

Program Review Template - Educational Partnerships - 2024 Cycle Latest Version

Student Services (1) - Program Description : Version by Zarazu, Darlene on 12/02/2024 06:38

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

The goal of The Office of Educational Partnerships is to create and maintain partnerships with K-12 schools, Community Based Organizations (CBOs), and other educational institutions to minimize the equity gap to access Compton College. Educational Partnerships promotes academic programs and innovative and unique opportunities to district residents and learners of various ages, interests, and goals to motivate them to enroll at Compton College. Educational Partnerships uphold the core values of diversity, equity, inclusion, and accessibility to attract students and support enrollment growth.

The Office of Educational Partnerships uses the college's mission and vision statements as directives and expectations for Outreach staff to adhere to while representing Compton College. The 2024 - 2025 Compton College Goals that guide The Office of Educational Partnerships' programming and services include:

1. Implement the Completion by Design framework to ensure all students complete more quickly with fewer units, transfer, or are employed in their field of study[1].
 - Support AB-1705: Continue innovation in supporting student success in English and math while evaluating and refining current programs.
 - Sustain basic needs resources (e.g., housing, food, mental health, technology, and transportation) for Compton College students through the Compton Support Network.
2. Grow enrollment to 4,125 Full-Time Equivalent Students (FTES) for the 2024- 2025 year.
 - Grow enrollment through the implementation of the Compton College 2035 Enrollment Management Plan, including annual outreach, retention, and persistence strategies.
 - Continue implementing the Adult Strategic Enrollment Management Plan.
3. Continue to develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the educational, workforce training, and economic development need.
 - Establish partnerships with businesses and community partners to support Compton College program development in high-demand areas.
 - Have a fully operational Foundation for the Compton Community College District that meets the needs of Compton College and Compton College students.
 - Increase participation among the College Promise programs with Lynwood, Paramount, and Compton unified school districts.
 - Increase faculty voice in communication with dual enrollment partners, including faculty-to-faculty and counselor-to-counselor dialogues.
 - Establish and/or enhance partnerships with four-year colleges/universities, including University of California, California State Universities, historically Black colleges and universities (HBCUs), Hispanic-serving institutions (HSIs), and private colleges/universities.

GOAL 1: Improve recruitment, enrollment, retention and completion rates for our students.

Objective 4. Provide a student-centered environment that leads to student success.

The Office of Educational Partnerships's programming and services focuses on district wide efforts to increase and sustain enrollment on campus. This is accomplished by developing student-centered recruitment at 16 feeder high schools. Dual Enrollment Specialists, Student Services Advisors, and Adjunct Counselors are assigned to each high school to recruit and address the needs of prospective students; inform prospective students of the educational programs available at Compton College; and deliver on-site Enrollment Cycles that include creating an Open CCCApply account, complete an Admissions Application, New Student Orientation (NSO), DualEnroll Registration Requests, and Educational Planning. In addition, the Educational Partnerships team coordinate Afternoon College at eight of the 16 feeder high schools, where Dual Enrollment Specialist, Student Services Advisors, Provisional Program Technicians, and Adjunct Counselors deliver on-site Admissions Application, NSO workshops, and conduct course check-ins during the first two weeks of Afternoon College. The Educational Partnerships team coordinate with student services, such as the office of Financial Aid & Scholarships to answer any of our prospective and current student's questions. Lastly, The Office of Educational Partnerships hires and trains Student Ambassadors to go out in the field and assist with recruitment; provide information on steps to enrollment, academic programs and student services offered at Compton College; and share their insightful college student perspectives.

GOAL 2: Support the success of all students to meet their education and career goals.

Objective 2: Minimize the equity gap for access, retention, and graduation rates.

Compton College admits qualified K-12 students who may have the ability to benefit from concurrently enrolling in college classes while still in high school to minimize the equity gap for access. Currently, there are four types of Dual Enrollment: (1) Regular K-12, (2) Afternoon College, (3) Compton Early College High School, and (4) Ab 288 College & Career Access Pathways.

Regular K-12

Regular K-12 is the longest-established type of Dual Enrollment. Regular K-12 enrollment is open to high school students who are not part of an agreement with a K-12 school district. Students may enroll in any class, except PE and Contemporary Health. Given the nature of regular K-12 Dual Enrollment, the office of OASR does not facilitate the enrollment process for these students. These students must submit all the required enrollment documentation directly to the office of Admissions and Records.

Afternoon College

Afternoon College is currently offered at eight of the 16 feeder high schools within the Compton College service area. Student Services Advisors and Adjunct Counselors provide information about Afternoon College course offerings and conduct Admissions Application and NSO workshops to ensure students complete the steps to enrollment. Moreover, Student Services Advisors and Adjunct Counselors conduct off-site course check-ins to ensure high school students who want to enroll in the course have completed the Admissions Application, NSO, Dual Enrollment applications, submit documentation to verify high school enrollment for students who are 18 years or older but still enrolled in high school, and additional documentation for high achieving K-10 students. OASR staff collects Dual Enrollment applications and additional information and submits the documentation to the office of Admissions & Records for processing on behalf of students. In spring of 2020, a total of 17 courses at eight feeder high schools were scheduled. Thus, establishing enrollment pipelines to Compton College educational programs.

Compton Early College High School

Compton Early College High School, referred to as Early College, was established in 2015-2016 as Compton College's first agreement with Compton Unified School District. Early College offerings expand dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness (Assembly Bill 2364, pg. 2, 2016). The Early College partnership provides a 9th grade cohort of 150-160 students each year with the opportunity to earn their Intersegmental General Education Transfer Curriculum (IGETC) by the end of their senior year.

AB 288 College and Career Access Pathways

AB 288 College and Career Access Pathways are a 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.

Compton College established AB 288 Pathway programs with CUSD, LUSD, and PUSD.

Compton Unified School District (CUSD) began their AB 288 IGETC Pathway in 2018-2019 at their three comprehensive high schools:

- Centennial High School- 90 students
- Compton High School- 90 students
- Dominguez High School- 120 students

The cohorts are composed of 11 and 12 grade students, 300 students total.

Paramount Unified School District (PUSD) began their AB 288 Administration of Justice Pathway in Academic Year 2019-2020 with a cohort of 30 students at Paramount High School West Campus. The students transition into Paramount High (main campus) their sophomore year until completion of the program their senior year.

- Paramount High School West Campus- 30 students, summer 2021
- Paramount High School West Campus- 30 students, summer 2022
- Paramount High School West Campus - 30 students, summer 2023
- Paramount High School West Campus - 30 students, summer 2024

Each cohort moves together, thus increasing the number of students served each year, until the fourth year

- 2019-2020, 30 students
- 2020-2021, 65 students
- 2021-2022, 100 students
- 2022-2023, 135 students

Lynwood Unified School District (LUSD) will begin their AB 288 IGETC Pathway in fall 2020 with a cohort of 30 students from Lynwood High School.

- Lynwood High School- 30 students, summer 2021
- Lynwood High School- 30 students, summer 2022
- Lynwood High School- 30 students, summer 2023
- Lynwood High School- 30 students, summer 2024

Each cohort moves together, thus increasing the number of students served each year, until the fourth year.

- 2019-2020, 30 students
- 2020-2021, 60 students
- 2021-2022, 90 students
- 2022-2023, 120 students

California Academy of Mathematics and Science (CAMS)

California Academy of Mathematics and Science (CAMS) partnered with Compton College to provide pre-engineering instruction to students enrolled at CAMS beginning fall 2020 to all 9-12 grade students, approximately 500 students total.

The Office of Educational Partnerships supports students' enrollment process by helping students complete the Admissions Application and NSO. Early College High School, CAMS, and the AB 288 Pathway agreements with CUSD, LUSD, and PUSD will continue to grow. As students' progress through the course work, an emerging need is to provide students with academic advising early in the semester to ensure students access academic resources in a timely fashion to successfully complete the course, thus promote retention and completion. As the cohorts grow each year, an evaluation of the Dual Enrollment student ratio and Student Services and Dual Enrollment Specialist will be to be evaluated to ensure the student to staff ratio is adequate to successfully provide services to students.

Table 1 below illustrates the Dual Enrollment partnership growth through 2024. As of Summer 2024, the number of Dual Enrollment students in CAMS, CUSD, LUSD, and PUSD schools reached the enrollment cap. Leading to waitlist spots for several dual enrollment programs across the three partner districts. It is important to note that Afternoon College growth is not included in Table 1 because the number of sections and number of enrolled student varies from semester to semester. It is recommended that the district evaluate the hiring of additional full-time or provisional staff on an annual basis to support the growth.

Table 1: Dual Enrollment Partnerships Projected Growth through 2024

| | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|-----------------------------|--------------|--------------|--------------|--------------|--------------|
| LBUSD | | | | | |
| CAMS | 500 | 500 | 500 | 500 | 500 |
| LBUSD Total | 500 | 500 | 500 | 500 | 500 |
| CUSD | | | | | |
| Centennial HS | 90 | 90 | 90 | 90 | 90 |
| Compton HS | 90 | 90 | 90 | 90 | 90 |
| Dominguez HS | 120 | 120 | 120 | 120 | 120 |
| Early College | 500 | 500 | 500 | 500 | 500 |
| CUSD Total | 800 | 800 | 800 | 800 | 800 |
| LUSD | | | | | |
| Lynwood HS | | 30 | 60 | 90 | 120 |
| LUSD Total | | 30 | 60 | 90 | 120 |
| PUSD | | | | | |
| Paramount HS | | 30 | 60 | 90 | 90 |
| Paramount West HS | 35 | 35 | 35 | 35 | 35 |
| PUSD Total | 35 | 65 | 95 | 125 | 125 |
| | | | | | |
| All District's Total | 1,335 | 1,395 | 1,455 | 1,515 | 1,545 |

GOAL 5: Establish partnerships in the community and with the K-12 schools.

Objective 1: Establish faculty-to-faculty partnerships with K-12 feeder schools to better align curriculum between the two segments, and to improve student preparation.

Objective 3: Strengthen the broader needs of the community served by Compton Community College District.

In the Fall of 2023, Compton College expanded the Oliver W. Conner Promise program make college more accessible and affordable for all first-time college students. Regardless of their high school graduation date. The Compton College Promise Program is part of Compton College's overall strategic initiatives as it improves recruitment and enrollment (GOAL 1), minimizes the equity gap for access (GOAL 2/Objective 2), and ensures through partnerships with school districts in our community to create a seamless transition for students.

Through the Compton College Promise Program, high school graduates who attend Compton College part-time (6 units at census) are eligible to have their enrollment fees waived for two-years. Given that the Compton Promise only waives enrollment fees, students are highly encouraged to apply to FYE and EOPS to receive additional support services. The FYE program provides students with equitable access to learning experiences via learning communities, intensive academic support, and personalized career and academic counseling. Therefore, providing students with high-impact practices (i.e., learning communities) that have been noted to increase rates of student retention and student engagement. The Educational Partnerships team also highly encourages students to apply to EOPS to benefit from extensive counseling services that support enrollment, retention, graduation, and transfer success. Additionally, EOPS students are eligible for a book voucher. Further lifting a financial burden that has greatly impacts students in Compton College's service area.

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 Effectiveness to obtain data.

The Office of Educational Partnerships serves four types of populations: (1) prospective students, (2) current students, (3) Dual Enrollment Students and, (3) contacts/liaisons for schools and/or community organizations.

1. **Prospective Students:** This group includes all potential Compton College students that the Outreach staff encounters in K-12 presentations at the feeder high schools, information booths, college fairs, career fairs, Super Saturdays/Sundays, community events, and prospective students who utilize the Welcome Center to complete the Steps to Enrollment.
2. **Current Students:** This group includes current and continuing students who visit the Welcome Center for navigational assistance with the MyCompton portal, completion of the online and in-person NSO's, course registration assistance students, assistance with navigating the campus.
3. **Dual Enrollment Students:** This group includes students who participate in Early College, CAMS, AB 288 Pathways, and Afternoon College.
4. **Contacts/Liaisons for Schools and/or Community Organizations:** This group includes K-12 counselors, administrators, and community liaisons and organizations. The Office of Educational Partnerships serves to keep this group of contacts abreast of important dates, changes or other issues as it relates to Compton College programs, services and course offerings.

The following sections provide data on The Office of Educational Partnerships services, Dual Enrollment programs, and the Compton Promise Program.

Dual Enrollment Programs

Compton College works with contacts/liaisons for schools and community organizations to provide services to our 16 feeder high schools. In the last four years, Compton College has worked closely with school contacts/liaisons to increase the number of Dual Enrollment courses offered at feeder high schools through Afternoon College Courses, Compton Early College High School, and AB 288: College and Career Access Pathways with CUSD, PUSD, and LUSD. The following provides a description of each of these programs, as well as impact and trends.

Afternoon College

Beginning in the fall of 2012, Afternoon College has offered 12-week college courses during the fall semester, 14-week courses during the spring semester, and 6-week courses during the summer session. The number of courses offered through Afternoon College program has steadily increased over the last four years due to the increase in the number of high schools that offer courses; offering of summer courses beginning in 2016; and increases in the number of course requests by high schools.

As of spring 2019, Afternoon College is available at 8 feeder high schools:

1. Buena Vista High School- PUSD
2. Odyssey High School- PUSD
3. Paramount High School- PUSD
4. Centennial High School- CUSD
5. Compton High School- CUSD
6. Dominguez High School- CUSD
7. Marco Antonio Firebaugh High School- LUSD
8. Lynwood High School- LUSD

Early College

Beginning in the 2015-2016 academic year, Compton College has been in partnership with Compton Early College High School to offer early college courses. Early College courses are offered each fall, spring, and summer semester. These college courses are built through the school day and are available to 9 -12 graders enrolled at Early College. Since 2015-2016, there has been a cohort of 120-150 students. Approximately 450 students enrolled in these 16-week on a given semester to courses to complete IGETC requirements and/or AA/AS/AAT/AST degree requirements. Additionally, 11 and 12 grade students are eligible to take courses at Compton College during the regular school day.

AB 288 College Courses

The Office of Educational Partnerships works closely with three Unified School District (USD) High Schools. These include: Compton USD, Lynwood USD, and Paramount USD. At each of these three districts, a series of AB 288 College Courses are offered during the regular high school day. Offered in the fall, spring, and summer semester these courses provide students the opportunity to complete their IGETC Pathway requirements. The Office of Educational Partnerships staff offer Admissions Application workshops, Student/Parent Orientations, and Campus Tours.

Compton College Oliver W. Conner College Promise Program

Beginning fall 2023, all first-time college students* (including part-time students), regardless, if they live within the boundaries of the Compton Community College District (CCCD), are eligible to have enrollment fees waived for up to 15 units per term (for up to two years) as long as they complete the steps to enrollment and register for six-units at census.

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

The services provided by the Educational Partnerships team to our prospective and current students have been designed to address the needs of our communities. Our Enrollment Cycles (Application, Orientation, and Educational Planning), Afternoon College, and matriculation services (i.e., assistance with the Admissions Application, MyCompton account, orientations, registration, identifying needed student service entities, and navigating the campus) are all meant to address the low educational attainment rates in our region but high educational aspirations of our communities (Pew Research Center, 2016). Our services and programing, therefore, cultivate the high educational aspirations of Latino and African American parents wanting to see their children earn a college degree while addressing the needs of Compton (10.4% BA), Lynwood (8.8% BA), and Paramount (13.1% BA), (U.S. Census Bureau, 2023). Our services therefore, ensure that students who are the first in their family to attend college have the support they need to access, apply, and transition to higher education successfully.

d) How does the program interact with other on-campus programs or with off-campus entities?

As detailed in Question 1, The Office of Educational Partnerships partners and coordinates with campus programs to create a wraparound approach to promote the success of our prospective and current students. The on-campus programs and services include:

- **Academic Affairs- Vice President and Academic Deans**

Work closely with the Division Deans to confirm off-site course requests by the feeder high schools that have Memorandum of Understanding (MOU) Dual Enrollment agreements with the district.

- **Admissions and Records**

The Office of Educational Partnerships coordinates and facilitates off-site courses and enrollment processes for Dual Enrollment Programs at twelve feeder high schools. Participates in the Enrollment Management Registration Sub-Committee meetings to keep apprised of important registration dates and deadlines.

- **CalWORKs Program**

The CalWORKs Program helps eligible students earn degrees and certificates while gaining work experience that leads to employment. The Office of Educational Partnerships employs the largest number of CalWORKs work study students to serve as Student Ambassadors. The Educational Partnerships team also participate in the CalWORKs Advisory Committee.

- **Career & Technical Education (CTE)**

Students are referred to CTE to meet with career counselors who can assist them to identify careers in occupationally specific and technical career options.

- **Counseling Center Services**

Provides current students with assistance in creating Educational Plans that will ensure students have clarity on their pathway towards an on-time graduation.

- **Extended Opportunity Programs and Services (EOPS)**

The Office of Educational Partnerships coordinates with EOPS to refer current students to their services. Students can benefit from priority registration, workshops, transportation assistance, meal vouchers, book vouchers and grants. The Educational Partnerships team also participate in the EOPS Advisory Committee.

- **Cooperative Agencies Resources for Education (CARE)**

Provide referrals to prospective and current students who receive cash aid assistance with educational and career services and activities.

- **Financial Aid & Scholarships**

Assists both prospective and current students apply for financial aid or scholarships to fund their education at Compton College. Work closely with the department to ensure Promise students submit the Free Application for Federal Student Aid (FAFSA) or California Dream Act (CADA) applications.

- **First Year Experience (FYE) Program**

Compton Conner Promise students will be highly encouraged to participate in FYE to receive access to high-impact learning experiences via learning communities, intensive academic support, and personalized career and academic support.

- **Guardian Scholars**

Refer foster youth students ages 16-25 to the program to receive workshops and resources to develop life skills and learn about academic/vocational programs.

- **High School Contacts- Principals, Counselors, and Higher Education Coordinators**

Coordinate communication with high school personnel to provide information regarding the Steps to Enrollment, Dual Enrollment, Compton Promise, and Outreach events.

- **Special Resource Center**

The Educational Partnership's team identifies students with AB504 and Individualized Educational Plans (IEP) at partner high schools and refers them to services such as alternative media, assistive technology, high school transition, and other related services.

- **Student Success Center**

The Office of Educational Partnerships refers students to the services such as the Writing Center, STEM Center, Reading and Tutoring Center, Spanish and ESL Tutoring etc.

- **Tartar Success Teams**

The Office of Educational Partnerships staff are assigned and participate in meetings for the five Tartar Success Teams.

1. Business and Industrial Studies
 2. Fine Arts, Communication and Humanities
 3. Health and Public Services
 4. Science Technology Engineering and Math
 5. Social Sciences
- **Transfer/Career Center**

Located in the Counseling Center, both prospective and current students are immersed in a "transfer" culture colored by numerous campus pennants. They have access to advisors and information that can facilitate the successful transfer to a four-year college or university.

- **Unified School Districts**

Participate in districts events, such as MOU signings, monthly partnership meetings with CUSD, LUSD, and PUSD.

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

Since 2014, The Office of Educational Partnerships has accomplished the program achievements below:

Hiring of:

- 15-20 Student Ambassadors who are linguistically diverse (2014-Present).
- One full-time Outreach and Promise Program Coordinator (Spring 2023).
- Three full-time Student Services Advisors (Spring 2023 – Present).
- Four full-time Dual Enrollment Specialists to meet the growing demand for Dual Enrollment services (Fall 2023 - Present).
- Seven (four Adult Learner, three Outreach) Provisional Categorically Funded Program Technicians (Spring 2024 – Ongoing).

Partnerships

- Continued collaboration with the Counseling department, Special Resource Center, Student Equity and Achievement, Black and Males of Color Success Initiative, Career and Technical Education (CTE), Athletics, Extended Opportunity Programs and Services (EOPS), Mathematics Engineering Science Achievement (MESA) program for High School Outreach (2014-Present).

Services

- Enhancements to the number of off-site courses offered at local high schools through Afternoon College. We offered 13 courses at six of our feeder high schools during the spring and fall 2024 semesters.
- Conner Promise students are eligible to receive up to \$400 to purchase books and course materials (fall 2023).

Technology

- Purchased licensing agreement with CRM Recruit to track applicants through the enrollment process. Full implementation of CRM Recruit will help create a prospective student database.
- Successfully implemented communication plans on CRM Recruit and CRM Advise to engage students who have not yet registered for upcoming semesters.

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

To address the exponential growth in dual enrollment course registrations, we recommend hiring a dedicated Dual Enrollment Coordinator. This role would ensure efficient program management, support for our partner high schools, and personalized guidance for dual enrollment students. By streamlining communication and maintaining academic rigor, the coordinator would enhance student outcomes and strengthen partnerships with local high schools.

Student Services (2) - Program Environment : Version by Zarazu, Darlene on 12/02/2024 06:30

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 Office of Educational Partnerships is now in the new Student Services Building (SSB) Office 140. As the department transitions to this new space, the size of our staff and the needs of the program under Educational Partnerships has also increased. To better service students, our current and new staff have specific ergonomic and technological needs, and they are as follows: Cubicle/office with an office desk of an adequate size to fit dual monitors, a multi-line phone system, ergonomic chair, mouse and keyboards as well as other office-related supplies. This requirement extends to all members of the Educational Partnerships team, currently encompassing the Program Technician, the four Dual Enrollment Specialists, the three Student Services Advisors, the Outreach and College Promise Coordinator, three Provisional Program Technicians and the Director of Educational Partnerships. We are also seeking additional workstations to accommodate the Dual Enrollment Coordinator, the seven provisional Program Technicians, the four Part-Time Guided Pathways Counselors, and the growing team of Student Ambassadors currently composed of seven.

Picture 1: The entrance to the office of Educational Partnerships (SSB-140)



Picture 2 & 3: The Program technician's desk on the left & center





Picture 4: Dual Enrollment's Hall workspace. Xerox Printer (center) is provided for the office



Picture 5: Workstation in the far back to the right belongs to Dual Enrollment Specialist #1



Picture 6: Workstation in the far back to the left belongs to Dual Enrollment Specialist #2



Picture 7: Workstation to the right of Program Technician belongs to Dual Enrollment Specialist #3



Picture 8: Hallway to the Storage Room, Outreach and Promise coordinator, Student Advisor #1 Office, and Student Ambassadors space



Picture 9 & 10: The entrance & inside of the Storage Room





Picture 11: Work office of the Outreach and Promise Coordinator



Picture 12: Work office of the Student Service Advisor #1



Picture 13: Current Workspace of Student Services Advisor #3



Picture 14: Hallway that leads to the work office of the Director of Educational Partnerships (right side) & workstations of Dual Enrollment Specialist #4 and Student Advisors #2 (to the left)



Picture 15: The Director of Educational Partnerships work office



Picture 16: Workstation in the far back to the left belongs to Student Advisor #2



Picture 17: First Workstation to the left belongs to Dual Enrollment Specialist #4



Picture 18: Call Center; the space of the three Provisional Program Technicians, and Student Ambassadors



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

The Director of Educational Partnerships oversees various groups under the Educational Partnerships umbrella. These include the Upward Bound Math & Science Program (UBMS) along with the Part-Time Guided Pathways Counselors, Outreach and Promise Program, Dual Enrollment Program, and First Year Experience Program (FYE) (which is currently being restructured to follow the Guided Pathways initiative).

Upward Bound Math & Science Program (UBMS)

- One full-time UBMS Program Manager reports to the Director of Educational Partnerships.
- One full-time UBMS Program Specialist reports to the UBMS Program Manager.
- Three Provisional Professional Experts reports to the UBMS Program Manager.
- Three Tutors report to the UBMS Program Manager.

Educational Partnerships

- One full-time Program Technician reports to the Director of Educational Partnerships.
- Seven Provisional Student Ambassadors report to the Program Technician.
- One Full-time Student Services Advisor reports to the Director of Educational Partnerships.

Part-Time Guided Pathways Counselor

- Four Part-Time Guided Pathways Counselor report to the Director of Educational Partnerships.

Outreach and Promise Program

- The full-time Outreach and College Promise Coordinator reports to the Director of Educational Partnerships.
- Two Full-time Student Services Advisors report to the Outreach and College Promise Coordinator.

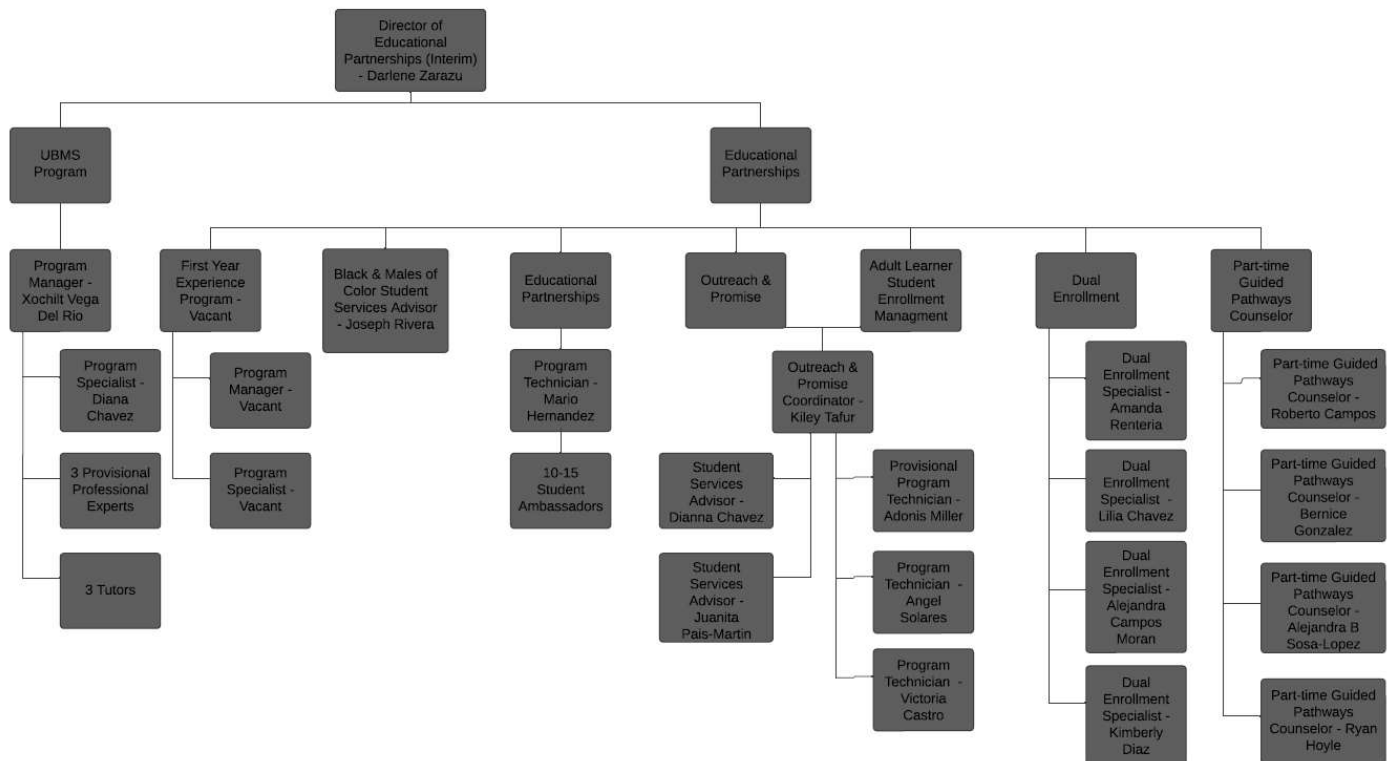
Dual Enrollment Program

- Dual Enrollment Coordinator (Vacant) reports to the Director of Educational Partnerships
- Four full-time Dual Enrollment Specialists report to the Director of Educational Partnerships (one vacancy).

First Year Experience (Currently Vacant)

- Full-time FYE Program Manager reports to the Director of Educational Partnerships.
- Full-time FYE Program Specialist reports to the Program Manager.

Figure 1. Educational Partnerships Organizational Chart



c) Describe the personnel needs for the next four years.

The Office of Educational Partnerships, previously known as the Office of Outreach and School Relations (OASR), has grown from six full-time staff in the Fall of 2020 to nine full-time staff members, four Part-Time Guided Pathways Counselors, and six provisional student ambassadors to support the expansion of both the Dual Enrollment and Outreach and Promise Program for the 2023-2024 school year. The personnel consists of the Director of Educational Partnerships, one Outreach and Promise Coordinator, one full-time Program Technician, four full-time Dual Enrollment Specialists, three full-time Student Service Advisors, four Part-Time Guided Pathways Counselors, six Student Ambassadors. The Office of Educational Partnerships is looking to hire a Dual Enrollment Coordinator, seven provisional Program Technicians, and additional Student Ambassadors to reach twenty.

d) Describe facilities needs for the next four years.

In the coming four years, the Educational Partnerships department anticipates specific facility needs to continue operational efficiency and support the diverse functions of our team. Key requirements include updated technological and ergonomic equipment. This encompasses reliable internet connectivity, software, equipment, and ergonomic furniture. We are also seeking additional office spaces that can accommodate the evolving needs of our staff, featuring ergonomic furniture, dedicated workstations, and collaborative areas. With a focus on creating an

inclusive and conducive work environment. Overall, the facilities plan aims to create an innovative and adaptable workspace that fosters productivity, engagement, and the success of our Educational Partnerships staff over the next four years.

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

Educational Partnerships services greatly rely on having updated and reliable technology. The following is a list of Educational Partnerships' needs for the next four years.

Technology

- *Text Messaging Software* – Using mobile technology, such as texting and applications would allow us to keep our students informed of deadlines, events, and most importantly prevent the devastating effects of summer melt by creating a welcoming and informed community before they reach our campus.
- The Educational Partnerships now utilizes CRM Recruit to track outreach services/contacts. CRM Recruit has texting capabilities via Twilio. However, there is a limit to the “messages” that can be sent. It is recommended that the district purchase additional “messages” for CRM Recruit.

Docking Stations

- Docking stations will be needed for the Dual Enrollment Coordinator, FYE Program Manager, and FYE Program Specialist.
- Docking stations are functional because they allow staff to use the laptop for off-campus activities such as on-site registrations for Afternoon College, and data entry to be completed more efficiently and in a timely manner.
- *Dual Monitors* – Dual Monitors will be needed for all staff that is required to work with student data.
- *Ergonomic desk, keyboards, and mouse*—All staff required to work with student data will need an ergonomic desk, keyboards, and mouse.

Supplies

- Collapsible rolling carts for transporting/ carrying work materials, Multipurpose paper, table covers, hotspots, tabletop flyer displays, folders for orientation materials, promotional items, etc.
- *College Promise* – Summer Bridge funding.

The facilities needed for the Educational Partnerships team are as follows: Additional workstations to accommodate the Dual Enrollment Coordinator, the fourth Dual Enrollment Specialist, the seven provisional Program Technicians, the four Part-Time Guided Pathways Counselors, and the growing team of Student Ambassadors currently composed of six. Cubicle/office with an office desk of an adequate size to fit dual monitors, a multi-line phone system, ergonomic chair, mouse and keyboards as well as other office-related supplies.

f) Describe the specific hours of operation of the program. Do the scheduled hours of operation meet the needs of staff and students?

Educational Partnerships Staff work a non-traditional work schedule based on the demand to recruit students and throughout peak registration. During peak registration, the office extends its hours to fit students' needs.

During peak registration, the office is open on the following days and times

| Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------------|
| 8:00 a.m. – 6:30 p.m. | 8:00 a.m. – 6:30 p.m. | 8:00 a.m. – 6:30 p.m. | 8:00 a.m. – 6:30 p.m. | 8:00 a.m. – 4:30 p.m. | 8:00 a.m. – 12:00 p.m. |

During non-peak times, The Office of Educational Partnerships is open on the following days and times:

| Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------------------|-----------------------|-----------------------|-----------------------|---------------------|
| 8:00 a.m. – 4:30 p.m. | 8:00 a.m. – 4:30 p.m. | 8:00 a.m. – 6:30 p.m. | 8:00 a.m. – 4:30 p.m. | 8:00 a.m. – 12 p.m. |

*During the summer session, the office follows a ten-hour, four-day week schedule.

| Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------------------|-----------------------|-----------------------|-----------------------|--------|
| 8:00 a.m. – 6:30 p.m. | 8:00 a.m. – 6:30 p.m. | 8:00 a.m. – 6:30 p.m. | 8:00 a.m. – 6:30 p.m. | OFF |

*Outreach during evening and weekend hours is provided upon request.

g) 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?

Dual Enrollment, Promise, and First-Year Experience programs must comply with regulations such as the Higher Education Act, state specific dual enrollment policies, and funding mechanisms like California's Assembly Bill (AB) 288 College and Career Access Pathways Act (CCAP). These laws share eligibility, funding, and credit transferability. Shifting demographics includes increases in first-generation college students, English language learners, and underrepresented minority populations, directly impact program design. These changes require enhanced support services, such as multilingual advising, culturally relevant curricula and pathways tailored to specific goals.

- AB 288: (Dual Enrollment) College and Career Access Pathways (CCAP) Partnership Agreements.: Under AB 288, The Office of Educational Partnerships entered into new AB 288 partnership agreements with additional school districts. This expanded dual enrollment programs through Afternoon College courses, Early College Courses, CAMS, and AB 288 College Courses. Additionally, in Fall 2023, Compton College began a "12-in-4" campaign to increase the number of students participating in non-structured dual enrollment through our Regular K-12 program.
- AB 19: Promise Community Colleges: California College Promise: Under AB 19, Compton College established the Compton College Oliver W. Conner College Promise Program which provides financial assistance, academic and student support services, and a cohort model for first-time college students who graduated from a California high school (or its equivalent) and enrolled in six or more semester units.
- AB 705 Assessment: Seymour-Campbell Student Success Act of 2012: Matriculation: Assessment: Under AB 705, required changes in assessment, placement, and basic skills instruction at Compton Colleges. In replacement of assessment, colleges and our staff use multiple measures to ensure students are placed in college-level coursework in English and Math within one-year time frame.

Student Services (3) - Service Area Outcomes (SAO) : Version by Zarazu, Darlene on 12/02/2024 06:28

a) List and describe the program's SAO assessment results.

Educational Partnerships

SAO #1: increase the number of admissions applications submitted by prospective feeder high school students by 5 percent from the previous year.

Dual Enrollment

SAO #1: 98% of dual enrollment students will be able to activate their Microsoft office 365 account and become familiar with the MyCompton portal, Canvas, and Student Support Services after participation in the MyCompton Workshops.

Compton Promise

The Oliver W. Conner College Promise Program Steering Committee developed the SAO's below for the class of 2020-2021. However, they have not been evaluated.

SAO #1: Increase the number of Promise students who complete the FAFSA/CADA Applications and are packaged and awarded.

SAO #2: Increase the number of Promise student who enroll in six units at census.

SAO #3: Increase the number of Promise Student that participate in support programs such as Summer Bridge, Math Academies, First Year Experience Program, and Extended Opportunity Programs and Services.

b) How were the SAOs developed? Who was engaged in the creation of the SAOs?

The following staff members were involved in the creation of The Office of Educational Partnerships's SAOs.

Director of Educational Partnerships

Outreach and College Promise Coordinator

Student Services Advisors

Dual Enrollment Specialists

The Compton Promise Steering Committee was engaged in the creation of the Compton Promise SAOs.

Compton Promise Steering Committee Members

Director of Educational Partnerships- chair

Vice President of Student Services

Vice President of Academic Affairs

Dean of Counseling and Guided Pathways

Dean of Student Success

Fine Arts, Communication and Humanities Division Chair

Science, Technology, Engineering, and Math Division Chair

Director of Admissions and Records

Director of EOPS/CARE

Director of Adult Education and Workforce Development

Director of Financial Aid

Director of Student Equity

Outreach and College Promise Coordinator

EOPS/CARE Coordinator

Transfer/Career Center Counselor

Fine Arts, Communication and Humanities Counselor

c) How often are the SAOs assessed and who is engaged in the discussion?

During the 2023-2024 school year, staff followed the procedure below every primary semester (fall and spring) to complete and evaluate SAOs.

- The SAOs are assessed each summer to accurately track students who completed an Admissions Application as part of the Enrollment Cycles held at the feeder high schools each academic school year.
- The Director of Educational Partnerships, Outreach and Promise Coordinator, and the Student Services Advisors are engaged in the discussion and assessment of SAOs for The Office of Educational Partnerships. Compton Promise SAOs are assessed every fall.
- Compton Promise Steering Committee are engaged in the discussion and assessment of SAOs.

d) What has been done if the SAO assessment results were not as anticipated?

As of the 2023-2024 academic year, the only SAOs assessment results analyzed have been the following:

Dual Enrollment

SAO #1: 98% of dual enrollment students will be able to activate their Microsoft office 365 account and become familiar with the MyCompton portal, Canvas, and Student Support Services after participation in the MyCompton Workshops.

Students will complete an assessment through a series of questions regarding their understanding of Activating MyCompton Workshops, program requirements and academic plan.

- There were 6 Activating MyCompton Workshops offered during the 2023-2024 academic year. A total of 255 students completed the Activating MyCompton Workshops Survey at the end of the workshop.

The following high schools participated in the 6 Next Steps Workshops:

- Compton High School
- Compton Early College High School
- Paramount High School
- Paramount High School West Campus

Dual Enrollment Specialists created the following questions and added them to an assessment survey to assess the level of understanding of content covered in the workshop.

Please select strongly agree, agree, disagree, or strongly disagree on the following statements using the prompt:

After completing the Next Steps Workshops:

- I was able to activate my @compton.edu email
- I was able to access the MyCompton portal
- I am able to navigate CANVAS
- I am able to access support services (such as: Cranium Café or homepage)
- I am able to access NetTutor for tutoring services
- I feel prepared to start my course(s) at Compton College

Dual Enrollment Specialists added survey to the end of the Next Steps Workshop using a QR code and a direct link. Dual Enrollment Specialists allocated 8-10 minutes after the workshop to allow ample time for students to answer survey questions.

These results were highly anticipated as all of the Educational Partnerships team go through extensive training on the Admission Application, Dual Enrollment process, and MyCompton portal activation to better serve their population of students. Currently, there aren't assessment results not anticipated.

e) Where are the SAOs assessment results shared with staff, students, and the public?

SAO assessments are shared with staff during weekly meetings. The information is shared with the Director of Educational Partnerships and Vice President of Student Services. It is currently not available to the public via the campus website. Plan on including the SAO results online. The SAO results show a decrease in the number of Admissions Applications submitted. It is difficult to attribute the results to a specific cause. In general, California Community Colleges have experienced enrollment declines in the past couple of years.

f) Have the SAO assessment results indicated the need to change or modify components of the program? If so, were the changes implemented?

The Compton Promise SAOs will be evaluated at the end of Fall 2024 and will be restructured to include the Conner Promise eligibility expansion to include all first-time college students and its reduction from full-time to part-time enrollment.

Student Services (4) - Program Improvement : Version by **Zarazu, Darlene** on **12/01/2024 22:44**

a) What activities has the program engaged in to improve services to students?

The Office of Educational Partnerships has implemented multiple objectives to increase the number of students we service. To maximize productivity, the department has set up interdepartmental meetings to collaborate and ensure that dual enrollment students and first-time college students are moving through the enrollment steps. To ensure that the students receive all the benefits and support, monthly meetings are held with our 12-partner schools to fortify our school relations, discuss students' academics, provide updates for upcoming workshops, discuss course requests for dual enrollment, and explore solutions to any issues. Moreover, weekly visits are scheduled to our partner high schools where Student Service Advisors and Dual Enrollment Specialists can provide Compton College services to high school students during and after school hours. These services include CCC applications, MyCompton portal activation, Dual Enroll account creation and registration, financial aid support, and referrals to other student services resources on campus.

During weekly high school visits, Dual Enrollment Specialists assist students with their dual enrollment courses. Dual enrollment is an accelerated path that allows K-12 students to get an early start on college--helping students save time and money. The Dual Enrollment program is offered in various ways such as AB 288, Afternoon College, CAMS, Early College, and individual K-12. AB 288 courses are offered only to high school students during their school day and implemented on the students' schedule. Afternoon College courses are offered in high schools after school hours and eligible students can enroll in any class, except activity-based courses. CAMS courses are offered as part of an instructional service agreement that offers a series of pre-engineering instruction to students. Early College is a cohort model where college courses are integrated in the school day. Students remain in the program for four years (9th-12th grade) with the goal of achieving a certificate or an associate degree. Dual Enrollment Specialists ensure that high school students enrolled in a college course have all the available resources to be successful. Finally, Regular K-12 open enrollment allows students to enroll in college classes even if they are not part of the partner schools or participating in a formal dual enroll program. Regular K-12 students are not formally assigned a dual enrollment specialist, but they can contact Educational Partnerships for individual assistance.

An additional effort made by Educational Partnerships to improve the dual enrollment process for students is by removing dual enrollment forms and implementing a Compton College Dual Enroll account through the MyCompton student portal. This system has lessened the need for paper forms and shifted to an efficient online account where students can browse and register for courses through dual enrollment. It provides student-initiated registration, while ensuring that High School Counselors and Dual Enrollment Specialists oversee backend operations.

Student Service Advisors visit their assigned high schools to outreach and recruit for the Oliver W. Conner Promise Program. The goal of Advisors at their site each week is to ease the high school to college transition for eligible first-time college students across a variety of Lynwood Paramount, and Compton high schools. High school students receive hands-on assistance with the admission application, MyCompton navigation, Orientation, financial aid, registration, and are made aware of a variety of student resources. Advisors walk the students through the steps of enrollment at their high schools and provide any necessary assistance to the student to ensure that they are ready to begin their college education by the time they graduate high school. A recent change opened the Promise Program to all first-time college students who are complete steps to enrollment. This expands the programs benefits to include a wider targeted population. Targeted Oliver W. Conner Promise Presentations are also a part of outreach and recruitment efforts. Promise Advisors invite academic and student support programs to make high school students and their campus staff aware of the various resources available at Compton College.

Educational Partnerships stations their adjunct counselors at partner high schools. These counselors make their weekly visits to help students throughout the enrollment process, from navigating the enrollment process to assisting with dual enrollment options. Counselors assist students with their educational plan and track their progress toward IGETC or other certification. They also help students submit the correct petitions and forms when needed. Counselors also assist with the enrollment process of prospective Promise students. They meet with students at the high school campus by appointment or walk-in to discuss their educational goals and map out their Educational Plan. This is an added benefit for future Promise students because it allows them to plan out their courses according to their goal of receiving a certificate, degree, or transferring to a four-year university. It also advances future Promise students to the last step of the enrollment process, allowing them to register for courses early if all other steps are completed.

Outreach methods such as tabling in high schools, promoting the Compton College Farmers Market, as well as campus events open to the community, have been crucial components to increasing recruitment and promoting Compton College. Additionally, Educational Partnerships have conducted multiple campus-wide events such as Welcome Day, Senior Day, and Community Day. At these events, the Educational Partnerships department organizes campus tours to highlight new buildings and student services programs and provide workshops with hands-on assistance to ensure students are matriculated.

Additionally, one of the department's main focuses is to facilitate the application process. The Educational Partnerships team hosts workshops located at the high school sites to provide closer assistance. In some instances, workshops are also offered virtually. These workshops allow students to navigate the CCC Apply account creation and application with proper guidance. Once applications have been processed another set of workshops are presented to students to prepare them for their course. These workshops encompass the activation of the student portal (MyCompton), orientation, Canvas overview, Microsoft 365 navigation, tutoring services, cranium café, and as well as the department's contact information. The department's services are not limited to application workshops, students can receive additional guidance throughout the semester. To better communicate with students, dual enrollment specialists and student services advisors have implemented multiple communication outlets such as email, phone banking, and text messaging through Google Voice. Through these methods, student engagement has increased and made it easier to promptly communicate with students about pending registration items or follow-up questions.

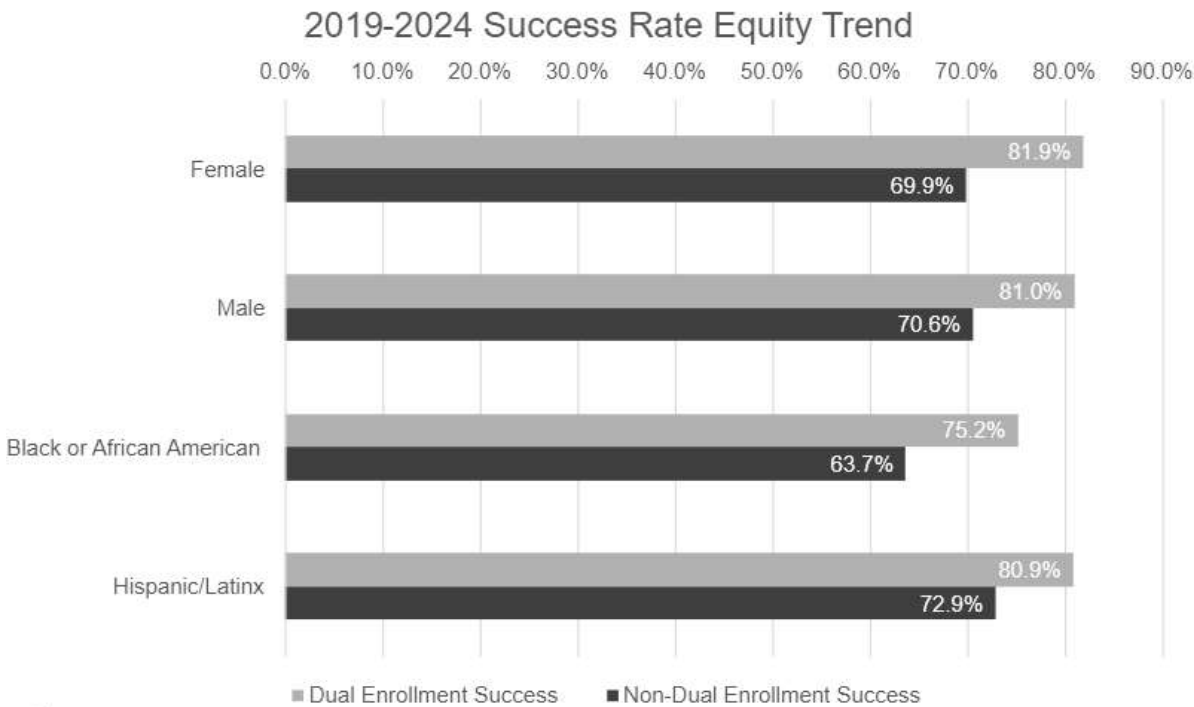
b) How have program personnel used metrics to improve program services? Provide metrics from the last four years.

Based on student service area outcomes (SAO) from the year 2020 the Educational Partnership department has increased the number of admissions applications by more than 5%. The department began to collect feedback from students in the winter of 2023. Students are asked to scan QR codes at the end of workshops and after receiving services from Student Services Advisors, Dual Enrollment Specialists, or counselors. This serves as a customer satisfaction survey to ensure that every student has authentic support and to determine where improvements to the department, information offered, or services should be made. This data will help compare patterns, changes, and successes in the upcoming years. The results of this survey provided a 99.67% positive satisfaction rate (figure.2).

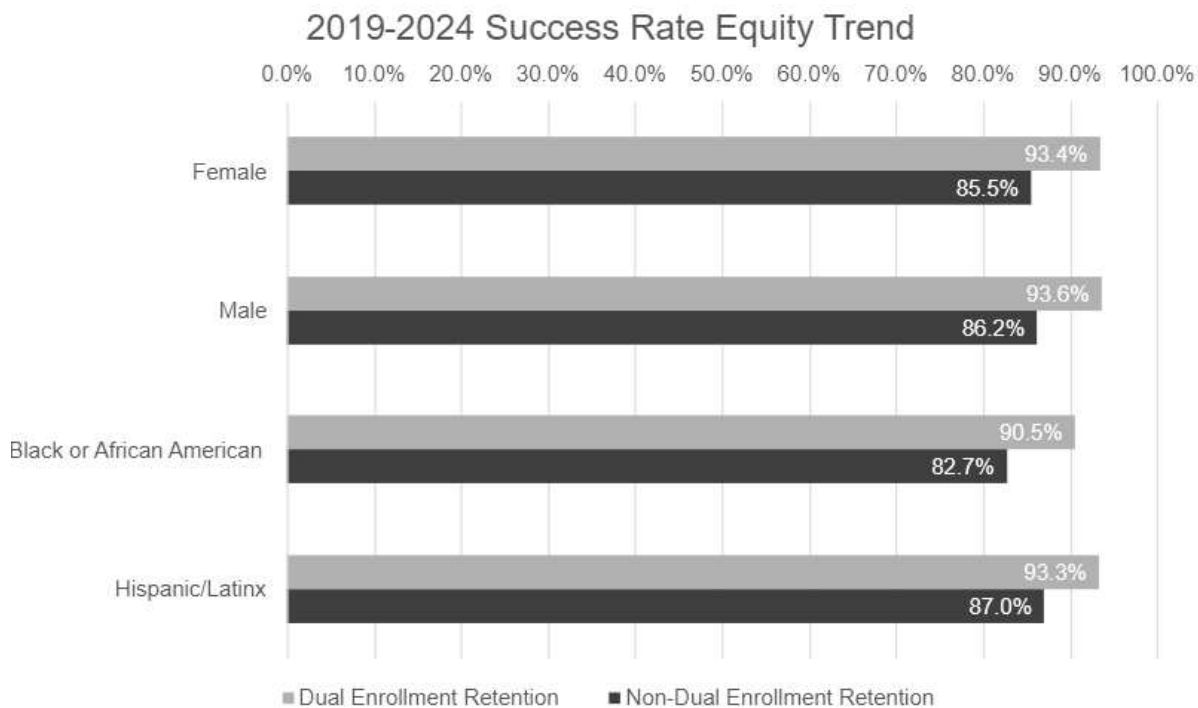


(figure 2)

Institutional Effectiveness identified an equity gap for the enrollment of black and men of color. This spurred the Black and Males of Color Success Initiative, and lead to strategic and targeted outreach for this population. These efforts have led to an increase in number of black and male of color dual enrollment students. According to the graphs below, dual enrollment success and retention for black and males of color has increased over the past 5 years (figure 3 & 4).



(figure 3)

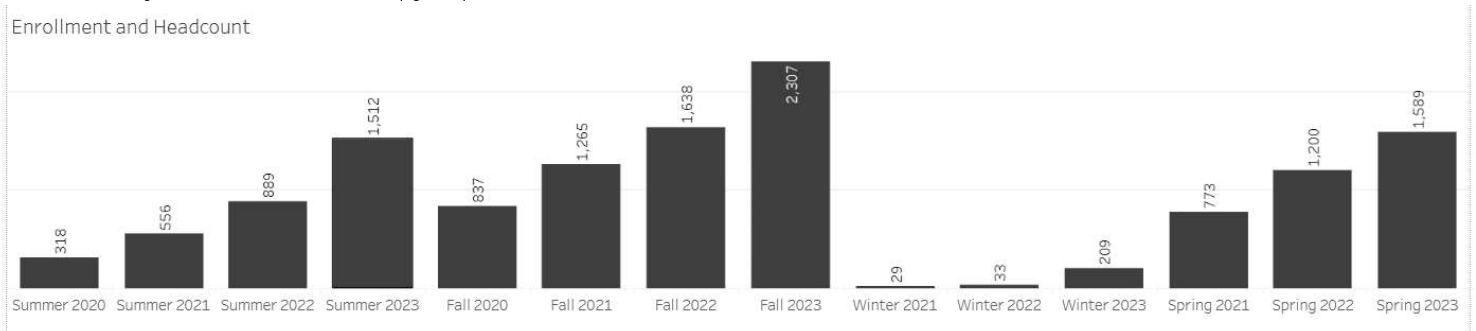


(figure 4)

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.

The Promise and dual enrollment programs at Compton College have focused on ensuring that students are successful and well-equipped to be able to strive throughout their college experience. Compton College serves students from a disadvantaged community, therefore, programs that introduce, educate, and make college more accessible have been a key component to the community and the surrounding school districts.

Data on the table below reflects that students have been able to successfully access program benefits. For the last four years, student numbers have increased in both dual enrollment and the Promise program. In the summer of 2020, 318 students enrolled in dual enrollment program, and the number increased to 1,589 by summer 2023. Dual enrollment numbers have increased by over 9% and are predicted to rise with continued outreach efforts. The number of students has increased because of Dual Enrollment Specialists' weekly site visits and adjunct counselors assisting students with class schedules (figure 5).



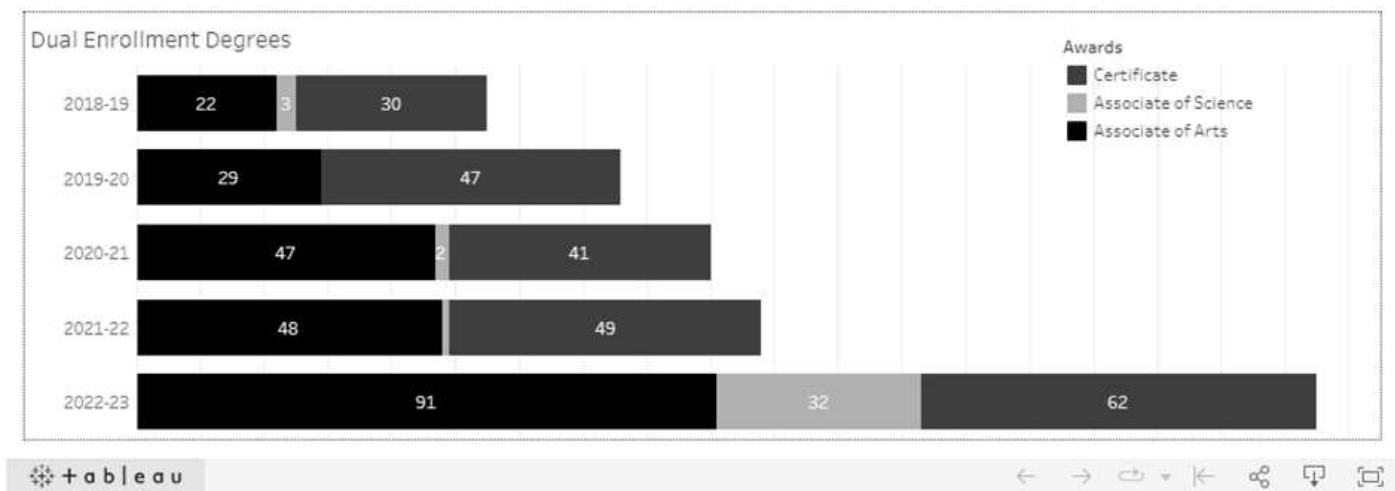
(figure 5)

According to the graph below, dual enrollment students are higher in success by 15.7% and retention by 8.9% compared to Compton College students. Success is defined as the students passing their class(es) with a letter grade of C or better (figure 6). Retention is defined as the students completing their class, and it is measured by term. This means dual enrollment students are more likely to pass and stay enrolled in classes in comparison to Compton college students. These success and retention rates have increased through the collaborative efforts of Student Service Advisors and Dual Enrollment Specialists. With professors using early alert messages, Dual Enrollment Specialists can help students with resources and options if they are struggling in their college courses. This program has helped high school students get ahead on their college academics, succeed, and stay matriculated.

| | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Dual Enrollment Success | 79.6% (1,905 Students) | 75.7% (1,628 Students) | 76.6% (1,806 Students) | 73.9% (1,827 Students) | 82.1% (2,321 Students) |
| Compton College Success | 61.1% (6,860 Students) | 68.9% (4,989 Students) | 66.0% (4,218 Students) | 66.5% (4,470 Students) | 66.4% (5,050 Students) |
| Dual Enrollment Retention | 90.8% (1,905 Students) | 90.0% (1,628 Students) | 90.8% (1,806 Students) | 89.1% (1,827 Students) | 93.8% (2,321 Students) |
| Compton College Retention | 87.5% (6,860 Students) | 85.5% (4,989 Students) | 82.6% (4,218 Students) | 82.1% (4,470 Students) | 84.9% (5,050 Students) |

(figure 6)

The graph below shows the number of high school students who earned their high diplomas and obtained an associate degree or certificate (figure 7 & 8). This has been a crucial component of dual enrollment because it allows engagement in rigorous coursework while earning high school and college credit at the same time. Students enrolled in Compton College courses have a higher chance of staying enrolled in college due to all the support they receive. As a Compton College student, they get their enrollment fees of \$46 waived. In addition, students in the dual enrollment programs receive textbooks at no cost. Receiving these services at no cost allows them to continue their college courses each year without the concern of how they will pay for college fees. Students have access to Compton College tutoring services and resources to help them with their coursework. They have the advantage of utilizing in-person and online tutoring, NetTutor, and EdReady. Students who used the tutoring resources passed their courses and continued with the next assigned courses. Students can receive one-on-one attention from a Dual Enrollment Specialist and Compton College counselor to give guidance while they are taking a course. Access to all the dual enrollment resources helps students obtain a certificate or associate degree in arts or science as they simultaneously graduate high school.



(figure 7)



Dual Enrollment Degrees and Awards

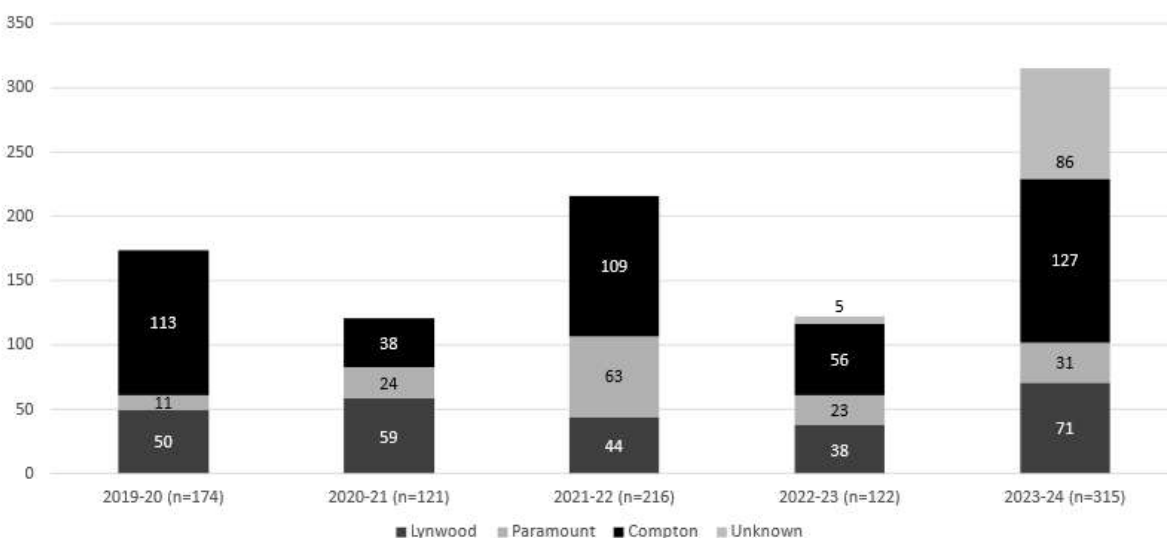
| Race Desc | Associate of Arts | Associate of Science | Certificate |
|-----------------------------|-------------------|----------------------|-------------|
| American Indian or Alaska.. | 2 | | 2 |
| Black or African American | 29 | 3 | 21 |
| Latinx | 198 | 35 | 203 |
| Native Hawaiian or Other .. | 1 | | |
| Two or More Races | 3 | | 1 |
| Unknown/Non-Respondent | 4 | | 2 |

| Gender Desc | Associate of Arts | Associate of Science | Certificate |
|-------------|-------------------|----------------------|-------------|
| Female | 159 | 29 | 149 |
| Male | 78 | 9 | 80 |

(figure 8)

The Promise program has also had success in the past years. This program was implemented to support first-time college students financially, making higher education more attainable with the hope that students will graduate with a certificate, degree, or transfer to a four-year institution and obtain a bachelor's degree. The benefits of the program include waived enrollment fees for the first two years, \$400 per year for books or supplies from the Compton College bookstore, and a laptop loaner. Additionally, students receive support and guidance from Student Services Advisors to complete steps to enrollment either at their high school sites, virtually, or on the Compton College campus. The graph below measures the Promise applicants from 2019-2023 (figure 9). Applications to the program have increased significantly in all three school districts: Lynwood, Paramount, and Compton. Gradual growth in applications can be contributed to the part-time or full-time requirement. This allows Promise students who may have other responsibilities to have the flexibility to take a minimum of 6 units, which is a benefit not offered within the Promise program of neighboring community colleges. In addition, the recent change to promote the program to all first-time college students, rather than only to students from partner districts, widens the eligible population for this program.

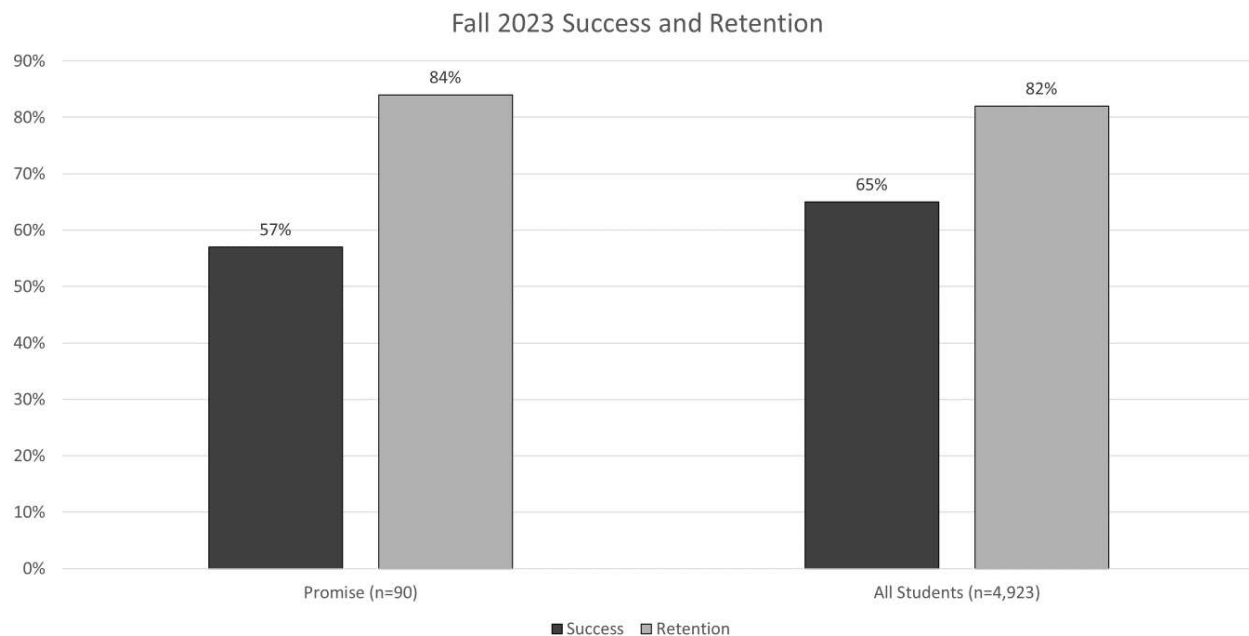
Applicants by District



(figure 9)

Success and retention were measured for the Fall of 2023 in the graphic below. The graphic shows that Promise program students were able to exceed the college's retention of the student population by 2% and nearly match the college's success level (figure 10). As part of Promise eligibility, Promise students must have a 2.0 minimum GPA and complete 67% of their courses attempted. This, along with the financial and support benefits of the program, incentivizes them to remain enrolled and pass their courses. Another Promise step to enrollment is for students to apply to Extended Opportunity Programs & Services (EOPS) to have as many resources as possible and support services during their time at Compton. These program improvements are a collaborative work effort of the Student Services Advisors, Counselors, and Promise Program Coordinator. Advisors assist students in having the resources and referrals to student

services programs to contribute to their college success. The Promise Program Coordinator conducts financial aid checks to ensure that students are receiving the most out of their financial aid awards such as the \$400 bookstore voucher, and Educational Partnerships Counselors meet with students to create Educational Plans that align with their educational goals.



(figure 10)

Student Services (5) - Customer Service : Version by **Zarazu, Darlene** on **12/01/2024 22:44**

a) How was the survey conducted? Please include a copy of the survey.

The Educational Partnerships Customer Satisfaction Survey was created on Qualtrics and disseminated via a shareable link and a QR code. The survey was utilized when the staff assisted an individual student with a reason code such as Admission Application, My Compton, booking a Counseling appointment, assistance with a Financial Aid Application, or other relevant reasons. The questions in the survey are tailored to an individual (Compton College staff member such as: Student Ambassador, Student Services Advisor, Dual Enrollment Specialist, and Part-Time Guided Pathways Counselor)’s ability to efficiently provide information about our services.

b) What were the major findings of the customer service survey?

The survey received a total of 301 responses, with the highest participation for Student Services Advisor abilities at 141 (47%) and Dual Enrollment Specialist abilities at 138 (46%). The question "What did the Student Services Advisor assist you with today?" had the most responses, with 86 indicating "General Steps to Enrollment Information" and 66 for "Application Assistance." Similarly, for the question "What did the Dual Enrollment Specialist assist you with today?" The top response was "Dual Enrollment Forms" with 79 responses, followed by "Application Assistance" with 49 responses.

The customer service survey yielded highly positive feedback. Most respondents strongly agreed that the instructions provided by staff were easy to understand (261 strongly agree, 19 somewhat agree). Similarly, most found the staff helpful and knowledgeable (263 strongly agree, 14 somewhat agree). Additionally, staff enthusiasm and emphasis on the importance of the subject matter were appreciated (235 strongly agree, 40 somewhat agree). Lastly, the staff effectively communicated expectations (235 strongly agree, 38 somewhat agree). There were virtually no negative responses.

c) Describe exemplary services that should be expanded or shared with other programs.

The Educational Partnerships staff excels in providing admission application assistance and supporting dual enrollment programs. The positive feedback from the Customer Satisfaction Survey highlights the staff’s strengths in delivering clear and understandable instructions, showcasing helpfulness and knowledge, demonstrating enthusiasm, and effectively communicating expectations. Expanding these exemplary services to other programs could enhance overall student satisfaction and success by leveraging the staff’s skills in providing comprehensive enrollment support and individualized guidance.

d) What aspect of the program’s service needs improvement? Explain how the program will address service improvements.

While the survey results were overwhelmingly positive, areas for improvement can always be identified. One potential aspect for enhancement could be the consistency in communicating specific procedural details across all staff members. To address this, the program can implement regular training sessions and workshops focusing on standardizing the information provided to students. Additionally, feedback loops where staff can share successful strategies, and common challenges may help in refining the service quality further. By continually assessing and addressing these areas, the program can maintain high standards of service and adapt to evolving student needs.

Student Services (6) - Conclusions and Recommendations : Version by **Zarazu, Darlene** on **12/02/2024 06:27**

a) Summarize the program’s strengths.

The Educational Partnerships team strives to provide an environment in which each student feels validated, supported and heard. The department aims to provide equity to our community by promoting the K-12 pipeline to higher education. The department provides students with financial accessibility, higher education exposure and knowledge, tutoring, and assistance

through each step of enrollment. Students' success is the department's main priority, and staff members take accountability by extending services to high schools weekly.

b) Summarize the program's areas that need improvement.

- Support dual enrollment and promise students through cohort-based models that enhance their success and retention.
- Actively promote underutilized services through outreach campaigns in areas like financial aid and counseling.
- Implement virtual advising options and digital tools for real-time dual enrollment registrations or financial aid guidance.

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

1. Supplies
2. Recruitment Videos
3. Text Messaging Software
4. Vertical File Cabinets
5. Extended facilities for provisional and part-time staff
6. T-shirts and jackets (Uniforms)