### El Camino College

**Admissions & Records**

**Program Review Spring 2021**

# Program Description

1. Describe the program. How does the program link to the College’s mission statement, or statement of values, and local vision goals?

The functions performed in the Admissions and Records Division fall into one or more of three categories; Admissions, Records and Registration, and Evaluations. Staff members in the divisions often perform functions of more than one unit. The functions within the Admissions unit are the on-line application for admissions (Open CCCApply), Residency Determination and Appeals, AB540 processing, K-12 Dual Enrollment processing, name changes, address corrections, SSN corrections, changes of major and enrollment verification. The Records and Registration Unit is responsible for assisting students on-line and in-person with registration issues including but not limited to prerequisite issues, holds, registration appointments, special programs (Fire Technology, Terminal Island Prison classes), Grade Submission Assistance, Online Active Enrollment (Census) and No-Show Report assistance, Subpoenas, overriding problem prerequisites, MIS error checking, online and in-house transcript processing, document scanning, credit-by-exam, academic renewal, grade change petitions and processing, cross-enrollment, reinstatements, online registration, registration help line, registration problems and issues, section-level transfers, and repeat request clearances.

The Evaluations Program serves the interests of all students who are applying for a degree. The college offers Associate degrees in Arts or Science, Associate degrees for transfer in Arts or Science and Certificates of Achievement or Accomplishment. The evaluators in the unit evaluate student work at El Camino College and from other institutions to ascertain that the student has met the requirements for a degree. Evaluators post all earned degrees to student records in Colleague. The Evaluation Unit also reviews and posts general education certifications for CSU (California State University) General Education Breadth Requirement and IGETC (Intersegmental General Education Transfer Curriculum). The unit also evaluates work from external institutions for the purposes of Academic Renewal or course repetition/substitution, certification, probations, and dismissals.

The scope and wide-ranging impact of Admissions, Records and Registration, and Evaluations on students is significant.

**Mission Statement**

El Camino College makes a positive difference in people’s lives. We provide innovative and excellent comprehensive educational programs and services that promote student learning, equity and success in collaboration with our diverse communities.

Every student who attends El Camino College must deal with multiple elements of Admissions and Records, As such, the services provided by Admissions and Records make a positive difference in our students’ lives. The Division is constantly striving to improve its use of technology. The Admissions Office offered extended hours for those who, for various reasons, could not make it during “traditional” office hours. The COVID-19 pandemic forced the division to make needed changes in the way it provided assistance to students who were not able to physically make it to the office. Admissions and Records division is cognizant of the varying needs of different members of the community and is vigilantly working on ways to ensure consideration of equity and inclusion when evaluating policies and procedures.

**Vision Statement**

El Camino College will be the college of equity and innovation by transforming, strengthening, and inspiring our community to excel through learning.

The Admissions and Records Office strives to use new technology and training to provide complete services to every student. We are inclusive in our staffing and attitude. We are constantly seeking ways to remove barriers that in the past may have hindered students from reaching their educational goals.

Application for Admissions

With very few exceptions, applications for admissions to El Camino College are submitted online. Since June 2014 just prior to the opening of applications for Spring 2015 El Camino College has been accepting online applications through Open CCCApply. The cost of Open CCCApply is currently covered by the California Community College Chancellor’s Office.

Since the inception of the Open CCCApply application the college and the community college system as a whole has incorporated both state and federal requirements into the system. For example, the race and ethnicity question was reformatted to meet the requirements of the United States Department of Education, the gender question was restructured to meet AB 620 of the California State Legislature, and questions related to athletic interest were added to meet one of the prongs of Title IX of the federal government. The use of the statewide application sponsored by the Chancellor’s Office ensures that the application remains up to date technologically and in compliance with relevant federal and state laws and regulations.

Supporting Admissions Functions

Among some of the supporting functions are online add/drop assistance, reinstatements, section level transfers, AB540 processing, changes of name, gender, address, Social Security Number and major, pre-requisite clearance problems, auditing classes, enrollment verifications and issues related to special programs such as Fire Technology, Nursing and Cosmetology.

Roster Processing

Roster processing involves the processing of “No Show" reports, “Active Enrollment” reports, “Grade” reports, and all supporting grade documents including attendance rosters. These particular rosters are now fully online. However, attendance rosters and supporting grade rosters (showing tests, quizzes, homework, etc.) continue to be paper driven. Staff members are available to assist faculty with issues, problems, or questions regarding class rosters.

Dual Enrollment

This area encompasses the enrollment of all students wishing to enroll at El Camino College who are also enrolled in a secondary or primary school. Staff dealing with concurrent enrollment must ensure that all students in this category applying for admission to El Camino meet all requirements. This includes filing a completed application and a completed Dual enrollment form with supporting documentation, if necessary. Staff in this area also grant dually enrolled students permission to enroll in approved courses The process has been improved to make it more automated and options for further automation are being research and tested.

Residency

Students who are classified as a non-resident during the admissions application process have a right to petition that status. There is a defined process as outlined in Title 5 and the district’s procedure. Pursuant to law, there is also an appeal process. We have moved our Residency Petition to an online form to facilitate easier access for students although students can still petition in-person when our office is open.

Petitions

General student petitions (not related to grades, grievances, or the like) are accepted in Admissions. A majority of these petitions are regarding a fee or a "W." Since the district contracted with COTOP (Chancellor's Office Tax Offset Program), there has been an increase in petitions. Before a decision can be made on a petition, significant research must be conducted on every petition. The decision made on the petition is final. However, a student can re-petition if the student can present new documentation or evidence to support the petition.

RECORDS

The functions within the Records unit are transcript processing, academic renewal, maintenance of student records, maintenance of class and attendance rosters, course repetition, credit by exam, incomplete grade processing, military service credit, grade changes, and record imaging.

Transcripts

Tens of thousands of El Camino College transcripts are prepared every year for mailing to other colleges, scholarship organizations, employers of students, and to the students themselves. Approximately two-thirds are processed for mail-out with the remaining third processed for next day pick-up. El Camino College contracts with Parchment to process official transcripts. Students are encouraged to order transcripts online. In-person requests are accepted when the office is open. Parchment will validate and process the requests and collect the fees. If the request is for records that contain no coursework before 1983 the transcript is printed and mailed out from a Parchment processing center. Requests for transcripts containing records before 1983 and those requested to be picked up are sent electronically to Colleague and printed and enveloped in the Admissions and Records Office.

Academic Renewal

Approximately 700 petitions for academic renewal are received annually. The Academic Renewal form has been made available online to increase access for students. The academic renewal process follows Title 5 and the El Camino College policy and procedure.

Credit by Exam

Approximately 200 requests for Credit by Exam requests are processed annually. The vast majority of these requests are for foreign languages. The Credit by Exam form has been made available online to increase access for students.

Imaging

All transcripts received from other colleges, attendance records, education plans, residency petitions and denied grade changes are imaged when they are received/processed. As more transcripts and forms are received electronically the process becomes more streamlined and the number and types of documents stored in our imaging system will increase.

Record Maintenance

The College recently has the majority of the hard copy records dating back to when the college opened in 1947 converted to electronic data which is now in our imaging system. The vault of the Admissions and Records Office contains the remaining academic records that were not converted. The majority of these records are stored in bound volumes which were not economically feasible to convert. The rest are recent class rosters that are awaiting imaging.

REGISTRATION

The functions within the Registration unit include online registration, the registration help line, and the online add process.

Online Registration

Online registration is conducted through the El Camino College Portal, also known as MyECC. Over the years it has migrated from the Web Advisor product of Colleague to the present customized Portal. With the infusion of new screens, a “shopping cart” and a streamlined flow through the on-line registration process, all students now use web registration. A new Self-Service portal is expected to be implemented in the near future that will simplify the registration process for students.

Add Process

El Camino College utilizes an online add process. This process is conducted in the first two weeks of each semester and during the first week of summer and winter intersessions. Support personnel are provided to assist students who have questions regarding the online add process. Certain factors prevent some students from adding online: the student may need a pre-requisite clearance, there are excessive repeats, or the course has a co-requisite. Students unable to go to the office in person can obtain help by phone, through the internet or by submitting an online Add/Drop form.

EVALUATIONS

Graduation evaluators evaluate all student records, El Camino transcripts and those of other colleges to determine a student’s eligibility for any of the degrees, certificates and/or certifications offered by the college. Evaluators also review course repetitions that use course work from other institutions, evaluate all Academic Renewal petitions which involve course work from other institutions and evaluate a student’s eligibility for an IGETC/CSU General Education certification and post it to their record if eligible.

1. Describe the student population served by the program using data. Please note the source of the data.

All students wishing to enroll in a credit or non-credit course or audit must submit an online application for admissions and then register for the courses they wish to pursue. Therefore, the population served by these two key Admissions and Registration functions, mirror the population of the college. The head count and percentages for ethnicity and gender are remarkably consistent for the terms since the last program review.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Gender | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
| Female | 16,808 (52%) | 17,443 (52%) | 17,786 (53%) | 18,106 (53%) | 17,375 (52%) |
| Male | 15,259 (48%) | 15,773 (48%) | 15,890 (47%) | 16,280 (47%) | 15,779 (47%) |
| Non-Binary | N/A | N/A | N/A | N/A | 21 (<1%) |
| UnknownDecline to State | 1 (<1%) | 2 (<1%) | 1 (<1%) | 6 (<1%) | 75 (<1%) |

\*Data from California Community College Chancellor Office Datamart

The population is split almost down the middle female to male with there being a small percentage more females to males. For the 2019-20 academic year “Non-Binary” and “Decline to State” were added as a gender options on the application. In that year, less than 1% selected that option.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Ethnicity | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
| African-American | 5,031 (16%) | 5,022 (15%) | 5,003 (15%) | 4,818 (14%) | 4,589 (14%) |
| American Indian/Alaskan Native | 55 (0.2%) | 58 (0.2%) | 55 (0.2%) | 72 (0.2%) | 71 (0.2%) |
| Asian | 3,748 (12%) | 3,832 (12%) | 3,818 (11%) | 3,834 (11%) | 3,384 (10%) |
| Filipino | 1,096 (3%) | 1,153 (3%) | 1,148 (3%) | 1,152 (0.3%) | 999 (3%) |
| Hispanic | 16,067 (50%) | 16,932 (51%) | 17,406 (52%) | 17,836 (52%) | 16,306 (49%) |
| Multi-Ethnicity | 1,461 (5%) | 1,555 (0.5%) | 1,531 (5%) | 1,608 (5%) | 1,191 (4%) |
| Pacific Islander | 173 (0.5%) | 164 (0.5%) | 153 (0.4%) | 157 (0.5%)  | 158 (0.5%) |
| Unknown | 160 (0.5%) | 139 (0.4%) | 122 (0.4%) | 501 (1.5%) | 2,618 (8%) |
| White Non-Hispanic | 4,277 (13%) | 4,363 (13%) | 4,441 (13%) | 4,414 (13%) | 3,934 (12%) |

\*Data from California Community College Chancellor Office Datamart

The head count and percentages for ethnicity are also consistent for the time period since the last program review. Half of the population identified as Hispanic with the next largest group identifying as African-American at about fifteen percent.

For each academic term, approximately ten percent of applicants identify as being a non-US citizen (Permanent Resident, Temporary Resident, Refugee/Asylee, Other). This does not include the approximately two percent of students with F-1 Visas who apply to our International Student Program.

Of the 20,476 students who enrolled in Fall 2020, 13,915 (68%) were continuing students from the prior term (Spring 2020). There were 1,685 (8%) first-time students to El Camino College and 2,030 (10%) were returning students. There were also 237 K-12 Concurrently Enrolled students. These first-time, returning, and K-12 students were required to apply for admissions first and then register for their courses. These numbers were affected by the COVID-19 pandemic with the biggest difference coming in a decrease in the percentage of First-Time students enrolling.

1. Describe how interaction with the program helps students succeed or meet their educational goals.

Application for Admissions

The first step in every student’s path to success starts with their application for admission to the college. All students whether new, returning or concurrently/dually enrolled must apply online to El Camino College. New students are students who have never been enrolled at El Camino College or had been previously a Dually Enrolled student. Returning students are those students who had been enrolled in a previous term (other than K-12), and have been separated from El Camino College for at least two consecutive primary (spring or fall) terms.

Supporting Admissions Functions

There is a myriad of supporting functions in admissions: online add/drop assistance, reinstatements, section level transfers, AB540 processing, changes of name, gender, address, Social Security Number and major, pre-requisite clearance problems, auditing classes, enrollment verifications and issues related to special programs such as Fire Technology, Nursing and Cosmetology. These functions are necessary to make sure that students are successfully moving forward on their educational path and that their records are accurate.

Verifications

Students request verification of enrollment for a variety of reasons. Most current students request verification for insurance or scholarship purposes. Scholarships can often be a determining factor in whether a student can complete their educational goals. Some need verification because they receive employer reimbursement for their education which may also help the student achieve their goals. Both current and former students ask for verification of enrollment or degree/certificate received when applying for a job. Some of these requests get processed through the National Student Clearing House. However, we continue to receive a significant number of in-person requests. The Enrollment Verification request has been made available online to increase access to this service.

Dual Enrollment

Students who participate in the Dual Enrollment Program are expected to complete all aspects of the dual enrollment admissions and registration process in a timely manner and in accordance with the provisions of the California Education Code and the policy and procedure of El Camino College. K-12 students who successfully complete the process are permitted to enroll in pre-approved courses and are subsequently treated as a college student with all rights, privileges, and responsibilities. Participation in this program will give K-12 students a head start on their collegiate career and allows them to complete a degree sooner than if they had not participated in the program.

REGISTRATION

Registering for classes is the next major step a student will take towards successfully achieving their educational goal. Students cannot pass a class if they haven’t registered for it. This sounds elementary but in a non-covid, non-remote environment, there are often students participating in courses who are not registered. Registration is done primarily online.

The functions within the Registration unit provide in-person and remote online registration assistance, processing adds for students who cannot register online for various reasons, processing Repeat Petitions and processing reinstatements and Section Level Transfers.

Access to all of these functions is available online. Students can register and request assistance 24 hours a day 7 days a week from anywhere in the world. We have also provided these services in-person for those who are unable, for whatever reason, to take advantage of our online services and will continue to do so once the campus reopens. Providing a myriad of ways to access our services is another way the Registration Unit contributes to the success of our students.

RECORDS

The functions within the Records unit are outgoing transcript processing, in-coming transcript processing, academic renewal, maintenance of student records, maintenance of class rosters, course repetition, credit by exam, incomplete-grade processing, military service credit, grade changes, and record imaging.

Transcripts

Both incoming and outgoing transcripts are under the jurisdiction of the records office. Incoming transcripts are opened and scanned for future use by counselors and evaluators. Outgoing transcripts are processed in accordance with the requests of the student: next day pick up or express mail or standard mail (10 business days). Transcript requests may be made in person, through the mail, or through the online 24/7 transcript request process. El Camino College uses Parchment for this service. The records office staff must still print, fold, and put in envelopes the online transcript requests that include work prior to 1983 or that were requested to be picked up. The majority of transcripts are sent to other institutions so that former El Camino College students may go on to further their education and, in most cases earn higher degrees.

Academic Renewal

If a student meets the district’s requirements for academic renewal, the student can realize an improvement in the grade point average on their academic transcript. This can benefit a student in many ways. For example, they may qualify for a degree or certificate they were previously ineligible for or be eligible to receive financial aid. In addition, many four-year colleges recognize and honor academic renewal and a student’s goal to transfer can be fulfilled.

Credit by Exam

Students who meet the college’s requirements for credit by exam will file the petition with the Admissions and Records Office. If the student has met the criteria for credit by exam as set forth by board policy and procedure and they pass the exam administered by a faculty member the outcome of the exam is posted to the student’s transcript. Students receiving course credit through this process will be able to complete their educational goals more quickly by not having to take the course(s) for which they have received credit.

Imaging

The timely and correct imaging of student records is a great service to students directly and indirectly. Students, counselors, and other academic professionals with a need to know can extract student records and review for educational plans, degree audits, financial aid eligibility or other tools that can lead to student success.

Record Maintenance

Record maintenance is essential. It is not only legally required, but it allows for students and counselors to refer back to previous documents. This facilitates academic counseling and student decision making.

EVALUATIONS

Students who apply for an associate’s degree are required to have a minimum grade point average of 2.00 overall at El Camino College and all units completed at all other colleges (there may be additional requirements in a major), complete at least 60 academic units, meet academic area requirements, and meet El Camino College unit residency in order to receive a degree.

Interaction with students is critical. The evaluators communicate with students via email, telephone, and regular mail. They communicate with students when students are deficient in requirements to graduate or are missing transcripts from other institutions. Evaluators also will meet with students in person if necessary or requested by the student. Evaluation staff notify students in writing of the results of the graduation evaluation. If denied, students are told why the petition was denied and what the student needs to do to meet the graduation requirements. The goal of this process is to ensure as many eligible students leaving El Camino College attain their degree or certificate. The implementation of the Associate Degree for Transfer (AD-T) has allowed more students to transfer to a California State University to further their educational goals.

The Evaluations Program also evaluates and posts IGETC/CSU General Education certifications for students which also aids in students’ ability to transfer to a four-year institution.

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

The Admissions and Records office works closely with many on-campus programs. It is hard to think of a program on campus that Admissions and Records does not interact with in some way or form. Admissions and Records provides:

* Data and information to programs like the Financial Aid Office and EOPS for student eligibility
* Collaboration so that the ECC Foundation may provide financial assistance to students
* Collaboration with the Counseling Office on matters of probation, prerequisite issues and the graduation process
* Close work with faculty and the Division Offices on issues ranging from grading assistance to making sure students get added to a class
* Many programs with documentation that is processed into the imaging system
* Close work with the Dual Enrollment Program Staff to make the process as seamless and easy for the students as well as help the high schools in the program understand procedures
* The Fire Academy the required assistance with admitting, registering and issuing grades for their students

Off-campus entities that we interact with include government investigators with releases for student records and courts that have subpoenas for which we supply records. We provide the legally mandated student lists to US Armed forces Recruitment Officers. We work with other colleges on a variety of things such as transcript sharing through eTranscript California. We will provide verification for employers with release forms.

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

Since the last program review the Admissions and Records Office has made great strides improving the ways it serves the campus community:

* Hired a full-time Residency Evaluator to process residency reclassification petition
* Doubled the staff that handles grade processing
* Moved the bulk of the forms online to provide easier access for students, faculty and staff
* Archived the vast majority of hard copy records scanned and converted to digital data accessible through the imaging system – currently Docuware
* Moved the processing and mailing of most transcripts from in-house to Parchment to decrease processing time and free up staff for other duties
* Implemented CRM Recruit from Ellucian (CRM) to help process incoming applications and provide important recruiting data
* Updated the job descriptions and reclassified the staff, with the exception of the Evaluators and two Senior Clerical Assistants to new job titles (AR Technician I and II, and AR Specialist) to allow for more cross-training and provide opportunities for employee growth
* Added a Graduation Evaluator to increase the ability to evaluate student degree applications
* Collaborated with Information Technology Services (ITS) to get an Admissions and Records ITS Technician who deals specifically with Admissions and Records Colleague issues
* Developed a task force with ITS that meets weekly to address Admissions and Records related technical issues
* Successfully moved into the new Student Services Building
1. What prior Program Review recommendations were not implemented, if any, and why? What was the impact on the program and the students?

Recommendation

Work with ITS and other stakeholders to implement new software applications (such as the International Student Application for Admissions) and upgrade existing applications (such as degree audit).

This was partially achieved. We implemented CRM but are still working on Degree Audit because of limitations surrounding the way Colleague has been configured and changed since it was implemented. We did not implement International Student online application for issues surrounding the uploading of required documentation including ease of use and security. The impact on students: International Students still have to apply through paper applications which delays the process. Degree processing takes considerably longer without a working degree audit so students receive the results of their degree evaluations later than they should and Educational Plans must be done by meeting with a counselor. The college is planning on refreshing Colleague to a base version that will allow us to properly implement Degree Audit before the next program review. We are also hoping that the issues we have with the online international student application can be resolved within that time frame so that we may also implement that as well.

# Program Environment

1. 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?

Prior to moving into the new Student Services Building in August of 2019, the A&R office was separated in 5 areas in several sections in the old building. The front counter was covered by Temporary Non-Classified (TNC) staff that had extremely limited access to the Colleague system to properly assist students. The office was divided into functional operations: Admissions, Records, Registration, and Evaluations and in most cases, there was only one employee responsible for a particular function. This model makes for an inefficient A&R office which affects service to students and staff and also creates many silos within the office. 2018/2019 the institution examined the use TNCs in all areas. A&R realized to be an effective and efficient office we needed to hire permanent A&R personal to man the front counter and work on other pertinent A&R functions. This enabled A&R to review the organizational structure and reorganized the department. We were able to create a career ladder model: A&R Technicians I, A&R Technicians II, and A&R Specialists. The restructure also eliminated the use of TNCs at the front counter, enabling permanent staff, who have the proper access, to assist students and staff more effectively and efficiently. The job functions build on one another with increasing responsibilities depending upon the function, complexity, and accountability of the tasks. The reorganization also breaks down silos and the staff is more aware of how intertwined all the functions of A&R are and the importance of working together. The A&R staff are also becoming more involved in the campus as a whole serving on more committees than they previously had. A&R, because we service all students, is “the hub” of the college. All students must work with A&R whether they are interacting with the office in person or thru our online services, prior to them becoming a student, while they are a student and alumni.

In February of 2020 we had the new structure in place and had hired a new A&R Technician I (two staff within A&R were reclassified as A&R Technician Is), 3 Student Services Technicians were reclassified as A&R Technician IIs and 3 Student Services Specialist were reclassified as A&R Specialists. Their new job descriptions better aligned with the expertise that is needed in A&R to assist students and staff properly. We had begun to see a synergy amongst the staff and working more effectively as a team. We were working on training modules for the staff when Covid-19 work from home derailed the A&R office.

A&R was a very manual office and had no forms online. Students either had to come to the campus or mail in documents for processing. For three weeks most of the staff had little or no access to the system as we awaited the distribution of district laptops. During that time, we worked on online forms, staff answered emails and the few staff that had access answered the inquires that required access to the system. During remote working we have had two A&R Technician I continue on campus to scan, track the mail, etc. at least twice weekly.

Training has been conducted virtually. When we introduced the virtual front desk, more experience staff were peered with staff that had not worked the front counter in recent years. As staff felt more prepared to help students with the types of questions that typically begin at the front counter the capacity to assist more students increased.

Covid-19 also added challenges of regulatory changes in Title 5 and Title 4 regarding grading, pass/no pass as well as the Excused Withdrawal process for spring 2020. Some of the regulatory changes will remain until December 2021. Staff must be aware of some of these changes when assisting students.

2020 also brought to bear the civil unrest and systematic racism that exist in the United States. The Chancellor’s Office has issued a Call to Action to the California Community College System to look at the system as a whole and to remove inequitable and racist barriers where they exist. For A&R that is not always easy because many of the Title 4, Title 5, and Education Codes we are required to follow are the very barriers that need to be addressed. The Call to Action not only affects El Camino’s A&R Office but A&R across the system. A&R professionals across the state are looking at the regulations to make recommended changes that should happen to the Chancellor’s Office and legislative body to have a more equitable environment.

For the current status of the program the staffing level is adequate. However, as the institution looks to increase enrollment based on the new funding formula A&R will need additional staff to meet the demands.

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



A&R classified employee allocation as of the 2021 Program Review is as follows: three A&R Technician I, two Senior Clerical Assistants, three A&R Technicians II, three A&R Specialists, five Evaluators, and Division one User Support Technician.

There is also one A&R Supervisor, Registrar assigned directly to oversee A&R, The Dean of Enrollment Services oversees: Outreach, Warrior Welcome, A&R, and Financial Aid.

1. Describe the personnel needs for the next four years.

Over the next four years the personnel needed to meet the needs of the district will be to increase the evaluating staff by at least five evaluators. This increase is in support of having a fully functional degree audit system for all students who are degree seeking at El Camino College. Presently, only students that are native students of El Camino as of 2017 (only attended El Camino College) can have a degree audit run to view their progress. This has limitations as well because the system must be configured and maintained for all types of degrees and certificates offered at the college. Presently, the system has limitations that does not recognize the nuances between AD-Ts and local AA/AS degrees. We will also need additional evaluators to evaluate transcripts on the beginning of a transfer students’ commitment to graduate from the college. We also need evaluators to continue to evaluate at the time/prior to graduation for the students who are already at the college.

We will need at least two new A&R Technician I and IIs and Specialists to serve students in the hybrid model that has developed and continues to develop because of Covid-19. We will need to continue to develop hybrid modalities of assisting students moving forward. We no longer can just have the model of waiting for students to come to us and fit into our mold. We must be proactive in reaching students where they are and assisting them through our systems in ways that meet them where they are.

In addition, the additional staff will be needed as we look to revamp our current Student Information System (SIS) Ellucian Colleague to better serve the students and staff. There will need to be dedicated staff to help with the implementation of a back-to-basic version of Colleague or what many are calling a “vanilla” version of the Ellucian Colleague system because we will need to continue the day functions of the office during that transition.

1. Describe facilities needs for the next four years.

A&R will need to reconfigure our space to house the current and additional staff as we move into a more digitized office to house not only the staff but the technological equipment to properly serve our students and staff.

1. Describe the equipment (including technology) needs for the next four years.

A new/improved Student Information System (SIS) Colleague. Up to date computers, scanners for all staff (to scan physical documentation as they are received and the ability to shred to eliminate the need for large storage areas. Expand the use of College Source/TES system, Increase the use of Docuware Digital Imagining Storage System, Printers to print degrees and certificates in-house.

1. Describe the specific hours of operation of the program. Do the scheduled hours of operation meet the needs of staff and students? Describe your results from the customer service survey regarding hours of operation.

Presently the Student Services Building operating hours is:

Monday – Thursday 8 a.m. – 7 p.m. and Fridays 8 a.m. – 4:30 p.m.

A&R follows this model when we are physically in the building. Working virtually most of the A&R staff is working Monday – Thursday 8 a.m. – 5 p.m. (the Warrior Welcome Center Staff fields any questions from 5 p.m. – 7 p.m. On Fridays the A&R staff is available to the public from 8 a.m. – Noon. The rest of Friday afternoons the staff use the time away from the virtual counter or phone working on processes without interruption. This time is also used to hold staff meetings and or trainings.

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

Regulatory changes continue to impact all aspects of A&R. Since the last program review we have witnessed two significant upgrades to the Title 5 regulations regarding repeats and “W” grades. A third revision was implemented for the summer/fall 2012 registration cycle.

Within the last few years restrictions on the percentage of “RD” (Report Delayed) grades by term has been implemented. A college is now restricted to a maximum of 2.00% “RD” grades per term. The consequence of failing to meet this threshold is a college’s inability to submit its MIS report to the Chancellor’s Office. However, through cooperation with the Academic Divisions and A&R, El Camino College has maintained a threshold below 2.00% since the regulation became effective.

Residency regulations remain complex as always. There have been some modifications to residency determination for active duty members of the armed forces in favor of the students and their dependents. Also, we have witnessed a tightening of the regulations and the document tracking of out-of-state athletes.

There are external factors that will have a definite impact on the evaluations program. A change in a course numbering or course content will require updating of degree audit program and evaluation sheets. Notification of new information must be sent to all the counselors. Addition of new majors or deletion of existing majors requires the same as above. The increase number of student that petition for graduation, certificates, IGTC and/or General Education Certifications have had a significant impact in the evaluator’s workload. This was addressed by the hiring of the two new evaluators. Changing demographics of the student body does not impact the evaluator’s job duties or student service.

# Service Area Outcomes (SAOs)

1. List the program’s SAOs.
2. How were the SAOs developed? Who was engaged in the creation of the SAOs?
3. What has been done if the SAO assessment results were not as anticipated?
4. Where are the SAOs assessment results shared with staff, students, and the public? Have the SAO assessment results indicated the need to change or modify components of the program? If so, were the changes implemented?

|  |
| --- |
| Service Area Outcomes for Admissions and Records are delayed until remote services are not as limited due to the pandemic. We are requesting a delay on implementing SAOs until Student Services reopens at an acceptable level to assess the services. Measuring only services in a remote environment seems counter-productive if the goal of SAOs is to use the results for meaningful change to the delivery of services. If we stay remote through the Fall 2021 or are able to use split shifts in services, perhaps it will be more appropriate to assess those services as well as implement customer service surveys.If the Program Review Committee prefers, this office can move forward with implementing SAO and a customer services survey through the summer and into the fall 2021. |

# Program Improvement

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

The program is undergoing a significant change. There is a generational shift as about two-thirds of the personnel retire between late 2013 and late 2017. In addition, the program has to adjust to the upcoming changes as the new Student Services Center is constructed. Another significant change that will signal an improvement in services is the implementation of many of the recommendations of Plan Net. The Plan Net recommendations should lead to a much-improved computer system. Therefore, student service shall elevate to sustainable objectives and a high satisfaction rate.

1. How have program personnel used metrics to improve program services? Provide metrics from the last four years. How have you reflected on your last program review?

Applications for Admissions

Not surprisingly the number of applications for admissions has increased over the past few years. First, the last programs using paper applications now apply online. Second, the struggling economy has brought many of the unemployed or underemployed to seek admissions. Finally, the limitation on enrollment for the CSU and UC system has caused some students to redirect to El Camino College.

Application Volume – Numbers of applications processed are based on when CRM went live in November of 2018.

|  |  |  |  |
| --- | --- | --- | --- |
| Month | 2019 | 2020 | 2021 |
| January | 5,431 | 3,811 | 3,389 |
| February | 3,609 | 3,495 | 2,971 |
| March | 2,947 | 2,131 | TBD |
| April | 4,207 | 3,110 |  |
| May | 5,727 | 5,241 |  |
| June | 4,166 | 3,933 |  |
| July | 2,947 | 2,282 |  |
| August | 4,593 | 3,126 |  |
| September | 1,355 | 1,732 |  |
| October | 1,993 | 1,929 |  |
| November | 2,525 | 5,795 |  |
| December | 2,275 | 3,039 |  |
| Totals | 41,775 | 39,624 | 6,360 |

\*Data collected from A&R and CRM Recruit

Residency petitions

As can be seen in the Residency Petitions table, the program has been tracking the number of petitions approved since 2006. However, it was not until Fall 2009 that petitions were tracked for both approved and denied petitions. Fall 2009 had significantly more petitions than subsequent terms. This level of petitions had been experienced in prior terms. The reduction in the number of residency petitions is related to deleting one question in Open CCCApply that caused confusion among students. The question asked “do you intend to make California your permanent residence?” Many students took the word “permanent” literally and would not commit to the long-term future.

|  |
| --- |
| RESIDENCY PETITIONS |
|   | APPROVED | DENIED |   |
| ACADEMIC YEAR\* | COUNT | COUNT | TOTAL |
| 2014 - 2015\* | 919 | 483 | 1402 |
| 2015 - 2016\* | 1026 | 498 | 1524 |
| 2016 -2017 | 1127 | 389 | 1516 |
| 2017 -2018 | 1068 | 219 | 1287 |
| 2018 - 2019 | 978 | 215 | 1193 |
| 2019 - 2020\*\* | 865 | 173 | 1038 |
| \* No Winter Term \*\*Due to Covid 19 some 2020 are not yet in the database (Access). |

\*Data stored in A&R

Late add petitions

Students attempting to add after the deadline to add for a class section will attempt to add in the “late add process.” Over the years the district has tightened its rules on late adds and have defined what constitutes a justifiable late add. With each passing term since implementing restrictions, the number of late adds submitted is reduced as students realize they must meet the criteria as set forth in district policy and procedure.

Evaluations

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year\*** | **AA/AS** | **AD-T** | **TOTAL DEGREES** | **Certificate of Achievement** | **Certificate of Accomplishment** | **TOTAL CERTIFICATES** |
| 2014-2015 | 1294 | 2 | 1296 | 521 | 118 | 639 |
| 2015-2016 | 2163 | 231 | 2394 | 657 | 171 | 828 |
| 2016-2017 | 2228 | 287 | 2515 | 750 | 265 | 1015 |
| 2017-2018 | 2661 | 352 | 3013 | 907 | 282 | 1189 |
| 2018-2019 | 2928 | 1435 | 4363 | 1745 | 671 | 2416 |
| 2019-2020 | 2094 | 1266 | 3360 | 1006 | 469 | 1475 |
| \*SUMMER to SPRING |

\*Data stored in A&R

1. 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.

Not Applicable.

1. Review and determine if your program serves any disproportionately impacted (DI) groups listed in the Local Vision Goal #5.
* What types of activities and services does your program provide to close the equity gaps listed in the Local Vision Goal #5?
* How many DI students does your program currently serve and how many DI students are you planning to serve in the next 4 years?

Admissions & Records provides services designed to serve all students including special populations, disproportionately impacted and underrepresented students. However, A&R recognizes that some regulations unfairly impact many of these students. A&R works within the regulations and uses professional judgement when appropriate to minimize the impact on these students. Staff will continue to inform state decision-makers to encourage positive work making necessary changes to ensure equitable legislation.

# Customer Service

1. How was the survey conducted? Please include a copy of the survey to the appendix.
2. What were the major findings of the customer service survey?
3. Describe exemplary services that should be expanded or shared with other programs.
4. What aspect of the program’s service needs improvement? Explain how the program will address service improvements.

|  |
| --- |
| As with Service Area Outcomes, a Customer Service Survey for Admissions and Records is delayed until remote services are lifted. We are requesting a delay on implementing any survey until Student Services reopens at an acceptable level to assess customer service. Measuring only services in a remote environment seems counter-productive if the goal of the customer service survey is to use the results for meaningful change. Like the recommendation with SAOs, if the plan is to stay remote through the Fall 2021 or if we are able to use split shifts in services, perhaps it will be more appropriate to implement a customer survey. If the Program Review Committee prefers, this office can move forward with implementing a customer survey and submit an amendment to this program review early in the fall 2021 semester.  |

# Conclusions and Recommendations

1. Summarize the program’s strengths.

Strengths

The Admissions, Records, and Registration units have highly trained, well experienced, and incredibly dedicated employees who are well versed in the laws and regulations that guide them, and in the policies and procedures of the district. Also, working in a remote environment has forced the office to create more online forms and student access. This too has been a strength throughout the pandemic and campus closure.

1. Summarize the program’s areas that need improvement.

Weaknesses

The lack of a viable one stop also hinders A&R. There continues to be problems with some pre-requisites. Although A&R has no control over Colleague, we still consider our system an A&R weakness until we get back to a version that is optimal. There are just too many processes that require manual implementation or overrides to current configurations which cause inefficiencies.

1. List the program’s recommendations in a prioritized manner to help better understand their importance to the program.

Recommendation 1

We need to continue to develop and implement a staffing plan that transforms the division to meet current and future needs. The need to increase the number of evaluators for ensuring compliance is critical. The reorganization of Admissions and Records and cross training needs to get back on track and continue the momentum it had prior to the pandemic.

Recommendation 2

Continue the work and communication with ITS and other stakeholders to implement new software applications and upgrade existing applications such as degree audit and Degree on Demand.

Recommendation 3

Because of the pandemic and campus closures, it seems clear the need to continue our one-stop mentality should be maintained. The remote environment has taught us that students want to be served in a number of ways, and convenience is important.

1. Do any of these recommendations help close the equity gaps identified in PROGRAM IMPROVEMENT question #4? If so, list the recommendation number and how the recommendation will help close these gaps.

Not Applicable as per the Program Improvement section of this program review (see page 18).

# Student Services Program Review Committee

Please indicate whether the program should continue or be discontinued.

[ ]  Continue Program [ ]  Discontinue Program.

Explain how the program’s services could be handled by another on-campus entity if the program has been declining or is no longer fully.

# [ ]  Meets Expectations

The program review was adequately written. Lengthy or vague at times or included some grammatical and spelling errors. Corrections should be made prior to posting online for a public audience.

# [ ]  Needs Improvement

The program review was poorly written or incomplete. Too lengthy or vague or too many grammatical and spelling errors throughout the document. The program review needs to be rewritten and resubmitted to the Student Services Program Review Committee by an established deadline.