Handshake to improve access to career exploration and employment opportunities. By staying aligned with state goals, monitoring policy changes, responding to labor market needs, and tailoring support to the characteristics of Compton College students, the Center remains responsive, student-centered, and positioned to continue strengthening transfer and career pathways.

Student Services (3) - Service Area Outcomes (SAO) : Version by **Garcia, Maria** on **01/08/2026 18:55**

a) List and describe the program's SAO assessment results.
Transfer Center SAO: 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.

Survey results over the past several years indicate that students who engage with Transfer Center services consistently report increased awareness of transfer options, improved understanding of admissions requirements, and greater confidence in their ability to navigate the transfer process. Survey results from workshop evaluations, event participation feedback, and counseling appointment reflections show that students feel more prepared to apply to universities after participating in Transfer Thursdays, university representative visits, CSU/UC application labs, and campus tours. Increasing student participation in major events such as the Transfer Fair and Transfer Student Admit Celebration further demonstrates a positive trajectory in transfer intent and readiness.

b) How were the SAOs developed? Who was engaged in the creation of the SAOs?
The SAO was developed collaboratively by the Transfer & Career Center team which includes the advisory committee, the Dean of Counseling & Guided Pathways, the Transfer & Career Counselor, and supporting counseling faculty. The team reviewed historical student engagement data, transfer trends, and feedback from workshops and university activities. The SAO was also guided by Title 5 §51027, which emphasizes student awareness of transfer pathways.

c) How often are the SAOs assessed and who is engaged in the discussion?
While the Transfer and Career Center has historically reviewed student feedback, event participation, and usage trends to guide programming decisions, the SAO has not yet been assessed consistently on an annual cycle. As the Center continues to refine its planning processes, the team recognizes that SAOs should be assessed each year to support continuous improvement and data-informed decision-making. The Center is working toward establishing a consistent annual assessment cycle in which the Transfer & Career Counselor, the Advisory committee, the Dean of Counseling & Guided Pathways, the Service Advisor, and supporting counselors will participate in reviewing outcomes, discussing findings, and identifying enhancement opportunities. This intentional, structured approach will strengthen alignment with institutional goals and further enhance the effectiveness of transfer and career services.

d) What has been done if the SAO assessment results were not as anticipated?
When assessment results suggested areas needing improvement—such as earlier outreach, clearer communication of admissions processes, or additional support —the Center responded by expanding Transfer Thursdays, increasing application lab availability, enhancing informational materials, and strengthening university engagement. The Center also deepened its relationship with institutions within a 50-mile radius, expanded campus tours, and introduced financial barrier-reduction strategies such as supporting application fees. These adjustments directly responded to student feedback and strengthened alignment with the SAO.

e) Where are the SAOs assessment results shared with staff, students, and the public?
SAO results are shared internally through Counseling Division meetings, Student Services leadership discussions, and Success Team planning sessions. Externally, results are incorporated into Program Reviews, annual plans, and transfer-related communications to the campus community. Highlights of transfer success—such as event participation, admissions outcomes, and new initiatives—are shared with students through workshops, email campaigns, and the Transfer Center website to reinforce the visibility and impact of transfer services.

f) Have the SAO assessment results indicated the need to change or modify components of the program? If so, were the changes implemented?
Yes. SAO review has led to several enhancements within the Transfer and Career Center. The program expanded university representative visits, increased hands-on application support, strengthened local university partnerships, and improved the visibility and consistency of Transfer Thursdays. The Center also incorporated new tools such as career assessments to strengthen alignment between student goals, transfer decisions, and career pathways. These changes have already resulted in increased engagement, improved preparedness, and stronger transfer intent among students.

Student Services (4) - Program Improvement : Version by **Garcia, Maria** on **01/08/2026 18:55**

a) What activities has the program engaged in to improve services to students?
Over the past several years, the Transfer and Career Center has expanded and refined its services to better support students' academic and career goals. The Center enhanced outreach through weekly Transfer Thursdays, increased university representative engagement, and strengthened partnerships with local institutions within a 50-mile radius—where most Compton students ultimately transfer. The program also expanded application assistance labs, implemented hybrid and in-person workshops, and increased visibility through larger events such as the Transfer Fair, Career Fair, and the Transfer Student Admit Celebration. These activities collectively enhance awareness of transfer opportunities, increase transfer intent, improve access to career development, and create a more supportive and community-oriented environment for students.

b) How have program personnel used metrics to improve program services? Provide metrics from the last four years.
Program personnel have primarily relied on operational and utilization metrics, rather than formal outcome metrics, to guide service improvements over the last four years. These metrics have included appointment volume, modality (in-person vs. virtual), student participation by term, peak service demand periods, and referral patterns from campus partners.

Review of this data has informed adjustments to service delivery, including targeted outreach during high-demand registration periods, expanded use of virtual services to improve access, and more intentional coordination with instructional and student support programs to align services with student needs. While these metrics have supported short-term operational decisions, the program recognizes the need to strengthen longitudinal tracking and outcomes-based assessment.

Beginning in 2025- 2026, the program will implement more systematic data collection practices, including regular review of student success, retention, and transfer indicators, as well as the integration of customer service survey results. These data will be used to inform staffing, scheduling, outreach strategies, and continuous service improvements.

c) If applicable, explain any patterns in student success, retention, persistence, graduation, and transfer in terms of student characteristics and program objectives and discuss planned responses or changes.
Due to limitations in program-specific longitudinal data and the absence of a formal assessment cycle during the past four years, consistent patterns in student success, retention, persistence, graduation, and transfer cannot be fully disaggregated or attributed directly to program interventions at this time. However, available institutional data and service utilization trends suggest that students who engage with program services, particularly those participating in multiple or ongoing interactions, demonstrate stronger alignment with program objectives related to academic planning, persistence, and goal completion. These trends reinforce the importance of early engagement, proactive outreach, and sustained student contact.

To address identified data gaps, the program will strengthen collaboration with Institutional Effectiveness and Admissions & Records to improve access to disaggregated student outcomes data. Planned responses include aligning service delivery more intentionally with identified student populations, refining outreach strategies based on equity-focused metrics, and using outcomes data to guide programmatic adjustments and future planning.

Student Services (5) - Customer Service : Version by **Garcia, Maria** on **01/08/2026 18:55**

a) How was the survey conducted? Please include a copy of the survey.
During the 2024–2025 academic year, a formal customer service survey was not conducted for this program. As a result, there is no survey instrument available to attach for this reporting cycle.
To address this gap, the program identified the implementation of a standardized customer service survey as a priority. In 2025-2026, the program will administer a customer service survey to students utilizing program services. The survey will be delivered electronically and will focus on service accessibility, timeliness, clarity of information, staff responsiveness, and overall student satisfaction. Results will be reviewed by program leadership and staff and used to inform continuous service improvements.

b) What were the major findings of the customer service survey?
Because a customer service survey was not administered during the 2024–2025 academic year, there are no formal survey findings to report for this cycle.
Using the 2025-2026 survey, the program will analyze findings to identify trends, strengths, and areas for improvement. These findings will be documented and incorporated into program planning, service enhancements, and future Program Review cycles.

c) Describe exemplary services that should be expanded or shared with other programs.
Although a formal survey was not conducted, program leadership has identified several exemplary practices based on operational data, staff feedback, and student engagement patterns. These include consistent student support processes, timely service delivery, and coordinated communication practices that support student access and continuity of services. As customer service survey data becomes available, the program will further validate these practices and identify opportunities to expand or share effective service models with other campus programs.

d) What aspect of the program's service needs improvement? Explain how the program will address service improvements.
The absence of systematic customer feedback during the 2024–2025 academic year has highlighted the need for more structured mechanisms to assess the student service experience. To address this, the program will implement a recurring customer service survey to ensure consistent feedback collection. Survey results will be reviewed annually by program leadership and staff to guide service improvements, identify professional development needs, and refine service delivery practices. This process will strengthen data-informed decision-making and support continuous improvement aligned with institutional goals.

Student Services (6) - Conclusions and Recommendations : Version by **Garcia, Maria** on **01/08/2026 18:55**

a) Summarize the program's strengths.
The Transfer and Career Center has several notable strengths that contribute to robust student support and strong institutional alignment. The Center provides a comprehensive range of transfer and career services, including workshops, university representative visits, application assistance labs, campus tours, and large-scale events such as the Transfer Fair, Career Fair, and Transfer Student Admit Celebration. Students benefit from a computer lab, a growing transfer resource library, and a welcoming space.

b) Summarize the program's areas that need improvement.
As student engagement continues to grow, the program recognizes several opportunities for enhancement. The Center would benefit from establishing a dedicated physical space separate from Counseling to increase visibility, expand workshop and event capacity, and foster a sense of community and belonging among transfer students. Additional staffing—specifically a Transfer Center Coordinator/Director and an additional full-time Transfer Counselor—would strengthen coordination, improve access during peak periods, and support further expansion of university and employer partnerships. Continued development of the transfer resource library, expanded technology tools, and greater integration of hybrid services will enhance support for diverse student needs. Strengthening assessment processes and ensuring consistent documentation of SAO outcomes will also guide future improvements. These refinements reflect program growth and the desire to continue elevating transfer culture across campus.

c) List the program's recommendations in a prioritized manner to help better understand their importance to the program.

1. Improve Assessment and Metrics Integration

Strengthening assessment practices is the highest priority. Establishing consistent SAO assessment cycles, improving data collection, incorporating student feedback, and using trend data to guide programming will enhance decision-making and demonstrate the Center's impact on transfer and career outcomes. Robust metrics integration will support planning, accreditation, and resource allocation while ensuring alignment with Compton College 2035 and Vision 2030.

2. Add Key Personnel (Coordinator/Director and Additional Transfer Counselor)

Staffing enhancements remain essential to sustaining program growth. A Transfer Center Coordinator/Director would oversee partnerships, manage transfer initiatives, improve coordination across departments, and support compliance with Title 5 §51027. An additional full-time Transfer Counselor is needed to expand outreach, provide timely support during peak periods, and strengthen student access to specialized transfer pathways.

3. Establish a Dedicated Transfer Center Space

A visible, student-centered space separate from Counseling will elevate transfer identity, create a welcoming community environment, and expand the Center's ability to host workshops, rep visits, and peer programming. A dedicated space supports privacy, enhances the transfer resource library, and reflects statewide expectations for a clearly identifiable Transfer Center.

4. Expand Technology, Assessments, and Career Platforms

Upgrading digital tools—including expanded computer lab capacity, validated career assessments (e.g., Myers-Briggs, Strong Interest Inventory), hybrid workshop equipment, and Handshake—will improve career exploration, employer connections, and access to transfer-ready technology.

5. Strengthen University and Employer Partnerships

Increasing university representative visits, formalizing partnerships with institutions within a 50-mile radius, expanding campus tours, and deepening employer engagement will enhance transfer pathways and workforce alignment. These partnerships support both student confidence and institutional transfer goals.

6. Enhance Outreach, Visibility, and Hybrid Service Delivery

Expanding Transfer Thursdays, increasing signage and marketing, and providing additional hybrid workshop options will improve access for students balancing multiple responsibilities. Enhanced outreach will reinforce transfer culture and encourage engagement earlier in the student journey.