Enrollment Services - Comprehensive Program Review Self-Study Report - 2014

Please provide the following information. Respond NA to questions which are not applicable to your division/discipline/area. The self-study reports of all divisions/areas will include responses to Parts 1-7. Self-study reports of academic divisions will include a division overview in Part 1   and analysis of each discipline in Parts 2-7.

Questions with an asterisk (*) were addressed in last year's program review report. The question numbers do not correspond with the numbers in last year's report.

Division / Area Name
Enrollment Services (Admissions and Records, Graduation, Transcripts, Assessment)

Year
2014

Part 1 - Division or Area Overview

1.1   Briefly describe how the division or area contributes to the district mission.

Enrollment Services contributes to the district mission by providing its diverse community with access to college admissions after graduating from high school, after earning a Certificate of Proficiency if 16 or 17 years old, or non-high school graduates have access to admissions if they are capable of profiting from instruction. During the admission process, Enrollment Services also contributes to the district mission by providing students with important links about becoming a successful AVC student. The employees in Admissions and Records, Transcripts, Graduation and Assessment support the mission of the college by placing quality customer service as a priority when servicing students and the community, in-person, online and by phone.

1.2   Place an "X" by each Institutional Learning Outcome (ILO) supported by the division or area.

__ Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.
__ Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.
__ Demonstrate a breadth of knowledge and experiences from the humanities, social and behavioral sciences, arts, natural sciences, and mathematics.
X Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and a variety of technologies.

__ Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society.
__ Identify career opportunities that contribute to the economic well-being of the community.

1.3   After completing Parts 2-7, prepare a one page summary of the division/area. Interpret the significance of the findings. Note successes in supporting district strategic goals and where improvements are needed.

Enrollment Services-Admissions and Records, Graduation, Transcripts and Assessment:

In the past five years, fall enrollment trends consistently decreased until fall 2013. Spring trends over the past five years increased over the 2010 enrollment numbers, but not always an upward trend. Continuing students have enrolled in required classes to meet education goal requirements, and the number of new applicants during that same time frame has decreased by 17 percent. The uncertainty about the availability of classes has resulted in fewer applications being submitted, however, the number of awarded degrees and certificates continues to increase for students enrolled.

Enrollment Services supports the district strategic goals 1, 2, 4, 5, and 6 and Palmdale Center goals 1 and 2.

Enrollment Services is a service area and providing quality customer services for in-person and distance education students is critical. Admissions and Records, Graduation, Transcripts and Assessment support the strategic goals by creating an environment that facilitates student success. Once students are admitted, an acceptance letter is provided either online or in person and it directs students to complete orientation, assessment and the development of an education plan. Assessment ensures that the required cut score and reliability studies are conducted and that students are informed about study materials both in person and online prior to taking the assessment tests. The assessment office provides prerequisite information for Reading, English, Mathematics, and ESL. Transcript and Graduation coordinate CSU and IGETC certification and the timely submission of transcripts to transfer institutions.

Placement of students in the right classes through the assessment process is essential. Many students begin their college career in basic skills classes and providing proper placement is crucial to students' success. Discipline faculty and the Assessment Center work together to improve retention and persistence by monitoring student assessment needs.

The Palmdale Center staff provides Admissions and Records and Assessment services and because many of the services are available online, students in Palmdale often have similar access to the services provided at the Lancaster campus.

Areas where improvements are needed in support of the district strategic goals include electronic transcripts and the ability to provide real time assessment results at the Palmdale Center.

Providing students with the option to request transcripts online will result in students' having the ability to send official transcripts 24/7 and reduce the number of official transcripts that are requested through the existing paper request process. Currently, students that take assessment tests in Palmdale do not always get their results in real time. Since the Palmdale Center does not have the ability to upload assessment placement results, students and staff in Palmdale rely on the staff in Lancaster to coordinate the placements results at the Palmdale Center.

1.4   Name of person leading this review

LaDonna Trimble

1.5   Names of all participants in this review

LaTara Edmondson
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Part 2 - Data Analysis and Use

The following data is provided on the Program Review website. Additional data is available from the Department of Institutional Effectiveness, Research and Planning (DIERP).

Longitudinal data
  District headcount and FTES
  Division headcount and FTES
  Discipline headcount and FTES
  Number of sections offered by location/distance education
  PT/FT faculty ratio by LHE
  Efficiency (measured as FTES/FTEF)

Data about student progress
> Student achievement: success, retention, and term to term persistence
> Progression through remedial courses
> Program completion
> Degree/certificate completion rate
> Transfer rates to 4-year institutions
> Licensure exam results
> Job placement/post training

All division/areas will complete Parts 2-7. In academic divisions Parts 2-7 will be completed by each discipline; please identify the discipline:

2.1   Please review the headcount and FTES enrollment data provided on the web link. Comment on trends over the past five years and how they affect your program.*

Over the past five years, FTES has declined until 2012-2013, as a result of a decrease in course offerings. Student demand for existing courses has been demonstrated by increased online activity, especially Waitlist activity.

The 2014 Enrollment Services Survey data showed that 78.4% of students surveyed check their myAVC accounts daily. This increased from the last survey where 76.3% of surveyed students check their myAVC accounts daily.

Waitlist continues to be an incentive for students to check their email daily prior to the start of term. In 2013, 63% of students surveyed utilized waitlist at some time during registration. In 2014, the survey was deployed during the first part of registration and 47% had already utilized waitlists at that time.

Another change that affects enrollment is that the registration cycle was considerably longer this year than last year. Summer / Fall 2014 registration cycles were combined and began in May. Also, the drop for non-payment process was processed weekly. This allowed for much more movement with regard to waitlist. During the Fall 2014 registration cycle 8109 waitlist notification emails were sent.

As the college begins to offer more sections, the use of myAVC and waitlist will increase. Students will use waitlist to assist them in obtaining course enrollment.

Assessment Tests administered have decreased by 27% (between 2009 and 2014). As FTES increases, Assessment Tests administered are expected to increase as seen between 2012-2013 and 2013-2014, which increased about 7%.

2.2   Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures). Comment on trends and how they affect your program.*

Even though courses offerings and FTES have started to increase during the last two years, data shows that over the past five fall semesters there has been a 17% decline in the total number of admissions applications received. Over the past five years, online applications have remained constant at about 70% of all applications received.

Priority Registration transaction data over the past five years shows that while web activity far surpasses transactions at the desk, however, when addressing spring terms and fall term separately, there has been an 11% increase from fall 2007 to fall 2014 in the amount of desk transactions. From Spring 2008 to Spring 2014, there has been a decrease of 33% in desk transactions. The increase in fall may be attributed to new students who are still learning the enrollment process.
Spring suggests that students, after their first semester, have acclimated to the enrollment process and require less assistance from staff.

Graduate processing over the last five years has increased 57%. 1170 awards were granted in 2009-10 and 1839 awards were granted in 2013-14. As AVC continues to increase courses offerings, this number is expected to increase as students are able to finish coursework toward their program goals.

Transcript processing over the last five years has seen a decrease of 6%. Some of the decrease may be attributed to external factors such as declining admissions at the CSU and UC schools.

The Assessment Tests Administered by Year table shows data for the last five years. The amount of assessments offered since the 2009/10 school year has decreased by 27%. This trend reflects the budget crisis and cuts in classes that occurred from 2009-2013. There is a slight up-trend now developing in that assessment offerings have increased about 7% between the 2012/13 and 2013/14 school years.

Assessment Tests Administered by Year

	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Assessment Test Administered	25,994	24,238	29,400	33,386	35,752

Increase/Decrease 2009-2014   -27%

2.3   Use the discipline student success data provided by web link.   Please note by race, gender, location and modality where improvement is needed to meet the Institutional Standard of 68% for student success (students earning grades of A, B, C, Pass, or Credit). Identify what actions are planned to address achievement gaps in success, retention and/or persistence in the current academic year.*

NOT APPLICABLE

2.4   Analyze and summarize trends in student progression through basic skills courses, if applicable.   Cite examples of using data, outcome action plans and/or other planning tools as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) that resulted in or correlate with improvements in course success and progression over the past five years.

NOT APPLICABLE

2.5   List degrees and certificates currently offered in the discipline. Discuss improvements in the completion rates of degrees and certificates over the past five years. Also discuss improvements in license exam results, job placement/post testing and/or transfer rates to four-year institutions, if applicable. *

NOT APPLICABLE

2.6   Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline. Comment on the occupational projections for employment in your discipline for the next two years.   Comment on how the projections affect your planning.
http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011 *

NOT APPLICABLE

Part 3 – Outcome Analysis and Use

 3.1   Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.*

Most OO action plans are aimed at increasing student awareness of specific processes within Enrollment Services by analyzing data to determine trends and behavior patterns and have not resulted in resource allocations. Most are aimed at how best to utilize resources currently available at AVC.

However, within the last five years, the OO for the Graduation Office led to resources being allocated to produce flyers and brochures aimed at increasing awareness among students regarding the graduation process. Currently, this OO is not being measured, but information gathered from surveys suggests that more efforts are needed in increasing student awareness of the graduation process. The Student Development office created a myAVC group to help with student awareness of the graduation process and commencement. MyAVC announcements, webpage banners and emails are also being used to inform students about graduation.

Part 4 - Stakeholder Assessment

4.1   Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

Each year, Enrollment Services conducts a survey of students to gather feedback on Enrollment Services processes and services. Among surveyed students, 60% of students rated service as excellent or good. 10% rated services fair and 3% rated services as poor. 18% declined to state on the basis of not receiving services from any office.

In the area of accuracy, percentages across surveyed students were about the same. 43% of surveyed students stated that when they did seek service, they were able to achieve resolution to their issue within one visit. 27% stated they needed to visit the office more than once and 20% declined to state on the basis of not requiring services from any office.

Surveyed students reported that their myAVC account is the primary method used to receive information about registration. 79% of students found their registration appointments online through their myAVC accounts.

83% of students found the registration process average or above. 91% of students reported that they are aware of registration drop dates. This suggests that students are using the online services and calendars to keep abreast of important dates during registration.

With regard to graduation, 50% of surveyed students have seen the flyers and brochures around campus. This number has not changed from the year before. This suggests that more efforts may be needed to increase awareness of the graduation process. Also, 58% of students were aware that graduation applications may be submitted online.

Regarding transfer, 62% of students stated they were aware that CSU/IGETC certification should be done prior to transferring. Not all surveyed students responded to this question. This suggests that there are students that may not be aware of what certification is. More efforts may be required to increase awareness of this process, but the responsibility may lie with other areas on campus.

We also found that 65% of students learned something new as a result of taking the survey. This suggests that the survey, while gauging student satisfaction, is also a useful teaching tool.

Overall, data suggests that students are satisfied with services, but more efforts may be needed to increase awareness among the student body regarding services beyond admissions and registration.

Assessment - English Validity study:
Recently, a consequential validity study of English courses was conducted. A survey instrument was distributed during the spring 2013 term to all ENGL 097, ENGL 099 and 60% of ENGL 101 classes. The questionnaire measured students' satisfaction of their placement compared against faculty agreement. Students were asked to rate their course preparedness using the following criteria: 1) I should be in a lower course – this course is too difficult for me, 2) I belong in this course- this course is the right level of difficulty for me and 3) I should have been placed in a higher course – this course is too easy for me. Faculty ratings of their students included the same three categories under the following headings: 1) Student is not prepared for this level, 2) Student is prepared for this level and 3) Student has mastered this level.

A statistical method used to test difference between perceptions with an analysis of variance showed that the placement test for ENGL 097and ENGL 099 is adequately placing students. There was a slight difference in findings for ENGL 101 in that a greater number of students felt that they should be placed into a higher level English course. However, ENGL 101 is a transfer course that must be completed as part of the general education requirements. Hence, there is no higher level English class to place into.

Consequential validity was also completed in 2009 for English, Math and Reading courses. The student and faculty ratings were used to address cut scores. Using the Chancellor's Office recommended 75% level in the Standards for Test Validation, it was determined that students were adequately prepared and thus appropriately placed. The majority of math courses revealed the same with the exception of MATH 060 and MATH 070. It was discovered that success rates were exceptionally high in these courses. Linear regression and data plot analyses were then used to determine that cut scores in these two classes needed to be lowered.

Part 5 - Goals and Objectives

5.1   Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.*

1. Admissions and Records:
Bring Drop Roster Functionality to AVC once defect 1-ZEAX56 has been resolved by Ellucian. Deploy new Open CCCApply common application in conjunction with ITS.
Guided by Strategic Goal # 5, 7

A system defect, 1-ZEAX56, has delayed the implementation of Faculty Drop Rosters until a solution is found by Ellucian. Once the defect is resolved, work will continue to bring this functionality to AVC.
To date, a full time Admissions and Records Employee has not been hired at Palmdale.

2. Graduation Office:
Continue to utilize scanning and electronic communications to students.
Guided by Strategic Goal # 5, 7

Scanning has become a day to day operation in the office. There is still some long-term archival scanning to be done, but the Graduation Office has been successful in incorporating scanning into their day to day operations.

3. Transcript Office:
Continue efforts toward electronic transcripts. Deploy new functionality for enrollment and degree verifications and online transcript ordering.
Guided by Strategic Goal # 5, 7

Though Enrollment Services did apply for the mini-grant, it was not possible to implement electronic transcripts during 2013/early 2014. Efforts will continue with Information Technology Services (ITS) to work toward implementing this functionality.

4. Professional Development for area responsibilities as well as technical competency.
Guided by Strategic Goal # 5, 7

Staff participates regularly in annual workshops and conferences. Last year, staff participated in Degree works workshops, CACCRAO regional workshops and the CACCRAO annual Conference.

5. Increase staff in Graduation, Admissions and Records and Transcripts.
Guided by Strategic Goal # 5

No new staff has been added to Enrollment Services during the last year.

6. Maintain and update equipment on a regular cycle and utilize consultants as needed for hardware and software utilities.
Guided by Strategic Goal # 5

As budget is available, computer equipment and office equipment are replaced.

7. Space utilization and efficiency report for areas.
Guided by Strategic Goal # 7

5.2   List discipline/area goals and objectives related to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements. Discipline/area goals must be guided by district Strategic Goals in the Educational Master Plan (EMP). They must be supported by an outcome action plan, data analysis, national or professional standards, and/or a requirement or guideline from an outside agency (e.g. legislation, Chancellor's Office, accrediting body, professional board).*

Current (up to three years)

Goal: A specific target
- Guided by district Strategic Goal(s) #___
- Supporting action plan, data analysis, or other documentation
    Objectives: Significant steps or actions needed to achieve the goal

Goal: Admissions and Records: Faculty Drop Rosters:

Guided by:
- **Educational Master Plan Goal 7 - The college will increase resources to enhance technology's support of the college mission and processes.**
- **Objective 7d. Advocate for increased resources for District-wide systems and services**
- **Enrollment Services Goal #1 - Faculty Drop Rosters**

Actions:
Action has been taken with Ellucian to resolve defect 1-ZEAX56, which prevents the deployment of drop rosters at AVC.
Once implemented, it would replace the current process that faculty use to submit drops online that are then processed by Admissions and Records. Though the process is automated from the faculty standpoint, Admissions and Records still processes each drop manually and typically does so within one business day.
Approximately 2000 drops are processed by Admissions and Records during the first two weeks of a Spring/Fall term. From the academic standpoint, there is not a way to see real-time enrollment numbers as drops are not processed immediately upon receipt.

Objective:

Fully automate the instructor drop process. This will also provide AVC with real-time enrollment numbers as drops are processed immediately upon instructor submission.

Goal: Graduation: Scanning and Electronic Communications:

Guided by:
- **Educational Master Plan Goal 7 - The college will increase resources to enhance technology's support of the college mission and processes.**
- **Objective 7d. Advocate for increased resources for District-wide systems and services.**
- **Enrollment Services Goal #2 - Scanning**

Actions:

Action has been taken by staff in the Graduation Office to scan paper documents and electronically communicate with students.

These actions decrease the time it takes in notifying students regarding their graduation application. When students have better information in a timely manner, they can make important enrollment choices that keep them on track for graduation, which increases graduation rates.

Objective:

Inform students in a timely, efficient manner regarding the status of their graduation application.

Transcripts: New functionality for enrollment and degree verifications and online transcript ordering

Guided by:
- **Educational Master Plan Goal 7 - The college will increase resources to enhance technology's support of the college mission and processes.**
- **Objective 4a. Promote student information competency and technology skills.**
- **Objective 7d. Advocate for increased resources for District-wide systems and services.**
- **Enrollment Services Goal #3 Electronic Transcripts**

Actions:

Action has been taken to offer a new online enrollment and degree verification process. Also in progress is an option for students to order transcripts online. This will give students more options in obtaining verifications for potential employers. Also, the opportunity to order transcripts online will be of service to former AVC students who have relocated and have a need to request transcripts.

Objective:

Provide students improved access to verifications and student records.

Near Term (three to five years)

Goal: A specific target
- Guided by district Strategic Goal(s) #___
- Supporting action plan, data analysis, or other documentation
  Objectives: Significant steps or actions needed to achieve the goal

Goal: Enrollment Services - Long Term Records Management - Scanning

Guided by:
- **Educational Master Plan Goal 7 - The college will increase resources to enhance technology's support of the college mission and processes.**
- **Objective 7d. Advocate for increased resources for District-wide systems and services.**
- **#4 Long Term Records Management - Scanning**

Actions:

Obtain services from a professional records management company for the purpose of scanning and indexing archived documents into AVC's document management system (BDMS). Admissions and Records has made steady progress in scanning documents on a semester forward basis, but additional services are needed to address the large volume of scanning that is yet to be done. Also, Enrollment Services has physical records in the Student Services building's vault, microfilm records, microfiche records and additional records stored in AVC's warehouse.

Objectives:

Once all records have been scanned and indexed into AVC's document management system (BDMS), research time to obtain older records will be greatly reduced.

Long Term (five to ten years)

Goal: A specific target
- Guided by district Strategic Goal(s) #___
- Supporting action plan, data analysis, or other documentation
  Objectives: Significant steps or actions needed to achieve the goal

Part 6 - Resource Needs

Identify significant resource needs that should be addressed currently (up to three years), near term (three to five years) and long term (five to ten years). If there may be safety issues, enrollment consequences or other important concerns if a resource is not provided please make this known.*

6.1　List needed human resources. List titles in priority order. Identify which discipline/area goal(s) guides this need.

Human Resources

Guided by Educational Master Plan Goal #7. The college will increase resources to enhance technology's support of the college mission and processes.
Guided by Enrollment Services Goal #5

1. Graduation Evaluation Coordinator - Primary responsibility would be to handle increase in number of students requesting graduation checks, increase in uploading of transfer course work to student records and Degree Works scribing.
2. Attendance and Accounting Technician - Primary responsibility would be to assist with the increased load of processing grades, student registration/information change requests, residency determinations, athletic eligibility tracking, petition research/processing, and scanning attendance accounting records relating to grades and census in a timely and effective manner.
3. Admissions and Records Director - Primary responsibility would be to coordinate the technology efforts of Enrollment Services including system updates and enhancements.
4. Records Technician - Primary responsibility would be to handle increase in the number of students that request official transcripts, enrollment verifications and court ordered subpoenas.
5. Programmer Analyst - Primary responsibility would be to handle programming needs for Enrollment Services.

Funds for human resources are not being requested for the 2014-2015 fiscal year.

6.2　List needed technology resources in priority order. Identify which discipline/area goal(s) guides this need.

Technology Resources
Guided by Educational Master Plan Goal #7. The college will increase resources to enhance technology's support of the college mission and processes.
Guided by Enrollment Services Goal #6

1. Computer and peripheral equipment upgrades on a three year cycle. $5,000 requested per year to upgrade equipment on a staggering cycle.
2. Consulting hours to assist with implementation of new functionality through Banner and related systems. $15,000 is requested for the 2015-2016 fiscal year.
3. Funding needed to begin scanning project. $10,000 requested to begin project and then will be re-assessed on a yearly basis for continuance.
4. Funding needed to purchase keyboards and mice. $500 requested for the 2014-2015 fiscal year.
5. Funding needed to purchase wireless headsets. $1000 requested for the 2014-2015 fiscal year.

6.3   List facilities/physical resources (remodels, renovations, or new) needed to provide a safe and appropriate student learning and/or work environment. List needs in priority order. Identify which discipline/area goal(s) guides this need.

Facility Resources:

Guided by Educational Master Plan Goal #5. The college will utilize campus resources efficiently and effectively.
Guided by Enrollment Services Goal #7

New facilities with private office space to accommodate administrative work performed by the Technical Analyst and Administrative Assistant. Many functions are confidential involving student and/or staff data which is currently performed in a cubicle in an open lobby. Additionally, scheduling and payroll functions that require specific focus are done in the lobby during the peak of registration. Providing adequate work space would increase efficiency and support productivity. New facilities with private office space to accommodate work on sensitive projects requiring extreme focus and accuracy such as the production and review of all data for the CCFS 320 apportionment reports, upgrade/new process testing and data review/research.

New facilities with private office space for Admissions and Records to accommodate staff work on sensitive projects requiring extreme focus and accuracy such as the review of residency determinations, research for petitions, determining athletic eligibility and working with student records/grades. Currently, all these functions are done in the lobby with extreme noise with deadlines that occur during the peak registration periods. Facilities for scanning are also needed.

Currently, AVC's two high-volume production scanners (valued at approximately. $16,000.00) are stationed at the counter in the lobby as there is no secure room to install them. Admissions and records staff, who attempt to do large volumes of scanning, are constantly interrupted by lobby traffic. Providing adequate work space would increase efficiency and support productivity.

New facilities with private office space for Graduation Office to securely accommodate Graduation Evaluation Coordinators' processes of awarding of diplomas, certificates and certifications. Providing adequate work space would increase efficiency and support productivity.

Improved workstations are needed and the amount to request will require assistance from the Executive Director of Facilities.

6.4   List needed professional development resources in priority order. Identify which discipline/area goal(s) guides this need.

Professional Development Resources:

Currently, the $5000 that is allocated to the Dean of Enrollment Services is being used to meet the area's professional development needs.

Guided by Educational Master Plan Goal #5. The college will utilize campus resources efficiently and effectively.
Guided by Enrollment Services Goal #4

All employees within Enrollment Services need professional development services to enhance technical expertise and to provide excellent customer service to students.

6.5   List any other needed resources in priority order. Identify which discipline/area goal(s) guides this need.

Funding is requested to purchase chairs for all staff in Admissions and Records. $5000 is requested for the 2014-2015 fiscal year.

Part 7 - Recommendations and Comments

7.1   List recommended changes to the Educational Master Plan to:
- **Address external issues or mandates such as legislation, industry, and professional standards, etc.**
- **Respond to outcome findings.**
- **Reflect changes in technology, methodology, and/or disciplines.**
- **Address student achievement gaps and/or meet other student needs.**

None

7.2   What changes in the program review process would improve institutional effectiveness or make the results more helpful to the program?

None