

DEPARTMENT OR PROGRAM: Admissions and Records 2011-2012

1. BRIEF DESCRIPTION OF PROGRAM:

Admissions and Records, along with Financial Aid, Student International Center, and Veterans Services comprise what is known as Enrollment Services. As an independent entity, Admissions and Records maintains a variety of functions, and along with the other Enrollment Services departments, serves as a front-line service for applicants seeking admission, and to current and former students. In addition, A&R also provides important services for faculty and staff.

The A&R staff are an important link in assisting prospective students with admission by being available to answer questions and assist with determining state residency or non-residency. As well, they assist current students with registration, and process transcript requests for both current and former students. In addition, A&R staff determine certificate and degree eligibility, enrollment verification, and eligibility for the CSU General Education and Intersegmental General Education Transfer Curriculum (IGETC).

Services provided to faculty include processing of grade changes, assistance with Web for Faculty, verifying student registration in specific courses, and responding to a myriad of questions.

2. Based on data from *Core Program and Student Success Indicators* (provided by PRIE for programs offering courses), information you have collected about student users, data about the numbers of student users, results of student satisfaction surveys, and the goals stated in your most recent Program Review, please identify any key successes and challenges.

The results of the Student Satisfaction Survey for the 2011-2012 academic year highlight that students were generally satisfied with the services provided by Admissions and Records. However, while the satisfaction levels are generally excellent or very good, there was an increase in percentages of those respondents who rated their satisfaction level as poor. Nonetheless, as presented below, the overall satisfaction ratings reflect a combined satisfaction level of over 62% in the excellent, very good or good categories.

Overall quality of A&R Services:	Excellent	30.00%	Very Good	10.00%	Good	16.67%
Overall satisfaction with A&R Staff:	Excellent	30.52%	Very Good	15.25%	Good	13.56%
Ability of staff to answer questions:	Excellent	28.81%	Very Good	15.25%	Good	18.64%
Explanation of Admissions Process:	Excellent	30.36%	Very Good	14.29%	Good	25.00%
Hours of availability of A&R:	Excellent	28.33%	Very Good	16.67%	Good	20.00%
Average in each category:	Excellent	29.60%	Very Good	14.29%	Good	18.77%
Overall average for the categories:		62.66%				

Along with the quantitative satisfaction survey results, there was also qualitative data that was collected in response to several questions. A few sample questions and responses follow.

What A&R Services did you find most useful?

- They are all equally useful.
- Add and drop.
- Veterans support.
- Julene was very helpful and answered all of my questions...
- Registering for new classes and accessing previous class records from 16 years ago!

How would you improve WebSMART?

- Simplify navigation.
- Integrate email and online classes onto it.
- I think it is a great resource.
- WebSMART is great!

Though overall satisfaction levels are relatively positive, there is constructive feedback from survey respondents regarding less than satisfactory service when seeking telephone assistance. Below are some sample responses addressing this concern.

- No one is ever around when I call during office hours.
- None. You guys NEVER pick up the phone.
- None. No one is ever available to help over the phone.
- No one is available via phone.

The less than satisfactory feedback is indicative of the limited A&R staff and their ability to contend with the large number of telephone calls coming into the office. During the period of July 1, 2011 thru March 1, 2012, over 15,700 telephone calls were captured and responded to by A&R staff. This number reflects only those calls coming into the primary A&R telephone line and does not include calls to each staff member's personal line. Further, the total number of calls does not include those calls that went unanswered. Quite often callers to the office share their frustration with how long it has taken to get through to speak to someone on the telephone. Similarly, attempting to respond to the hundreds of emails that are received in the A&R mail box is hampered by limited staffing. It could be considered to be a disservice to students to provide a service that cannot be delivered in a timely and efficient manner.

3. Are you on track for meeting the goals/targets that your program identified in its most recent Program Review? If not, please explain possible reasons why. If needed, update your goal/targets based on these reasons.

Each of the three goals outlined in last year's program review are on track. First, DegreeWorks is now operational though not yet operating at full capacity. Transfer coursework is not yet incorporated into DegreeWorks but a process for operationalizing this important component is being developed. Nonetheless, DegreeWorks is streamlining the process for assessing degree and certificate eligibility. DegreeWorks is proving to be a most effective technological tool and will contribute significantly to further streamlining the degree and certificate eligibility evaluation process once transfer coursework is incorporated into the system.

Second, consolidation of Enrollment Services along with all other student services in College Center has contributed to more effectively serving students. The proximity of Admissions and Records, along with Financial Aid and the Cashier's Office has contributed to maximizing communication amongst staff and has also facilitated service to students. In addition, having a larger number of state-of-the-art computers available for students to submit admission applications, register for classes, and order parking permits has also enhanced services.

Third, a loan payment service that was advocated for in the past year has come into fruition. The new payment plan that was initiated with the spring 2012 semester has been most successful with over 1,800 students participating in the inaugural Sallie Mae Payment Plan.

Lastly, another technological enhancement that was recommended in the last program review was for a web-based self-service program. This request was approved and the product provided by IntelliResponse will be implemented later in spring of 2012. The self-service web option has been proven to be an exceptional technological information tool that addresses many common questions. Once implemented, the Enrollment Services Dean will track its usage and effectiveness in reducing telephone calls to Admissions and Records, and to also track the accuracy of responses to the questions being posed. To ensure the new service is made known to the general student population, the CSM Marketing Department will develop a marketing campaign and will develop a brand for the service known as, "Ask the Bull Dog."

4. Have you identified any new goals or projects for the program to focus on during this next year? Please explain (grants, stipends, initiatives, etc.).

At this time, A&R has established two project enhancements that will be tracked and modified as necessary during the next year. One is to assess and improve upon the ongoing effectiveness of DegreeWorks for determining student eligibility for certificates and degrees. While already proven to be an effective tool, there are still a number of errors being identified within the program thus greater accuracy will need to be attained to make the system more effective and reliable.

A second project to be implemented and then monitored for effectiveness and reliability and as previously referenced is the IntelliResponse web self-service product. One of the important features of the product is its reporting mechanism that tracks the accuracy of the responses to questions. Predetermined responses which have been developed for the most commonly asked questions can be more accurately tailored based on respondents' reaction to the response provided. As well, usage will be monitored to assess its impact on reducing telephone calls to A&R and it is also expected that there will be a decrease in the number of students visiting the A&R office.

A third project that is being developed is an online degree application process. Expected to commence with the summer 2012 term, students will be expected to submit their degree applications online. This change in process will eliminate the submission of a paper document and will allow the degree evaluator to eliminate several manual procedures. Development of the online degree application system is currently being finalized but this is yet another example of utilizing technology to streamline and improve

existing operations. Once implemented, the process will be refined to ensure user-friendliness and maximum efficiency.

5. Are there any critical issues you expect to face in the coming year? How will you address those challenges?

Admissions and Records is still understaffed which continues to impact the ability to provide consistent high quality service to students, faculty and staff. During the past year, A&R was approved to hire an additional A&R II staff member. As well, with an additional vacancy occurring during the year, replacement for the position was also approved and has since been filled. Of particular concern is the pending departure of a managed hire employee whose three-year temporary assignment will be expiring at the end January of 2013. If this expected vacancy is not filled, remaining staff will endure significant challenges in trying to fulfill the department's responsibilities with limited staffing.

The opening of the Veterans Opportunity Resource Center will also pose some staffing challenges. While the VROC is staffed primarily with students, A&R and Financial Aid staff are also spending a few hours per week at the Center but this also pulls them away from their primary office functions. It is deemed necessary to have these staff support the VROC by being available to veteran students in what is now their primary campus hub. The lack of a dedicated staff member to serve the VROC and the veteran students will continue to be a challenge and will impose some strain on existing staff.

Doing more with less has become the reality at CSM. Admissions and Records staffing certainly reflects this reality. While technological developments have certainly contributed to streamlining and improving efficiency, there is still a need to maintain minimum staffing levels to carry out the myriad of tasks and responsibilities. A lack of sufficient staff can lead to diminished staff morale, impact operational efficiency, and be a challenge in ensuring sufficient daily staffing.

6. STUDENT LEARNING OUTCOMES (SLOs) AND ASSESSMENT FOCUS FOR THIS YEAR:

- a. Identify at least one course SLO on which to focus. Describe the assessment strategies you will use and your method of reflection and documentation for this cycle.

90 percent of students who submit an Associate's Degree Application during 2012-13 will do so using the newly established online submission process. The assessment strategy will be to determine how many online applications were submitted in comparison to paper applications.

85% of students will learn how to complete, attach and submit their DegreeWorks assessment report as part of the online associate's degree application submission process. Assessment of this SLO will be to determine how the number of students who follow instructions and attach the required document to their online degree application.

7. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS

(Data resources: Educational Master Plan, 2008 (EMP); Data Updates to EMP, 2011-12; Institutional Priorities, 2008-2011; 5 & 5 College Strategies; College Index, 2008/9-2011/12; GE-SLOs; SLOs; other institutional data; department records; Core Program and Student Success Indicators; previous Program Review and Planning reports)

- a. In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.* Specifically, describe the potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.

*Note: Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

Full-Time Faculty Positions Requested (if applicable)	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Input text here.	Input text here.	Input text here.

Classified Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
A&R II Classified Staff Position	<ul style="list-style-type: none"> -Overburdened staff. -Decreased staff morale. -Decrease in quality of service extended to students, faculty and staff. 	<ul style="list-style-type: none"> -Enhanced quality service to students, faculty and staff. -Distribution of primary tasks that lead to equitable workloads. -Quality output of primary tasks. -Improved staff morale.

- b. For instructional resources or program resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used (such as computers and furniture) and all materials designed for use by students and staff as resources (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed

materials, etc). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your dean. Please list by priority.

Resources Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, <u>briefly</u> indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Item: Input text here. Number: Input text here. Vendor: Input text here. Unit price: Input text here. Total Cost: Input text here. Status*: Input text here.	Input text here.	Input text here.

*Status = New, Upgrade, Replacement, Maintenance or Repair.

8. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of this *Annual Update for Program Review and Planning* evaluation:

Please list the department's *Annual Update for Program Review and Planning* report team as appropriate:

Primary program contact person: Dr. Henry B. Villareal
Phone and email address: 574-6590 Henry.Villareal@smccd.edu
Full-time faculty:
Part-time faculty:
Administrators:
Classified staff: Arlene Fajardo
Students:

Primary Program Contact Person's Signature	Date
Full-time Faculty's Signature	Date
Part-time Faculty's Signature (as appropriate)	Date
Classified Staff Person's Signature (as appropriate)	Date
Student's Signature (as appropriate)	Date
Dean's Signature	Date