

Student Services Program Review

Program Name: **Admissions and Records**

Program Contact: **Villareal, Henry**

Academic Year: **2016-2017**

Status: **Submitted for review**

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1. Description of Program

Provide a brief description of the program and how it supports the college's [College Mission and Diversity Statements](#), [CSM Strategic Goals 2013/14 to 2015/16](#), and other [Institutional Program Planning](#) as appropriate. What is the program's vision for sustaining and improving student learning and success over the next three years?

Admissions and Records (A&R) is one of four departments that comprise the Enrollment Services Division. A&R is critical to college operations as it is frequently the first office contacted by individuals seeking information about the College of San Mateo. The initial encounter may be via email, telephone, mail, or in person. Whatever the point of contact, A&R staff have been trained to be courteous and respectful with all whom they encounter as the initial contact is critical in encouraging potential students to apply for admission and then enrolling at the college. Also, the initial contact provides prospective students with a first assessment of the college's welcoming and supportive culture. (Strategic Goal 3)

Starting with the submission of the online admission application and subsequent admission to the college, students commence an ongoing relationship with A&R staff as they navigate the online registration process, find solutions to registration issues, seek clarification about college policies, request confirmation that their online degree or certificate application was received, or need to have access to their WebSMART account reset. Very often, A&R is again the first point of contact when callers don't know which department to contact for a particular question thus making A&R a referral service. Also, current and former students often contact A&R to request directions on how to order a transcript, petition for academic renewal, seek to alleviate grades, inquire about course descriptions, inquire about concurrent enrollment, request a duplicate diploma or certificate, or to inquire about how to register for a class. (Strategic Goal 3)

In maintaining congruence with the College's Mission and Diversity statements, and the Student Equity Plan, all Enrollment Services staff including Admissions and Records Staff annually participate in a minimum of two Diversity in Action Group/Equity, International Student Center, Veteran Resource Opportunity Center, or other college-sponsored events that address diversity topics such as cultural competency, equity, socioeconomic issues, LGBTQI+ awareness, veteran services, and international student awareness; in essence, programs that reflect and capture the diversity and unique experiences of the students who comprise the college's student body. (Mission and Diversity Statements; Strategic Goals 1, 3, & 4; Student Equity Plan)

Reference to Institutional Documents

- Mission Statement- ...ensure continuous improvement.
- Diversity Statement- ...a policy of inclusiveness that recognizes, values and reflects the diversity of the community we serve.
- Strategic Goal 1- Improve Student Success
- Strategic Goal 3- Develop relevant, High Quality Programs and Services.
- Strategic Goal 4 - Support Professional Development
- Diversity In Action Group Plan
- Student Equity Plan
- Student Success and Support Plan

[Student Satisfaction Survey Questions Relating to A&R Staff](#)

Overall quality of A&R Services Received:

n = 23 respondents

- 82.6% Excellent, Very Good or Good
- 8.7% Fair
- 8.7% Poor

Your overall satisfaction with A&R Staff:

- 82.6% Excellent, Very Good or Good
- 4.3% Fair
- 13% Poor

Explanation of the Admission application process:

- 89.9% Excellent, Very Good or Good
- 4.5% Fair
- 4.5% Poor

2. Student Learning and Program Data

A. Student Learning Outcomes Assessment

Reflect on recent SLO assessment results for the program. Identify trends and discuss areas in need of improvement. Specify how SLO assessment informs program development and changes to the program.

nSLO #1

Applicants for degrees and certificates will submit their applications online.

During the 2014-15 academic year, the process for submitting certificate and degree applications evolved from a paper process to a streamlined online submission process. In the initial year of implementation, over 97 percent of degrees and certificates were submitted online. The online submission is a significant improvement to the paper submission process as it not only accommodates students' busy schedules by allowing them to submit their completed application 24/7 but also streamlines the operation for the A&R evaluators.

In 2015-16, the online submission process grew even closer to the goal of 100% with only a few paper applications being accommodated. The submission of online certificate and degree applications allows the evaluators to expedite the evaluation process by using an online tool known as DegreeWorks. Together, these two processes facilitate a more robust and expeditious evaluation operation.

The relatively few paper certificate and degree application exceptions are allowed due to former students who attended prior to the implementation of Banner Student Information System and are using coursework that is not incorporated in Banner (attended prior to summer 1981) and thus cannot be evaluated using DegreeWorks. Further, online submission allows the applications to be more easily tracked and provides a more expedient process for evaluators to communicate with applicants via automated email responses. The email communication informs applicants that their application has been received and when they can expect to receive confirmation that their certificate or degree evaluation has been completed. This expedient communication has reduced numerous telephone calls to the evaluators from students inquiring about the status of their application.

SLO #2

Nursing students graduating in spring 2016 will request their official transcripts using the WebSMART request process.

Now into its second year of implementation, the process of nursing students requesting their official transcript online has increased dramatically. In 2014-15, approximately 60 percent of the graduating nursing students requested their official transcripts online. The 2015-16 academic year resulted in 99 percent of nursing students submitting their transcript requests online. While still not quite at 100 percent, this most recent year demonstrates that the online submission process has become the norm.

In order to reach the target of 100 percent compliance of online transcript requests, the Registrar and the Degree Evaluator will continue to collaborate with the Nursing Department to communicate the importance and benefits of submitting the transcript requests online. The online submission process ensures students that their transcript has been submitted in a timely manner and they receive immediate confirmation that their

transcript request has been successfully completed and forwarded to the State Nursing Certification Board.

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

CCCApply is the online admission process that has become the state-wide standard for submitting an admission application. The original CCCApply application transitioned to a more user-friendly version in November of 2013. The newer version incorporates several new features including a Spanish version which is most helpful to the large population of Latinos who attend CSM and for whom their primary language is Spanish.

The submission of the online admission application is nearly 100 percent. Today only applicants who are under 13 years of age are allowed to submit a paper application. Due to state regulations, the current online application does not allow these underage applicants to submit the online admission application. Nonetheless, applicants comprising the 13 age group are relatively few. This group of young applicants are participants in the Concurrent Enrollment Program and enroll primarily in the summer session. All other concurrent high school participants are required to submit the online admission application.

College level enhancements utilizing the CCCApply Report option include the development of a report to capture Asian/Pacific Islander applicants so that this targeted group can be sent information and encouraged to participate in the college's MANA Program. Similarly, recent CCCApply modifications now allow colleges to capture additional information on military veterans so that they can be selected for specific and targeted communications.

- Transcript Requests

For the past several years, current and former students have learned to use WebSMART to submit transcript requests. While a minimal number of transcript requests are still being manually processed, by far the majority are requested online. For example, district-wide from July 1, 2015 to June 30, 2016 a total of 28,842 transcript requests were processed with 85.8 percent being submitted online. This reflects a significant increase from two years ago in 2013-14 when a total of 26,635 transcripts were processed with 78.5% (20,912) being requested online. It should be noted that College of San Mateo currently processes and prints the majority of online transcript requests for the district's three colleges. Again, please note that transcript requests are mostly submitted online.

Sending transcripts electronically has been in effect in California for several years through a process known as eTrans and the number of California's colleges accepting this format of transcript transmission is expanding. The eTrans process was used to send out 4,458 or 15.5 percent of all district colleges transcripts during 2015-16. By college, the breakdown was CSM 1,514; Canada 986; and Skyline 1,958.

Manual processing of transcript requests are necessary to accommodate what are known as "Priors"; transcripts of students who attended one of the district's three colleges prior to 1981, and for which the transcripts are not available in the Banner Student Information System. Another group for which manual processing is necessary are for transcript requests which have an attachment that is to accompany the official transcript e.g. Law Schools and Pharmacy Schools. During 2015-2016, manual transcript processing district-wide totaled 4,090 with a breakdown by college as follows: CSM 1,228, Canada 1,105, and Skyline 1,757.

The three colleges have determined that it is worthwhile and beneficial for both students and staff to outsource the transcript request process to a company known as Credentials/eScript. The company has developed a robust operation for processing and electronically sending transcripts to participating institutions. As needed, PDF transcripts can also be sent via email, by U.S. mail and for an additional fee via overnight express. Outsourcing the transcript process will significantly reduce this time consuming process for A&R staff but minimal support will still be required to assist some students who encounter difficulty with the transcript request process. The outsourcing of the transcript operation is scheduled to commence in fall 2016.

- Registration

As with other technological developments, the majority of students use WebSMART to register for classes. For the past couple of years, 2014-15 to 2015-16, the percentage of students registering online has hovered at over 95 percent. The majority of manual registrations conducted by A&R staff have been for designated programs like apprenticeship and Project Change and for those students who are approved to add courses after the two-week Late Add registration period.

- Telephone Calls to A&R

A large volume of telephone calls are received by Admissions and Records. From July 1, 2015 to June 30, 2016 approximately 20,724 calls were received by A&R main telephone extension of 6165. This is in contrast to the same timeframe for the previous year when approximately 23,670 telephone calls were received by A&R. The breakdown of average telephone calls per month for each year was 1,724 and 1973

respectively. Though still a significant number of telephone calls, the total number of calls received in 2015-16 reflect a 12.5 percent decrease from the same period in the prior year. A decrease of 25.1% in telephone calls is reflected in comparison to 2013-14 when 27,684 telephone calls were received. Nonetheless, due to limited staffing and other important staff responsibilities, 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.

- IntelliResponse: Ask the Bulldog

IntelliResponse (IR) is a knowledge base system that was incorporated as part of CSM's efforts to respond to potential applicants and current students' questions. During the past year, Ask the Bulldog received more than 52,000 questions with over 80% of responses providing satisfactory information. Due to the inception of IR, there is likely a high correlation in the continued decrease in the number of telephone calls received by Admissions and Records.

- CSM Admissions Emails

The 2015-16 email approximations are relatively the same as that for the 2014-15 academic year with approximately 1,000 emails being received by csmadmissions, a general email account primarily available to students to present general and specific inquiries. Further, it is also estimated that approximately 2 – 5 minutes is required to respond to each email. Expectations are that csmadmissions 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.

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

The majority of students who interact with Admissions and Records related services are tech savvy and are aware of WebSMART and its many functions. WebSMART functionality includes transcript requests, registration, paying fees, etc., and along with the recent enhancements to the online admission application (OpenCCCApply) has greatly reduced the need for students to frequent the A&R Counter thus also reducing what were once very long lines. However, there are still some applicants and current students who benefit from the face-to-face interaction and support from staff due to limited English speaking ability and comprehension, a lack of basic computer literacy, or the assurance that comes from speaking directly with someone. Thus, a segment of the CSM student population still seek the person-to-person assistance from A&R staff. As well, within the broader enrollment services areas, there are staff who speak Spanish, Tongan, Mandarin, Tagalog, and Vietnamese thus providing necessary bilingual language assistance and service to individuals whose primary language is not English.

Student Satisfaction Survey Results Related to WebSMART and CSM A&R Website

User-friendliness of WebSMART?

- 90.9% Excellent, Very Good or Good
- 4.5% Fair
- 4.5% Poor

Usefulness of CSM A&R Website

- 95.2% Excellent, Very Good or Good
- 4.8% Fair

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.

Over the past decade, evolving technological developments particularly web-based services have dramatically impacted A&R operations. As well, the end-users have also become to expect the flexibility that web-based services provide. The enhancement to the online admission application known now as OpenCCCApply provides increased ease and user-friendliness and includes a Spanish version thus allowing those who are more

comfortable using the Spanish language to complete and submit their admission application. In addition, there have been refinements to the automated California state residency determination thus curtailing the number of applications which have to be manually reviewed to determine the applicant's residency classification. Also, the majority of transcript requests are submitted online and additional steps have been taken to further eliminate manual processing of transcripts. As well, in Fall 2016 the transcript request process will be outsourced to Credentials/eScript. Further, certificate and degree applications are now mostly submitted online providing for greater flexibility to students and significantly streamlining the process for A&R staff.

The use of web-based services by faculty for submitting census, dropping and withdrawing students, and submitting grades online has significantly streamlined these operations. Generally, ongoing feedback from faculty has been relatively positive with the flexibility of having access to WebSMART 24/7 being a primary highlight.

The incorporation of the IntelliResponse knowledge base and self-service system known at CSM as, "Ask the Bulldog," has drastically reduced the number of telephone calls coming into Admissions and Records. While there are still a significant number of incoming calls (20,724), there was a 12.5 percent decrease during 2015-16 in comparison to the same period in 2014-2015. The reduction in calls is even more dramatic when compared to 2012-2013 when nearly 32,000 telephone calls were received by A&R. Nonetheless, despite the significant reduction in telephone calls to A&R, many, many calls go unanswered particularly during peak periods.

3. 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. 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. 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 State's 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.

Most recently the Student Success Act has changed the way priority registration will be assigned. This change has already impacted A&R staff as students are calling to determine why they didn't receive a priority registration appointment date. As well, students who get placed on probation may be susceptible to losing the Board of Governor's Fee Waiver. Further, the incorporation of transfer degrees (AA-T and AS-T) has impacted and changed the work flow of the degree evaluator as applicants for these degrees must receive priority.

Another recently mandated legislative change has been the requirement for students to maintain minimal academic progress in order to maintain priority registration and eligibility for the Board of Governor's Fee Waiver. The new regulations will take effect in the 2016-17 academic year. This additional requirement will likely increase designated staff workloads.

Accounting for veteran student success rates is yet another mandated requirement that will impact staff workloads. Starting with the 2016-17 academic year, the Federal government will begin requiring data on success rates of student veterans who pursue certificates as their primary educational goal. The data requested will be similar to the Gainful Employment information that is currently collected and submitted specifically for students who pursue Certificate and Technical Education.

4. Planning

A. Results of Program Plans and Actions

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

Three significant operational changes were implemented about two years ago have continued to provide significant operational enhancements. The three changes are technology based and have provided improved procedural processes for both students and staff. The three enhancements are a change to the degree and certificate evaluation process, the incorporation of a self-service knowledge base system known as "Ask the Bulldog", and the third more recent enhancement has been the transition from a paper certificate and degree application process to a much more streamlined and flexible online submission process.

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, IT staff have developed a report that provides includes information on number of units completed toward the degree and/or certificate. In some cases individuals have fulfilled certificate requirements and in other cases are very close to fulfilling degree requirements. Previously, the degree and certificate evaluators had to conduct this "mining" process manually.

Further, in fall 2014 the online submission of certificate and degree applications was fully implemented. This process has streamlined the submission of certificate and degree applications to A&R and has enhanced the flexibility for applicants while also allowing A&R staff to expedite the evaluation process by eliminating a number of unnecessary steps. Since its implementation a couple of years ago, the streamlined operations have proven to benefit both students and staff. For example, students receive timely communication about their application status and A&R staff have an improved operational process that has eliminated a number of cumbersome steps. In essence, a win-win.

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. During the 2015-16 academic year, transfer degrees have increased to 287 or 39.2% of the total 721 college degrees conferred. It can be noted that the AA-T and AS-T degrees eliminate local CSM degree requirements including 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.

B. Future Program Plans and Actions

Prioritize the plans to be carried out to sustain and improve student success. Briefly describe each plan and how it supports the [CSM Strategic Goals 2013/14 to 2015/16](#). For each plan, list actions and measurable outcomes. Plans may extend beyond a single year. Describe the professional activities and institutional collaborations that would be most effective in carrying out the program's vision to improve student learning and success.

Admissions and Records will integrate and utilize technological developments and enhancements that provide ease of use for students, faculty and staff. A&R staff will continue to acknowledge, respect and maintain awareness of the diverse cultures and backgrounds of students who comprise the institution and will respectfully extend high quality personalized services. All Enrollment Services staff including A&R Staff will continue to participate in a minimum of two diversity related events per year as a means of developing and sustaining cultural competency and an awareness of the richness of CSM's diverse campus community.

As succinctly stated above, 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, Student Equity Plan, Student Success and Support Plan, and the specific Strategic Goals 1, 2, & 3.

Outsourcing operations and the use of technology will continue to be embraced by Admissions and Records in order to streamline operations that enhance quality programs and services for students. For example, the district's three colleges have agreed to outsource the processing of student transcripts to Credentials/eScript, a company that is a leader in operationalizing the processing of transcripts. Another example is the concurrent enrollment process which is evolving to incorporate a work flow process that will eliminate the submission of paperwork to A&R but rather allow required documents to be submitted electronically. Upon receipt, the files will then be electronically routed to appropriate personnel for processing. This will be a significant enhancement for participating students, their parents, and high school and A&R staff. This revised operation is expected to be implemented in fall 2016 to allow for spring 2017 registration. (Strategic Goal 3)

Reference to CSM Strategic Goals

- Strategic Goal 1- Improve Student Success
- Strategic Goal 3- Develop relevant, High Quality Programs and Services
- Strategic Goal 4 - Support Professional Development

Other References

- Mission and Diversity Statements
- Diversity In Action Group Plan
- Student Equity Plan
- Student Success and Support Plan

5. Program Maintenance

A. Course Outline Updates

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
N/A		

B. Website Review

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

Faculty contact(s)	Date of next review/update
Karen Erickson, Lola Paz, Chequita Williams	Periodically reviewed and updated.

C. SLO Assessment Contacts

Faculty contact(s)	Date of next review/update
Henry Villareal	October 2018

6. Dominant Themes Summary for IPC

Briefly summarize the dominant, most important themes or trends contained in this program review, for division deans to collect and forward to the Institutional Planning Committee. What are the key program issues that matter most? (Brief paragraph or bullet points acceptable).

Three primary themes emanate from this year's Admissions and Records Program Review. The first is the utilization of technology to enhance services, the second is limited staffing, and the third is professional development.

Admissions and Records Staff embrace and are dependent on the utilization of technology to support its many operations and services. Staff regularly participate in District ITS work groups to assess potential technological developments. Examples include ongoing development and maintenance of Degree Works, enhancement of concurrent enrollment procedures, planning for the outsourcing of the transcript request process, standardizing petitions and forms, and developing work flow processes.

Despite the utilization of technology and its benefits, Admissions and Records continues to operate with skeletal staffing. As has been documented in previous year's program reviews, A&R staff is operating with half the staff that once supported the department. One staff member's absence due to vacation or illness can significantly impact the departments' effectiveness in fulfilling its daily operations. While staff have been cross-trained, the absence of a single staff member can cause hardship for the remainder of the staff. Despite limited staffing, A&R staff understand their important roles and are committed to serving all students, faculty and staff with respect and courteous service.

While seeking to develop their technical skills, A&R staff are also cognizant of the student diversity that comprise the CSM student body. They seek out professional development opportunities that enhance not only their technical skills but also their awareness of cultural diversity and competency. They willingly participate in College, District and State-wide workshops, presentations and conferences. In a spirit of teamwork and collaboration, staff members share key information that they have learned at a particular workshop or presentation. I applaud the staff for their willingness to pursue professional development opportunities.

