STUDENT SERVICES PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

Program Name: Admissions and Records

Program Contact: Henry B. Villareal

Academic Year: 2012-2013

Program Review Submission Date: 3/25/2013

I. Description of Program

Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](), [Institutional Priorities, 2008-2013](), [5 in 5 College Strategies, Spring 2011](), and other [institutional planning documents]() as appropriate.

Admissions and Records is a central operational unit of Enrollment Services as it serves as a gateway for new, current and former students. New students submit their online admission application using CCCApply and if they encounter problems with the process they may contact Admissions and Records for assistance. Students register for classes using WebSMART but often students must contact A&R staff for assistance. Current and former students have their permanent academic records archived and copies of such records are most often accessed by contacting A&R. A&R Staff have been trained to support CSM's diverse student body and to provide high quality and attentive service. A&R staff are aware of the diverse cultural, socioeconomic and divergent experiences of the students who comprise the College of San Mateo.

II. Summary of Student and Program Data

A. *Student Learning Outcomes Assessment*

Summarize recent SLO assessments, identify trends, and discuss areas in need of improvement.

An operational enhancement that was to be implemented this year was an online and electronic submission of the associate degree application. It was expected that 95 percent of students applying for the associate's degree would learn to complete and submit their application online. However, the implementation phase of this streamlined process was delayed and will not be operational until sometime in the future. Once implemented, the process will be significantly streamlined for both students and the A&R degree evaluator. Similarly, it is expected that the online certificate application submission process will be implemented concurrently thus also significantly enhancing the ease of this process. Once both processes are implemented, the SLOs for these operations will be compiled and then assessed.

It can be noted that the existing degree application process which was revised as an alternative to the more robust electronic submission process involves completing the online web-based application and then printing the resulting PDF document. The completed application is then attached to the student's DegreeWorks assessment report and submitted to A&R. Though somewhat cumbersome, the process is working well as 99% of students completed the prescribed process for both fall 2012 and spring 2013 semesters. Similarly, certificate applications are following this same process and approximately 95% of students are adhering to the required procedure.

B. *Student Support Indicators*

1. Review student program usage and discuss any differences across demographic variables. Refer to SARS, Banner, [Planning, Research and Institutional Effectiveness (PRIE)]() reports and other data sources as appropriate.

➢ Admission Application Submission

Students are required, tough there are a few exceptions, to submit their admission application online using CCCApply. Approximately 95% of admission applications are submitted online. The few exceptions are for special program applicants such as the Police Academy and a program for incarcerated students. Both of these programs are offered off-site. As well, some non-native English speakers are sometimes allowed to submit a paper application.

2. Discuss any differences in student program usage across modes of service delivery.

➢ Transcript Requests

Transcript requests are primarily conducted online using WebSMART. However, former students who attended CSM prior to summer 1981 cannot use the online process and must complete and submit a Transcript Request Form. From July 1, 2012 to March 21, 2013, transcript requests processed totaled 28,214. Of this total, 76.5 percent (21,573) were submitted online and processed electronically in contrast to 23.5% (6,641) requests which were processed manually.

➢ Registration

Students have become quite adept at using WebSMART to register. During the 2012-13 academic year, 96% of students registered online using WebSMART. Students who register after the late add period (after first two week of classes), must submit a Late Add Form which requires A&R staff to manually complete the registration transaction. As well, there are some programs such as the Police Academy in which students are manually registered by the registrar.

➢ IntelliResponse Ask the Bulldog

IntelliResponse's is a knowledge base system that allows current and potential students to ask questions about College of San Mateo. At CSM, this self-service system has been branded as "Ask the Bulldog." Common questions presented to the Bulldog include, "What majors do you offer? Do you offer financial aid? And, When do classes start?" Responses to inquiries are highly precise as the system is regularly refined to ensure accuracy of responses. The total number of inquiries to Ask the Bulldog for the period from July 2012 to February 2013 totaled approximately 16,000 individually typed questions; generating approximately 2,000 questions per month.

➢ CSMadmission Mailbox

It is estimated that from July 2012 to March 2013 approximately 1,200 emails were received by CSMadmissions, a general email account primarily available to students to present general inquiries. It is also estimated that approximately 2 – 5 minutes is required to respond to each email. Expectations are that CSM admissions emails have decreased significantly as Ask the Bulldog has become more visible to current and prospective students. However, with only one dedicated staff member assigned to answering the CSMadmissions email and despite some assistance from the Public Relations and Marketing Department, a tremendous backlog of email develops during peak times in A&R.

➢ Telephone Calls to A&R

A large volume of telephone calls are received by Admissions and Records. From July 2012 to March 2013 approximately 18,125 were received by A&R. Unfortunately, due to limited staffing and other important tasks assigned to staff, not all calls to A&R can be answered. Unanswered calls leave many callers frustrated as they do not receive the immediate attention they are seeking. Responses to the Admissions and Records Student Satisfaction Survey confirm the frustration that

callers experience when not being able to speak directly to an A&R staff person. Below are some excerpts from the survey.

C. *Program Efficiency Indicators. Do we deliver programs efficiently given our resources?*

Summarize trends in program efficiency. Discuss no-shows, group vs. individual delivery, etc.

Technology enhancements have dramatically improved many operations within A&R. The online admission application known as CCCApply has tremendously reduced manual processing of these documents. In addition, California state residency is automatically determined for approximately 75% of applicants completing the online admission application; the remaining 25% must be reviewed and processed by A&R staff. Also, the majority of transcript requests are submitted online thus reducing staff time devoted to this operation. Prior to the online submission process, an A&R staff person dedicated 80% of her time to processing transcripts. Today, approximately 10 percent of an A&R staff person's time is dedicated to this function which includes processing online transcript requests for Cañada and Skyline as well as CSM.

The use of web-based services by faculty for submitting census, dropping and withdrawing students, and submitting grades online has significantly streamlined these operations.

Most recently, the incorporation of the IntelliResponse knowledge base, self-service system known at CSM as, "Ask the Bulldog," has drastically reduced the number of telephone calls coming into Admissions and Records. For example, from July 2011 to March 2012, more than 23,400 telephone calls were received by A&R. For the comparative timeframe from July 2012 to March 2013 the total number of telephone calls decreased to approximately 18,125; a decrease of 5,275 calls or 23%. However, the reduction in telephone calls has not yet been sufficient to accommodate all incoming calls given current A&R staffing.

D. *Course Outline Updates(if applicable)* **Not Applicable**

Review the course outline update record. List the courses that will be updated in the next academic year. For each course that will be updated, provide a faculty contact and the planned submission month. See the Committee on Instruction website for course submission instructions. Contact your division's COI representatives if you have questions about submission deadlines. Career and Technical Education courses must be updated every two years.

Courses to be updated	Faculty contact	Submission month
		Tab to add rows

E. *Website Review*
Review the program's website(s) annually and update as needed.

Program contact(s)	Date of next review/update
Karen Erickson	Immediately prior to the start of each term

	and updated as needed.
	Tab to add rows

III. Student Learning Outcomes Scheduling and Alignment

A. *Course SLO Assessment (if applicable)* **Not Applicable**

Explain any recent or projected modifications to the course SLO assessment process or schedule.

4T

B. *Program SLO Assessment*

Explain any recent or projected modifications to the program SLO assessment process or schedule.

An operational enhancement that was to be implemented this year was an online and electronic submission of the associate degree application. It was expected that 95 percent of students applying for the associate's degree would learn to complete and submit their application online. However, the implementation phase of this streamlined process was delayed and will not be operational until sometime in the future. Once implemented, the process will be significantly streamlined for both students and the A&R degree evaluator. Similarly, it is expected that the online certificate application submission process will be implemented concurrently thus also significantly enhancing the ease of this process. Once both processes are implemented, the SLOs for these operations will be compiled and then assessed.

It can be noted that the existing degree application process which was revised as an alternative to the more robust electronic submission process involves completing the online web-based application and then printing the PDF document. The application is then attached to the student's DegreeWorks assessment report and then submitted to A&R. Though a somewhat cumbersome, the process is working well as 99.9% of students completed the prescribed procedure for both fall 2012 and spring 2013 semesters. Similarly, certificate applications are following the same process and nearly 100% of students are adhering to the required procedure.

C. *SLO Alignment (if applicable)* **Not Applicable**

Discuss how Course SLOs support Program SLOs. Discuss how Course and/or Program SLOs support Institutional/GE SLOs. Refer to TracDat related Program and Institutional SLO reports.

Click here to enter discussion

IV. Additional Factors

Discuss additional factors that impact the program, including, as applicable, changes in student populations, state-wide initiatives, transfer requirements, advisory committee recommendations, legal

mandates, workforce development and employment opportunities, community needs. See Institutional Research as needed.

A&R staff are record keepers and compliance officers for an array of legislative and regulatory policies. Any changes to existing policies and regulations at the state level most often have a direct impact on Admissions and Records. A&R staff must ensure compliance to the Education Code and Title 5. Any modification of policies and procedures at the state or local level must be communicated to students, faculty and staff. For example, changes at the college level that amend existing academic policies may affect degree and certificate programs therefore impacting the degree audit system which must then be updated to ensure students are provided an accurate assessment of their academic progress. Similarly, the college catalog must also be updated to capture any modifications. The role of A&R staff as previously noted is, in part, to ensure compliance to the state and local regulatory changes.

V. Institutional Planning

A. *Results of Plans and Actions*

Describe results, including measurable outcomes, from plans and actions in recent program reviews.

Two significant operational changes that were implemented during the past year have resulted in significant operational enhancements. The two changes were technology based and have provided improved procedural processes for both students and staff. The two enhancements are a change to the degree and certificate submission and evaluation process, and the incorporation of a self-service knowledge base system known as "Ask the Bulldog".

With the implementation of DegreeWorks, a degree audit system, students and counselors have been provided a tool that greatly improves their ability to assess progress towards fulfilling educational goal requirements including an associate's degree, certificate and progress towards IGETC certification. This refined process is empowering students by providing them insight to their educational progress and then identifying what requirements remain to fulfill their educational goal(s).

For A&R staff, DegreeWorks has streamlined the degree, certificate and IGETC evaluation process. A&R degree and certificate evaluators use DegreeWorks to expedite assessment of a student's eligibility for a degree or certificate by reviewing a student's degree audit report. The report readily outlines what requirements have been fulfilled and which items, if any, are still outstanding. In addition, the degree audit system allows the evaluators to "mine" students' records to determine if they are eligible for additional degrees and or certificates. It is estimated that for the 2012-13 academic year, the total number of degrees (duplicated count) will increase by approximately 33 percent (from 401 degrees in 2011-12 to over 600 degrees in 2012-13), and similarly an increase in certificates of approximately 32 percent (from 499 certificates in 2011-12 to approximately 730 certificates in 2012-13). The "mining" of student degree and certificate eligibility translates into improving student success.

Another positive impact on student success is the state mandated transfer degree program known as the Student Transfer Achievement Reform Act (SB 1440). The transfer degrees referenced as AA-T and AS-T must be conferred to students who complete a specified general education pattern and major requirements for the degree. At CSM, there were approximately six students who applied for the transfer degrees in Fall 2012. In Spring 2013, the number of transfer degrees increased to over 70 applicants with 85 percent of the applicants deemed eligible for the degrees. If this trend continues, in a few years transfer degrees may surpass the college's traditional associate of arts and associate of science degrees. It can be noted that the AA-T and AS-T degrees eliminate local CSM requirements

for the degree such as physical education, American History and Institutions, and Information Competency. In contrast, the transfer degrees do require a lab science which is not a CSM requirement for the traditional associate's degree. Ultimately, whether a transfer degree or a CSM traditional associate's degree is received, the outcome is student success.

B. Program Vision

What is the program's vision for sustaining and improving student learning and success during the *next six years*? Make connections to the College Mission and Diversity Statements, Institutional Priorities, 2008-2013, and other institutional planning documents as appropriate. Address trends in the SLO assessment results and student program usage and data noted in Section II. Summary of Student and Program Data.

[Note: Specific plans to be implemented in the *next year* should be entered in Section V.C.]

A&R staff will continue to acknowledge the diverse students who comprise the institution and extend high quality personalized services. The department will continue to integrate and utilize technological developments and enhancements that provide ease of use for students, faculty and staff. Serving a diverse student body, providing high quality services, and contributing to student success are all associated with the College's Mission Statement, Diversity Statement and Institutional Priorities. Below are examples of professional development activities and technological enhancements that will enhance and support the staffs ability to contribute to student success.

➢ Professional Development. Encourage participation at workshops and conferences that allow staff member's to develop their cultural competence, interpersonal and technological skills.
➢ DegreeWorks. Capabilities of the degree audit system will continue to be incorporated to provide students and counselors with information that will help guide the student towards reaching their educational goal. A&R staff will continue to annually update (scribe) catalog curriculum changes into the system.   As well, staff will continue the process of "mining" for degrees and certificates which will contribute to student success.
➢ Online submission of degrees and certificates will expedite processing and allow timely communication to students about their eligibility status.
➢ Transcript Processing. Currently CSM processes online transcript requests for the three colleges in the district. The current process entails running a program that triggers the printing of the transcripts. The printed transcripts are then folded and placed into envelopes for mailing. This process has the potential to be outsourced resulting in expedited service and in staff and materials cost savings.

Reference to Institutional Documents
   o Mission Statement- ...ensure continuous improvement.
   o Institutional Priority 3- Promote Relevant, high quality programs and services.
   o Diversity Statement- ...a policy of inclusiveness that recognizes, values and reflects the diversity of the community we serve.

STUDENT SERVICES PROGRAM REVIEW: SPRING 2013 SUBMISSION CYCLE

1. To guide future faculty and staff development initiatives, describe the professional enrichment activities that would be most effective in carrying out the program's vision to improve student success.

   Professional development activities that will provide A&R staff with relevant and effective skill development include the annual CACCRAO Conference, CCCApply Workshop, eTranscript Workshop, 3CBG Workshop, and College sponsored events. Involvement in these types of activities can enhance staff's knowledge of pertinent legislative changes, technological developments, and cultural competence.

   ➢ CACCRAO Conference. The annual conference addresses a number of current issues related to Admissions and Records operations. Representatives from the California Community College Chancellor's Office address a variety of issues pertinent to student services. As well, there is an opportunity to engage with other A&R representatives and gain insight to best student services practices.

   ➢ CCCApply, eTrans and 3CGB workshops are specific to the work carried out by A&R staff thus most relevant for A&R staff. Participation allows staff to gain insight to technological developments that streamline operations, and also provides opportunity for networking.

   ➢ College events are varied and can include cultural awareness, customer service, mental health services, technological skill development, and programs that maintain an academic focus.

   Reference to Institutional Documents
   o Mission Statement- ...ensure continuous improvement
   o Institutional Priority 3- Promote Relevant, high quality programs and services
   o Diversity Statement- ...a policy of inclusiveness that recognizes, values and reflects the diversity of the community we serve.

2. To guide future collaboration across student services, learning support centers, and instructional programs, describe the interactions that would help the program to improve student success.

   Collaboration between A&R and other student services continues to evolve. There exists an interdependency between the departments and there is an evident collaboration and partnership which serves to assist students and contribute to their success.

   The collaboration between A&R and instructional programs have significantly improved over the past several years. There is generally a better understanding of the concept of "developing the whole student" and acknowledgement of the importance of engaging students both inside and outside of the classroom. In addition, it is most important that faculty engage with Admissions and Records to seek assistance with any issues related to student registration including adding, dropping or withdrawing students from classes. Further, it is most important that faculty review for accuracy and submit end of term grades by established deadlines as not doing so can impact a student's educational progress towards graduation, transfer, and employment opportunity.

3. To guide the Institutional Planning Committee (IPC) in long-range planning, discuss any major changes in resource needs anticipated in the *next six years*. Examples: faculty retirements, equipment obsolescence, space allocation. Leave sections blank if no major changes are anticipated. Specific resource requests for the next academic year should be itemized in Section VI.A below.

Faculty: Click here to enter-long range planning: Faculty narrative

Equipment and Technology:
Student Services including Admissions and Records staff are most fortunate to be housed in a new facility equipped with state-of-the-art equipment. For the time being, existing equipment will continue to serve and support operational needs of staff. However, in three to four years computers and other technological equipment will be near the end of its life-cycle and will need to be replaced. The sobering reality is that all student services staff will encounter the need for technological equipment at about the same time.

Instructional Materials: 4T

Classified Staff:
The Registrar will be retiring at the end of August. It is imperative that this position be replaced. In addition, current A&R staffing continues at a skeletal level. While almost all operations within the department run smoothly due to a dedicated, skilled, team-oriented and collaborative staff, the one area which falls short of being high quality and responsive is the staff's ability to answer the numerous telephone calls to the office. This is particularly evident during the beginning, middle and end of a term. Thus, an additional A&R staff position would help improve this deficient service.

Concerns about telephone calls to A&R going unanswered are significant as confirmed from responses to the A&R Student Satisfaction Survey. From July 2012 to March 2013 approximately 18,125 calls were received by A&R. Unfortunately, due to limited staffing and other tasks assigned to staff, not all calls to A&R can be answered. Unanswered calls leave many callers frustrated as they do not receive the immediate attention and answers to questions they are seeking.

Responses to the Admissions and Records Student Satisfaction Survey confirm the frustration that callers experience when not being able to speak directly to an A&R staff person. Below are some of the survey questions and an array of the corresponding responses.

What A&R services did you find most useful?
    "None, you guys NEVER pick up the phone."
    "None were available via the phone."
    "None. No one is ever available to help over the phone."

What A&R services do you wish we could provide?
    "Service through the phone, quicker service."
    "None of the A&R departments pick up the phone."
    "Either improve online registration or have someone available via phone."
    "When I called, someone will actually pick up."

How would you improve WebSMART?
    "Answer the phone more often."
    "Answer the phone or allow messages to be left."
    "WebSMART is fine. The office is the issue. NO ONE ANSWERS THE PHONES!

Given A&Rs limited staffing, it is unlikely that there will be any significant improvement in caller satisfaction when trying to reach Admissions and Records by telephone. It should be noted that current A&R staffing is approximately half of what it was five to eight years ago. While technological developments have streamlined operations and enhanced efficiency, the cyclical nature of A&R operations is such that there are six peak times per year that coincide with the start and end of a term (fall, spring and summer). During peak times, staff are stretched to the limit in

addressing students at the A&R Counter, assisting with registration, responding to numerous email inquiries, answering telephone calls (many calls go unanswered), and contending with other time sensitive tasks. Short term hourly staff have provided assistance but most recently these staff do not have the necessary experience and knowledge to contribute and fully support immediate needs. In addition, limited A&R staffing provides challenges when a staff member is unexpectedly absent due to illness. Other staff must take on added assignments in the staff member's absence. Similarly, when staff go on vacation, other staff's workload is increased. In this latter situation, vacations are planned in advance thus allowing other staff to plan accordingly during the vacationing staff member's absence.

Facilities: 4T

C. *Plans and Actions to Improve Student Success*

Prioritize the plans to be carried out next year to sustain and improve student success. Briefly describe each plan and how it supports the Institutional Priorities, 2008-2013. For each plan, list actions and measurable outcomes.

Plan 1

Title:

Student Satisfaction Survey

Description

Continue to collect data on students' assessment of the services provided by Admissions and Records staff. This data will help assess the quality of the services provided to students. Linked to Institutional Priority 1 and 3.

Action(s)	Completion Date	Measurable Outcome(s)
Encourage students to complete the online satisfaction survey.	Spring 2014	Quantify respondent satisfaction as a percentage in order to gauge students' satisfaction of various A&R services.
4T		4T
4T		4T

Plan 2

Title:

Professional Development

Description

Encourage staff to attend campus events focusing on diversity to increase cultural competency and an understanding of the diverse backgrounds of CSM students. Linked to Institutional Priority 1 and 3.

Action(s)	Completion Date	Measurable Outcome(s)
Staff will participate in at least two campus diversity events.	Spring 2014	Increased awareness of diversity and development of cultural competence.
4T		4T
4T		4T

Plan 3

Title:

Professional Development

Description

Ensure staff are provided training to utilize technological enhancements. Linked to Institutional Priority 3.

Action(s)	Completion Date	Measurable Outcome(s)
Staff will participate in training that allows them to develop the skills to effectively utilize technological enhancements.	Spring 2014	Ability to use technological tools that streamline and enhance primary operations.
4T		4T
4T		4T

For additional plans, cut/paste from above and insert here. Or add an additional page. Number your additional plans accordingly.

[Note: Itemize in Section VI.A. Any additional resources required to implement plans.]

VI. Resource Requests

A. *Itemized Resource Requests*
   List the resources needed for ongoing program operation and to implement the plans listed above.

Faculty

Full-time faculty requests (identify specialty if applicable)	Number of positions

Complete Full-Time Faculty Position Request Form .

Description of reassigned or hourly time for prioritized plans	Plan #(s)	Cost

Equipment and Technology

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

Instructional Materials

Description (for ongoing program operation)	Cost

Description (for prioritized plans)	Plan #(s)	Cost

Classified Staff

Description (for ongoing program operation)	Cost
A&R II Classified Staff position. Assist with general A&R operations including staffing the counter; answering telephones, responding to emails, scanning and indexing documents, and assisting with projects as needed.	$60,000

Description (for prioritized plans)	Plan #(s)	Cost

Facilities

For immediate or routine facilities requests, submit a CSM Facility Project Request Form.

Description (for prioritized plans)	Plan #(s)	Cost

B. *Cost for Prioritized Plans*
Use the resources costs from section VI.A. above to provide the total cost for each plan.

Plan #	Plan Title	Total Cost
1		
2		
	For additional plans, add rows and number accordingly.	