

## **DEPARTMENT OR PROGRAM: ADMISSIONS AND RECORDS 2009-2010**

### **I. DESCRIPTION OF PROGRAM**

Admissions and Records (A&R) which along with Financial Aid, Veterans Services and the International Student Center comprise the Enrollment Services Division.

Admissions and Records provide a variety of services to applicants, students, alumni, faculty and staff. Admissions services primarily involve responding to general inquiries about the college, processing admission applications and assisting students with registration. The Records component includes but is not limited to maintaining grades, issuing academic transcripts, determining eligibility for certificates and degrees, evaluation of incoming transcripts, and maintaining and updating the degree audit program.

### **II. STUDENT LEARNING OUTCOMES (SLOs)**

- a. Briefly describe the department's assessment of SLOs. Which courses or programs were assessed? How were they assessed? What are the findings of the assessments?  
In its efforts to assist students,

Over the last several years, A&R has been participating with an online admission application submission process known as CCCApply, a standard admission application used by many of California's community colleges. A student learning outcome was developed with the expectation that a growing number of applicants would successfully submit their admission application online. If a predetermined percentage of applicants submitted their admission application online then the SLO would be achieved. Measuring the success of this SLO was conducted by comparing the total number of applications submitted online in comparison to those who submitted paper applications. The resulting data highlight that for the 2009-2010 academic year which includes summer, fall and spring, 85 percent of admission applications were submitted online with the remaining 15 percent of applicants having submitted a paper application. The high percentage of students submitting an application online provided evidence of this learning outcome, however, the goal of having 90 percent of all admission applications submitted on line was not attained.

Similarly, though more recently, a measureable SLO has been developed to encourage students and alumni to use an online transcript request process. The expected outcome was that 60% of individuals requesting transcripts would be able to successfully navigate the online transcript request process. Resulting data for



### III. DATA EVALUATION

#### For Student Services Programs Not Offering Courses:

- a. Analyze data regarding staffing, the numbers of students receiving services, and the types of services provided; indicate whether headcount is duplicated or unduplicated.

Given the variety of tasks and services provided by Admissions and Records it is incumbent that appropriate staffing be provided to ensure that students, faculty and staff are provided expedient, courteous and necessary services. Current permanent staffing equals 6 FTE and has been reduced by three FTE thus impacting office hours, response time in answering telephones and email, and affected stress levels of staff. Despite reduced staffing, the number of students being served and the type of services being provided have minimally changed. Immediately below are numbers of students served as it relates to amongst other services admission applications, transcript requests, certificates issued, degrees evaluated, and IGETC and GE Requests. All numbers are duplicated counts.

Admissions Applications Processed	15,382
Transcript Requests	7,918
Concurrent High School Forms	1,803
Incoming Transcript Evaluation	1,391
A&R Manual Student Registration	1,220
Course Substitutions (Tracked)	608
International Students/Visas/Documents	607
Degree Applications Evaluated	443
Veteran A&R Face to Face Contacts	415
Certificates Evaluated	392
Veterans Certified	263
AP Test Scores Processed	260
Residency Evaluation-Determination	221
AB540 Petitions	142
Tech Prep Credit Processed	160
IGETC Requests Processed	40
General Education Requests Processed	40
TOTAL	31,305

### IV. STUDENT SUCCESS EVALUATION AND ANALYSIS

- a. Considering the overall "Success" and "Retention" data (for your program and/or for the College as a whole), briefly discuss how effectively the program addresses students' needs relative to current, past, and projected program and college student success rates.

As the initial point of contact for the majority of individuals who become students, it is imperative that A&R staff be courteous, patient and understanding when interacting with potential and current students. Being supportive and understanding can help a new student feel welcome and appreciated particularly given that so many students are first generation, ESL, international or returning adult students who may need extra assistance in adjusting to the college environment. Positive interactions with student

services staff combined with constructive interactions with faculty in and out of the classroom contribute to student engagement and help students become socially and academically integrated and enhance student success. (Tinto, 1993)

- b. Briefly discuss how effectively the program addresses students' needs specifically relative to equity, diversity, age, and gender. If applicable, identify unmet student needs and describe programmatic changes or other measures the department will consider or implement in order to improve student success with specific regard to equity, diversity, age, and gender.

A&R Staff are cognizant of the need to be culturally sensitive to the needs of the diverse student population we serve. We acknowledge that many students are first generation college students, immigrants whose primary language is not English, undocumented students, and whose culture is significantly different than that to which one is accustomed. It can be noted that the A&R staff is diverse in its composition as staff reflect four females and three males; of the females, one is Filipina, one is African American and two are Anglo. Males represent the Croatian, Latino and Anglo ethnicities. Further, two student employees contribute to the diverse staff as they are both female with one being African American and the other Ukrainian. Lastly, A&R staff are actively involved as members of the Diversity In Action Planning Committee or attend diversity programs and events.

## V. REFLECTIVE ASSESSMENT OF INTERNAL AND EXTERNAL FACTORS AND PROGRAM/STUDENT

- a. Using the matrix provided below and reflecting on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities for and possible threats to the program (SWOT). Consider both external and internal factors. For example, if applicable, consider changes in our community and beyond (demographic, educational, social, economic, workforce, and, perhaps, global trends); look at the demand for the program; program review links to other campus and District programs and services; look at similar programs at other area colleges; and investigate auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
<b>Strengths</b>	Dedicated, committed and computer savvy staff. Staff willingly participates in professional development workshops and conferences as participants and presenters.	ITS continuing to provide computer training. Increased computer knowledge and skills amongst new and continuing students. CACCRAO regional workshops and statewide conference. CCCApply workshops.
<b>Weaknesses</b>	Understaffed.	Continued budgetary constraints.
<b>Opportunities</b>	-Continue to streamline operations while improving services. -Enhancements to A&R website. -Participation with CSM in- and out-reach recruitment events. -Continued assessment of A&R services consolidation.	-Continued support from District ITS.  -Collaboration with Publications and Marketing Office.  Cooperation from sister colleges.
<b>Threats</b>	Further budgetary constraints impacting staffing and services.	State budget woes.

- b. If applicable, discuss how new positions, other resources, and equipment granted in previous years have contributed towards reaching program action steps and towards overall programmatic health. If new positions have been requested but not granted, discuss how this has impacted overall programmatic health. (You might reflect in this section on data from *Core Program and Student Success Indicators* (if applicable)) or other data you have collected about the students served by your program.)

Continuous improvement, streamlining of operations and enhancements to technology is allowing A&R staff to maintain relatively high quality services. A&R procedures are periodically assessed to determine operational efficiency and further enhancements. One recent enhancement is the posting of the CSM Catalogs as PDF files on the CSM website. This is a significant service for both CSM staff, particularly academic advisors and counselors as well as for external constituents. Another technological enhancement is the electronic transmission of transcripts. Thanks to the District ITS staff, small percentage of outgoing transcripts are being transmitted from CSM to requesting institutions without CSM staff having to be involved in the process. This automated process is expected to grow dramatically over the next few years. Finally, during the past year, the implementation of the Degree Audit Program that allows for partial assessment of degree and certificate eligibility has been instrumental streamlining this process for both admissions staff and counselors.

#### **Admissions and Records Student Satisfaction Survey Results**

The following data provided by PRIE reflects student satisfaction for a number of A&R services. The compiled data reflects the years 2003-2009 with each category representing a minimum of 1100 respondents.

1. Overall quality of A&R services received:

Excellent/Very Good	711	62%
Good/Fair	365	32%
Poor	61	5%
  
2. Your overall satisfaction with A&R staff:

Excellent/Very Good	700	62%
Good/Fair	358	32%
Poor	69	6%
  
3. Ability of A&R staff to answer my questions:

Excellent/Very Good	677	61%
Good/Fair	361	33%
Poor	68	6%
  
4. Explanation of the Admissions application process:

Excellent/Very Good	676	61%
Good/Fair	381	35%
Poor	45	4%
  
5. Usefulness of the CSM A&R website:

Excellent/Very Good	680	64%
Good/Fair	352	33%
Poor	37	3%

As reflected by the quantitative data presented above, student satisfaction with A&R services is very good as the number and percentage of students who found each service to be excellent or very good is relatively high. The overall average for the Excellent and Very Good category is 62% thus reflecting a high level of satisfaction with A&R services. In contrast, the poor category presents an average of 4.8%. This data highlights that A&R staff are doing a very good job in providing high quality services but also reflects that there is room for improvement. It should be noted that A&R staff continuously strive to provide expedient, courteous, friendly and helpful assistance to all who visit Admissions and Records.

## VI. Goals, Action Steps, and Outcomes

- a. Identify the program's goals. Goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to CSM's *Institutional Priorities 2008-2011, Educational Master Plan, 2008*, the Division work plan, and GE- or certificate SLOs.
  1. Increase the use of the degree audit program for assessing certificate and degree eligibility by counselors and academic advisors (Enrollment Services Division Work Plan, 2008-2009, Goal 1, Action Step 1.1.7; Institutional Priority 3, Rationale section referencing "...engaging in continuous quality improvement.")
  2. Enrollment Services Staff will continue to expand their knowledge of diversity. (Enrollment Services Division Work Plan, 2008-2009, Goal 3, Action Step 3.1.1; Institutional Priority 3, Objectives 5, 7, 8)
  3. Admissions and Records staff will continue to assess its operations and utilize technological tools to enhance its services. (Enrollment Services Division Work Plan, 2008-2009, Goal 4, Action Step 4.1.1; Institutional Priority 3, Rationale section referencing "...engaging in continuous quality improvement.")
  4. Admissions and Records staff will participate in workshops and conferences that contribute to their professional development and which contribute to maintaining and enhancing high quality customer service. (Enrollment Services Division Work Plan, 2008-2009, Goal 5, Action Step 5.1.1; Institutional Priority 3, Objectives 7, 8.)
  
- b. Identify the action steps your program will undertake to meet the goals you have identified.
  1. Seek input from Academic Advisors and Counseling staff regarding the degree audit system.
  2. Address and correct issues or problems related to the degree audit system.
  3. Admissions and Records staff will participate in a minimum of two diversity activities during the next academic year.
  4. A&R will continue to recommend and partner with ITS in enhancing existing technological services.
  5. During the next year, A&R staff will participate in a minimum of one workshop or conference that contributes to their professional development.

- c. Briefly explain, specifically, how the program’s goals and their actions steps relate to the *Educational Master Plan, 2008*.

The established goals for Admissions and Records relate to the *Educational Master Plan, 2008* in a number of areas including enrollment and access, student success and retention, changing technology, professional development, student expectations of convenience and choice, student equity, continuous improvement, and a systematic collection of and analysis of data.

As previously mentioned, Admissions and Records staff are often the first contact potential students encounter when interfacing with the College. This first interaction can be critical in determining if the potential student will enroll at CSM. Thus, A&R staff are instrumental in providing access and contributing to student retention and success. As a unit, Admissions and Records depends upon and is actively involved in utilizing technology to enhance and streamline operations and to provide convenience and flexibility to students. Several A&R staff including the dean, assistant registrar and assistants meet periodically with ITS representatives to review existing technological services such as Banner and WebSMART. In addition, A&R staff were intricately involved in the redesign and maintenance of its website. Regarding professional development, A&R staff participate in workshops and conferences that contribute to job skill development and which also provides for networking opportunities. Lastly, the staff are involved in collecting data that contributes to assessment of office operations which often leads to reassessing existing processes and ultimately streamlining some operational procedures.

- d. Identify and explain the program’s outcomes, the measurable “mileposts” which will allow you to determine when the goals are reached.

Several of the established goals are readily measurable and every couple of months will be reviewed to assess progress.

**VII. SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS**

- 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.
Admissions and Records Program Services Coordinator, (PSC)	<p>If granted, services will be enhanced and expanded as the PSC can take on higher level tasks. Also, Degree Audit System can be expanded to incorporate transfer coursework.</p> <p>If not granted, staff stress will continue to mount. Also, limited staffing requires continuous shuffling of primary tasks such as answering telephone and scheduling counter coverage as one staff member's absence impacts daily office functioning and operations. Productivity and efficiency will be hampered. Degree audit enhancements will not be implemented.</p>	<p>Enhanced and expedient services to students, faculty and staff. Degree Audit system will be greatly enhanced if transfer coursework can be incorporated into the system.</p> <p>Though not directly related to SLO assessment, staff morale will be greatly enhanced.</p>

- 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.
<p><b>Item:</b> Input text here.  <b>Number:</b> Input text here.  <b>Vendor:</b> Input text here.  <b>Unit price:</b> Input text here.  <b>Total Cost:</b> Input text here.  <b>Status*:</b> Input text here.</p>	Input text here.	Input text here.

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

**VIII. Course Outlines (Applicable only for Programs Offering Courses)**

- a. By course number (e.g. CHEM 210), please list all department or program courses included in the most recent college catalog, the date of the current Course Outline for each course, and the due date of each course's next update.

Course Number	Last Update Date	Six-year Update Due Date
Input text here.	Input text here.	Input text here.

**IX. Advisory and Consultation Team (ACT) (Applicable only for Programs with Advisory Groups)**

- a. Please list non-program faculty who have participated on the program's Advisory and Consultation Team. Their charge is to review the *Program Review and Planning* report before its submission and to provide a brief written report with comments, commendations, and suggestions to the Program Review team. Provided that they come from outside the program's department, ACT members may be solicited from faculty at CSM, our two sister colleges, other community colleges, colleges or universities, and professionals in relevant fields. The ACT report should be attached to this document upon submission.

List ACT names here.

Attach or paste ACT report here.

- b. Briefly describe the program's response to and intended incorporation of the ACT report recommendations.

## X. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES

Date of Program Review evaluation:

Please list the department's *Program Review and Planning* report team:

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

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*Primary Program Contact Person's Signature* *Date*

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*Full-time Faculty's Signature* *Date*

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*Part-time Faculty's Signature* *Date*

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*Administrator's Signature* *Date*

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*Classified Staff Person's Signature* *Date*

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*Student's Signature* *Date*

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*Dean's Signature* *Date*

## ADDENDUM

### 2009-2010 CSM Student Learning Outcomes

**Instructional Unit:     ADMISSIONS AND RECORDS**

**Department/Mission:** Provide courteous, efficient, and supportive service to everyone who interfaces directly or indirectly with Admissions and Records Staff.

<b>Student Learning Outcomes</b> (what students will learn)	<b>GE/Program SLO met</b> (check those institutional SLOs below which your SLO contributes toward)	<b>Measurement Tool</b> (pre/post tests, rubrics, surveys, anecdotal evidence, etc.)	<b>Time Lines</b> (when evidence will be gathered and evaluated)	<b>Evaluation/Analysis</b> (review and analysis of data, tests, surveys, etc. from assessment tool)	<b>Recommendation/Action</b> (based upon assessment results, what changes will be made to this SLO or will you select new SLO because SLO results were validated?)
<p><b>SLO # 1.</b> Greater than 90 percent of CSM applicants will be able to successfully complete and submit their admission application using CCCApply.</p>	<p>___ Communication ___ Quantitative Skills <u>  x  </u> Critical Thinking ___ Social Diversity &amp; Awareness <u>  x  </u> Ethical Responsibility</p>	<p>Generate Banner reports which provide data on number of applications submitted online versus paper.</p>	<p>Data will be gathered in May and evaluated in June.</p>	<p>Assistant Registrar and Dean of Enrollment Services will review and analyze data.</p>	<p>If the numerical goal of admissions applications being submitted online is achieved, A&amp;R will select a new SLO for the following year.</p>
<p><b>SLO # 2.</b> Greater than 60 percent of current and former CSM students will learn about and will utilize the online transcript request process.</p>	<p>___ Communication ___ Quantitative Skills <u>  x  </u> Critical Thinking ___ Social Diversity &amp; Awareness <u>  x  </u> Ethical Responsibility</p>	<p>Review Banner reports that provide data about how transcript requests are submitted.</p>	<p>Data will be compiled during the month of May and evaluated in June.</p>	<p>Assistant Registrar and Dean of Enrollment Services will review and analyze the data.</p>	<p>If the numerical goal is fulfilled, the goal will be increased by 10 percent for the following year.</p>

## Summary of the Key Outcomes of the SLO Data Collection in 2009-2010

### Admission Applications Submitted Online

- ❖ 2009-10 85% of individuals submitted an admission application online
  - ❖ 2008-09 77% of individuals submitted an admission application online;
  - ❖ 2007-08 52% of individuals submitted an admission application online.
- ✓ In the current year, 85% of admission applications were submitted online which reflects an increase of 9.4% from the previous year. The data is far more dramatic when comparing the current year to that of two years ago when only 52% of applicants submitted an online application; the two-year comparison presents a 33% increase in the submission of online applications from 2007-08 to 2009-10. Despite the significant increase, the established goal of greater than 90 percent for the current year was not met. Thus, the same SLO will be carried over into 2010-11. Goal attainment is expected in the next year as the paper application has been removed from the Schedule of Classes and only intermittently provided as an option to applicants. Continued promotion of the online application by A&R and other College staff will further help with reaching the established goal.

### Transcript Requests Submitted Online

- ❖ 2009-10 78% of outgoing transcripts requested online
  - ❖ 2008-09 56% of outgoing transcripts requested online;
  - ❖ 2007-08 47% of outgoing transcripts requested online
- ✓ The 2009-10 data reflect an increase of 28% in the number of outgoing transcript requests submitted online. This outcome surpassed the established goal of 66 percent. The increase can be partly attributed to the convenience of online transcript requests and also to the mandate to utilize the online request process initiated in spring 2010. This same SLO will continue into the next year with the new goal being to surpass 90 percent of all outgoing transcript requests being submitted online.

The utilization of online services by students is expected to continue to expand. With today's students being technologically astute and limiting submission of admission applications and outgoing transcript requests to the online option, the use of these web based services is expected to grow. Combined with other modifications such as removing the paper application from the Schedule of Classes and the recognition of flexibility and convenience provided by technological enhancements will further enhance use of these web based services.