

Introduction

Purpose

An effective program review supports continuous quality improvement to enhance student-learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process

Foothill College student services programs are reviewed annually, with an in-depth review occurring on a three-year cycle. Faculty and staff in departments who contribute to these programs will participate in program review. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual program review addresses five core areas, with a final section for administrator comments and their reflections about the next steps:

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Administrator's comments/reflection/next steps
7. Vice President's comments

2012-2013 Submission Deadline:

- Program review documents are due to Director/Dean by December 14 for completion of Section 6.
- Director/Dean completes section 6 and forwards documents to Vice President for completion of Section 7 by January 4, 2013.
- Vice President completes section 7 and returns documents to program review team by January 18, 2013.
- Program review documents are due to the Office of Instruction by January 25, 2013.

Foothill College Program Review Cycle:

To see which template your department is scheduled to complete, check the Program Review Schedule: <http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf>

Questions?

Contact: Office of Instruction and Institutional Research (650) 949-7240

Website: <http://foothill.edu/staff/irs/programplans/index.php>

Basic Program Information

Student Service Program Name: Admissions & Records and Cashiering Services

Student Service Program Mission:

The Admissions & Records office is typically the first contact a student has with Foothill College. The office is committed to ensuring each student can easily navigate through the admissions and registration process. A positive experience is essential to retention, persistence and to the overall student academic success. Admissions & Records provides accurate and consistent information along with friendly assistance as students' progress through the educational system. The office is also the primary contact area for faculty and administration with regard to student enrollment, grades and attendance accounting. In addition, the Admissions & Records office maintains and protects student records in a manner that ensures accuracy, security of information and compliance with accreditation standards.

The Admissions and Records and Cashiering offices strive to be innovative and flexible in altering its delivery system to better provide services to our diverse students, faculty and staff, while never forgetting the importance of responding in a sensitive and helpful manner.

Total number of Full Time Faculty:	
Total number of Part Time Faculty:	

Existing Classified positions:
2 Admissions & Records Supervisors
7 Admissions & Records Assistants
1 Cashiering Services Coordinator

Program Review Team and Departments:

Name	Department	Position
Shawna Aced	Admissions & Records	Registrar
Roland Amit	Admissions & Records	Supervisor
Henry Jung	Admissions & Records	Supervisor
Pat Wood	Cashiers Office	Cashiering Services Coordinator
Susan Almendarez	Admissions & Records	Admissions & Records Assistant
Shelly Bowers	Admissions & Records	Admissions & Records Assistant

Julie Brown	Admissions & Records	Admissions & Records Assistant Julie has been working outside of A&R in Pass The Torch and has just recently returned to A&R
Pam Brewer	Admissions & Records	Admissions & Records Assistant
Mrinmaie Deshpande	Admissions & Records	Admissions & Records Assistant
Ouida Mathis	Admissions & Records	Admissions & Records Assistant
Eric Rosenthal	Admissions & Records	Admissions & Records Assistant

Section 1. Data and Trend Analysis

1.1. Program/Department Data

Dimension	2009-2010	2010-2011	2011-2012
Students Served	Fall 2009 18,086	Fall 2010 16,898	Fall 2011 15,857
Full-time FTEF	0	0	0
Part-time FTEF	0	0	0
Full-time Staff	13	12	10
Part-time Staff	5-15	5-15	3-7

1.2 Using the data provided above, include a short narrative analysis of the following indicators. Please attach supporting studies or data to the final program review submitted to your Dean.

1. Students served (How was this tracked? What is the trend?)

Supporting data on students served:

http://research.fhda.edu/factbook/FHdemofs/demographic_fact_sheets_fh.htm

2. Demographics analysis (Is the ethnic breakdown of students you serve proportional to the general college ethnic distribution?)

Yes

3. Please describe services offered off campus and how these services are assessed and measured.

4. Staffing structure (Does the staffing structure meet the program or department's needs? If yes, please explain. If not, consider the following prompts in framing your answer.)

Staffing structure does not meet the department's needs. Staffing has decreased due to death, reduction in force and budget cuts.

- i. Which aspects of the work are key to the institution's mission?

The Admissions and Records Office strives to be innovative and flexible in altering its delivery system to better provide services to our diverse students, faculty, and staff; never forgetting the importance of responding in a sensitive and helpful manner. In order to effectively serve students additional staffing is required.

- ii. Has the staff increased, decreased or remained the same to meet those changes?

Staff has decreased. Admissions & Records has difficulties meeting the needs of students as stated in our mission statement.

- iii. How has technology affected the workload in your office?

Admissions & Records has had to hire part time TEA staff in order to meet the needs of the college. The implementation of Banner has increased certain facets of our workload due to technical aspects not met by the district.

iv. Does the workload have significant peaks and valleys during the year? If so, describe.

A&R is most busy during the registration period of each term, however with implementations of additional software systems such as Degree-Works, A&R staff now has very little down time, and with decreased staffing A&R struggles to keep up with the workload.

v. Do you anticipate the workload will increase, decrease or remain constant in the upcoming one to three years? Is this a temporary situation?

I anticipate workload to increase as our student population increases and the college continues with its plan to grow.

<http://www.foothill.edu/staff/irs/ESMP/>

vi. What steps can be taken to improve your program or department's organizational efficiency within its current budget?

Positions in Admissions & Records have been decreased steadily over the years, while workload has increased. Staff is currently stretched thin as it is; organizational restructuring is not an applicable solution for this department. This department must have more full time positions in order to meet the growing demands of student faculty and staff.

vii. What strategies have been used to improve the delivery of support services within the program or department?

While Admissions & Records continues to outsource and implement new and improved technology to deliver additional online services, this department relies heavily on part time employment (student employees, TEA's) in order to stay current with delivery of support services to our most needy population of students.

5. General budget analysis by category of expenditures.

a. Use table below to list expenditure categories and budgeted amounts for the past three years (add categories if needed, or attach spreadsheet)

Account Category	Budgeted Amount	Description of Common Charges (breakdown ProCard expenses)
Contractor		
Copy Costs/Printing		
Equipment		
Software		
Stipends		
Travel		
Other (please note)		
All Category Total		

b. Comment on your expenditures for the past three years.

6. Basic Skills Programs (if applicable). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php>
 - a. Please discuss current outcomes or initiatives related to this core mission.
7. Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>
 - a. Please discuss current outcomes or initiatives related to this core mission.
8. Workforce/Career Technical Education Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website:
<http://foothill.edu/president/workforce.php>
 - a. Please discuss current outcomes or initiatives related to this core mission.
9. Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESLL and basic skills completion, degree and certificate completion, and transfer. For the latest draft of the Student Equity Report, please see the ESMP website:
<http://foothill.edu/staff/irs/ESMP/index.php>
 - a. To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program.
10. Innovation: Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

Section 2. Learning Outcomes Assessment Summary

2.1. Insert – 2011-2012 Four Column Report for SA-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Unit Assessment Report - Four Column			
Foothill College			
SA - Admissions & Records			
Service Area Outcomes (SAOs)	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
SA - Admissions & Records - 1 - Students that come to A&R to add classes will leave understanding how to utilize the online add code process.			
SAO Status: Active			
SA - Admissions & Records - 2 - Students are able to easily navigate the online transcript ordering system.			
SAO Status: Active			
SA - Admissions & Records - 3 - New students that attend Day on the Hill will be educated on the registration process.			
SAO Status: Active			

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2.3 Service Area Student Learning Outcomes: Please provide observations and reflections below.

2.3.a What findings can be gathered from the SA-SLOs assessments?

2.3.b Does any of the data suggest that revisions might be necessary in order for students to successfully achieve the SA-SLOs?

2.3.c Do the SA-SLOs reflect the knowledge, skills and abilities students need from those services in order to succeed?

2.3.d How has assessment of SA-SLOs led to improvement in student success at the institution?

2.4 Annual Action Plan and Summary: Using the information above, list the Service Area's action steps, the related Core Mission objective, SLO assessment data and the expected impact on student success.

Unit Assessment Report - Four Column

Foothill College

SA - Admissions & Records

Mission Statement: The Admissions & Records office is typically the first contact a student has with Foothill College. The office is committed to ensuring each student can easily navigate through the admissions and registration process. A positive experience is essential to retention, persistence and to the overall student academic success. Admissions & Records provides accurate and consistent information along with friendly assistance as students' progress through the educational system. The office is also a primary contact area for faculty and administration with regard to student enrollment, grades and attendance accounting. In addition, the Admissions & Records office maintains and protects student records in a manner that ensures accuracy, security of information and compliance with accreditation standards.

The Admissions and Records office strives to be innovative and flexible in altering its delivery system to better provide services to our diverse students, faculty and staff, while never forgetting the importance of responding in a sensitive and helpful manner.

Primary Core Mission: Basic Skills
Secondary Core Mission: Transfer

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
SA - Admissions & Records - 1 Online Add Process - Students that come to A&R to add classes will leave with the ability to utilize the online add code process. Year(s) to be Assessed: End of Quarter SA-SLO Status: Active	Assessment Method: Spring 2012. Students that come to A&R to register in person will be given a survey. Assessment Method Type: Data Target: Decrease the number of students waiting in line to add classes by increasing the use of technology.	09/07/2012 - Surveying students turned out to be an unrealistic goal due to staffing shortages and workload. We are now going with data trends on online adds vs in person adds. Request for Data from Elaine Kuo Sept 7. Result: Target Met Year This Assessment Occurred: 2011-2012 Resource Request: Additional staffing to fill vacant positions. GEIL-SLO Reflection: Expect to meet target after review of data.	
	Assessment Method: This will be measured by comparing the number of students that enroll online vs in person. Assessment Method Type: Data Target: Decrease the number of students waiting in line to add classes by increasing the use of technology.	10/12/2011 - By educating student in person on how to process adds online. A&R saw a decrease in the number of students that we served in person. Students adding courses within the first two weeks of each academic term (within one week for the summer term) in 2011-12 were identified to determine if they added courses in person (RE) or online (RW). An examination of this data at the quarterly level shows that a majority of students	09/19/2012 - After analyzing the data I've discovered that while our education of students on how to add online does seem to increase the number of online adds throughout Fall Winter and Spring; for some reason we have an unusual percentage of students that add in person during the summer term. Based on this data I had the #'s run

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Action Step	Related SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
1			
2			
3			

Section 3: Program Goals and Rationale

Program goals should be broad and incorporate some sort of measurable action that connects to Foothill's core missions, Educational & Strategic Master Plan (ESMP), the division plan, and SLOs. Goals will be linked to resource requests.

3.1 Previous program goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
Promote a "user	Continuous long term	▪ Direct and/or	This is a continuous

<p>friendly" office environment that is oriented to assisting students, staff, faculty and the community</p>	<p>goal</p>	<p>refer students and the general public to the various services/programs that are available on campus.</p> <ul style="list-style-type: none"> ▪ Provide and disseminate clear, accurate, and consistent information. ▪ Create a more efficient way for students to quickly pay for parking permits in person. ▪ Assist students who have difficulty using technology-based registration system for admission and registration purposes. ▪ Conduct regular in house surveys in order to gage student satisfaction with Admissions and Records services, as well as gain an understanding of student needs. ▪ Assist faculty and staff in a friendly and efficient manner. ▪ Conduct regular customer service training for all A&R staff in order 	<p>long-term goal. We have had many retreats that include customer service, as well as training on how to best utilize the technology provided to us to better serve student faculty and staff. A&R has implemented department meetings over the last year. At these meetings supervisors and staff discuss the month's customer service issues and efficient communication.</p>
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		to provide exceptional services, and to come together as a team.	

3.2 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives	Action Steps
Promote a “user friendly” office environment that is oriented to assisting students, staff, faculty and the community	Long Term continuous	Improving student relationships with Admissions and Records has important and long lasting positive implications. Service quality benefits student retention rates while enhancing the operational efficiency of the Admissions and Records Office.	A&R will continue to conduct customer service and technology trainings, as well as student surveys, to continually improve efficiency and student satisfaction.
Facilitate access to Admissions, Registration, and records information	Long Term	<ul style="list-style-type: none"> ▪ Respond to in person, by phone, by mail and electronically to inquiries concerning admissions and registration procedures in an efficient and timely manner. ▪ Provide access by other departments to 	Students will quickly and easily get questions answered producing gains in student achievement. By providing access of student records to other departments via BDMS, students will receive efficient and quick services throughout the campus. Enhancing

		<p>student records via BDMS.</p> <ul style="list-style-type: none"> ▪ Enhance incoming transcript processing by implementing a systematic way of entering transcript data to facility the student's ability to take advantage of all that DegreeWorks has to offer. 	<p>student's ability to use DegreeWorks will quickly improve the matriculation process.</p>
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Maintain the confidentiality, accuracy and security of records and reports.	Long Term	<ul style="list-style-type: none"> ▪ Provide in-service training in matters pertaining to maintenance and confidentiality of records in accordance with the Family Education Privacy Act, District policies and Title 5 regulations. ▪ Provide adequate and safe storage of records. ▪ Provide a method of transcript delivery that is accurate and secure. ▪ Maintain liaison with ETS to ensure that electronic data is accurately updated and secured 	<p>Protecting the confidentiality of student records is a priority in the Admission & Records office. This provides students with a safe learning environment as well as builds trust in the institution.</p>
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Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
A & R Front Counter Clerk	\$100,000.00	Improving student relationships with Admissions and Records has important and long lasting positive implications. Service quality benefits student retention rates while enhancing the operational efficiency of the Admissions and Records Office.

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Position	\$ Amount	Related Goal from Table in section 3.2 and/or rationale

One-time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale

Ongoing B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.2 and/or rationale

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Desk top scanners	\$20,000.00	By scanning all student documents into the BDMS system, A&R is able to Protect the confidentiality of student records as well as provide essential access for other departments.

Baseline Banner improvements	\$20,000.00	Providing a systematic way to enter transcript data as well as upload application data. This will improve student relationships with Admissions and Records as well as provide a streamlined process of registration and matriculation. This item has important and long lasting positive implications. Service quality benefits student retention rates while enhancing the operational efficiency of the Admissions and Records Office.
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Section 5: Program Strengths/Opportunities for Improvement

5.1 Use the matrix provided below and reflect on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	A&R has begun to use electronic forms of storage as well as communication to improve efficiency.	A&R continues to scan and manually enter all current incoming transcripts and make them available to counseling staff, and is now working on past years transcripts.
Weaknesses	A&R has lost many positions over the last few years without the resources to replace staff A&R is finding it difficult to provide the superb service that students faculty and staff have become accustomed to.	Those populations that we serve are often unaware that A&R has lost so many full time positions. This leaves them with the perception that A&R just isn't interested in providing excellent services.
Opportunities	If my recourse allocation for a full time front counter position is granted, A&R can begin to improve customer relationships.	A&R is often the student's first contact with Foothill College; and that positive first experience is essential to retention and student success.

Threats	The state of the budget, Admissions & Records has little to no supplies budget.	If A&R continues to go understaffed the perception perpetuates that A&R, and essentially Foothill College, provides poor customer service.
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5.2 Address the concerns or recommendations that were made in prior program review cycles.

5.3 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

5.4 After reviewing the data, what strengths or positive trends would you like to highlight about your program?

Section 6: Feedback and Follow Up

This section is for the Director and/or Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:

The Cashiering office has done well in organizing and delivering services.
Communication is steadily improving as to assisting students and colleagues in A&R.

6.2 Areas of concern, if any:

Areas of concern would be in providing strong and consistent customer service. Part of the issue is lack of consistency in staffing and lack of cross training on tasks and job duties that limits staff in addressing student issues and concerns. In addition, transcript entry is behind again by almost a year and is a concern for degree audits and graduation petitions and granting degrees.

Also, the cashiering office would do well with extra help since we are having to ratify collections, etc.

6.3 Recommendations for improvement:

To utilize the technology that assists A&R in serving students (Telnet, AskFoothill, etc), cross train the staff so that all staff can answer student questions and not have to refer to someone else, have a Dean of Enrollment Management oversee the Admission and Records services and work with staff to improve customer service and increase retention.

6.4 Recommended next steps:

- Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review

Section 7: Feedback and Follow Up

This section is for the Vice President, Student Services to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:
Good implementation of online support programs, improved response.

6.2 Areas of concern, if any:

Customer service continues to be a problem. Answering phones, returning emails and solving problems are not done in a timely manner. Transcript entry needs to improve. Concerned about employee tardiness and attendance at work.

6.3 Recommendations for improvement:

More training in customer service.

6.4 Recommended next steps:

- Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review