

Program Review Approval Form

Program Name: _____ **Program Review Cycle:** 2025-2026
Department Name: Transfer Center **Review Period:** 2022-2023, 2023-2024, 2024-2025
Division Name: Counseling Services **Review Date:** July 10, 2026

Department/Program Manager: Nelly Alvarado
Division Dean: Eliza Hoyos-Vences

Program Review Committee:

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Final Decision:



Approved



Revisions Required



Not Approved

Recommendations/Explanation if not approved:

Approved by:

Name: Robyn Brammer Title/Role: VP Student Services

Signature:  Date: 10/1/2026



2025-2026 Student Services Program Review – Transfer Center Latest Version

Self-study template for Student Services Program Review process. Visitation Year: 2025-2026. Review period: 2022-2023, 2023-2024, and 2024-2025.

Student Service Program Review Overview & Timeline

Section 1: Service Area Overview

B. Service Area Description : Version by Alvarado, Nelly on 01/30/2026 23:11

Service	Description
University/College Representative Visits	Meet with representatives from various colleges/universities one-on-one to ask questions about admissions, majors, financial aid, and more.
University/College Fairs	Meet with numerous university/college representatives on campus. Fairs are offered in Fall/Spring terms.
University/College Workshops	Attend a "Transfer 101-Orientation to the Transfer Admission Process", "Transfer Admission Guarantee", and/ or "Application Workshop". All workshops are designed to provide vital information on the transfer process, university academic programs, and how to fill out the application and write the personal statement.
University Tours and Presentations	Join us on a campus tour of local area colleges and universities. Transportation is provided to over a dozen different universities, including UC, CSU, and independent/private colleges. Take advantage of this great opportunity to check out the campus environment, ask your specific questions, and attend workshops.
Transfer Admission Guarantees (TAGs)/University Partnerships	TAGs, which are available for 6 UCs, 4 private California colleges, 3 out-of-state universities and 39 HBCUs, allow students to guarantee their admission a full term prior to transfer.
Drop-in Wednesdays (5 p.m. -7 p.m.)	Ask a Transfer Center Counselor quick questions about transfer admissions requirements, procedures, and deadlines (Not available during the summer).
Transfer Conference	Join us for a one-day conference providing students with various workshops including university and student panels.
Transfer Academy	The Transfer Academy is an educational preparation program that focuses on assisting students in transferring to their University of Choice (whether CSU/UC/Private or out of state). We do this through educational planning, scholarship, transfer and application workshops, building community through Transfer Talks and more! As a member, students are committing to at least 2 activities a semester and responding to informational requests made by the Transfer Academy team.
Transfer Counseling	Students whose goal is to transfer to the 4-year university/college can schedule an appointment to research admission requirements, create a comprehensive educational plan, review personal insight questions, and/or learn more about TAG opportunities. (in-person/virtual appointment available)
Transfer Celebration	Celebrate students who have been accepted to 4-year colleges/universities to pursue a baccalaureate degree and create opportunities for students transferring to the same institution to meet with university representatives to discuss next steps and encourage enrollment
Articulation	Create formal agreements that ensure community college courses are comparable to or satisfy requirements at the receiving institution
Transfer Admission Guarantees	Regularly review TAG agreements to ensure they are up to date and compliant with current regulations and institutional requirements
Classroom Presentations	Opportunities to inform students about the Transfer Center's services and events
Informational Tabling	In-reach to students during campus events to promote transfer opportunities, services and events
Learning and Career Pathways Participation (LCPs)	Transfer Center counselors participate in each of the LCPs

A. Service Area Mission and Alignment : Version by Alvarado, Nelly on 12/05/2025 19:52

1. Briefly describe how your mission and purpose aligns with the Cerritos College mission and Students First Framework (<https://www.cerritos.edu/students-first-framework/default.htm>).

Transfer Center Mission

The Transfer Center's mission is to increase awareness of transfer among students, faculty, staff, and administration and provide support and articulation for students at all stages of the transfer process. The Transfer Center along with campus-wide efforts will help facilitate students' transition to baccalaureate level institutions through educational planning, exposure and

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knowledge of transfer, and self-agency to promote social and economic mobility.

The Transfer Center supports the Cerritos College mission by providing resources, programs and services that support students.

The Transfer Center's mission also aligns with the Students First Framework: To graduate fifty percent of our students within five years or less by spring 2029 by supporting the Access, Completion Strategies, and Career and Transfer Success:

1. A.5 Refine our onboarding process so that our incoming students enroll in program applicable classes- including math and English in the first year- to enable them to complete in a timely manner.

2. Completion Strategies

B.2 Reduce the time it takes for our students to complete their educational goals

B.5 Improve the processes that help our students succeed in their current courses and ensure they enroll in the subsequent term

C.2. Increase opportunities for our students to attain baccalaureate degrees, both at our college and at transfer institutions.

C.3. Align our programs and services with those of four-year institutions to streamline transfer for our students.

B. Service Area Description Continued : Version by Alvarado, Nelly on 12/05/2025 19:52

2. Describe efforts to promote the availability of your services to current and prospective users.

a. Describe the key methods used to assist users in getting information about your service areas programs and service offerings (e.g., publicity, outreach, recruitment, etc.).

Promoting the availability of services to both current and prospective students is critical for engagement and accessibility. Below are the various strategies employed to maximize in-reach and outreach efforts and create an inclusive approach:

- Flyers serve as quick, visually appealing ways to provide information. These are distributed at key departments and locations on campus, such as bulletin boards, the main library, success center, and high traffic areas.
- Text and email campaigns allow for targeted and direct communication about services. Personalized and timely messages ensure that students receive prompt updates about services, events, and tailored campaigns. These campaigns also foster two-way communication by encouraging students to schedule appointments with Transfer Center counselors and staff.
- Information tables during campus events, general open areas, and community fairs create a hands-on opportunity to interact with students and visitors, answer questions, and provide brochures, flyers, and/or promotional items. Tabling is particularly effective in promoting upcoming workshops and fairs.
- Social media platforms, such as Instagram, Facebook, and TikTok, are used to share updates, event information, and engaging content tailored to the preferences of the target audience. Regular posts, stories, and live sessions help increase visibility and interaction.
- Classroom Presentations provide an opportunity to engage students in an academic setting. Tailored presentations highlight services relevant to their courses while encouraging participation and feedback.
- Outreach Events like Senior Preview Day, High School Counselors Conference, Welcome Day, and Meet the Counselor offer structured opportunities to showcase services to incoming and continuing students. Informational booths, interactive activities, and staff introductions create lasting impressions for new students.
- Transfer Center Webpages are a centralized hub for information. Regular updates, FAQs, and interactive features ensure that users can access details at any time, wherever they are.
- Daily Falcon is a key campus news outlet where announcements and promotions about services and events are regularly published. Leveraging this platform ensures high visibility among the student body.
- Talon Marks, the campus newspaper, serves as another excellent medium for spreading detailed information about services, upcoming events, and success stories.
- Walk-In services provide accessible, quick interactions between users and service providers. This approach eliminates barriers for those who prefer face-to-face communication without scheduling an appointment.
- Promotion among Divisions allows for collaboration with academic and administrative divisions and ensures that services are promoted to department-specific audiences. This targeted approach increases relevance and engagement.
- Canvas announcements provide an effective way to share announcements directly with students engaged in academic activities. This ensures consistent visibility for students regularly accessing their course materials.
- Community Events participation expands the reach of services beyond the campus, fostering partnerships and strengthening ties with the public in the feeder area.
- University Fairs offer ideal platforms to highlight Transfer Center Services. Staff participation, interactive displays, and one-on-one conversations ensure that attendees leave with valuable knowledge and resources.

By employing this diverse set of strategies, services can be effectively promoted to a wide audience, ensuring their visibility and accessibility while fostering engagement across students and prospective students.

3. Does your service area overlap or duplicate any programs or service function with other Student Services or college units?

a. How and why do these services/programs duplicate one another?

b. How do they complement each other?

It is important to assess whether services provided by the Transfer Center overlap or duplicate services offered by other Student Services areas or college units. Below are a few examples of overlapping services and the ways in which they complement each other.

- The Math Engineering Science Achievement (MESA) Program offers academic support and professional development to underserved and underrepresented students pursuing calculus-based degrees in science, technology, engineering, mathematics (STEM). Like the Transfer Center, MESA offers university campus tours, scholarships and internship opportunities, and transfer counseling services. MESA complements the Transfer Center services by providing hands-on, project-based learning and mentorship that develops the technical skills and teamwork necessary for Science, Technology, Engineering, and Mathematics (STEM) majors while the Transfer Center focuses on the logistics of applications and major specific counseling.
- Puente Project is a nationally award-winning program whose mission is to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn college degrees and return to the community as mentors and leaders to future generations. Like the Transfer Center, Puente provides assistance with navigating the university process and college-prep curriculum for transfer including transfer applications, transfer counseling, and university campus tours. Puente complements the Transfer Center services by providing a more intensive, cohort-based support system that integrates specialized English instruction, academic counseling, and mentoring. While the Transfer Center offers broad transfer guidance.
- Umoja Success Program is committed to enriching, fostering, and nurturing the educational experience of all students, especially African American and first-generation college students, ultimately preparing them for academic, personal, and professional success beyond Cerritos College. Umoja provides additional culturally focused support for transfer

students to navigate their transition to a four-year university. While the Transfer Center provides the practical logistics of transferring, Umoja adds a layer of community guidance to help students with cultural and educational success, and a sense of belonging on campus.

- Extended Opportunity Programs and Services (EOPS) is a state-funded program that is committed to providing student support services to provide students with the tools and support that are needed to succeed in their academic and vocational goals. Like the Transfer Center, EOPS provides transfer counseling and transfer assistance.
- General Counseling provides transfer counseling services & Learning and Career Pathways (LCPs) support. General counseling complements the Transfer Center services by providing foundational and broader academic planning. General counseling helps students build the overall academic pathway needed for transfer by advising students on course selection and meeting general education prerequisites. The LCPs also provide alumni panels that focus on students' transfer journeys.

4. Discuss key, collaborative relationships with academic programs and other student service areas. How do these partnerships:

a. Advance achievement, learning, or completion.

b. Support the service area's mission, goals, and Service Area Outcomes (SAOs).

c. Enhance the quality of services and programs provided.

d. Create greater operational efficiencies for the service area.

e. Identify how your partnerships can or have mitigated equity gaps.

a. Advance achievement, learning, or completion.

The Transfer Center collaborates with programs such as MESA, Puente, Umoja, EOPS, and General Counseling. These partnerships provide students with comprehensive support, including academic counseling, university tours, scholarships, and mentorship. For example, MESA offers project-based learning and technical skill development for STEM majors, complementing the Transfer Center's focus on transfer logistics and major-specific counseling. Puente and Umoja provide cohort-based and culturally focused support, which helps students navigate the university process and foster a sense of belonging. General Counseling assists with broader academic planning, ensuring students are on track for transfer.

b. Support the service area's mission, goals, and Service Area Outcomes (SAOs). These collaborations directly support the Transfer Center's mission to facilitate student transitions to four-year institutions and align with Cerritos College's equity and completion goals. By working with other service areas, the Transfer Center ensures its goals and Service Area Outcomes (SAOs) are met through shared resources, coordinated programming, and joint outreach efforts. For instance, the Transfer Academy, supported by these partnerships, helps students with educational planning and scholarship applications, which are key SAOs.

c. Enhance the quality of services and programs provided. Partnerships allow for a broader range of services and higher quality programming. Joint events, such as university fairs and workshops, benefit from the expertise and resources of multiple departments. Collaborative outreach (e.g., classroom presentations, campus events, and community fairs) increases visibility and engagement, ensuring students are aware of and can access the full spectrum of support available.

d. Create greater operational efficiencies for the service area. By sharing responsibilities and resources, the Transfer Center and its partners avoid duplication of services and streamline operations. For example, overlapping services (like transfer counseling) are coordinated to maximize coverage and minimize gaps. Cross-training staff and leveraging shared technology platforms (such as EAB Navigate and Degree Planner) further enhance efficiency and continuity, especially during staffing transitions.

e. Identify how your partnerships can or have mitigated equity gaps. Collaborative relationships are essential for addressing equity gaps. Programs like MESA, Puente, Umoja, and EOPS focus on underserved and underrepresented student populations, providing targeted support that complements the Transfer Center's broader efforts. Data shows that the Transfer Center serves a representative cross-section of the campus, but steady participation rates among Black/African American students and lower engagement from older students highlight areas for targeted in-reach and support. Partnerships help identify and address these gaps through tailored programming and outreach.

C. Service Area Organizational Resources : Version by **Alvarado, Nelly** on **01/30/2026 23:11**

1. Please describe your service area's organizational and personnel structure. Discuss:

a. Reporting relationships.

b. Distribution of responsibilities/authority.

c. Use of management or work teams.

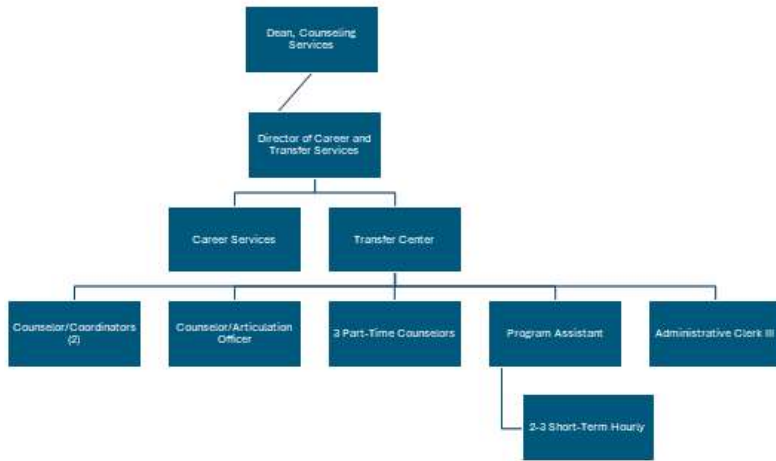
d. Lines of communication (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.).

a. Reporting Relationships

The Counseling Division, under the leadership of the Dean of Counseling Services, is part of the Student Services Area and is composed of Counseling, Career Services, and the Transfer Center. During the past year and a half, the Counseling Division has undergone a few structural changes. Thus, providing the opportunity to restructure the division. The reorganization moved the Transfer Center from direct leadership of the Dean of Counseling Services to a newly created position, Director of Career and Transfer Services. When one of the Administrative Clerk III retired, it also provided the center with the opportunity to restructure that position into a Program Assistant to assist with programming, data tracking and reporting, as well as outreach and promotion of the Transfer Center. Although Career and Transfer Services are under the same Director, each area remains separate from one another, and each has separate Program Reviews. This program review focuses solely on the Transfer Center. Moreover, this is the first program review for the Transfer Center as it was under the Counseling Division previously.

Chart 1: The Transfer Center Organizational Structure below illustrates that the Director of Career and Transfer Services reports to the Dean of Counseling Services and provides leadership for the following positions in the Transfer Center: three full-time counselors (including the Articulation Officer), three part-time counselors, two classified professionals, and two to three temporary Short-Term Hourly (STH) employees who report to the Program Assistant.

1: Transfer Center Organizational Structure



b. Distribution of responsibilities/authority.

The Director of Career and Transfer Services provides complex administrative support to the Dean of Counseling Services. They plan, supervise, assess, and evaluate Transfer Services that assist students in their journey to a four-year college/university. They are responsible for directing equity-based services that connect students to early major and career exploration and provide intentional transfer strategies and programming.

c. Use of management or work teams

Work teams are used to improve coordination, communication, and effectiveness across the Transfer Center. These teams allow staff to collaborate on planning, problem solving, and service delivery, ensuring that responsibilities are shared and that the Center runs smoothly. Work teams help:

- Distribute tasks effectively, so no single person carries the entire workload.
- Support consistency and continuity in service delivery—especially during staffing transitions.
- Create structured communication channels, such as regular team meetings, so issues can be addressed quickly and collaboratively.
- Enhance decision-making by involving staff with different roles and perspectives.
- Increase accountability as team members work toward shared goals and timelines.
- Strengthen collaboration within the Transfer Center and across the Counseling Division.

The Transfer Center's work teams are reflected through weekly and monthly meetings (discussed in the next section), one-on-one check-ins with leadership, cross-functional collaboration with partners, and structured communication loops that keep staff aligned. These teams help ensure the Center can respond to student needs, coordinate programming, track data, and maintain consistent service delivery.

d. Lines of communication

The Transfer Center takes pride in having open communication between and within all work teams and the Counseling Division. The following weekly meetings are scheduled throughout the academic year:

- Dean's Meeting between the Dean of Counseling Services and the Director of Career and Transfer Services to stay apprised of the area's needs and developments.
- Counseling Division Meeting led by the Dean of Counseling Services every Wednesday to provide counseling updates to counselors in general counseling, transfer, and career.
- The 5th Counseling Meeting of the month is reserved for all-Counseling faculty and classified professionals.
- The Transfer Center's counselors bi-weekly meeting is led by the Director of Career and Transfer Services.
- The 1st Thursday of the month is reserved for a counselor and classified professionals meeting.
- The Dean of Counseling meets with the Director of Career and Transfer and the full-time counselors on the 2nd and 4th Thursday of the month.
- One-on-one weekly Director meetings with the Program Assistant.
- One-on-one weekly Director meetings with the Administrative Clerk III.

The following monthly meetings are scheduled throughout the academic year:

- Temporary Short-Term Hourly Monthly Meeting led by the Director and attended by classified professionals and STH employees.

2. How does your current staff profile facilitate or impede the service area's ability to fulfill its primary mission and functions?

a. If applicable, what strategies has the area adopted to address staffing-related impediments?

The Transfer Center's current organizational structure allows for specialized roles and a mix of full-time and part-time staff, which helps cover a broad range of student needs and program functions. However, the Center has only been fully staffed for less than three months, and it is too early to understand whether the current staff profile facilitates and impedes the Transfer Center's ability to fulfill its primary mission and functions. Proactive strategies such as restructuring, temporary assignments, release time adjustments, and cross-training are being implemented to address these challenges and ensure continuity of services.

3. Describe any challenges the service area has encountered with respect to the recruitment and retention of qualified staff. What are the implications of these challenges?

The Transfer Center experienced several challenges with vacancies in three critical positions: (1) In October 2023, one of the two Administrative Clerk III's transferred to another department on campus and the (2) second Administrative Clerk III (supporting Articulation) retired in July 2024. In addition, the (3) Articulation Officer retired in June 2025.

The classified vacancies provided the opportunity to restructure one of the Administrative Clerk III positions into a Program Assistant (categorically funded). The request was submitted and approved. However, the job opening resulted in a failed search. Due to hiring delays, the position was vacant for more than a year and a half (1 year, 7 months) and filled until May 2025. Similarly, the Administrative Clerk III position was vacant for a little more than a year (1 year, 2 months), filled until September 2025. As a result of the hiring delays, a Success Coach from general counseling was assigned to work in the Transfer Center for a few months to meet the needs of the Transfer Center and continue to provide uninterrupted services for students. This

assignment provided temporary and limited coverage. However, it also strained their existing responsibilities, impacting their ability to fully focus on both roles.

A Career Services counselor has 80% release time to train and serve as the Articulation Officer and has the potential to increase the time distribution to 100% soon. Although this arrangement fulfills the needs of the Transfer Center, backfill is needed in Career Services to minimize coverage gaps and protect student contact time.

4. How does the service area facilitate appropriate career development and progression for staff?

a. Describe the service area's professional development resources, activities, and/or opportunities.

b. How does this engagement directly reflect on the direction of your service area.

The Transfer Center facilitates appropriate career development and progression for staff through a variety of professional development opportunities, resources, and activities. Below are some key elements. Engagement in professional development, conferences, and other activities helps classified professionals and counselors stay contemporary, gain exposure to new ideas from other institutions and professionals, and encourage innovation (new workshops/service offerings and ways to outreach and market services) within the service area.

- Articulation Training: Specific training related to articulation is provided to ensure the counselor serving as the Articulation Officer is well-versed in this area.
- STH Monthly Meetings: employees receive specific training to enhance their computer software skills, communication, leadership skills, and knowledge.
- Campus-wide Professional Development: classified professionals and counselors have access to professional development opportunities offered across the campus.
- Conferences: Classified professionals and counselors are encouraged to attend the CSU/UC Counselor Conference, Pacific Coast Association of Pre-Law Advisors (PCAPLA), California Counseling & Academic Advising Network (Cal-CAAN), and the California Community Colleges (CCC) to Historically Black Colleges and Universities (HBCU) Summit. Both classified professionals and counselors are encouraged to engage with national career associations to stay updated with industry trends and best practices.
- University Campus Specific Events: Participation in counselor breakfasts, convenings, and conferences
- Regional and Local Meetings: Participation in Region 8 meetings helps the Transfer Center staff and counselors stay connected with peers and share best practices.
- Curriculum Development: Engagement in curriculum development activities ensures that staff are continuously improving their knowledge and skills.
- Western Association for College Admission Counseling (WACAC) conferences
- Regional Admissions Counselors of California (RACC)

5. Please describe the succession planning for your service area.

a. What steps are in place?

b. How does the service area plan to make changes to services (realignment, reorganization, or other strategies) to ensure continuous improvement in the face of staff turnover, retirement, and attrition?

While ongoing professional development and engagement in campus-wide initiatives have bolstered staff expertise and fostered a collaborative culture, the Transfer Center recognizes areas where further structural planning and organizational resilience are needed. Staff cross-training and succession planning are essential as the unit works to fill coverage gaps and meet students' changing needs. Building on its existing foundation of teamwork and shared leadership, the service area is now placing greater emphasis on documenting key processes, clarifying responsibilities, and expanding training for transitional part-time staff. These proactive strategies are designed to ensure operational continuity and adaptability as staffing evolves, positioning the Transfer Center to meet future challenges and deliver consistent, high-quality support to its campus community.

a. What steps are in place?

The Transfer Center currently does not have a succession plan in place. The goal for the next 3-5 years is to: (1) develop standard operating procedures; (2) training agendas for each position; (3) manuals for critical technical processes; and (4) a Transfer Center Annual Focus Calendar that outlines reporting requirements, deadlines, and monthly focused activities.

b. How does the service area plan to make changes to services (realignment, reorganization, or other strategies) to ensure continuous improvement in the face of staff turnover, retirement, and attrition?

There is a critical need for cross training across duties and primary and secondary leads. To address these ongoing challenges and ensure operational continuity, the Transfer Center is prioritizing cross-training of classified professionals with an emphasis on establishing clear primary and secondary leads for essential functions. This approach enhances flexibility to respond to staff turnover, retirements, or reassignments. In a similar manner, the director and classified professionals also prepare part-time and short-term hourly employees for transitional roles into full-time classified positions where possible. Finally, counselors support part-time counselors and counseling interns by bringing them up to speed with the ins and outs of new technology such as Program Mapper and Degree Works for completion of Educational Plans; and they provide essential skills building training to counseling interns as they prepare for and enter counseling full-time roles. By building internal capacity and resilience through structured preparation and training, the Transfer Center aims to mitigate disruptions, promote knowledge transfer, and ensure uninterrupted support to students and campus partners.

6. What assessment methods and measures (either formal or informal) does the service area use to determine staff well-being, satisfaction, and motivation?

a. How does the department use the findings from these assessment efforts to improve the work environment?

The Transfer Center employs a range of informal methods to assess employee well-being, satisfaction, and motivation. The primary measures include informal self-reporting where staff are encouraged to share their thoughts, feelings, and experiences openly in a non-structured manner. This allows for real-time feedback and provides management with insights into individual well-being and job satisfaction. Similarly, regularly scheduled weekly meetings provide a structured opportunity for sharing, open communication, and collective problem solving. The Transfer Center has developed strong peer support fostered by active listening and open communication. This peer-driven approach helps in identifying concerns early and cultivating a culture of empathy and collaboration.

7. What significant projects, tasks, workgroups, and committee work are the staff of your service area engaged in?

a. How does this participation reflect on your service area's plans and integration with the college.

Members of the Transfer Center staff participate in significant projects, tasks, workgroups, and committee work both on and off campus. See the list below. Participation in these college and regional committees demonstrates the Transfer Center's deep integration with institutional priorities, collaborative structures, and system-wide initiatives. The Transfer Center's involvement in workgroups and committees reflects how the center stays aligned with college goals and contributes to shared governance and advances the mission of the Center through cross-departmental coordination.

- Transfer Advisory Committee (TAC)- Active participation in TAC ensures that the Transfer Center regularly shares data, trends, and needs with campus partners, allowing for coordinated planning around transfer initiatives. This supports integration by creating a shared institutional understanding of transfer goals and challenges and ensuring transfer priorities are visible across the college.
- Cerritos Complete- By collaborating with Cerritos Complete, the Transfer Center aligns its services with a major institutional access and completion initiative. This partnership strengthens guided pathways efforts, ensures transfer information reaches incoming students early, and supports equity driven planning consistent with collegewide goals.
- Assist Advisory Board- Participation in ASSIST- related advisory work reflects the Center's commitment to maintaining accurate articulation and transfer pathways information. This ensures integration with academic divisions and curriculum development efforts, supporting program alignment between Cerritos College and four-year institutions.
- Co-Chair of Region 8 for Transfer Center Directors- Serving in a regional leadership role demonstrates the Center's engagement in system wide best practices and statewide transfer trends. This participation enhances the college's visibility, brings updated regulatory and procedural knowledge back to Cerritos, and supports alignment with Title 5 requirements for Transfer Centers.
- Association of Independent California Colleges and Universities (AICCU) Core Project- Engagement with independent California colleges strengthens partnerships beyond CSU and UC systems. This broadens transfer options for students and supports institutional equity goals by expanding baccalaureate pathways, a key component of the Center's mission.

- Transfer Counselor Website Advisory- Participation in this advisory group ensures the Center contributes to and benefits from up-to-date counselor facing transfer resources. This aligns with the Center's goals to provide accurate, current information to students as part of newly developed Service Area Outcomes.
- Learning and Career Pathways (LCP) Liaisons- Transfer Center counselors serve as LCP liaisons for each of the eight (8) LCPs. This shows strong integration with academic divisions. This partnership ensures that transfer guidance aligns with program maps, ADTs, and discipline specific requirements—an essential component of streamlining students' transfer journeys.
- Sabbatical Committee- Participation in this governance level committee demonstrates the Center's involvement in academic decision making and faculty development. This builds stronger relationships with instructional faculty and supports better integration between academic programs and transfer goals.
- Faculty Senate- The Center's presence in Faculty Senate integrates transfer considerations into academic policy, curriculum decisions, and campuswide discussions. This directly supports our mission alignment and ensures transfer related concerns are part of institutional decision making structures.
- Cal Law Pathway- Participation in Cal Law supports the college's goal to expand specialized transfer opportunities and pathways. This aligns with efforts to increase baccalaureate degree attainment (Students First Framework) and offer targeted support for students pursuing competitive majors and professional programs.

Section 2: Service Area Trends

A. Service Area User Demographics : Version by **Alvarado, Nelly** on **01/30/2026 23:11**

1. Whom do you serve?

a. Describe your primary and secondary user groups that the service area attracts and serves.

b. Describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, formally incarcerated, and first-generation status).

The Transfer Center's primary user groups are prospective and current students whose goal is to transfer from Cerritos College to a four-year college/university to pursue a bachelor's degree. The secondary user groups include various student support services, faculty, and administrative staff who work to facilitate the transfer process.

a. Primary User Group

- Community college students whose education goal is to earn an associate degree, associate degree for Transfer (ADT), or complete general education requirements needed to transfer to a 4-year college/university.
- Students from diverse and underrepresented backgrounds, including low-income students, first generation college students, students of color, veterans, undocumented students, and parenting students, from whom the transfer center provides the navigational capital, support and guidance needed to successfully transfer.
- Students seeking specific program information such as articulation agreements, major preparation courses, and honors programs.
- "Reverse transfer" students who transfer from a 4-year college/university to Cerritos College to complete a specific program of study or take general education courses to build their grade point average (GPA).
- Transfer Academy students who self-select to be in the program to receive assistance in transferring to their university of choice (whether CSU, UC, or Private/Out-of-state) and earning scholarships.
- Scholars' Honors Program (SHP) is the academic and social home that Cerritos College provides for talented and motivated students who plan to transfer to four-year institutions. SHP students have access to the Transfer Center counselors

Secondary User Groups

- Transfer Center staff and counselors who provide resources for individual and academic planning and application reviews.
- Faculty and institutional administrators who need information on transfer requirements and course equivalencies (articulation agreements) to develop and update curriculum and programs of study.
- University Representatives who partner with the Transfer Center to recruit and provide information on their respective campuses to prospective students.
- Support program staff (MESA, Puente, Umoja, EOPS, etc.) who coordinate efforts with the Transfer Center to provide quality wrap-around services for shared student populations.

B. Describe the demographics and representativeness of the populations served.

- A breakdown of race/ethnicity, gender, and age for the past three academic years. Most students served by the Transfer Center identify as Hispanic/Latino, consistently making up the largest group across the 2022-2023, 2023-2024, and 2024-2025 academic years. Asian students comprise the second largest group of students served by the Transfer Center; increasing slightly in the percentage of students served each year from nine percent, eleven percent, and 13 percent. Meanwhile the percentage of Black/African American students has remained steady at 6 percent.
- In 2024-2025, 54 percent of Transfer Center users identified as female, 44 percent as male, and 2 percent as other. These proportions are consistent with previous years.
- The largest age group served by the Transfer Center is 19 or less, followed by 20-24. There is a noticeable drop in participation among older age groups (25-34, 35-49, and 50+).
- The Transfer Center has not tracked Foster Youth, Formally incarcerated, and first-generation status.
- The Transfer Center will begin tracking low-income (per the Perkins definition) in the future per the new Vision Aligned Reporting (VAR).
- See bar graphs in #2 below that illustrate race/ethnicity, gender, and age in comparison to Cerritos College.

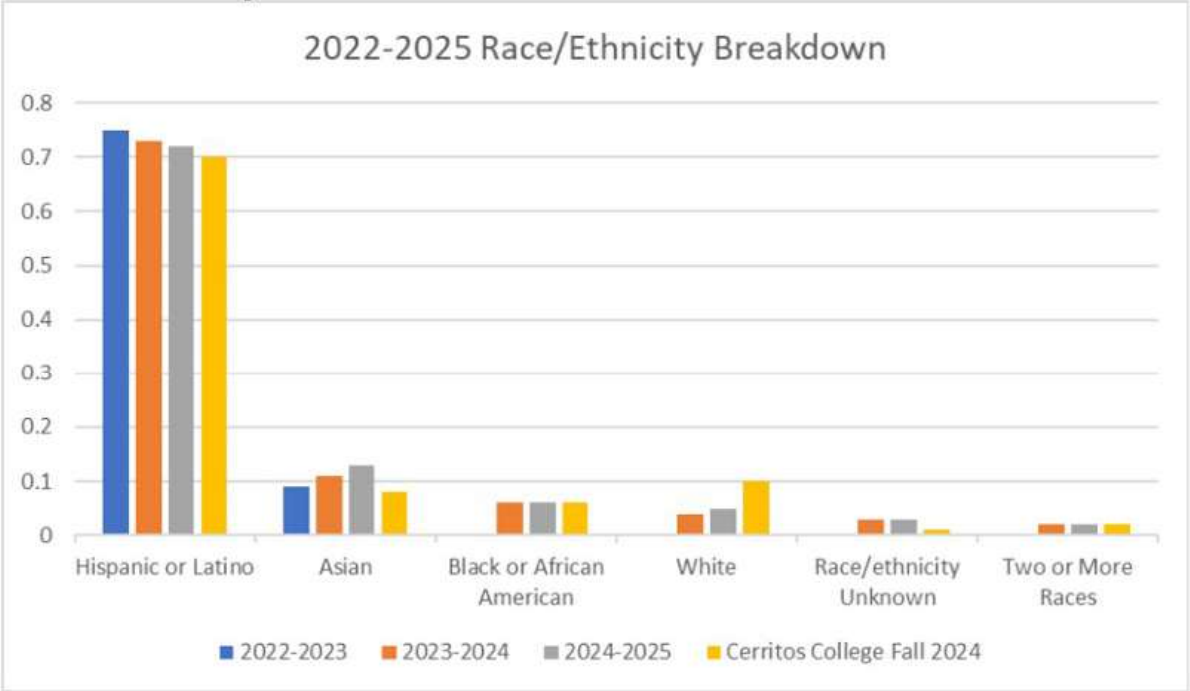
2. How do the demographics of your users compare with the college as a whole?

a. Are the trends within your program in alignment with the broader, collegewide trends?

b. Describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, formally incarcerated, and first-generation status).

The bar graphs below show a breakdown of race/ethnicity, gender, and age for the past three academic years. Most students served by the Transfer Center identify as Hispanic/Latino, consistently making up the largest group across the 2022-2023, 2023-2024, and 2024-2025 academic years. Asian students comprise the second largest group of students served by the Transfer Center; increasing slightly in the percentage of students served each year from nine percent, eleven percent, and 13 percent (5 percentage points higher than Cerritos College). Meanwhile the percentage of Black/African American students has remained steady at 6 percent. The only group who accesses Transfer Center services at a lower percentage than the overall Cerritos College population are White students, with only 5 percent of students accessing transfer services. Nevertheless, the data mirrors the overall demographics of Cerritos College, indicating that the transfer center is reaching a representative cross section of the campus population. The Center's outreach and services appear to be inclusive and aligned with college-wide equity goals.

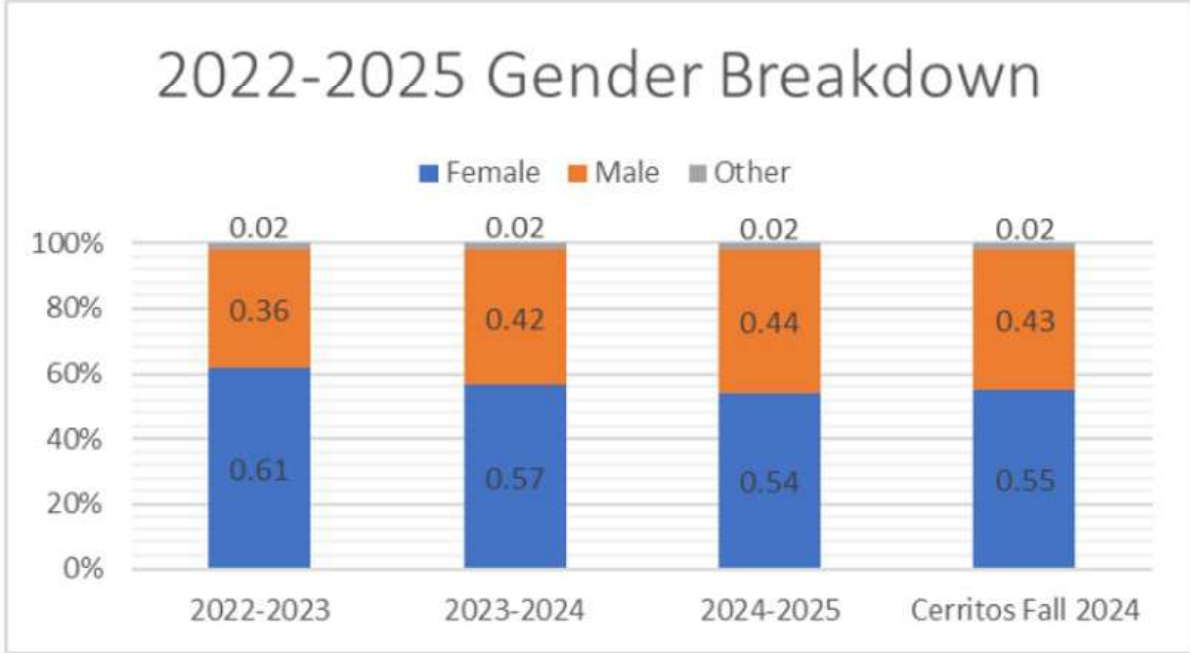
Race/Ethnicity



Source: Data retrieved from EAB and IERPG on 11/24/25

In 2024-2025, 54 percent of Transfer Center users identified as female, 44 percent as male, and 2 percent as other. These proportions are consistent with previous years and closely match the overall college demographics (55 percent female, 43 percent male, and 2 percent other). Gender distribution suggests equitable access to Transfer Center services. The Center serves students in proportions similar to the college, which is a positive indicator of gender equity in transfer support.

Gender

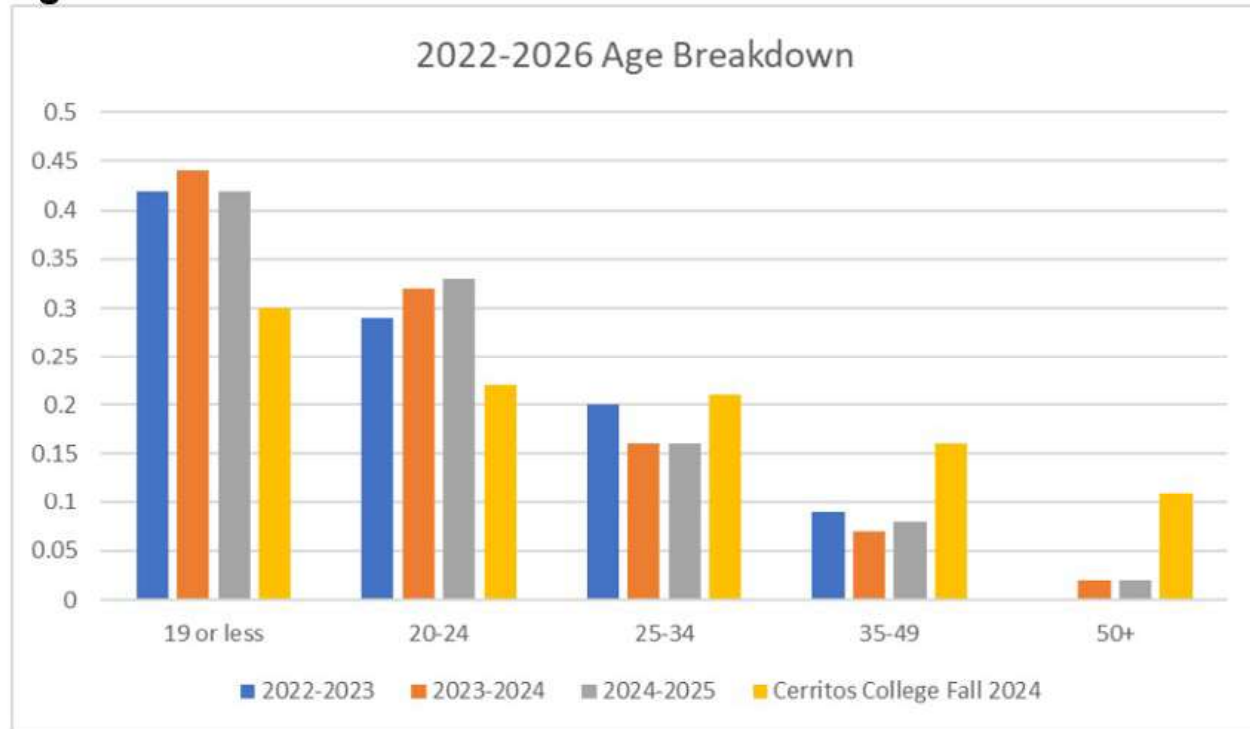


The largest age group

Source: Source: Data retrieved from EAB and IERPG on 11/24/25

served by the Transfer Center is 19 or less, followed by 20-24. There is a noticeable drop in participation among older age groups (25-34, 35-49, and 50+). The Center's primary users are traditional college-age students, but there is still engagement from older students. This suggests that there may be opportunities to further support non-traditional and returning students.

Age



Source: Source: Data retrieved from EAB and IERPG on 11/24/25

B. Service Area Service Trends : Version by Alvarado, Nelly on 01/30/2026 23:11

1. Describe the usage trend for your service area in the last three years.

a. Has it remained steady, increased, or decreased?

b. Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth formally incarcerated, and first-generation status)?

c. Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.

d. Describe any factors that contributed to any change.

The Transfer Center began tracking services on EAB Navigate beginning January 2023. For this reason, only data for the second half of the 2022-2023 academic year is presented in the descriptions that follow.

Overall, the number of students who received a service from the Transfer Center slightly increased from 4,862 in 2023-2024 academic year to 4,947 in the 2024-2025 academic year, a difference of 85 students. This may be attributed to converting counseling appointments into workshops to support more students via the Transfer Academy. This is illustrated in the Transfer Services Trend Data linear chart where there is a decrease in counseling services but an increase in workshop participation.

It is important to note that there was a decrease in the number of students participating in university tours. The total number of students who participated in university tours dropped from 155 in the 2023-2024 academic year to 56 in the 2024-2025 academic year. This is attributed to having two classified vacancies that support and chaperone students during university tours. The few tours that took place were chaperoned by one of the Success Coaches/Program Assistants in the Counseling division, which also took them away from their primary duties and responsibilities.

Transfer Center Services			
	2022-2023	2023-2024	2024-2025
Counseling	212	2,362	2,089
Workshop	204	2,345	2,802
University Tour	0	155	56
TOTAL	416	4,862	4,947

Source: Data retrieved from EAB 09/15/25

2. Describe your pattern of service. Include:

a. Standard hours of operations.

b. Alternative modes (e.g., online, hybrid, etc.).

c. Schedules of delivery (e.g., early morning, evening services, etc.).

d. How your services meet the needs of the users.

A. Standard hours of operations

The Transfer Center' standard hours of operations align with the Cerritos College campus. Office hours are from 8:00am-4:30pm Monday- Friday and virtual hours are from 8:00am-7:00pm Monday through Thursday, and 8:00am-3:00pm on Fridays. Combined, the office and virtual hours provide services to students in the early morning and evening hours to minimize gaps in access to services.

Office Hours				
Monday	Tuesday	Wednesday	Thursday	Friday

8:00am-4:30pm	8:00am-4:30pm	8:00am-4:30pm	8:00am-4:30pm	8:00am-4:30pm
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Virtual Hours				
Monday	Tuesday	Wednesday	Thursday	Friday
8:00am-4:00pm	8:00am-7:00pm	8:00am-7:00pm	8:00am-7:00pm	8:00am-3:00pm

Alternative modes (e.g., online, hybrid, etc.).

The Transfer Center is committed to providing accessible programs and services to students to promote equity in access, progress, and completion. For this reason, transfer services are provided in-person, virtual, and in very few instances by phone or email to provide greater flexibility to students who work and have family or other responsibilities and cannot come to campus during regular office hours.

The table below shows that most services provided by the Transfer Center are provided both in-person and virtually. Services that are only provided in-person are Transfer Talks, Transfer Conference, Transfer Fairs, and University Tours.

In-Person	Virtual
Counseling appointments	Counseling appointments
University Application Assistance	University Application Assistance
General Transfer Workshops	General Transfer Workshops
University Representative Visits	University Representative Visits
Transfer Academy Orientation	Transfer Academy Orientation
Transfer Academy Workshops	Transfer Academy Workshops
Transfer Talks	
Transfer Conference	
University Fairs	
University Tours	

3. What are the differences in service usage based on modality? If you do not offer varying modalities, explain why not.

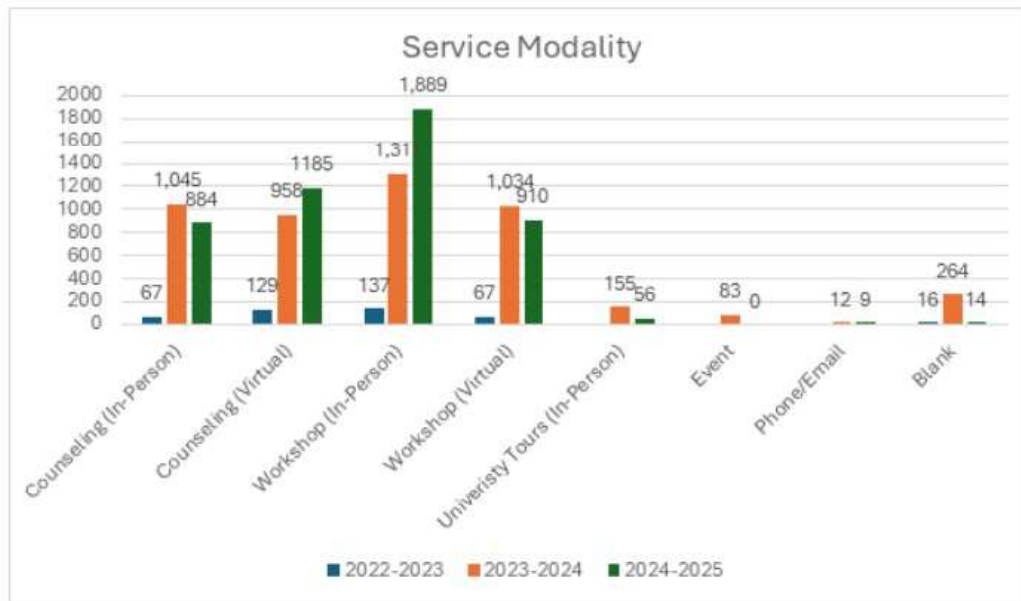
a. How does this help inform future practices?

The Transfer Center is committed to providing flexible, equitable service delivery. To ensure the Center continues to meet the needs of students effectively, it provides services through multiple modalities: (1) in-person, (2) virtual, and (3) phone/email. The chart below shows service usage over three academic years (2022-2025) and breaks down participation by modality.

2022-2025 Service Use by Modality			
	2022-2023	2023-2024	2024-2025
Counseling (In-Person)	67	1,045	884
Counseling (Virtual)	129	958	1,185
Workshop (In-Person)	137	1,311	1,889
Workshop (Virtual)	67	1,034	910
University Tours (In-Person)	0	155	56
Event	0	83	0
Phone/Email	0	12	9
Blank	16	264	14
Annual Totals	416	4,862	4,947

Source: Data retrieved from EAB 09/15/25

The clustered bar chart below illustrates service use modality by academic year across three academic years (2022-2023, 2023-2024, and 2024-2025) to allow for easy comparison across the various in-person, virtual, and other modalities. There are a few key observations: (1) Virtual counseling surpasses in-person in 2024-2025. This suggests growing student preference or student need for remote access. (2) In-person workshops saw a dramatic rise in 2024-2025, while virtual workshops peaked in 2024-2025 and then declined. This may reflect shifting student engagement or the effectiveness of in-person workshops for certain topics (Transfer Academy). (3) Participation in university tours dropped sharply from 155 to 56, likely due to staffing shortages and logistical challenges previously discussed in Section C, Service Area Organizational Resources, number 3. (4) Events and Phone/Email modalities remain minor in terms of usage, indicating that most students prefer direct interaction, either in-person or virtual.



Source: Data retrieved from EAB 09/15/25

Implications for Future Practices

- **Hybrid Model is Essential:** The data supports maintaining both in-person and virtual modalities to maximize accessibility and equity. Students with work, family, or transportation barriers benefit from virtual options, while others may prefer or require face-to-face engagement.
- **Resource Allocation:** The drop in university tour participation highlights the impact of staffing on service delivery. Ensuring adequate staffing and cross-training is critical for sustaining all modalities.
- **Continuous Assessment:** Tracking usage by modality helps the Transfer Center adapt to changing student needs and preferences, informing decisions about scheduling, staffing, and outreach strategies.

Recommendations:

- **Expand Virtual Offerings:** Given the upward trend in virtual counseling, continue to provide students with the opportunity to select either virtual or in-person appointments.
- **Analyze why in-person workshops surged and virtual ones declined-** was it due to topic relevance, marketing, student feedback, mandatory participation.
- **Address Staffing Gaps:** Prioritize hiring and cross-training to prevent service disruptions, especially for high impact activities like university tours.
- **Solicit Student Feedback:** Regularly survey students to understand their modality preferences and barriers to access.

Section 3: Service Area Performance and Effectiveness

A. Service Area Outcomes Assessment Process : Version by Alvarado, Nelly on 01/30/2026 23:11

1. What methods are used to assess your service area outcomes (SAOs)? If these are not in place, what do you plan to do in the future to collect this evidence?

This marks the Transfer Center's first standalone participation in the Program Review process. Consequently, service area outcomes are not fully in place. The Transfer Center team collectively decided to use the data evaluated in the Program Review process to understand who the Center serves, reflect on the data to evaluate strengths and weaknesses, and enhance student success by offering recommendations to improve processes, performance and develop service area outcomes (SAO).

Fall 2025 Transfer Academy data was reviewed to inform the creation of an SAO. It was important to the team to create an SAO that aligned with the Transfer Academy mission. The Transfer Academy is an educational preparation program that focuses on assisting students in transferring to their University of Choice (whether CSU/UC/Private or out of state) and earning scholarships. We do this through educational planning, scholarship and transfer application workshops, building of community through Transfer talks and more! Because Transfer Academy students are in different transfer stages of the transfer process, it was determined that SAO would focus on scholarship application submissions because they provide crucial financial support to make education accessible and affordable. The SAO is the following: Data from the fall 2025 Transfer Academy cohort (excluding students who oriented late into the semester) will be used to establish baseline data on the number of Transfer Academy students who participate in the Cerritos College Foundation Scholarship Application.

2. How are user needs assessed and considered in the development and delivery of programs and services?

a. What methods does the service area use to remain current with respect to understanding user needs, interests, and experiences?

b. What are the sources of information your service area uses to understand current needs?

c. How have the needs changed over time?

Not applicable. This is the first Transfer Center's standalone Program Review. Specific transfer student's user needs have not been assessed independently and considered in the development and delivery of programs and services. This is due to the previous organizational structure that assessed overall counseling user needs. However, the new organizational structure facilitates the collection and evaluation of transfer specific user needs in the future.

3. How does the service area track program/service usage patterns and determine users' satisfaction and dissatisfaction with the service area's performance? If these are not in place, what do you plan to do in the future to collect this data?

Transfer Center data for the 2022-2023 academic year is incomplete because the Center transitioned to primarily use EAB Navigate to track student services in January of 2023. This means that usage patterns can only be assessed using two years of full data, 2023-2024 and 2024-2025. Although services have been tracked, user satisfaction has not been collected.

Transfer Center will develop a 5-point rating scale Likert scale (commonly used to measure opinions and attitudes on a spectrum from one extreme to another, often with a neutral midpoint survey with five response options) survey to capture user satisfaction after key service touchpoints. See the sample survey below. The survey will help measure how well services meet student needs and expectations and provide actionable feedback for continuous service enhancement. The survey will be accessible to students in multiple formats: online, mobile, and paper. It will not collect student personal information to ensure confidentiality and voluntary participation, and it will also not tie the service to a Transfer Center counselor or staff member, but it will instead focus on the types of services.

The survey will only have a few questions:

1. What type of service did you receive today?
1. Counseling

2. Workshop

3. Tour

4. Fair

5. University Representative Visit

6. Event

7. Other
1. Enter option
2. How were services provided?
1. In-person

2. Virtual

3. Other
3. How satisfied are you with this type of service modality?
1. Very satisfied

2. Satisfied

3. Neutral

4. Dissatisfied

5. Very dissatisfied
4. How did we do today?
1. Excellent

2. Good

3. Average

4. Fair

5. Poor

4. To what extent does the service area obtain and use comparative/benchmark data to stay current with peers and/or competitors that deliver similar programs and services (both those that are on and off campus)?

The Transfer Center reviews the Transfer Outcomes dashboard, which shows a summary of admissions data at the University of California (UC) and California State University (CSU) systems annually. The Cerritos College Fall 2024 Systemwide Summary table below provides a breakdown of student applicant data to determine admit and yield rate

Cerritos College Fall 2024 Systemwide Summary					
System	Applied	Admitted	Admit Rate	Enrolled	Yield Rate
CSU	1,249	1,143	92%	805	70%
UC	281	204	73%	130	64%
TOTAL	1,530	1,347	N/A	935	N/A

Source: <https://ouc-secure.cerritos.edu/ierpg/transfer-outcomes.htm> (<https://ouc-secure.cerritos.edu/ierpg/transfer-outcomes.htm>)

Below are a few Cerritos College Fall 2024 Systemwide Summary highlights:

- 81 percent (1,249) of students applied to a CSU campus in comparison to 18 (281) percent who applied to a UC campus.
- 86 percent (805/935) of Cerritos College students enrolled in a CSU campus, while 14 percent enrolled in a UC Campus.
- Cerritos College has a CSU admit rate of 92 percent; one percentage point higher than the California Community College admit rate of 91 percent.
- Cerritos College CSU yield rate (the percentage of students who were admitted and enrolled) to a CSU campus is 70 percent; five percentage points higher than the California Community College yield rate of 65 percent.
- The yield rate for UC is not available.

The dashboard also takes a deep dive on the top CSU and UC campuses for the past five admissions cycles. Data from the fall 2024 UC & CSU Transfer Outcomes shows that the top 7 transfer schools are: (1) CSU Long Beach, (2) CSU Fullerton, (3) CSU Dominguez Hills, (4) Cal State Los Angeles, (5) Cal Poly Pomona, (6) UC Irvine and, (7) UCLA. This data has been used to:

- Plan/provide more university tours to the top 7 transfer schools and create partnerships with their offices of undergraduate admissions.
- Engage the top 7 transfer schools in Transfer Center events. Examples of this have been to invite university representatives to serve as panelists during the fall 2025 Transfer Conference and the Transfer Advisory Committee (TAC).
- Create a new partnership with CSU Fullerton to link the Cerritos College Program Mapper to CSU Fullerton's to create 2+2 maps (list of courses students take at Cerritos that extend to the courses needed to obtain a bachelor's degree). With this partnership, students will be able to see 2+2 maps for Cerritos' ADT programs. The goal is to create similar partnerships with other CSU's; however, this is dependent on whether they have their program maps in the Program Mapper platform.
- Create a partnership with the Cerritos College Foundation to fund fee waivers to students who wish to apply to a 5th CSU campus to increase their chances of enrolling.

5. How does the service area monitor compliance with the laws/other regulatory requirements that apply to the service areas program and service responsibilities?

The Transfer Center uses a multi-faceted approach to monitor compliance with laws and other regulatory requirements to ensure it meets all legal obligations. For example, the Center regularly reviews and stays apprised of Title 5 California Code of Regulations (CCR) § 51027, which sets the minimum program standards required of all California Community Colleges

Transfer Centers. This ensures that all activities and services are aligned with state mandates. The Center develops and updates a Transfer Center Plan that guides activities, calendar of events, guides updates with the Transfer Advisory Committee, informs Program Review. The plan also aligns with Student Equity and Achievement and Guided Pathways. Importantly, the plan aligns with the budget to ensure compliance and resource allocation. The Center completes and submits the California Community College Chancellor's Office (CCCCO) Transfer Annual Report by the required deadline, which is also a key compliance activity. Staff participate in the Region 8 meetings and other relevant gatherings such as CalGETC and Vision Aligned Reporting webinars to stay informed of regulatory changes, best practices, and compliance expectations.

B. Service Area Outcomes Assessment : Version by Alvarado, Nelly on 01/30/2026 23:11

1. What does the data say about the success of your service area with respect to the achievement of your service area outcomes? Identify and describe the data sources.

A review of the fall 2025 Transfer Academy data collected from the Canvas shell revealed that the cohort was composed of 385 students. Of these, 96 students were not counted in the Transfer Academy Scholarship cohort because they oriented late into the semester, making it difficult for them to submit a scholarship by the deadline. As a result, the number of Transfer Academy students included in the Scholarship cohort is 289 (385-96), 75 percent of the total cohort. Of these, 226 (78 percent) submitted a scholarship application.

Using the data results, the Center has developed two SAOs for the next academic year:

1. Increase the number of the fall 2026 Transfer Academy students (excluding students who oriented late into the semester) that participate in the Cerritos College Foundation Scholarship Application by (3 percent, 235 students) to reach an 81 percent completion rate.
2. Provide accurate and current information about transfer admissions requirements to CSU, UC, and private and out of state universities.
1. Outcomes will be measured by providing the total number of CSU, Private and out of state workshops presented by the Transfer Center throughout the academic year.

2. What areas for improvement are suggested by the data?

The following analysis highlights key challenges and opportunities for improvement identified via the data review process on Transfer Center delivery, participation trends, and areas for targeted improvement.

- Participation in university tours dropped sharply due to staffing shortages and logistical challenges, impacting service delivery.
- Virtual counseling surpassed in-person in 2024-2025, indicating a growing preference or need for remote access. Continue to provide students with the opportunity to select virtual or in-person appointments.
- Although there have been increases in participation in Transfer Center services by race/ethnic groups, Black/African American student participation has remained steady at 6 percent, which may indicate an opportunity for targeted in-reach and support to increase engagement and transfer success for this group.
- The data shows a noticeable drop in participation among the older age groups (25-34, 35-49, and 50+). The Transfer Center should further support non-traditional and returning students by taking a deeper dive into their educational goals. Are they looking to improve their performance in their current employment to advance along their career path, earn a new certificate in an emerging field, aware or lack awareness of transfer opportunities, do they see transfer as a viable option. Do they need services outside of the current offerings?
- User satisfaction has not been systematically collected. Develop and execute a plan to have students complete a survey after key service touchpoints to capture actionable feedback.
- Survey students to understand their modality preferences and barriers to access, using this feedback to inform service delivery and in-reach strategies.
- Ensure there is adequate staffing and provide cross-training to sustain all modalities to prevent service disruptions.

3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?

The Transfer Center plans to collect and analyze assessment data to ensure that decisions and strategies are evidence-based, student centered and aligned with institutional goals. For example, service use trends, demographic breakdowns, and outcome measures will be reviewed annually to identify strengths, challenges, and opportunities for improvement. A review of participation and equity gaps helps to guide budget priorities, staffing, and programmatic changes to better serve students. In addition, regular analysis of SAOs and user feedback informs the approach to staff training, cross-training, and succession planning. When data reveals gaps, such as a decline in university tour participation due to staffing shortages, this informs hiring priorities and professional development efforts accordingly. Service usage data by modality (in-person, virtual, etc.) is used to adapt delivery methods to student preferences and needs. For instance, the rise in virtual counseling led to recommendations to expand virtual offerings, while decline in participation among certain groups prompted targeted in-reach and support strategies.

4. How has the assessment of the service area outcomes contributed to your service area's improvements?

This is the Transfer Center's first standalone Program Review. Service Area Outcomes are being formally established for the first time. However, the Center has collected and evaluated data and staff experience to continually improve services.

5. How does the service area make needed data and information available to area stakeholders?

The Transfer Center uses several methods to make needed data and information available to area stakeholders to foster transparency and shared decision making. (1) The Center shares data and information with area stakeholders primarily through the Transfer Advisory Committee (TAC). The committee serves as a platform for sharing transfer rates and other relevant data with faculty, classified professionals, and institutional partners. (2) Collaborative meetings with all counseling faculty across campus, Learning and Career Pathways, and (3) Institutional Standing Committees where information is presented to promote discussions about data, outcomes, and improvement strategies.

Section 4: Previous Three-Year Service Area Program Plan Reflection

A. Service Area Three-Year Reflection : Version by Alvarado, Nelly on 01/30/2026 23:11

1. What are the primary strengths of the service area?

a. How have these changed over time?

b. What innovative programs/services/practices has the department instituted that puts it out in front with respect to "best practices" in the field?

The data collected for this Program Review shows that the primary strengths of the Transfer Center include:

- Providing comprehensive and inclusive services. The Transfer Center provides a wide range of services, including university/college tours, university fairs, workshops, counseling, and specialized programs like the Transfer Academy. These offerings are designed to support students at every stage of the transfer process and are accessible to diverse student populations.
- Alignment with Institutional Mission and Equity Goals. The Transfer Center's mission is closely aligned with Cerritos College's mission and the Students First Framework, focusing on increasing transfer rates, supporting access, completion, and career success for all students, especially those from underrepresented backgrounds.
- Building and maintaining strong collaborative partnerships. The Transfer Center works collaboratively with other student support programs (MESA, Puente, Umoja, EOPS, General Counseling) and academic divisions to provide complementary services, share resources and address equity gaps. These partnerships enhance the quality and reach of services.
- Flexible and Accessible Service Delivery. Services are offered in multiple modalities (in-person, virtual, phone/email), with extended hours to accommodate students' varied schedules and needs. This flexibility promotes equity and access and supports students' work, family, childcare, or transportation barriers.

- Data-Informed Decision Making. The Transfer Center's plan is to use demographic and service usage data to monitor trends, assess equity, and inform improvements. In-reach and services are inclusive and representative of the campus population, and continuous assessment helps adapt to changing student needs.
- Professional Development and Staff Support. Participation in professional development, conferences, training, and other opportunities is encouraged. This helps maintain high standards, contemporary practices, and innovation within the service area.
- Open communication and collaborative culture. The Transfer Center fosters open communication through regular meetings, collaborative decision-making, and peer support, which contributes to a positive work environment and effective service delivery.

2. Please comment on the progress toward achieving your previous service area goals and SAOs. Discuss what has/is/will happen and the status of each goal and SAO.

Since this is the Transfer Center's first standalone Program Review, there are no previous SAOs. Nevertheless, the Center has developed new SAOs that will be tracked moving forward.

3. Please provide a financial overview of the service area.

a. How are resources allocated to support the mission, goals, and outcomes of the service area?

b. How are budget allocation/reallocation decisions made in your service area?

c. What factors influence the use of service area resources?

The Transfer Center does not have a standalone budget. Instead, its operations are supported by multiple funding sources (braided together) to align with specific roles and functions.

Below is a breakdown of the various budgets that support the Transfer Center:

- Career Services budget supports:
 - 1 Director of Transfer and Career
 - 1 Articulation Officer, 80% release time
- General Counseling budget supports:
 - 2 Full-time counselors
 - 1 Administrative Clerk III
- Student Equity and Achievement Program (SEAP) budget supports:
 - 3 Part-time counselors
 - 1 Program Assistant
 - 3-4 Short-Term Hourly employees
- Programmatic services, such as fairs, tours, and workshops, are covered by SEAP
- Associated Students of Cerritos College (ASCC) budget supports food for events, fairs, and workshops
- Federal Work Study (FWS) budget supports the Short-Term Hourly employees' salaries and benefits during the fall/spring primary terms, excludes summer

b. How are budget allocation/reallocation decisions made in your service area?

The braided funding ensures that resource allocation decisions are made to ensure that staffing, programming, and services directly support the Center's mission, strategic goals, and SAOs. This includes prioritizing funding for positions and services that advance student access, equity, and transfer success. The Transfer Center uses a responsive budgeting and reallocation process to make budgeting decisions based on student needs, program priorities, staffing changes, and institutional goals.

c. What factors influence the use of service area resources?

The Transfer Center's braided funding model means that resources are influenced by the requirements and restrictions of multiple funding sources since each source has specific guidelines that outline the manner in which funds can be utilized.

4. Describe resource changes the service area has encountered over the past three years and future anticipated changes.

a. Explain what circumstances prompted these changes.

b. How these changes have/will affect the service area operations and services.

c. How the service area plans to address these changes.

a. Explain what circumstances prompted these changes.

Reductions to the SEAP budget during the past two years have led to a 20-30 percent overall budget reduction in 2025-2026, 2026-2027, and 2026-2027. This means that the impacted Transfer Center services will be part-time counseling and services to students (providing snacks, beverages, and meals for workshops and fairs). Reductions are also anticipated with ASCC funding since they will have a lower allocation to support funding proposals. The same is true for overall campus reductions in FWS positions on campus.

b. How these changes have/will affect the service area operations and services.

Reductions to the part-time counselor's budget directly affect student contact time, leading to less counseling appointments and workshops, limiting the Center's ability to provide services at previous levels. Decreased funding for events and workshops directly impacts the Center's ability to provide snacks, beverages, and meals during workshops, events, and fairs. Impacting the quality and attractiveness of these events to encourage student participation.

c. How the service area plans to address these changes.

With fewer resources, the Center will need to prioritize essential services and may have to scale back or modify less critical offerings. To address this, the Center will continuously assess service delivery methods and staffing as effectively as possible. The Transfer Center's braided funding model means that resources are influenced by the requirements and restrictions of multiple funding sources since each source has specific guidelines that outline the manner in which funds can be utilized.

5. How effectively do the service area's current facilities, space, and equipment support area operations?

a. To what extent must these organizational resources change to keep pace with the future needs and expectations of the service area users?

b. What strategies have been adopted or will be adopted to institute these changes?

Overall, the Transfer Center's current facilities, space, and equipment effectively support area operations. All full-time counseling faculty have an assigned office. The part-time counselors share an office that is used as a swing space. The classified professionals have cubicle space to carry out their duties and responsibilities. The front desk has two workstations for Short-Term Hourly employees, and there are two open spaces for university representatives. There are computers for students to use in the Center. However, the Center lacks a dedicated office for the Director who is housed in a different building with Career Services. Nevertheless, both the Transfer and Career Centers will be connected in the new Administration-Student Services Building that is anticipated to be completed by the end of fall 2026, which should improve operational efficiency.

6. How has technology been integrated into the programs, services, and operating functions of the service area?

a. In what ways have technological applications been used to promote innovation, responsiveness, and continuous improvement in the service area?

b. How has the service area kept pace with the development of hardware, software, maintenance, and training support?

c. What are the service area's projected technology needs for the future?

d. What strategies have been adopted or will be adopted to address these needs?

Technology is deeply embedded in the Transfer Center's service delivery. The Center uses:

- EAB Navigate to track student services, which allows for more accurate data collection and analysis of service usage trends. Services are offered in multiple modalities: in-person, virtual, and in limited cases, by phone or email. This approach increases accessibility for students with work, family, and/or transportation barriers.
- Degree Planner platform that is fully automated to create educational plans that outline courses they should take to graduate and clearly indicates the sequence in which to take them.
- Virtual counseling appointments and workshops to meet the growing preference for remote access among students.
- Text and email campaigns provide targeted and timely updates.
- Social media platforms (Instagram, Facebook, and TikTok) to post and share event information and engage students in fun ways.
- Canvas announcements to reach students directly within their academic environment
- Webpages to provide information about upcoming events and serve as a centralized hub for information
- Virtual sign-in sheets to capture participation in large-scale events such as the Transfer Conference and University Fairs.
- Cerritos College application
- Microsoft forms for students who have not downloaded the Cerritos College application.
- However, the use of technology is limited to campus' Wi-Fi connections.

7. What major challenges face the service area?

a. What needs to occur, primarily within existing resources, to successfully make improvements in these areas?

The primary obstacle facing the Transfer Center is the absence of a dedicated, standalone budget. This limitation directly impacts the Center's ability to plan, allocate, and manage resources independently. Without its own budget, the Center faces constraints when striving to expand services, invest in necessary equipment or technology, and respond flexibly to evolving student needs. This challenge requires the Center to rely on SEAP, general, and ASCC funds, which can restrict the scope of programming and limit opportunities for innovation and continuous improvement particularly when those budgets have experienced and will continue to experience reductions. Moreover, it does not facilitate growth in service delivery.

8. Where would you like your service area to be three years from now? Dream big while considering any upcoming changes (e.g., new buildings, growth, changes in the services, etc.). Consider the following in your response:

a. Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.

b. What specific innovations, best practices, or other accomplishments would you share with a visiting out-of-state colleague?

c. What long-term impact would you like your service area to have on the College and the community?

d. What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?

a. Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.

Over the next three years, the Transfer Center envisions expanding its reach and strengthening collaborations to better serve both students and staff. Ideally, the Center will:

- Work closely with colleagues across Counseling, Faculty Senate, and the Learning and Career Pathways (LCPs) to implement a coordinated Fall/Spring Transfer Push, where faculty use roster notations for students with 45–60+ units and actively encourage them to attend “Are You Ready to Transfer?” workshops. Expanded counseling support will be essential to sustain these efforts.
- Strengthening communication channels and service tracking—through text campaigns, email messaging, and updated webpages—will also help the Center better partner with faculty and keep students informed at critical points in the transfer process.
- Externally, the Center seeks deeper partnerships with residential programs at CSULB, CSUF, CSULA, UCI, and UCLA to help students transition successfully after admission.
- To prevent summer melt, the Center plans to offer targeted workshops each May addressing key transition skills such as navigating university catalogs, accessing student portals, locating academic and support services, understanding orientation and housing fees, interpreting financial aid award letters, and managing impostor syndrome or cultural adjustment.
- Growth opportunities also include expanding grant funded initiatives.
- Building Umoja and non-traditional student partnerships (such as Re-Entry, CalWORKs, CARE, and Continuing Education).
- Developing peer to peer mentor roles through graduates (university partners) or Work-Study students.
- The Center hopes to scale the Transfer Academy with additional funding, integrate best practices for early transfer engagement, and collaborate with TSP groups, UC and CSU Transfer Planners, and campus in-reach teams to ensure students receive accurate, timely application support.
- Finally, creating more community-building events such as “Pizza with a Private University” with partners like Whittier, Chapman, LMU, Biola, and Grand Canyon University will help strengthen institutional relationships and expand opportunities for students exploring diverse transfer pathways.

b. What specific innovations, best practices, or other accomplishments would you share with a visiting out-of-state colleague?

The Transfer Center has developed several innovative practices that would be valuable to share. One of the most notable accomplishments is the growth and impact of the Transfer Academy, which offers a structured, high-touch support model that guides students through each stage of the transfer process while building community and reinforcing a transfer-sending culture. Complementing this effort is the Transfer Bootcamp, an intensive, hands-on series designed to prepare students for the most critical phases of the application cycle by providing focused assistance on university applications, personal insight questions, scholarship submissions, and major preparation. Additionally, the Center has created comprehensive transfer guides that break down complex requirements, articulate pathways, and provide clear, accessible information for students exploring CSU, UC, private, and out of state options. Together, these innovations demonstrate the Center's commitment to equity minded, student centered practices that remove barriers, increase readiness, and support successful transitions to four-year universities.

c. What long-term impact would you like your service area to have on the College and the community?

The long-term impact the Transfer Center seeks to have on the College and the broader community is the establishment of a strong and sustainable transfer sending culture—one in which transferring to a four-year institution is normalized, expected, and widely supported across all areas of the campus. Guided by the Students First Framework, the Center aims to help the College improve access, increase completion, and strengthen career and transfer success by ensuring students receive clear, consistent, and proactive guidance at every stage of their academic journey. Over time, this work will contribute to higher transfer rates, stronger university partnerships, and a more seamless transition experience for students, particularly those from historically underserved populations. By embedding transfer awareness into campus practices, collaborating closely with academic and student services units, and expanding early and ongoing outreach, the Transfer Center aspires to transform transfer into a visible, celebrated, and community-wide priority that elevates student opportunity and promotes long-term social and economic mobility.

d. What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?

Over the next three years, the Transfer Center has several strengths and emerging opportunities it can leverage to enhance student support and institutional alignment. The continued growth and refinement of the Transfer Academy provides a strong foundation for expanding high-touch, equity-minded programming that supports students through every stage of the transfer process. The upcoming move to the new Administration/Student Services Building will further strengthen services by co-locating Career and Transfer Centers, improving visibility, operational efficiency, and collaboration while offering students a centralized hub for guidance. Additionally, embedding Career and Transfer more intentionally into workshops, classroom presentations, and pathway aligned programming will help students better understand how their academic choices connect to long-term transfer and career goals. Finally, making Transfer

Fairs more visible and strategically promoted—both on campus and through digital communications—will expand outreach, increase student engagement, and strengthen partnerships with four-year universities. Together, these opportunities position the Transfer Center to deepen its impact and advance a strong, campus-wide transfer sending culture.

Section 5: Service Area Three-Year Action Plan

A. Service Area Goals, SAOs, Objectives, Action Plans, and Resource Requests

Section 6: Service Area Program Review Process Reflection

A. Service Area Program Review Process Reflection : Version by **Alvarado, Nelly** on 01/30/2026 23:11

1. In what capacity were your service area staff, and/or users involved in the program review process?

The Transfer Center staff actively participated in the program review process through regular weekly meetings and dedicated sessions with the Dean. During the summer of 2025, the team began developing the Center's mission, ensuring that foundational goals were set collaboratively. In the fall of 2025, the Transfer Center presented its progress and sought additional input from the Transfer Advisory Committee to further refine its direction and objectives. Student service data was generated from EAB reports and IERPG assisted in providing student demographic data such as race/ethnicity, gender, and age.

2. How did you ensure all members of your service area were involved in the outcome assessment discussions, evaluation of area data, and contributed to the area goals, SAO, objectives, and action plan discussions and development?

Despite efforts to include all members of the Transfer Center team, scheduling meetings with all the part-time counselors proved to be challenging. Their primary role is to supplement the Center's hours of operation, which results in limited scheduling overlap among all staff members. This made it difficult to include everyone in a single meeting and ensure full participation from the part-time counselors in the program review process. Nevertheless, the team used regularly scheduled meeting to review data, develop Service Area Outcomes, and identify areas of improvement to continue improving the delivery of services to students.

Transfer Center

Goals	SAOs	Objectives			
			Goal Target Year of Achievement	Responsible Party	SAO Assessment Year
#1 Increase awareness of transfer among students at all stages of the transfer process	#1 Provide accurate and current information about transfer admissions requirements to CSU, UC, and private and out of state universities	1. Develop and implement in-reach tactics to increase awareness of and participation in transfer services	Year 3	1. Career and Transfer Center Director 2. Transfer Center Counselors 3. Transfer Center Classified Staff	Year 1, Year 2, Year 3
	#2				
	#3				
#2 Have consistent front desk coverage during hours of operation to schedule counseling appointments and enter participation attendance into EAB.	#1 Provide accurate and current information about transfer admissions requirements to CSU, UC, and private and out of state universities	1. Develop plan to hire and train Federal Work Study student worker during fall and spring and move Short-Term Hourly employees to another budget (SEAP/General) during summer.	Year 1	1. Career and Transfer Center Director 2. Transfer Center Classified Staff	Year 1, Year 2, Year 3
	#2				
	#3				
#3 Increase student participation in transfer center programming such as workshops, fairs, conferences, and college/university tours	#1 Provide accurate and current information about transfer admissions requirements to CSU, UC, and private and out of state universities	1. Increase the number of college/university tours to the top 7 4-year colleges/university Cerritos College students transfer to increase transfer rates and	Year 1	1. Career and Transfer Center Director 2. Transfer Center Classified Staff 3. Transfer Center Counselors	Year 1, Year 2, Year 3
	#2				
	#3				

Transfer Center

Action Plan		College Alignment	
Method of Assessment	Action Steps	Student First Framework Lever	Student First Framework Lever Strategy
Total number of workshops offered in the academic year and count of student participation	Year One 2026-2027: 1. Identify service area usage patterns. 2. Develop in-reach strategies to promote services. 3. Work with IERPG to develop end of workshop survey	Career and Transfer Success	C.2. Increase opportunities for our students to attain baccalaureate degrees, both at our college and at transfer institutions. , C.3. Align our programs and services with those of four-year institutions to streamline transfer for our students.
Number of hours per week with front desk office coverage	Year One 2026-2027: 1. Identify coverage needs. 2. Hire FWS students. 3. Supplement summer with other funding	Career and Transfer Success	C.2. Increase opportunities for our students to attain baccalaureate degrees, both at our college and at transfer institutions.
Number of programing events	Year One 2026-2027: 1. Identify number of events scheduled annually. 2. Develop in-reach strategies to promote services. 3. Work with IERPG to develop end of event survey.	Career and Transfer Success	C.2. Increase opportunities for our students to attain baccalaureate degrees, both at our college and at transfer institutions. , C.3. Align our programs and services with those of four-year institutions to streamline transfer for our students.

Transfer Center

Resource Requests					
Resource Request	Estimated Cost	Occurrence	Resource Type	Justification	Priority Rank
Part-Time Counselors Estimated cost = \$175,000 - (\$120,000 SEAP)= \$55,000 Need	\$55,000.00	Ongoing expense	Other Staffing	Completion of CSEPS; Supporting transfer academy events and providing appointments for the those applying to transfer, supporting application workshops, assessing transcripts to make sure students are taking right courses and are counting right units, and other transfer related events	1
Short-Term Hourlies	\$15,000.00	Ongoing expense	Other Staffing	Need to supplement STH budget during the summer when FWS is not available to check-in students, answer phones, assisting with drop in sessions both in person and virtual	2
Transfer Center Programming Estimated cost is \$60,000- \$38,000 SEAP = \$22,000	\$22,000.00	Ongoing expense	Other	Transfer Academy Seminars, application workshops,campus tours to local universities, Transfer Bootcamp, Transfer Celebration , Signing Day Event, First Gen Week	3

Transfer Center

#4 Incease student participation in transfer center programming such as workshops, fairs, conferences, and college/univeristy tours	#1 Provide accurate and current information about transfer admissions requirements to CSU, UC, and private and out of state universities	1. Increase participation in Transfer Center programming to increase transfer awareness	Year 1	1. Career and Transfer Center Director 2. Tranfer Center Classified Staff 3. Transfer Center Counselors	Year 1, Year 2, Year 3
	#2				
	#3				

Transfer Center

Number of programing events	Year One 2026-2027: 1. Identify number of events scheduled annually. 2. Develop in-reach strategies to promote services. 3. Work with IERPG to develop end of event survey.	Career and Transfer Success	C.2. Increase opportunities for our students to attain baccalaureate degrees, both at our college and at transfer institutions. , C.3. Align our programs and services with those of four-year institutions to streamline transfer for our students.

Transfer Center

Non-Instructional Supplies estimated cost is \$35,000 - \$20,000 SEAP = \$15,000 Need	\$15,000.00	Ongoing expense	Other	Need a color copy machine, promotional supplies, food and snacks for programming events to attract students to participate and build a sense of community between participants and the Center.	4

OFFICE OF INSTITUTIONAL EFFECTIVENESS, RESEARCH, PLANNING, AND GRANTS

Student Service Program Review

Program Review: Transfer Center

Reviewer Name: Amy Holzgang

Section 1: Service Area Overview

A. Service Area Mission and Alignment

1. Briefly describe how your mission and purpose aligns with the Cerritos College mission and Students First Framework.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a concise, well-articulated explanation of how the mission aligns with the College mission and Students First Framework. Clearly identifies connections to four levers. Demonstrates strong understanding of institutional purpose and goal.	Provides a clear explanation of alignment with the College mission and Students First Framework. Mentions specific levers or strategies but may lack full integration or depth.	Provides a generally accurate description but alignment is broad or superficial. Mentions the College mission or Students First Framework but not both.	Provides minimal mission alignment. Response is vague, unclear, or missing explicit connections to Students First Framework.	Mission alignment is missing, inaccurate, off-topic, or unrelated to institutional goals.
Comments:				Score: 4

B. Service Area Description

1. Provide a list and a brief description of the services you provide.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a comprehensive, clear, and well-organized list of services with specific descriptions and functions. Demonstrates strong understanding of service scope.	Provides clear services and descriptions with minor omissions or room for elaboration.	Lists services but descriptions lack depth or clarity.	Provides incomplete list or unclear descriptions.	Fails to identify services or provides irrelevant/inaccurate information.
Comments: Clearly lists and explains the services. Missing here are outreach efforts (classroom visits, tabling, LCP). It's in the next section but would be good to list here too.				Score: 5

2. Describe efforts to promote the availability of your services to current and prospective users.				
a. Describe the key methods used to assist users in getting information about your service areas' programs and service offerings (e.g., publicity, outreach, recruitment, etc.).				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes a strategic, coordinated outreach and communication approach using multiple methods (publicity, outreach, recruitment, digital tools, partnerships). Demonstrates effectiveness using data and explains how efforts advance Student First Framework, particularly for targeted populations.	Describes multiple outreach methods clearly and connects them to user awareness and access; limited data or equity analysis.	Lists outreach and communication methods with minimal explanation of effectiveness or alignment to Student First Framework.	Outreach description is vague, incomplete, or lacks clarity.	Minimal or no description of outreach or information-sharing efforts.
Comments: The TC has lots of outreach across campus and programs. What about data to show how many students have been reached? Visits to transfer center, class visits, interactions? How do these outreach methods reach specifically targeted populations?				Score: 4

3. Does your service area overlap or duplicate any programs or service function with other Student Services or college units?				
a. How and why do these services/programs duplicate one another?				
b. How do they complement each other?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a thoughtful analysis of overlapping services, explains why duplication exists, how coordination is intentional, and how complementarity improves student experience, efficiency, and Institutional Health.	Identifies overlap and complementarity clearly but lacks depth or evaluation of impact.	Acknowledges overlap with general explanations.	Discussion of overlap is unclear or incomplete.	Does not meaningfully address duplication or coordination.
Comments: Illustrates overlap, but should discuss how this helps students, how might help transfer center and points of access for students.				Score: 4

4. Discuss key, collaborative relationships with academic programs and other student service areas. How do these partnerships:

- a. Advance achievement, learning, or completion.**
- b. Support the service area's mission, goals, and Service Area Outcomes (SAOs).**
- c. Enhance the quality of services and programs provided.**
- d. Create greater operational efficiencies for the service area.**
- e. Identify how your partnerships can or have mitigated equity gaps.**

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes key partnerships and demonstrates how they advance completion, learning, and achievement, support SAOs, enhance service quality, improve efficiency, and mitigate equity gaps using evidence, aligned with Student First Framework.	Describes collaborations and benefits clearly with limited outcome or equity analysis.	Identifies partnerships but provides minimal explanation of impact.	Partnerships are vague or loosely connected to outcomes.	No meaningful discussion of partnerships.
Comments: Data is referred to but would like to see these positive changes in access, and success.				Score: 4

C. Service Area Organizational Resources

1. Please describe your service area's organizational and personnel structure. Discuss: a. Reporting relationships. b. Distribution of responsibilities/authority. c. Use of management or work teams. d. Lines of communication (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.).				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough description of staffing structure, roles, communication practices, collaboration, and workflow. Includes clarity on full-time/part-time positions, internal coordination, and optional organizational chart.	Clear description with moderate detail; collaboration or staffing information may be less complete.	Basic description provided but lacks detail or structure.	Limited information, unclear staffing roles, or missing key structural elements.	No meaningful description of personnel or structure.
Comments: Clear organization lines especially after a re-structuring, but less detail about each position and their duties				Score: 4

2. How does your current staff profile facilitate or impede the service area's ability to fulfill its primary mission and functions? a. If applicable, what strategies has the area adopted to address staffing-related impediments?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a clear analysis of staffing strengths and gaps and how they affect mission fulfillment, and includes strategies used to address impediments.	Describes staffing impacts clearly; limited analysis or strategy evaluation.	General staffing description with minimal analysis.	Staffing discussion is unclear or incomplete.	Staffing impact not meaningfully addressed.
Comments: Too early to really understand how the structures are meeting all the needs.				Score: 5

3. Describe any challenges the service area has encountered with respect to the recruitment and retention of qualified staff. What are the implications of these challenges?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes staff recruitment and retention challenges, explains implications for service delivery and aligns discussion to program effectiveness and sustainability.	Describes challenges clearly with limited impact analysis.	General description of challenges.	Challenges are unclear or minimally explained.	Question not adequately addressed.
Comments: Good timeline of changes in the Transfer Center. To really understand how these changes impact the area, report should lay out how necessary each position is and the implications of the vacancies. (see C1 in the report)				Score: 4

4. How does the service area facilitate appropriate career development and progression for staff?				
a. Describe the service area's professional development resources, activities, and/or opportunities.				
b. How does this engagement directly reflect on the direction of your service area.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes professional development resources and opportunities and explains how staff growth supports innovation and service quality.	Describes professional development clearly; limited connection to service direction.	Mentions professional development generally.	Limited or unclear discussion of staff development.	Professional development not addressed.
Comments: Good list of activities and opportunities, but report should lay out how these activities support new innovations.				Score: 4

5. Please describe the succession planning for your service area.

a. What steps are in place?

b. How does the service area plan to make changes to services (realignment, reorganization, or other strategies) to ensure continuous improvement in the face of staff turnover, retirement, and attrition?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates proactive succession planning and service realignment strategies that ensure continuous improvement and service area stability.	Succession planning is described but lacks depth or future focus.	General discussion of succession planning.	Minimal planning evident.	Succession planning not addressed.
Comments: Report mentions cross-training as a way to maintain services. Less detailed as to how this will contribute to improvement.				Score: 4

6. What assessment methods and measures (either formal or informal) does the service area use to determine staff well-being, satisfaction, and motivation?

a. How does the department use the findings from these assessment efforts to improve the work environment?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses formal and/or informal assessment methods and clearly explains how findings inform improvements to the work environment.	Describes assessment methods and some use of findings.	Mentions assessment efforts with limited follow-through.	Assessment practices are unclear or minimal.	No meaningful discussion of staff well-being assessment.
Comments: Report lays out the meetings schedules and constant feedback				Score: 5

7. <i>What significant projects, tasks, workgroups, and committee work are the staff of your service area engaged in?</i>				
a. <i>How does this participation reflect on your service area's plans and integration with the college.</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly documents staff involvement in key projects, committees, and workgroups and explains how participation aligns with college planning and Student First Framework priorities.	Describes engagement clearly with limited strategic analysis.	Lists involvement with minimal explanation.	Engagement is unclear or limited.	No meaningful discussion of participation.
Comments: Report just lists projects, committees. Report does not explain how it integrates with the college or how it benefits the Transfer Center.				Score: 3

Section 2: Service Area Trends

A. Service Area User Demographics

1. <i>Whom do you serve?</i>				
a. <i>Describe your primary and secondary user groups that the service area attracts and serves</i>				
b. <i>Describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status)</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies primary and secondary users, provides disaggregated demographic data, and explains representativeness.	Describes users and demographics clearly.	General description of users.	User populations are unclear.	Users not adequately described.
Comments: Report lists student groups who are the primary groups, but no data about those students.				Score: 3

2. <i>How do the demographics of your users compare with the college as a whole?</i>				
a. <i>Are the trends within your program in alignment with the broader, collegewide trends?</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses data to compare service users to collegewide demographics and identifies trends.	Provides comparison with limited analysis.	Basic comparison provided.	Comparison is unclear or incomplete.	No comparison provided.
Comments: Data in this section of the report should be in 2A1 above.				Score: 4

B. Service Area Service Trends

1. <i>Describe the usage trend for your service area in the last three years.</i>				
a. <i>Has it remained steady, increased, or decreased?</i> b. <i>Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth, formally incarcerated, and first-generation status)?</i> c. <i>Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.</i> d. <i>Describe any factors that contributed to any change.</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes multi-year trends, disaggregates by demographics, explains contributing factors, and clearly links findings to equity gap mitigation.	Describes trends clearly with limited equity analysis.	General trend description.	Limited or unclear trend data.	Usage trends not addressed.
Comments: Report does not indicate how they collect data on students. Is it just workshops and counselor visits? What about classroom visits? Tabling events? The report does not discuss demographic differences in students or disaggregated data.				Score: 3

2. Describe your pattern of service. Include:

- a. Standard hours of operations.**
- b. Alternative modes (e.g., online, hybrid, etc.).**
- c. Schedules of delivery (e.g., early morning, evening services, etc.).**
- d. How your services meet the needs of the users.**

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes service patterns and explains how hours, modalities, and scheduling support student needs.	Describes service patterns clearly.	Basic description provided.	Service pattern discussion is unclear.	Not addressed.
Comments: Clearly shows multiple modes of delivery.				Score: 5

3. What are the differences in service usage based on modality? If you do not offer varying modalities, explain why not.

a. How does this help inform future practices?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes modality-based usage differences and explains how findings inform future access and innovation.	Describes differences with limited future planning.	General modality discussion.	Limited or unclear explanation.	Not addressed.
Comments: Data is clear and report does a good job addressing implications and recommendations.				Score: 5

Section 3: Service Area Performance and Effectiveness

A. Service Area Outcomes Assessment Process

1. What methods are used to assess your service area outcomes (SAOs)? If these are not in place, what do you plan to do in the future to collect this evidence?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies multiple, appropriate assessment tools (surveys, usage data, service logs, focus groups, KPIs). Provides clear rationale and future plans.	Describes assessment methods with some detail; future plans mentioned.	Basic methods identified but limited explanation.	Minimal mention of assessment methods.	No assessment process described.
Comments: Program is creating SAO's and baseline measurements. The newly created SAO states that the number of students who apply for scholarships will be used. What about when numbers of students in that program fluctuate? Could the data for growth be limited by not using a ratio, rather than real numbers as participation in the Transfer Academy may change from semester to semester.				Score: 4

2. How are user needs assessed and considered in the development and delivery of programs and services?				
a. What methods does the service area use to remain current with respect to understanding user needs, interests, and experiences? b. What are the sources of information your service area uses to understand current needs? c. How have the needs changed over time?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly identifies data sources (surveys, IR data, feedback, campus partners). Tracks changes over time and shows deep understanding of evolving needs.	Good description of needs and data sources with moderate depth.	Some sources listed but limited reflection.	Minimal detail on methods or data sources.	Missing or off-topic.
Comments: While there are no SAOs to measure this program review, maybe provide data to assess how all user needs are assessed? Not just those in the Transfer Academy. Is there ongoing feedback from all students who use the Transfer Center as a whole?				Score: 1

3. How does the service area track program/service usage patterns and determine users' satisfaction and dissatisfaction with the service area's performance? If these are not in place, what do you plan to do in the future to collect this data?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Strong description of data collection tools (EAB/PS queries/reports, surveys, analytics, service counts). Clear future plans if gaps exist.	Good description but lacking depth.	Some tools identified but incomplete.	Limited or unclear.	Missing.
Comments: Although there is no data for satisfaction/dissatisfaction of services, would be good to provide information about how the Transfer Center collects program/service usage. Some of this data was provided in part 2 of the report, but maybe look closer at some of that data.				Score: 3

4. To what extent does the service area obtain and use comparative/benchmark data to stay current with peers and/or competitors that deliver similar programs and services (both those that are on and off campus)?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses comparative data intentionally to support continuous improvement, competitiveness, and innovation.	Mentions benchmarking with limited application.	General reference to comparative data.	Minimal benchmarking evident.	Not addressed.
Comments: Good use of the top 7 schools students applied to in creating programs, visits, advisors, connections.				Score: 5

5. How does the service area monitor compliance with the laws/other regulatory requirements that apply to the service areas program and service responsibilities?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates systematic compliance monitoring aligned with institutional and CCC systemwide requirements and regulations.	Clear compliance practices described.	General compliance mention.	Compliance processes unclear.	Not addressed.
Comments:				Score: 5

B. Service Area Outcomes Assessment

1. What does the data say about the success of service area with respect to the achievement of your service area's outcomes? Identify and describe the data sources.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses multiple data sources and provides specific, meaningful interpretation of SAO success results.	Interprets data with reasonable clarity but less depth.	General interpretations without detail.	Minimal interpretation.	No meaningful data discussion.
Comments: Suggest that a goal be put in a percent rather than raw number. 78% of students completed scholarships this year, so a goal of 3% increase would be 81%, rather than just state a number. It is clear that the program is working on their SAO assessment and making progress				Score: 5

2. What areas for improvement are suggested by the data?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies strategic, data-informed opportunities for improvement tied to SAOs.	Lists areas for improvement with some analysis.	Basic identification but limited justification.	Minimal detail.	Missing or superficial.
Comments: Good, targeted areas to work on.				Score: 5

3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides detailed examples connecting assessment data to operational changes, resource allocation, workflows, and service improvements.	Clear examples but fewer connections.	General statements without clear examples.	Minimal connection between data and decisions.	No evidence of data-informed decisions.
Comments: First Program Review so limited data and restructuring, but thoughtful analysis on programs, services and delivery				Score: 5

4. How has the assessment of the service area outcomes contributed to your service area's improvements?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly demonstrates how SAO assessment results directly informed service improvements.	Assessment use described with limited examples.	Assessment acknowledged.	Limited use of assessment evident.	Not addressed.
Comments: Although the report says that this is no applicable data from above sources show that the Transfer Center is looking at data that has been collected and using staff experience to continually improve services.				Score: 5

5. How does the service area make needed data and information available to area stakeholders?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes how data is shared (reports, dashboards, meetings) and how stakeholders use it.	Describes data sharing practices.	Basic description of communication.	Vague or incomplete.	No description.
Comments: The Transfer Advisory Committee has been meeting continually for almost 10 years as a way to share information between on campus and off campus stakeholders. The newly created transfer dashboard is a great resource for the campus and constituents.				Score: 5

Section 4: Previous Three-Year Service Area Program Plan Reflection

A. Service Area Three-Year Reflection

1. What are the primary strengths of the non-instructional area?

a. How have these changed over time?

b. What innovative programs/services/practices has the department instituted that puts it out in front with respect to "best practices" in the field?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, evidence-based strengths tied to outcomes, innovations, staffing, and service excellence. Shows evolution over time.	Describes strengths with some reflection.	General strengths with minimal depth.	Limited or generic strengths.	Missing.
Comments: The report illustrates the strengths of the Transfer Center. How do these compare with other colleges?				Score: 4

2. Please comment on the progress toward achieving your previous service area goals and SAOs. Discuss what has/is/will happen and the status of each goal and SAO.

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Detailed status updates for each goal/SAO with evidence of progress, partial completion, or obstacles.	Good progress updates but limited detail.	General updates without evidence.	Limited or incomplete updates.	Missing.
Comments: N/A				Score:

3. Please provide a financial overview of the service area.

a. How are resources allocated to support the mission, goals, and outcomes of the service area?

b. How are budget allocation/reallocation decisions made in your service area?

c. What factors influence the use of service area resources?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly aligns financial resources with mission, outcomes, and describes financial decision making process.	Provides clear overview with limited analysis.	Basic financial description.	Financial discussion unclear.	Not addressed.
Comments: Good breakdown of the ways staff and programs are funded. Difficult when the program does not have its own budget.				Score: 5

4. Describe resource changes the service area has encountered over the past three years and future anticipated changes.

a. Explain what circumstances prompted these changes.

b. How these changes have/will affect the service area operations and services.

c. How the service area plans to address these changes.

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes past and anticipated changes and explains strategies to sustain services and continuous improvement.	Describes changes clearly.	General description provided.	Limited explanation.	Not addressed.
Comments: Report explains how the braided funding creates situations where the funding for staffing, programs are not in their control.				Score: 5

5. How effectively do the service area's current facilities, space, and equipment support area operations?

a. To what extent must these organizational resources change to keep pace with the future needs and expectations of the service area users?

b. What strategies have been adopted or will be adopted to institute these changes?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Evaluates current resources and identifies future needs aligned with student expectations and needs.	Describes adequacy and some future planning.	General description of facilities.	Facilities discussion unclear.	Not addressed.
Comments: Good description of the space and looking forward to the new space.				Score: 5

6. How has technology been integrated into the programs, services, and operating functions of the service area?

a. In what ways have technological applications been used to promote innovation, responsiveness, and continuous improvement in the service area?

b. How has the service area kept pace with the development of hardware, software, maintenance, and training support?

c. What are the service area's projected technology needs for the future?

d. What strategies have been adopted or will be adopted to address these needs?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates intentional technology use to support innovation, responsiveness, and continuous improvement, with clear future planning.	Describes technology use clearly.	General technology discussion.	Limited or unclear integration.	Not addressed.
Comments: It is clear that the Transfer Center has utilized the platforms that the college provides including the weakness of the WiFi system on campus.				Score: 5

7. What major challenges face the service area?				
a. What needs to occur, primarily within existing resources, to successfully make improvements in these areas?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough, realistic challenges aligned with resources, staffing, facilities, or technology. Provides actionable strategies within existing resources.	Lists challenges with some solutions.	Basic challenges listed but limited solutions.	Minimal challenges listed.	None provided.
Comments: This report illustrates how the lack of an independent budget for its area is a constraint in being able to provide consistent support to students and be able to staff effectively.				Score: 5

8. Where would you like your service area to be three years from now? Dream big while considering any upcoming changes (e.g., new buildings, growth, changes in the services, etc.). Consider the following in your response:				
a. Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.				
b. What long-term impact would you like your service area to have on the College and the community?				
c. What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, ambitious, and strategic vision with alignment to future institutional priorities, partnerships, and community impact.	Strong vision with some alignment.	General aspirations but lacks detail.	Minimal or vague.	Missing.
Comments: Section missing				Score: 1

Section 5: Service Area Three-Year Action Plan

A. Service Area Goals, SAOs, Objectives, Action Plans, and Resource Requests

Please review the goals and resources request worksheet. Comment on area goals, SAOs, objectives, action plans, and resource requests.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Goals are strategic, overarching, aligned with the Students First Framework, includes measurable SAOs, objectives, steps, responsible parties, timelines, and assessments. Resource requests tied to goals and SFF.	Clear goals and SAOs with moderate specificity and alignment.	Goals and SAOs listed but lack measurable objectives or alignment.	Minimal goals or unclear action plans.	Missing or incomplete.
Comments: Clearly stated and breakdown is well articulated.				Score: 5

Section 6: Service Area Program Review Process Reflection

A. Service Area Program Review Process Reflection

1. What capacity were your service area staff, and/or users involved in the program review process?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly documents broad and collaborative participation by staff and/or users.	Participation described clearly.	General participation noted.	Limited involvement evident.	Not addressed.
Comments:				Score: 1

2. How did you ensure all members of your service area were involved in the outcome assessment discussions, evaluation of area data, and contributed to the area goals, SAO, objectives, and action plan discussions and development?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates inclusive, data-informed engagement in SAOs, goals, and action planning aligned with continuous improvement.	Inclusive process described with limited detail.	General involvement described.	Limited inclusion evident.	Not addressed.
Comments:				Score: 1

Provide your overall program review comments and total score.

Overall comments:

Since this is the first program review for the Transfer Center, it has some spots that need expansion like collection of data and analysis is that data. Some of the sections were missing information on my copy of the draft. (Entire section 6). More reflection of the area would be good to see. The Transfer Center is doing great work and is constantly building on that work, but some of that is not seen in this report.

Total Score:

150

Reviewer Signature: Amy Holzgang Digitally signed by Amy Holzgang
Date: 2026.01.17 14:49:04 -08'00'

Date: 1/17/25



OFFICE OF INSTITUTIONAL EFFECTIVENESS, RESEARCH, PLANNING, AND GRANTS

Student Service Program Review

Program Review: Transfer Center

Reviewer Name: Janise Lim

Section 1: Service Area Overview

A. Service Area Mission and Alignment

1. Briefly describe how your mission and purpose aligns with the Cerritos College mission and Students First Framework.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a concise, well-articulated explanation of how the mission aligns with the College mission and Students First Framework. Clearly identifies connections to four levers. Demonstrates strong understanding of institutional purpose and goal.	Provides a clear explanation of alignment with the College mission and Students First Framework. Mentions specific levers or strategies but may lack full integration or depth.	Provides a generally accurate description but alignment is broad or superficial. Mentions the College mission or Students First Framework but not both.	Provides minimal mission alignment. Response is vague, unclear, or missing explicit connections to Students First Framework.	Mission alignment is missing, inaccurate, off-topic, or unrelated to institutional goals.
Comments: The mission is clear and aligns with the college mission and Students First Framework. Mentions specific levers but completion strategies is more general than explicit.				Score: 4

B. Service Area Description

1. Provide a list and a brief description of the services you provide.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a comprehensive, clear, and well-organized list of services with specific descriptions and functions. Demonstrates strong understanding of service scope.	Provides clear services and descriptions with minor omissions or room for elaboration.	Lists services but descriptions lack depth or clarity.	Provides incomplete list or unclear descriptions.	Fails to identify services or provides irrelevant/inaccurate information.
Comments: List of services are clear and well-defined.				Score: 5

2. Describe efforts to promote the availability of your services to current and prospective users.

a. Describe the key methods used to assist users in getting information about your service areas' programs and service offerings (e.g., publicity, outreach, recruitment, etc.).

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes a strategic, coordinated outreach and communication approach using multiple methods (publicity, outreach, recruitment, digital tools, partnerships). Demonstrates effectiveness using data and explains how efforts advance Student First Framework, particularly for targeted populations.	Describes multiple outreach methods clearly and connects them to user awareness and access; limited data or equity analysis.	Lists outreach and communication methods with minimal explanation of effectiveness or alignment to Student First Framework.	Outreach description is vague, incomplete, or lacks clarity.	Minimal or no description of outreach or information-sharing efforts.
Comments: There are notable outreach methods - classroom presentations, University fairs, social media platforms.				Score: 5

3. Does your service area overlap or duplicate any programs or service function with other Student Services or college units?

a. How and why do these services/programs duplicate one another?

b. How do they complement each other?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a thoughtful analysis of overlapping services, explains why duplication exists, how coordination is intentional, and how complementarity improves student experience, efficiency, and Institutional Health.	Identifies overlap and complementarity clearly but lacks depth or evaluation of impact.	Acknowledges overlap with general explanations.	Discussion of overlap is unclear or incomplete.	Does not meaningfully address duplication or coordination.
Comments: Great job at identifying programs with overlap and how they complement each other but there is limited explanation of why they overlap. Would be more direct and say they overlap because they all share common institutional goal of supporting disproportionately impacted students in successfully transferring and degree completion.				Score: 4

4. Discuss key, collaborative relationships with academic programs and other student service areas. How do these partnerships:

- a. Advance achievement, learning, or completion.**
- b. Support the service area's mission, goals, and Service Area Outcomes (SAOs).**
- c. Enhance the quality of services and programs provided.**
- d. Create greater operational efficiencies for the service area.**
- e. Identify how your partnerships can or have mitigated equity gaps.**

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes key partnerships and demonstrates how they advance completion, learning, and achievement, support SAOs, enhance service quality, improve efficiency, and mitigate equity gaps using evidence, aligned with Student First Framework.	Describes collaborations and benefits clearly with limited outcome or equity analysis.	Identifies partnerships but provides minimal explanation of impact.	Partnerships are vague or loosely connected to outcomes.	No meaningful discussion of partnerships.
Comments: Partnerships are clearly identified. Explanations of how they are tied and directly affect the Transfer Center display positive impact on service quality.				Score: 5

C. Service Area Organizational Resources

1. Please describe your service area's organizational and personnel structure. Discuss: a. Reporting relationships. b. Distribution of responsibilities/authority. c. Use of management or work teams. d. Lines of communication (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.).				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough description of staffing structure, roles, communication practices, collaboration, and workflow. Includes clarity on full-time/part-time positions, internal coordination, and optional organizational chart.	Clear description with moderate detail; collaboration or staffing information may be less complete.	Basic description provided but lacks detail or structure.	Limited information, unclear staffing roles, or missing key structural elements.	No meaningful description of personnel or structure.
Comments: The flow chart is a helpful visual.				Score: 5

2. How does your current staff profile facilitate or impede the service area's ability to fulfill its primary mission and functions? a. If applicable, what strategies has the area adopted to address staffing-related impediments?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a clear analysis of staffing strengths and gaps and how they affect mission fulfillment, and includes strategies used to address impediments.	Describes staffing impacts clearly; limited analysis or strategy evaluation.	General staffing description with minimal analysis.	Staffing discussion is unclear or incomplete.	Staffing impact not meaningfully addressed.
Comments: Staffing limitations are mentioned but strategies are presented. Could improve by providing assessment/effectiveness of these strategies.				Score: 5

3. Describe any challenges the service area has encountered with respect to the recruitment and retention of qualified staff. What are the implications of these challenges?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes staff recruitment and retention challenges, explains implications for service delivery and aligns discussion to program effectiveness and sustainability.	Describes challenges clearly with limited impact analysis.	General description of challenges.	Challenges are unclear or minimally explained.	Question not adequately addressed.
Comments: Thorough and specific details regarding vacancies and how it affected student services.				Score: 5

4. How does the service area facilitate appropriate career development and progression for staff?				
a. Describe the service area's professional development resources, activities, and/or opportunities. b. How does this engagement directly reflect on the direction of your service area.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes professional development resources and opportunities and explains how staff growth supports innovation and service quality.	Describes professional development clearly; limited connection to service direction.	Mentions professional development generally.	Limited or unclear discussion of staff development.	Professional development not addressed.
Comments: Many options for professional development; would like more elaboration on campus-wide professional development and articulation training - a bit more on how they directly improve transfer outcomes.				Score: 4

5. Please describe the succession planning for your service area.

a. What steps are in place?

b. How does the service area plan to make changes to services (realignment, reorganization, or other strategies) to ensure continuous improvement in the face of staff turnover, retirement, and attrition?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates proactive succession planning and service realignment strategies that ensure continuous improvement and service area stability.	Succession planning is described but lacks depth or future focus.	General discussion of succession planning.	Minimal planning evident.	Succession planning not addressed.
Comments: Great ideas for ensuring flexibility to respond to staff turnover.				Score: 5

6. What assessment methods and measures (either formal or informal) does the service area use to determine staff well-being, satisfaction, and motivation?

a. How does the department use the findings from these assessment efforts to improve the work environment?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses formal and/or informal assessment methods and clearly explains how findings inform improvements to the work environment.	Describes assessment methods and some use of findings.	Mentions assessment efforts with limited follow-through.	Assessment practices are unclear or minimal.	No meaningful discussion of staff well-being assessment.
Comments:				Score: 5

7. <i>What significant projects, tasks, workgroups, and committee work are the staff of your service area engaged in?</i>				
a. <i>How does this participation reflect on your service area's plans and integration with the college.</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly documents staff involvement in key projects, committees, and workgroups and explains how participation aligns with college planning and Student First Framework priorities.	Describes engagement clearly with limited strategic analysis.	Lists involvement with minimal explanation.	Engagement is unclear or limited.	No meaningful discussion of participation.
Comments: Lists involvement but no discussion on integration with thje college.				Score: 1

Section 2: Service Area Trends

A. Service Area User Demographics

1. <i>Whom do you serve?</i>				
a. <i>Describe your primary and secondary user groups that the service area attracts and serves</i>				
b. <i>Describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status)</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies primary and secondary users, provides disaggregated demographic data, and explains representativeness.	Describes users and demographics clearly.	General description of users.	User populations are unclear.	Users not adequately described.
Comments: User groups are clearly identified and described.				Score: 5

2. <i>How do the demographics of your users compare with the college as a whole?</i>				
a. <i>Are the trends within your program in alignment with the broader, collegewide trends?</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses data to compare service users to collegewide demographics and identifies trends.	Provides comparison with limited analysis.	Basic comparison provided.	Comparison is unclear or incomplete.	No comparison provided.
Comments: Multiple bar graphs provided and shows alignment with collegewide trends.				Score: 5

B. Service Area Service Trends

1. <i>Describe the usage trend for your service area in the last three years.</i>				
a. <i>Has it remained steady, increased, or decreased?</i> b. <i>Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth, formally incarcerated, and first-generation status)?</i> c. <i>Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.</i> d. <i>Describe any factors that contributed to any change.</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes multi-year trends, disaggregates by demographics, explains contributing factors, and clearly links findings to equity gap mitigation.	Describes trends clearly with limited equity analysis.	General trend description.	Limited or unclear trend data.	Usage trends not addressed.
Comments: Would like to see more analysis of patterns for usage for different demographics nor mention of mitigating equity gaps. The factors that contributed to the change are valid and have a big impact on the service trends.				Score: 3

2. Describe your pattern of service. Include:

- a. Standard hours of operations.**
- b. Alternative modes (e.g., online, hybrid, etc.).**
- c. Schedules of delivery (e.g., early morning, evening services, etc.).**
- d. How your services meet the needs of the users.**

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes service patterns and explains how hours, modalities, and scheduling support student needs.	Describes service patterns clearly.	Basic description provided.	Service pattern discussion is unclear.	Not addressed.
Comments:				Score: 5

3. What are the differences in service usage based on modality? If you do not offer varying modalities, explain why not.

a. How does this help inform future practices?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes modality-based usage differences and explains how findings inform future access and innovation.	Describes differences with limited future planning.	General modality discussion.	Limited or unclear explanation.	Not addressed.
Comments: Data reflects a need for a hybrid continuation of services.				Score: 5

Section 3: Service Area Performance and Effectiveness

A. Service Area Outcomes Assessment Process

1. <i>What methods are used to assess your service area outcomes (SAOs)? If these are not in place, what do you plan to do in the future to collect this evidence?</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies multiple, appropriate assessment tools (surveys, usage data, service logs, focus groups, KPIs). Provides clear rationale and future plans.	Describes assessment methods with some detail; future plans mentioned.	Basic methods identified but limited explanation.	Minimal mention of assessment methods.	No assessment process described.
Comments: A variety in assessment methods could provide more results for future plans.				Score: 4

2. <i>How are user needs assessed and considered in the development and delivery of programs and services?</i>				
<i>a. What methods does the service area use to remain current with respect to understanding user needs, interests, and experiences?</i> <i>b. What are the sources of information your service area uses to understand current needs?</i> <i>c. How have the needs changed over time?</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly identifies data sources (surveys, IR data, feedback, campus partners). Tracks changes over time and shows deep understanding of evolving needs.	Good description of needs and data sources with moderate depth.	Some sources listed but limited reflection.	Minimal detail on methods or data sources.	Missing or off-topic.
Comments:				Score: 1

3. How does the service area track program/service usage patterns and determine users' satisfaction and dissatisfaction with the service area's performance? If these are not in place, what do you plan to do in the future to collect this data?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Strong description of data collection tools (EAB/PS queries/reports, surveys, analytics, service counts). Clear future plans if gaps exist.	Good description but lacking depth.	Some tools identified but incomplete.	Limited or unclear.	Missing.
Comments: Provides explanation for gaps in tracking service usage and the future plans for user feedback.				Score: 5

4. To what extent does the service area obtain and use comparative/benchmark data to stay current with peers and/or competitors that deliver similar programs and services (both those that are on and off campus)?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses comparative data intentionally to support continuous improvement, competitiveness, and innovation.	Mentions benchmarking with limited application.	General reference to comparative data.	Minimal benchmarking evident.	Not addressed.
Comments: Data is analyzed and future action plans are listed to support continuous improvement and competitiveness.				Score: 5

5. How does the service area monitor compliance with the laws/other regulatory requirements that apply to the service areas program and service responsibilities?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates systematic compliance monitoring aligned with institutional and CCC systemwide requirements and regulations.	Clear compliance practices described.	General compliance mention.	Compliance processes unclear.	Not addressed.
Comments:				Score: 5

B. Service Area Outcomes Assessment

1. What does the data say about the success of service area with respect to the achievement of your service area's outcomes? Identify and describe the data sources.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses multiple data sources and provides specific, meaningful interpretation of SAO success results.	Interprets data with reasonable clarity but less depth.	General interpretations without detail.	Minimal interpretation.	No meaningful data discussion.
Comments:				Score: 5

2. What areas for improvement are suggested by the data?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies strategic, data-informed opportunities for improvement tied to SAOs.	Lists areas for improvement with some analysis.	Basic identification but limited justification.	Minimal detail.	Missing or superficial.
Comments: Areas of improvement are in depth and analyzed well.				Score: 5

3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides detailed examples connecting assessment data to operational changes, resource allocation, workflows, and service improvements.	Clear examples but fewer connections.	General statements without clear examples.	Minimal connection between data and decisions.	No evidence of data-informed decisions.
Comments:				Score: 5

4. How has the assessment of the service area outcomes contributed to your service area's improvements?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly demonstrates how SAO assessment results directly informed service improvements.	Assessment use described with limited examples.	Assessment acknowledged.	Limited use of assessment evident.	Not addressed.
Comments: Due to first program reviewed, it is acknowledged that there is no assessment at this time.				Score: 3

5. How does the service area make needed data and information available to area stakeholders?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes how data is shared (reports, dashboards, meetings) and how stakeholders use it.	Describes data sharing practices.	Basic description of communication.	Vague or incomplete.	No description.
Comments: Describes data sharing practices but lack of explanation on how stakeholders use this data.				Score: 4

Section 4: Previous Three-Year Service Area Program Plan Reflection

A. Service Area Three-Year Reflection

1. What are the primary strengths of the non-instructional area?

a. How have these changed over time?

b. What innovative programs/services/practices has the department instituted that puts it out in front with respect to "best practices" in the field?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, evidence-based strengths tied to outcomes, innovations, staffing, and service excellence. Shows evolution over time.	Describes strengths with some reflection.	General strengths with minimal depth.	Limited or generic strengths.	Missing.
Comments: Strengths and program services are listed with reflection but would like to see more of how it has been evolved over time.				Score: 4

2. Please comment on the progress toward achieving your previous service area goals and SAOs. Discuss what has/is/will happen and the status of each goal and SAO.

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Detailed status updates for each goal/SAO with evidence of progress, partial completion, or obstacles.	Good progress updates but limited detail.	General updates without evidence.	Limited or incomplete updates.	Missing.
Comments: No previous SAO and is acknowledged.				Score: 2

3. Please provide a financial overview of the service area.

a. How are resources allocated to support the mission, goals, and outcomes of the service area?

b. How are budget allocation/reallocation decisions made in your service area?

c. What factors influence the use of service area resources?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly aligns financial resources with mission, outcomes, and describes financial decision making process.	Provides clear overview with limited analysis.	Basic financial description.	Financial discussion unclear.	Not addressed.

Comments:

Financial decisions aligns with student needs and program priorities.

Score:

5

4. Describe resource changes the service area has encountered over the past three years and future anticipated changes.

a. Explain what circumstances prompted these changes.

b. How these changes have/will affect the service area operations and services.

c. How the service area plans to address these changes.

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes past and anticipated changes and explains strategies to sustain services and continuous improvement.	Describes changes clearly.	General description provided.	Limited explanation.	Not addressed.

Comments:

Score:

5

5. How effectively do the service area's current facilities, space, and equipment support area operations?

a. To what extent must these organizational resources change to keep pace with the future needs and expectations of the service area users?

b. What strategies have been adopted or will be adopted to institute these changes?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Evaluates current resources and identifies future needs aligned with student expectations and needs.	Describes adequacy and some future planning.	General description of facilities.	Facilities discussion unclear.	Not addressed.
Comments:				Score: 5

6. How has technology been integrated into the programs, services, and operating functions of the service area?

a. In what ways have technological applications been used to promote innovation, responsiveness, and continuous improvement in the service area?

b. How has the service area kept pace with the development of hardware, software, maintenance, and training support?

c. What are the service area's projected technology needs for the future?

d. What strategies have been adopted or will be adopted to address these needs?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates intentional technology use to support innovation, responsiveness, and continuous improvement, with clear future planning.	Describes technology use clearly.	General technology discussion.	Limited or unclear integration.	Not addressed.
Comments: List of general technology used however, limited discussion around continuous training for new technological programs and what the projected needs are for the future.				Score: 3

7. What major challenges face the service area?				
a. What needs to occur, primarily within existing resources, to successfully make improvements in these areas?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough, realistic challenges aligned with resources, staffing, facilities, or technology. Provides actionable strategies within existing resources.	Lists challenges with some solutions.	Basic challenges listed but limited solutions.	Minimal challenges listed.	None provided.
Comments: The challenge of having a shared budget is shared but no actionable strategies are shared.				Score: 3

8. Where would you like your service area to be three years from now? Dream big while considering any upcoming changes (e.g., new buildings, growth, changes in the services, etc.). Consider the following in your response:				
a. Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.				
b. What long-term impact would you like your service area to have on the College and the community?				
c. What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, ambitious, and strategic vision with alignment to future institutional priorities, partnerships, and community impact.	Strong vision with some alignment.	General aspirations but lacks detail.	Minimal or vague.	Missing.
Comments: No value inputted.				Score: 1

Section 5: Service Area Three-Year Action Plan

A. Service Area Goals, SAOs, Objectives, Action Plans, and Resource Requests

Please review the goals and resources request worksheet. Comment on area goals, SAOs, objectives, action plans, and resource requests.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Goals are strategic, overarching, aligned with the Students First Framework, includes measurable SAOs, objectives, steps, responsible parties, timelines, and assessments. Resource requests tied to goals and SFF.	Clear goals and SAOs with moderate specificity and alignment.	Goals and SAOs listed but lack measurable objectives or alignment.	Minimal goals or unclear action plans.	Missing or incomplete.
Comments: Goals are clear and resource requests are well aligned with the goals. The SAOs are all similar and could be strengthened by tying the goals directly to the students and how it would affect them. The first goal's action steps are identified for Year One but is missing the action steps for Year Two and Three.				Score: 4

Section 6: Service Area Program Review Process Reflection

A. Service Area Program Review Process Reflection

1. What capacity were your service area staff, and/or users involved in the program review process?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly documents broad and collaborative participation by staff and/or users.	Participation described clearly.	General participation noted.	Limited involvement evident.	Not addressed.
Comments: Not addressed.				Score: 1

2. How did you ensure all members of your service area were involved in the outcome assessment discussions, evaluation of area data, and contributed to the area goals, SAO, objectives, and action plan discussions and development?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates inclusive, data-informed engagement in SAOs, goals, and action planning aligned with continuous improvement.	Inclusive process described with limited detail.	General involvement described.	Limited inclusion evident.	Not addressed.
Comments: Not addressed.				Score: 1

Provide your overall program review comments and total score.

Overall comments:

The Transfer Center presented a strong, well-organized analysis of the program's services, effectiveness and alignment with the Students First Framework. It is clear the Transfer Center has had some rough patches regarding staffing that have affected the overall services. However, there are some notable strengths of the program such as the consistent attention to access and transfer success and intentional collaboration with other special programs on campus. Some overall areas of growth is the center needs more explicit use of assessment data in decision-making - especially data that involves student feedback. Overall, the program review reflects a dedicated and student-centered team that aims for continuous improvement.

Total Score:

152

Reviewer Signature: Janise Lim Digitally signed by Janise Lim
Date: 2026.01.19 23:28:50 -08'00'

Date: 1/19/2026



OFFICE OF INSTITUTIONAL EFFECTIVENESS, RESEARCH, PLANNING, AND GRANTS

Student Service Program Review

Program Review: Transfer Center

Reviewer Name: Noemi Rodriguez

Section 1: Service Area Overview

A. Service Area Mission and Alignment

1. Briefly describe how your mission and purpose aligns with the Cerritos College mission and Students First Framework.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a concise, well-articulated explanation of how the mission aligns with the College mission and Students First Framework. Clearly identifies connections to four levers. Demonstrates strong understanding of institutional purpose and goal.	Provides a clear explanation of alignment with the College mission and Students First Framework. Mentions specific levers or strategies but may lack full integration or depth.	Provides a generally accurate description but alignment is broad or superficial. Mentions the College mission or Students First Framework but not both.	Provides minimal mission alignment. Response is vague, unclear, or missing explicit connections to Students First Framework.	Mission alignment is missing, inaccurate, off-topic, or unrelated to institutional goals.
Comments: Demonstrated clear alignment with the College mission and the Students First Framework, effectively addressing levers A5, B2, B5, C2, and C3. Alignment with Institutional Health: Lever 4 is not clearly articulated.				Score: 4

B. Service Area Description

1. Provide a list and a brief description of the services you provide.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a comprehensive, clear, and well-organized list of services with specific descriptions and functions. Demonstrates strong understanding of service scope.	Provides clear services and descriptions with minor omissions or room for elaboration.	Lists services but descriptions lack depth or clarity.	Provides incomplete list or unclear descriptions.	Fails to identify services or provides irrelevant/inaccurate information.
Comments: Provided a comprehensive, well-organized list of more than ten services offered by the Transfer Center, with clear descriptions of each.				Score: 5

2. Describe efforts to promote the availability of your services to current and prospective users.

a. Describe the key methods used to assist users in getting information about your service areas' programs and service offerings (e.g., publicity, outreach, recruitment, etc.).

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes a strategic, coordinated outreach and communication approach using multiple methods (publicity, outreach, recruitment, digital tools, partnerships). Demonstrates effectiveness using data and explains how efforts advance Student First Framework, particularly for targeted populations.	Describes multiple outreach methods clearly and connects them to user awareness and access; limited data or equity analysis.	Lists outreach and communication methods with minimal explanation of effectiveness or alignment to Student First Framework.	Outreach description is vague, incomplete, or lacks clarity.	Minimal or no description of outreach or information-sharing efforts.
Comments: Clearly described multiple outreach methods targeting current and prospective users, with explicit offerings to services provided. Could further elaborate on how these efforts advance the Students First Framework.				Score: 4

3. Does your service area overlap or duplicate any programs or service function with other Student Services or college units?

a. How and why do these services/programs duplicate one another?

b. How do they complement each other?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a thoughtful analysis of overlapping services, explains why duplication exists, how coordination is intentional, and how complementarity improves student experience, efficiency, and Institutional Health.	Identifies overlap and complementarity clearly but lacks depth or evaluation of impact.	Acknowledges overlap with general explanations.	Discussion of overlap is unclear or incomplete.	Does not meaningfully address duplication or coordination.
Comments: Identified five examples of campus programs with overlapping services and explained why duplication exists and how the programs complement each other to support the student experience and Institutional Health.				Score: 5

4. Discuss key, collaborative relationships with academic programs and other student service areas. How do these partnerships:

- a. Advance achievement, learning, or completion.**
- b. Support the service area's mission, goals, and Service Area Outcomes (SAOs).**
- c. Enhance the quality of services and programs provided.**
- d. Create greater operational efficiencies for the service area.**
- e. Identify how your partnerships can or have mitigated equity gaps.**

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes key partnerships and demonstrates how they advance completion, learning, and achievement, support SAOs, enhance service quality, improve efficiency, and mitigate equity gaps using evidence, aligned with Student First Framework.	Describes collaborations and benefits clearly with limited outcome or equity analysis.	Identifies partnerships but provides minimal explanation of impact.	Partnerships are vague or loosely connected to outcomes.	No meaningful discussion of partnerships.
Comments: Described key partnerships with other student service areas, including MESA, Puente, Umoja, EOPS, and General Counseling, and explained how they advance completion, learning, and achievement; support SAOs; enhance service quality; improve efficiency; and mitigate equity gaps using evidence, aligned with the Students First Framework.				Score: 5

C. Service Area Organizational Resources

1. Please describe your service area's organizational and personnel structure. Discuss: a. Reporting relationships. b. Distribution of responsibilities/authority. c. Use of management or work teams. d. Lines of communication (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.).				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough description of staffing structure, roles, communication practices, collaboration, and workflow. Includes clarity on full-time/part-time positions, internal coordination, and optional organizational chart.	Clear description with moderate detail; collaboration or staffing information may be less complete.	Basic description provided but lacks detail or structure.	Limited information, unclear staffing roles, or missing key structural elements.	No meaningful description of personnel or structure.
Comments: Provided a thorough description of the Transfer Center's organizational resources, including staffing structure, roles, communication practices, collaboration, and workflow, with clear distinctions among full-time and part-time counselors, classified staff, and short-term hourly positions, as well as an organizational chart. Could further strengthen the section of use of management or work teams.				Score: 4

2. How does your current staff profile facilitate or impede the service area's ability to fulfill its primary mission and functions? a. If applicable, what strategies has the area adopted to address staffing-related impediments?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a clear analysis of staffing strengths and gaps and how they affect mission fulfillment, and includes strategies used to address impediments.	Describes staffing impacts clearly; limited analysis or strategy evaluation.	General staffing description with minimal analysis.	Staffing discussion is unclear or incomplete.	Staffing impact not meaningfully addressed.
Comments: The Center has only been fully staffed for less than three months. Minimal analysis was provided.				Score: 3

3. Describe any challenges the service area has encountered with respect to the recruitment and retention of qualified staff. What are the implications of these challenges?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes staff recruitment and retention challenges, explains implications for service delivery and aligns discussion to program effectiveness and sustainability.	Describes challenges clearly with limited impact analysis.	General description of challenges.	Challenges are unclear or minimally explained.	Question not adequately addressed.
Comments: Described challenges, including vacancies in three key positions. Further discussion of recruitment and retention issues would strengthen the analysis.				Score: 3

4. How does the service area facilitate appropriate career development and progression for staff?				
a. Describe the service area's professional development resources, activities, and/or opportunities. b. How does this engagement directly reflect on the direction of your service area.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes professional development resources and opportunities and explains how staff growth supports innovation and service quality.	Describes professional development clearly; limited connection to service direction.	Mentions professional development generally.	Limited or unclear discussion of staff development.	Professional development not addressed.
Comments: Described a range of professional development opportunities, including articulation training, conferences, campus-wide professional development, and regional and local meetings, and explained how ongoing staff growth supports innovation and enhances service quality.				Score: 5

5. Please describe the succession planning for your service area. a. What steps are in place? b. How does the service area plan to make changes to services (realignment, reorganization, or other strategies) to ensure continuous improvement in the face of staff turnover, retirement, and attrition?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates proactive succession planning and service realignment strategies that ensure continuous improvement and service area stability.	Succession planning is described but lacks depth or future focus.	General discussion of succession planning.	Minimal planning evident.	Succession planning not addressed.
Comments: The Transfer Center has not previously had a succession plan; however, the outlined goals and steps demonstrate proactive planning to develop a succession plan that supports service realignment, continuous improvement, and service area stability.				Score: 5

6. What assessment methods and measures (either formal or informal) does the service area use to determine staff well-being, satisfaction, and motivation? a. How does the department use the findings from these assessment efforts to improve the work environment?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses formal and/or informal assessment methods and clearly explains how findings inform improvements to the work environment.	Describes assessment methods and some use of findings.	Mentions assessment efforts with limited follow-through.	Assessment practices are unclear or minimal.	No meaningful discussion of staff well-being assessment.
Comments: Encourages informal self-reporting methods and meets weekly with the team to discuss improvements to the work environment.				Score: 5

7. What significant projects, tasks, workgroups, and committee work are the staff of your service area engaged in? a. How does this participation reflect on your service area's plans and integration with the college.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly documents staff involvement in key projects, committees, and workgroups and explains how participation aligns with college planning and Student First Framework priorities.	Describes engagement clearly with limited strategic analysis.	Lists involvement with minimal explanation.	Engagement is unclear or limited.	No meaningful discussion of participation.
Comments: Lists of involvement were provided with minimal explanation. Additional elaboration is needed to demonstrate how this participation aligns with the service area's plans and supports integration with the college.				Score: 3

Section 2: Service Area Trends

A. Service Area User Demographics

1. Whom do you serve? a. Describe your primary and secondary user groups that the service area attracts and serves b. Describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status)				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies primary and secondary users, provides disaggregated demographic data, and explains representativeness.	Describes users and demographics clearly.	General description of users.	User populations are unclear.	Users not adequately described.
Comments: Identified and described the primary and secondary users served by the Transfer Center and shared demographic data to explain representativeness.				Score: 5

2. <i>How do the demographics of your users compare with the college as a whole?</i>				
a. <i>Are the trends within your program in alignment with the broader, collegewide trends?</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses data to compare service users to collegewide demographics and identifies trends.	Provides comparison with limited analysis.	Basic comparison provided.	Comparison is unclear or incomplete.	No comparison provided.
Comments: EAB and IERPG data were used to compare service users to collegewide demographics and to identify trends.				Score: 5

B. Service Area Service Trends

1. <i>Describe the usage trend for your service area in the last three years.</i>				
a. <i>Has it remained steady, increased, or decreased?</i> b. <i>Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth, formally incarcerated, and first-generation status)?</i> c. <i>Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.</i> d. <i>Describe any factors that contributed to any change.</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes multi-year trends, disaggregates by demographics, explains contributing factors, and clearly links findings to equity gap mitigation.	Describes trends clearly with limited equity analysis.	General trend description.	Limited or unclear trend data.	Usage trends not addressed.
Comments: Analyzed multi-year trends (2022–2023, with some missing data; 2023–2024; and 2024–2025), explained contributing factors, but did not include demographic data.				Score: 3

2. Describe your pattern of service. Include:

- a. Standard hours of operations.**
- b. Alternative modes (e.g., online, hybrid, etc.).**
- c. Schedules of delivery (e.g., early morning, evening services, etc.).**
- d. How your services meet the needs of the users.**

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes service patterns and explains how hours, modalities, and scheduling support student needs.	Describes service patterns clearly.	Basic description provided.	Service pattern discussion is unclear.	Not addressed.
Comments: Provides in-person and virtual hours and explains how the hours, modalities, and scheduling provide flexibility to support student needs.				Score: 5

3. What are the differences in service usage based on modality? If you do not offer varying modalities, explain why not.

a. How does this help inform future practices?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes modality-based usage differences and explains how findings inform future access and innovation.	Describes differences with limited future planning.	General modality discussion.	Limited or unclear explanation.	Not addressed.
Comments: Presented EAB data to highlight differences in usage by service modality and shared how these findings guide recommendations for access and innovation.				Score: 5

Section 3: Service Area Performance and Effectiveness

A. Service Area Outcomes Assessment Process

1. What methods are used to assess your service area outcomes (SAOs)? If these are not in place, what do you plan to do in the future to collect this evidence?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies multiple, appropriate assessment tools (surveys, usage data, service logs, focus groups, KPIs). Provides clear rationale and future plans.	Describes assessment methods with some detail; future plans mentioned.	Basic methods identified but limited explanation.	Minimal mention of assessment methods.	No assessment process described.
Comments: Service Area Outcomes (SAOs) for the Transfer Center have not yet been fully established. To address this, the Transfer Center team will analyze the Program Review process to better understand the student populations served. The team will reflect on this data to identify strengths and areas for improvement and to inform recommendations that enhance processes, improve performance, and support student success through the development of meaningful SAOs.				Score: 4

2. How are user needs assessed and considered in the development and delivery of programs and services?				
a. What methods does the service area use to remain current with respect to understanding user needs, interests, and experiences? b. What are the sources of information your service area uses to understand current needs? c. How have the needs changed over time?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly identifies data sources (surveys, IR data, feedback, campus partners). Tracks changes over time and shows deep understanding of evolving needs.	Good description of needs and data sources with moderate depth.	Some sources listed but limited reflection.	Minimal detail on methods or data sources.	Missing or off-topic.
Comments: Missing data.				Score: 1

3. How does the service area track program/service usage patterns and determine users' satisfaction and dissatisfaction with the service area's performance? If these are not in place, what do you plan to do in the future to collect this data?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Strong description of data collection tools (EAB/PS queries/reports, surveys, analytics, service counts). Clear future plans if gaps exist.	Good description but lacking depth.	Some tools identified but incomplete.	Limited or unclear.	Missing.
Comments: The Transfer Center will use a 5-point Likert scale survey to capture patterns and satisfaction following key service touchpoints. As data has not yet been collected, this approach outlines clear future plans for gathering meaningful feedback to inform continuous improvement.				Score: 5

4. To what extent does the service area obtain and use comparative/benchmark data to stay current with peers and/or competitors that deliver similar programs and services (both those that are on and off campus)?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses comparative data intentionally to support continuous improvement, competitiveness, and innovation.	Mentions benchmarking with limited application.	General reference to comparative data.	Minimal benchmarking evident.	Not addressed.
Comments: Utilizes the Transfer Outcomes dashboard to review data that supports continuous improvement, competitiveness, and innovation.				Score: 5

5. How does the service area monitor compliance with the laws/other regulatory requirements that apply to the service areas program and service responsibilities?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates systematic compliance monitoring aligned with institutional and CCC systemwide requirements and regulations.	Clear compliance practices described.	General compliance mention.	Compliance processes unclear.	Not addressed.
Comments: The Transfer Center uses a multi-faceted approach to monitor compliance with laws and regulatory requirements, demonstrating systematic compliance with California Community Colleges (CCC) systemwide requirements and regulations. Needs to include content specifically aligned with Cerritos College policies and procedures.				Score: 4

B. Service Area Outcomes Assessment

1. What does the data say about the success of service area with respect to the achievement of your service area's outcomes? Identify and describe the data sources.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses multiple data sources and provides specific, meaningful interpretation of SAO success results.	Interprets data with reasonable clarity but less depth.	General interpretations without detail.	Minimal interpretation.	No meaningful data discussion.
Comments: General interpretations provided. The Center has developed two SAOs for the next academic year. Need meaningful interpretation of SAO success results.				Score: 3

2. What areas for improvement are suggested by the data?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies strategic, data-informed opportunities for improvement tied to SAOs.	Lists areas for improvement with some analysis.	Basic identification but limited justification.	Minimal detail.	Missing or superficial.
Comments: Seven areas for improvement were identified through analysis. Moving forward, these should be framed as data-informed opportunities directly tied to Service Area Outcomes (SAOs) to guide targeted improvements and enhance student success.				Score: 4

3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides detailed examples connecting assessment data to operational changes, resource allocation, workflows, and service improvements.	Clear examples but fewer connections.	General statements without clear examples.	Minimal connection between data and decisions.	No evidence of data-informed decisions.
Comments: This is the Transfer Center's first standalone Program Review.				Score: 1

4. How has the assessment of the service area outcomes contributed to your service area's improvements?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly demonstrates how SAO assessment results directly informed service improvements.	Assessment use described with limited examples.	Assessment acknowledged.	Limited use of assessment evident.	Not addressed.
Comments: This is the Transfer Center's first standalone Program Review.				Score: 1

5. How does the service area make needed data and information available to area stakeholders?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes how data is shared (reports, dashboards, meetings) and how stakeholders use it.	Describes data sharing practices.	Basic description of communication.	Vague or incomplete.	No description.
Comments: The report lists three ways in which data is shared with stakeholders. Additional information is needed on how data is shared (reports, dashboards, meetings) and how stakeholders utilize this data to inform decisions, guide actions, or support improvements.				Score: 3

Section 4: Previous Three-Year Service Area Program Plan Reflection

A. Service Area Three-Year Reflection

1. What are the primary strengths of the non-instructional area?

a. How have these changed over time?

b. What innovative programs/services/practices has the department instituted that puts it out in front with respect to "best practices" in the field?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, evidence-based strengths tied to outcomes, innovations, staffing, and service excellence. Shows evolution over time.	Describes strengths with some reflection.	General strengths with minimal depth.	Limited or generic strengths.	Missing.
Comments: Provided a list of seven strengths with some reflection; however, additional evidence-based strengths tied to outcomes, innovation, staffing, and service excellence are needed to demonstrate impact and show evolution over time.				Score: 4

2. Please comment on the progress toward achieving your previous service area goals and SAOs. Discuss what has/is/will happen and the status of each goal and SAO.

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Detailed status updates for each goal/SAO with evidence of progress, partial completion, or obstacles.	Good progress updates but limited detail.	General updates without evidence.	Limited or incomplete updates.	Missing.
Comments: This is the Transfer Center's first standalone Program Review, there are no previous SAOs.				Score: 2

3. Please provide a financial overview of the service area.

a. How are resources allocated to support the mission, goals, and outcomes of the service area?

b. How are budget allocation/reallocation decisions made in your service area?

c. What factors influence the use of service area resources?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly aligns financial resources with mission, outcomes, and describes financial decision making process.	Provides clear overview with limited analysis.	Basic financial description.	Financial discussion unclear.	Not addressed.
Comments: The financial overview is well presented; additional detail would strengthen alignment between financial resources, the mission, and outcomes.				Score: 4

4. Describe resource changes the service area has encountered over the past three years and future anticipated changes.

a. Explain what circumstances prompted these changes.

b. How these changes have/will affect the service area operations and services.

c. How the service area plans to address these changes.

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes past and anticipated changes and explains strategies to sustain services and continuous improvement.	Describes changes clearly.	General description provided.	Limited explanation.	Not addressed.
Comments: Resource changes within the service area are described; however, analysis of past changes is missing, while anticipated changes are explained.				Score: 4

5. How effectively do the service area's current facilities, space, and equipment support area operations? a. To what extent must these organizational resources change to keep pace with the future needs and expectations of the service area users? b. What strategies have been adopted or will be adopted to institute these changes?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Evaluates current resources and identifies future needs aligned with student expectations and needs.	Describes adequacy and some future planning.	General description of facilities.	Facilities discussion unclear.	Not addressed.
Comments: We are excited about the future impact on students as the Transfer and Career Centers will be connected in the new Administration–Student Services Building, enhancing collaboration and operational efficiency.				Score: 5

6. How has technology been integrated into the programs, services, and operating functions of the service area? a. In what ways have technological applications been used to promote innovation, responsiveness, and continuous improvement in the service area? b. How has the service area kept pace with the development of hardware, software, maintenance, and training support? c. What are the service area's projected technology needs for the future? d. What strategies have been adopted or will be adopted to address these needs?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates intentional technology use to support innovation, responsiveness, and continuous improvement, with clear future planning.	Describes technology use clearly.	General technology discussion.	Limited or unclear integration.	Not addressed.
Comments: Strong list of technology-supported service delivery methods.				Score: 4

7. What major challenges face the service area?				
a. What needs to occur, primarily within existing resources, to successfully make improvements in these areas?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough, realistic challenges aligned with resources, staffing, facilities, or technology. Provides actionable strategies within existing resources.	Lists challenges with some solutions.	Basic challenges listed but limited solutions.	Minimal challenges listed.	None provided.
Comments: Agree. The Transfer Center needs a dedicated, standalone budget.				Score: 5

8. Where would you like your service area to be three years from now? Dream big while considering any upcoming changes (e.g., new buildings, growth, changes in the services, etc.). Consider the following in your response:				
a. Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.				
b. What long-term impact would you like your service area to have on the College and the community?				
c. What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, ambitious, and strategic vision with alignment to future institutional priorities, partnerships, and community impact.	Strong vision with some alignment.	General aspirations but lacks detail.	Minimal or vague.	Missing.
Comments: Missing.				Score: 1

Section 5: Service Area Three-Year Action Plan

A. Service Area Goals, SAOs, Objectives, Action Plans, and Resource Requests

Please review the goals and resources request worksheet. Comment on area goals, SAOs, objectives, action plans, and resource requests.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Goals are strategic, overarching, aligned with the Students First Framework, includes measurable SAOs, objectives, steps, responsible parties, timelines, and assessments. Resource requests tied to goals and SFF.	Clear goals and SAOs with moderate specificity and alignment.	Goals and SAOs listed but lack measurable objectives or alignment.	Minimal goals or unclear action plans.	Missing or incomplete.
Comments: The goals are clearly stated, though Goals Three and Four overlap. The same Service Area Outcomes (SAOs) are applied to all three goals, while the objectives remain measurable. Action plans are precise, and resource requests are clearly tied to the goals and the Student First Framework (SFF). “#1 Increase awareness of transfer among students at all stages of the transfer porcess #2 Have consistent front desk coverage during hours of operation to schedule couunseling appointments and enter participation attendance into EAB. #3 Incease student participation in transfer center programming such as workshops, fairs, conferences, and college/ univeristy tours #3 Incease student participation in transfer center programming such as workshops, fairs, conferences, and college/ univeristy tours”				Score: 4

Section 6: Service Area Program Review Process Reflection

A. Service Area Program Review Process Reflection

1. What capacity were your service area staff, and/or users involved in the program review process?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly documents broad and collaborative participation by staff and/or users.	Participation described clearly.	General participation noted.	Limited involvement evident.	Not addressed.
Comments: Not addressed.				Score: 1

2. How did you ensure all members of your service area were involved in the outcome assessment discussions, evaluation of area data, and contributed to the area goals, SAO, objectives, and action plan discussions and development?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates inclusive, data-informed engagement in SAOs, goals, and action planning aligned with continuous improvement.	Inclusive process described with limited detail.	General involvement described.	Limited inclusion evident.	Not addressed.
Comments: Not addressed.				Score: 1

Provide your overall program review comments and total score. Overall comments: This is the Transfer Center's first standalone participation in the Program Review process. The report presented was outstanding, effectively showcasing the wide range of services the Transfer Center provides and clearly aligning with the Student First Framework. Congratulations to the team for their exceptional work on their first Program Review!		Total Score: 140
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Total Score:
140

140

Reviewer Signature: NOEMI RODRIGUEZ

Noemi Rodriguez

Date: 10/1/2020

10/1/2026

Program Review Planning Form

Program/Department Name: Transfer Center

Division Name: Counseling Services

Program Review Cycle: 2025-2026

Review Period: 2022-2023, 2023-2024,

This form serves as formal acknowledgment that the above-named program/department/division is undergoing a Program Review in accordance with institutional policies and timelines. Program Review is a collaborative process aimed at continuous improvement, accountability, and strategic development.

Program Review Team Members

Please list the names and titles of all individuals actively participating in the Program Review process (e.g., staff, coordinators, or other contributors):

Division Dean Information

Name: _____

Email: _____

Department/Program Manager Information

Name: _____

Email: _____

Program Review Collaborators:

<u>Name</u>	<u>Title/Role</u>	<u>Email Address</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Important Due Dates

Planning Form: 09/12/2025

Review Committee Form: 10/01/2025

Program Review Draft: 11/21/2025

Reviewer Feedback: 12/12/2025

Final Plan: 01/09/2026



Acknowledgement

By signing below, I acknowledge the following:

- I am aware that the program/department/division is currently undergoing Program Review as scheduled for the 2025-2026 cycle.
- I understand the expectations and responsibilities of the program/department/division throughout the review process, including submission of the self-study and timely communication with the review committee and IERPG.
- I have received and reviewed the guidelines, timelines, and required documentation for the Program Review process as provided by Office of Institutional Effectiveness, Research, Planning, and Grants.
- I agree to work collaboratively with faculty, staff, and administrators to ensure a thorough and reflective review process.

Program/Department Manager:

Name: Nelly Alvarado Signature:  Date: 9/10/25

Division Dean/VP:

Name: Eliza Hoyos Vences Signature:  Date: 9/25/25

Dean, Institutional Effectiveness, Research, Planning, and Grants:

Name: _____ Signature:  Date: _____
Amber Hiroch (Oct 3, 2025 12:27:01 PDT)

Signature: 

Email: ehoyosve@cerritos.edu

Signature: 
Amber Hiroch (Oct 3, 2025 12:27:01 PDT)

Email: ahroch@cerritos.edu