EL CAMINO COLLEGE COMPTON CENTER
ADMISSIONS, RECORDS, AND REGISTRATION
PROGRAM REVIEW
FALL 2011

Program Description

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

Mission Statement

The Admissions and Records Office at El Camino College Compton Center assists students in applying for admissions, registering for classes, and applying for graduation. The office gathers and maintains student records accumulated during a student's attendance and provides access to those records to students, staff, and the public.

The Admissions and Records Office at El Camino College Compton Center (A&R office) is divided into two units, Admissions and Records. The A&R office oversees registration of students. The functions performed by the A&R office include (functions performed on its behalf at the main campus are denoted by ECC):

Admissions

a. 320 Report/Other State Reports (ECC)
b. Academic Calendar (ECC)
c. Athletic Eligibility Report
d. Attendance Accounting
e. Daily Error Report and Other Error Reports (ECC & COM)
f. International Students (ECC & COM)
g. Late Add Petitions
h. Overload Petitions
i. Prerequisite Challenge Petitions
j. Repeat Petitions
k. Residency Petitions
l. Student Demographic Changes
m. Veteran Certifications (ECC)
n. Website Maintenance

Records

a. Academic Renewal (ECC)
b. Access to Records
c. Add Codes and Rosters (ECC)
d. Compton College Transcript
e. Credit by Exam (ECC)
f. Degree Evaluations (ECC)
g. El Camino College Transcript (ECC)
h. Faculty Drops
i. Faculty Reinstatements
j. General Student Petitions
k. Grade Changes
l. Grade Submission
m. Imaging of Records
n. Section and Level Transfers

o. Substitution of Courses (ECC)
p. Transcripts from Other Institutions
q. Transfer Certifications (ECC)
r. Verifications Requests

Registration

a. Assistance with Registration (in person, telephone)
b. Downloading Online Applications (ECC)
c. Emails to New/Returning Students (ECC)
d. High School Registration
e. Offsite Programs Registration
f. Online Application
g. Online Registration
h. Registration Appointments (ECC)
i. Student Adds and Drops

The A&R office also maintains and provides access to records of the former Compton Community College. On behalf of the Compton Community College District, the A&R office issues transcripts, performs verifications, issues duplicate degrees, and maintains 80 years of student records.

The A&R office touches every single student on their way into the college (admission and enrollment), during their enrollment at the college (grades and verifications) and after they leave the college (graduation and transcripts) ensuring the student's success by providing them with the framework and tools needed to accomplish their scholastic goals (Mission Statement).

By offering many services online, in addition to in person services, and by providing student with ways to review and challenge their student records, the A&R office enhances student learning using a variety of service methods (Strategic Initiative A). The office engages in an ongoing process of improving services to promote student success through participation in committees across the campus and through the adoption of new processes such as online registration with faculty permission and online transcript request (Strategic Initiative B).

In addition to touching every single student, the A&R office touches every single faculty on campus through grade submission and attendance accounting. The A&R office also collaborates on a daily basis with many departments on campus. Departments with daily interaction with the A&R office include Counseling, Academic Affairs, Academic Divisions, Outreach, and Bursar's (Strategic Initiative C). The A&R office interacts with many other departments such as Athletics and DSPS on a less frequent basis (Strategic Initiative C). Representatives of A&R participate in many collegial consultative committees on campus, including Budget and Planning, Graduation, Enrollment Management, and New Student Welcome Day (Strategic Initiative C).

The A&R office also provides information to outside entities such as enrollment verifications for employers or housing agencies and transcripts for other colleges and universities in order to help current and former students receive benefits, seek employment, or pursue further education (Strategic Initiative D).

For the past three major terms, the A&R office conducted a registration survey to evaluate the office SLO, measure student satisfaction, and further understand student demographics (Strategic Initiative E). A&R staff participate in office meetings, development of program plans, SLO assessment, and development of program review (Strategic Initiative E).

Over the past four years, through the help of the ITS department, the A&R office dramatically increased online services to students. Those online services now offered or greatly expanded include online application, online grade submission, online registration, online transcript request, online printing of unofficial transcripts, online address change, online information request, automatic application download, imaging of incoming transcripts, imaging of applications, etc. (Strategic Initiative F). Since the last program review, eight new computer stations in the lobby of the A&R office provide students with access to online services (Strategic Initiative F). During peak registration in the Student Lounge, the number of computer stations for student registration doubled (Strategic Initiative F).

Improving services to students as well as promoting sustainable, environmentally sensitive practices, the A&R rolled out an online transcript solution for El Camino College and is presently working on an online transcript solution for Compton College (Strategic Initiative G). By dramatically increasing the use of the student imaging system (Hershey), staff across the campus gained greater access to records without the unnecessary printing or photocopying of records (Strategic Initiative G). Increasing the online services available to students decreased the number of manual processes performed by staff, leading to a decline in the number of paper transactions (Strategic Initiative G).

2. Describe the student population served by the program using available data.

The A&R office serves every single student at the beginning of their college experience, throughout their college experience, at the conclusion of their college experience, and after their college experience. As a result of large enrollment growth since the Compton Center began operating in Fall 2006, the A&R office has dramatically increased the number of students it serves. Increases in FTES reported since the establishment of the Compton Center reflects the increase in student population (See Table 1).

Table 1. Annual FTES Reported by El Camino College Compton Center

2006-2007	**2007-2008**	**2008-2009***	**2009-2010***	**2010-2011**
2,850	3,557	5,232	5,538	7,187

*The center borrowed 452.09 Credit Resident FTES from Summer 2009 and reported on the amount in 2008-2009. The amount was paid back in 2009-2010.

For most students, their first contact with the A&R office is through the submission of an application. Until the Fall 2009 term, students could apply in person or online at the Compton Center. Since the Fall 2009 term, all students are required to apply online with the exception of DSPS students, who may submit a paper application. As a result of this policy change and the dramatic growth in enrollment, the number of online applications increased dramatically since 2006 (See Table 2).

Table 2. Online Applications Submitted to El Camino College Compton Center

Year	Online Applications
2006	1,510
2007	3,540
2008	4,250
2009	11,478
2010	18,647
2011*	16,558

*Through 11/30/11.

Starting in 2009, the A&R office began to use Excel databases and later Access databases to track student processes such as student petitions and residency reclassification petitions. The databases improved the gathering of metric information and provide insight into the number of students served by the A&R office. For example, thanks to the Access database for concurrent enrollment students staff know that in 2010 a total of 2,421 k-12 students submitted a concurrent enrollment form to the A&R office and in 2011 a total of 2,145 k-12 students submitted a concurrent enrollment form to the A&R office (See Table 3).

Table 3. Concurrent Enrollment Forms Processes per Academic Term

		Decision		
		processed	not processed	Grand Total
Year	Term	Count	Count	Count
2010	Winter	1		1
	Spring	535	97	632
	Summer	564	43	607
	Fall	1060	121	1181
	Total	2160	261	2421
2011	Winter	54	20	74
	Spring	868	199	1067
	Summer	490	69	559
	Fall	369	76	445
	Total	1781	364	2145
2012	Winter	2	3	5
	Spring	3		3
	Total	5	3	8
Grand Total		3946	628	4574

The A&R Student Petitions Committee, which includes representatives from faculty and the Bursar's office in addition to A&R personnel, has processed 835 student petitions since it was first convened in December 2008 (See Table 4).

When rolling out the Access databases, the A&R office did not enter data for prior terms. Instead the different databases track information as of their roll out date. Table 5 shows the number of late add petitions that were processed per term beginning January 2010. Table 6 shows the number of residency petitions processed per term beginning January 2010. Table 7 shows the number of excessive repeat petitions, for instances where students took the same class more than twice and did not pass, per term beginning Summer 2010. Table 8 shows the number of grade change petitions processed per month starting January 2010. Table 9 shows the number of Compton Community College transcripts that were processed by the A&R office per month beginning January 2010. Lastly, Table 10 shows the number of verification requests submitted by month starting January 2010.

Some services provided to students are not tracked in Access databases. They include phone calls, location code changes, major changes, name changes, address changes, registration assistance, etc. However, the major services that involve submission of documentation are tracked through Access databases and help to quantify the amount of contact the A&R office has with students.

Table 4. A&R General Student Petitions Processed by Month

	Action									
	Approved		Partially Approved		Denied		No Action		Grand Total	
Months	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
2008 December	6	66.67%			3	33.33%			9	100.00%
2009 January							1	100.00%	1	100.00%
2009 February	24	68.57%			11	31.43%			35	100.00%
2009 March	15	83.33%					3	16.67%	18	100.00%
2009 April	2	40.00%			2	40.00%	1	20.00%	5	100.00%
2009 May	5	45.45%			1	9.09%	5	45.45%	11	100.00%
2009 June	5	71.43%			1	14.29%	1	14.29%	7	100.00%
2009 July	9	90.00%					1	10.00%	10	100.00%
2009 August	12	60.00%			1	5.00%	7	35.00%	20	100.00%
2009 September	53	74.65%			6	8.45%	12	16.90%	71	100.00%
2009 October	5	62.50%			1	12.50%	2	25.00%	8	100.00%
2009 November	8	53.33%			3	20.00%	4	26.67%	15	100.00%
2009 December	19	90.48%			1	4.76%	1	4.76%	21	100.00%
2010 January	38	54.29%	9	12.86%	6	8.57%	17	24.29%	70	100.00%
2010 February	13	56.52%	4	17.39%	1	4.35%	5	21.74%	23	100.00%
2010 March	17	68.00%	6	24.00%			2	8.00%	25	100.00%
2010 April	5	38.46%	2	15.38%	4	30.77%	2	15.38%	13	100.00%
2010 May	34	69.39%	6	12.24%	6	12.24%	3	6.12%	49	100.00%
2010 June	4	50.00%			2	25.00%	2	25.00%	8	100.00%
2010 July	4	80.00%			1	20.00%			5	100.00%
2010 August	3	75.00%					1	25.00%	4	100.00%
2010 September	5	38.46%	2	15.38%	3	23.08%	3	23.08%	13	100.00%
2010 October	26	66.67%	3	7.69%	7	17.95%	3	7.69%	39	100.00%
2010 November	29	70.73%	2	4.88%	7	17.07%	3	7.32%	41	100.00%
2011 January	1	50.00%			1	50.00%			2	100.00%
2011 February	7	77.78%			2	22.22%			9	100.00%
2011 March	66	74.16%	6	6.74%	7	7.87%	10	11.24%	89	100.00%
2011 April	24	66.67%	1	2.78%	8	22.22%	3	8.33%	36	100.00%
2011 May	2	33.33%			4	66.67%			6	100.00%
2011 June	48	67.61%	10	14.08%	13	18.31%			71	100.00%
2011 July	21	72.41%	1	3.45%	7	24.14%			29	100.00%
2011 August	8	66.67%	2	16.67%	1	8.33%	1	8.33%	12	100.00%
2011 September	21	80.77%			5	19.23%			26	100.00%
2011 October	8	72.73%	1	9.09%	1	9.09%	1	9.09%	11	100.00%
2011 November	16	69.57%			6	26.09%	1	4.35%	23	100.00%
Grand Total	563	67.43%	55	6.59%	122	14.61%	95	11.38%	835	100.00%

Table 5. Late Add Petitions by Term

		Action					
		Approved		Denied		Grand Total	
Term	Year	Count	Percent	Count	Percent	Count	Percent
Winter	2010	7	70.29%	3	29.71%	10	100.00%
	2011	45	65.48%	26	34.52%	71	100.00%
	Total	52	66.07%	29	33.93%	81	100.00%
Spring	2009	4	100.00%			4	100.00%
	2010	532	76.02%	162	23.98%	694	100.00%
	2011	149	55.81%	117	44.19%	266	100.00%
	Total	685	70.18%	279	29.82%	964	100.00%
Summer	2009	7	27.27%	18	72.73%	25	100.00%
	2010	224	71.23%	92	28.77%	316	100.00%
	2011	89	71.70%	36	28.30%	125	100.00%
	Total	320	69.27%	146	30.73%	466	100.00%
Fall	2008	1	50.00%	1	50.00%	2	100.00%
	2009	6	17.00%	31	83.00%	37	100.00%
	2010	124	50.64%	121	49.36%	245	100.00%
	2011	92	46.75%	92	53.25%	184	100.00%
	Total	223	46.61%	245	53.39%	468	100.00%
Grand Total		1280	64.08%	699	35.92%	1979	100.00%

Table 6. Residency Reclassification Petitions by Term

	Decision							
	approved		denied		placed on hold		Grand Total	
Term	Count	Percent	Count	Percent	Count	Percent	Count	Percent
2010/WI	34	83.96%	4	11.07%	2	4.97%	40	100.00%
2010/sp	115	91.52%	9	7.71%	1	0.77%	125	100.00%
2010/SU	150	89.26%	12	7.05%	6	3.69%	168	100.00%
2010/FA	187	86.31%	24	12.14%	3	1.55%	214	100.00%
2011/wi	46	85.97%	5	10.25%	2	3.78%	53	100.00%
2011/sp	115	85.29%	12	8.89%	8	5.82%	135	100.00%
2011/su	114	92.62%	8	6.57%	1	0.81%	123	100.00%
2011/fa	135	89.36%	15	9.99%	1	0.65%	151	100.00%
2012/wi	1	100.00%					1	100.00%
2012/sp	1	100.00%					1	100.00%
Grand Total	898	88.51%	89	9.12%	24	2.37%	1011	100.00%

Table 7. Excessive Repeat Petitions by Term

		Decision					
		Processed		not processed		Grand Total	
Year	Term	Count	Percent	Count	Percent	Count	Percent
2010	Summer	1	50.00%	1	50.00%	2	100.00%
	Fall	34	77.27%	10	22.73%	44	100.00%
	Total	35	76.09%	11	23.91%	46	100.00%
2011	Winter	3	50.00%	3	50.00%	6	100.00%
	Spring	24	72.73%	9	27.27%	33	100.00%
	Summer	15	88.24%	2	11.76%	17	100.00%
	Fall	27	79.41%	7	20.59%	34	100.00%
	Total	69	76.67%	21	23.33%	90	100.00%
Grand Total		104	76.47%	32	23.53%	136	100.00%

Table 8. Grade Change Petitions Processed by Month

	Action			
	approved	denied	in progress	Grand Total
Months	Count	Count	Count	Count
2010-February	23			23
2010-March	49	2	1	52
2010-April	1		2	3
2010-May	1			1
2010-June	2		2	4
2010-July	2		4	6
2010-August	18		12	30
2010-September	25	7	50	82
2010-October	31	3	20	54
2010-November	8	2	12	22
2010-December	26		11	37
2011-January	101	5	30	136
2011-February	24	4	37	65
2011-March	40	11	16	67
2011-April	151	10	13	174
2011-May	102	11	14	127
2011-June	46	8	15	69
2011-July	86	16	19	121
2011-August	116	8	25	149
2011-September	33	5	7	45
2011-October	6		6	12
2011-November			3	3
Grand Total	891	92	299	1282

Table 9. Compton College Transcript Requests by Month

	Pick Up/Mail		
	Mail	pick up	Grand Total
Months	Count	Count	Count
2010 January	101	26	127
2010 February	231	141	372
2010 March	335	87	422
2010 April	195	38	233
2010 May	153	62	215
2010 June	152	60	212
2010 July	241	75	316
2010 August	214	76	290
2010 September	202	84	286
2010 October	85	33	118
2010 November	149	42	191
2010 December	107	34	141
2011 January	162	43	205
2011 February	137	34	171
2011 March	208	73	281
2011 April	87	51	138
2011 May	157	56	213
2011 June	180	41	221
2011 July	123	67	190
2011 August	255	101	356
2011 September	178	50	228
2011 October	192	67	259
2011 November	39	14	53
Grand Total	3883	1355	5238

Table 10. Verifications Requests by Month

	Handled						
	email	fax	mail	Other	phone	pick up	Grand Total
Months	Count	Count	Count	Count	Count	Count	Count
2010 - January						2	2
2010 - March						1	1
2010 - May		7				21	28
2010 - June	1	5	4			56	66
2010 - July		6	4			70	80
2010 - August		1	2			15	18
2010 - September		10	15			180	205
2010 - October		19	5	1		77	102
2010 - November	1	24	21			33	79
2010 - December		10				27	37
2011 - January	2	12	6		4	45	69
2011 - February		18	11		1	87	117
2011 - March		10	7		2	117	136
2011 - April		7	2			45	54
2011 - May		10	2		7	38	57
2011 - June		19	1		1	45	66
2011 - July			6			31	37
2011 - August		15	2			24	41
2011 - September		5	15			153	173
2011 - October		20	3		2	56	81
2011 - November		2	3		2	12	19
Grand Total	4	200	109	1	19	1135	1468

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

   Students participate in many activities that involve the A&R office. Each activity or process requires that student properly submit forms and documentation. Each process teaches the student why they must undergo the process, how a determination is made, and, where appropriate, how to change their behavior to lead to positive future results. The processes underscore important aspects of enrollment at the College and aid the student in achieving their educational goal. Even when their petition is denied, students learn from the experience to prepare them for future interactions with the A&R office, other campus offices, and other colleges and universities.

   After submitting an application, students typically move on to assessment and/or counseling before registering using the tools provided by the A&R office. For the past three major terms, the A&R office conducted a survey to evaluate the A&R office SLO. The SLO asks whether students became more self sufficient by using the online registration services. Survey data shows that students that learn to use the student portal (MyECC) became more self sufficient.

   Although most students register online, some students have additional contacts with the A&R office to complete their registration. For example, k-12 students need to submit concurrent enrollment forms, out of state students may petition for reclassification of residency or granting of AB-540 exemption, veteran

students may petition for certification, offsite programs may submit registration information for their students, and some student may submit late add petitions.

Looking at residency reclassification as an example, students are classified as out of state based on their online admissions application responses. Students wishing to change that classification would need to submit a reclassification petition along with supporting documentation. Students that question the original classification learn about the criteria used to make that determination. Students that submit a reclassification petition learn about what constitutes proper documentation to establish residency. Students also learn about the importance of deadlines, checking their email, and reviewing their academic record. Students that fail to submit the residency petition during the term they are petitioning for must also file a general student petition and wait for the A&R Student Petitions Committee to review their petition, which may be denied for timeliness. Students that undergo those additional requirements learn how to avoid future problems by staying on top of their school correspondence.

After registration and throughout their enrollment, students continue to have contact with the A&R office. Those contacts include submitting requests for verification of enrollment, requests for grade change, and request for major change.

Before students graduate, students must submit intent to graduate petitions to the A&R office that are then evaluated at the Admission and Records office at the Torrance campus (ECC). Students using courses taken at other colleges to complete their graduation requirements request official transcripts from other colleges to be sent to the A&R office. The A&R office scans all incoming transcripts and makes them available to counselors and evaluators. Evaluation is typically the last major A&R office activity engaged by enrolled students and ranks among the most important in terms of achieving their educational goals.

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

Since the last program review, the A&R office has had an incredible run of achievements. The most important achievements include:

a. With the help of the ITS office, the A&R office rolled out new online services for students, including improvements to online registration, implementation of add codes for students to register with faculty permission, new portal tools like address changes, and new online transcript request for the El Camino College transcript. These new online services strengthen quality support service and promote student success (Strategic Initiative B). By increasing convenience and decreasing the need to physically go to the A&R office, these online services improved technology support to meet the needs of students (Strategic Initiative F). In addition, online paperless processes promote sustainable, environmentally sensitive practices (Strategic Initiative G).
b. Policy changes increased productivity and reduced staff errors. For example, making the online application mandatory reduced staff work and reduced clerical errors, especially after the automation of the application download process. The automation and reduction in error improved the needs of staff by increasing processing speed and reducing errors (Strategic Initiative F). Making all students apply online reduced the number of paper applications processed by the office (Strategic Initiative G). Requiring faculty to submit the no-show report online and strictly monitoring their compliance also improved productivity. This last policy change resulted in fewer students submitting grade change petitions and general student petitions in which they claimed nonattendance, thus making the office more efficient and more sustainable (Strategic Initiative G).
c. The rollout of a new website content management system resulted in significant changes to the A&R website. Almost all A&R pages have been rewritten and many forms hereto unavailable were posted to the website. These technology improvements allowed for the office to better meet the needs of the students by providing them with access to more information (Strategic Initiative F).

d. Although the office lost one full-time supervisor through retirement, a position that has not been filled, the office hired two new full-time classified employees, the first in almost a decade. The new staff have been instrumental in improving the productivity and organization of the office. Hiring the two new employees allowed for reassignment of tasks to better serve the needs of students (Strategic Initiative B). Gaining the two positions was the result of careful planning and tracking of the needs of the office and demonstrating the need through the use of data (Strategic Initiative E).
e. The A&R office significantly improved organization of records. At the time of the last program review, it was common for documents to be misplaced and for students to be asked to submit their requests again. Now every petition or form is properly filed and an increasing number of documents have been scanned. Records are seldom lost and, more often than not, there is no need to retrieve documents as a result of the implementation of databases. Improving the filing process was the result of careful planning and allocation of staff resources that took close to three years to achieve (Strategic Initiative E).
f. In 2008, seven new computer stations made their debut in the A&R office lobby. The computer stations allow students to access the online resources to help them fulfill their academic goals (Strategic Initiative F).
g. Every major process has undergone significant improvement as a result of the use of Access databases. Currently there are databases for General Student Petitions, Concurrent Enrollment, Residency Reclassification, Compton College Transcript, Late Add Petitions, Excessive Repeat Petitions, Intent Petitions, Grade Change Requests, Multiple IDs and Verifications. Each database tracks a form through the review process, documents the result, generates metrics reports and other statistical reports, is used to assess student success, and is used to communicate with student via email merge or mail merge (Strategic Initiative F and Strategic Initiative G). The databases helped organize the work of employees, facilitated the review of each process to evaluate changes, and made each process standard in that all employees had to gather and enter the same information. The databases also improved review of employees work. The mail and email merge features fulfilled the needs of students to receive information about their petitions or requests (Strategic Initiative F).
h. Internal processes improved as a result of imaging. Prior to imaging and emailing transcript requests to the Torrance A&R office, transcript requests would be sent via JET mail, resulting in delays of two or three days. Using technology already available addressed the needs of students to have their transcript requests processed as quickly as possible (Strategic Initiative F). Increased use of imaging, including imaging all incoming transcripts and paper applications of prior terms increased access to student records across campus, reducing the amount of paper copies and trips to A&R office by outside staff (Strategic Initiative G).
i. The A&R Office increased collaboration with other departments. A&R staff assists EOPS, Outreach, and CTE departments in registering their program students (Strategic Initiative C). The establishment of registration subcommittee of enrollment management led to increase communication with other constituent groups including Financial Aid and Counseling (Strategic Initiative C). The A&R office also worked with the Academic Affairs office to improve processes that lead to greater student success (Strategic Initiative C).
j. Creation of a registration manual as a reference and training tool strengthen services to students by reducing staff errors and improving the content knowledge of staff (Strategic Initiative B).

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

Although some program review recommendation from 2008 have been implemented, including adding lobby computers for students, some recommendations were not implemented primarily due to budget constraints. Recommendations not implemented include:

- Prior Recommendation: Imaging old transcripts going back to 1969 that are missing from current image database going back to 1934. Reason: Lack of financial resources to pay for staff to review all paper/image records. This request continues to appear in each annual plan. Impact: Requests for records missing from the image database consume an inordinate amount of time and staff resources.
- Prior Recommendation: Hire Record Evaluator Special for graduation, certificates, and GE certification. Reason: Lack of financial resources to hire evaluator. This request continues to appear in each annual plan. Impact: All evaluations take place at the Torrance campus and students and staff lack personal access to an evaluator.
- Prior Recommendation: Remodel Records area for work stations, work flow and optimize area for staff and storage. Reason: Lack of financial resources to throw out old furniture, replace carpet, purchase new cubicles, and purchase new storage units. This request continues to appear in each annual plan. Impact: The A&R office continues to be very noisy, and the space for staff inadequate to conduct their business. The carpet is disgusting and warped and people have tripped on it. Staff morale is affected as a result of the poor working conditions.
- Prior Recommendation: Purchase new computer equipment and replace old units for next generation of CPUs, monitors, ergonomically correct keyboards, and printers. Reason: Lack of financial resources to purchase new computer equipment. Only broken down equipment has been replaced. Most equipment is reaching seven years of age. This request continues to appear in each annual plan. Impact: Slowly deteriorating equipment has led to decreasing computer speeds and less reliability. Luckily no catastrophic loss of information has occurred.
- Prior Recommendation: Increase the days worked by Registration Clerks to 170 days from 120 days. Reason: Lack of financial resources in the A&R budget and lack of will by the college to pay PERS retirement for all part-time staff across the campus. Impact: Limiting use of part-time staff to 120 days results in hiring more people than otherwise needed, requiring additional training, and less consistency.

Student Learning Outcomes (SLO)

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

Three years ago, all full-time employees attended a session on writing an SLO statement. During that session A&R staff came up with a new SLO statement and agreed to do a survey to evaluate the SLO statement during Spring registration. The survey questions were shared with the Enrollment Management Committee and with Dean of Student Services as well as with the directors of Financial Aid and Outreach. Evaluation of the results took place during an A&R staff meeting. That process has been repeated twice (See Exhibit A). A third evaluation of the current SLO statement is scheduled for Spring 2012. Upon completion of the 2011-2012 evaluation cycle, the A&R staff will consider changing the SLO statement or perhaps adding a second statement.

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

Although changes to the assessment instrument, the registration survey, have been made in each of the last three years, the primary SLO questions have undergone little change. The survey is made available online a week prior to the start of the Spring term until three weeks after the start of the Spring term. A link to the survey appears in the registration computers in the A&R lobby and in the Student Lounge, and all registered students are sent three emails requesting completion of the survey with a link to the survey. Institutional Research sends the survey results to the A&R office for review, evaluation, and distribution.

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

The SLO assessment instrument, the registration survey, provides important information about students. The survey responses suggest that most students are computer savvy and able to navigate the student information system and use many of its multiple functions. The surveys, however, have identified an alarming lack of internet access. In the Spring 2011 survey, 20% of respondents indicated that they did not have internet access at home, 40% of respondents registered for classes only on campus, and only 28% of respondents indicated that they had a smart phone with internet capability, though that last number rose sharply in the Fall 2011 survey (See Exhibit B). Because so many services have migrated online, the A&R office and the college must continue to invest heavily in providing internet access and computer training so that lack of internet or computer access does not hinder their college experience.

Despite the lack of internet access, the responses suggest a high level of self-sufficiency and mastery of the online registration system. In the Spring 2011 survey, 95% of respondents registered for classes online, 80% of checked their college email, 86% completed an educational plan, and 33% completed an online orientation. Fourteen of the seventeen standards used to measure self sufficiency were met. The survey recorded high satisfaction with online services and increased self sufficiency among students. Therefore the A&R office and the college should continue to invest in making more services available online while continuing to provide one-on-one training for students and developing new tutorials and other types of aids.

Program Improvement

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

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

    a. Registration in the student lounge, a combined effort with the Outreach and Counseling departments, provides students with a one stop location for registration services. The lounge is staffed primarily by student workers and part-time staff that undergo training by various campus departments.
    b. With the help of the ITS department, the A&R office has rolled out new online services for students, including improvements in online registration, implementation of add codes for students to register with faculty permission, new portal tools like address changes, and new online transcript request for the El Camino College transcript.
    c. Also with the help of the ITS department, the automation of the online application download process has decreased the time between submission of an online application by students, download of application by staff, and emailing of the student ID to students. Students cannot proceed with matriculation until they have received their student ID.
    d. Improvement in faculty submission rates for the online no-show report and the active enrollment report resulted in fewer students needing to submit grade change petitions and general student petitions in which they claimed nonattendance.
    e. The rollout of a new website content management system resulted in significant changes to the A&R website. Almost all A&R pages have been rewritten and many forms hereto unavailable were posted to the website.
    f. In 2008, seven new registration computer stations made their debut in the A&R lobby for student use.
    g. Creation of databases to manage student processes has lead to faster processing of petitions, improved process management, and improved communication with students.
    h. Imaging and emailing of transcript requests to the Torrance A&R office decreased processing time.
    i. A&R staff assists EOPS, Outreach, and CTE departments in registering their program students.
    j. New student manuals for registration, use of smart phone applications, etc., have been posted to the website.

k. Creation of a registration manual and revisions to the manual help train staff on less familiar process and help standardize various processes.

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

Almost all metrics data is gathered through the use of new Access databases that help keep track of most major A&R processes (See Tables 1 to 10). The A&R office uses metrics data to determine work volume and peak periods, and accordingly allocate staff and other resources to manage work during the academic year. For example, Table 10 shows that verifications peak in January, February, September, and October. Table 9 shows how many Compton College transcripts are printed on a monthly basis. Past number of transcripts printed is used to approximate the amount of transcript paper to order.

Metrics data is also used to evaluate program characteristics and to keep track of individual petitions or processes. For example, Table 10 shows the number of verifications mailed, picked up, emailed, or processed over the phone. Table 8 shows the number of grade changes currently in process, allowing the staff to go back and inquire about those petitions.

Metrics data is shared with Academic Affairs and Student Services to inform policy changes. For example, late add metrics data (See Table 5) was used in evaluating and implementing changes to the late add petition process that resulted in significant declines in the number of petitions processed in subsequent terms. Academic Deans receive a list of faculty with the highest number of late adds processed so that they may work with those faculty to make sure their students register on time.

Data on late adds and excessive repeats, originally gathered for metrics purposes, was used in a joint study between A&R and Academic Affairs that found that late added students and students submitting excessive repeat petitions performed better than their counterparts as a result of the intervention provided in the process.

3. If applicable, explain any patterns in student success, retention, and persistence in terms of student characteristics and program objectives and discuss planned responses or changes.

The A&R office is not a traditional program that provides services to improve retention or persistence rates. However, some contact with the A&R office involves interactions that affect student success. Some metrics data indicate that approved late add petitioners and excessive repeat petitioners (See Table 11) are more successful than their peers as a result of the petition submission process and the accompanied intervention. These processes tend to suggest that students that submit petitions to A&R benefit from the petition process.

The online application and registration process teaches some students about computers and internet navigation. Survey results show that online tools make students more self sufficient and puts them in charge of their education (See Exhibits A and B).

The A&R office provides many services that indirectly aid students' academic success. For example, students that submit verification requests may do so to receive child care or housing assistance that would otherwise prevent them from being able to attend college. Many students submit transcripts from other institutions so that they could be properly assessed by counselors. Most students submit general student petitions to correct errors in their academic record.

Table 11. Excessive Repeat Petitioners Final Grade Separated by Students that Submitted Plan for Success

	Plan for Success					
	TRUE		FALSE		Grand Total	
Final Grade	Count	Percent	Count	Percent	Count	Percent
A	1	11.11%	11	16.67%	12	16.00%
B	3	33.33%	17	25.76%	20	26.67%
C	3	33.33%	14	21.21%	17	22.67%
Pass			4	6.06%	4	5.33%
D	1	11.11%	6	9.09%	7	9.33%
F			4	6.06%	4	5.33%
W	1	11.11%	10	15.15%	11	14.67%
Grand Total	9	100.00%	66	100.00%	75	100.00%

Program Environment

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

The A&R office is housed in the Administration building and consists of a large open office attached to a small vault and similarly small sized kitchen. The Director's office is next door in the Dean of Student Services suite. A small counter with three computers faces out into the lobby area that is shared with the Counseling department. The lobby consists of a queue area, a sitting area, and a section with eight computer stations. Students can reach the A&R office in person at the lobby, by calling, or by mail. Moreover, students can avail themselves of the services of A&R by going to website and student portal. Twice a year the A&R office operates a registration center in the Student Lounge with the Counseling and Outreach departments. Although there is specialization of task among full-time employees and to a lesser extent among part-time employees, all employees of the A&R office work the front counter on some basis. Due to high call volumes, all employees answer the main phone line. Because the A&R office touches every single student on campus, interaction between program staff and students is frequent and voluminous.

In addition, the A&R office touches every single faculty on campus through grade submission and attendance accounting. The A&R office also collaborates on a daily basis with many departments on campus. Departments with daily interaction with the A&R office include: Counseling, Academic Affairs, Academic Divisions, Outreach, and Bursars. The A&R office interacts with many other departments in a less frequent basis like Athletics, EOPS, and ESL. Program staff participate in many collegial consultative committees on campus, including Budget and Planning, Graduation, Enrollment Management, and New Student Welcome Day.

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

The A&R office is lead by a Director who oversees one supervisor, four full-time staff, part-time staff and student workers (see Exhibit C). The number of part-time staff and student workers fluctuates based on funding and staff needs. Currently the office employs five part-time staff and two student workers. Six months ago, one full-time supervisor retired and his position was not filled. Each full-time staff is assigned unique work duties that typically fall strictly under realm of Admissions or Records.

3. Describe facilities or equipment needs for the next four years.

The A&R office has many critical facility and equipment needs to fulfill its mission. In a prioritize order, the facility and equipment needs of the office are:

a. Converting communal staff kitchen inside A&R office into much needed office space. Removing the kitchen will allow for the Director's office to move back inside of A&R, allowing for better supervision of employees and improved access to the Director.
b. Redesigning the office environment. Purchase new cubicle work spaces, new furniture, and accessible storage units. There is not a single private workspace in the office, and the lack of cubicles means that the office is constantly noisy. At any given moment you could be listening to four or five phone conversations at once. The back office is almost entirely cut off from the counter area, making communication between the back office and counter area difficult. The furniture is outdated, inadequate and quickly deteriorating. Documents are sometimes misplaced due to the inadequacy of working space.
c. Replacing existing decade's old worn out dirty discolored carpet with a new sturdy carpet to improve the look, health and safety of the office.
d. Purchasing eleven desk chairs to replace broken and worn out chairs. Some stations have chairs that do not recline or adjust. Staff has had accidents with some of the chairs currently in use, including ripped clothing and falls.
e. Purchasing new scanner to replace broken scanner. Purchase a second high end scanner to help increase the number of records currently scanned into the system. Purchase additional one time Hershey license to allow imaging at two different locations.
f. Replacing worn out copier.
g. Removing and replacing nonfunctional storage equipment with adequate storage units that can handle different size documents.
h. Replacing ten computers that were purchased around 2004 with new computers. The computers are used by staff every day and have become outdated.
i. Improving privacy of public workstations by placing privacy screens on all eleven computers in the lobby area.
j. Purchasing dual monitors for each computer in the office to improve staff productivity.
k. Replacing fax machine.
l. Purchasing shredder to replace broken shredder.
m. Purchasing a pay as you go printer that students can use to print their class schedule, unofficial transcript, educational plan, and other Admissions and Records related documents from the lobby computer stations.
n. Building a new student center with A&R, Counseling, Outreach, Assessment and other student services programs. (One time cost of construction of new student center)

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

The office is open to staff and to the public via email and phone Monday through Thursday from 8:00 a.m. to 6:30 p.m. and Friday from 8:00 a.m. to 5:00 p.m. The A&R walk in counter is open Monday, Tuesday, and Thursday from 9:00 a.m. to 5:30 p.m., Wednesday from 9:00 a.m. to 6:30 p.m., and closed on Friday. Online services to students remain open 24 hours a day, including the online application, online transcript request, and online registration. During peak period, the A&R office expands the counter hours to Monday through Thursday from 8:00 a.m. to 6:30 p.m. and Friday from 8:00 a.m. to 4:30 p.m. The expanded schedule allows the office to meet fluctuating student demand throughout the year.

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

Every single student avails themselves of at least one service provided by the A&R office regardless of demographic or other characteristics of the students. The most significant external factor that has affected the A&R office over the past year has been the rapid increase in student enrollment. The net effect has been an increase in the volume of grades, applications, verifications, residency petitions, general petitions, concurrent enrollment forms, and other petitions and processes (See Tables 1 to 10). Over the past three years, a decrease in the number of part-time staff by five offset the increase in full-time staff by one. Therefore, staffing levels have not kept pace with changes in enrollment.

The student population presently enrolling relies more on online services than in previous years. Responses to the registration survey indicate that students feel more comfortable with online services, have greater access to the internet and smart phones, and are more self sufficient (See Exhibit A and Exhibit B). Metrics data support those survey results. The number of paper applications submitted in person has decreased dramatically in the last four years. The number of student using paper registration has also decreased dramatically during the same time period.

Changes in state regulation also affect the A&R office. Over the past couple of years the A&R office has seen an increase in the number of repeat petitions submitted as a result of regulation changes limiting the number of repeat attempts. The office keeps up to date with new regulation (priority registration, graduation requirements) by participating in college meetings, subscriptions to professional listservs, and participation in professional organizations.

Customer Service

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

Part of the registration survey administered twice a year asks students to rate their registration experience with the A&R office (See Exhibit B). For Fall 2011, the survey indicated that only 6.3% of respondents found the hours of operation poor, only 7.3% of respondents found the facility poor, and only 6.9% of respondents rated their overall registration experience as poor (See Figure 1).

Figure 1. Fall 2011 Registration Survey – Customer Service Section

Hours of Operation

Response	Frequency	Percent	Mean: 2.24
Good	97	50.52	
Fair	64	33.33	
Poor	12	6.25	
Not Applicable	19	9.90	

Facilities (appearance, comfort)

Response	Frequency	Percent	Mean: 2.17
Good	85	44.27	
Fair	74	38.54	
Poor	14	7.29	
Not Applicable	19	9.90	

Knowledge & Helpfulness of Staff

Response	Frequency	Percent	Mean: 2.09
Good	83	43.68	
Fair	61	32.11	
Poor	27	14.21	
Not Applicable	19	10.00	

Overall Experience

Response	Frequency	Percent	Mean: 2.14
Good	76	40.21	
Fair	82	43.39	
Poor	13	6.88	
Not Applicable	18	9.52	

However, 14.2% of respondents indicated that the knowledge and helpfulness of staff was poor. Although the A&R office, Outreach office, and Financial Aid office provide training to staff participating in registration, the data indicates a need for staff training in customer service and in registration matters. Possible reasons for the large negative response to that question might come from reductions in staffing levels and reliance on student workers and part-time employees that lack the professional expertise of seasoned regular employees.

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

Customer service in the A&R office needs improvement. A&R staff interact with faculty, students, and the public on a daily basis. The routine nature of the job combined with frustration of students and the public over the bureaucratic nature of the office test the tempers of the staff. Unfortunately, the staff has never undergone comprehensive training on customer service. What little training the college provides on customer service has only focused on classified staff, not reaching the part-time staff and student workers most relied on to staff the front counter.

Although staff are well versed in their area of work, most lack understanding of policies and procedures outside of their specific work area. As a result, most staff come across as not very knowledgeable when asked to answer a question in an area outside their work assignment. Because all staff have assigned days to answer calls, students and member of the public might perceive lack of training as lack of knowledge. Cross training would solve most of these problems. However, because of the history of job insecurity on campus, staff interprets any cross training as harbingers of layoffs. Therefore, cross training and policies and procedures training remains of critical importance.

Every person that walks into the A&R office for the first time is struck by the unkempt, messy look of the office. The office is an extremely unpleasant place to work due to the physical deterioration of the furnishings and the inadequate availability of proper work stations and storage. The lack of cubicles makes the office noisy. One seldom encounters an office where the environs reduce productivity. Even the college President was struck negatively upon seen the office for the first time. The physical space affects morale and its unkemptness molds students' demeanor toward the staff.

Partly the result of inadequate storage and lack of functional work environment, organization remain a challenge. Although significant improvement has been made, almost all documents now have a designated storage area where they have been filled in a logical sequence, not all documents have been filled and progress imaging documents has been slow. Because of the large number of documents that stream in, the office may run out of space in approximately one year unless the storage issue is solved.

Conclusions and Recommendations

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

   Areas of Strengths

   a. The A&R office has a robust number of online tools at the disposal of students, including online application, online registration, add codes for students to register with faculty permission, portal tools like address changes, and online transcript request for the El Camino College transcript.
   b. Every major process has undergone significant improvement as a result of the use of Access databases. Currently there are databases for General Student Petitions, Concurrent Enrollment, Residency Reclassification, Compton College Transcript, Late Add Petitions, Excessive Repeat Petitions, Intent Petitions, Grade Change Requests, Multiple IDs, and Verifications. Each database tracks a form through the review process, documents the result, generates metrics reports and other

statistical reports, is used to assess student success, and is used to communicate with student via email merge or mail merge.

c. The A&R office has the ability to image records accessible at both locations. Imaging records increases access to records and alleviates the need to look up and copy paper records. Imaging old records could relieve some of the storage space crunch in the office.
d. The A&R office strongly collaborates with other departments. A&R staff assist EOPS, Outreach, and CTE departments in registering their program students. Through the registration subcommittee of enrollment management the A&R office communicates with other department including Financial Aid and Counseling. The A&R office continues to work with the Academic Affairs office to improve processes that lead to greater student success.
e. The A&R office has a robust training manual and other written instructions to aid staff in performance of their duty.
f. All office staff have counterparts at the Torrance main campus with whom they can confer and ask for assistance. Because some part-time staff work at both locations and because the Director is in constant contact with his counterparts at the main campus, communication is fluid and the amount of instruction and sharing of knowledge and experience flows in both directions.

Areas of Needed Improvement

a. No area needs more attention in the A&R office than its physical space. The office is an extremely unpleasant place to work due to the physical deterioration of the furnishings and the inadequate availability of proper work stations and storage. The lack of cubicles makes the office noisy. One seldom encounters an office where the environs reduce productivity. Even the college President was struck negatively upon seen the office for the first time. The physical space affects morale and its unkemptness molds students' demeanor toward the staff.
b. The staff has never undergone comprehensive customer service training. What little training the college provides on customer service has only focused on classified staff, not reaching the part-time staff and student workers most relied on to work the front counter and to speak directly with students.
c. Staff need cross training. Although full-time staff are well versed in their assigned area of work, most staff have minimal understanding of policies and procedures of other areas. Because all staff have assigned days to answer calls, students and member of the public might perceive lack of training as lack of knowledge.
d. Organization is a challenge due to insufficient storage and inadequate physical conditions. Although organization improved through filing and imaging of records, staff limitations prevent increased imaging. Because of the large number of documents that stream in, the office may run out of space in approximately one year unless the storage issue is solved.
e. The A&R office is not self sufficient and relies on the Torrance A&R office for many services and functions. Most critical, the A&R office does not have an evaluator. Gaining the missing functions will require additional staff and sometimes increased collaboration with the ITS department. Those missing services and functions include:
    a. 320 Report/Other State Reports
    b. Academic Renewal
    c. Credit by Exam
    d. Degree Evaluations
    e. Development of Academic Calendar
    f. Downloading Online Applications
    g. El Camino College Transcript
    h. Emails to New/Returning Students
    i. Error Reports
    j. Full-time International Students

k. Printing of Add Codes and Rosters
l. Registration Appointments
m. Substitution of Courses
n. Transfer Certifications
o. Veteran Certification

2. List prioritized recommendations. (Provide proposed organizational chart if appropriate).
   a. Hire a new full-time evaluator for the Compton Center. The evaluator reviews and evaluates academic records and transcripts to determine graduation eligibility and completion of general education transfer requirements. ($65,000)
   b. Improve services to students by hiring six part-time staff during the academic year. Currently the office only has 6 full-time staff (including the Director and a supervisor). Not employing part-time staff would significantly disrupt the work of full-time staff and would require them to work the counter year round. Rotating the full-time staff to work the counter would reduce the availability of them to perform their assigned tasks. Not employing part-time staff would result in a 20% reduction in the productivity of full-time staff during non peak periods. During peak periods, the reductions in availability/productivity of full-time staff would increase to 50%. ($60,000)
   c. Improve services to student by hiring four part-time staff to help the office during peak registration. The busiest time in the office is the time period before and after the start of a term. Most areas of the A&R office see a significant increase in activity during peak periods including grades, verifications, transcripts, imaging, concurrent enrollment, applications, phone calls and inquiries, petitions, registration, and residency. Rotating the full-time staff to work the counter reduce their availability to perform their assigned tasks. During peak periods, the reductions in availability/productivity of full-time staff would increase to 50%. ($40,000)
   d. Improve functionality of the office by converting communal staff kitchen inside A&R office into much needed office space. Removing the kitchen will limit the number of people entering the office, allowing the staff to work more efficiently without distractions. Allowing non A&R staff to use the staff kitchen compromise student records. Once removed, the kitchen could become the Director's office, resulting in better supervision of employees and improved access to the Director. ($5,000)
   e. Purchase new furniture and redesign the office environment. Purchase new cubicle work spaces and accessible storage units. The office is an extremely unpleasant place to work due to the physical deterioration of the furnishings and the inadequate availability of proper work stations and storage. The lack of cubicles makes the office noisy. One seldom encounters an office where the environs reduce productivity. Even the college President was struck negatively upon seen the office for the first time. The physical space affects morale and its unkemptness molds students' demeanor toward the staff. ($45,000)
   f. Replace decade's old worn out, dirty, discolored carpet with a new sturdy carpet to improve the look, health, and safety of the office. The current carpet is warped and could potentially lead to accidents. ($10,000)
   g. Purchase eleven new desk chairs to replace broken and worn out chairs. Currently some stations use chairs that do not recline or adjust. Staff have had accidents with some of the chairs currently in use. ($5,000)
   h. Purchase new scanner to replace broken scanner. ($1,000)
   i. Purchase new copier to replace broken copier. ($5,000)
   j. Remove and replace nonfunctional storage equipment. Currently a large segment of the office is occupied by a rotating storage machine that does not work properly. The machine can only store paper that is 1/3 the size of 8.5 x 11, so it has very limited use. Drawer space is currently at a premium, so replacement with functional drawers would increase storage space while at the same time increasing available work space. ($2,000)

k. Replace ten computers purchased around 2004 with new computers. ($10,000)
l. Improve privacy of public workstations by placing privacy screens on all eleven computers in the lobby area. ($2,000)
m. Purchase dual monitors for each computer in the office to improve staff productivity. Dual monitors improve staff productivity by allowing simultaneous work on two programs at the same time without having to minimize programs to go back and forth. ($4,000)
n. Decrease the number of hours spent working on submitting time sheets by having payroll and ITS departments implement the Time-Keeper program. The software is currently in use at the Torrance campus. ($0)
o. Increase the supply budget by $3,000 to keep pace with growth in student enrollment. For the past two years the A&R office supply budget has been kept at the same amount. ($3,000)
p. Purchase a new fax machine. ($500)
q. Purchase new shredder to replace broken shredder. ($1,000)
r. Require all student programs to code their own student cohorts in Datatel. Coding students for other programs create an undue burden on the A&R office. At the Torrance location, all programs code their own students and no coding is done by the A&R office. ($0)
s. Provide full-time staff with continuing professional development on campus and off campus. ($1,000)
t. Improve effectiveness of online registration by correcting pre-requisites that do not work in the student information system. When prerequisites do not work, students are forced to register in person using a paper add slip. ($0)
u. Hire five student workers to assist full-time staff, help students register, and promote student retention by providing jobs and institutional knowledge to those students. Hiring student workers promotes retention of students, provides students with an opportunity to gain work experience and make money, and improves communication with students through peer-to-peer communication. ($30,000)
v. Increase student learning by requiring all offsite students to register themselves online. Currently the A&R office registers approximately 3,000 students from offsite programs ran by academic divisions or by the Outreach office. The large number of students that must be registered manually creates problems for faculty as students do not show up on the faculty's roster until well into the class. Students enrolled by staff miss the opportunity to learn about the matriculation process by registering on their own. ($0)
w. Hire one additional part-time employee to download applications from CCCApply on a daily basis during peak registration periods. ($10,000)
x. Increase access to Compton Community College records and decrease delays in locating records by hiring three part-time staff to scan, verify, and index Compton Community College records. ($30,000)
y. Engage the services of the National Student Clearinghouse to provide verification services for Compton College alumni. ($10,000)
z. Provide faculty and staff opportunities to learn about A&R through training sessions on A&R issues and by participating in training of staff in other areas. ($0)
aa. Image all incoming office documents. Purchase new high end scanner to help increase the number of records currently scanned into the system. Purchase additional one time Hershey license to allow imaging on a second workstation. ($12,500)
bb. Work with the ITS department on a solution that allows faculty to submit grade and attendance rosters online. Supporting documentation submitted online is easier to check off and store, reducing the amount of paper received and stored. Online submission would be more convenient for some faculty than in person submission. (Unknown)
cc. Work with the ITS department on a solution for students to submit location code changes through the portal. Similar to student's ability to submit address changes online, students should be able to submit location code change requests online. (Unknown)

dd. Work with the ITS department on a solution for students to change majors through the student portal, similar to student's ability to submit address changes online. Students currently can only change majors in person. (Unknown)

ee. Purchase new pay per copy printer that students can use to print their class schedule, unofficial transcript, educational plan, and other Admissions and Records related document. ($1,700)

ff. Move the A&R office to a new student center with Counseling office, Outreach office, Assessment office and other student services programs. (One time cost of construction of new student center)

3. _X__ Continue Program

Exhibit A

STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
STUDENT SERVICES AND COMMUNITY ADVANCEMENT

A. Student Learning Outcome (SLO)	Students will become more self-sufficient with registration by learning how to use the online registration system.

Section 1: SLO and Assessment Proposal

Directions: Complete this section to propose an SLO statement and accompanying assessment instrument and rubric.

1A. Date Section 1 Completed	11/08/10		
1B. Contact Personnel	Names:	Extensions:	Email Addresses:
	Gerald Sequeira	2048	gsequeira@elcamino.edu
	Chester Fredd	2045	cfredd@elcamino.edu
1C. Additional Personnel	Felicia Hatten Jennifer Chua Rosa Ledesma Angela Boyer		
1D. Division and Department Information	Division:	Program or Department:	
	Student Services	Admissions and Records	
1E. Proposed SLO Statement	Students will become more self-sufficient with registration by learning how to use the online registration system.		
1F. Related Core Competency	Students completing a course of study at El Camino College will achieve the following core competencies: I. Content Knowledge: Students possess and use the knowledge, skills and abilities specific to a chosen discipline, vocation or career. II. Critical, Creative and Analytical Thinking: Students solve problems, make judgments and reach decisions using critical, creative and analytical skills. III. Communication and Comprehension: Students effectively communicate in written, spoken or signed, and artistic forms to diverse audiences. Students comprehend and respectfully respond to the ideas of others. IV. Professional and Personal Growth: Students exhibit self-esteem, responsible behavior and personal integrity. Students are reflective and intellectually curious; they continue		

	to improve themselves throughout life. VI. Information and Technology Literacy: Students locate, critically evaluate, synthesize, and communicate information in various traditional and new media formats. Students understand the social, legal, and ethical issues related to information and its use.
1G. Proposed Assessment Process	Survey of Students during Peak Registration. Pertinent survey questions include: *If you used the online registration system (MyECC), what functions did you use? (mark all that apply)* • *Add/drop classes* • *Check college email* • *Check educational plan* • *Check for grades* • *Pay fees* • *Pay for parking* • *Retrieve class schedule* • *Retrieve unofficial transcript* • *View registration appointment date and time* *Did you receive assistance in using the online registration system (MyECC)?* • *Yes* • *No* *If yes, do you think next time you will be able to use the system without any assistance?* • *Yes* • *No* *After using the online registration system (MyECC), did you find any of the following statements to be true about using the system? (mark all that apply)* • *I am more likely to check my college email.* • *I can teach another student how to use the system.* • *It gives me more access to my student records.* • *It helped me find a mistake in my student records.* • *It helped me learn about using a computer.* • *It is more convenient.* • *It is quicker than waiting in line.*
1H. Timeline for Assessment	During peak registration in the Student Lounge in the Spring terms.
1I. Rubric and Standards for	Student can register online and view their student records without assistance and learn from that experience. Staff

Success	expects that the sampled students will reach the following percentages in their responses: • Add/drop classes – 90% • Check college email – 75% • Check educational plan - 50% • Check final grades – 50% • Pay fees – 30% • Pay for parking – 10% • Retrieve class schedule – 75% • Retrieve unofficial transcript – 40% • View registration appointment date and time – 60% • Able to use system without any assistance in the future – 80% • I am more likely to check my college email. - 80% • I can teach another student how to use the system. – 60% • It gives me more access to my student records. – 70% • It helped me find a mistake in my student records. – 25% • It helped me learn about using a computer. - 25% • It is more convenient. – 70% • It is quicker than waiting in line. – 80%
1J. Resources Needed for Assessment	Survey of Students after they have completed registration process.
1K. Additional Notes/Comments	

After filling out section 1, please save this document and submit it to slo@elcamino.edu (for our records) as well as to your division. Approval is not needed before proceeding to the assessment phase. After assessing the SLO, please continue to section 2 on the same form.

Section 2: Report of Assessment Results

Directions: Complete this section to report results of the assessment described in Section 1.

2A. Date Section 2 Completed	**5/27/11**
2B. Description of the Data	Check all that apply: 1. ☐ Formative Evaluation ☒ Summative Evaluation 2. ☐ One-Time ☒ Multiple-Step 3. ☐ Direct Evidence ☒ Indirect Evidence 4. ☐ Qualitative ☒ Quantitative
2 C. Narrative *Report of Data*	The Center received 184 responses to the online surveyed. Unlike last fall term, a link to the survey was not available during registration in the student

	lounge. However, in the future it is hoped that the sample group expands. Survey highlights include: 20% of respondents do not have internet at home, 17% heard about the Compton Center through banners in the community, 40% of student registered for classes only on campus, 95% registered for classes online, 28% have a smart phone with internet capability, 86% completed an educational plan, 33% completed an online orientation, and 30% did not know there was an online orientation. In terms of the SLO questions asked, the responses about using the online registration system were as followed: • Add/drop classes – 94% • Check college email – 80% • Check educational plan - 62% • Check final grades – 64% • Pay fees – 31% • Pay for parking – 19% • Retrieve class schedule – 76% • Retrieve unofficial transcript – 45% • View registration appointment date and time – 67% • Able to use system without any assistance in the future – 80% • I am more likely to check my college email. - 81% • I can teach another student how to use the system. – 58% • It gives me more access to my student records. – 66% • It helped me find a mistake in my student records. – 25% • It helped me learn about using a computer. - 23% • It is more convenient. – 73% • It is quicker than waiting in line. – 81%
2D. Do Data Meet Standards for Success	1. ☐ Does Not Meet Standards 2. ☐ Meets Some Standards 3. ☐ Good Enough 4. ☐ Meets Most Standards 5. ☒ Exceptional
2E. Projected Deadline for Submission of Data Analysis	5/27/11
2F. Additional Notes/Comments	The results were exceptional, 14 of the 17 standards were met and the three that were not were closely missed.

After filling out section 2, please save this document and submit it to slo@elcamino.edu (for our records) as well as to your division. Approval is not needed before proceeding to the reflection phase. To analyze the assessment results, please continue to section 3 on the same form.

Section 3: Reflection on Assessment Results

Directions: Complete this section to reflect on the results of the assessment of the SLO.

3A. Date Section 3 Completed	**5/27/11**

3B. What were the most important findings from the data?

The data suggest a more computer savvy student that is able to navigate the student information system and use many of its multiple functions. Survey highlights include: 20% of respondents do not have internet at home, 17% heard about the Compton Center through banners in the community, 40% of student registered for classes only on campus, 95% registered for classes online, 28% have a smart phone with internet capability, 86% completed an educational plan, 33% completed an online orientation, and 30% did not know there was an online orientation.

3C. What percentage of students met the standards for success? Is this satisfactory?

Fourteen of the seventeen standard measures were achieved. Overall, 94% of students used the online registration system to register, the most important achievement and 80% of students checked their college email, the second most important functionality available to students online. The responses suggest a high level of self-sufficiency and mastery of the online registration system.

- Add/drop classes – 94%
- Check college email – 80%
- Check educational plan - 62%
- Check final grades – 64%
- Pay fees – 31%
- Pay for parking – 19%
- Retrieve class schedule – 76%
- Retrieve unofficial transcript – 45%
- View registration appointment date and time – 67%
- Able to use system without any assistance in the future – 80%
- I am more likely to check my college email. - 81%
- I can teach another student how to use the system. – 58% (60%)
- It gives me more access to my student records. – 66% (70%)
- It helped me find a mistake in my student records. – 25%
- It helped me learn about using a computer. - 23% (25%)
- It is more convenient. – 73%
- It is quicker than waiting in line. – 81%

3D. Are trends evident? Are there learning gaps?

The data seems to suggest an access issue with respect to some students. 20% of students do not have internet access at home and 40% only registered for classes at school. The population may include diverse earning groups that affect the survey results. For example, adult learners, who are not identified in the survey, might be

struggling with the online registration environment. Future surveys should college more demographic data from respondents.

3E. Will you change assessment methods or standards for success?

The assessment method will remain the same so that student information can be obtained over a longer period of time. Staff is considering the addition of two more measure of success, that 75% of students submit their transcript requests online and that 5% of students submit an address change online. Ideally the standard for students that need assistance will be lowered to 20% to better reflect the number of students that do not have internet access at home. Lastly, staff would like to reduce the percentage of students that find mistakes in their records to 20%.

3F. What changes can be made to address these implications to improve outcomes?

To continue to make improvements, the office must continue to walk students through the process. More students need to complete the online orientation so that they learn about what they can do online. Staff need to communicate with students that get in the A&R line to first try to see whether they can solve their problem on a computer first before coming to the counter for assistance.

3G. What resources are needed to make these changes?

The college needs to continue to invest on part-time staff and student workers to provide one-on-one coaching for students that need assistance, not just during peak registration, but throughout the entire academic year.

3H. What is the projected term for this assessment to be performed again?

The assessment should be performed again in Fall 2011 and Spring 2012.

3I. Are there any additional comments?

After filling out section 3, please save this document and submit it to slo@elcamino.edu as well as to your division office. Congratulations! You've now completed an entire student learning outcomes assessment cycle.

Exhibit B: SLO Registration Survey Spring 2011

Compton Education Center, Registration Satisfaction

184 Responses

1. How did you hear about the Compton Center?

Response	Frequency	Percent	Mean: 6.01
Banner in the Community	30	17.14	
Bus Billboard	1	0.57	
Cable TV	0	0.00	
Compton Center Representative	7	4.00	
Friend	69	39.43	
Internet	7	4.00	
Movie Theater Advertisement	2	1.14	
Newspaper Advertisement	0	0.00	
Radio Advertisement	0	0.00	
Other please specify	59	33.71	

2. For spring 2011, where did you register for classes at the Compton Center?

Response	Frequency	Percent	Mean: 1.80
On-campus	72	40.22	
Off-campus	71	39.66	
Both on-campus and off-campus	36	20.11	

Hours of Operation

Response	Frequency	Percent	Mean: 2.62
Good	83	68.60	
Fair	30	24.79	
Poor	8	6.61	
Not Applicable	0	0.00	

Facilities (appearance, comfort)

Response	Frequency	Percent	Mean: 2.52
Good	71	59.66	
Fair	39	32.77	
Poor	9	7.56	
Not Applicable	0	0.00	

Knowledge & Helpfulness of Staff

Response	Frequency	Percent	Mean: 2.51
Good	76	63.87	
Fair	28	23.53	
Poor	15	12.61	
Not Applicable	0	0.00	

Overall Experience

Response	Frequency	Percent	Mean: 2.52
Good	71	59.17	
Fair	40	33.33	
Poor	9	7.50	
Not Applicable	0	0.00	

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4. Students are assigned an appointment time for registration based on a priority system. Please check all that apply:

Response	Frequency	Percent	Mean: -
I registered during my appointment time.	125	71.43	
I am a new student and I applied to the school within one month of the start of classes.	24	13.71	
I did not know to check MyECC for my appointment time.	13	7.43	
I waited to register because I did not know what to register for.	13	7.43	
I waited to register because I did not have access to the internet.	6	3.43	
I waited to register because I forgot my registration appointment time.	4	2.29	
I waited to register because I had a hold on my account fee probation etc.	11	6.29	
I waited to register because I had not met with a counselor to clear prerequisites.	11	6.29	
I waited to register because of another reason please specify:	12	6.86	

5. How did you register for classes at the Compton Center? (Check all that apply)

Response	Frequency	Percent	Mean: -
Using the online system MyECC.	170	94.97	
Using paper registration in the Admissions office because I could not register online.	12	6.70	

6. Which statements below describe your ability to access the internet. (Check all that apply)

Response	Frequency	Percent	Mean: -
I have a smart phone with internet capability Iphone Android etc.	50	27.78	
I have internet access at home.	140	77.78	
I have internet access at work.	25	13.89	
I have internet access on a tablet Ipad.	4	2.22	
I only have internet access at school.	40	22.22	

7. What is your overall rating of MyECC's registration system?

Response	Frequency	Percent	Mean: 2.67
Good	125	70.22	
Fair	47	26.40	
Poor	6	3.37	
Not Applicable	0	0.00	

8. Which MyECC function did you use? (Check all that apply)

Response	Frequency	Percent	Mean: -
Add/drop classes	169	93.89	
Check college email	144	80.00	
Check educational plan	112	62.22	
Check for grades	115	63.89	
Pay fees	55	30.56	
Pay for parking	34	18.89	
Retrieve class schedule	136	75.56	
Retrieve unofficial transcript	81	45.00	
View registration appointment date and time	121	67.22	

9. Did you receive assistance in using MyECC, the online registration system?

Response	Frequency	Percent	Mean: 0.28
Yes	50	27.93	
No	129	72.07	

10. If yes, do you think next time you will be able to use the system without any assistance?

Response	Frequency	Percent	Mean: 0.80
Yes	86	80.37	
No	21	19.63	

11. Which of the following statements about MyECC do you agree with? (Check all that apply)

Response	Frequency	Percent	Mean: -
I am more likely to check my college email.	143	80.79	
I can teach another student how to use the system.	103	58.19	
It gives me more access to my student records.	116	65.54	
It helped me find a mistake in my student records.	45	25.42	
It helped me learn about using a computer.	41	23.16	
It is more convenient.	129	72.88	
It is quicker than waiting in line.	143	80.79	

13. Did you receive counseling services during registration?

Response	Frequency	Percent	Mean: 0.61
Yes	109	61.24	
No	69	38.76	

14. If you received counseling services during registration, what is your overall rating of the service?

Response	Frequency	Percent	Mean: 2.55
Good	72	62.61	
Fair	34	29.57	
Poor	9	7.83	
Not Applicable	0	0.00	

15. Have you completed an Education Plan?

Response	Frequency	Percent	Mean: 0.86
Yes	153	86.44	
No	24	13.56	

17. Did you apply for financial aid?

Response	Frequency	Percent	Mean: 0.85
Yes	152	84.92	
No	27	15.08	

18. If no, why not?

Response	Frequency	Percent	Mean: 4.17
I didn't have time.	1	3.33	
I don't need the money.	1	3.33	
I don't qualify for financial aid.	13	43.33	
I don't want to receive financial aid.	1	3.33	
The process is too complicated.	5	16.67	
Other reason please specify:	9	30.00	

19. Did you complete a New Student Orientation?

Response	Frequency	Percent	Mean: 0.33
Yes	58	32.95	
No	118	67.05	

20. If no, why not?

Response	Frequency	Percent	Mean: 2.95
I didn't have time.	19	16.67	
I don't think I need an orientation.	26	22.81	
Already attended a new student orientation.	23	20.18	
I didn't know there was an orientation.	34	29.82	
Other reason please specify:	12	10.53	
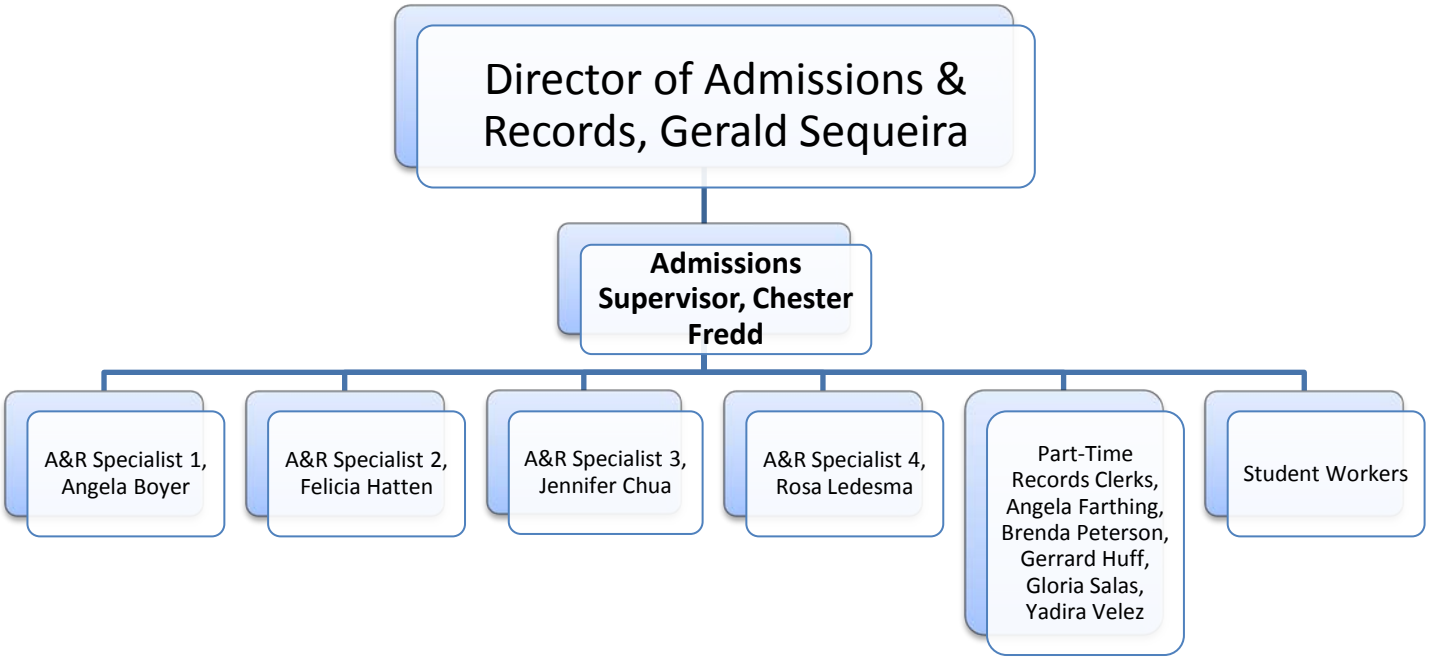
Exhibit C: Organizational Chart