COMPTON COLLEGE
ADMISSIONS AND RECORDS
PROGRAM REVIEW
Fall 2019

Program Description

A. Describe the program. How does the program link to the College's mission statement, statement of values, or strategic initiatives?

Mission Statement

Compton College is a welcoming and inclusive community where diverse students are supported to pursue and attain student success. Compton College provides solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for completion of programs of study, transition to a university, and securing living-wage employment.

The Admissions and Records Office (A&R) 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 A&R Office is divided into two units, **Admissions** and **Records**. The functions performed by the A&R office include:

Admissions	Records	Registration
Academic Calendar	Academic Renewal	Outreach to support Dual Enrollment efforts
Attendance and Accounting	Record retention and destruction	Student registration (Adds & Drops)
Admission Application Processing	Access to records	Process Class Audits
Dual Enrollment (K-12th grade)	Collection of attendance rosters	Populating registration appointments
Residency Petitions	Collection of grade rosters & documentation	Priority registration important dates
Website Maintenance	Credit by Exam	Print Add Authorization Codes
Applications for F1 Visa Rider Students	Faculty Drops	Faculty Drops
Assist Military/Veteran students	Degree Evaluation and ADT Verifications	Faculty Reinstatements
	Graduation applications	Section and Level Transfers
	Faculty Reinstatements	Late Add Petitions
	General Petitions	Overload Petitions
	Grade Changes	Prerequisite Challenge Petitions
	Section and Level Transfers	Excessive Repeat Petitions
	MIS Reports	
	Imaging/Scanning Records	
	Course Substitutions	
	GE and IGETC Certifications	
	Enrollment Verifications	
	National Student Clearinghouse Submissions	
	Transcripts requests (El Camino College and Compton Community College)	
	Printing Diplomas	
	Excused Withdrawal	
	Solomon Act Student Data Requests	

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 over 90 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.

The A&R office links to the 2015-2020 College's Strategic Initiatives in a variety of ways. The initiatives listed below are the ones most relevant to Admissions and Records and linkages will be highlighted throughout this review.

1. **Improve recruitment, enrollment, retention, and completion rates for our students.**
   Objective 2. Educate students about pathways to graduation.
   Objective 3. Enhance student preparation for academic success and completion.
   Objective 4. Provide a student-centered environment that leads to student success.

2. **Support the success of all students to meet their education, and career goals.**
   Objective 1. Attract and retain traditional students and focus on retaining non-traditional students.
   Objective 2. Minimize the equity gap for access, retention, and graduation rates.
   Objective 3. Identify and provide clear pathways for traditional and non-traditional students to meet their goals.

3. **Support the success of students through the use of technology.**

4. **Establish partnerships in the community and with the K-12 schools.**
   Objective 3. Strengthen the broader needs of the community served by Compton Community College District.

By offering many services online, in addition to in person services, and by providing students with ways to review and challenge their student records, the A&R office enhances student learning using a variety of service methods. The office engages in an ongoing process of improving services to promote student success through participation in committees across the campus and through faculty and staff trainings.

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 daily with many departments on campus. Departments with daily interaction with the A&R office include Counseling, Academic Affairs, Academic Divisions, Outreach, Enrollment Services, EOPS, DSPS, and Bursar's. The A&R office interacts with many other departments such as Athletics and DSPS on a less frequent basis. Representatives of A&R participate in many collegial consultative committees on campus, including Budget and Planning, Graduation, Enrollment Management, and New Student Welcome Day.

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. Per the Solomon Act, the office also provides student information to military recruiters.

B. Describe the student population served by the program using data. Please note the source of the data. If necessary, please contact the Office of Institutional Research & Planning to obtain 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.

For most students, their first contact with the A&R office is through the submission of an application. All students are required to apply online via CCCApply. As indicated in Table 2 below, the number of applications processed by the A&R Office has been consistent, except for Summer 2019 and Fall 2019. Summer 2019 was the first session classes were offered independent from El Camino College. During these semesters, students were required to submit an additional application if they planned to take classes at Compton College. This resulted in an increase in the number of applications processed by the A&R office.

Table 1 - Online Applications Submitted to Compton College via CCCApply

Year	Online Applications Winter	Online Applications Spring	Online Applications Summer	Online Applications Fall
2015	N/A	3013	2900	4576
2016	N/A	3486	2889	5033
2017	1213	3115	2457	4691
2018	1163	2764	2458	4778
2019*	1477	3868	4339	6908
Total	**3853**	**16,246**	**15,043**	**25,986**

*Data as of 11/14/19.

The data below provides demographic information taken from the Compton College Program Review Dashboard related to the students that have taken classes at Compton College from Summer 2016 – Summer 2018. As noted, female and male enrollment numbers have remained present consistent Summer 2018. The summer 2018 data highlight a decrease in Latinx and Black/African American enrollment, and an increase in Asian and White student enrollment. There has been a steady decrease in Summer enrollment numbers since Summer 2016.

Student Counts

Gender	Summer '16	Fall '16	Winter '17	Spring '17	Summer '17	Fall '17	Winter '18	Spring '18	Summer '18
Female	66%(2767)	64%(4845)	63%(1052)	65%(4619)	64%(2534)	63%(4720)	65%(1254)	65%(4424)	67%(2400)
Male	34%(1453)	36%(2706)	37%(617)	35%(2510)	36%(1414)	37%(2730)	35%(669)	35%(2407)	33%(1199)
Non-binary									
Unknown/non-resp..		0%(<5)		0%(<5)			0%(<5)		
Grand Total	100%(4220)	100%(7552)	100%(1669)	100%(7130)	100%(3948)	100%(7450)	100%(1924)	100%(6831)	100%(3599)

Ethnicity	Summer '16	Fall '16	Winter '17	Spring '17	Summer '17	Fall '17	Winter '18	Spring '18	Summer '18
American Indian or..	0%(8)	0%(11)		0%(6)	0%(<5)	0%(6)		0%(<5)	0%(6)
Asian	7%(278)	5%(384)	4%(75)	6%(395)	7%(289)	5%(378)	6%(121)	6%(391)	8%(286)
Black or African A..	27%(1132)	27%(2050)	23%(385)	26%(1834)	25%(972)	25%(1863)	24%(468)	25%(1678)	22%(802)
Latinx	60%(2512)	61%(4612)	66%(1106)	62%(4394)	59%(2330)	63%(4714)	63%(1203)	63%(4334)	61%(2180)
Native Hawaiian o..	0%(17)	1%(47)	1%(10)	1%(38)	0%(17)	0%(37)	1%(12)	1%(35)	1%(20)
Two or More Races	3%(123)	3%(220)	3%(43)	3%(236)	4%(140)	3%(220)	3%(57)	3%(177)	3%(118)
Unknown/Non-Res..	0%(10)	0%(21)	0%(6)	0%(15)	0%(12)	0%(18)	0%(<5)	0%(17)	0%(13)
White	3%(140)	3%(207)	3%(44)	3%(212)	5%(187)	3%(214)	3%(59)	3%(196)	5%(174)
Grand Total	100%(4220)	100%(7552)	100%(1669)	100%(7130)	100%(3948)	100%(7450)	100%(1924)	100%(6831)	100%(3599)

C. Describe how interaction with the program helps students succeed or meet 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 submission of an admissions application, students typically move on to counseling before registering for classes. 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 dual 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. 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.

There are several forms and processes available to assist with student enrollment, alleviation of substandard grades, changing classes, removing errors from student records, etc. Below is a list of the processes in place to assist students with navigating their academic career:

Form / Petition / Process	Description
Reinstatement	Faculty can reinstate a student
Section Transfer	Move a student from one section to another
Level Transfer	Move a student to a lower or upper-level course
Late Add Petition	Request to add a class after the add drop period
Excessive Repeat Petition	Request to take retake a class a 3rd or 4th time
Residency Reclassification	Petition to change residency status
Course Repetition Petition	Request a grade replace for an equivalent course
Academic Renewal	Petition to remove substandard coursework
Excused Withdrawal	Petition to receive EW grade due to extenuating circumstances
Credit by Exam	Request for course credit by taking an examination
Co-requisite, Prerequisite Challenge Petition	Petition to not be required to take a prerequisite course
Overload Petition	Petition to take more than the maximum units per term/session
Change of Major	Request to change or add a major
Intent to Graduate Petition	Request to be evaluated for graduation

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.

Before students graduate, students must submit an intent to graduate petition to the A&R office that are then evaluated at the Evaluation Specialist. 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. The A&R office currently only has one Evaluation Specialist.

D. How does the program interact with other on-campus programs or with off-campus entities?

The Admissions and Records Office also collaborates on a daily basis with many departments on campus. Departments with daily interaction with the Admissions and Records Office include Counseling, Academic Affairs, Academic Divisions, Outreach, and Bursar's. The Admissions and Records Office interacts with many other departments such as Athletics, EOPS, CalWORKS, Distance Education, and DSPS on a less frequent basis. Representatives of Admissions and Records participate in many collegial consultative committees on campus, including Budget and Planning, Graduation, Enrollment Management, and New Student Welcome Day.

The Admissions and Records 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. A&R partners with the K-12 feeder school district partners in offering enrollment support for Afternoon College, AB 288, CAMS, and Early College Program. These partnerships require weekly contact to ensure the successful completion of enrollment and other services. The District hosts monthly meeting with each district to address issues, challenges, and strategies.

A&R also provides student information to the military per the Solomon Act. This is a federal law that requires institutions receiving certain federal agency funding to fulfill military request for access to campus and for lists containing student recruiting information. It provides branches of the military access to student directory information which have been denied them under the Family Educational Rights and Privacy Act (FERPA).

E. List notable achievements that have occurred since the last Program Review.

Since the last Program Review, the Compton College received its initial accreditation status on June 7, 2017. Additionally, the Change in Local Control from El Camino Community College District to Compton Community College District was approved on August 27, 2018. These two major milestones significantly shifted the priorities for A&R. The college established a Transition Planning Committee to determine what needed to be done to prepare for a successful transition. Appendix #4 is a copy of the Transition Plan.

Below is a list of the most notable achievement of A&R:

- Banner student information system implementation
- Creation and implementation of an Authorization and Consent to Release Education Records process (Appendix #3)
- Transfer of all student documents accumulated during partnership with El Camino College (ECC)
- Creation of an A&R Transition Planning Workgroup to ensure a smooth transition from ECC
- Development of a Partnership Transition Plan and Transition Committee to address processes that need to be addressed to ensure a smooth transition from ECC

F. What prior Program Review recommendations were not implemented, if any, and why? What was the impact on the program and the students?

Below are the recommendations that were not implemented since the last Program Review.

a. Software or a database system that will minimize the amount of paper that is kept in the admissions office, and one that will allow for online tracking of documents submitted to the office electronically.
    i. This has not been implemented due to the transition from El Camino College.
b. Imaging old Compton Community College transcripts going back to 1969 that are missing from current image database, and scanning records going back to 1934. This request continues to appear in each annual plan.
    i. Reason it hasn't been completed is due to lack of financial resources to pay for staff to review all paper/image records.

ii. The impact: Requests for records missing from the image database consume an inordinate amount of time and staff resources.

c. Enhance office safety by replacing the existing swing door that provides unsecure access to the Admissions and Records Office.
    i. Although the Admissions and Records Office agreed to pay all costs related to this matter, the request was denied by the Chief Business Officer.

d. Since the College doesn't have a full-time switchboard operator, the admissions office receives a significant amount of calls that are oftentimes not related to admissions. When calling the main campus number, Admissions is the first office students can select. This demand of the staff's time addressing questions, issues, and matter not related to admissions significantly diminishes our ability to provide quality customer service.
    i. This matter is outside of the scope of Admissions and Records. A decision to support this request must be made by upper management.

Program Environment

a) *Describe the program environment. Where is the program located? Does the program have adequate resources to provide the required programs and services to staff and students? If not, why?*

The A&R office is housed in the Administration building and consists of a large office with seven cubicle workstations for staff, a small vault where old Compton Community College records are stored, a small kitchen/breakroom, and a workstation in the back of the office for part-time Records Clerks. The Director's office is next door in the Vice President of Student Services suite. A small counter with three computers faces out into the lobby area are used by Records Clerks to assist students. The lobby consists of a queue area, a sitting area, and a section with eight computer stations for student use.



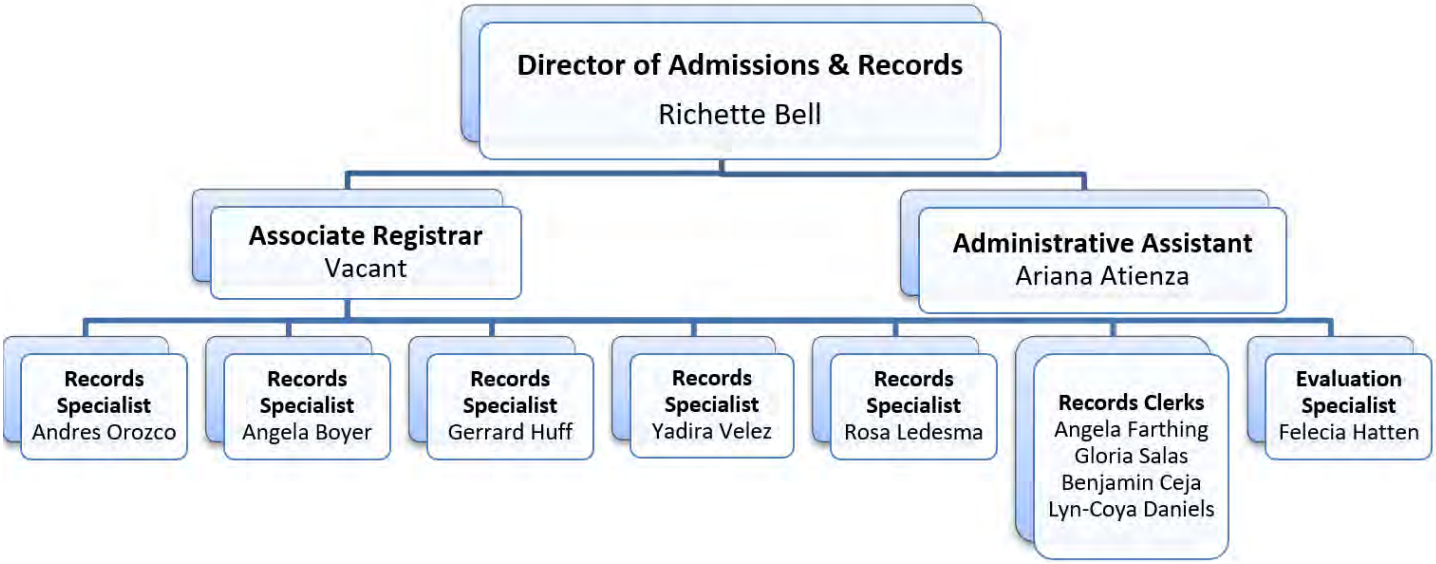




In addition, the A&R office touches every single faculty on campus through grade submission and attendance accounting. The A&R office also collaborates on a daily basis with many departments on campus. Departments with daily interaction with the A&R office include: Counseling, Academic Affairs, Academic 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.

b) *Describe the number and type of personnel assigned to the program. Please include a current organizational chart.*

The A&R office currently has eleven staff. Five Records Specialist, four part-time Records Clerks, one Evaluation Specialist, and a director. The Associate Registrar position has been vacant since Fall 2018. There have been two unsuccessful attempts to hire an Associate Registrar. In 2019, the department was provided support with the hiring of a part-time Administrative Assistant that is shared with the Counseling Department. The Counseling Department also funds this position.



c) *Describe the personnel needs for the next four years.*
- One additional Evaluation Specialist to support conduct degree evaluations.
- One additional Records Specialist with specific focus on Dual Enrollment.
- One permanent Part-time Administrative Assistant to manage payroll, submit requisitions, order supplies, update forms, and to assist with managing the A&R web pages.
- Two Student Workers to assist with managing phone calls and to support office projects.
- Five part-time Records Clerks to provide year round office support during peak times, to work the front counter, and to support the Records Clerks.

d) *Describe facilities needs for the next four years.*
- Due to the increasing amount of paper processes, the department will need additional storage.
- Additional computer workstations to support the additional staff (i.e. Evaluator and Records Specialist).

e) *Describe the equipment (including technology) needsfor the next four years.*
- Scanning software and data storage
- Software system to manage dual enrollment

f) *Describe the specific hours of operation of the program. Do the scheduled hours of operation meet the needs ofstaff and students?*
- **Regular office hours** for staff and students by email, phone, and in-person:

Monday	Tuesday	Wednesday	Thursday	Friday
8am – 4:30pm	8am – 4:30pm	8am – 6:30pm	8am – 4:30pm	8am – 12pm

- **Peak Registration office hours** for staff and students by email, phone, and in-person:

Monday	Tuesday	Wednesday	Thursday	Friday
8am – 6:30pm	8am – 6:30pm	8am – 6:30pm	8am – 6:30pm	8am – 4:30pm

- **Online services** that are open for students 24 hours a day include the online admissions application, online transcript request, and online registration.

g) *Describe the external factors that directly affect the program. Take into consideration federal and state laws, changing demographics, and the characteristics ofthe students served by the program. How does the program address the external factors?*

The Admissions and Records Office has been understaffed for several years. In Fall 2018 the Associate Registrar resigned, and this has left the director to manage the office alone to manage and oversee the department. During this time the director has held a key role in the planning and implementation of the college's new Banner student information system. This involvement has required the director to be

away from the office for several days and weeks, thus not being able to support and manage the A&R staff. There have been two unsuccessful attempts to hire a new Associate Registrar. The department still does not have an Associate Registrar. A Transition Workload request (Appendix #2) was submitted to the college, requesting staff support during the transition from El Camino College. Unfortunately, additional staffing support was not provided.

Another external factor that has impacted the department is the colleges expansion of services to its three feeder high school districts. The focus on increasing dual enrollment is increasing statewide and has become a source used to boost FTES. The college has MOUs with Paramount Unified School District, Compton Unified School District, Lynwood Unified School District, Compton Early College, and an Instructional Agreement with CAMS High School. Every semester the college offers over 20 Afternoon College courses off-site at the high schools and on-site at CAMS; has AB 540 program with each high school district; and offers several classes off-site at Compton Early College. Appendix #5 provides an overview of the scope of work and responsibility related to the dual enrollment partnerships. Every semester three Records Specialist must manually register over 1,200 dual enrollment students in a variety of Compton College classes. Managing the enrollment and tracking of dual enrollment comes with several challenges:

- Collection and review of dual enrollment applications each semester
- Ensuring that dual enrollment students apply each semester/term
- Enrolling students into multiple courses
- Tracking student enrollment
- Managing enrollment change requests

To manage these challenges the department created a shared Google Documents Excel document to help track and manage enrollment. This has provide some measure of support for tracking student enrollment, but has limitations.

Service Area Outcomes

Please attach SAO assessment results as an appendix to theprogram review

Due to staff resource issues and the transition from El Camino College, the Admissions and Records has not had any formal SAOs since Spring 2018. However, there are several projects that have been accomplished by A&R during the transition between Spring 2018 and Fall 2019. They include the following:

- CCCApply and Banner integration
- Banner start of term and registration set up
- Banner 101 training for faculty
- El Camino College Authorization and Release of Information
- Degree Works training and implementation
- Banner Document Management training
- Creation of a new Compton College transcript
- National Student Clearinghouse agreement
- Transfer of paper records to El Camino College
- Training of new Evaluation Specialist
- Banner communications for Dual Enrolled and Graduation applicants
- Banner Student start of term set up for Summer 2019 and Fall 2019.
- Transfer of student's El Camino College records into Banner

a) *List the program's SAOs. See Appendix #6, #7, #8*

- **Spring 2016 SAO #1** – Students will become more self-sufficient with registration by learning how to use the online registration system (MyECC).
- **Spring 2017 - SAO #1 -** Students will be provided quality Customer Service

- **Spring 2018 - SAO #1 -** Students will be able to understand the graduation evaluation process and apply for certificates and/or degrees by the deadline.
- **Spring 2018 - SAO #2 -** Students will be provided quality Customer Service

b) *How were the SAOs developed? Who was engaged in the creation of the SAOs?*
All full-time staff are included in the SAO process. Through discussions during bi-weekly staff meeting, staff provide feedback and suggestions for questions to be asked. After survey results are gathered, staff discuss the survey results and determine student needs and areas for improvement.

c) *How often are the SAOs assessed and who is engaged in the discussion?*
SAOs are assessed and discuss annually.

d) *What has been done if the SAO assessment results were not as anticipated?*
Not applicable. The department is always open to reviewing and processing all feedback.

e) *Where are the SAOs assessment results shared with staff, students, and the public?*
SAO results are shared with staff during bi-weekly team meetings, and they are also posted on the A&R home page on the college website.

f) *Have the SAO assessment results indicated the need to change or modify components of the program? If so, were the changes implemented?*
Survey results and feedback have been valuable in enhancing the Peak Registration Training that is conducted each Fall and Spring semester.

Program Improvement

Information should help determine where program resources should be dedicated

a) *What activities has the program engaged in to improve services to students?*
- Peak Registration training for staff
- Evaluation Specialist that processes graduation applications for all Compton College students
- Extended office hours during peak registration: Winter, Spring and Fall
- 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.
- New Banner system has improved 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.
- Participation in New Student Welcome Day. The current agenda and program format was created by the Director of Admissions and Records. Students that participate in New Student Welcome Day now receive a campus catalog because of the recommendation from the Director of Admissions and Records.
- In-service training for counselors about A&R forms and processes.
- Counselor access to Compton Community College transcripts via Datatel Production.

b) *How have program personnel used metrics to improve program services? Provide metrics from the last four years.*
All metrics are used to enhance or improve business processes.

c) *If applicable, explain any patterns in student success, retention, persistence, graduation, and transfer*

in terms of student characteristics and program objectives and discuss planned responses or changes.
As the department continues to see an increase in the number of degrees and certificates, requests have been made to provide additional staffing support for degree evaluation. The department used to have two Evaluation Specialists, one being funded by SSSP monies. However, since one of them left for another position the department no longer receives these funds or support. Since A&R helps meet the colleges completion rate numbers, it would make sense to provide funding to hire an additional Evaluation Specialist.

Customer Service

a) *How was the survey conducted? Please include a copy of the survey in the appendix.*
The last Customer Satisfaction Survey was conducted in Spring 2016. The department stopped trying to collect Customer Satisfaction data in Fall 2016 due to the poor return rate. Emails were sent to students each Spring, but the department was receiving less than 10 responses. Because of these low numbers, the department place a drop box on the counter along with a survey sheet, however, this yield the same low responses.

b) *What were the major findings of the customer service survey?*
Not applicable

c) *Describe exemplary services that should be expanded or shared with other programs.*
Not applicable

d) *What aspect of the program's service needs improvement? Explain how the program will address service improvements.*
Not applicable

6. Conclusions and Recommendations
(Include only information previously referenced in the program review)

a) *Summarize the program's strengths.*
- Despite the high volume of phone calls, emails, and requests, the Admissions Staff strive to provide quality customer service. Often going above and beyond the call of duty by walking students to offices or calling to get requested information on behalf of students.
- Limited staff turnover. Several of the Admissions staff have been with the department for several years. This longevity helps ensure that students, staff, and faculty are working with competent and knowledgeable staff. Since the last Program Review, the Associate Registrar and one of the Records Specialist have left the office.
- Admissions staff meet bi-weekly to receive pertinent information as it relates to the department and the campus.
- The Admissions office has partnered with the Outreach and SSSP departments to ensure a seamless application and registration process experience for dual enrolled students.
- Admission staff participate on various college committees like the Veterans Committee, Loss of Enrollment Priorities and Loss of BOG, Enrollment Management, New Student Welcome Day Planning Committee, Auxiliary Services, Health Benefits, and Health and Safety committee, to name a few.
- Admissions Office participates in several college and student-centered events like New Student Welcome Day, Welcome Week activities, and Graduation, to name a few.
- The Director of Admissions and Records conducts a variety presentations and trainings for faculty and staff regarding a variety of topics. Some of the presentations and trainings are related to the new Banner system, Peak Registration, New Faculty Orientation, etc.
- Admissions Office has delegate specific staff members to serve as liaisons to special programs like EOPS, SRC, Foster Care, Athletics, F.I.S.T., and CalWORKS to address issues related to students in these categorical programs.

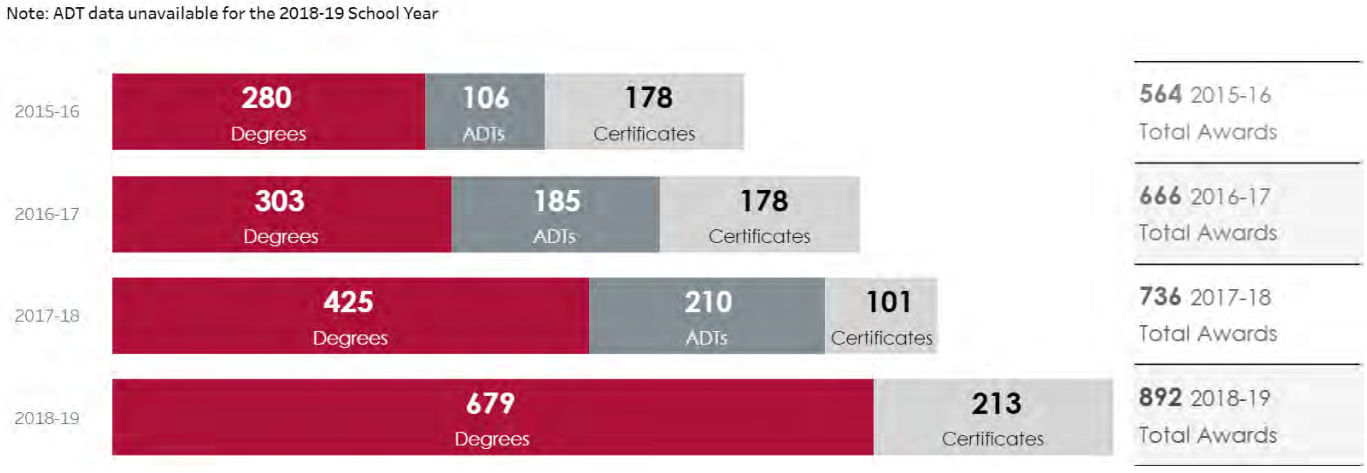
- The Director of Admissions and Records regularly sends communications to faculty and deans regarding important dates, deadlines, the grade submission processes, missing documents, etc.

b) *Summarize the program's areas that need improvement.*
The Admissions and Records department must adjust to working independently from El Camino College. There has been a reliance on ECC for several services and processes, but now the staff must learn new skills, establish new business processes, and adapt to a new student information system. Separation from ECC also means establishing ourselves as an independent and viable college. The A&R staff must become more involved in decision making, as well as planning and development. There is a steep learning curve because there are so may things that need to be created and developed. A&R must take the lead in creating new transcript and diploma paper, establish new contracts with new vendors like National Student Clearinghouse, Parchment, and Credentials, and establish an online transcript request ordering system. The Director of Admissions and Records is at the table for these conversations and is advocating for support and resources to get these projects accomplished.

- The department has been understaffed and needs more staff. Hire additional staff and student workers to respond to the large volume of phone calls, voicemails and emails sent to the department email account in a timely manner.
- Staff will need on-going Banner training
- Registration training and support for students, staff, and faculty with new Banner system.
- Improve department webpages.
- Upload all department forms online for easy access for students.
- Enhance partnerships with the Outreach and Counseling departments.
- Find a better way to manage dual enrollment by researching and purchasing a secure software system to track and manage dual enrolled students

List the program's recommendations in a prioritized manner to help better understand their importanceto the program.

1. 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). Below are the statistics related to the number of degrees and certificate awarded by Compton College that are all reviewed and processed by one Evaluator. This does not include the total number of graduation applications received each graduation cycle (Spring, Summer and Fall), that are deemed not eligible for graduation.



2. Improve services and support for students by hiring five part-time staff annually. 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 about 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%. The busiest time in the office is the 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. ($50,000)

3. Staff need on-going 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 must answer calls, assist students and other constituents, the public might perceive lack of training as lack of knowledge. Additionally, with the implementation of the new Banner system has increased staff's insecurity and decreased their confidence in managing student inquiries, needs, and requests. On-going training will boost their skills, knowledge, and confidence.
4. Hire two 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. ($15,000)
5. 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)
6. Provide full-time staff with continuing professional development on campus and off campus. ($1,000)
7. Increase student learning by requiring all offsite high school students to register themselves online. Currently the A&R office registers approximately 1,500 students from offsite programs. The large number of students must be registered manually which 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)
8. Increase access to old 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)
9. Engage the services of the National Student Clearinghouse to provide verification services for Compton College alumni. ($0)

APPENDIX #1
BANNER IMPLEMENTATION TIMELINE

Admissions & Records

Compton College Transition Timeline

2018-2019

- Send authorization to release email to students (Oct. and Nov.)
- Receive lists of currently enrolled Compton and ECC students

- **Nov. 1** CCC Apply GO LIVE
- CCC Apply communication sent to students
- Begin running monthly reports to facilitate student communications

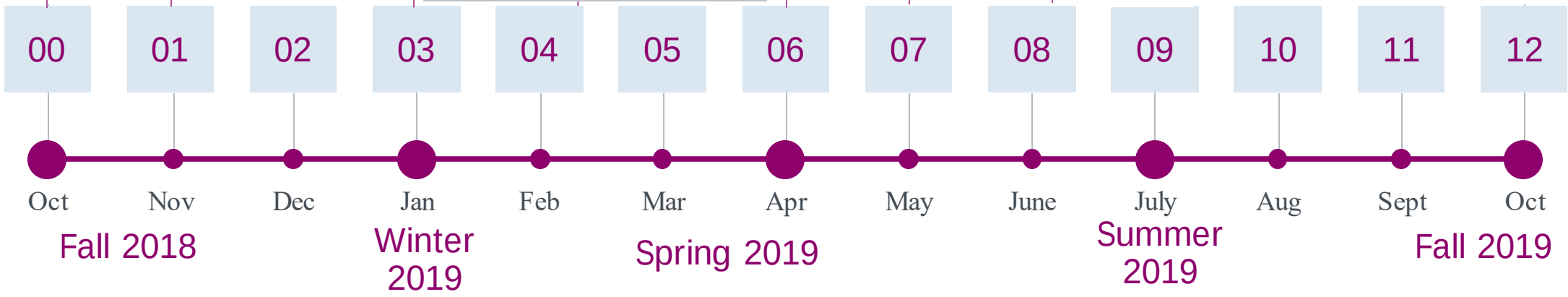
- Banner GO LIVE

- **May 1** deadline for residency verification submission
- Registration appointments populated
- Registration for Summer/Fall 2019

- **April 1** deadline to submit Consent/Release Forms
- Deadline to submit SSSP info
- Run report for priority registration

Authorization to release emails – **February and April**

June 30
- Final mapping
- Pull for final grades to be submitted



APPENDIX #2

TRANSITION WORKLOAD REQUEST

Compton College Transition Workload (2018-2019)

Purpose of the Questionnaire: Beginning July 1, 2018, El Camino College and Compton College will enter into the final fiscal year of the partnership and will officially separate prior to Summer 2019. During this time, Compton College will begin to implement a new enterprise system separate from El Camino College's current system. This questionnaire will be used to assess the support Compton College will need in specific offices and departments during the transition.

Area: Admissions and Records
Supervisor/Manager's Name: Richette Bell

Explain how you think your area will be impacted during the transition. Based on the Banner implementation timeline, Admissions and Records will play an integral role in the development of the new Student Information System from May - November 2018. During this time they will need 2 – 4 members of the Admissions and Records team, which includes the Team Lead (Director), Power Users (Records Specialists and Associate Registrar), and the Project Team (*see attached*), to participate in the implementation process. Unfortunately, the definitions or descriptions of these roles have not been clearly defined. Additionally, the percentage of time each member of the Admissions team members is needed for this process has not been clearly defined. As indicated in the attached document, between 40% and 60% of our time will be needed.

Also, as the Director, I am also working on other transition related matters, like identifying vendors for providing enrollment verifications, processing transcripts, document imaging system, developing new transcript paper (and identifying a vendor to print), finalizing the Data Share Agreement, and participating in the Data Mapping process. I'll also be working with El Camino to determine how to transition all of the paper documents the Admissions Office has for the El Camino Compton Center/Compton College students. Finally, we are preparing and training our only Evaluator to begin working independently as we transition from El Camino. I am also working on 13 Board Policies and Administrative Regulations that need to be submitted between August and October. All of this has been added to my already full plate while still performing my regular duties as the Director, without any release time or staff support.

Will you need additional assistance during this period? (Yes/No) _____YES_____
Please estimate how many hours per week you think you will need. 20 hours per week to backfill 2 Records Specialists and Associate Registrar. 20-30 hours per week to back fill the Director of Admissions and Records.

Are there any functions currently being performed by El Camino College employees that will need to be transitioned to Compton College employees? (Yes/No) YES

What are the functions? Identify staff in your area that can assume responsibility for these functions.

The items listed below are still being processed with support from El Camino College employees. With the loss of our second Evaluator, who use to handle these responsibilities, we will have to train one of the Records Specialists to perform these duties. We will be training **Gerrard Huff** to perform items #1 – 4, **Rosa Ledesma** will be doing item #6, and Veterans support will be done by the **Director, Richette Bell**, until it is fully transitioned to Financial Aid. We are working with ITS to develop and test the new Compton College CCCApply Administrator site. The Director of Admissions and Records is the primary contact person working with ITS to assist with #7.

1. Processing Military Credit
2. Processing AP Credit

3. GE Certifications
4. Academic Renewal
5. Veterans support services
6. Enrollment Verifications
7. CCCApply development and management

Any other comments that you would like to include regarding the transition.
Due to the current demands on the Admissions and Records Office during this transition, I've asked the Associate Registrar to manage all matters related to staff supervision, training, etc., while the Director handles matters related to the transition. We are both very overwhelmed with the amount of work that has been placed upon us in such a short period of time. We are doing our best to support the transition efforts, while still performing our regular job responsibilities.

Signature of Supervisor/Manager acknowledging the accuracy of this document:

_____ Date: _____

Signature of Vice President acknowledging the review of this document:

_____ Date: _____

APPENDIX #3
ECC AUTHORIZATION AND CONSENT TO RELEASE INFORMATION

El Camino College

Compton College

Authorization and Consent to Release Education Records

I authorize the El Camino College Admissions & Records Office to release the following information to the person(s) identified below:

1. Application Information (opencccapply)
2. Academic Records (transcript, assessment test scores, grades, GPA)
3. Student Account and Billing Records

Person(s) authorized to receive these records:

Compton Community College District Admissions & Records Office
1111 East Artesia Boulevard
Compton, CA 90221

Purpose of release:

- Transfer of student application information (opencccapply) into Compton College's Enterprise Resource Planning (ERP) system
- Academic records/transcripts to continue student support services and program participation
- Release of student information/educational records for enrollment purposes

By my signature, I acknowledge this consent and authorization to be valid. I understand that this consent remains in effect until written revocation from me is received by the above mentioned office/department/school. I also understand that such revocation does not affect disclosures previously made.

Student Name (print) _____

El Camino College Student I.D. Number _____

Signature _____

Date _____

OFFICE USE ONLY

Received In (office):	Received By (staff):	Received On (date):

DRAFT

Dear Compton College Students,

As Compton College completes the process to become an accredited college under the governing authority of the Compton Community College District (CCCD) by summer 2019, please be assured that a series of procedures are underway to ensure a smooth transition. We anticipate a seamless continuation of all academic and support programs provided to our students as Compton College becomes a fully independent college, separate from the El Camino Community College District.

As part of the process, we are asking all current Compton College students to submit a release form allowing El Camino College to transfer educational, student and financial aid records to the Admissions and Records Office at Compton College.

Click here to submit a release form online. If you need a paper form, please visit the Admissions and Records Office at either Compton College or El Camino College, and request an "Authorization and Consent to Release Education Records" form.

As of June 7, 2019 at 11:59 p.m., courses for the 2019-2020 school year will be offered under the authority of the CCCD, and all students earning degrees or certificates at Compton College will be issued a Compton College diploma awarded by the Compton Community College District.

For more information about the Compton College transition process go to www.compton.edu/compton114 or email us at compton114@compton.edu.

If you have questions about the release form, please contact the Compton College Admissions and Records Office at admissions@compton.edu.

APPENDIX #4
TRANSITION PLAN

COMPTON CCD/El CAMINO CCD
2016-2021 PARTNERSHIP TRANISITION PLAN

Focused Area	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Partnership Transition	Request and received approval for transition funding from the State of California in the amount of $11.3 million to Compton Community College District. Accept Fiscal Crisis Management Assistance Team management letter recommendations as it relates to the $11.3 million transition funding. Status Report: Compton District Board Accepted recommendations at their June 20, 2017, board meeting.	Initial planning meeting for Compton College separation from El Camino Community College District. Status Report: Meeting scheduled for Tuesday, July 11, 2017. Transition committees established and meet throughout the 2017-2018 year California Community College Board of Governors resolution recognizing Compton College as the 114th California Community College – July 17, 2017 AB 1299- Compton Community College District – 75/25 and 50% law protection Outsource scanning of the Compton Center and Compton College records from fall 2006 through December 31, 2017 – Need funding	Compton College fall/spring registration available – spring 2019 Continue with transition meetings throughout the 2018-2019 year. Submit Substantive Change Proposal – Change of Control to ACCJC by June 20, 2018 California Community Chancellor Office Executive Order recognizing Compton College as a college under the authority of Compton Community College District effective June 7, 2019 at 11:59 p.m. Partnership with El Camino Community College District ends June 7, 2019, 11:59 p.m.	Compton College opens under the authority of Compton CCD – June 8, 2019.	

		Prepare Substantive Change Proposal – Change of Control			
Admissions and Records	International Student Program is currently offered through El Camino College	In the middle of the application cycle for Fall 2017 Compton received accreditation as a college. The CCCApply application remains separate. Application material on the Compton web and corresponding letters and emails must reflect the change at a certain point. Academic transcripts for student work completed between Fall 2006 and Spring 2019 inclusive will continue to be issued by El Camino College. In Spring 2018 Compton College should complete the layout, legend, and overall desired output of its official and unofficial academic transcripts. Also, a decision needs to be made if transcripts will be 1) printed in house or via a vendor and 2) mailed from Compton College or a vendor. Compton College should have a protocol in place for verification of enrollment for all Compton students enrolled in the old	Compton College CC Apply Application Available If Compton College decides to contract with a vendor for official transcripts, then in the Fall 2018 term Compton should select a vendor. All data elements, specifications, and desired electronic and paper output must be included in the contract. By the Spring 2019 semester, implementation by the vendor must occur with Compton's A&R and ITS department's alpha and beta testing both the paper and electronic transcripts. Compton College should establish a protocol to verify student academic records that are 1) pre August 2006 and post Spring 2019. Unless already in place, training should take place for primary and secondary personnel to perform the verification duty. By the end of Spring 2018 Compton College should have a task force in place to recommend the "look and layout" of Compton College degrees and certificates. This would include the	Effective Summer 2019, Compton College is able to issue official and unofficial academic transcripts in both paper and electronic formats. In Spring 2019 Compton College will need to contract with a vendor for verifications of enrollment. If Compton College choses to contract with a vendor to print degrees and certificates, consideration should also be given to have the vendor mail them to students. The entire process of preparing for degrees and certificates, regardless through a vendor or in house, must be finalized by the end of Spring 2019. At the end of Summer 2019 Compton College shall be issuing degrees and certificates. Effective by no later than Summer 2019 El Camino College will be responsible for responding to subpoenas or other legal external requests (court orders,	Compton College CCCApply Application has been and continues to be available online. Academic transcripts are issued by El Camino College. Verifications of Enrollment Degrees and Certificates are awarded by El Camino College Records are currently kept separately on the two campuses. Grade Changes are processed separately by El Camino and Compton.

		Compton College courses (pre August 2006). Degrees and Certificates will continue to be awarded under El Camino College until Summer 2019. The Compton College continues to maintain all course section records: rosters, etc. The existing El Camino College policy and procedure will continue through the 2016-2017 academic year. In Spring 2018 a plan of action including target dates and steps should be completed to allow Compton College to certify veterans by Summer 2019. The relationship and format of the International Student Program between El Camino and Compton should not change in this year.	quality of paper, the font, the wording, coloring, desired signatures, logo, etc. In addition, consideration must be given whether Compton College will print its own degrees and certificates or contract with a vendor. A protocol is established between Compton and El Camino Colleges on the transfer of course section records from the Compton Center/ Compton College (from August 2006 through a designated date). Part of the protocol will be to account for missing records or documents. In 2018 a protocol between El Camino and Compton should be established on a grade change process in the post-separation era. For example, in September 2019 a student challenges a grade taken at Compton in Fall 2018. The student has 18 months to challenge. Therefore, he/she is within the 18 month period. The separation is now official and the records are now with El Camino. However, the instructor of record is contracted with Compton College. A protocol and process must be established prior to the final separation.	audits, research requests). Implementation of the protocol In early Spring 2019 the request for authorization to offer classes and services to veterans must be sent to the agencies. If the agencies allow for earlier submittal (Fall 2018), that should be considered. In person visits by the agencies may be required before the granting of authorization. During the 2019-2020 academic year Compton College should begin the process of applying for certification to offer F-1 students courses. The target first term should be Fall 2020.	International Student Program is currently offered through El Camino College

			In Fall 2018 preliminary contact with both the federal and state veterans agencies. This will be an initial authorization to offer veterans services and classes, not a re-authorization. Therefore, all the requirements will need to be documented and met. During Fall 2018 the research and data required by the government agencies must be collected and prepared. Spring 2019 will be the last semester in which an El Camino F-1 student can take classes at Compton. It is advised that Compton. Effective Summer 2019 F-1 or other related visa students will not be able to attend Compton.		
Academic Affairs	Developed the position of Curriculum Analyst. Worked with the Academic Senate to establish a process for curriculum. Developed a curriculum handbook, established the parameters of the curriculum committee and elected a curriculum chair. Purchased and started setting up a curriculum	Hire a Curriculum Analyst by October 2017. Establish and train the Compton College Curriculum Committee. Divisions will identify the programs and courses that will be copied from ECC to serve as the foundation of Compton's curriculum. Go live on CurricUNet META.	Curriculum committee will begin to review new course proposals and course reviews. Establish schedule development timelines. Implement a calendar committee. Establish the processes necessary to clean up the curriculum inventory at the Chancellor's Office.	Fully independent academic operations. Nursing contingency plan in the event BRN does not approve separation – enter a contractual agreement with ECC to operate nursing program.	

	management system – CurricUNET META	Establish curriculum review timelines. Begin the process of developing a college catalog for Compton. Work with the College to evaluate and select a student information system to meet the needs of the college Determine subscriptions/ software needs for the academic programs. Hire a Manager of Institutional Research for Compton College.	Spring 2019 – publish 2019-20 Compton College Catalog for summer 2019. Develop the appropriate processes for 320, FON, MIS and enrollment reports and determine office responsible. Establish course management system for distance education – CANVAS Form a distance education advisory committee Faculty Contracts Evaluate status of nursing transition		
Student Services		(ITS& SS) ERP (Enterprise Resource Planning) - Banner, Colleague, Peoplesoft? By Oct. 2017 – decide on ERP and initiate contract process; By Summer 2018: Contract in place, roles and permissions, curriculum (comprehensive – rules, course description, load), in system – 1 year (so we can PPA for Financial aid and start building summer 2019 schedule) Organization/structure	Board Policy and Procedure review Determine which BP/AP need to be revised or drafted (both ECC and CC); create timeline for updates by July 2018. (Financial Aid) Establish a Veterans Program (VRC). Start process Spring 2018. (ITS & SS) Establish a Student Portal	MIS Reporting & Audits (SSSP and categorical-SRC, EOPS/CARE, CalWORKs, Student Equity). Must decide ERP system; map and align contacts to MIS data element dictionary, align in system and train staff to input and report; QA – reports. To be in place by Summer 2019. Assessment testing determine staff and train by October 2018 (2019-2020 application open)	(Communications & SS) TeachOut for students Timeline--waves

		Create a 3 year staffing grid/timeline; develop reporting structure in Student Services, reporting for curriculum, articulation, ITS, etc.; examine 50% law; tiered leads for transition planning and ongoing operations; compliance. Decide by December 2017. Articulation officer /designee to be added to continue pathways for transfer. Position to be filled after curriculum is agreed upon. (A&R) Academic and Production calendar. Decide by Sept 2017 for the 2019-2020; determine timeline for CO approval; (Financial Aid) Establish CC PPA for financial aid by September 1 - phone calls; next steps determined by SIS selection (Communication & SS) Student Communication keep our FTES, student and community informed	Change Management /surviving and thriving through the process Ongoing. Develop a plan to handle Title 9.	Create post-separation protocols for all departments by Summer 2019. (A&R Specifically- handling grade change requests, subpoenas, academic renewal, transcript requests, audits) A&R processes - degrees, transcripts, application processing fall 2018 - accept applications for Summer 2019 start Oct. 2018. (Communications & SS) TeachOut for students Timeline—waves (Communication & SS) Student Communication keep our FTES, student and community informed Change Management /surviving and thriving through the process Ongoing	

		Change Management /surviving and thriving through the process Ongoing			
Business Services		Work with LACOE to implement PeopleSoft for Compton College Budget, Purchasing and Accounts Payable. Obtain quote for services- compare to Banner option Board approve contract Plan training of requisition input Plan training of requisition approvers Plan training of business office Purchasing and Accounts Payable staff. Board approve tentative budget, then convert to PSFS format. Upload 2018-2019 Final Budget Train Vice President on RAD Train business office staff on RAD. Review Compton College existing Bookstore contract with El Camino College.	Plan training for RAD access (Report Access Distribution). Create training plan for report access. Implement plan for training staff on Report Access. Follow up with VP's and Managers to help them to implement change. Plan board reporting of Purchase orders and budget transfers. Issue RFP, select vendor, contract with vendor for January 2019 start date in accordance with plan in RFP.		

Communication		Compton College Community Relations/Foundation Director hired Casual employee clerical support hired Develop Transition timeline for transferring Community Relations/PRM responsibilities from ECC to CC Community Relations Dept. Final transfer of duties no later than June 30, 2018. Review complete Transition Plan to identify Internal Communications vs. External Communications vs both for activities/tasks throughout the transition process Complete Compton College Communications Guide Conduct audit of CC website to determine pages that refer back to ECC website pages. Communicate Substantive Change Proposal submission	Develop protocols for depts./programs to use for internal communications throughout the transition process In conjunction with appropriate depts/programs, develop a timeline to transition all pages to CC website only Promote CC Veterans program Promote CC student portal Communicate status of CC nursing program Work with AA to publish a CC catalog for 2019-20 – recommend 2 year catalog	Develop degree template for CC degrees Communicate A&R processes and changes from ECC to CC Communicate FA processes and changes from ECC to CC	With SS develop and communicate a teach out timeline for students

Financial Aid		Review and planning call with CCC Chancellors Office Conference call with Department of Ed to review steps required for Title IV participation Conference call with CSAC to review steps required for Cal Grant participation Develop detailed timeline/action plan with subcommittee Provide cost estimates for Financial Aid Vendors Coordinate data base requisites for prospective Financial Aid Vendors	Certification training for CEO and FAO Director Submit application for participation in Title IV (include loan participation) Submit application for participation in Cal Grant Apply for campus based funds System set-up/ rules forms, etc for 2019-2020 by December 2018 Begin awarding students Enterprise system must be set up and functional prior to the awarding process. The awarding process should begin by January 2019 Contract approvals for Financial Aid Vendors: • Campus Logic (Verification) • FATV- Consumer Info Videos • Next Gen – Scholarship App • BankMobile – Disbursements • Test for Ability to Benefit (Accuplacer) • National Student Loan ClearingHouse-		

			Enrollment Reporting • Singularity/Hershey (Scanning) • Cue-less automated cuing software • Default Management		
Information Technology Systems		Implement Compton.edu network with user accounts and MS Office365. Advertise RFP. Collect responses and select the vendor. Purchase Compton College Enterprise Resource Planning System. Start system implementation and user training. Switch to LACOE financial on July 1, 2018.	Complete system configuration and user training. Compton College ERP System available – October 2018 Implement Canvas LMS. Acquire all academic and administrative software. Implement network and system security. Install portal. Design and implement new www.compton.edu website.	Continue with user trainings. Optimize business processes. Project Glue – multiple interface between college systems and state systems.	Implement LACOE CGI Advanced financial, payroll, and HR systems.
Nursing	Operated a program of ECC Registered Nursing (RN) on Compton Center campus Managed by ECC Nursing Director with the help of an Assistant Director located at the Compton Center campus Taught ECC Registered Nursing (RN) curriculum	Operate a program of ECC Registered Nursing on Compton College campus Managed by ECC Nursing Director with the help of an Assistant Director located at the Compton College campus Teach ECC Registered Nursing curriculum	Compton College Nursing Director implements strategies to improve program quality and NCLEX pass rates Work with a Nursing Consultant to examine areas in teaching structures that strengthen or weaken the student learning experience and environment. Work with a Nursing Consultant to identify positive nursing curriculum	Fully independent Registered Nursing program at Compton College. Start to offer Compton College VN program	CCCD is happy ever after as FTES skyrockets

	Developed, submitted, and approved Certified Nursing Assistant/ Home Health Aide (CNA/HHA) curriculum by ECC Curriculum Committee Started the development of the Vocational Nursing (VN) curriculum	Initiate programs and processes to ensure a continuous achievement of 75% NCLEX pass rate of Compton Registered Nursing graduates from 2016/17 and beyond. Ensure the nursing transition team/advisory committee meets once a month and is dedicated to reviewing and providing deliverable outcomes of nursing curriculum and RN/NCLEX program and examination readiness. Start pre-licensure activities with CA Department of Public Health to approve Compton College CNA/ Home Health Aide program Complete the development and approval of the Vocational Nursing curriculum by ECC Curriculum Committee Develop the job description and hire a Associate Dean of Nursing for Compton College	changes that will improve classroom and clinical learning experience in line with BRN guidelines and nursing program approval requirements. Work with a Nursing Consultant to establish pro-active measures relating to early intervention and/or remediation for students currently accepted into the nursing program Work with an NCLEX professional expert to ensure the NCLEX-RN testing of all students that completed the nursing program at Compton College from June 2016 to December 2017 and have not taken the BRN NCLEX Examination. Work with an NCLEX professional expert to increase NCLEX pass rates for first-time test taking students who completed the nursing program at the Compton College between June 2017 and December 2017. Work with an NCLEX professional expert to assist in scheduling BRN NCLEX testing for graduating students covering the period December 2017 to achieve testing within a 90-day window after graduation.		

			Start pre-licensure activities with BVNPT for VN program Start to offer Compton College CNA/HHA program		
Police Services	Payroll-complete Police Cadets Investigations EPCD Cleary Parking Machines Emergency contact number Property and evidence & establish another contract with the phoenix group for CCCD Arrest and booking LASD	Hire Police Chief Compton College Police Department Develop and implement plan to transfer police services from El Camino Community College District to Compton Community College District. CCCD Board Resolution for Police Department. MDC funding for 3 MDC/3 portable radios Arbitrator systems and modems	Nixle account 2018 New ORI/Clets/DOJ Backgrounds/2018-2019 Issued equipment Policy manual Towing Contract Dispatchers/cellular contracts 911 transfer & paper work to LASD-Compton & State officer of 911 EOS. Transfer DMV paper work and insurance paper work All weapons Side arms Shotguns MP5 Tasers Bean bag shotguns HR Transfer issues with POA & ECC Classified and other	Transfer Police Services effective July 1, 2019 Post Training Records/2019 Life-Scan 2019/2020 Reports Tiburon UCR-Stats Hate Crimes New moving tickets/parking ticket rolls Old crime data/Hawthorne PD on flash drive Transfer employee vehicle confidentiality to CCCD Gas cards transferred new decals for cars Funding source ECC Badges & ID transfer Open new Police Facility on July 2019	Payroll-complete Police Cadets Investigations EPCD Cleary Parking Machines Emergency contact number Property and evidence & establish another contract with the phoenix group for CCCD Arrest and booking LASD

Transition Planning Committees

Admissions & Records – Richette Bell (Chair), Ross Miyashiro (Co-Chair), Elizabeth Martinez Richelle Penalba.

Academic Affairs – Barbara Perez (Co-Chair), Dr. Jean Shankweiler (Co-Chair), Joshua Meadors
Dr. Abiodun Osanyinpeju, Dr. Chelvi Subramaniam, Dr. Roza Ekimyan, Paul Flor, David Mussaw, Dr. Art Leible (Sheryl Kimball)

Student Services – Elizabeth Martinez (Co-Chair), Dr. Dipte Patel (Co-Chair)

Business Services – Steve Haigler (Co-Chair), Babatunde Atane (Co-Chair)

Communication – Keith Curry (Co-Chair), Heather Parnock (Co-Chair), Dr. Nelly Alvarado, Christine Aldrich

Financial Aid – Melissa Guess (Co-Chair), Keith Cobb (Co-Chair), LaJuan Steels, Kristina Martinez, Chi Lam, Henry Ross, Elizabeth Martinez, Andrei Yermakov, Erlinda Argel

Information Technology System –Andrei Yermakov (Co-Chair), Dr. Art Leible (Co-Chair)

Police Services – Chief Michael Trevis (Co-Chair), Lt. Ramund Box (Co-Chair), Sergeant Arnold Jackson, Mitch Kekauoha, Grace Knox, Christina Kato, Josh Armstrong: Police, Erick Mendoza, Christina Baskin, Sergeant Jeff Lewis, Custody Facility Sergeant Dal Toruno, Ruben Lopez

Nursing – Dr. Abiodun Osanyinpeju (Co-Chair), Dr. Wanda Morris (Co-Chair), Zenaida Mitu, Yuko Kawasaki Dr. Shirley Thomas, Rory Natividad

APPENDIX #5

DUAL ENROLLMENT QUICK GUIDE

Compton College Dual Enrollment Quick Guide

Dual Enrollment	Afternoon College	AB 288 Pathways	Early College	Regular K-12
Program Description	College courses offered at the High School site after the regular school day. **They can enroll in any class, except PE and Contemporary Health.** Classes are **open** to other students.	Series of college courses that lead to an identified guided pathway. Classes are offered at the high school and are integrated into student's regular high school class schedule. 9th grade – 12th grade IGETC Pathway Classes are **closed** to other students.	Cohort model program where a college curriculum is integrated into the school day. Students remain in the program for 4 years (9th - 12th grade) with the goal of achieving an IGETC certificate and/or AA/AS/AAT/AST. In the 11th and 12th grade, students take classes at Compton during the regular school day. Classes are **open** to other students.	Regular High School students not in a specific program. **They can enroll in any class, except PE and Contemporary Health.**
Term Length	12 Weeks – Fall 14 Weeks – Spring	16 weeks	16 weeks	Students can enroll in any class (full-term or short-term)
CCCApply Admissions Application Cycle	**Every Term or Session,** (Unless student is active in an Early College or AB 288 program).	Once for the duration of enrollment, typically 4 years. **(Condition: if a student breaks enrollment they must re-apply)**	Once for the duration of enrollment, typically 4 years. **(Condition: if a student breaks enrollment they must re-apply)**	**Every Term or Session,** (Unless student is active in an Early College or AB 288 program).
Dual Enrollment Application Cycle	Every Term or Session	**Compton –** Annually (each Fall) **Paramount** - Annually (Each Summer) **Lynwood** - Annually (Each Summer)	Annually (Each Fall) Covers Fall, Winter, Spring and Summer	Every Term or Session
Unit Limitation	11 unit max enrollment	15 units maximum allowed (Only after district consultation)	11 units max enrollment	11 units max enrollment
Current Partnerships	Compton USD Paramount USD Carson HS Lynwood USD	**CUSD** - IGETC Pathway • Compton HS • Centennial HS • Dominguez HS	Compton USD Early College	Open to all K-12 students

Compton College Dual Enrollment Quick Guide

		Paramount – AJ Pathway		
Dual Enrollment	Afternoon College	AB 288 Pathways	Early College	Regular K-12
Important Dates and Deadlines	Dual Enrollment applications and Off-Campus Submission forms due - *Pending conversation with Enrollment Services and Outreach*	Dual Enrollment applications and Off-Campus Submission	Dual Enrollment applications and Off-Campus Submission	Not applicable

APPENDIX #6
2016 SAO
INFORMATION

EL CAMINO COLLEGE
Service Area Outcomes (SAO) Assessment Plan

Mission: El Camino College Compton Center and the future Compton College is a welcoming environment where the diversity of our students is supported to pursue and attain academic and professional excellence. Compton College promotes solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for transfer, completion and lifelong learning.

Unit	Admissions and Records	**Date**	Spring 2016
SAO #1	Students will become more self-sufficient with registration by learning how to use the online registration system (MyECC).		
Participants	Richette Bell Richelle Penalba Angela Boyer Felecia Hatten Gerrard Huff Rosa Ledesma Yadira Velez Lakeisha Wright		

Assessment Plan	**Results/Action Taken**
At least once a year, students will be encouraged to take a survey to provide feedback on their enrollment and registration experience, including how they interacted with the online registration system (MyECC) and their experience with the Admissions and Records office during the registration process. The survey will be accessible via a website and will be reviewed to determine: 1. How familiar students are with the MyECC system. 2. If students understand the	The survey was designed to gather data on the following: 1. Students' knowledge about the registration priority levels. 2. Students' understanding of how to check their MyECC to determine their registration appointment date and time. 3. How soon after their registration appointment time are they registering for classes and if there was a lapse of time, why. 4. Where students are registering for classes and if they sought assistance, where they received assistance regarding the registration process. 5. Which MyECC functions are they most familiar with. 6. Their overall experience with the registration process including if they experienced any technical difficulties. 7. The ease or difficulty of obtaining certain information via the MyECC system and how the Admissions and Records Office can provide support or make improvements. <u>Actions Taken:</u> During the Spring 2016 Term, registered first-time college students were encouraged to complete a survey after they registered for classes. Invitations to take the survey were sent via email to students' El Camino email address. <u>Results:</u> The participation rate of the students was too low to make a determination about services, customer service, or areas for improvement. As a result the following changes have been recommended for future survey implementations:

services provided and offered by the Admissions Office. 3. Areas where the Admissions Office can improve services to students. 4. Services that the Admissions Office no longer needs to provide. 5. Quality of service provided to students, staff, and faculty.	1. Consider adding various delivery methods including but not limited to creating and printing paper version of the survey to disseminate at the front counter or via mail, as opposed to having it be strictly electronic. 2. Consider providing a small token incentive for students to respond to the survey. 3. Contacting the students and sending multiple reminders. 4. Appropriately communicate the purpose of the survey and how it can benefit them as students. 5. Consider re-wording the invitation email and/or survey questions and layout.

Student Survey: Admissions, Records, and Registration

Spring 2016

1. Students are assigned an appointment time for registration based on a priority system. When did you register for your classes?
    - o I registered on the day of my registration appointment time.
    - o I registered within one week of my registration appointment time.
    - o I registered within one month of my registration appointment time.
    - o I waited until the add period (first two weeks of the semester) to register.
2. Do you know your registration priority level?
    - o Yes (please list)
    - o No
3. Are you aware that you could lose your registration priority status due to poor academic performance?
    - o Yes
    - o No
4. If you were NOT aware of this, how could we help educate you about this information?
    - o Post it on the MyECC student portal
    - o Flyers or posters
    - o Email
    - o Workshops/Information Sessions
    - o Other: _____
5. If you did not register on the date of your registration appointment time, please indicate the reason why. Check all that apply.
    - o I am a new student and I did not know what to do.
    - o I did not know to check MyECC for my appointment time.
    - o I forgot to register.
    - o I waited to register because I did not know what classes to take.
    - o I waited to register because I did not have access to the internet.
    - o I waited to register because I forgot my registration appointment time.
    - o I waited to register because I needed to wait for financial aid.
    - o I waited to register because I had a hold on my account (fee, probation, etc).
    - o I waited to register because I had not met with a counselor to clear prerequisites.
    - o I waited to register because of another reason (please specify): _____
    - o Not applicable
6. When you enrolled at ECC Compton Center, where did you access the internet to register for classes?
    - o On-Campus (ECC Compton Center Admissions Office, Welcome Center, etc.)
    - o Off-campus (At home, at work, etc.)
    - o Both on-campus and off-campus
2. Did you receive assistance on how to use MyECC during the registration process? Select all that apply.
    - o Yes, from an ECC Compton Center employee
    - o Yes, from another student, friend, or relative

Viewing and printing unofficial transcripts					
Residency Petition/Appeals					
AB 540 Process					
Enrollment Verifications					
High School Concurrent Enrollment Process					
Paying ASB/Student fees					
Finding out the Grade in my class					

10. What registration-related service or function would you like to see improved? Why? Please provide suggestions for improvement.
11. What service or function in Admissions and Records would you most like to see offered in the future? Why would this be important to you?
12. Which of the following are your reasons/goals for attending ECC Compton Center? Select all that apply.
    - o To complete college-level courses while I am in high school
    - o To complete a certificate program
    - o To obtain an Associate's degree
    - o To transfer to a 4-year college or university
    - o To obtain job-related skills
    - o To update job skills
    - o To take one or more courses for self-improvement
    - o To change careers
    - o To obtain knowledge in a specific area
13. Did you try to enroll or have you enrolled at another college prior to enrolling at ECC Compton Center?
    - o Yes (please specify where): _____
    - o No
14. How many units are you registered for during this term?
    - o 12 units or more
    - o 11 units or less
15. When do you most frequently take classes at ECC Compton Center?
    - o Day classes (morning or afternoon)
    - o Evening classes
    - o Weekend classes
    - o Online classes
16. Please select your age range
    - o Under 18
    - o 18-19
    - o 20-23
    - o 24-29
    - o 30-39
    - o 40-49
    - o 50 or over

- No, I did not know where to go to ask
- No, I did not receive assistance
- No, I did not need assistance

7. Please rate the following statements based on your experience with registration. If the statement does not apply to you, select "Not Applicable."

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
I am satisfied with the overall online registration experience.					
I understand the add/drop process.					
I understand the waitlist process.					
I did not experience any technical difficulties while registering for classes.					
The Admissions & Records staff were knowledgeable and helpful.					

8. Which MyECC functions have you used? Select all that apply.
   - View registration appointment date and time
   - Complete the ECC Online Orientation
   - Check educational plan
   - Add/drop classes before the start of the term
   - Add classes after the start of the term using instructor add code
   - Pay for fees
   - Pay for parking
   - View/print class schedule
   - View/print unofficial transcript
   - Check for grades
   - Check college email
   - Check financial aid status
   - Change mailing address
9. Please rate the ease or difficulty of the following programs or functions based on your experience. If the statement does not apply to you, select "Not Applicable."

	Very Easy	Easy	Difficult	Very Difficult	Not Applicable
Finding my registration appointment time					
Completing the ECC Online Orientation					
Adding a course					
Dropping a course					
Knowing the add/drop deadline					
Viewing my class schedule					
Obtaining course information					
Getting technical help regarding registration					

APPENDIX #7
2017 SAO INFORMATION

EL CAMINO COLLEGE
Service Area Outcomes (SAO) Assessment Plan

Mission: El Camino College Compton Center and the future Compton College is a welcoming environment where the diversity of our students is supported to pursue and attain academic and professional excellence. Compton College promotes solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for transfer, completion and lifelong learning.

Unit	Admissions and Records	**Date**	Spring 2017
SAO #1	Students will be provided quality Customer Service.		
Participants	Richette Bell Richelle Penalba Angela Boyer Felecia Hatten Gerrard Huff Rosa Ledesma Ranesha Stewart		

Assessment Plan	**Results/Action Taken**
Before the start of each primary term, staff and faculty are provided a "Peak Registration Training". Following the end of the peak registration period, a survey to participants will be emailed to provide opportunity to assess and improve the staff trainings in the future. Understanding staff experience with how they support the students in the enrollment and registration process is important in our efforts to enrich student learning and success at El Camino College Compton Center.	<u>Actions Taken:</u> Peak registration is defined by a significant increase in student traffic and phone calls to Student Service departments. There is typically a need to increase staffing resources, and have additional printed materials available for students. That period typically begins two weeks before the start of the semester and ends two weeks after (usually the add/drop deadline). To accommodate this increased demand in an organized fashion and to ensure common messages are being delivered to students, all staff members are expected to participate in one of the four training dates. <u>Results:</u> Following the end of the peak registration period, a survey was emailed to participants to determine: 1. If staff members gained new knowledge or feel more informed about the enrollment and registration processes. 2. If staff members learned something that they were able to apply to their work when assisting students. 3. What was most helpful for them to know in their area as it pertains to the enrollment process and student customer service. 4. What aspects of the enrollment and registration process was still unclear or was not discussed that they encountered during the peak registration period. 5. What could be improved for future trainings. Please see attached document titled "Peak Registration Training Survey Results (Spring 2017)" for the results of the survey. Participants rated these training sessions positively. The ratings are scaled from 1 to 5, so an average score of 5.00 would mean everyone selected "Excellent" for that question. An average score of 4.00 means that everyone's responses altogether represent the "4 out of 5" option on the survey. An average score of 4.50 would mean the responses were halfway between "4 out of 5" and "Excellent", and so on. Based on the scale used for this survey, anything above a 3.00 average score indicates at least an

	overall “Good” response from the participants, so these training sessions received mostly positive feedback. The average scores were at or near 4.00 for most questions on this survey. The least positive responses were related to the length of the training (3.79), whereas the content of the training had an average response score of 3.96. Because all of these average scores were so close to each other (around 4.00), it’s difficult to say there was any particular aspect of the training that was rated differently and may need extra attention. There were a few instances where respondents indicated they “Strongly Disagree” with how informative the training was, but looking further into the data, this seemed to come from one respondent who also indicated they thought the training was not necessary. Based on these results, our next step would be to provide separate trainings for new staff members and continuing staff members. New staff members would receive the full peak registration training in order to get familiarized with all things related to student registration, while continuing staff would receive an abbreviated version of the training that will summarize old information and focus more on the updates and changes.

Peak Registration Staff Training Participant Survey

N = 24 **Spring 2017**

Which training session did you attend?

Response	Frequency	Percent	Mean: 2.42
Wednesday January 18th 10:00-11:30AM in the Welcome Center D-27	6	25.00	
Wednesday January 18th 2:00-3:30PM in the Welcome Center D-27	5	20.83	
Thursday January 19th 8:30-10:00AM in the Board Room	10	41.67	
Thursday January 19th 4:00-5:30PM in the Board Room	3	12.50	

What is your department? (Please select one.)

Response	Frequency	Percent	Mean: 3.96
Admissions and Records	5	20.83	
CalWORKs and SRC	3	12.50	
Counseling	3	12.50	
Enrollment Services Outreach Assessment Center Welcome Center Transfer Center SSSP	5	20.83	
EOPS/CARE	3	12.50	
Financial Aid	1	4.17	
Student Life and Athletics	2	8.33	
Academic Affairs and Academic Divisions 1 2 & 3	0	0.00	
Business Office	0	0.00	
Foster Care/YESS FYE or Upward Bound	2	8.33	
Other:	0	0.00	

1. Content of the training

Response	Frequency	Percent	Mean: 3.96
Poor	0	0.00	
2	1	4.17	
Good	9	37.50	
4	4	16.67	
Excellent	10	41.67	

2. Length of the training

Response	Frequency	Percent	Mean: 3.79
Poor	0	0.00	
2	1	4.17	
Good	12	50.00	
4	2	8.33	
Excellent	9	37.50	

3. Facilitators' knowledge of the topic

Response	Frequency	Percent	Mean: 4.04
Poor	0	0.00	
2	0	0.00	
Good	9	37.50	
4	5	20.83	
Excellent	10	41.67	

4. Overall rating of the training

Response	Frequency	Percent	Mean: 4.00
Poor	0	0.00	
2	0	0.00	
Good	9	37.50	
4	5	20.83	
Excellent	9	37.50	
Invalid	1	4.17	

5. The training was organized and easy to follow.

Response	Frequency	Percent	Mean: 4.08
1 Strongly Disagree	0	0.00	
2	1	4.17	
3	8	33.33	
4	3	12.50	
5 Strongly Agree	12	50.00	

6. I feel more informed about how the enrollment and registration processes work.

Response	Frequency	Percent	Mean: 4.00
1 Strongly Disagree	1	4.17	
2	1	4.17	
3	7	29.17	
4	3	12.50	
5 Strongly Agree	12	50.00	

7. I learned something that I will be able to apply to my work or when I am assisting students.

Response	Frequency	Percent	Mean: 4.00
1 Strongly Disagree	1	4.17	
2	1	4.17	
3	6	25.00	
4	5	20.83	
5 Strongly Agree	11	45.83	

8. I would recommend this training to a colleague.

Response	Frequency	Percent	Mean: 4.08
1 Strongly Disagree	0	0.00	
2	1	4.17	
3	6	25.00	
4	7	29.17	
5 Strongly Agree	10	41.67	

Peak Registration Staff Training Survey - Comments

N = 24 **Spring 2017**

Question: What was the most helpful aspect of the training?

Response
The financial aid. Visit a counselor before selecting a course and deadlines.
Important dates given to us.
The slides detailing how the students can navigate their MyECC portal where great.
The training was a great reminder on the procedures I have learned to better help students navigate the college system. The most helpful part of the training was learning more about the financial aid process surrounding disbursement because it helped me give student better tips so that they do not have to run back and forth between offices.
The information that was provided.
The whole thing. Keep at it.
n/a
The different avenues of supporting the students
Where to go to get get additional information.
All of it was very helpful
Updates on changes in processes.
acknowledging the new rules for the upcoming years.

Question: What was the least helpful aspect of the training?

Response
NA
N/A
Nothing that I recall.
The great reminder of information was also a double edged sword because there were some facts/information that is so engrained that it becomes hindersome to have it take up time at the meeting.
There was a lot of specific side chatter on different topics that took away from the core messages of the training.
The fact that our students have to bounce around campus for their service needs. Suggest setting up 2 areas for registration outside in good weather, we have wifi, setup an outside area, laptops,bring personnel from each zone, financial aid,EOPS,DSPS, Athletics, Nursing, CNC, and whatever I missed. Do it on the busiest days. Grill some real hot dogs and water, days 1-3 with some music. Promote that family atmosphere vibe. Promote the fun learning environment, change the culture, setup a mini job fair the same days where supportive employers hire on the spot. Just because they enrolled full time here. New ideas start here. Anytime. Peace!
n/a
nothing
The process of enrollment
N/A
no handout of new information. even a half sheet would have been enough. I know in the past the handouts were overkill, but at least one with new information would be nice.
NA
too much repetition.

Question: What was missing? What would you like to see in future trainings as it pertains to enrollment and/or registration?

Response
Just remember when you're being approach by a student show your friendly expression on your face.
ESL/ASB

Question: What was missing? What would you like to see in future trainings as it pertains to enrollment and/or registration?

Response
I would like to know more about what services are offered and deadlines for other support programs and departments (EOPS, SRC, Student Success Center, Bursar, etc.) so I can better prepare students. Also, knowing what is not offered or open as well. For example, students wanting to purchase books early weren't able to because the bookstore was closed; departments often send students to print in the Welcome Center, but there are only a few things students are allowed to print out.
I would rather be tested on my knowledge of the information needed so that I can know what I need work on.
I am not sure. I don't feel I can give an opinion on this question.
Bring in ASB leadership and some students, for training. Hear their ideas, issues. Work at it. Get people to have fun at what they do. Some people need to get away from a desk. Do a 30 minute walk session so people that are stuck in a chair can see where services are. Proactive instead of reactive. Employees, staff and faculty should not be strangers. Get everyone involved positively.
n/a
The training is not necessary every semester.
Nothin
Everything was just fine how it was
More discussion of categorical program requirements for referral to those programs.
some water:)

APPENDIX #8
2018 SAO INFORMATION

COMPTON COLLEGE
Service Area Outcomes (SAO) Assessment Plan

Mission: Compton College is a welcoming environment where the diversity of our students is supported to pursue and attain academic and professional excellence. Compton College promotes solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for transfer, completion and lifelong learning.

Unit	Admissions and Records	**Date**	Spring 2018
SAO #1	Students will be able to understand the graduation evaluation process and apply for certificates and/or degrees by the deadline.		
Participants	Richette Bell Richelle Penalba Angela Boyer Felecia Hatten Gerrard Huff Rosa Ledesma Ranesha Stewart		

Assessment Plan	**Results/Action Taken**
Increase the number of students who are awarded certificates and degrees by increasing awareness about the graduation process and deadlines. Students will have a better understanding of their progress towards their educational goals and the counseling services on campus to help them evaluate their progress towards their educational goals including major and/or transfer requirements. Students will also be more aware of the filing period in which to apply for evaluation and submit the correct intent to graduate form(s).	Data regarding the following will be gathered: 1. Number of certificates and degrees awarded Spring 2017 as baseline. 2. Number of students who have completed 45+ units to encourage them to meet with a counselor to evaluate their progress towards their educational goals and if eligible, to file a petition to graduate for Spring 2018. 3. Percentage of students from that list who actually submitted an intent to graduate form. 4. Total number of students who submitted an intent to graduate form in Spring 2018. 5. Of these students who submitted an intent to graduate form in Spring 2018: o The number of certificates awarded o The number of degrees awarded o The percentage of students awarded multiple certificates and/or degrees o The number of students denied o The percentage of denied students who needed two or more classes <u>Results:</u> The filing period has recently closed and evaluations are currently in process. Once we have finished evaluating all students, we will tabulate the data and adjust our processes accordingly. This includes improving communications to students and the campus community regarding the graduation evaluation process and deadlines. <u>Action Plan:</u> An action plan will be developed based on the results at the end of the Spring 2018 term.

COMPTON COLLEGE
Service Area Outcomes (SAO) Assessment Plan

Mission: Compton College is a welcoming environment where the diversity of our students is supported to pursue and attain academic and professional excellence. Compton College promotes solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for transfer, completion and lifelong learning.

Unit	Admissions and Records	**Date**	Spring 2018
SAO #2	Students will be provided quality Customer Service.		
Participants	Richette Bell Richelle Penalba Angela Boyer Felecia Hatten Gerrard Huff Rosa Ledesma Ranesha Stewart		

Assessment Plan	**Results/Action Taken**
Before the start of each primary term, staff and faculty are provided a "Peak Registration Training". Following the end of the peak registration period, a survey to participants will be emailed to provide opportunity to assess and improve the staff trainings in the future. Understanding staff experience with how they support the students in the enrollment and registration process is important in our efforts to enrich student learning and success at Compton College.	Peak registration is defined by a significant increase in student traffic and phone calls to Student Service departments. There is typically a need to increase staffing resources, and have additional printed materials available for students. That period typically begins two weeks before the start of the semester and ends two weeks after (usually the add/drop deadline). To accommodate this increased demand in an organized fashion and to ensure common messages are being delivered to students, all staff members are expected to participate in one of the four training dates. Based on the feedback from the previous year, this year's training was modified in order to provide two different trainings. New staff members received the full peak registration training in order to get familiarized with all things related to student registration, while continuing staff received an abbreviated version of the training that summarized old information and focused more on the updates and changes. <u>Results:</u> Following the end of the peak registration period, a survey was emailed to participants to determine: 1. If staff members gained new knowledge or feel more informed about the enrollment and registration processes. 2. If staff members learned something that they were able to apply to their work when assisting students. 3. What was most helpful for them to know in their area as it pertains to the enrollment process and student customer service. 4. What aspects of the enrollment and registration process was still unclear or was not discussed that they encountered during the peak registration period. 5. What could be improved for future trainings. Please see attached document titled "Peak Registration Training Survey Results (Spring 2018)" for the results of the survey. Most of the averages are at or above the 4.00 range, meaning people gave positive responses on average. There were some instances where people rated something as "2 out of 5" on many questions, but there were only

	two instances where someone indicated “Strongly Disagree”. Those two instances were for “I feel more informed about how the enrollment and registration processes work” and “I learned something that I will be able to apply to my work or when I am assisting students.” Due to the nature of those questions, it’s difficult to say whether the respondent felt the training was inadequate, or if they felt they already had the appropriate knowledge/information (i.e., were unable to gain anything from participating). The highest ratings were for the facilitator’s knowledge of the topic (average score of 4.40) and that the training was organized and easy to follow (4.30). The lowest rating was for feeling more informed about the enrollment and registration processes (3.95), followed by a few questions with an average rating of 4.05 (content of the training; learning something that applies to their work; and likelihood of recommending the training to a colleague). Again, even though these are the lowest-rated questions, the average responses were all positive.

Peak Registration Staff Training Participant Survey

N = 24 **Spring 2017**

Which training session did you attend?

Response	Frequency	Percent	Mean: 2.42
Wednesday January 18th 10:00-11:30AM in the Welcome Center D-27	6	25.00	
Wednesday January 18th 2:00-3:30PM in the Welcome Center D-27	5	20.83	
Thursday January 19th 8:30-10:00AM in the Board Room	10	41.67	
Thursday January 19th 4:00-5:30PM in the Board Room	3	12.50	

What is your department? (Please select one.)

Response	Frequency	Percent	Mean: 3.96
Admissions and Records	5	20.83	
CalWORKs and SRC	3	12.50	
Counseling	3	12.50	
Enrollment Services Outreach Assessment Center Welcome Center Transfer Center SSSP	5	20.83	
EOPS/CARE	3	12.50	
Financial Aid	1	4.17	
Student Life and Athletics	2	8.33	
Academic Affairs and Academic Divisions 1 2 & 3	0	0.00	
Business Office	0	0.00	
Foster Care/YESS FYE or Upward Bound	2	8.33	
Other:	0	0.00	

1. Content of the training

Response	Frequency	Percent	Mean: 3.96
Poor	0	0.00	
2	1	4.17	
Good	9	37.50	
4	4	16.67	
Excellent	10	41.67	

2. Length of the training

Response	Frequency	Percent	Mean: 3.79
Poor	0	0.00	
2	1	4.17	
Good	12	50.00	
4	2	8.33	
Excellent	9	37.50	

3. Facilitators' knowledge of the topic

Response	Frequency	Percent	Mean: 4.04
Poor	0	0.00	
2	0	0.00	
Good	9	37.50	
4	5	20.83	
Excellent	10	41.67	

4. Overall rating of the training

Response	Frequency	Percent	Mean: 4.00
Poor	0	0.00	
2	0	0.00	
Good	9	37.50	
4	5	20.83	
Excellent	9	37.50	
Invalid	1	4.17	

5. The training was organized and easy to follow.

Response	Frequency	Percent	Mean: 4.08
1 Strongly Disagree	0	0.00	
2	1	4.17	
3	8	33.33	
4	3	12.50	
5 Strongly Agree	12	50.00	

6. I feel more informed about how the enrollment and registration processes work.

Response	Frequency	Percent	Mean: 4.00
1 Strongly Disagree	1	4.17	
2	1	4.17	
3	7	29.17	
4	3	12.50	
5 Strongly Agree	12	50.00	

7. I learned something that I will be able to apply to my work or when I am assisting students.

Response	Frequency	Percent	Mean: 4.00
1 Strongly Disagree	1	4.17	
2	1	4.17	
3	6	25.00	
4	5	20.83	
5 Strongly Agree	11	45.83	

8. I would recommend this training to a colleague.

Response	Frequency	Percent	Mean: 4.08
1 Strongly Disagree	0	0.00	
2	1	4.17	
3	6	25.00	
4	7	29.17	
5 Strongly Agree	10	41.67	

Peak Registration Staff Training Survey - Comments

N = 24 **Spring 2017**

Question: What was the most helpful aspect of the training?

Response
The financial aid. Visit a counselor before selecting a course and deadlines.
Important dates given to us.
The slides detailing how the students can navigate their MyECC portal where great.
The training was a great reminder on the procedures I have learned to better help students navigate the college system. The most helpful part of the training was learning more about the financial aid process surrounding disbursement because it helped me give student better tips so that they do not have to run back and forth between offices.
The information that was provided.
The whole thing. Keep at it.
n/a
The different avenues of supporting the students
Where to go to get get additional information.
All of it was very helpful
Updates on changes in processes.
acknowledging the new rules for the upcoming years.

Question: What was the least helpful aspect of the training?

Response
NA
N/A
Nothing that I recall.
The great reminder of information was also a double edged sword because there were some facts/information that is so engrained that it becomes hindersome to have it take up time at the meeting.
There was a lot of specific side chatter on different topics that took away from the core messages of the training.
The fact that our students have to bounce around campus for their service needs. Suggest setting up 2 areas for registration outside in good weather, we have wifi, setup an outside area, laptops,bring personnel from each zone, financial aid,EOPS,DSPS, Athletics, Nursing, CNC, and whatever I missed. Do it on the busiest days. Grill some real hot dogs and water, days 1-3 with some music. Promote that family atmosphere vibe. Promote the fun learning environment, change the culture, setup a mini job fair the same days where supportive employers hire on the spot. Just because they enrolled full time here. New ideas start here. Anytime. Peace!
n/a
nothing
The process of enrollment
N/A
no handout of new information. even a half sheet would have been enough. I know in the past the handouts were overkill, but at least one with new information would be nice.
NA
too much repetition.

Question: What was missing? What would you like to see in future trainings as it pertains to enrollment and/or registration?

Response
Just remember when you're being approach by a student show your friendly expression on your face.
ESL/ASB

Question: What was missing? What would you like to see in future trainings as it pertains to enrollment and/or registration?

Response
I would like to know more about what services are offered and deadlines for other support programs and departments (EOPS, SRC, Student Success Center, Bursar, etc.) so I can better prepare students. Also, knowing what is not offered or open as well. For example, students wanting to purchase books early weren't able to because the bookstore was closed; departments often send students to print in the Welcome Center, but there are only a few things students are allowed to print out.
I would rather be tested on my knowledge of the information needed so that I can know what I need work on.
I am not sure. I don't feel I can give an opinion on this question.
Bring in ASB leadership and some students, for training. Hear their ideas, issues. Work at it. Get people to have fun at what they do. Some people need to get away from a desk. Do a 30 minute walk session so people that are stuck in a chair can see where services are. Proactive instead of reactive. Employees, staff and faculty should not be strangers. Get everyone involved positively.
n/a
The training is not necessary every semester.
Nothin
Everything was just fine how it was
More discussion of categorical program requirements for referral to those programs.
some water:)

Peak Registration Training Survey

N = 20 **Spring 2018**

Which training session did you attend?

Response	Frequency	Percent	Mean: 2.53
Tuesday January 23rd 10:00-11:30AM in the Welcome Center D-27	4	20.00	
Tuesday January 23rd 1:00-2:00PM in the Welcome Center D-27	3	15.00	
Friday January 26th 10:00-11:00AM in the Welcome Center D-27	10	50.00	
Friday January 26th 1:00-2:30PM in the Welcome Center D-27	2	10.00	
Invalid	1	5.00	

What is your department? (Please select one.)

Response	Frequency	Percent	Mean: 4.75
Admissions and Records	1	5.00	
CalWORKs and SRC	6	30.00	
Counseling	1	5.00	
Enrollment Services Outreach Assessment Center Welcome Center Transfer Center SSSP	4	20.00	
EOPS/CARE	3	15.00	
Financial Aid	0	0.00	
Student Life and Athletics	1	5.00	
Academic Affairs and Academic Divisions 1 2 & 3	0	0.00	
Business Office	1	5.00	
Foster Care/YESS FYE or Upward Bound	1	5.00	
Other:	2	10.00	

1. Content of the training

Response	Frequency	Percent	Mean: 4.05
Poor	0	0.00	
2	1	5.00	
Good	4	20.00	
4	8	40.00	
Excellent	7	35.00	

2. Length of the training

Response	Frequency	Percent	Mean: 4.15
Poor	0	0.00	
2	2	10.00	
Good	3	15.00	
4	5	25.00	
Excellent	10	50.00	

3. Facilitators' knowledge of the topic

Response	Frequency	Percent	Mean: 4.40
Poor	0	0.00	
2	0	0.00	
Good	3	15.00	
4	6	30.00	
Excellent	11	55.00	

4. Overall rating of the training

Response	Frequency	Percent	Mean: 4.21
Poor	0	0.00	
2	1	5.00	
Good	3	15.00	
4	6	30.00	
Excellent	9	45.00	
Invalid	1	5.00	

5. The training was organized and easy to follow.

Response	Frequency	Percent	Mean: 4.30
1 Strongly Disagree	0	0.00	
2	1	5.00	
3	2	10.00	
4	7	35.00	
5 Strongly Agree	10	50.00	

6. I feel more informed about how the enrollment and registration processes work.

Response	Frequency	Percent	Mean: 3.95
1 Strongly Disagree	1	5.00	
2	1	5.00	
3	4	20.00	
4	6	30.00	
5 Strongly Agree	8	40.00	

7. I learned something that I will be able to apply to my work or when I am assisting students.

Response	Frequency	Percent	Mean: 4.05
1 Strongly Disagree	1	5.00	
2	2	10.00	
3	2	10.00	
4	5	25.00	
5 Strongly Agree	10	50.00	

8. I would recommend this training to a colleague.

Response	Frequency	Percent	Mean: 4.05
1 Strongly Disagree	0	0.00	
2	3	15.00	
3	3	15.00	
4	3	15.00	
5 Strongly Agree	10	50.00	
Invalid	1	5.00	

Peak Registration Training Survey

N = 20 **Spring 2018**

Question: What is your department? (Please select one.)

Response
Library Student Success
Library-Student Success Center

Question: What was the most helpful aspect of the training?

Response
The breakdown of the registration process.
I liked that there was an abbreviated training for staff who are not new -- it makes the training more relevant.
Slides were clear and concise.
Reviewing and pointing out changes as it relates to our campus and our ending relationship with ECC.
the information regarding the services provided
Power point, visual aspects.
The deadline dates
The steps to register for classes at Compton campus, not the El Camino College campus. The information about Financial Aid for foster and students.
New changes and policies. The information regarding where students are able to receive help and which departments to send them.
HOW TO EXPLAIN TO THE STUDENT IF THE CLASS WAS IN THE CART BUT THEY HAVEN'T PUSHED THE SUBMIT HOLD. YOU COVERED AREAS THAT NEEDED REMINDING ABOUT BASIC INFORMATION AND WHERE TO SEND STUDENTS FOR ASSISTANCE. ALSO, THE NEW CREATED DOCUMENT THAT LETS THE NEXT DEPARTMENT KNOW WHY THE STUDENT IS THERE FOR ASSISTANCE. GREAT IDEA!!!
Learning the new application process
Reviewing the materials was helpful.

Question: What was the least helpful aspect of the training?

Response
N/A
Training was presented as if everyone was a new hire and it was redundant in some aspects.
n/a
None
N/A
All information is good information
Skipping or going to rushing through slides.
IT WAS ALL USEFUL.
n/a
The training is repeated information.

Question: What was missing? What would you like to see in future trainings as it pertains to enrollment and/or registration?

Response
Please update the slideshow. Old information during a slideshow can confuse new staff.
N/A

Question: What was missing? What would you like to see in future trainings as it pertains to enrollment and/or registration?

Response
Training did not cover what services that are/are not offered in various areas. Students are routinely given misinformation about what they can do in different areas because we're not clear on each department does. It would be great if we could have open forums on how we can all better assist our shared students and better prepare them for our college experience. In addition, using the referral form across the board would be very helpful.
Departments should discuss and clarify their practices to avoid misinformation from/to students.
Perhaps a contact list of staff in other departments that serve specific needs. Ex: Refer students to A/R Richelle re: residence status and reminders of program requirements so other staff know when to refer a student, or what to ensure the student has completed before referring them.
N/A, more common courtesy to students as they enroll in college. As they enroll give a care package with water etc..
Even though it was a refresher course, still take the time to explain all slides.
INFORM THE STUDENTS EARLY TO CHECK TO SEE IF THEY HAVE ANY OUTSTANDING FEES TO PREVENT THEM FROM REGISTERING ON TIME.
n/a
Thinking.
We should only have these trainings for new employees. If there is anything new then an email with the updates is better.