

## STUDENT SERVICES PROGRAM REVIEW 2009-2010

DEPARTMENT OR PROGRAM: Admissions and Records

NAME AND TITLE OF PREPARER(S): Kathleen Moberg, Dean Admissions and Institutional Outreach

In providing responses in the following areas, **please provide quantitative and qualitative data to support your responses.** For the purposes of the Program Review, both departments and programs will be referred to as “program.”

- I. **Description and mission of the program.** Provide a brief description of the program including any services provided and the program’s mission.

The De Anza Admissions and Records office mission is to provide comprehensive, client sensitive, and technologically innovative and appropriate services to our approximately 24,000 diverse students and staff. These services include: admissions; registration; graduation and program evaluation; transfer credit review; Veterans’ services; faculty support, including grading, roster maintenance, grade changes, Incompletes and faculty course technology support; Assessment and prerequisite evaluation and support; Counseling services integration and support (Articulation, Matriculation, Counseling 100 registration, etc); transcript services (supporting one of the highest transfer rates in the state); Division support including waitlist and enrollment management; Outreach and Recruitment support; apportionment collection and reporting; Student technology enhancements, interface with and trainers for other users across campus; and finally compliance and enforcement of state regulations and mandates.

Quantitative measures:

- Increased Veterans’ enrollment from 50 – 135 in 07-08. Enhanced services, web site, hosted an Open House, and created a printed handbook. Received excellent audit evaluation.
- Oversaw successful implementation of online grading technology. 385 instructors submitted their grades on line for fall 2008. 170 instructors submitted instructor drops on line for fall 2008.
- Processed over 25,000 transcripts, supporting highest transfer rate in the state.
- Processed 1600+ IGETC and GE/Breadth certifications
- Processed 1300+ applications for Associate’s degree
- Processed 700+ applications for Certificate
- Processed 3000+ incoming transcripts of which over 1500+ required full evaluation, the rest were targeted evaluations for prerequisites or specific courses
- Processed 150+ degree audit requests
- Fielded 2000+ telephone inquiries
- Respond to 1500+ evaluations/ graduation email inquiries

- II. **Retention and growth.**

- A. How has the program responded to the institutional goal of increased access, growth and retention?

As the “front door” to the campus, Admissions provides key access points for new and returning students. Our technology and in person services need to be intuitive and user-friendly. We are responsible for not only creating admissions and registration opportunities for students, but for ensuring that students meet state admissions and residency criteria to protect the college from audit findings. In direct response to institutional initiatives, Admissions works closely with Outreach and Recruitment to support Outreach functions for new students, expedite new student paperwork and registration processes, coordinate assessment and other related efforts, and process Counseling 100 registrations to meet Matriculation requirements. In support of Retention initiatives, Admissions works with Summer Bridge, First Year, SSRSC and special math students to process registrations that support retention strategies. We also work closely with Student Discipline to maintain accurate and confidential history of student holds, etc.

Quantitative Measures:

- Admissions processes the applications, registrations, and grades for 24,000 students each term.
- Admissions manually processed hundreds of admissions applications and Counseling 100 registrations in support of New Student events.
- Admissions staff assisted division deans in waitlist management, re-enrollment for cancelled courses, processed special registrations for linked classes and special programs like First Year Experience.
- Admissions staff revised web sites to be more user friendly and informative, revised phone menus to be more customer services oriented, and answered thousands of general questions via the webreg email address.

- B. How has the program responded to the institutional goal of increased access, growth and retention specifically for the identified targeted populations of African Ancestry, Latino/a, and Filipino/a students?

As mentioned above, Admissions has worked closely with Outreach to coordinate and streamline processes, create better communication avenues (updated web site, Info desk staffing, phone menus), and hire a diverse student and permanent staff. Staff also completed Cultural Competency training in fall 2007 and also assisted in Outreach student conferences for target populations.

Quantitative Measures:

- As mentioned above, Admissions processed hundreds of applications and registrations related to New Student events, participated in “Not too Late” to register, and assisted Outreach in preparing for and offering conferences for target populations.

- III. **Student equity.** In what ways has the program worked towards decreasing the student equity gap? Has the program made progress towards or achieved these equity goals? What challenges exist in the program in reaching such goals?

Although Admissions does not formally address Student Equity, as open access is our main role, we focus on making enrollment processes accessible and transparent to all students, and aim to provide follow up and referral to students needing more assistance

navigating admissions, registration, and related matriculation processes. We also have a diverse staff that reflects multiple cultures, language backgrounds, and ages.

- IV. **Strategic Planning initiatives (Community Collaborations, Cultural Competency, Outreach, and Individualized Attention for Retention).** Other than what was mentioned in III and IV above, what other Strategic Planning Initiatives has the program addressed and in what ways?

As the same dean oversees both Admissions and Outreach, these two departments continue to work closely to optimize Strategic goals. Although Outreach gets the majority of credit for meeting target enrollment goals for specific populations, Admissions provides essential support for the next steps in the matriculation process. Staff across the two departments freely share their time and ideas to maximize results and reduce inefficiencies.

- V. **Budget limitations.** (Please be specific in your responses.)

- A. Identify any limitations placed on the program based on limited funding. What increases in resources are critical to the program and what are the consequences if the program does not receive these resources?

To ensure that basic services are met, Admissions relies on hourly and student staff. Current budgets are insufficient to meet the need, primarily in the areas of phone and front counter coverage, lobby information desk staffing, and document filing/scanning. In addition, basic services such as providing transcripts, add codes, and diplomas require special materials with high costs. Monthly postage fees and envelopes to send transcripts and mail diplomas are also high. Although we collect significant fees via our online transcript service through Credentials, none of this comes back to the department. Admissions could be completely self-sustaining if the fees we collect for transcripts returned to the department. These fees could cover technology enhancements, such as third party maintenance fees and new applications.

- B. Describe the consequence to students and the college in general if the program were eliminated. Please be specific.

No Admissions and Records, no fundamental student services.

- VI. **Assessment of program.** What evaluation and/or assessment practices are in place to support the program's accomplishments and findings? (provide quantitative and/or qualitative data).

SLOs and survey instruments will need to be developed to collect quantitative data. Enrollment and transfer data indirectly speak to Admissions' success.

- VII. **Additional comments.** What additional information is important to consider when reviewing the budget of your program for possible reductions? You may include any or all of the following, or other information.

- **Relationships with other programs.** Describe any partnerships or collaborations that the program is actively engaged in, which reduce costs and/or improve service delivery.

As previously mentioned, Admissions works across campus with both Student Services and Instruction. Student system technology is used throughout the campus and access and troubleshooting is done through Admissions. Admissions functions directly support other departments and programs, such as EOPS and DSS registration. Wherever possible, we attempt to reduce budget needs, such as recently hiring work study students instead of classified temporary staff. We have also recently reorganized positions to meet changing needs in certain areas such as Veterans' support and evaluation.

- **State and Federal mandates.** What State or Federal mandates impact the work you do?

Admissions is a mandated program to meet Matriculation requirements. In addition, the number of state and federal mandates Admissions must uphold and enforce are too numerous to list here. These are related to registration priorities, privacy regulations, and so on. Suffice it to say, that whenever the Legislature or State office pass new legislation related to fees, residency, course repetition, apportionment, services to special populations, etc. Admissions will be the primary department responsible for enforcing and disseminating the rules across the campus and district. In conjunction with ETS, Admissions is also responsible for articulating, coordinating, and implementing any related technology enhancements or changes that result from new mandates.

- **Trends.** Describe any positive and/or negative trends in the program.

The upcoming conversion to a new Student system will tax staff and resources in a period of reduced staffing and budget. The inevitable learning curve required in a project of this size and scope will result in changes in services, workload, and access as staff becomes more familiar with the applications, differences, and limitations of the new system. This will invariably put additional pressures on Admissions in service provision and customer service.

- **Comparable programs at other institutions.** Provide any information that you have that would allow for a comparison of the program to similar programs at other institutions in the State.

All community colleges as well as universities have Admissions and Records departments.

## VIII. Program strengths/areas for improvement.

- A. Provide a summary of the program's main strengths.

Given limited resources, Admissions does a tremendous job of providing services.

- B. Provide a summary of the program's main areas for improvement.

With additional resources, we could improve our response time for phone, in-person and web inquiries as well as transcript turn around time.

**IX. Suggestions for campus-wide change.**

- A. What organizational change would you recommend to increase program effectiveness, include consolidations, collaborations, or mergers that you think the college should investigate?

None at this time.

- B. Are there cost savings or recommended reductions to any areas of the college that you think should be investigated?

To accommodate Banner training, testing, and clean up and migration of records, we suggest that Admissions change its hours to 8-5. This would reduce the need for additional staff at the front counter and help coordinate and backfill work within a shorter work day. Once Banner implementation has been complete and B budget for hourly staff has been restored, we could restore our flexible and evening schedule.