

El Camino Data Review

Observations

1. The marketing and outreach functions appear to be reaching the target population and pulling them to the front door.
2. OASR is able to market to initial inquiries, and marketing is active in sending email blasts to engage.
3. Inquiries have remained remarkably stable from year to year.
4. Students enter the El Camino system in mostly non-personal ways (Online, Phone Tree).
5. There is virtually NO personal engagement with the student outside of college requirements (orientation, assessment, education planning, registration).
6. There appear to be few opportunities for reciprocity in the intake system (where the college invests in the student by giving them something). Most of the gifts are digital, as a way to lower the amount of investment.
7. While there is excellent data on counts and volume of students being served at all points in the intake pipeline, this is more closely aligned with faculty and staff workload than student experience.
8. While student count in Financial Aid is generally flat, the number of awards and award totals have continued to increase.
9. The disparity in the number of awards and totals between El Camino and the Compton Campus have increased over the last few years.
10. Given that students apply just prior to the start of the semester, financial aid and student processing are problematic.
11. Early registration is no longer the draw that it was during years of high student enrollment. Now the *StepForward* requirements (Assessment, Orientation, Education Plan) are more likely to be barriers rewarded by something students do not value.

Challenges

1. El Camino College serves a diverse and highly mobile population, and the Torrance Campus sits at the confluence of Interstate 405 and 110. This makes the college easy to get to.... and easy to escape.
2. The Compton Center sits near the crossroads of Highway 91 and Interstate 710, creating the same situation of easy access and easy avoidance.
3. Volume of contacts is captured only in certain areas (Career, Counseling, Assessment), but at this point, there is no clear timing mechanism that tracks students across the system.
4. There is a wide variation between who is busy and who is not during the summer months leading into the Fall Semester.
5. Processing new students through the intake process when they apply in July puts a great deal of pressure on processing staff.
6. Transcripts are out of student control, and could represent a potential block.
7. There is no apparent personal college contact, unless there is a problem (or they walk in).
8. No apparent student-to-student contact (unless it is during Orientation).
9. What is the timing and difference between those who convert (Inquiry to Application) and those who do not?
10. What is the timing and difference between those who convert (Application to Registration) and those who do not?
11. When can we tell they are opting out, and at what step of the process?
12. The fee payment window is long if you register early (April to July), and short if you register July to August
13. Given the timing of the FAFSA Cycle, should it not be slated prior to Step 1 (Step 0)?
14. Would it be possible to process those students who have only applied to a single college for admission or financial aid?
15. How could El Camino encourage earlier registration, and what would that be worth to the college (with regard to finances, staffing levels, and student support)?
16. There appears to be no student tracking of intake experience... Instead, staff load and volume of work are tracked.

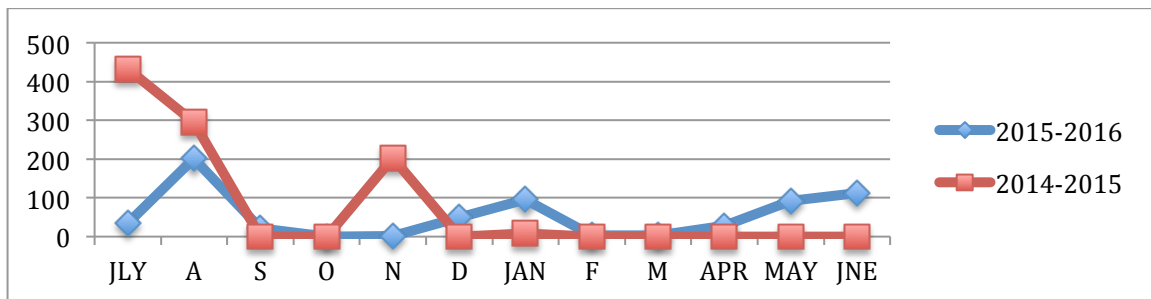
Appendix A - 2016 Process Improvement Data Set

Takeaways:

1. There are issues of data integrity (missing data).
2. Registration assistance has been valued, especially in the months of November, May, June and July.
3. Orientation numbers are down in 2015/2016, which may be an indicator that early registration is no longer an effective payoff for orientation.

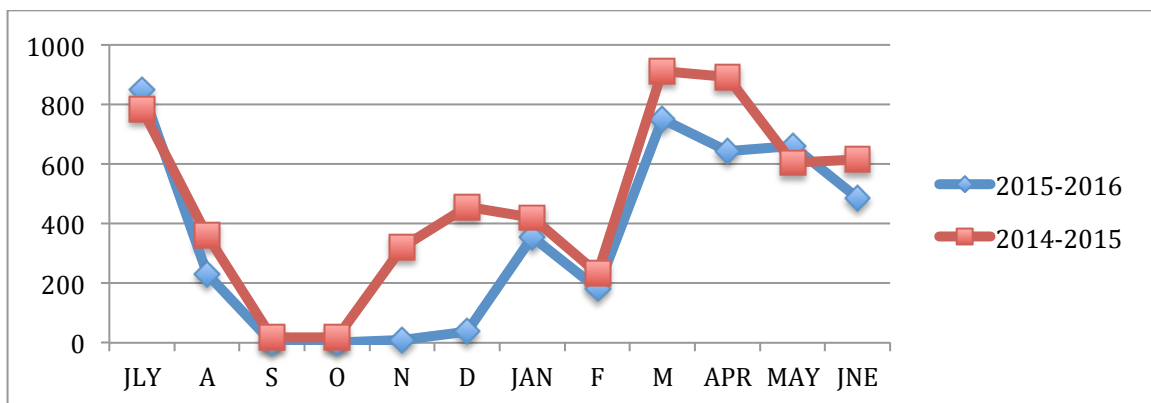
Rise Center, Counseling and Student Success

Registration Assistance (Onsite assistance)



Orientation (Total of Online/F2F/Abbreviated)

Orientation is down in all categories because early enrollment has less value.



APPENDIX B - Career Transfer Center

Takeaways:

1. Summer is not the prime season for the career and transfer center.
2. Students are generally comfortable with the appointment requirement.

SUMMER 2016		32 Days in data set		
		Count	Average	
Career Center	AM	42	1.3125	
	PM	46	1.4375	
Transfer Center	AM	100	3.125	
	PM	42	1.3125	
Other?	AM	65	2.03125	
	PM	120	3.75	
No Appointment	AM	59	1.84375	
	PM	97	3.03125	
	Total	571	17.84375	2.23046875
		Total	Average	per/Hour

APPENDIX C – Prospective Student Data

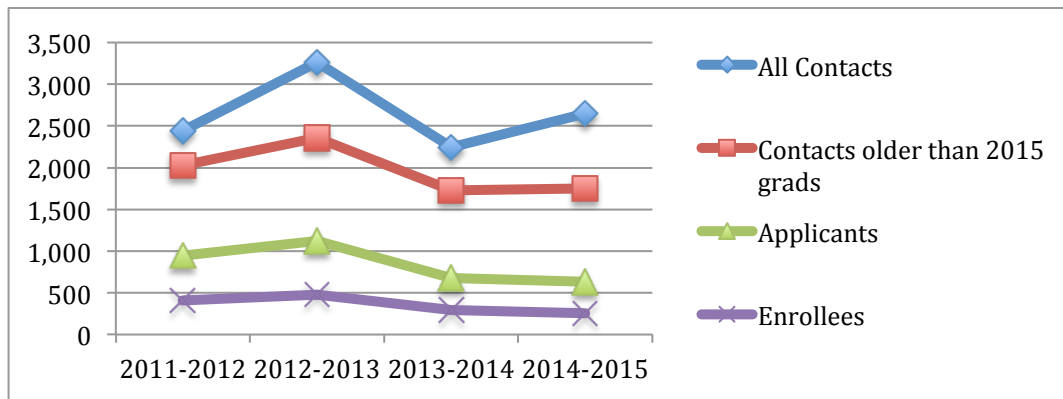
Takeaways:

1. Conversion from Applicant to Enrolled has been steady (+/-2%) over the last four years.
2. Contact-to-Apply conversion has been falling during that same time (15%).
3. Contact-to-Enroll conversion has been falling, as well (7%).
4. A focus on converting Contacts to Applications is worth the effort, as it provides more initial bodies to cascade through the intake pipeline

Prospective Student Database

September to September	2011-2012	2012-2013	2013-2014	2014-2015
All Contacts	2,444	3,261	2,246	2,652
Contacts older than 2015 grads	2,028	2,358	1,725	1,755
Applicants	949	1,123	675	633
Enrollees	410	481	295	255
Contact to Apply Yield <i>Point 1 to 2</i>	38.83%	34.44%	30.05%	23.87%
Contact to Enroll Yield <i>Point 1 to 3</i>	16.78%	14.75%	13.13%	9.62%
Applicant to Enroll to Yield Rate <i>Point 2 to 3</i>	43.20%	42.83%	43.70%	40.28%

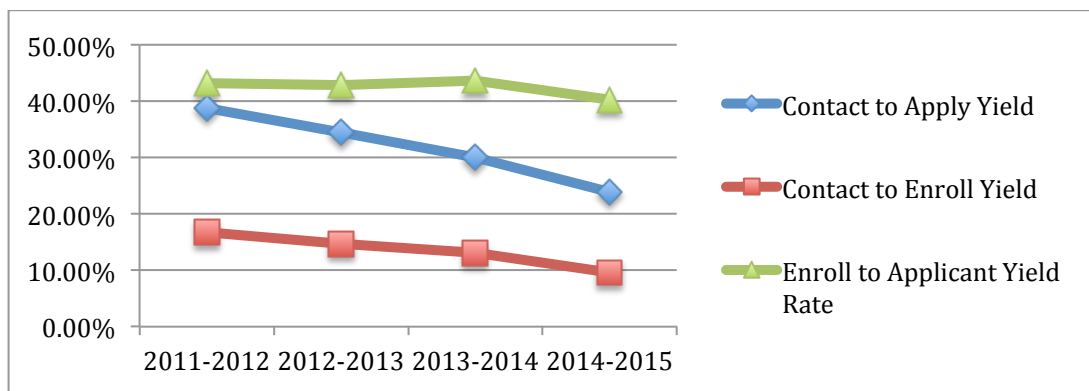
Contacts to Applicants to Enrollees



Yield Rates Between Contact, Apply & Enroll

September to September	2011-2012	2012-2013	2013-2014	2014-2015
Contact to Apply Yield	38.83%	34.44%	30.05%	23.87%
Contact to Enroll Yield	16.78%	14.75%	13.13%	9.62%
Enroll to Applicant Yield Rate	43.20%	42.83%	43.70%	40.28%

Yield Rates Between Contact, Apply & Enroll



APPENDIX D – Assessment Totals

Takeaways:

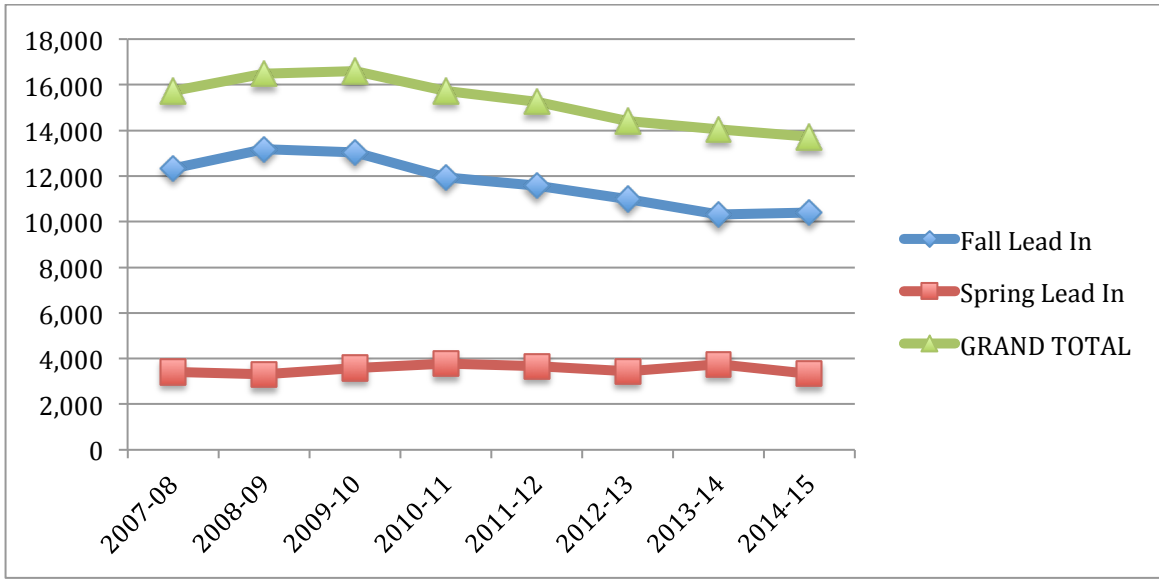
1. 2009 and 2010 were the high marks for El Camino in Assessment.
2. Fall and Spring assessment patterns are in alignment, indicating that this shift is an issue of volume in the system.
3. Fall 2014-15 rebounded, while Spring continued on a downward path.
4. The bigger issue here is the number of students who were assessed, but disappeared prior to the education plan (and the point at which that was noted).

Assessment Totals

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
FEB	1,005	1,495	1,104	958	907	681	643	870	
MAR	379	533	629	667	641	668	1,519	1,571	
APR	824	1,025	940	1,050	1,189	1,229	1,199	1,398	
MAY	1,699	1,811	1,875	1,953	2,466	2,259	1,585	1,399	
JUN	3,118	3,102	3,244	2,884	2,418	2,505	1,775	1,686	
JUL	2,448	2,563	2,359	2,113	1,920	1,817	1,863	1,915	1,953
AUG	2,852	2,661	2,883	2,328	2,048	1,829	1,722	1,565	1,756
Fall Lead In	12,325	13,190	13,034	11,953	11,589	10,988	10,306	10,404	3,709

SEPT	291	336	506	501	317	276	256	247	236
OCT	252	264	280	279	288	392	302	270	246
NOV	468	510	553	679	823	645	651	595	582
DEC	787	818	977	999	1,047	997	1,135	1,082	980
JAN	1,616	1,383	1,262	1,323	1,205	1,122	1,409	1,128	
Spring Lead In	3,414	3,311	3,578	3,781	3,680	3,432	3,753	3,322	2,044

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Fall Lead In	12,325	13,190	13,034	11,953	11,589	10,988	10,306	10,404	3,709
Spring Lead In	3,414	3,311	3,578	3,781	3,680	3,432	3,753	3,322	2,044
GRAND TOTAL	15,739	16,501	16,612	15,734	15,269	14,420	14,059	13,726	5,753



APPENDIX E – Financial Aid Workflow

Takeaways:

1. Given the complexity involved in verification, is it possible (or even legal) to process students with higher attendance likelihood first?
 - a. Students who only applied to El Camino for both attendance and financial aid.
2. Is it possible to provide a “bonus” award from other sources (foundation?) when students meet the Spring FAFSA deadline?
3. Is there a marketing plan for El Camino’s Financial Aid, focused on increasing the number of early applicants and reducing the number of late ones?
4. What does financial aid look like from the student perspective?
5. Is there any “personal” (as opposed to transactional) content in this process?
6. Is it possible for Financial Aid to EVER catch up?

Financial Aid Work Flow & Time Management

The Financial Aid and Scholarship Department at the Compton Center consists of:

- (1) Director
- (1) Supervisor
- (5) Advisors
- (1) Technician
- (1) Assistant

- I. **Required Verification** The required verification prior to packaging consists of (approx. 30%) of students who have completed a FAFSA and must be individually verified, the *Unusual Enrollment History, Pell LEU's, loan defaults, POP issues etc.* are divided between (4) advisors, and sorted in Alpha order. On top of packaging, each Advisor is responsible for a special program (Cal Grant, scholarships, CHAFEE, Work Study, SAP, etc.), and also required to be the walk-in advisor one day out of the week. The advisor of the day is required to be available all day to answer student questions in the lab.

The Financial Aid Technician and Assistant are responsible for maintaining our lab, taking in documents, scanning documents, and answering phones (they, too, have a special program: Athletics and AB540 Fee Waiver awarding).

- II. **Office Hours:**
 Monday, Tuesday and Thursday, from 8:00 am to 4:30 pm
 Wednesday 8:00 am to 6:30 pm
 Friday 8:00 am to 12 pm (Our lab closes at 12, but they’re still required to answer phones).

- III. **In Conclusion**

Based on this data and the number of students on Financial Aid who require additional information, it would behoove the institution to allow the Financial Aid and Scholarship department to close our lab, and not answer phones for a few hours each day, especially during peak processing. By allowing this closed time, I believe we will see fewer errors and a more efficient and manageable work flow. Most importantly, students will be processed in a timely manner, and our staff can breathe.

APPENDIX F – Financial Aid Patterns

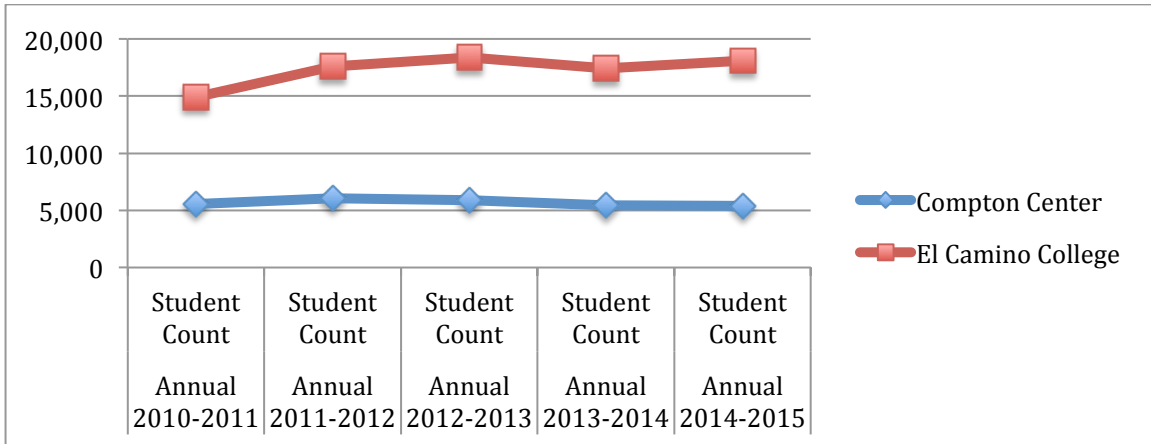
Takeaways:

1. Student count has remained relatively steady between El Camino and the Compton Center.
2. The growth of award counts and award dollars has increased significantly more for El Camino than for the Compton Center. Is this a data artifact, or an issue?

Financial Aid Patterns

STUDENT COUNT	Annual 2010-2011	Annual 2011-2012	Annual 2012-2013	Annual 2013-2014	Annual 2014-2015
	Student Count	Student Count	Student Count	Student Count	Student Count
Compton Center	5,553	6,086	5,887	5,428	5,396
El Camino College	14,911	17,612	18,364	17,433	18,102

Student Count

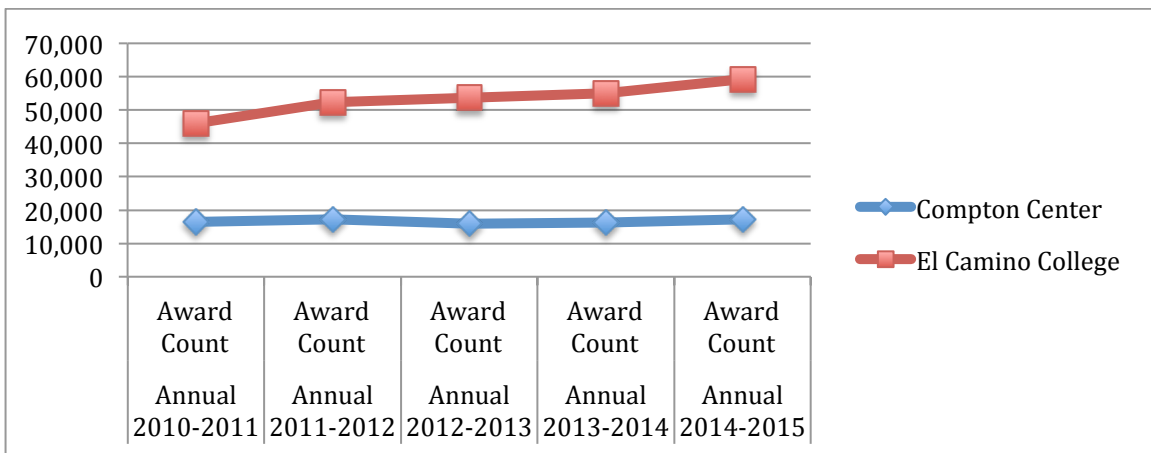


APPENDIX F

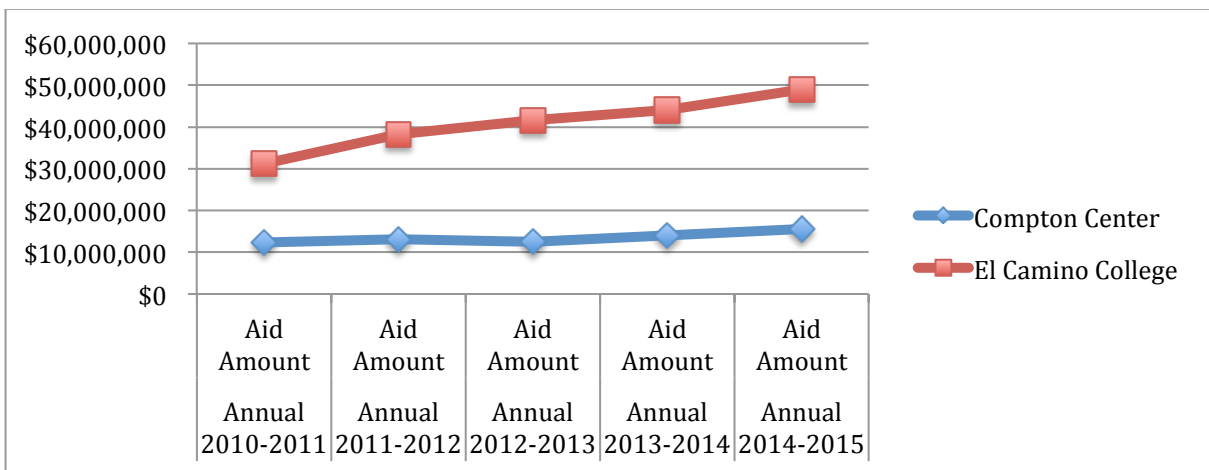
Financial Aid Patterns Continued

AWARD COUNT	Annual 2010-2011	Annual 2011-2012	Annual 2012-2013	Annual 2013-2014	Annual 2014-2015
	Award Count	Award Count	Award Count	Award Count	Award Count
Compton Center	16,361	17,153	15,914	16,333	17,310
El Camino College	45,972	52,417	53,672	54,973	59,352

Award Count



AWARD AMOUNT	Annual 2010-2011	Annual 2011-2012	Annual 2012-2013	Annual 2013-2014	Annual 2014-2015
	Aid Amount	Aid Amount	Aid Amount	Aid Amount	Aid Amount
Compton Center	\$12,345,467	\$13,115,540	\$12,478,583	\$14,009,481	\$15,614,569
El Camino College	\$31,165,303	\$38,200,412	\$41,562,527	\$44,023,032	\$49,046,130



APPENDIX G- Financial Aid Differences by Campus

STUDENT COUNT	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
	Student Count	Student Count	Student Count	Student Count	Student Count
Difference-Compton-EC	9,358	11,526	12,477	12,005	12,706

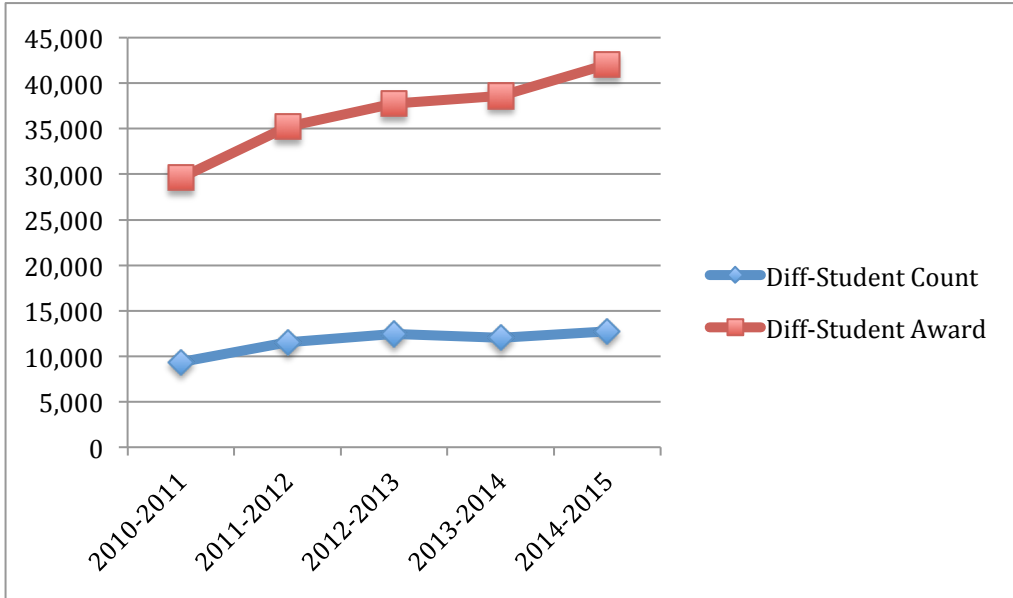
AWARD COUNT	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
	Award Count	Award Count	Award Count	Award Count	Award Count
Difference-Compton-EC	29,611	35,264	37,758	38,640	42,042

AWARD AMOUNT	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
	Aid Amount	Aid Amount	Aid Amount	Aid Amount	Aid Amount
Difference-Compton-EC	18,819,836	25,084,872	29,083,944	30,013,551	33,431,561

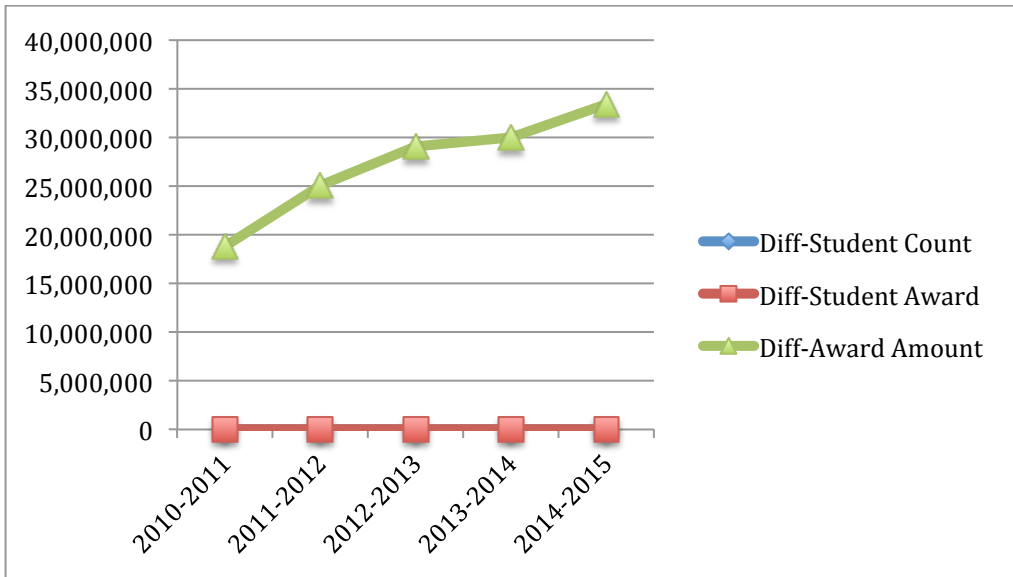
Compton to EC	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Diff-Student Count	9,358	11,526	12,477	12,005	12,706
Diff-Student Award	29,611	35,264	37,758	38,640	42,042
Diff-Award Amount	18,819,836	25,084,872	29,083,944	30,013,551	33,431,561

APPENDIX G- Financial Aid Differences by Campus Continued

Charted Differences between Student Count and Awards



Charted Differences Between Award Amounts



APPENDIX H - Other Data Sets Provided

First Time Students at Any College and Core Services Met Flags

Applied and No AOE Met Address

Offsite placement Tests

Appointment Usage Report (Multiple time periods)

OASR Out of State Database

Application Sample Database

Testing Sample Database

Sample PRSP Database

Orientation Contacts

OASR Testing Sample DB

OASR Student Enrollment Sample DB

OASR Scheduled Placement Tests

Initial Assessment

Student Success Contact Summary

Public Opinion Strategies Phone Survey

Counseling Report Summary Summer 2015-Summer 2016

Express Counseling Counts

Applicants who did not Register for Fall]