



2018-2019 Program Review Report

Division/Area Name: Enrollment Services	For Years: 2020-2021
Name of person leading this review: LaDonna Trimble	
Names of all participants in this review: Anet Youkhana, Mary Skipper, LaTara Edmondson, Christy Chereskoff, Susette Rivas, Kelly Brogan, Amy Ramos, Sharmaine Wiley, Anna Becerra, Esperanza Perez, Wade Saari, Ryan Azimianaraki	

Part 1. Program Overview:

1.1. Briefly describe how the program contributes to the district mission:	
The employees in Enrollment Services contribute to the district mission of student success by placing quality customer service as a priority when servicing the registration, transcript, graduation, and assessment needs of a diverse population of students and community members.	
1.2. State briefly program highlights and accomplishments:	
Over the past year, A&R organized the storage of thousands of older records. The Assessment Office transitioned from administering over 25,000 assessment tests annually to supporting the implementation of AB 705. The Graduation Office provided CSU and IGETC certifications to transfer institutions electronically through CredentialsSolutions. The Transcript Office deployed CredentialsSolutions transcript services and decreased the processing time of official records and verifications.	
1.3. Check each Institutional Learning Outcome (ILO) supported by the program.	
X Communication	X Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. X Demonstrates listening and speaking skills that result in focused and coherent communications
X Creative, Critical, and Analytical Thinking	X Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. X Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
X Community/Global Consciousness	X Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. X Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
X Career and Specialized Knowledge	X Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program.	
X Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.	

X Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.
<input type="checkbox"/> Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.
X Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.
<input type="checkbox"/> Goal 5: Align instructional programs to the skills identified by the labor market.

*Indicates College-Wide Priorities for 2018-2021 as of fall, 2018.

Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:

Student surveys were issued in 2016, 2017, and 2018. The 2017 and 2018 survey had very few student responses. In 2016, the Associated Student Organizations (ASO) allowed Enrollment Services to include survey questions on the ASO Advocacy Survey. Two-hundred students participated in the ASO survey. According to the survey responses, the majority of students use Enrollment Services online services and students are unhappy with the in-person wait time in Admissions and Records.

Part 2.B. Analyze the [program review data](#) (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):

Strengths	<p>Admissions and Records:</p> <ul style="list-style-type: none"> -Online admissions application provided potential students with admissions and residency decisions in less than an hour. -Over the past three years, student online applications have increased and in-person registration transactions have decreased. <p>Assessment Center:</p> <ul style="list-style-type: none"> -The first phase of AB 705 was successfully implemented using high school multiple measures performance data. -AB 705 is expected to decrease barriers to equitable outcomes and minimize the disproportionate impact of students by eliminating the use of standardized test for English and math placement. <p>Graduation Office:</p> <ul style="list-style-type: none"> -Knowledge of regulations, rules, practices, district policies, and state agencies helped to increase the number of awarded degrees and certificates. <p>Transcript Office:</p> <ul style="list-style-type: none"> -Decreased processing time of hard copy records.
Weaknesses	<p>Admissions and Records:</p> <ul style="list-style-type: none"> -Unable to analyze the gap in admissions applications and student yield due to personnel short falls. <p>Assessment Center:</p> <ul style="list-style-type: none"> -Sporadic AB 705 meetings made the implementation of AB 705 challenging. -Due to limited facilities, available faculty and the management of student unit load, the district did not adopt a co-requisite model of curricular support for English and math. -Online orientation will require further updating and expansion of AB 705 policies and procedures. -AB 705 default rules are based on research and predictive model with selection bias concerns that are noted in the MMAP summary of methodology phase II rule sets. <p>Graduation Office:</p>

	<ul style="list-style-type: none"> -Does not have an effective communication strategy for the graduation application process. -The absence of a degree audit system has a negative impact on students understanding of ongoing degree requirements. -Transcript Office: -Maintenance and use of older records is complicated and digitizing the records can be challenging or impossible.
Opportunities	<p>Admissions and Records:</p> <ul style="list-style-type: none"> -The decrease in in-person transactions allows the staff to work more closely with students that have challenging A&R issues. <p>Assessment Office:</p> <ul style="list-style-type: none"> -AB 705 legislation is based on research at the State level with predicted success of certain student populations as high as 78% and 75% in English and math, respectively. -Transfer level English and math course throughput within one year of enrollment is predicted to double and even triple the current rates, especially for students at the lowest performance bands of AB 705 metrics. -More time and resources to expand other testing services as they relate to administering industry standard certifications that directly correlate with the college's programs. -Ability to redesign the Assessment Center as a new student resource center that supports the pillars of Guided Pathways. <p>Graduation Office:</p> <ul style="list-style-type: none"> -Potential use of EduNav degree audit program will result in students having 24/7 online access to degree requirements and the associated cost. <p>Transcript Office:</p> <ul style="list-style-type: none"> -Ability to provide students with more official transcript fulfillment options.
Threats	<p>Assessment:</p> <ul style="list-style-type: none"> Ability to accommodate English and math sections to meet the demands of AB 705. <p>Graduation:</p> <ul style="list-style-type: none"> Elimination of local degrees will decrease the number of degrees and certificates which will adversely affect district funding.

Part 2.C. Review and comment on progress towards SLO/PLO/OO Action Plans:

Progress was made in terms of increasing the opportunities for students to learn to use online services. Monitors, emails, Web pages, and hard copy instructions were used to educate students about the available services.

Part 2.D. Review and comment on progress towards past program review goals:

The goal to digitize student and faculty records is still pending and the resources that were approved during the budget prioritization process remain available. ITS and A&R will continue to discuss vendors to digitize past records. The Transcript Office successfully deployed CredentialsSolutions for online request and delivery of transcripts, but online enrollment and degree verifications will require further research. Progress is not recorded for the faculty drop process because the vendor has not provided an acceptable solution, so Admissions and Records will continue to monitor the options. The Graduation Office made progress by increasing its online communications to students.

Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
1. Marketing	ILO 1 and 2	-Increase students' knowledge and	-Provide students with written

	OO-Ensure student use of online services.	use of online services provided by A&R, Assessment, Graduation and Transcripts, so that students can adequately navigate their academic responsibilities. -Decrease the wait time for in-person support services by increasing students' understanding of online services.	communications that are useable and equity minded. -Complete a cost analysis for creating short videos -Prioritize videos based on student feedback
2. Technology	OO-Ensure student use of online services	-Increase accessibility of student records by minimizing the locations of hard copy and digitized documents throughout Enrollment Services.	-Develop a comprehensive SOW that will result in the majority of older records and all incoming records being digitized. -Collaborate with ITS to obtain efficient and cost-effective digitized measures.
3. Student success support services. (new)	ILO 1, 2 and 4	-Participate in the campus wide implementation of AB 705 and Guided Pathways. -Partner with Chancellor's Office Multiple Measures Placement Service (MMPS)	-Volunteer to be a MMPS pilot partner and incorporate high school data sharing opportunities. -Stay abreast of the regulations relating to AB 705 and Guided Pathways -Incorporate the voice of our diverse student population. -Ensure EduNav participation.

Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):

Type of Resource Request	Summary of Request	New or Repeat Request	Amount of Request, \$	One-Time or Recurring Cost, \$	Contact's Name
Faculty	N/A				
Classified Staff	Hire a Coordinator, Evaluations in the Graduation office to assist in timely	New request	\$100,000		LaDonna Trimble

	uploading of transfer transcripts.				
Technology	Implement next phases of AB 705	New request			Rick Shaw
	Video production and Web page enhancements	New request		\$10,000	LaDonna Trimble
	Research data entry delays in Banner. Web pages load slowly and the data updates are not timely.	New request			Rick Shaw
Physical/Facilities	Due to limited space in SSV 113, one of the three Coordinator, Evaluations works in a different building.	Repeat request (2016)		\$10,000	Doug Jenson and LaDonna Trimble
	Increase restroom maintenance.	New Request			Doug Jenson
Supplies					
Professional Development	Increased targeted Professional Development for Enrollment Services	Repeat request	\$4000		LaDonna Trimble and Enrollment Services staff members
	Provide monthly collaborative training with Counseling Department.	New request			LaDonna Trimble and Gary Roggenstein
Other					

**QUANTITY OF SERVICES
ENROLLMENT SERVICES**

2014-2018

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Admissions & Records					
In Person Reg Transactions	55,088	68,073	90,333	77,259	69,936
Online Reg Transactions	914,420	847,965	854,068	741,784	754,997
Online Applications	22,949	18,957	18,384	20,372	25,088
Waitlisted	19,698	14,921	14,386	8,063	7,006
Authenticated Add Codes	16,276	16,334	16,621	15,283	14,663
Special Admit	457	496	759	841	966
AB 540	1,292	1,487	1,576	1,598	1,659
Graduation					
AA and AS Awarded	1,435	1,618	1,808	1,776	1,809
Certificates Awarded	512	760	784	942	1,099
Certifications Completed	821	839	1,189	1,041	725
Assessment Tests					
Number of Tests	26,508	21,536	22,044	22,058	26,199
Transcripts					
Hard Copies HS & Colleges Received	2,621	2,953	2,960	2,301	2,808
Hard Copies Sent	12,584	12,324	12,443	11,983	8,770
Online eTRXs Received	N/A	N/A	352	689	349
Online eTRXs Sent	N/A	N/A	4,248	1,712	1,850
Credentials Online (4/2018 to present)	N/A	N/A	N/A	N/A	735