EL CAMINO COLLEGE
Vice President – Academic Affairs

ENROLLMENT MANAGEMENT
November 4, 2021

Attendees: J. Anaya, J. Aramburo, M. Arthur, L. Audusseau, T. Bailey, J. Baranski, L. Brogden, S. DiFiori, R. Dreizler, J. Gallegos, C. Gold, L. Justice, S. Kushigemachi, C. Martin, R. Miyashiro, D. Mussaw, G. Perez, S. Potter, A. Ramirez, E. Romo, R. Serr, J. Simon, J. Sims, V. Unda, M. Wolfenstein

Other guests: G. Ou, A. Tomlinson

I. **INFORMATION**
    A. Notes of 9/2/21: approved as written.

II. **DISCUSSION**
    A. Selecting a Rep for Comprehensive Planning Committee: (J.Sims)
        Representatives are needed for constituent groups across campus for the Comprehensive Master Plan. Four people volunteered to serve as the Enrollment Management representative: T. Bailey, C. Gold, J. Aramburo, and G. Perez. The Enrollment Management committee voted and Julietta Aramburo was selected as the representative.

    B. Review EAB Recommendations: (Edgar Romo)
        E. Romo presented on the results of the EAB Enrollment Audit Report. An EAB researcher served as a secret shopper and went through the website and enrollment process. They tested our enrollment and onboarding processes and identified any potential cracks and offered advice to improve the process. The onboarding steps (advising, financial aid, testing, scheduling, registration, application, admissions) are different points that could potentially lose students. It can appear as a tangled process where students go back and forth between offices and go through many steps. The virtual enrollment audit provided a third party's perspective of the onboarding process.

        The EAB researcher posed as a student for 15 days and identified pain points and recommendations. The researcher identified three steps that identified the largest pain points:

        Application & Admissions
        Pain points: researcher waited 10 days to be official accepted and receive their student ID, support staff could not answer questions regarding acceptance email, reiterated

several times that follow up email did not obtain step-by-step list outlining onboarding steps. Assistance was not provided with choosing a major nor encouraged to visit the career center. Although this information is on the website, it was not included in communication from the College.

Recommendations: Making acceptance immediate, provide student with list of steps to take, ensure frontline staff have training and tools necessary to answer basic questions, connect to the expert on campus, encourage undecided students to speak to career counselors.

Advising & Career Counseling
Pain points: challenge to select an appointment with lack of availability; individual appointments were hard to come by; express counseling could have gone smoother. Some challenges included: GE and prerequisite – a lack of emphasis on student career goals and inability to find program maps. Courses were listed for each program on the website but recommendations for sequence was not available.

Recommendation: schedule automatic advising immediately; offer options based on student needs; make career goals the center of the advising discussion, discuss off campus commitments/responsibilities; make program maps publicly available from day one to completion.

Orientation
Pain Points: it was unclear if orientation was mandatory; no assessment to measure content understanding; session materials not readily available for review; and inconsistency of instruction between orientation instructions enrollment steps.

Recommendation: orientation required for all admitted students; assess student engagement in remote orientations, make material assessible, and streamline communication with various platforms.

The report is posted on the EM team site titled 2019-22 EM Plan revised. The file is under the EAB Virtual Audit.

Guiding questions EAB posed:
- How can we make adjustments to the enrollment onboarding processes?
- What have we learned from COVID about designing and improving onboarding processes?
- What do we need to fix in enrollment pipeline?
- What changes do we need to make immediately?
- Long term changes we can address moving forward?

The committee will discuss how EAB indicators can be linked with the EM Plan. One way to approach this is include indicators to address these concerns.

There was a question on what orientation they experienced. There is live and module. Was the secret shopper on our old and new website? If the secret shopper applied for admission for spring 2021 or fall 2020, they likely used the old website.

It was surprising that it took ten days to be officially accepted and receive a student ID. It was noted that it depended if the secret shopper had missing information or flagged as fake information. Applications usually go through on the same day.

With regards to the ten day wait period, the researcher said they contacted staff several times to request additional information. Confirmation information indicated they should be accepted and receive student ID within three days. After three days, they reached out to staff via phone, email, virtual chat and was unable to receive information regarding what was going on with acceptance. After 10 days, they finally received official acceptance and ID. It was suggested to provide a FAQ on the ECC website and provide contact information if students encountered problems with the process.

J. Aramburo indicated ECC has its own secret shopper every semester. Employees that are actually enrolling in a class are asked to participate. It helps to have others go through the registration process to determine where the pain points are that students may experience. There is always room for improvement. It was reiterated not to go through this process unless the ECC employee was truly enrolling in a class as it does complicate the application reporting if it is fake.

Any questions or learning points? If we are able to improve these experiences, does the same secret shopper come back to evaluate if improvements were done to processes? There is not a plan for them to return but it would be helpful to converse with the person and understand their experience.

It was noted that this is a case study and not applicable to the entire student population. It is an instance of one person's experience. Different students have different experience.

We can go through the process and see how it works based on responses that we put in. It starts with students coming to our website and applying for registration. The goal for enrollment management is to increase enrollment and not lose students from the start of the process.

The committee was encouraged to continue to review the EM Plan objectives, goals, and indicators. Look for ways the College can improve in light of what we went through with COVID and how it impacts registration/enrollment. Kudos to Edgar Romo and Grace Ou in putting efforts in the EM Plan to assist in making it current and relevant and identifying registration/enrollment goals.

C. <u>Breakout Rooms</u>: (J. Sims)
In preparation of the breakout rooms, committee members will create indicators showing progress made in objectives. Information can be accessed in the EM team site under

2019-22 EM Plan with indicators listing goals, initiative, objective, indicator/milestone, and target. Committee members were requested to find ways on how to align indicators/milestone with the objectives. Indicators can be created under the new indicator column. Guiding questions and recommendations are included at the top of the chart: Does the indicator align with objective? Does the indicator tell us whether we accomplished the objective?

Due to time constraints, the committee was not able to hold the breakout rooms. Committee members are encouraged to review the team site, select one of the goals and make suggestions with indicators.

Another meeting will be scheduled this semester TBD.