Basic Program Information

Department Name:

Admissions & Records

Division Name:

Enrollment Services, Student Services

Program Mission(s):

Admissions & Records is committed to a positive experience that is essential to the overall student success by providing accurate and consistent information. We strive to be professional, responsive, respectful, and friendly as we help students navigate through the educational system from Admissions to Transfer.

Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
Laureen Balducci	Counseling	V.P., Student Services
Nazy Galoyan	Enrollment Services	Dean, Enrollment Services
Roland Amit	Admissions & Records	Supervisor, Admissions & Records

Please include the following information about your program:

Total number of Full Time Faculty:	0
Total number of Part Time Faculty:	0
Total number of Classified Professionals:	0

Please list all existing Classified positions:
Admissions & Records Supervisor: 2
Cashiering Services Coordinator: 1
Enrollment Services Specialists: 5
Admissions & Records Assistant: 3

List all Programs* covered by this review & check the appropriate column for program type:

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
Non-instructional program, does not apply	**N/A**	**N/A**	**N/A**

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

Section 1: Data and Trend Analysis

Please complete the appropriate data elements.

A) Instructional Program Data:
Data will be posted on http://foothill.edu/staff/irs/programplans/programreviewdata.php
You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Certificate and Degree Programs	2011-2012	2012-2013	2013-2014	% Change
Non-instructional program, does not apply				

	2011-2012	2012-2013	2013-2014	% Change
Enrollment				
Productivity (College Goal 2014-15: 535)				

B) Student Services Programs Data

Please enter the number of students served over the last 3 years.

	2011-2012	2012-2013	2013-2014	% Change
Students Served	15,500	14,228	13,347	

This data was obtained via the following sources (circle): CCC Apply, Ask Foothill, Credentials, SARS, Other (List) FHDA research Fact Book:
http://research.fhda.edu/factbook/pdfs/Foothill%20Student%20Headcount.pdf

C) Administrative Unit Data

Please enter the information below.

Dimension	2011-2012	2012-2013	2013-2014
Students Served (Unduplicated)			
Faculty Served			
Staff Served			
Full-time FTEF			

Part-time FTEF			
Full-time Staff			
Part-time Staff			

Using the data entered for your program above, briefly comment (1-3 paragraphs) on changes in students or staff served, enrollment and/or productivity for your program in the last year.

What changes have been made or are planned as a result of your analysis of the data?   (for example, new curriculum, new pre-requisites, a focus on student retention, changes in teaching approaches informed by SLO Assessments, changes in when classes are scheduled, better use of technology, etc.)

 Although the number of students served shows as decreasing between 2012-2013 and 2013-2014, this data is actually misleading. The unduplicated headcount of students may be down, the actual number of FTES is up. 2012-2013 showed 10,581 resident and 1,762 non-resident FTES, whereas 2013-2014 showed 10,612 resident and 1,918 non-resident FTES. The number of full-time students has increased despite the lower unduplicated headcount.

As we always strive to look at new ways to increase enrollment, the College decided to use Spring 2014 enrollment as a basis for establishing priority registration under the upcoming Student Success & Support Programs (3SP) mandate from the State Chancellor's Office effective Fall 2014. By including full-time enrollment status in the prior quarter as one of the criteria for priority registration for the upcoming quarter, we encouraged students to enroll full-time and also complete their educational goals sooner.

Section 2: Student Equity

The college is committed to student equity, defined by the Student Equity Workgroup as fostering similar outcomes for all students. One targeted area for improvement in this year's Student Equity plan is to increase the course completion rates for African American, Latino, and Pacific Islander students over the next three years by 3 percentage points.

Please describe how you see members of your program contributing to this goal.

 Although we do not have a direct impact in shaping curriculum, we have encouraged Classified Staff members to become more involved in the shared participatory process.

We have several members serving on or have expressed interest in serving on some of the various committees such as Basic Skills and Student Equity.

Please review the equity data available to you on the students served in your program and their outcomes by ethnicity (including, for instructional programs, course success rates by ethnicity). If differences exist, what efforts have members of your program undertaken or discussed to address them? If your program has undertaken any initiatives or interventions as a result of these efforts or discussions, please share what you have learned as a result of these initiatives.

Enrollment Services provides equal opportunity to all students. In our daily operations, we strive to provide a means fair and equitable treatment to all involved. Unlike other programs that may give a preference in services due to meeting certain socio-economic, cultural, ethnic background or other qualifiers, Enrollment Services has consistently maintained to overcome any and all barriers. We have a diverse staff comprised of multiple ethnicities and speaking several languages.

Section 3: Outcomes Assessment Summary

A) **Attach 2013-2014 Course-Level** (for Instructional Programs Only) – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

B) **Attach 2013-2014 Program Level** – (for all programs) Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Please see attached.

Section 4: Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts.

A) **For instructional programs only, what curricular, pedagogical or other changes have you made as a result of your course level student learning outcomes (CL-SLO) assessments?**

B) **For instructional programs only, how has assessment of program-level student learning outcomes led to certificate/degree program improvements? Have you made any changes to your program based on the findings?**

For all programs: Instructional, Students Services, Administrative

C) **How do the objectives and outcomes in your area relate to the program-level student learning outcomes and to the college mission?**

Mission Statement: Foothill College offers educational excellence to diverse students seeking transfer, career preparation and enhancement, and basic skills mastery. We are committed to innovation, ongoing improvement, accessibility and serving our community.

In anticipation of the upcoming 3SP mandates effective Fall 2014, Enrollment Services revised the outreach strategy for the College. We changed to a more pro-active stance contacting and visiting all of the High Schools in the area in person compared to a more passive stance in the past where we had primarily focused on an annual event. We included application workshops and testing at the local High Schools as well as out of our primary service area as part of an effort to reach out to more of the community.

D) **What do members of your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?**

The Admissions & Records Office conducts weekly meetings to ensure that there is an active dialog process and the communication of ideas.

Section 5: Program Goals

Please comment on progress you have made on program goals from prior program reviews.
Check the appropriate status box & provide explanation in the comment box.

Goal/Outcome (This is NOT a resource request)	Related to prior resource request (Y/N)	Status: Completed, In progress or Revised	Comment on Status
1. Improve customer service & satisfaction	Yes	In progress	Due to a recent reorganization, staff are becoming more cross-trained and able to provide a higher quality student experience.
2. Increase enrollment/FTES	Yes	In progress	As we increase our online presence (to include 3SP and the upcoming Online Education Initiative), we are constantly evaluating ways to provide online Student Services as well.
3. Reconcile outstanding Student Accounts Receivable balance (approx. 800k)	Yes	In progress	Returning student will not have registration holds and will be able to complete their educational (basic skills & transfer) or career (workforce) goals. Will continue to work with FHDA district A/R until resolved

Please list any new goals for your program you would like to undertake this year. The goals should be linked to the college mission and be driven by data (including student and program learning outcomes reflections).

Goal/Outcome (This is NOT a resource request)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?

Section 6: Program Resources and Support

To be completed only if making a new resource request.

Using the tables below, summarize your program's <u>unfunded</u> 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	Related Goal from Table in section 5 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
Student Services Accountant	Goal #3. Currently, District does not have the resources to allocate a full-time person to Enrollment Services. By hiring someone for this position, this will enable the district to resolve the outstanding balance. This will also free Student Services staff to work with current and future students instead of balances from the past.	N
Student Services Technology Assistant	Goal #2. There needs to be a full-time staff member dedicated to Enrollment Services. As more programs such as Banner, the National Student Clearinghouse, annual state CCFS-320 reports rely on correct and accurate data, the allowances for errors are no longer acceptable.	N

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)
Indicate duties covered by requested reassign time:

Responsibility	Related Goal from Table in section 5 and how this resource request supports this goal.		% Time

One Time B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 5 and how this

		resource request supports this goal.

Ongoing B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 5 and how this resource request supports this goal.

Section 7: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
1.	

a. **After reviewing the data, what would you like to highlight about your program?**

In recent years, there has been a huge change in state regulations (to include 3SP, Title V changes to repeatability and course families, and new or additional course prerequisites). As our program adjusted to these changes in addition to undergoing a departmental reorganization, we had also had to deal with a reduced number of staff. Despite these challenges, the department still continued to strive and improve customer service. With less, we still did more.

Section 8: Deans Feedback and Follow Up

This section is for the Dean to provide feedback.

A) **Strengths and successes of the program as evidenced by the data and analysis:**

Resent hire of A&R Assistant have been successful for A&R Office.
Three of the Enrollment Specialist has been working out of class to provide critical thinking decision making level including Clearing House Reporting, Academic and Progress probation processes, Academic Council involvement etc.
Open CCCApply transition went very smoothly and Priority Registration under 3SP mandate was implemented and processed with success.
320 Report was another success.
Electronic transcripts (incoming and outgoing) process has been growing rapidly
The new position of Cashiering Supervisor has made a great change in Student Account Receivables. The Cashiering Office has been exponentially growing and was in need of highly skilled leader with accounting knowledge base.

B) **Areas of concern, if any:**

As the Enrollment Services grows we need more working space in A&R for the staff and TEAs.
Another area of concern is Microfiche scanning to BDM. This is a big and pricy project which must be done ASAP to insure all the archived records.

Program: 10   Updated:

C) Recommendations for improvement:

Continue training and team building.
Utilizing current space and configure additional space in cubicles and offices.
Hire outside vendor for the Microfiche scanning to BDM project

D) Recommended next steps:

_X__ Proceed as planned on program review schedule
___ Comprehensive Program Review (Out of cycle) Recommended
___ Remediation Plan Recommended

Upon completion of section 8, the Program Review should be returned to department faculty and staff for review, and then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.

Foothill College
SA - Admissions & Records

Mission Statement: Admissions & Records is committed to a positive experience that is essential to retention, persistence and to the overall student academic success by providing accurate and consistent information along with friendly assistance as students progress through the educational system.

Primary Core Mission: Basic Skills
Secondary Core Mission: Transfer
Tertiary Core Mission: Workforce

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
SA - Admissions & Records - 3 Registration Process_1 - New students that attend Day on the Hill / Foothill Open House will be educated on the registration process. **Year(s) to be Assessed:** End of Quarter **SA-SLO Status:** Active	**Assessment Method:** This can be measured by the number of students that apply and register on that day. **Assessment Method Type:** Data **Target:** Students will understand the application and registration process.	11/26/2013 - There were 157 applications that were submitted on 04MAY13 (Day on the Hill DOTH), 84 of the applicants registered for CNSL 5, Introduction for College. **Result:** Target Met **Year This Assessment Occurred:** 2012-2013	12/16/2013 - A&R will continue to provide admission and registration assistance on DOTH to increase number of high school graduates admission to Foothill College. In addition, A&R will provide workshops to educate high school students on 3SP regulations and the outcome will be that first-time college students will understand the regulations and will complete orientation, educational plans, and assessments before Fall 2014
		09/19/2012 - While the Foothill Day on the Hill Open house was very successful with nearly 1,200 in attendance, because the event evolved into Foothill Day on the Hill Open house, my methods of assessment proved to be unreliable. In the past this event was a controlled population of students that were easily trackable, however, the new event was an open house and attendees were encouraged to apply before the event. Many also opted to enroll after the event. **Result:** Target Not Met **Year This Assessment Occurred:**	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
		2011-2012 **GE/IL-SLO Reflection:** I will continue to use this SAO in the future year, but will have to make changes to my tracking methods in order to successfully monitor the student's learning outcome of future Foothill Day on the Hill Open House events.	
SA - Admissions & Records - 4 Enrollment Priorities - A&R will redefine the existing priority registration grid to be in compliance with the new Title 5 3SP priorities. In order to have priority registration, the students must have completed orientation to the college (CNSL 5), assessment, and approved electronic Ed Plan through Degree Works **Year(s) to be Assessed:** End of Academic Year **SA-SLO Status:** Active	**Assessment Method:** Banner Reports and Analyzing Argos Reports **Assessment Method Type:** Data **Target:** 85%	12/16/2013 - Beginning for the fall 2014 registration period, Foothill College will implement a new method for determining the day and time when students are first allowed to register for courses. The change is required by new state regulations. The new method includes state mandated requirements as well as new requirements specific to Foothill College.The Enrollment Priorities Committee began meeting in the summer of 2013 and were guided by the following principles: 1) Adhere to State of California Title 5 regulations 2) The focus should be on behaviors rather than group status 3) Use Student Success Task Force recommendations as a guide, including: a. An emphasis on students selecting an education goal of transfer, degree, or certificate b. And emphasis on students selecting a major 4) Encourage enrolling full time 5) Use Enrollment Priorities to encourage student behaviors important for success by providing them their own data **Result:** Target Not Met **Year This Assessment Occurred:** 2012-2013	12/16/2013 - In order to assess this learning outcome, data will be pulled from Banner to determine the means by which students were assigned priority registration and how and when students were able to register. A determination will be made to see if students were given accurate registration date based on FH criteria. Data can also be pulled from the Argos Reports. The date and time of initial registration for students not meeting the enrollment priority criteria will be after students who have met the criteria and will be determined by the number of units earned.
SA - Admissions & Records - 5 Provide student support services to facilitate student	**Assessment Method:** Argo Reports, Banner, BDMS Reports	12/16/2013 - Currently it takes seven to ten days to log in incoming transcripts and then it takes	

Service Area SLOs (SA-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action & Follow-Up
success - *In support of 3SP and mandatory Ed Plans there will be more immediate need for transcripts scanned (BDMS) and input into Banner. *Increase support to off sites and non-traditional populations **Year(s) to be Assessed:** End of Academic Year **Start Date:** 01/01/2014 **SA-SLO Status:** Active	**Assessment Method Type:** Data **Target:** 85%	additional two months to manually input the data in Banner. The target goal a year from now will be to expedite this process to half the time for the processing incoming transcripts. **Result:** Target Not Met **Year This Assessment Occurred:** 2012-2013	12/16/2013 - A&R will purchase scanners for all staff to scans all incoming transcripts on ongoing basis and also A&R will hire two full-time TEAs to catch up on all incoming transcripts to enter them in Banner.