



## 2020-2021 Program Review Report

<b>Division/Area Name:</b> Enrollment Services	<b>For Planning Years:</b> 2022-2023
<b>Name of person leading this review:</b> LaDonna Trimble	
<b>Names of all participants in this review:</b> Anet Youkhana, LaTara Edmondson, Mary Skipper, Susette Rivas, Christy Chereskoff, Tanya Garcia, Sharmaine Wiley, Anna Becerra, Esperanza Perez, Kelly Brogan, Juan Eason, Wade Saari, Ryan Azimmaraki	

### Part 1. Program Overview:

<b>1.1. Briefly describe how the program contributes to the district <u>mission</u></b>
Enrollment Services contribute to the district mission of providing a quality, comprehensive education to a diverse population of learners. We are committed to student success offering value and opportunity, in service to our community. Enrollment Services- services the records needs of diverse applicants, admitted students and community members. Students with an ability to benefit from our programs receive assistance with admissions and registration from A&R. The Assessment Center ensures that student placements results are recorded in the district Student Information System which allows seamless registration in student identified English and math courses. The Graduation Office awards district and Chancellor Office approved degrees and the Transcript Office ensures that students' official records are delivered in a timely manner. Enrollment Services supports the mission of student success by providing students and the community with in person and online instructions for navigating services offered in A&R, Assessment, Graduation and Transcript Office.
<b>1.2. State briefly program highlights and accomplishments</b>
<b>Transcript Office</b> - Organized and digitized thousands of micro fiche and film records. Decreased processing time for official records and verifications. Responded to all online and mailed verification requests by email or fax.  <b>Admissions &amp; Records</b> –Introduced alternative methods to effectively service students online using Cranium Café and online fillable forms. In summer 2021, identified anomalies in student admissions applications and enrollments which lead to a campus wide fraud investigation.  <b>Assessment Center</b> - Assessment Center offers testing and assessment services to support the institution's commitment to student success by developing and offering evidence-based methods to place students into transfer-level English and math courses, including recommended support services.  <b>Graduation</b> – Reduced processing time for students to receive degree checks.

<b>1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program. Type an "X" if checkbox is unavailable.</b>	
<b>X Communication</b>	<b>X</b> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <b>X</b> Demonstrates listening and speaking skills that result in focused and coherent communications
<b>X Creative, Critical, and Analytical Thinking</b>	<b>X</b> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <b>X</b> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input type="checkbox"/> <b>Community/Global Consciousness</b>	<input type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. <input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<b>X Career and Specialized Knowledge</b>	<b>X</b> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
<b>1.4. Check each <u>Educational Master Plan (EMP)/Strategic Plan Goal</u> supported by the program. Type an "X" if checkbox is unavailable.</b>	
<b>X Goal 1:</b> Commitment to strengthening institutional effectiveness measures and practices.	
<b>X Goal 2:</b> Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.	
<input type="checkbox"/> <b>Goal 3:</b> Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	
<b>X Goal 4:</b> Advance more students to college-level coursework-Develop and implement effective placement tools.	
<input type="checkbox"/> <b>Goal 5:</b> Align instructional programs to the skills identified by the labor market.	

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

**Graduation:**  
Survey results showed that 43.5% of responders were aware that earning an ADT guarantees admission to a CSU campus. Of the degrees awarded in 2020, 40% were ADTs. Results showed that 46% are aware we have an online degree application and less than 10 paper applications were received during this time frame. We will continue to increase awareness of the ADTs by working with Counseling, Transfer Center and Public information.

**Admissions & Records:**  
Due to COVID-19, the campus was not fully open throughout the Spring 2021 semester. Furthermore, the closure of the campus resulted in students having limited access to in-person services. Students contacted A&R staff by email, Cranium Café (very limited due to lack of interest from students) and phone while the campus was not fully open. According to our spring 2021 survey, 50% of the responders did not send an

email to A&R and request assistance, 40% were satisfied with the electronic response and 10% were either not satisfied or did not receive a response.

**Transcript Office:**

Changes were made to the Transcript Office webpage to highlight the location of the online official transcript link. The added visibility of the link and the fact that students could not easily access the campus, resulted in 84% of survey responders acknowledging the link to request an official transcript.

**Assessment:**

Continues to update the webpage to include instructions that guide students through the placement process for AB-705 (states that student will begin English and math courses at transfer-level). According to the survey, 67% of students are aware of their eligibility to register in transfer-level English and math.

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

**Strengths**

**Transcript Office** – 94% of transcripts that were sent by AVC were sent electronically. Also digitizing thousands of microfiche and film records, resulted in a two-day turn around for official transcripts during non-peak times.

**Graduation** - Due to COVID, staff worked remotely and were able to successfully complete their duties and keep communication open with students and staff. Forms that were previously paper are now processed electronically and there was increased usage of Google Drive, Hangouts, Mitel and Zoom to communicate with Counseling and students. Having a third evaluator enabled the department to reduce processing time of degree checks and communicate to potential graduates sooner. Beginning in spring 2020, degrees and certificates were mailed after address verifications were provided. This change resulted in students receiving awards sooner and more time for evaluators to focus on student requests. According to the Program Review data there was an increase of 39 awards during 2020-21.

**Admissions & Records** – During 2020-2021, A&R transitioned all of our in-person services to online services due to COVID-19. The fact that we were able to transition quickly resulted in thousands of students being serviced while the campus was closed to students.

**Assessment Center** - Placement occurs at the moment the student submits the online application for admission. This will expedite the Guided Pathways process as well as undergird efforts to improve transfer-level English and math throughput success rates since all students receive access to transfer-level courses. The Office of Institutional Effectiveness, Research and

	<p>Planning has been integral in compliance efforts, conducting placement validation reporting and providing placement/enrollment data in which to publish required AB 1805 outcomes and meet SEAP mandates. The Assessment Center staff worked collaboratively with ITS, discipline faculty and Counseling to record over 26,000 AB 705 placements results for 2020-2021.</p>
<b>Weaknesses</b>	<p><b>Transcript Office</b> - Older records can be challenging or impossible to read given the original condition of the records.</p> <p><b>Graduation</b> - Processing time for articulation review of outside coursework delays the processing time of student evaluations. The absence of a degree audit system has a negative impact on students' understanding of ongoing degree requirements. No strict deadline for applications makes it difficult to prepare for busy times. The campus not using a database that feeds into Banner results in a duplication of work.</p> <p><b>Admissions &amp; Records</b> - Increases in the number of new programs that require manual processing by staff makes it difficult for the current staff to accommodate the program needs.</p> <p><b>Assessment Center</b> - According to ES Survey 2021, about 1/3 or the respondents are unaware that students can begin English and math courses at the transfer-level. This may be related to the inaccuracy of the Guided Pathways process and Orientation information provided that require students to manually self-report their placement information using an online form even though placement occurs automatically upon submitting the application for admission. This creates barriers and unnecessary confusion, which essentially counteracts the Guided Pathways philosophy and approach. It remains unclear how to evaluate the ESL population to identify degree-seeking students and implement an appropriate placement process that ensure transfer-level English completion within a three-year period.</p>
<b>Opportunities</b>	<p><b>Assessment</b> - ESL Guided-Self placement assessment may be ready for roll out during 2021/2022 academic year. The Assessment center will also consider expanding testing services as protocols allows outside testing. Continue to work through programs for alternative testing.</p> <p><b>Transcript Office</b> - Continue to focus on providing students with the option to be serviced remotely.</p> <p><b>Admissions &amp; Records</b> – Continue to focus on providing students with the option to be serviced remotely.</p> <p><b>Graduation</b> –The degree audit system, EduNav, will provide Counseling and Graduation an opportunity to confirm degree requirements once students provide the required official documents.</p>

<p><b>Threats</b></p>	<p><b>Graduation</b> – The current job market may contribute to a reduction in the number of students that complete the requirements for a degree or certificate.</p> <p><b>Admissions &amp; Records</b> - Fraudulent applications require an extra layer of security which increases the processing time for legitimate applicants. Also, fraudulent applicants that register in classes reduce the number of available spaces for legitimate students.</p> <p><b>Transcript Office – N/A</b></p> <p><b>Assessment Center</b> - About 40% of applicants have unusable high school placement data, which is an increase of about 15-20% over the past two years. In these instances, students must connect with a Counselor to receive Guided Placement services, creating a potential bottleneck in the matriculation process.</p>
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**Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes Analysis (fka Action Plans):**

Expanding technology resources to increase online use by students continues to be an OO for Enrollment Services.

**Outcome Analysis**

**Admissions & Records:**  
A&R adapted and learned how to use Cranium Café and fillable forms which resulted in increased online usages to negotiate services by students.

**Assessment Center:**  
English and math placement is fully automated using the Chancellor’s default placement rules. The initial reporting of the District’s validation data occurred in January 2021. The college will continue to analyze placement outcome data to validate its placement process and make necessary changes, if warranted.  
The Assessment Center continues to educate students about online resources that provide accurate placement results.

**Transcript Office:**  
The Transcript Office updated their webpage which made the online option to request transcripts more visible.

**Graduation:**  
The Graduation Office primarily increased its use of email to inform students about the online graduation application process.

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

**Transcripts:**

The goal of digitizing older student records was a success and we are still working with ITS to transfer existing digitized records to a new server. The Transcript Office successfully deployed CredentialsSolutions for online request and delivery of transcripts, but online enrollment and degree verifications will require further research.

**Admissions & Records:**

Using additional online services such as Cranium Café resulted in more students having access to online communications with A&R. Also, we are in the development stages of offering Ocelot- an online Q&A for students and the community. Increased online services by using online fillable forms.

**Assessment Center:**

Official reporting of California Community Colleges AB 705 placement results occurred June 2021. The Chancellor’s Office will use that data to validate the default placement rules on a system wide level. This will establish the baseline of student success placement outcomes in the monitoring of AB 705 metrics.

Placement has been integrated with the Guided Pathways implementation, establishing continuity with identifying academic pathways that will minimize unnecessary course taking patterns.

**Graduation:**

Graduation continues to encourage students to apply for graduation online.

**Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:**

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PLO/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
#1 Increase student access and usage of online services	ILO Creative, Critical and Analytical Thinking Uses intellectual Curiosity, judgement and analytical decision-making in the acquisition, integration and application of knowledge and skills.	<b>Assessment Center:</b> Increase online and in person communication of the placement process	<b>Assessment Center:</b> Continue notifying Deans, Divisions and respective Committees of the automated Placement Process.

		<p>Implement ESL Guided Self Placement Method</p> <p>Create an ESL resource that allows students to accurately place in the ESL program</p> <p>Develop Faculty Training of Alternative Testing Services and Process</p> <p><b>A&amp;R, Graduation and Transcript Office:</b> Increase students' knowledge and use of online services provided by A&amp;R, Graduation and Transcripts, so that students can successfully navigate services offered in each office.</p> <p>Use OnBase to manage student digitized records. Make digitized records available to students</p> <p>Update webpage</p>	<p>Continue to update placement instructions on webpage as updates become available</p> <p>Support efforts of ESL Faculty, Programmers and Counseling in the development and implementation of an ESL Guided Self-Placement tool.</p> <p>Partner with Institutional Trainer to create training modules/videos to include in the Canvas suite of training materials</p> <p><b>A&amp;R, Graduation and Transcript Office:</b> Provide students with written and verbal communications that are useable and equity minded. Online admissions, registration, graduation applications and ordering of official transcripts.</p> <p>Request funds for additional OnBase employee licenses</p> <p>Include more easy to use step-by-step instructions on navigating online record services</p>
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		Complete the digitization of records for all areas.	Collaborate with ITS to obtain efficient and cost-effective digitized measures.
#2 Increase personnel in the Graduation Office and A&R	<p>PLO Students will be able to rely on technology and personnel to navigate requests in Enrollment Services.</p> <p>Education Master Plan Goal: Commitment to strengthening institutional effectiveness measures and practices. Goal 2: Increase efficient and effective use of resources. 2.3 Human Resources.</p>	Provide additional personnel to support Admissions and Records and Graduation.	<p><b>Graduation:</b> Continue to document the need for additional staff to adequately support students</p> <p><b>A&amp;R:</b> Continue to document the need for a Director to support classified staff.</p>

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

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
<b>Faculty</b>					
<b>Classified Staff</b>	<b>Admissions &amp; Records:</b> Director of Admissions and Records 3-Graduation Coordinators	Repeat New	\$160,000 \$300,000	Recurring Recurring (SEAP)	L. Trimble L. Trimble



<b>Technology</b>	<p><b>Graduation:</b> Be part of the review and implementation team for EduNav.</p> <p>Be part of the potential implementation of Brainware.</p> <p><b>Admissions and Records:</b> Redesign/ improvement of AVC Webpage and update information</p>				<p>L. Trimble and Dr. Elize</p> <p>ITS, L. Trimble and Dr. Elize</p> <p>PIO and A&amp;R staff</p>
<b>Physical/Facilities</b>	<p><b>Graduation:</b> Redesign office space or locate office space that will accommodate six Graduation office employees.</p>	New			L. Trimble
<b>Supplies</b>					
<b>Professional Development</b>	<p><b>Graduation:</b> Excel training on creating forms.</p>				ITS and L. Trimble
<b>Other</b>					

**\*\*REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: <https://www.surveymonkey.com/r/20-21ProgramReview>**

Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)

**QUANTITY OF SERVICES  
ENROLLMENT SERVICES 2017-2021**

	2017-2018	2018-19	2019-20	2020-21
<b>Admissions and Records</b>				
In Person Registration Transactions	69,936	70,557	61,741	30,667
Online Registration Transactions	754,997	704,329	727,450	475,914
Online Applications	25,088	28,490	29,397	61,642
Inmate Hard Copy Applications			133	131
Number of Students on Waitlist	7,006	22,381	25,106	12,112
Student Authenticated Add Codes	14,663	10,838	9,496	6,270
Special Admit (SOAR & CE)	966	911	800	884
AB 540	1,659	1,294	1,236	742
<b>Graduation</b>				
AA and AS Awards	1,809	1,778	2,070	2,019
Certificate Awards	1,099	1,200	1,196	1,286
Certifications Completed	725	786	1,128	996
<b>Transcripts Processed</b>				
TRX Received (HS & Col)	2808	2,690	4,078	2,378
Hard Copies Sent	8770	2,323	2,339	639
Online Received etrx	349	349	575	652
Online Sent etrx		1850	1612	1,492
Credentials	735	5,346	10,610	10,457
<b>Assessment Tests</b>				
Number of Tests	26,199	No longer Testing	09/2019-02/2020	02/2020-2/2021
EPT	-	-	4,717	8,624
MPT	-	-	5,072	8,820
MPTS	-	-	4,921	8,708

