Onsite El Camino College Review

Summary

Interact senior communications staff, Dr. Pamela Cox-Otto and Amy Stevens spent two days onsite at El Camino College interviewing staff and students. The purpose was to identify ways in which the student intake experience could be enhanced as well as improving FTES. In order to respect private conversations, the notes from those meetings have been aggregated and summarized rather than shared completely.

Background

The meetings took place on November 1st and 2nd at the El Camino College in Torrance as well as the Compton Center in Compton.
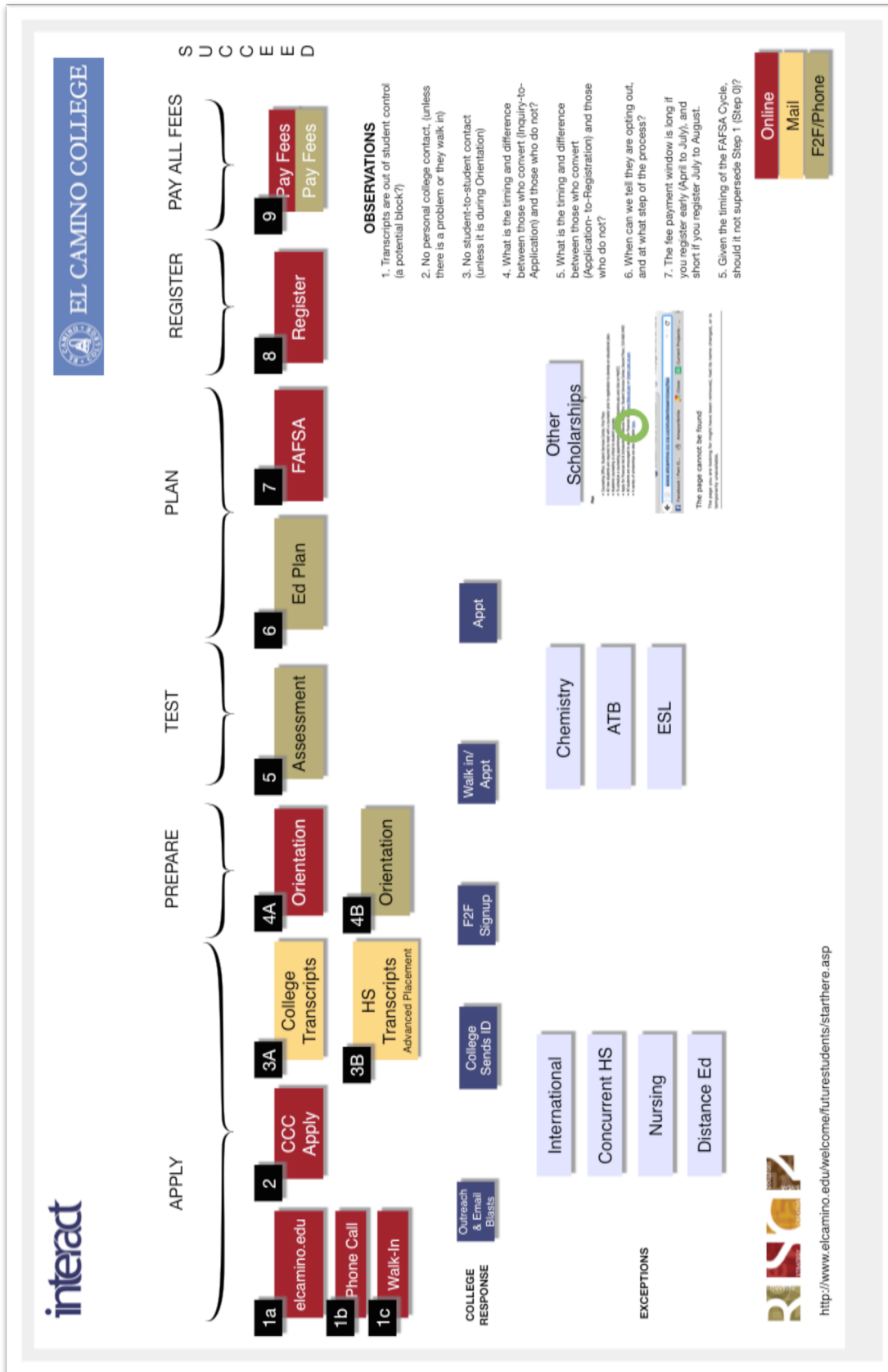
Big 5 Consistent Observations

1. The application is confusing for a native-English speaker and nearly impossible for an ESL student.
2. Too much paper required from students and printed in every department.
3. The intake process severely lacks a personal touch, especially from students.
4. The phone tree is a nightmare!
5. Currently it is impossible to track the student "herd" throughout the entire intake process.

Big 5 Must Do Recommendations

1. Reorganize the intake process. Move FAFSA/Financial Aid to the start of the process and the orientation immediately after application.
2. Implement an opt-out system for text communications, including emergency, marketing, and student life communications.
3. While a universal electronic system is explored, allow departments to implement tools that will make the process more efficient.
4. Create a landing page that students can access before being redirected to CCCApply. The page will provide warnings and tips on how students can prepare for and complete the application.
5. Review all student communications and make sure they are written for an appropriate reading level, are engaging, and as visual as possible.

Flow Chart from Online Review of Process

EL CAMINO COLLEGE

APPLY

1a — elcamino.edu
1b — Phone Call
1c — Walk-In
2 — CCC Apply
3A — College Transcripts
3B — HS Transcripts / Advanced Placement

PREPARE

4A — Orientation
4B — Orientation

TEST

5 — Assessment

PLAN

6 — Ed Plan
7 — FAFSA

REGISTER

8 — Register

PAY ALL FEES

9 — Pay Fees / Pay Fees

SUCCEED

COLLEGE RESPONSE
- Outreach & Email Blasts
- College Sends ID
- F2F Signup
- Walk in/ Appt
- Appt

EXCEPTIONS
- International
- Concurrent HS
- Nursing
- Distance Ed
- Chemistry
- ATB
- ESL
- Other Scholarships

Online / Mail / F2F/Phone

OBSERVATIONS

1. Transcripts are out of student control (a potential block?)

2. No personal college contact, (unless there is a problem or they walk in)

3. No student-to-student contact (unless it is during Orientation)

4. What is the timing and difference between those who convert (Inquiry-to-Application) and those who do not?

5. What is the timing and difference between those who convert (Application- to-Registration) and those who do not?

6. When can we tell they are opting out, and at what step of the process?

7. The fee payment window is long if you register early (April to July), and short if you register July to August.

5. Given the timing of the FAFSA Cycle, should it not supersede Step 1 (Step 0)?

The page cannot be found

http://www.elcamino.edu/welcome/futurestudents/starthere.asp

interactcom.com

Flow Chart from Data Review of Process

EL CAMINO COLLEGE

Conversion Point Tracking

APPLY — PREPARE — TEST — PLAN — REGISTER — PAY ALL FEES

SUCCEED

Step	Item
1	elcamino.edu
1b	Phone Call
1c	Walk In
2	CCC Apply
3A	College Transcripts
3B	HS Transcripts — Advanced Placement
4A	Orientation
4B	Orientation
5	Assessment
6	Ed Plan
7	FAFSA
8	Register
9	Pay Fees / Pay Fees

For: Inquiries — Applications — Transcript — Assessment — Counseling — FA — Register — Assessment

Data: Count and Conversion to Enroll — Data on Conversion at Each Point in the Communication Plan

- Count — How Many Other Colleges did they apply to?
- How many Apps Fail due to no Transcript?
- Rise Center, Counseling, Student Success — Data Point Average Jly–June 2015-16: 350, 2014-2015: 470
- Count — Not Conversion Underlying Pattern
- Count — Not Conversion Underlying Pattern
- Count — Not Conversion
- Count — Correlation? Award and Persistence?
- Count — Not Conversion
- Count — Not Conversion

COUNSELING

| 10 | | 11 Y1 | | Y2 |

- Counseling — Count (Persistence?) By Program? By Cluster?

CAREER CENTER

| 12 | Career |

- Career Center — Count — Not Conversion

TRANSFER

| 13 | Transfer |

- Transfer Center — Count — Conversion By Program

DEGREE CHECK

| 13 | Graduate |

- Graduate — Count — Conversion By Program

Conclusions from Visual Flow

1. Transcripts are outside of student control, and are a potential block to enrollment very early in the intake experience.

2. The first real personal **college** contact does not happen until they meet with a counselor (unless there is a problem or they walk in).

3. There is no planned or meaningful **student-to-student** contact (unless it is during Orientation).

4. What is the timing and difference between those who convert (Inquiry-to- Application) and those who do not? In other words, how long is the typical conversion time for most students to move from Inquiry to Application? If that is known, outreach can increase activities for students just prior to exceeding the typical timeline.

5. What is the timing and difference between those who convert (Application- to- Registration) and those who do not? In other words, how long is the typical conversion time for most students to move from Application to Assessment/Orientation/Counseling? If that is known, the college has an early warning system for enrollment.

6. When can we tell they are opting out, and at what step of the process? As this point this is not known.

7. The fee payment window is long if you register early (April to July), and short if you register July to August. A purge marketing plan should be developed that reminds students that registering early gives them more time to arrange for payments.

8. Given the timing of the FAFSA Cycle, should it not supersede Step 1 (Step 0)?

9. Most activities are tracked in aggregate much like counting the number of antelope at a watering hole. By totaling the count of animals at each "water hole" we make guesses about how many total antelope are in the wild. But we do not track them as they move from hole to hole. We do not know when they are overdue or if they were lost in the wilderness between water holes.

    Just like with antelope, In order to get a real count and track students through the process in order to understand what parts of their journey are most dangerous, we must tag them and track them from location to location. How long does it take for each student to move from Inquiry, Applications, Financial Aid, Assessment, Counseling and Orientation to Registration? What is the most dangerous part of the journey where we lose the most students? What caused that loss? If we only track the number of students who make it to the points without measuring and tracking the experience BETWEEN the points... we will never know and will continue to lose students in our unmapped system.

OBSERVATIONS/RECOMMENDATIONS FROM CONSISTENTLY RAISED ISSUES

Overarching Observations

1. Financial Aid is critical to a large number of students at El Camino. Application should be at the beginning of the process to give students the most time to obtain resources.

2. Except for F2F student orientation, the first personal contact is with the counselors (step 7) and these meetings are short (typically: 30 minutes) and it is difficult to connect personally with that tight of a schedule.

3. Concurrent enrollment is a big issue, when the students go full-time they are flagged and have to take many steps to clear this before enrolling

4. Residency is also a big problem… appeal takes 6-8 weeks to approve, the stated number of required documents may be less than what residency actually wants, if students mess up a date they have to start over instead of fixing it

5. Student flagging and wait listing are issues that can negatively impact student experience, and mostly happen within the computer system.

6. Student materials within the intake process could be more welcoming

7. Confirmed that orientation and assessment are interchangeable in enrollment process

8. The Ed Plan process is very mechanistic (check boxes) and rushed

9. Flexibility in staffing for peaks and valleys would help ensure resources are available during high demand periods on the enrollment process

interactcom.com

Overarching Solutions

1. Move Financial Aid to Step "zero" as it takes the longest and is critical to enrollment
2. ECC owns the Colleague communications module. It is not a great solution but it is one you have already paid for. This should be used to track students through your intake system
3. Plan earlier student touch by student life, student ambassadors, etc.
4. Create a sense of welcome with a Ta-Da "letter" that welcomes the student to the Class of 2019.
5. Move orientation up to Immediately AFTER Application in order to clarify steps and reduce student fear surrounding assessment.
6. Make sure orientation has student life and fun things in it... not simply rules and processes.
7. Residency is a larger issue and more helpful language should be developed at the state level.
8. Alert students that they have a residency issue much earlier in the process. Many don't know there is a problem until they get a huge bill for their classes.
9. Utilize text or other forms of communication to keep students updated about their residency petition
10. Audit all student-facing materials for reading level and clarity FROM THE STUDENT'S PERSPECTIVE. This could include marketing materials but definitely includes intake materials from the college.
11. Automatic Holds and Flags need to be reviewed for clarity, notifications and consistency with current student intake processes. Ensure that student services departments and outreach are made aware of any flags/holds before they are made live.
12. A system review of processes in college services to college staff would likely reduce complaints and assist in streamlining services.
13. Request only unofficial transcripts in the beginning, it seems the official transcripts can wait until a student is graduating/transferring.

14. Try different strategies to encourage students to complete the process so the system is not slammed with the last-second rush. Test different strategies and pick what involves the least staff time and least money but is effective. Look at the "social marketing" aspect and stress that they're doing something that will benefit them.
15. Move FAFSA to the beginning of the enrollment process
16. Make orientation the step after applying and restructure it completely. Include students as part of the presentation and make them available for questions after the formal presentation. Use videos with real students. Create "El Camino Hacks" into the orientation that will give students an insider's look at the whole process; include infographics
17. Create pop-up info button to explain registration and financial aid steps on the website
18. Create a landing page for CCCApply that warns students of trouble areas, provides tips (in writing and possibly video), and makes clear ALL the documents they will need to proceed. Write it as if it's a student talking to them.

MEETING OBSERVATIONS/QUESTIONS/SOLUTIONS

FINANCIAL AID

Observations

1. Paper system requiring people to come to the campus to complete financial aid application packets
2. Work load for scanning documents and then advisors get paper copy because scan is not as usable
3. There are products that would solve this, there is money in the state allocated funds, and project is on hold while IT Services at El Camino look for a global Solution.
4. Heavy approval burden just prior to the semester start.
5. They use the communication module of Colleague

Questions

1. How many students are Compton students but receiving money through ECC's financial aid?
2. Is it possible for Financial Aid to have a "temporary" solution for scanning while IT looks for the overarching system?

Solutions

1. Move Financial Aid to Step "zero" as it takes the longest and is critical to enrollment
2. Use communication module from Colleague to rate and track inquiries through the system with Outreach
3. Consider a Financial Aid marketing plan to market the early deadline and increase the number of students who enter your financial aid pipeline earlier.

COUNSELING AND STUDENT SERVICES

Observation

1. Antelope Analogy: El Camino is tracking students at the waterholes rather than tagging them as they move through the system.
2. They have 10-month counselors with a summer per diem with a 29 day limit, and few would want to work just prior to the start of the semester when there is an overflow of last-minute student needs.
3. No ability to look at what is happening BETWEEN student services in order to track loss.
4. Need Dashboard that is open to all to see the process.
5. Except for F2F student orientation, the first personal contact is with the counselors (step 7) and these meetings are short (typically: 30 minutes) and it is difficult to connect personally with that tight a schedule.
6. Student Registration assistance times has been a huge success.

Question

1. Where is the process of dashboards that allow day-by-day tracking of students in comparison to other day-by-day numbers in the other steps?

Solution

1. Plan earlier student touch by student life, student ambassadors, etc.
2. Create a sense of welcome with a Ta-Da "letter" that welcomes the student to the Class of 2019.
3. Consider A/B testing on intake welcoming practices
   a. One group of applicants get letter
   b. One group get T-Shirt
   c. One group gets nothing
   d. Compare and track
4. Move orientation up to Immediately AFTER Application in order to clarify steps and reduce fear-surrounding assessment.
5. Make sure orientation has student life and fun things in it... not simply rules and processes.

OUTREACH

Observations

1. Not currently using the Colleague Communication Module
2. Expanded staff but with expanded expectations
3. There are too many high schools (90) to actually cover well so it is important to have a priority system.
4. Transcripts are paper and are not needed until later when students transfer
5. Some of the placement software (such as Accuplacer and Multi-measure) recommend students take courses that are no longer offered, or have different course identifiers. This complicates students' early experiences with the college
6. There is no custom messaging to potential students only mass messaging base on Database filters
7. Difficult to track from inquiry to application due to no sensitive data (DOB, SSN, ETC.)

Questions

1. Is it possible to create a recruiting plan that is sensitive to district priorities but fishes where there are more fish?
2. Is it possible to do a marketing plan based recruiting efficacy data? (ROI)

Solutions

1. Take a tiered approach to outreach leaving none behind, but reaching students where they are likely to be.
   a. Issues include district schools that are not sending students (and have not historically) versus out of district schools who send students if cultivated, and schools who invite ECC in versus schools who don't.
   b. Permission to experiment with campuses, gather data on efficacy and prioritize based on recruiting outcomes (real students generating real FTES)
2. Consider expanding other outreach venues that reach into the community and its adults (not just its HS students)
   i. Mega-churches
   ii. Community Organizations
   iii. Cultural communities

COMPTON STAFF

Observations

1. Phone System needs improvement
   a. Rolling over to offices that are not staffed or absent
   b. Rolling to wrong department
   c. Only one person on the main line
   d. No system to track phone calls
   e. All the phones ring in admissions when that line rings (They are #1 in the list)
3. High school concurrent enrollment is all PAPER so they must scan and play catch-up
4. High School students are tracked in ACCESS
5. Difficult to get data and reports, and it feels like IT is the gatekeeper
6. Sharing data within the campus is also an issue (Admissions has applications, but Outreach does not)
7. Turnover impacts organizational knowledge. For example, who at El Camino is their help point for each critical area, and vice versa?
8. No counseling appointments EVER but especially during peak times
9. Residency verification is an issue, both process (paper and in person) and workload
10. They feel there is no way to track students if they miss one or more steps in the intake process.

Questions

1. Is Data disaggregation for clarity and tracking possible?

Solutions

1. While a researcher at Compton knows the researchers at El Camino, they may not know other functional staff. A function-to-function map or f2f meetings would go far
2. A Process Guide to EC and Compton would help in relationships and lay the groundwork for accreditation renewal.
3. Share the list and content of emails sent to encourage student completion at each point (split out by Compton). Most of the time these emails are sent without keeping Compton staff informed about when they are going to students or what information is included in the emails.

COMPTON STUDENT AMBASSADORS

Observations

1. During Registration Peak Times the System slows down and crashes
2. Major Issues with CCCApply
   a. English Only - Spanish button is not active
   b. Backspace resets the entire application
   c. The residency requirement is not well-explained and there are huge ramifications for the college and students
2. Orientation
   a. English Only
   b. Two tries on quiz or must repeat the module... that is ok in F2F but less so when the person is a native Spanish speaker
   c. ESL is non-credit so there is no reason to take the orientation
3. Resources Center for Special Needs -
   a. Must be a student BEFORE they can get help to register (Catch 22)
   b. Not trained to work with special needs

Questions

1. How difficult would it be to have a Spanish version of the Orientation?
2. Could the orientation be more than one-size-fits-all?
3. It was mentioned by Student Ambassadors that undocumented students feel they cannot get aid through EOPS until they are registered students. This is appears to be a communications issue as AB540 students/Dreamers can apply for EOPS grants.

Solutions

1. Create a landing page for CCCApply that warns students of trouble areas, provides tips (in writing and possibly video), and makes clear ALL the documents they will need to proceed (especially their social security number)
2. Provide a Spanish version of the ECC/Compton orientation
3. The college can look for off peak solutions for the Registration issue or increase processing capacity
4. The Application/Registration Assist days are a success. Consider expanding the "how to apply" assistance and "CALL OUT" the issue of residency BEFORE students go to the Application.

Research and Planning

Observations

1. Assessment and orientation seem to be interchangeable in their order. There is no clear consensus on a "standard"
2. Research has the budget to get a new dashboard ASAP and it is critical for enrollment management
3. Both campuses come from a place of not being driven by data

Questions

1. Steep drop off between assessment and orientation and then Ed plan… Why is that? Are the counts wrong? Are we missing data? What is stopping them?

Actions

1. Find a dashboard that can bridge the lines between the watering holes and show an overall migration pattern

FIRST YEAR EXPERIENCE

Observations

1. Generates 2-3k applications to fill 1,000 spots
2. Biggest problem area for the program is admissions
3. Concurrent enrollment is a big issue, when the students go full-time they are flagged and have to take many steps to clear this before enrolling
4. Residency is also a big problem… appeal takes 6-8 weeks to approve, the stated number of required documents may be less than what residency actually wants, if students mess up a date they have to start over instead of fixing it
5. Residency updates are only sent to the students' college email, which many do not check
6. General registration problems during high-traffic times

Questions

1. Can they give counselors the ability to see WHY there is a hold, not just that a student has one?
2. Is it possible to do a Test of intake... 5 students who are new (No college) and 5 who have attended before... and see what happens. Prediction is the former students have a more difficult time.

Actions

1. On the landing page PRIOR to APPLICATION... there should be (in English and Spanish) and explanation of residency in SIMPLE TERMS and an offer of assistance in applying.
2. Residency is a larger issue and more helpful language should be developed at the state level.
   a. Alert students that they have a residency issue much earlier in the process. Many don't know there is a problem until they get a huge bill for their classes.
3. Utilize text or other forms of communication to keep students updated about their residency petition

ADMISSIONS

Observations

1. There have been long-standing technology issues with Colleague
2. Registration component is an issue
   a. Core requisites do not work
   b. Error messages are not self-explanatory
   c. Prerequisites do not work in registration especially in sciences
3. Technology has been getting better with the new director... you NOW get a message that a change has been made to your schedule when you are added to a class. However the message is NOT you have been added to a waitlisted class.
4. Admissions believes these technical issues are hurting FTES
5. There are silos of service with Purchasing, HR and Facilities being problematic
6. Student Communications is not inviting and requires too high a reading level
7. Wait listing payment is an issue. Pay for all classes and then add one class. Fail to pay for that one class and ECCC will drop you from all your classes (This is NOT how nearby colleges handle it.)
   i. Holds are placed but neither the student nor admissions are notified
8. There are two purge dates.... a really long time for early registering students and a really short time for later registrants.

Questions

1. Is it possible to test the registration system with different groups including science person, HS student, etc.?
2. May want to look at the student purge dates (drop for non-payment) especially with the second date.
3. Can there be a sign-off from A&R when holds are placed? Or can A&R have access to the screen that indicates the reason for the hold?

Solutions

1. Infographics to explain the intake process with an agreed-upon reading level
2. Audit all student-facing materials for reading level and clarity FROM THE STUDENT'S PERSPECTIVE. This could include marketing materials but definitely includes intake materials from the college.
3. Automatic Holds and Flags need to be reviewed for clarity, notifications and consistency with current student intake processes
4. A system review of processes in college services to college staff would likely reduce complaints and assist in streamlining services.
5. Reevaluate requisites and prerequisites listings and clearance
6. Communicate with all the involved groups when a new hold is placed, A&R is often surprised by new holds and cannot explain them to students

Student Support Services

Observations

1. The enrollment process has been fluid in an effort to improve student experiences. Communicating this is key to both students and staff
2. The intake process is still too complex
3. There is little ability to submit online forms which is an issue
4. There is not consistency in scheduling office hours
5. Technology is a huge barrier – too much printing and letter stuffing, admissions letters are sent via USPS, some forms have not been updated since the 1980s, no online submission forms

Questions

1. Would testing shifts in the student enrollment process be useful rather than changing the entire system
2. When is the best time to reorganize an area? With the outgoing manager or the incoming one? Does student services need to be restructured?
3. Can all Student Services departments maintain the same hours? (See Summary at end of Document)
4. Several retirements are looming in A&R, is there an exit/transition strategy in place?

Solutions

1. Do a complete communications audit of student facing messaging
2. Check the consistency of business hours among all student services office (also between Compton and El Camino)
3. There is an intake module for colleague not in use. It may be imperfect, but it will help and not cost additional money. This can also identify whether staff are ready to do the tracking work.
4. Utilize technology for pushing messages rather than paper.

Articulation Office

Observations

1. Making an appointment with counselors is an issue in that you can make an appointment on My ECC starting at 5:00 PM on Thursday and they are filled by 5:30.
    a. Students are not told so they keep trying.
    b. SARS system has moved the lines online where they are invisible.
2. The first personal touch for students takes place in counseling... but that is a 30 minute long meeting with a transactional focus. Look at all their units, and transcripts, and major, a degree

Question

1. Step forward was meant to give students early registration when they complete the three steps that research shows improves persistence and outcomes. How much is the early registration "benefit" really valued given the low competition for courses? What was meant to be an improvement to the student experience may be seen as another hurdle?
2. Is it possible to create more counselor slots or distribute student demand better
3. How can the counselor/student first interaction be made more personal and supportive rather than transactional

Solutions

1. Improve the interpersonal experience by infusing a student guide/ambassador or someone else to be helpful, earlier in the process.

ECC Student Ambassadors

Observations

1. Student stories about the college have their own life
   a. Students have "horror" stories of students who traveled from San Diego to get a transcript and the office was closed. People were in the office working but had closed the student window. The student knocked and no one responded or would help. These stories are retold.
   b. Student wanted their degree but every time they came on campus to make arrangement hey had to pay for a permit. They graduated but did not get the "paper"
2. Students in the information kiosk have safety issues and concerns (No place to run, no security, glass booth) and would like more patrols in the area
3. Changes happen all the time and there is not central repository where the changes are noted and communicated. They may be communicated within their departments... but not necessarily to other divisions
   a. Office hours are an example of this
4. Students indicate they have less-than-positive experiences with admissions and financial aid
5. No air conditioning in FA does not help
6. Concern for differently abled students in an active shooter situation
7. For example... how would they get information if no one around them can sign?
8. Could safety personnel have basic sign language skills
9. Building are inconsistently heated/cooled
10. The website has problems among browsers and there is a feeling that student input is ignored
11. They feel they are invited to meetings but not attended to.
12. Don't invite us if you are not going to listen
13. They would like a functional directory of people and services that tie "I need help with this" to "go to this person"
14. Wi-Fi have to reenter your log in information every time you come on campus and between buildings. Students feel this is a burden
15. Student ambassadors leave campus in the middle of the day and when they return there is no place to park.
16. Students on HS campuses are friendly but there is a sigma to attending El

Camino (or any community college)

17. Applying is not easy if it is your first time... and the non-resident questions are confusing.

Questions

1. Is a lifetime student parking permit for graduates possible? Or a staff parking pass for student ambassadors?

2. Can the Wi-Fi password requirements be modified so students don't have to log in multiple times a day?

Solutions

1. Students are a great testing source for any potential intake changes as they see the issue of experience with granularity. Use them as well as new incoming students to test intake changes.

2. The issue of security and communication with the information kiosk should be addressed immediately.

3. Many of these issues are mechanistic and would be simple to fix.

4. Could there be a CCCApply supplement that walks students through the process a page at a time... or a video that does the same?

El Camino Staff Interviews – Admissions, Outreach, IT

Observations

1. Outreach is the initial personal intake point but mostly for high school students.
2. There are "slips" in the system
   a. PR and marketing congratulate graduating HS students with a how to apply register but there is no personal connection effort
   b. Assessment gets much traffic to their phones because the core process is not clear in other communications
   c. CCC Apply: any issue in residency takes WEEKS to correct
   d. The CCC apply confirmation email with state ID is confused with El Camino ID
   e. There are so many variations to the residency issue that 75% don't even get their dates correct
3. Note that Step Forward steps are not REQUIRED at El Camino main campus unless they want priority registration. *At Compton the ARE required
   a. This happens even if they want one class in the summer
4. There is a disconnect between the content experts (student services etc.) and marketing
   a. Marketing has control of mass emails on campus and many messages are perceived to be sent at the last minute
   b. The flow of lists, message, creation and distribution appears to be complex, and have issues with timeliness and content
   c. There is a disconnect between mailings and actual experiences (registration workshop example)
   d. Class schedules are printed but late most times
   e. There are coordinating and planning issues from top levels to bottom levels... which is confusing for students (events, dates, etc.).
5. GENERAL ISSUES WHICH "MAY" BE PROBLEMATIC ONCE VERIFIED
   a. Outreach would like to use texts and respond. They cannot do this at this time.
   b. There is some debate about which departments answer their phones on a consistent basis
   c. Residency letter mailed via USPS, many students complain of

never receiving the letter

d. The residency letter is very text heavy and can frustrate students
e. A&R front desk is staffed completely by part-time employees
f. Ed Plan counselors are too sparse during the summer
g. Students do not TECHNICALLY need a completed EdPlan to register
h. PIO pushes out information that is inaccurate
i. Registering students for concurrent enrollment can be cumbersome; too much paper and physical signatures
j. A&R gets hundreds of late-add petitions. Need more cooperation from the faculty on enforcing the registration rules, including not sitting in a class if you're not registered.
k. An update of coding prerequisites and class numbers is needed

Questions

1. Can you create a standard for answering phones? Before three rings, people can only be on hold for 60 seconds, etc.
2. Is it possible to get a copy of the OASR info sheet about what students need before applying?
3. Can CCCApply generate differentiated lists that show the difference between new student, returning and ongoing student, CSU student, etc. so schools can tailor the welcome letter to the population (i.e. No EdPlan)
4. How is it determined what classes are offered on high school campuses? Often classes have prerequisites that are impossible for high school students to meet.

Solutions

1. A facilitated process review between communications and content providers could speed up turnaround and reduce workload, even while maintaining quality control over message.
2. If outreach is the direct contact for the college, they need a set of direct contact tools as well as a tracking system to measure efficacy.
3. Consider a pre-application landing page that assists in readiness to correctly fill out the application
4. Time to overhaul the phone tree for clarity and workflow

5. Add OASR to the email blasts to students so they are prepared for the influx of calls

6. Add confirmation point when dropping a class in the portal, currently it is very easy to accidentally drop a class

7. Create a marketing/emergency announcement opt-out system that utilizes text messages. Students can opt-out through the portal but are automatically in when they enroll

APPENDIX A – Interview Information

Tuesday November 1st:
El Camino Main Campus

      10:15 am – 10:45 am
      Melissa Guess: Director, Financial Aid
      Kristina Martinez: Assistant Director, Financial Aid

      10:45 am – 11:15 am
      Diopter Patel: Dean, Counseling and Student Success
      Julieta Ortiz: Associate Dean, Counseling and Student Success (SSS)

      11:15 am – 11:45 am
      Robin Dreizler – Director, Outreach & School Relations

      1:00pm-2:00pm
      Dena P. Maloney, Ed. D., Superintendent/President
      Jeanie M. Nishime – Vice President, Student & Community Advancement
      Ann Marie Garten – Director, Public Relations and Marketing

Compton Center
      2:30 pm – 3:50 pm
      Group Interviews – Compton Center
      Richelle Penalba – Associate Registrar (A &R)
      Mytha Pascual – Director, Financial Aid
      Elizabeth Martinez – Interim Director, Student Services
      Nelly Alvarado – Interim Director, Enrolment Services (Core Services)
      Shateo Griffin – SSSP Coordinator (Core Services)
      Taiwan Rogers – Program Technician (Assessment)

      4:00 pm – 5:00 pm
      Compton Center - Student Ambassadors
      Corina Fonseca
      Cynthia Manjarrez
      Ramon Villa
      Cindy Frayre

Wednesday, November 2nd
El Camino Main Campus

8:00 – 8:30 am
Irene Graff – Director, Institutional Research & Planning

8:30 – 9:00 am
Cynthia Mosqueda – Counselor/Coordinator – First Year Experience
Jaime Gallegos – Advisor, First/second year FYE students (Orientation, information sessions & Transfer workshops)

9:00 – 930 am
Bill Mulrooney – Director, Admissions & Records
Espe Nieto – Assistant Director, Admissions & Records

9:30 – 10:00 am

William Garcia – Dean, Student Support Services

11:30 – 1:00
Process Improvement Committee
Richette Bell, Dustin Black, Kristie Daniel-DiGregorio, Robin Dreizler, Ann Marie Garten, Vanessa Haynes, Cheryl Kroll, Arthur Leible, Dena Maloney, Elizabeth Martinez, Kristina Martinez, Jeanie Nishime, Julieta Ortiz, Heather Parnock, Dipte Patel, Barbara Perez, LaJuan Steels, Steve Waterhouse, Amanda Webb

1:00 – 2:00 pm
ECC Associated Student Organization (ASO) and Student Ambassadors
Syrah Navid – Senator of Health Sciences and Athletics (ASO)
Victoria Nguyen – Director of Public Relations (ASO)
Victor Castellanos – Ambassador
Claudia Diaz – Ambassador
Ivan Tejano - Ambassador

2:00 – 3:30 pm
Group Interviews - ECC
Steve Waterhouse- Admissions & Records Supervisor
Adriana Lopez Denton - CCCApply Issues
Brenda Peterson - Residency Issues
Miriam Jauregui - Block or Hold Issues
Karina Franco - K-12 issues
Brian Hayden – Administrative Assistant /Outreach & School Relations
Joshua Casper – Student Services Technician Outreach & School Relations
Lorena Garcia - Assessment
Toni Newman – Student Appointment Center (new/continuing students)
Angie Funes - Student Success Programs (Assist students in completing online versus in-person orientations, assist with one-stop effort for new students

APPENDIX B – Student Services Hours By Campus

Not any huge red flags. Several ECC departments have the same hours on Monday, Tuesday, and Thursday but Wednesday and Friday are different. If a student wants to go after 5pm, you're stuck with Wednesday only for Financial Aid and EOPS. EOPS discouraged me from coming in person to ask about the program and suggested I look on the website. Financial Aid has two sets of hours, one for in-person and one for phone calls, which seems unusual.

El Camino
Division Office
Monday-Thursday 8-430; Friday 8-1pm

Admissions
Monday – Thursday: 8:00 a.m. – 7:00 p.m.; Friday: 9:00 a.m. – 1:00 p.m.

Counseling
Monday-Thursday 8am-7pm; Friday 9am-1pm

Financial Aid
To visit in person: Monday, Tuesday, Thursday 8:00am-5:30pm; Wednesday 8:00am-6:30pm; Friday 9:00am-1:00pm
For calls: Monday-Thursday 9am-4pm; Friday - 9:00am-1:00pm

EOPS
Monday, Tuesday and Thursday: 8am-530pm; Wednesday: 8-630pm; Friday 9am-1pm

Transfer Center
(Stated office hours on website) Monday-Thursday 8am-5pm; Friday closed
(Counseling hours when I called) Monday 1030-1130; Tuesday 12-1; Wednesday 12-1 & 5-6; Thursday

Compton
Division Office
Monday, Tuesday and Thursday 8am-430pm; Wednesday 8am-630pm; Friday 8am-12pm

Admissions
Monday, Tuesday and Thursday 8am-430pm; Wednesday 8am-630pm; Friday 8am-12pm

Counseling
Monday, Tuesday and Thursday 8am-430pm; Wednesday 8am-630pm; Friday 8am-12pm

Financial Aid
Monday, Tuesday and Thursday 8am-430pm; Wednesday 8am-630pm; Friday 8am-12pm

EOPS
Monday, Tuesday and Thursday 8am-430pm; Wednesday 8am-630pm; Friday 8am-12pm

Transfer Center
 Monday, Tuesday and Thursday 8am-430pm; Wednesday 8am-630pm; Friday 8am-12pm