

**STUDENT SERVICES PROGRAM REVIEW
ENROLLMENT SERVICES/ADMISSIONS AND RECORDS
SPRING 2008**

Area 1: CURRICULUM

1.1-1.15 Not Applicable

Area 2: STUDENT SUPPORT AND DEVELOPMENT

2.1 The admissions policies are consistent with the College’s mission to serve the community by placing student success and student-centered learning as our number one priority. Our policies allow us to admit applicants when one of three admissions criteria is met. Applicants are admitted after successful completion of high school, or 16 and 17 year old applicants are admitted after successful completion of the Certificate of Proficiency or non-high school graduates 18 years of age or older are admitted if capable of profiting from the instruction offered at the college. The institution places student success as priority and gives priority registration in ascending order to students that complete the matriculation components (Assessment, Orientation, Counseling and Student Education Plan).

Our policies state that the College does not discriminate on the basis of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, sexual orientation or Vietnam era veteran’s status. In addition, applicants with limited English language skills can contact the limited English proficiency counselor for assistance.

The admissions policies are consistent with the mission of the college to serve the community and provide quality, comprehensive education for a diverse community of learners. The Associate degrees, transfer courses, vocational and technical education certificate and degrees provide a wide range options for our diverse student body. The College’s Student Support Services, Basic Skills Courses, Workforce Preparation and Economic Development and Personal Enrichment and Professional Development are all available to students as a means to place student success and student centered learning as our number one priority.

Guiding Principles (EMP)	1, 2, 12, 14
College Strategic Goals (EMP)	3, 7
ILO	4

2.2 The college publishes policies regarding admissions; registration; adding and dropping courses; social and academic policies; refund dates for

residents and non-residents; student conduct standards; complaint, grievance and petition procedures; attendance; credit by exam; audit; course repeats; credit/no credit; pre-requisites/co-requisites; and challenge procedures in the Schedule of Classes each semester and in the College's Catalog each year. To assist students in navigating the policies, A&R makes reference to the printed and Web policies when students request information or clarification about the A&R policies. Once A&R explains the policies and students are told where the policies are printed (copies of the policies are often made for students) students gain independence in navigating through the academic and vocational course offerings of the college. A&R adheres to the policies and procedures and provides students with printed copies when possible.

There were 140 short term courses in the spring 2007 semester and 135 in the fall 2007 semester. As in the past, A&R communicated the changes to the schedule by placing flyers in the lobby of the Student Services Building. Over the years, ITS has developed a procedure where students can search for short term courses using Web registration and the expanded procedure allows prospective and current students to search for short term classes during the priority and open registration periods. Because short term classes are required by Title 5 to follow the same scheduling methodology for add/drop, refund and drop with or without a W as full-term courses, language was added to the Schedule of Classes to distinguish the short term scheduling dates from the full term dates. The effort to provide up front information about the short term classes has helped prospective and current students more efficiently plan their school schedule.

Over the past year, AVC has improved the implementation of the drop for non-payment policy. A&R, Cashier's Office, Financial Aid and ITS collaborated in setting cancellation dates that are published on the Web and in the Schedule of Classes. In addition, recent collaboration with the Academic Deans resulted in a change in the drop for non-payment date so that consideration could be given to classes that would be cancelled due to low enrollment. A&R has worked with the Cashier's Office to utilize SARS Call (Scheduling and Reporting System), a telephone broadcast program to inform students about the drop for non payment date before the drop deadline. According to the Cashier's Office, there was a measurable reduction in the number of students cancelled from classes for non-payment after SARS Call was implemented. Future activities include coordinating with Financial Aid and the Cashier's Office to notify students about the enrollment fee due dates earlier and more frequently, so that students can make the required payments prior to having their enrollment cancelled for non-payment.

In addition to drop for non-payment, A&R publishes that inactively enrolled students must be dropped before the census date in accordance with Title 5, section 58004 and subsection 3(c). This law states that Community College Districts are to clear the roll of all inactive students by the census date for each class. By publishing the above information in the College Catalog and by advising students about the regulations, A&R is assisting students in learning the policies and procedures that govern the College.

A&R Mission Statement	
Guiding Principles (EMP)	2, 12
College Strategic Goals (EMP)	1, 3, 4, 7
ILO	4

2.3 A&R along and Institutional Research and Planning provides demographic information from the Admissions application to Academic Divisions and the Enrollment Management Committee so that data-driven decisions can be adopted which lead to improved service and program offerings to students.

Data that is collected by A&R is used by the Institutional Research Office to provide student trends in enrollment for planning purposes. A&R collects enrollment cycle data, course census drops and adds, grade distribution and persistence/retention data to help project FTES and head count so that Academic Divisions can determine the appropriate course offerings each term. Grade distribution and registration information for SOAR (Students on the Academic Rise) High School is provided to administrators as decisions are made about the student enrollment needs and program success rate.

According to the early spring 2008 survey results, 86% of the students that visited the A&R webpage found the information helpful. Consequently, 88% of students that completed the survey searched for open classes online.

However, when students registered in person, the remarks in the comment section of the survey indicated dissatisfaction with the in person process. Many students reported that the wait time to register as being unacceptable.

A&R Mission Statement	
Guiding Principles (EMP)	2, 12, 13, 14
College Strategic Goals (EMP)	3, 7
ILO	4

2.4

A&R involves students in the evaluation of student support activities via an on going survey that is located on the A&R counter. The one deficiency of the survey is that there is no incentive to invite students to take the survey so there are lulls in survey responses. Because the counter staff has to remember to hand out the survey, the survey is often forgotten or duplicated when students visit the counter more than once a term.

During the spring 2008 enrollment cycle the office involved students again by conducting an online survey. Students were asked about the online enrollment process, the office website and the ease of registration. The results showed that 83% of students surveyed stated that they used myAVC, the online campus registration portal to register and a remarkable 88% of students actively search for open courses online. 90% of students found the registration process to be quick and easy.

From the comments that students provided, A&R should focus on improving the late add (crashing) procedure and review the process for repeating a course where a sub-standard grade is earned. Often, students have to make multiple trips between Counseling and A&R before a determination is made that their registration transaction is eligible for processing. Of course, the time spent between the offices lengthens the time it takes for a student to complete a registration transaction which could result in students losing opportunities to register in a class.

All late add (crashing) of courses after the start of the semester are processed in person by A&R staff members and student workers. During the first week of spring 2008, we served the following numbers of students (Note: Number of Students Served only refers to the specific date. Students often visit A&R several times during the same week as crash slips are signed by instructors):

Date	Number of Transactions	Number of Students Served
2-4-08	561	437
2-5-08	882	637
2-6-08	970	685
2-7-08	979	688
2-8-08	824	584
2-9-08 (SAT)	192	135

Given the number of students that registered in-person during the first week of late registration, the personal dissatisfaction with the long lines in A&R is understandable.

A&R Mission Statement	
Guiding Principles (EMP)	6, 12, 14
College Strategic Goals (EMP)	1, 3, 4
ILO	4

2.5 Admissions applications are designed to collect information that is necessary for coding of residency, registration for classes and data that the State of California requires for MIS reporting and in some cases, assessment criteria is determined. Every student regardless of race, gender, or special needs is required to fill out the same application. The application is available in English and Spanish and both are available in the schedule of classes, in the office and on the web. We also have an online English application (CCCApply) that downloads into our database. Having applications in multiple media formats has reduced barriers for students and makes the college more accessible to applicants. In fall 2007, A&R processed 13,976 admissions applications and 8,361 were processed in spring 2008. A precise number of online applications is difficult to determine when comparing semesters, but the data does show that more students applied online during fall 2007 as compared to fall 2006.

Our admissions application continuously evolves as MIS requirements change and as the needs of the college change. Currently, we do not have a process in place to regularly evaluate the effectiveness of the admissions application.

A&R Mission Statement	
Guiding Principles (EMP)	2, 7, 12, 14
College Strategic Goals (EMP)	1, 3, 4, 7
ILO	4, 5
SLO	Students will learn how to utilize online A&R services to register for courses

2.6 A&R is located in the Student Services building which is located at the front of the college. We offer extended office hours Monday-Thursday 8 a.m. – 7:00 p.m. to accommodate our non-traditional students. A&R provides reliable and accessible services to students’ in-person in Lancaster, and online for both Lancaster and Palmdale.

The District’s Palmdale campus had FTES of 230 in fall 2007 and continues to grow. A&R does not currently provide in person services in Palmdale. However, online services and frequently used forms like Extenuating Circumstance Petitions, Credit by Examination, Change of Major, Audit forms, drop and add forms and credit/no credit request forms are provided at both campuses. As the Palmdale campus continues to

grow, we will need to manage the expectations of students and provide limited services and programs as the student population increases.

To make services more accessible, we have myAVC, a campus portal that provides students with access to their registration information and has additional capabilities such as email, calendar and course homepages. Limitations to these services on both campuses occur when students experience log on difficulty with myAVC that cannot be resolved on a daily basis due to limited ITS support.

Currently, students with log on difficulty are referred to the ITS Help Desk for assistance or to the open lab on the second floor of the Student Services building. Students that cannot use the Lancaster campus lab have access to a smaller, but comparable lab in Palmdale. In the past, ITS provided a technical assistance in the lobby of the SSV building on extremely busy days, but on a daily basis, students still voice their dissatisfaction when there is not enough timely assistance. Unfortunately, the comprehensive on-the-spot ITS support has not been provided at the Palmdale campus.

Reliability and accessibility concerns that students have for ITS will become more of an issue as faculty increase their use of the course homepages and post homework and reading materials on myAVC. Given that 86% of surveyed students stated that they are likely to use the Web for admissions and registration, maintaining comprehensive, reliable and accessible services to support myAVC for both campuses is critical.

A&R Mission Statement

Guiding Principles (EMP)	6, 7, 12, 14
College Strategic Goal (EMP)	1, 3, 7, 8
ILO	4
SLO	Students will learn how to utilize online A&R services to register for courses

2.7 The A&R Office demonstrates great diversity in its hiring practices, which allows us to understand and serve students from different ethnic and cultural backgrounds. Many employees in A&R speak a second language; some even speak a third. This enables us to assist students with limited English skills. We serve a large number of Spanish speaking students and interpret for other offices as well. Several of our staff are listed on the multi-language phone tree at AVC.

A&R support a healthy campus climate by encouraging students and employees to be involved in campus activities and events. We participate regularly in special registration events and financial aid events.

A&R Mission Statement	
Guiding Principles (EMP)	1, 6, 12, 14
College Strategic Goals (EMP)	1, 3, 9
ILO	4, 5

2.8 Not applicable.

2.9 Documents that are used on a regular basis are stored in locked cabinets in the Office. Older documents are stored in the vault and records within our Banner system are backed up each night by ITS.

A&R is currently experiencing a shortage of space with regard to record storage. We have records in multiple places on campus including the vault, file cabinets in the hall way and across campus in storage bins. Past attempts at microfilm have not been successful due to budget constraints and internal changes within the department. As required by Title 5, the office collects mass amounts of data each semester from students and faculty: Add/Drop forms, admissions applications, grade sheets, faculty attendance records and census material. In fall 2007 there were 1,852 active courses for the term and each course instructor is required to submit attendance, grade and census records that are maintained in A&R according to the Retention and Destruction of Records Plan.

In addition to admissions and registration forms, there are grade changes, incomplete contracts and Special Admit (K-12) forms. Approximately 500 K-12 students apply each term. There were 181 Incomplete Contracts awarded in Fall 2007 and approximately 750 grade changes (including RDs) were processed for that same term. Most grade records that are collected in A&R are considered Class 1-Permanent Records by Title 5 and must be permanently maintained according to the District approved Retention and Destruction of Records Plan.

The institution has committed to obtaining Banner Document Management Suite for imaging. This is an imaging solution which will capture our data electronically and enable us to retain the image of the document and link it into our Banner system. This is critically needed to ensure that our records are easily accessible to users and ensure that the records themselves are maintained in accordance with Title 5 regulations.

A&R Mission Statement	
Guiding Principles (EMP)	2, 12, 14
College Strategic Goals (EMP)	1, 7, 9
ILO	4

2.10

A&R evaluates its services continuously throughout the year. The dean meets with staff regularly to determine appropriate courses of action. Our processes are also evaluated through the Enrollment Management Committee.

The information contained in our program review, student learning outcomes and the educational master plan will enable our department to evaluate where we stand currently and plan for near and long term goals. As a result of the survey that was conducted in spring 2008, we learned that 86% of our students stated that they are likely to use the web services to apply and to register. Based on the survey results, we will instruct students to register on the Web through SARS, myAVC announcements and placing posters across campus.

Guiding Principles (EMP)	1, 2, 6, 12, 14
College Strategic Goals (EMP)	1, 3, 4, 7, 9
ILO	4
SLO	Students will learn how to utilize online A&R services to register for courses

Summary

A&R will continue to rely on the early spring and future survey results to make needed improvements in the quality of service that we provide students. Because of the recent survey results, we have changed the handling of our forms, sent numerous myAVC announcements regarding policy updates to students and faculty and provided additional training to our student workers and full-time employees. In addition, given the remarkable number of students that use the Web to register, we now realize that we should reevaluate our existing A&R SLO to have students learn to use online services and register for course.

Recommendations

- Work with ITS to improve the visibility of the scheduling dates for short term classes so that prospective students and currently enrolled students can more effectively plan their course selection.
- Collaborate with Financial Aid to determine the feasibility of accepting payment plans for past due balances and permit students to enroll for a subsequent term.
- The needs and interests that are self-reported on the Admissions application should be researched by A&R to determine if the data is useful for the development of new, improved or existing programs and services throughout the campus. The campus can use the data to get an early look at students and provide them with services and programs that will facilitate their personal and academic growth and increase their chances of academic success.

- Work with Institutional Research to develop an ongoing survey that will collect student satisfaction with A&R services and programs during peak and non peak enrollment cycles.
- Try to limit the number of students that need in-person registration by working with the Counseling staff to have prerequisite and repeat holds removed by Counseling when appropriate to do so.
- Continue researching a wait list process that will result in decreased in person registration transactions during the late registration period.
- Increase accessibility by purchasing a CCCApply in Spanish.
- Admissions should continue to collaborate with ITS regarding increased technical support for students with myAVC login issues.

Area 3: PROGRAM AND STUDENT LEARNING OUTCOMES

3.1 Student Learning Outcomes are currently being measured in A&R. The SLO in progress revolves around students learning how to utilize online admissions and registration. The data from the SLO is still being evaluated. Some of the activities included using SARS Call and myAVC broadcasts to inform and guide students to online services and a survey to gather data about students knowledge of online services.

The survey was completed in early 2008 and the results were within the expected range. 83% of students surveyed used the web to register and 78% of students surveyed have visited the A&R homepage. Of students that visited the homepage, 85% found the information useful.

Further surveys will be aimed at students who only register in person at the counter. This data will be incorporated into future SLO efforts to teach students about online admissions and registration.

Guiding Principles (EMP)	1, 6, 12, 14
College Strategic Goals (EMP)	4, 7, 9
ILO	4
SLO	Students will learn how to utilize online A&R services to register for courses

3.2 In addition to the online survey, A&R has an ongoing survey regarding service at the counter. In both surveys, the students are critical of the long registration lines during peak registration times. From both surveys another common thread is that A&R needs to be more consistent with the way employees interpret policy at the window. A&R has begun to address this by ensuring that policies are written in the catalog and schedule where appropriate. As stated in 2.4, late add (crashing) is of major concern to students and the commitment to assist students in utilizing online registration may result in fewer students crashing classes.

Guiding Principles (EMP)	1, 6, 12, 14
College Strategic Goals (EMP)	1, 3, 4, 9
ILO	4

3.3 Not applicable

Summary

The SLO for A&R is to have students learn to use online admissions applications and registration services. To assist current, prospective and returning students in learning how to use online CCCApply and Web Registration, directions on how to use the online services was included in the Schedule of Classes in fall 2008. We believe that the printed instructions will serve as a vital step-by-step toll for students that wish to learn about the online services. After fall 2008 priority and open registration cycles have closed, we will evaluate the in person and online registration patterns between 2007 and 2008. In addition to using the Schedule of Classes to assist students with the SLO, myAVC announcements and SARS call will also be used to educate students about the online services.

Recommendation

- Evaluate the increase in online admission applications and registration beginning in fall 2009.
- Use SARS call and myAVC to educate students about our existing SLO and make changes to facilitate a positive learning outcome for students.

Area 4: PERSONNEL AND SUPPORT SERVICES

4.1 Like most record offices, we have peak periods when the office is inundated with students that require in person registration processing and clarification of the registration policies. Thus, the low ratio of full-time to part-time staff is a constant challenge to our goal of providing adequate programs and services that are consistent, reliable and timely. During peak periods, our office often receives phone calls from the switch board or other offices regarding our inability to consistently answer our phones. If we had a part-time employee that could focus on answering the phones, the office would be in a position to meet the service needs of students more efficiently.

4.2 A&R has increased its permanent staff to five permanent employees. We have two Clerk IIs, two Attendance Accounting Technicians and one Technical Analyst. We have a student worker staff that ranges from eight to twelve employees. Four of the full-time employees' primary responsibility includes the coordination of student registration and faculty grades and attendance information. The employees move efficiently

through the peak periods, but little time has been devoted to program evaluation and revisions.

4.3 Though we have additional staff, we also have additional projects that have been incorporated into the Admissions and Records Office. Athletic Eligibility has been added as a result of reorganization. During the last year, over 200 students encompassing 11 sport activities have been reviewed as a part of this program. Verifying athletic eligibility of students is an ongoing process that requires them to be evaluated throughout the season of play to ensure that they meet the requirements before each game or meet. This program also interfaces with faculty coaches and the Athletic Commissioner's Office. Data regarding eligible players is updated weekly and routinely uploaded through an online program.

4.4 The front counter of Admissions and Records is staffed mainly with student employees. While the supply of student workers is seemingly endless, there is a much higher turnover in employees which leads to increased time for training and scheduling. Admissions and Records wishes to move in the direction of two permanent staff at the counter and reduce the number of student employees. As budget permits, more permanent staff needs to be a priority for A&R. Until the budget permits such changes, we will focus on the opportunity to employ a part-time employee during peak periods to answer the phones and provide in-person registration assistance.

Guiding Principles (EMP)	12, 14
College Strategic Goals (EMP)	8, 9

4.5 Staff has opportunities to meet with other professionals at conferences, workshops and flex activities. Although flex activities are designed for faculty, classified staff may arrange with a supervisor to have time to attend. Also, staff is encouraged to continue with personal education goals and arrangements are often made to accommodate a varied schedule for staff who are taking college courses. Many of our permanent staff members are pursuing degrees.

The College could enhance professional development of staff by offering on-site workshops and seminars that appeal to staff on a more regular basis.

Strategic Goals (EMP)	9
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4.6 We do not have faculty, but staff members often serve on hiring committees for other staff and assist in the training of new staff members.

4.7 The evaluation process encourages improvement with regard to performance and education. Accomplishments are recognized and rewarded. After the probationary period, staff is evaluated yearly in the spring.

4.8 Evaluation processes encourage improvement and provide feedback to staff regarding performance.

Summary

Students, faculty and administrators expect, and are entitled to, timely services from A&R; and the most efficient way to coordinate their needs is to increase the number of full-time personnel by two. If two additional clerks were at the front counter to assist students and oversee student and part-time workers, then the quality and consistency of the services that we provide students would improve. The additional clerical support staff will allow A&R to respond to students, faculty and administrators in timely manner.

Recommendations

- Place two new full-time clerks at the A&R front counter.
- Continue to evaluate more efficient ways to use technology to meet student, faculty and staff needs.

Area 5: FACILITIES, EQUIPMENT, AND TECHNOLOGY

5.1 Our offices were remodeled on two occasions. In each remodel we lost privacy and space. Currently we have an open counter area that does not provide for privacy of student transactions. We also cannot effectively "lock down" the office. Though our files are secure, our equipment and anything left on the counter or desks is not. We are also limited to seven work stations and five desk areas. We do not have a central place to process large volumes of work such as filing or scanning of documents (once scanning is available). Filing must be done at the counter which enables students leaning over the counter to see the work being processed.

Our building also does not have sufficient data outlets and electrical for the increase in students and staff. These issues impede our progress in remodeling areas of the building. The building also has heating and cooling issues that cause unpleasant working conditions for staff and students. The lack of adequate janitorial services on campus compounded with the heavy use of the building lead to the building being unclean and thus uninviting to students and staff.

The college has a long range plan of a new Student Services building, but is several years away from completion.

A&R does not have a plan for improving existing space utilization. We have configured our space to maximize its potential. Any future plans would involve major construction in the building, which is opposite to the current plan of building a new building. One goal is to have an express window where students could obtain and submit forms without standing in line. Given our current lobby structure, students constantly end up in the wrong line or wait in line for services that could be handled at a highly visible express window.

Guiding Principles (EMP)	12, 14
Strategic Goals (EMP)	6

5.2

A&R has a computer on the desks of our full-time employees and we have seven computers at the counter to assist with in person registration and admissions applications. Recently, we upgraded all seven window computers and were able to support staff with new computers and many also received a flat screen monitor. We have new printers and a large networked copy machine and in the future we will be able to utilize it to help with our daily scanning requirements. Additional space is currently being negotiated to facilitate the larger bulk scanning project for the grades and attendance documents.

There are at least three weaknesses in our current technology layout. First, space limitations in the lobby prevent us from making technology easily visible and available to our students and the community. There are only three computers in the student lobby and we do not have adequate counter space or electrical support to add more computers. Secondly, the A&R front counter printers require resetting to accommodate different semester print jobs and the resetting of the printers increases the amount of time that students have to wait in line during in person transactions. And lastly, we are constantly faced with data and electrical barriers when researching the probability of bringing more progressive technology to campus.

In the Educational Master plan there are no plans for expansion in the SSV building. We have seen plans for a new building, but that is several years away. At the present time, the college does not feel that investing in major upgrades to our existing location is a good use of our resources.

With regard to technology, we are on Banner 7.3 and have SDA Views as a reporting tool. Further advancements with Visual Basic and Access have enabled us to track various forms and provide more user friendly reports. As Banner is updated, we will need to research and utilize the program and its features more effectively.

Guiding Principles (EMP)	12, 14
College Strategic Goals (EMP)	7

- 5.3 We have significantly grown over the past six years and find that we are close to outgrowing our space. During peak periods, the lobby space is too small and students find themselves in the wrong lines.

In the Educational Master Plan there are no plans for expansion. We need to develop a plan for long-term storage utilizing the vault, cabinets, and space in the office. Banner Document Management Suite will assist the campus with storage in the future, but the positive impact on to the limited space will take some time. The policies that govern our destruction and retention of records prohibit the college from destroying many hard copy records for at least three years. Until more space is made available, the additional office space for student workers and staff will remain unmet.

Guiding Principles (EMP)	14
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- 5.4 Since the remodel of the building, security has become a problem. When the registration office had a locking door and a more private office, we were able to lock the door at the end of the day. Now, we rely on security to lock the door. We are unable to completely secure our office when we leave, and we jeopardize equipment, student records, and other confidential A&R material. In addition to the security risks that an open office carries, another problem with security is the Security Officers.

On occasions, the officers leave the building while students are still being served and; subsequently, these students inadvertently allow others to enter the building as they are leaving. This causes additional security problems as students that come into the building either request assistance, or they wander the building as we are leaving. When security is called by our office to lock the doors again, it's often difficult for them to return because they have to lock the entire campus and cannot stay and secure our building. This has not changed in six years, but continues to present issues.

Summary

For the most part, there is an expectation that our existing computer equipment will meet our needs for the next several years; however, the depreciation of our copiers, faxes and printers should be evaluated and money for repairs or continued maintenance agreements should be set aside. Enhancements to our existing technology is restricted due to our limited ITS support and electrical limitations; nevertheless, A&R will continue to research innovative technological advancements for our area.

Recommendations

- Create an Express Window where students can drop off and pick-up forms from A&R and ask questions specifically relating to the forms that are coordinated in A&R.
- Train new staff to secure the work stations during closing.

Area 6: FISCAL SUPPORT

6.1 Monies from Matriculation have been used to purchase updated computer equipment for A&R during the last year and additional monies will be needed to fund more computers in the lobby. A&R has had to rely on student workers to support the application and registration needs during peak periods. And as the State’s minimum wages increases, the budget for student and hourly workers will need to grow accordingly.

6.2 A&R received Matriculation money for computers, professional membership fees, student workers, scanners and printers. Additional money from either the District or Matriculation is needed to fund additional computers for students to use on both campuses. The computers are of vital importance since the spring survey results show that students are inclined to use online services. There is also a practical need for expanding student computers on both campuses. As student enrollment continues to increase, the limited facilities will not allow A&R to expand the current work stations being used for in person applications and registration transactions. Therefore, increasing the accessibility of computers on both campuses will support the A&R SLO and hopefully decrease the number of students that stand in line for in person application and registration services.

Guiding Principles (EMP)	2
ILO (EMP)	4
SLO	Students will learn how to utilize online Admissions and Records Services to register for courses.

6.3 The Dean of Enrollment Services provides equipment, supplies, and personnel as the budget permits and as long as the FTES continues to increase, the future budget requests will always include increases in supplies. The office staff is consulted about their needs for equipment, supplies, and personnel before the A&R budget is submitted.

As for specific needs, the registration office needs additional clerical staff. We currently rely on student employees that are needed year-round to complete vital registration functions. Due to student turnover, we are

constantly training and correcting errors made by trainees, so the additional clerical staff could provide constant direction to the student workers and help to maintain consistency in student services.

College Strategic Goals (EMP) 8

Summary

The Enrollment Services budget fell short in the supplies and student worker categories.

Recommendations

- Hire two paraprofessional technicians (clerks) that can lead student workers throughout the day and provide consistency in the delivery of student services.
- Increase the budget in proportion to the number of enrolled students.

Area 7: COMMUNITY OUTREACH AND PROGRAM AWARENESS

7.1 A&R is represented by the Outreach Office at local events and activities. Admissions applications and online admissions information is made available during community functions. Some of the events are attended by the Dean of Enrollment Services and other A&R staff members.

A&R Mission Statement
College Strategic Goals (EMP) 2, 3
ILO 5

7.2 A&R participates in campus events such as Cash for College to educate students about admissions and registration. The “Ten Step” brochure lists the student steps needed to successfully navigate through AVC and they are routinely provided to students in A&R and to prospective students at events sponsored by Outreach. The myAVC brochure gives specific instructions about the campus portal, it highlights services that are available on campus and it lists important phone numbers in Student Service offices.

Special Admit students are a special population that requires coordination with the concurrent school’s principal or designee. Students are concurrently enrolled in K-12 schools and admissions requirements are governed by the College’s Administrative and Board Policies. Approximately 500 K-12 students apply each semester. A&R staff coordinates the program directly with parents (including home school parents) and K-12 personnel. The high school counselors were advised

about the Special Admit requirements during the High School Counselor Orientation that was sponsored by Outreach.

The Dean of Enrollment Services meets with all students that are 14 years old and younger and other Special Admit students and parents that have questions regarding Special Admit policies and course selection. Forms and processes are continuously updated and information is shared with principals and counselors of grades 9-12 on a yearly basis. In the fall, A&R plans to use SARS to phone students directly regarding the special admit requirements for continued enrollment.

A&R Admissions Statement	
Strategic Goals (EMP)	5, 8, 9
College Strategic Goals (EMP)	1, 2, 3,
ILO	1, 2, 3

7.3 Not applicable.

Summary

A&R will continue to work with Outreach to ensure that the community is given the most up-to-date and accurate information about the college.

Recommendations

- Update the Admissions brochures and provide copies to Outreach

Area 8: STATE AND FEDERAL COMPLIANCE

8.1 The Registration Office adheres to all federal, state, and local guidelines. The recent updates/changes to Title 5 regulations have been reviewed and evaluated by the A&R office. In fall, the college participated in a CACCRAO funded workshop on Title V changes. During the spring, A&R staff participated in a CACCRAO workshop that covered residency laws and Title 5.

8.2 The Registration Office adheres to all guidelines outlined within the college mission statement, catalog and board policy. Yearly update to the Board and Administrative policies are made when policies are approved by the Systems Office and the Board of Trustees.

Summary

Continued effort should be given to appropriately implementing the state, federal and District policies and procedures.

Recommendations

- Continue to evaluate state and federal guidelines and newly implemented District policies and procedures for compliance.

A. Summary of findings and their significance

Researching the registration patterns of new, continuing and returning students should be never-ending in A&R. The research provides data that can be used to make informed decisions about improvements in student services. A&R has online applications and registration through the myAVC portal and over 70% of our students apply online and over 80% use myAVC to register for courses.

According to the data that was collected during the early spring 2008 survey, students are satisfied with the College's online registration process. However, more research is needed in this area because the number of students that register in-person during the first two weeks of the semester did not increase between fall 07 and spring 08. Once we evaluate the registration status of students that crash classes during the first week of the semester, we should be able to implement interventions using SARS or myAVC announcements. Advising students about priority, open and crash registration procedures should assist students in developing more efficient online registration habits.

A&R provides daily data to the campus community regarding FTES (Full Time Equivalent Student). FTES data is used by the campus to make strategic decisions about programs and class offerings. In addition to providing data to the campus, A&R processes the reports and analyzes the data for the CCFS 320 state funding report. This report is prepared three times each fiscal year and accounts for the majority of the college's funding. A&R and the Vice President of Business Services have worked collaboratively to make improvements in how the data is collected, reviewed and submitted to the System's Office. Additionally, meetings with Banner Software Solutions are also taking place so that improvements can be made in the reports used to complete the 320 Report.

B. Major recommendations to include plan of action and associated cost, expected outcomes of goals and objectives and timeline

- More student access to computers in the lobby of the SSV building (in front of the Transfer Center)
 - Provide easy computer access for new and continuing students.
 - Include a registration tutorial on the computer to assist students with the web registration.
 - Advantages of placing the computers in the lobby are close proximity to A&R and the Welcome Center and the ability of A&R to report trouble calls to ITS without delay.
 - Install four traditional and one touch computer in the lobby.

- Complete a FWR to assess the electrical and structural requirements for four computers.
- Purchase four computers and a printer for less than \$6,000.
- If the purchase of additional computers is fiscally possible, the timeline would be driven by facilities and ITS.
- Express window for faculty and students at the A&R counter.
 - Allows faculty to quickly submit documents and ask questions.
 - Allows students to quickly receive and submit A&R forms and ask questions.
 - Prevents the campus community from having access to confidential documents on the desks of A&R personnel.
 - Will result in improved customer service for faculty and students
 - An A&R Clerk II will be responsible for the providing services at the Express window.
 - There are no fiscal implications involved in an express window.

C. Recommended changes to the Educational Master Plan to include student needs, ILOs, PLOs, SLOs and address the external mandates such as state responsibilities, industry and professional standards, etc.

The Educational Master Plan has the staffing and fiscal support that will be required over the next 6-years in A&R. The plan includes a full-time floater, two clerical positions in A&R and two clerical positions in Palmdale. The additional staff will, of course, have payroll and benefit implications that can't be determined until salary and benefit costs are negotiated. The plan will provide adequate computer and technology updates and software for a Banner supported imaging system.

The Educational Master Plan does not address computer access for prospective students. Hence, the changes to the Educational Master Plan should include improved computer accessibility for prospective students. By adding four computers to the Educational Master Plan and placing them in the lobby of the Student Services Building, we will be responding to ILOs and the A&R SLO. Providing computer access to prospective students that struggle with computer skills will 1.) facilitate the college's mission to place student success as priority 2.) facilitate the ILO to employ a variety of technologies to help solve the issue of access and 3.) facilitate A&Rs' SLO for students to learn how to utilize online A&R services to register for courses.

**STUDENT SERVICES PROGRAM REVIEW
ENROLLMENT SERVICES/EVALUATION OFFICE
SPRING 2008**

Area 1: CURRICULUM

1.1-1.15 Not Applicable.

Area 2: STUDENT SUPPORT AND DEVELOPMENT

2.1 Not Applicable.

2.2 Information about the Evaluation Office is published in the Schedule of Classes, the Catalog, and the AVC Web page. The printed and the Web based information are accessible to prospective and enrolled students.

According to the survey that was conducted in early spring 2008, 78% of students surveyed did not know the process for requesting a degree or certificate evaluation. The Evaluation Office took the first step to help students learn the process (SLO) by participating in two mass mailings. The mass mailings included over 55,000 postcards to inform students about the priority registration period and they also included the priority filing date for degree or certificate evaluations. In addition to the mailing, the Graduation Office also moved the priority evaluation filing date from the last day to the first day in March. The Evaluation Office believes that by including the priority filing date on the postcard and by having an earlier priority filing date, the office is facilitating the graduation process for students.

By mailing the degree and certificate priority filing date and by having an earlier priority filing date, the Evaluation Office is following Guiding Principle 5 of the Educational Master Plan- to increase the success rate of college transfer courses and increase the percent of students who transfer. In addition to supporting the Educational Master Plan, the above changes support the College's Mission and the Office's SLO to have students learn about the graduation process and apply for graduation.

2.3 Over one-third of students that submit a Degree and Certificate application have transfer course work from other institutions. The early evaluation of the transfer transcript is important because the transfer course work often fulfills degree and certificate and prerequisite requirements. In addition to meeting specific degree requirements, the course work may aid in calculating grade point average for repeatability and academic renewal eligibility. During the 2007 graduation cycle, 568 transcripts from other

institutions were evaluated, but most were evaluated after students had initiated a degree or certificate application. The current process of evaluating students transfer course work at the time of degree application does not support the educational needs of our diverse student population. Because students take advantage of the many academic options available to them at other institutions, the college should provide students with official communication about the transferability of their courses prior to the submissions of their degree or certificate application.

The College's commitment to effectively and efficiently communicate educational requirements to students motivated the administration to abandon the integrated degree software solution provided by Banner. The Banner CAPP (Curriculum Advising and Program Planning) software solution did not meet the efficiency standards set by the College; and Degree Works is being researched by Student Services. By implementing a new integrated degree software solution, the college can adequately and without delay respond to the educational requirements of students 24/7. In addition, by implementing a degree audit system, we can minimize the number of hand-calculated evaluations that are required. Of course, any changes or additions in software will require more training and ITS support.

During the 2007 graduation cycle, a total of 1,144 degree or certificates were awarded without Banner generated mass degree awarding assistance. By returning to an online software solution, we can address Guiding Principle 7 of the Educational Master Plan to provide 24/7 online access and Guiding Principle 12, to use the College's resources in the most efficient manner to build and maintain strong services. According to the survey that we conducted in early 2008, 53% of students that completed our online survey reported that they did not learn about the evaluation process from the Evaluation Office. 21% reported that they found out from a campus counselor and only 8% found out by using our web information.

2.4 Comprehensive and accurate information from students is essential when evaluating degree or certificate progress. If students have attended other institutions, they are required to disclose that information on the Graduation and Certificate Application. The Schedule of Classes and the College Catalog do not provide instructions about the submission of official transcripts during the degree or certificate application process. The vagueness of instructions in our publications contributes to students' inability to properly plan for degree or certification completion. The Graduation and Certificate applications have explicit language regarding the submission of transcripts prior to submitting an application.

2.5 Not Applicable.

2.6 The Evaluation's Office is responsible for monitoring degrees and certificates from the point of application through completion, recording completion of degrees and certificates in Banner, and for mailing congratulatory or lack letters to students. The office also provides IGETC CSU/GE, and Registered Nursing certification; posting of Advanced Placement, International Baccalaureate, and Military unit summaries on the AVC transcript; calculating degree honors; ordering and mailing of diplomas; and producing and mailing of Local and Chancellor approved certificates.

The office is located on the AVC Lancaster campus in the Student Services Building. At this time, our online services are reliable, but extremely limited. Students can print the Graduation and Certificate applications, but the application cannot be electronically submitted. In the future, additional focus will be given to the comprehensiveness of our online services since students generally submit their requests for evaluation in-person at the AVC Lancaster campus.

The Evaluators are committed to providing comprehensive, reliable and accessible services to students regardless of the campus that's attended. However, accessibility to the Evaluation Office is of concern for two reasons. First, students that attend only the Palmdale campus generally come to the Lancaster campus to submit Graduation and Certificate applications, or a small percentage of students print the application and mail it to the Evaluation Office. Since students don't have the ability to submit the application online, our program's effectiveness is adversely affected by our location. Secondly, the survey results concluded that our publications do not adequately inform students about the available services in the Evaluation Office. However, when students submit an application, they are held accountable for official transcripts and for informing the office about course substitutions, equivalencies or petitions prior to having their record evaluated.

2.7 All students are treated respectfully and cordially by the employees in the office, and each employee models the college's ILO to demonstrate good citizenship and teamwork. The employees provide thorough information about the campus and the Evaluation Office while assisting students. When students need additional assistance to navigate the college's services and programs, the Evaluators respond by providing directions or they contact other offices by phone prior to referring students to other campus locations for assistance.

2.8 Not Applicable.

2.9 The Evaluation Office maintains permanent records in the office and in the vault, and Banner records are backed up each night by ITS. The Evaluation Office

recently gained a filing cabinet which has increased the ease of records retrieval for commonly used files.

Because storage space is limited, the Evaluation Office is planning to image the Class 1 Permanent Records that are stored in the vault and in the office. The imaging of the Class 1 Permanent Records will take place within two years and the paper records will be electronically stored according to the District's Records Retention and Storage policies.

- 2.10 Based on the survey results from early spring, the Evaluation Office included the priority filing date for graduation in the Schedule of Classes and in the College's newest catalog. Since 21% of students surveyed reported that they learned about the evaluation process during their Counseling appointment, and 78% reported that they don't know the graduation process, more will be done to help students systematically respond to the SLO to learn about the graduation process and learn how to apply for graduation.

A&R Mission Statement	
Guiding Principles (EMP)	1, 2, 12, 14
College Strategic Goals (EMP)	1, 2, 3
SLO	Students will learn about the graduation process and will learn how to apply for graduation.

Summary

- The information that's provided about the Evaluation Office should be thorough and consistent throughout the college's publications. In addition, we should include directions on how to navigate the graduation process and how to successfully apply for graduation. The Spring survey results will facilitate informed data-driven decisions about how to more effectively assist students as they navigate through the Evaluation Office.

Recommendations

- Consideration should be given to moving the Graduation and Certificate priority filing date to the term prior to students' anticipated graduation or certificate completion date.
- Purchase an online integrated degree auditing system.
- The language in the College's publications should explicitly require the submission of official transcripts from other institutions prior to submitting a degree or certificate application.
- Educate students about FERPA and the commencement brochure.
- Use of myAVC and SARS to communicate priority degree and certificate priority filing dates.

A&R Mission Statement	
Guiding Principles (EMP)	1, 2, 5, 6, 7, 12, 14

College Strategic Goals (EMP)	1, 2, 3, 4, 7, 9
ILO	4, 5
SLO	Students will learn about the graduation process and will learn how to apply for graduation.

Area 3: PROGRAM AND STUDENT LEARNING OUTCOMES

3.1 Prior to having an approved SLO, the Evaluation Office initiated a process to help students learn to apply for graduation. The priority filing date for degree or certificate evaluation was placed on the front of the priority registration postcards. Therefore, every household that received a priority registration date also received the priority filing date for degrees and certificates. The Evaluators gave students that elected to submit their degree or certificate application early (in person) detailed information about the graduation process. The in person contact assisted students in learning the graduation process.

A&R Mission Statement	
Guiding Principles (EMP)	2, 5, 12
College Strategic Goals (EMP)	1, 3, 4, 7, 9
ILO	4
SLO	Students will learn about the graduation process and will learn how to apply for graduation.

3.2 Student survey results were not used to assess programs effectiveness for the Evaluation Office from 2001- 2007.

3.3 Not Applicable.

Summary

- SLO: Students will learn about the graduation process and will learn how to apply for graduation. By providing consistent information regarding the services provided by the Evaluation Office throughout the College’s publications and on the website, students will have access to comprehensive and reliable information regarding the graduation process.

Recommendations

- Determine which students should be contacted through myAVC and SARS regarding units successfully completed and progress toward a degree.
- Send a short survey to students that applied for spring 2008 graduation to determine which students applied for graduation as a result of receiving the post-card with the Priority Graduation Filing date.
- Send a short survey to students to evaluate where they are most likely to look for information regarding graduation.

Area 4: PERSONNEL AND SUPPORT SERVICES

4.1 Not Applicable.

4.2 Not Applicable.

4.3 The office has two Evaluators and a student employee and, at this time, there is adequate staff to meet the program needs. The Evaluators have a full work load throughout the year and as the student population increases and student requests for services increases, a thorough evaluation about the work force needs of the office will take place. According to the Evaluators, more students are electing to earn multiple degrees and certificates while enrolled at AVC and if the trend continues, there may be a need for another staff member.

4.4 For many years the office shared a student employee with the Transcript Office, but that resulted in the program needs of the office being unmet. Having a dedicated student employee has greatly reduced the dependence on other offices for clerical support and the program needs are being sufficiently met. At the present time, additional full-time support staff is not required to meet the program needs.

4.5 There are opportunities for staff development through workshops and seminars. Self-evaluation and improvements in the Evaluators' skills is a continuous process. Training classes on new processes have helped make the Evaluators more efficient. As a result of Program Review, new Banner processes will be implemented and additional training will be required.

4.6 Not Applicable.

4.7 The Evaluators are evaluated yearly in the spring.

4.8 The employee evaluation process, assess effectiveness and encourage improvement.

Summary

- The Evaluation Office is staffed by two seasoned Evaluators that will retire on June 30, 2008. The hiring of two employees that can provide timely and accurate evaluations with comparable customer service will be challenging.

Recommendations

- Encourage the Evaluators to attend Counseling meetings so that additional support can be provided during policy implementation.
- Hire employees that are committed to providing quality customer service to a diverse student population.

Area 5: FACILITIES, EQUIPMENT, AND TECHNOLOGY

5.1 The space in the Evaluation Office is crowded and inadequate for two employees and the office does not have adequate storage, privacy or security. Although the space is inadequate, the Evaluators have managed to provide quality services to our students and staff. When completing an evaluation, they often retrieve transcripts from the vault or the Transcript Office and additional office supplies are stored in a hallway cabinet. Once the Imaging software is operational, much of the inconvenience of having records stored in the vault and Transcript Office will diminish since transcripts and Student Education Plans (SEP) will be imaged into Banner.

Currently, students and staff enter the office to request service from the Evaluators, and confidential paper work of other students may be visible on the desks. Therefore, for security and privacy reasons, students and staff should be prohibited from entering the office unannounced. A Facilities Work Request (FWR) has been submitted as a means to address these issues. If the FWR is approved, a swing top half door will be installed and students and staff will be serviced, without interruptions from behind the swing door.

5.2 There's an expectation that the equipment and technology in the office will be update as the software needs of the office changes. The Evaluators feel that a larger desk will allow them to organize more student requests during peak periods. Also new imaging technology, Banner Document Management Suite, and an integrated degree audit system, Degree Works, is currently included in the Educational Master Plan and the Program Review for the office.

Guiding Principles (EMP)	12, 14
College Strategic Goals (EMP)	1, 2, 3, 7

5.3 The physical space in the Evaluation Office is too small for two full-time employees and a student worker and the required on-site storage needs. In an effort to successfully research an evaluation or certificate request, it is often necessary to pull transcripts from the vault or the Transcript Office. Therefore, the proximity of Evaluations to the Transcript Office and the vault can be viewed as a strength that supports the program.

Recently a phone and computer were added to the office. The recent additions make it possible for the student worker to do needed clerical work in Banner, answer the phone and greet students and staff that visit the office. The added work station resulted in an immediate benefit to the office and increased program effectiveness.

In the future, the office will need to research the acceptance of online degree and certificate applications. Great caution will need to take place as we move forward with online requests since only 8% of students surveyed in early 2008 reported finding graduation information online. Given the low number of students that found the online information, a marketing strategy to inform students about the development of future online services will need to be explored. Guiding Principles 2, 5, 6, 7, 12 and 14 all support the acceptance of online degree and certificate applications.

Guiding Principles (EMP)	2, 5, 6, 7, 12, 14
College Strategic Goals (EMP)	1, 2, 3, 4, 7, 9
ILO	4

5.4 The safety of the equipment and facilities is reasonable and adequate.

Summary

- The Evaluation Office’s facilities, equipment and technology needs will expand as the needs of students increase. Currently, the office does not have adequate space, but we are committed to using technology as a means to improve the program effectiveness. By researching and adopting more forms and processes in Banner, we should be able to improve the timeliness and effectiveness of our services.

Recommendations

- Submit a FWR so that the space utilization in the office can be evaluated.
- Purchase, install and implement Banner Document Management Suite.
- Conduct a survey to help determine the best location for the placement of online services.
- Follow up on the FWR to replace the door.
- Evaluate what’s currently being stored in the office to determine if items not being used regularly can be moved to another storage location.

Area 6: FISCAL SUPPORT

6.1 The allocated resources for the Evaluation Office’s supplies and budget remains with the Student Development Office. For quite some time, that office has managed the supply budget of the Evaluation Office along with the commencement budget. Due to the increase in the number of graduates over the past three years and inadequate increases in the supplies budget, additional resources will need to be allocated for supplies. A new diploma style and cover may help to decrease the cost of supplies.

Full-time personnel in the office have not changed over the past three years. But, a dedicated student worker that works 20 hours per week was added.

6.2 The commitment to award diplomas in our current style of diploma cover after students complete a degree or certificate will not be met if additional resources are not obtained. Currently, diploma cover costs far exceed the budget expectations and it may not be realistic to continue to provide the covers. Also, AP&P is in the process of developing Chancellor approved certificates for IGETC and CSU/GE. If approved, the office will need to publish the changes as quickly as possible, and calculate the additional printing and mailing cost to the office.

6.3 Through the use of our existing technology, queries will be made to access the development of new programs to better service students.

Summary

- The fiscal support for the office will involve a door and any recommendations made by facilities after a space utilization report becomes available. In addition, the costs related to diplomas and the printing of new certificates should be evaluated.

Recommendations

- Follow the recommendation of Facilities as they relate to a door and space utilization.
- Research a new diploma design and cover that is more cost efficient.

Area 7: COMMUNITY OUTREACH AND PROGRAM AWARENESS

7.1 The Evaluators participate in the Commencement Ceremony each year to create a link between the services provided by the office and the Commencement ceremony held for students and the community. Evidence that the students have recognized the link between the Evaluation Office and commencement is evident because students request the presence of the Evaluators at the ceremony.

7.2 Not Applicable.

7.3 Not Applicable.

Summary

- Community outreach opportunities have not been researched.

Recommendation

- Investigate ways to help students make the connection between degree completion and the commencement ceremony.

Area 8: STATE AND FEDERAL COMPLIANCE

8.1 The Evaluation Office adheres to state and federal guidelines.

8.2 The Evaluation Office adheres to all college policies and procedures.

Summary

- The policies and procedures (AP, Administrative Procedures and BP, Board Procedures) and MOUs (Memorandum of Understandings) that are approved by the college should be reviewed and updated yearly to assure that Title 5 regulations are appropriately updated.

Recommendations

- Evaluators should attend conferences or workshops that provide clarification on Title 5 regulations and implementation procedures.

A. Summary of findings and their significance

Most students, staff, administrators, faculty and the community are uncertain of the services and programs that are offered in the Evaluation Office. Although the office has many responsibilities, the majority of the program time is spent evaluating A.A. and A.S degrees.

Recently, the Enrollment Services and Counseling deans evaluated how the articulation process affects Evaluation's ability to review and award degrees and certificates. As a result of the discussions, a shift in articulation responsibilities has occurred and we are expecting improvements in our program effectiveness as a result of the changes.

B. Major Recommendations to include plan of action and associated cost, expected outcomes of goals and objectives and timeline

- Purchase an integrated degree audit software solution that supports Banner.
 - Continue to research Degree Works at conferences.
 - Research integrated software other than Degree Works that support Banner at conferences.
 - Request that the A&R and Counseling Technical Analyst continue conversations with other colleges regarding their progress with integrated degree audit software.
 - During the testing phase of the integrated degree audit software, additional personnel or reassignment of duties may be required.
 - The timeline for the purchase and implementation of Degree Works or some other integrated degree audit software may be greater than a year with an approximate cost of \$150,000.

- Once AVC has a web-based integrated degree audit system, students, counselors, the Transfer Center and Evaluators will have 24-7 online access to students' degree or certificate progress.
- An integrated degree audit system will result in improved relations between counselors and students.
- Prospective students will consider AVC as a first choice once they discover that AP, IB or other transfer work is evaluated for unit, subject or grade credit immediately following receipt of official documentation.

C. Recommended changes to the Educational Master Plan to include student needs, response to ILOs, PLOs, SLOs and external mandates such as state requirements, industry and professional standards, etc.

The Educational Master Plan recommends the replacement of computers and peripherals and up to date software to support counseling. The identified software, Degree Works, will support the Evaluation Office as well as Counseling since the application will be coded to account for all approved courses at AVC, transferable courses and test scores. At this time, there are no recommended changes to the Educational Master Plan because the plan is committed to the short and long term goals of the office.

**STUDENT SERVICES PROGRAM REVIEW
ENROLLMENT SERVICES/TRANSCRIPT OFFICE
SPRING 2008**

Area 1: CURRICULUM

1.1-1.15 Not Applicable

Area 2: STUDENT SUPPORT AND DEVELOPMENT

2.1 Not Applicable

2.2 The Transcript Office is responsible for the production of accurate and timely transcripts, enrollment verifications (A&R Mission Statement), logging official transcripts from other institutions and subpoenas. In addition to coordinating the above services, the office also mails the completed CSU/GE and IGETC Certifications to other institutions.

Full-time employees of the office recognize that the published information in the Schedule of Classes, College Catalog and the Transcript Office webpage is limited and does not provide prospective and currently enrolled students with comprehensive information. The published information should consistently include that transcript and enrollment verification requests are accepted by mail or in person; a signature and date is required by FERPA when requesting a records' release or authorizing someone else to request the record; and that due to the volume of transcript and verification requests at the end of the term the processing time is greater than at other times. Because students are not well informed about the process of requesting transcripts and verifications, they often have expectations about the processing time of their records that are not realistic.

The records technicians in the office have witnessed that students' expectations of the office are driven by their desire to meet deadlines that are set by other institutions, insurance companies, prospective employers and other entities that require academic records. When students express that a transcript or verification should be rushed, the office processes the request as quickly as possible.

If students or others authorized to request records complain about the time it takes to be serviced, customer service, request procedures or other complaints, the technician resolves the issue, or forwards the complaint to the enrollment services dean for resolution.

A&R Mission Statement	
Guiding Principles (EMP)	1, 5, 6, 12, 14
College Strategic Goals (EMP)	1, 2, 3, 4, 7, 9
ILO	4, 5
SLO	Students will learn the value of an academic transcript and will understand how to request records.

2.3 Over the past few years, on average, AVC has received over 14,000 admissions applications a year. Students often learn about official transcripts and enrollment verifications through outside sources such as prospective employers, insurance agencies, housing rental agencies and other educational institutions.

Transcript information should be published within our standard forms of communication and additional information should be added in the Q&A section of the webpage. Because students have volunteered to pay a rush processing fee to expedite the processing time for the production of transcripts and verifications, the office initiated the research to determine if a processing fee would support students' educational needs. A final decision about the rush fee will be completed after the style and print functions of transcripts and verifications is complete.

Guiding Principles (EMP)	1, 2, 6, 7, 12, 14
College Strategic Goals (EMP)	1, 3, 4, 7
ILO	4, 5
SLO	Students will learn the value of an academic transcript and will understand how to request records.

2.4 The Transcript Office identifies and reacts to the educational needs of our current and former students by responding quickly when students authorize the release of transcripts, IGETC and CSU/GE certifications and enrollment information to different organizations. The Transcript Office forwards approximately 350 certifications for processing per semester. Recently, processing times have been reduced by analyzing internal processes to ensure efficient and timely production of student records. It is important to note in this section that from October 2007 through February 2008 there was no permanent staff in the Transcript Office. During the time that there was no full time staff, the office was being staffed temporarily by two hourly employees and three student workers. Even with the obvious lack of permanent employees in the office, the office has been able to incorporate a number of positive changes that meet the needs of our students. Redundancy has been reduced in processes which have resulted in a reduction in backlogged transcripts and verifications. The office currently has a 1-3 day turn around for records

whereas before there was a 7 to 23 day turn around practice. Since October 2007, the temporary staff has processed 5,908 official transcripts.

As our population increases, the Transcript Office would like to have a greater web presence so that students can have 24/7 access to request their records. In addition, steps are underway with ITS to improve the style and print functions of official transcripts and verifications. These changes will decrease the production time of official transcripts and verifications and make the documents easier to read. In addition, if the XML technology is used, then electronic transfer of official transcripts may be possible.

Since the office wishes to utilize more electronic media to support our increasingly diverse population, the changes being made to the transcripts and verifications would support that effort. Currently, AVC is pursuing electronic scanning of images through Banner Document Management Suite. This will enable the Transcript Office to reduce the amount of time needed to search for new and older records in various media forms.

A&R Mission Statement	
Guiding Principles (EMP)	1, 2, 6, 12, 14
College Strategic Goals (EMP)	1, 2, 3, 7, 9
ILO	4, 5
SLO	Student will learn the value of an academic transcript and will understand how to request records.

2.5 Not Applicable.

2.6 In our attempt to provide comprehensive, reliable and accessible services to students, we inserted downloadable request forms for official transcripts and enrollment verifications on the Transcript webpage. Originally we believed that having our forms online in a printable method would service students, but only 8% of students surveyed identified this as the method by which they requested records. Clearly, this has not made an impact on how students request records and the attempt to make the process more accessible to students will need to be reevaluated. In the future, the office will focus an online process to order records. The online ability to order records will support the Enrollment Services Mission Statement regarding the use of a variety of resources and technologies to deliver services to a diverse student body.

For over two years, ITS have worked on style and print functions that will improve the time it takes to produce official transcripts and enrollment verifications. Once the improvements are implemented, the Transcript Office will be able to more efficiently produce timely and accurate official transcripts and verifications for students. The changes will include the

ability to include the mailing address on the official transcripts and verification and mail the documents in a window envelope. Because our current process requires us to type or word process mailing envelopes, we are rarely able to make students' records accessible on a walk in basis.

All students have the option to mail a transcript or enrollment verification request, but most students choose to bring the request to the Lancaster campus. Because students prefer the in-person process, we should consider allowing students to drop off their requests at the office at the Palmdale campus.

A&R Mission Statement

Guiding Principles (EMP)	1, 2, 6, 7, 12, 14
College Strategic Goals (EMP)	1, 2, 3, 4, 7
ILO	4
SLO	Students will learn the value of an academic transcript and will understand how to request records.

2.7 The Transcript office employs staff that is sensitive to its diverse student body. Almost every student that attends the college will request services from the Transcript Office at some time; therefore, the office personnel is required to commit to providing quality service to our diverse student population.

The Transcript Office was redesigned in February 2008. The office now has two counter stations for assisting students, including a lower height counter so that all students have ease of access to services and forms within the office. The office supports a healthy campus climate by providing services that support the educational needs of students.

2.8 Not Applicable

2.9 The Transcript Office maintains AVC permanent records in a vault and on microfilm, microfiche and aperture cards. Information is securely locked and back up files are maintained in the fireproof vault. In addition to the institutional transcript records, the office received 1,881 transcripts from other colleges and 386 high school transcripts from January 2, 2007 to January 2, 2008. These records are retained by the college and are classified as Class 1-Permanent records according to the Attendance and Accounting manual.

The Transcript Office is planning to use Banner Document Management Suite to scan and maintain records. In the future, transcripts that are

received from other institutions will be scanned and immediately made available to employees that require transcript information from other institutions.

A&R Mission Statement

Guiding Principles (EMP) 2, 12, 14

College Strategic Goals (EMP) 1, 2

- 2.10 The Transcript Office evaluates its services continuously throughout the year and refines processes as needed. Most evaluations are done during regular meetings with the Enrollment Services dean.

A survey was completed in early 2008 to assist the office in measuring the services that are currently being offered. Additionally, the office was attempting to measure baseline information for its SLO. The results of the survey suggest that the office will need to strategize about developing online services that students will fully utilize. According to the survey, 48% of students surveyed said that they are likely to order transcripts online. However, because 66% of the students surveyed have never visited the Transcript office website, the office will need to inform students about the website by using myAVC announcements and the Schedule of Classes. Currently, we are researching the FERPA guidelines (new guidelines were approved in March 2008) for developing our online services.

Summary

The new Records Technician is committed to providing quality service to students but finds that too much time is spent informing students about the process for requesting transcripts and verifications. If Transcript procedures were included in the College Catalog and on the Transcript Office website, students would not require the same level of instructions when requesting records. By publishing comprehensive procedures for requesting records, the office can help students learn to request transcripts and verifications in a timely manner and curtail many of the misconceptions that students have about the process of requesting transcripts and verifications.

Recommendations

- The process of requesting services from the office should be included in the Transcript Office webpage and in the College Catalog.
- Improve the Q&A section of our webpage.
- Through the use of technology, we will need to make the services equally accessible to both campuses.
- Continue to work with ITS to improve the style and print of transcripts and verifications so that the processing time for records can be reduced.

Area 3: PROGRAM AND STUDENT LEARNING OUTCOMES

3.4 The survey that was conducted in early spring, measured students satisfaction with our services as well as services that the office planned to implement to help achieve success for its SLO. Students did not like the downloadable form to request official transcripts, CSU/GE and IGETC certifications and verifications. Originally, we hypothesized that students had regularly used the download applications, but the survey results provided evidence that our hypothesis was flawed. According to the survey results, only 9% of students surveyed reported using the downloadable forms. Because 66% of the students that consistently answered the survey questions in this area (approximately 275 of 547 survey responses) had not visited our website, the goal to use online services to help students learn how to request records will be challenging. Due to the low percentage of students that visited our website, great effort will need to be taken to familiarize students with the College's website before the Transcript Office introduces more online services.

A&R Mission Statement	
Guiding Principles (EMP)	1, 12, 14
College Strategic Goals (EMP)	1, 3, 4, 9
ILO	4
SLO	Student will learn the value of an academic transcript and will understand how to request records.

3.5 The Transcript Office survey was conducted online in spring 2008 and the results from the survey are being used to identify the needs of our students. On a global level, the survey has provided the office with actual, rather than perceived student needs regarding services and delivery methods. The survey results suggest that students do not favor the ability to download transcript request forms, and that 48% are likely to order transcripts online. The spring 2008 survey (assessment) and others like it will be continuously used to evaluate the office's SLO.

Guiding Principles (EMP)	1, 2, 7, 12, 14
College Strategic Goals (EMP)	1, 3, 7, 9
ILO	4
SLO	Student will learn the value of an academic transcript and will understand how to request records.

3.6 Not applicable

Summary

Prior to making changes to our online services, an assessment of where services will be most valuable to students and what services would increase accessibility will be evaluated. Because our published instructions regarding the process of requesting transcripts and verifications are not yet comprehensive, the office will move toward providing accurate and comprehensive information throughout the College's publications.

Recommendations

- Use different assessment tools to evaluate the existing SLO and develop a method to continuously assess and improve.
- Allocate the necessary resources to develop online services.

Area 4: PERSONNEL AND SUPPORT SERVICES

4.9 As the headcount for the college increases, the need for additional full-time staff will be considered since the two-full time classified staff members rely on two or three student workers and two seasonal hourly workers to meet the current program needs. Because staffing has not changed in over six years, and growth has steadily increased, it's obvious that the office is working more efficiently to keep up with the requests made by students. AVC had 6.7% increase in the number of students from Fall 2006 to Fall 2007 and a 9% increase from Spring 2006 to Spring 2007.

If the office did not have two trained seasonal hourly employees to return during peak periods, the quality and timeliness of the services provided would decline to unacceptable levels. The office processes approximately 500 transcript requests at the end of each major term and because the returning hourly workers are trained, they are able to easily assist the office in meeting its peak production demands.

A&R Mission Statement

Guiding Principles (EMP) 2, 6, 12, 14

College Strategic Goals (EMP) 1, 3, 4, 7, 9

4.10 Once the office is staffed with two full time employees, more program evaluation and revisions will be forthcoming. Last year the Vice President of Student Services required the Transcript Office to reduce the number of days to process a transcript. Shortly after the changes were made, the existing full time staff left the college for different reasons. And, as a result, two hourly workers and three student workers received additional training and they worked diligently to meet the needs of the students until a full time employee was hired.

In past years, two full time employees and two seasonal hourly workers provided adequate support for the program needs of the Transcript Office throughout the year. When imaging becomes available and the staff is properly trained, the incoming transcripts will be scanned by the Transcript Office. Once incoming transcripts are scanned, the staff will rarely be required to leave the office to retrieve transcripts and the staffing needs should remain unchanged.

The new staff will be charged with evaluating the effectiveness of the recent improvements and evaluating if additional revisions will result in improved student services.

A&R Mission Statement

Guiding Principles (EMP) 12, 14

College Strategic Goals (EMP) 4, 9

4.11 For the past few years, the Transcript Office has employed two full time workers, two seasonal hourly workers and two or three part-time student workers in an effort to meet program needs. Without doubt, if ITS is successful in incorporating the mailing address on the printed records, the production time for records generated within Banner will decrease and the office will continue to meet the program needs.

4.4 As the headcount for the college increases, the office will need to continue to evaluate the program needs and determine if the staffing requirements are adequate.

College Strategic Goals (EMP)

A&R Mission Statement

Guiding Principles (EMP) 2, 6, 12, 14

College Strategic Goals (EMP) 1, 3, 4, 7, 9

4.5 The Transcript Office staff has opportunities to meet with other professional when attending conferences, workshops and campus events throughout the year.

4.6 Not Applicable

4.7 The evaluation process encourages staff to improve.

4.8 The evaluation process encourages improvement and provides feedback to staff regarding performance.

Guiding Principles (EMP) 2, 12

College Strategic Goals (EMP) 7, 9

Summary

Once the office is fully staffed (two full-time employees) and the style and print format of transcripts is achieved, the office will be in a position to continuously provide quality, on-demand service to students.

Recommendations

- Continue to work with ITS until the style and print format of transcripts is accomplished.

Area 5: FACILITIES, EQUIPMENT, AND TECHNOLOGY

5.5 During past remodels, the Transcript Office was moved to the back of the Student Services Building. The office space is small and providing service to more than one walk-in student was difficult. A complete redesign of the space was recently completed in spring 2008 and the redesign is ADA compliant. With the added counter space, improved access for all students was accomplished. The Facilities Master Plan Update for 2003 includes a new Student Services building that is close in proximity to the Administration Building. The advantages of a new building would include adequate space for all student services, proximity to the Administration Building, parking and visibility and access for the community.

Guiding Principles (EMP)	12, 14
College Strategic Goals (EMP)	1, 2, 3, 6,

5.6 The addition of new monitors, an extra computer and a front counter in the Transcript Office makes it possible to simultaneously assist two or three students.

One weakness of technology is that the office incorporates the use of microfilm, microfiche and aperture cards for storage of older records. The equipment to retrieve the records is maintained, but eventually it will need to be replaced. Due to the limited space in the office, replacing the equipment in the current space is not likely. Storage of records, in the future, will be done electronically with the addition of Banner Document Management Suite and converting the older records into a different format will be considered.

In the Educational Master Plan there is a commitment to the upgrade and replacement of computers as budgetary decisions will permit. Since this office relies on technology, the research and commitment to new technologies is critical to our program stability. In addition, the maintenance of existing computer equipment and periodic replacement should remain in the Educational Master Plan.

A&R Mission Statement	
Guiding Principles (EMP)	2, 12, 14
College Strategic Goals (EMP)	1, 2, 3, 4, 6, 7

5.7 The limited office space for two full-time employees, student workers and hourly employees has resulted in supplies being stored in the hall and in other areas of A&R. The redesign of the office greatly enhanced not only the look of the office, but provided more counter work stations for students. The work stations facilitate the handling of student requests while increasing the security of the office as recommended by the Educational Master Plan. The storage capacity for office supplies continues to be a challenge and per the Educational Master Plan, implementation of Banner Document Management Suite for imaging will decrease the need for additional storage space in approximately three years.

A&R Mission Statement	
Guiding Principles (EMP)	12, 14
College Strategic Goals (EMP)	6

5.8 The only safety concern the Transcript Office has is that there is no secondary exit from the office. There is one door to the office with no back egress as seen in the back of the Financial Aid and Assessment Offices.

The safety of the equipment is reasonable and cords are not visible in traffic areas.

Summary

The redesign of the facility substantially improved the appearance and space usage of the office.

Recommendations

- Aggressively implement Banner Document Management Suite technology so that official transcripts can be electronically available to Counseling, Transfer Center and Evaluations.

Area 6: FISCAL SUPPORT

6.4 In the Transcript Office, during the three peak periods of an academic year, it is necessary to employ hourly workers so that we can maintain the same quality of service throughout the year. Over the years, the resources have not increased, but the office has managed to effectively use

the allocated funds to hire the necessary hourly workers and provide timely and accurate services to students.

6.5 Additional ITS support is required to support the program objective of including the mailing addresses on transcripts and verifications. ITS has researched the Banner project intermittently for two years and because too little time has been dedicated to the project, we are prevented from researching other software enhancements that compliment our existing system. In cases where ITS is prevented from researching and developing enhancements to our existing system, additional funding should be available to support the projects through completion.

6.6 The development and revision of services and programs is currently being researched within the existing Banner system. And, as the student population increases, ITS will need to work with the Transcript Office to improve online services and programs to our diverse student population.

In addition to software purchases and programming expertise, additional hardware and power requirements must to be evaluated.

Summary

During the period of review, the Transcript office has been able to meet the transcript and verification needs of students due to the allocation of adequate resources to hire hourly workers

Recommendations

- Continue to use the allocated resources to facilitate quality, consistent student services.

Area 7: COMMUNITY OUTREACH AND PROGRAM AWARENESS

7.4 Not applicable.

Not applicable.

7.5 Not applicable.

Area 8: STATE AND FEDERAL COMPLIANCE

8.1 The Transcript Office is responsible for the timely release of student records when authorized to do so by the student, the courts (subpoena) or authorized by FELP (Federal Education Loan Processing). The Transcript

Office adheres to all federal, state and local guidelines. Over the past few months, the office has developed policies for issuance of official transcripts when multiple names exist for the same student.

- 8.2 The Transcript Office adheres to all guidelines outlined within the college catalog and District board and administrative policies

Summary

The Transcript Office is committed to following the state and federal compliance regulations and will make the necessary changes in procedure to abide by new laws.

Recommendations

- As FERPA changes are approved, the office will need to make changes to remain in compliance.

1. Summary of findings and their significance

From the survey results, 48% of our diverse student population would like to use online services to order transcripts. The Transcript Office must address the systemic challenges of developing an online presence as 66% of students surveyed have not visited the office website. Of those who have visited the website, the comments stated that our current website takes too long to find and once located, the only service available is a downloadable Transcript Request form.

Several comments from respondents stated that they were dissatisfied with the time it takes the office to obtain copies of records, especially older records that are not in the computer database.

Though 63% of students found the transcript request process itself to be easy, the time in processing the request needs attention. We have reduced processing time dramatically, but with the advent of scanning and a new transcript format, we expect to reduce the processing time further.

2. Major recommendations to include plan of action and associated cost, expected outcomes of goals and objectives and timeline

- Complete the development of a new style and print function for official transcripts and enrollment verifications:
 - ✓ Improve the security of official transcripts by only allowing employees in the Transcript Office to have access to the official process.
 - ✓ A change in the style and format of the transcript will result in an easier to read transcript.

- ✓ The timeline for the changes will need to consider other ITS commitments and the necessity to run test transcripts and enrollment verifications while continuing to provide timely and efficient service to students. It is reasonable for both ITS and Transcript personnel to roll out the new transcripts in spring 2009.
- Publish complete and accurate information about the Transcript Office in all communication venues.
- ✓ The Schedule of Classes and the College Catalog should be updated according the college's existing revision schedule. The College's Web page will be updated by the A&R Technical Analyst where possible and other updates will take place as the College's web master schedule permits.
- ✓ By consistently publishing accurate information about the Transcript Office in all communication venues, students will learn to rely on the information to make informed decisions about the available services.
- ✓ Consistency within the communication venues should be established no later than the next Schedule of Classes, College Catalog and web revision dates.
- Complete the research for rush processing fees for requesting transcripts and enrollment verifications:
 - ✓ By adopting a rush fee, all students will have comparable access to rush services.
 - ✓ Students will learn to use our normal processing services and only request and pay for rush services when personal time constraints require them to do so.
 - ✓ Approval by the Board of Trustees is required to establish a rush processing fee and it may take at least 18 months to accomplish.
- Given the number of students that are likely to use online processes and our diverse student population, the Dean will examine online options in an effort to adequately service all students.
 - ✓ Research the existing and cutting edge security concerns as they relate to FERPA.
 - ✓ Maintain congruency between the campus culture and the available online services.
 - ✓ Cost will entail ITS support, software, minimal fees for the online processing payment, and supplies (too soon to calculate cost).

3. Recommended changes to the Educational Master Plan to include student needs, response to ILOs, PLOs, SLOs, and external mandates such as state requirements, industry and professional standards, etc.

Industry standards and FERPA (Family Education Rights to Privacy Act) requires the Transcript Office to continue its focus on accurate, secure and timely retrieval of student

records. The Educational Master Plan addresses the use of technology and upgrades for the entire campus, hence, the Transcript Office will need to collaborate with ITS and follow the direction of the existing Educational Master Plan. The ILOs and the SLO to learn to utilize the services in the Transcript Office will be evaluated as new and existing programs are offered to students and the community. The goal to devise strategies to improve student services and programs will undoubtedly be obtained as we continue to conduct surveys and analyze our effectiveness. The immediate concern to offer “on demand” transcripts and verifications as dictated by the industry standards, will be forthcoming as ITS is researching transcript print options.

- * A&R Mission Statement-Admissions and Records serves as a continuous resource for students throughout their academic experience. A&R serves as a resource for admissions, registrations, evaluation/graduation, enrollment verification, and the production of a timely and accurate transcript. We are committed to a positive student experience offering a variety of accurate, efficient, and prompt services using a variety of resources and technologies.