

**INSTITUTIONAL PROGRAM REVIEW 2013-2014**  
**Program Efficacy Phase: Student Services**

**Purpose of Institutional Program Review**

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs, and to make informed decisions about budget and other campus priorities.

The Institutional Program Review Committee is authorized by the Academic Senate to develop and monitor the college Program Review process, receive unit plans, utilize assessments as needed to evaluate programs, recommend program status to the college president, identify the need for faculty and instructional equipment, and interface with other college committees to ensure institutional priorities are met.

The purpose of Program Review is to:

- ❑ Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- ❑ Aid in short-range planning and decision-making
- ❑ Improve performance, services, and programs
- ❑ Contribute to long-range planning
- ❑ Contribute information and recommendations to other college processes, as appropriate
- ❑ Serve as the campus' conduit for decision-making by forwarding information to or requesting information from appropriate committees

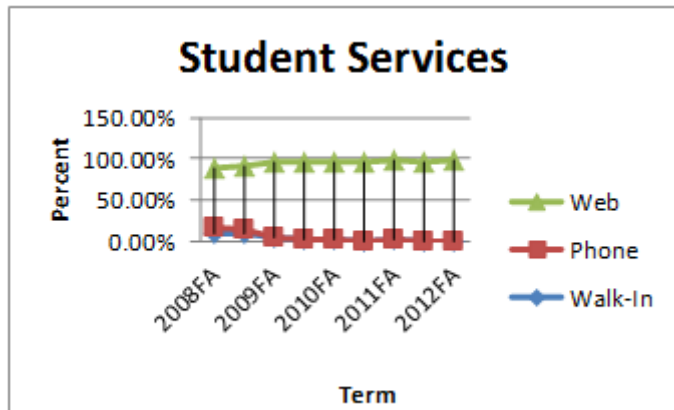
Our Program Review process includes an annual campus-wide needs assessment in the fall, and an in-depth efficacy review of each program on a four year cycle. All programs are now required to update their Educational Master Plan (EMP) narrative each Fall. In addition, CTE programs have a mid-cycle update 92 years after the full efficacy) in order to comply with Title 5 regulations.

Two or three committee members will be meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is embedded in the form. As your writing your program evaluation, feel free to conduct the efficacy team assigned to review your document or your division representatives for feedback and input.

Drafts forms should be written (and submitted to the Dean) so that your review team can work with you at the small groups workshop (Mar 7, Mar 28, and April 11, 2014). Final documents are due to the committee co-chair by Friday, April 14, 2014 at midnight.

It is the writer's responsibility to be sure the Committee receives the forms on time.

When you are writing your program evaluation, you may contact any of the readers assigned to review your department for feedback and input. The list of readers was sent to you with these forms as a separate attachment.



**Description**

- Residency determination
- Evaluation of prior credit
- Evaluation of graduation requirements
- Maintenance of student academic records in perpetuity
- Processing of grade changes, incompletes
- Processing of add/drop
- Late Add petitions
- Veteran’s Certification, Information, and Referral
- Online application, registration, and transcript request services
- Petitions for Academic Exception
- Eligibility determination of concurrently

- enrolled high school students
- Acceptance of payment for enrollment and auxiliary fees.
- Adjudicating and processing petitions for academic exception
- Adjudicating and processing petitions for readmission
- Requests for background checks in accordance with FERPA
- Response to subpoenas in accordance with FERPA
- Welcome letters sent to every new applicant
- Drops for nonpayment
- Reinstatement of registration
- Communication with faculty and campus about important Admissions, Records, and Registration deadlines and processes

**Assessment**

The table on the left shows the relative distribution of students using walk-in, phone, and web registration for each of 9 semesters

**Program Goals:**

- Improve the usage of 3CApply—collaborate with DCS to more fully automate the process
- Implement 3C Tran—expedite the exchange of electronic transcripts with other CCC’s, CSU’s, and UC’s.

**Challenges and Opportunities:**

- Staffing, funding issues and support are on-going challenges
- Opportunities for innovation and partnerships abound

**Action Plan:**

- Increase use of electronic communication with students
- Increase use of technology to improve service to students

**Program Efficacy, Spring 2009**

Please complete and attach this cover sheet as the first page of your report.

**Name of Program:**

Admissions and Records

**Name of Division**

Student Services

**Name of Person Preparing this Report**

April Dale-Carter

**Extension**

8922

**Name of Department Members Consulted**

Veada Benjamin, Julie Ulloa, Steve Silva, Linda Molina, Sophin Im

**Name of Reviewers**

Ed Millican, Andee Alsip, Romana Pires, David Smith

<b>Work Flow</b>	<b>Date Submitted</b>
Date of initial meeting with department	
Final draft sent to the dean	
Report submitted to Program Review team	
Meeting with Review team	
Report Submitted to Program review co-chair	

## Program In Brief

### Program Being Evaluated

Admissions and Records
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### Program Description

Please use the space provided below to briefly describe the services and/or instruction provided by your department.

Admission to San Bernardino Valley College is governed by the laws of the State of California and by the San Bernardino Community College District Board of Trustees. Every course is open to any person, resident or nonresident, who is eligible for admission, who meets course prerequisites. Those who are eligible for admission include individuals 18 years and older who can demonstrate that they can profit from instruction, and individuals under 18 who have: a) graduated from high school; or b) have been awarded a California Certificate of Proficiency; or c) who have successfully completed the GED; or d) who have been awarded a certificate of completion from a high school. The Admissions and Records department provides enrollment services to the entire student body. Services include:

- Admission to the College
- Residency determination
- Evaluation of prior credit
- Evaluation of graduation requirements (AA, AS, and Certificates)
- Maintenance of student academic records in perpetuity
- Processing of grade changes, incompletes
- Monitors online Registration activity
- Late Add petitions
- Waitlisting
- Veteran's Certification, Information, and Referral
- Online application, registration, and transcript request, enrollment verification services
- Petitions for Academic Exception
- Eligibility determination and enrollment of concurrently enrolled high school students
- Acceptance of payment for enrollment and auxiliary fees.
- Adjudicating and processing petitions for academic exception
- Adjudicating and processing petitions for readmission
- Requests for background checks in accordance with FERPA
- Response to subpoenas in accordance with FERPA
- Response to faculty requests for information, support
- Welcome letters sent to every new applicant (include information about student email account, student id)
- Drops for nonpayment
- Reinstatement of registration
- Communication with faculty and campus about important Admissions, Records, and Registration deadlines and processes

**Staffing**

Please list the number of full and part-time employees in your area.

<b>Classification</b>	<b>Number Full-Time</b>	<b>Number Part-time, Contract</b>	<b>Number adjunct, short-term, hourly</b>
Managers	1	0	0
Faculty	0	0	0
Classified Staff	12	0	0
<b>Total</b>	<b>13</b>	<b>0</b>	<b>0</b>

**Budget**

For each object code category in your budget, please provide the total working budget amount and the amount spent during fiscal year 2012-2013.

<b>Category</b>	<b>Working Budget</b>	<b>Expenditure, 2012-13</b>
Faculty	0	0
Classified Staff	797990	710164
Benefits	396240	396240
4000's	13200	11520
5000's	18000	17588
6000's	3470	3470
7000's	0	0

\*reflects vacancy and includes a classified manager

**Part I. Questions Related to Strategic Initiative: Access**

Please use the demographic data provided to describe how well you are providing access to your program by answering the questions below. (Obtained from Institutional Researcher)

**Demographic Information**

Gender (%)	Program Demographics (%)	College Demographics (%)
Male	45.4	45.4
Female	54.4	54.4
African-American	13.77	13.77
Caucasian (white)	17.09	17.09
Hispanic	59.47	59.47
Asian	3.80	3.80
Average Age	35.81	35.80
Disability	6.03	6.03

Does the program population reflect the college’s population? Is this an issue of concern? If not, why not? If so, what steps are you taking to address the issue?

There is no variance between the program demographics and the college demographics. The program reflects the college population because Admissions and Records serves all enrolled students, as well as those who have left the college for transfer or employment. Hence, there is no under-served group relative to the overall college demographics. However, Admissions and Records does serve special populations in the following ways:

- Students with Disabilities: There is a wheelchair accessible workstation for students who need a lower counter space.
- Limited English Proficiency: We have a Spanish speaking staff member in the office that assist with translated over the phone or in person. With the new open CCC apply we will also have a hovering option that will change the descriptions to Spanish.
- Veterans: There is a new Veterans Resource Center on campus to link services and resources for returning war veterans. A newsletter describing campus services, is created when there are new/updated changes to Veteran services

**Pattern of Service**

**Describe the pattern of service and/or instruction provided by your department, and how it serves the needs of the community.**

**Hours of operation/pattern of scheduling**

The Admissions and Records Office is open Monday and Thursday 8:00 a.m. – 5:00 p.m. Tuesday and Wednesday ; 8:00 a.m. – 7:00 p.m and Friday 8:00am-4:30pm. Extended hours are offered Monday-Thursday (8:00 a.m. – 7:00 p.m. and Saturday (9:00 a.m. – 1:00 p.m.) during the first three weeks of an eighteen-week session. During the Summers when the campus closes on Fridays the office is open from 8:00 a.m. – 5:30 p.m. The two days a week were are open late allows Admission and Records to serve the students that work fulltime. The

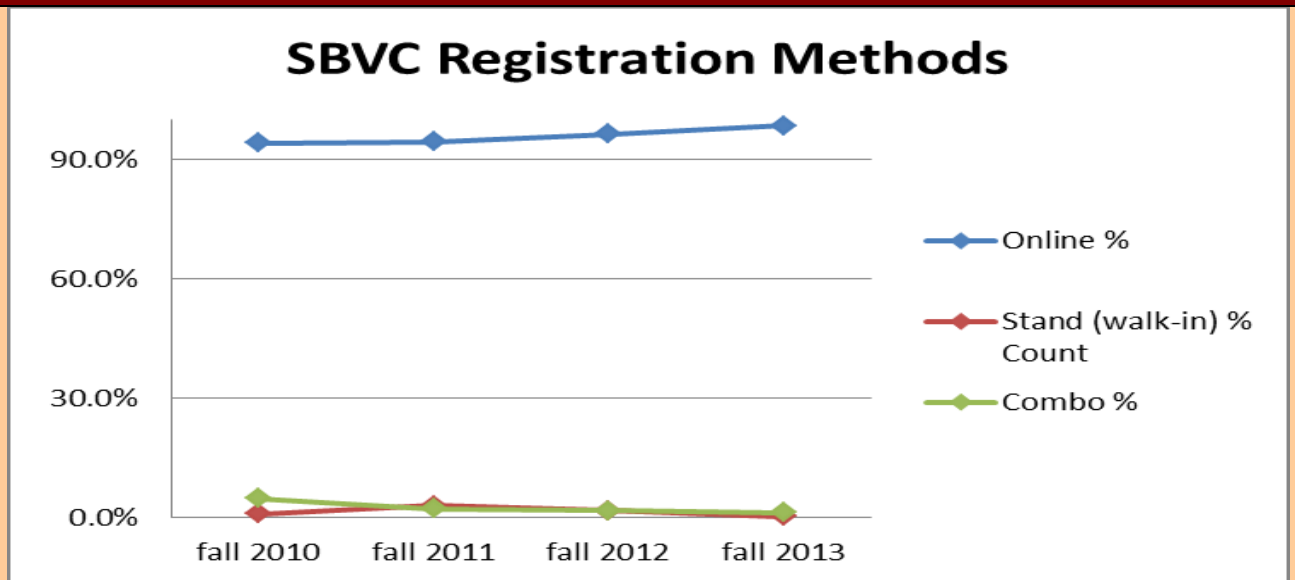
extended hours during peak registration time, gives all student groups the opportunity to register and pay for their classes. In fall 2013 Admissions and Records implemented the new phone queuing system. The system allows the staff to login, place themselves in ready mode to begin accepting calls. When students call in they must choose an option to be directed to the appropriate person. The system has tracking options to determine the number of calls received throughout the day, The system works most effectively when all staff is logged in and ready to accept calls, if one person is logged in the person will receive all the calls coming in.

**Alternate Delivery Methods** (the information and table immediately below is from the SBVC Research and Planning website)

### Registration

Web Registration became available at SBVC during the Fall term of 2002 with 1% of the student population using it. Since then, it has become the main method of registration with **98.4%** of students using it.

**Figure 2.28 Methods used by Students to Register for Classes  
2010 FA - 2013 FA**



**Note: The line graph above shows a steady increase in the percentage of students using web registration relative to walk-in and phone registration methods.**

	Fall 10	Fall 11	Fall 12	Fall 13
Walk In	1%	3.1%	1.8%	0.3%
Combo	4.8%	2.3%	1.8%	1.2%
Web	94.2%	94.5%	96.5%	98.4%

- The table above shows the relative distribution of students using walk-in, combo, and web registration for each of 4 fall semesters. Because of the trend toward increased online services usage we know that students prefer a more convenient means to accomplishing their objective to register and pay for classes. The data shows students' needs are being met with the online systems, online usage allows students extended hours outside of the normal business hours to register for class, order transcripts, pay fees, and review grades

To support students who are unfamiliar with the use of computers, staff members in the Admissions and Records department will instruct students in both the online application and registration processes. In addition, campus processes are available in a number of labs on campus (Cyber lounge located in CC 140 and student service mini lab ADSS 102) The library also has computers available for continuing students to support the access of computers for online registration and payment, admission applications and online orientation. There are student workers available in the labs to assist students and, for eligible students, in specialized labs such as the DSPS High Tech Center.

### **Weekend instruction/services**

Extended hours are offered Monday-Thursday (8:00 a.m. – 7:00 p.m. and Saturday (9:00 a.m. – 1:00 p.m.) during the first three weeks of an eighteen-week session.

### **Off-site Services**

Admissions and Records staff has site visitations each primary semester to the Big Bear offsite location to conduct application and registration workshops. A staff member provides direct registration services on an as-needs basis to the Sherriff's Academy. Staff members sometimes accompany Outreach and Recruitment staff to school site visits as needed to speak about college application and registration processes, when the Outreach department is short staff or need additional staff assist with the processes listed above. If the Outreach department is in need of assistance the Outreach coordinator will contact the Director of Admissions and Records expressing the need to help. The Director of Admission and Records will then assign a staff member to accompany the Outreach Department.

Throughout the term Admissions and Records will send an email to the faculty and Deans about the following: Section Change deadlines, Late add petition deadlines, reinstatement, and a reminder about deadline for final grades submittal. Most of the communication that comes from admissions and records is communicated via email. If there is an online faculty member with a question or request they can send an email to the: [admissions@valleycollege.edu](mailto:admissions@valleycollege.edu) email account. The email must come from the faculty members valley email account.



## Part II. Questions Related to Strategic Initiative: Student Success

### Data Demonstrating Student Success

Data Elements	2012-2013	2011-2012	2010-2011	2009-2010															
Unduplicated Student Count	15,411	16,593	19,169	21,305															
Number of Student Contacts *	117123.6	126106.8	145684.4	161918															
Types of contacts, if available	<p>During the past academic year the department processed 380 <u>Petitions for Concurrent Enrollment</u> (Middle College High School).</p> <p>The small table below shows the data collected to date on the processing of <u>Petitions for Academic Exception</u>. Data for 2013-14 is for January, 2012 through April 1, 2014. An overall increase is expected in each category relative to the previous year.</p> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th>Type</th> <th>2013-14</th> <th>2012-13</th> </tr> </thead> <tbody> <tr> <td>Readmission</td> <td>434</td> <td>387</td> </tr> <tr> <td>Course Repeats</td> <td>363</td> <td>364</td> </tr> <tr> <td>Other</td> <td>153</td> <td>127</td> </tr> <tr> <td>Total</td> <td>950</td> <td>878</td> </tr> </tbody> </table>				Type	2013-14	2012-13	Readmission	434	387	Course Repeats	363	364	Other	153	127	Total	950	878
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	<b>Fall 2013</b>	<b>2012-2013</b>	<b>2011-2012</b>	<b>2010-2011</b>															
Number of Graduates (certificates and degrees)	435	1264	1017	1050															
Retention	N/A	N/A	N/A	N/A															
Persistence	N/A	N/A	N/A	N/A															

\*estimated based on an average of 3.80 direct contacts per student each semester.

Please provide a brief analysis of the data above. What does it reveal about your program?

The data above, while incomplete, reveal an overall increase in enrollment and a concomitant increase in the number of direct student contacts. The number of Petitions for Academic Exception appears to be increasing, and the number of students who are dropped due to non-payment and must re-select classes. The department is seeing more students in spite of the implementation of many online processes, such as petition for academic exception, transfer credit evaluation, prerequisite clearances. In addition, the number of students graduating with a certificate or degree, and hence the number of evaluations to be completed, has increased over the past three years. The demand on the staff has increased with the loss of several positions. During peak times and with the changes in funded we have allocated for substitute employees during peak times help with the load. Also our student workers have been trained to assist with weeding out the concerns of students and collecting the documentation, as well as answering the phones. This are temporary fixes since these position are not permanent. We are working counseling to streamline some of the pre-requisite clearance processes to transform into an

online process and eliminate the student traffic.  
 The department recognizes it needs to do a better job of tracking student contacts by type and plans to work with DCS to write a subroutine to determine the number of students in each contact type category.

**Supplemental Data**

Please provide any additional information that would help the committee to better understand how your program contributes to the success of your students.

Standards in the field	<p>Community colleges in the state, as well as colleges nation-wide, are using <b>online processes</b> to serve students in applying to the college, registration, and transcript transmittal. SBVC was on the cutting edge of online registration and application with a home-grown process that served the college for a number of years. As of summer 2012 we have implemented wait listing option via webadvisor. In summer 2014 a statewide application, open CCCApply, will be available to students via direct link on the campus home page or the Admissions and Records landing page.</p> <p>Recent changes in Title 5 impacted several Admissions and Records processes. The change in priority status for different groups such as: Cal works and foster youth and the loss of priority for students who have 100 degree applicable units district wide impacted the department, which immediately began implementing the changes ahead of the Chancellor’s Office deadline. The department consistently and conscientiously adheres to legal mandates by Title 5, Ed Code, Board Policy, and FERPA. This is necessary to safeguard and maintain the college reputation and credibility</p>
Job Placement	Not applicable for this program

<p>Advisory Committee Recommendations</p>	<p>Admissions and Records does not have an Advisory Committee, but the Scholastic Standards Committee is chaired by Interim Director of Admissions and Records. The committee makes recommendations on a student-by-student basis on student petitions for Academic Exception. The petitions can consist of: repeating courses after the allowable mandated time, nursing recency petitions, grade changes, withdrawals after deadline, etc. The committee meets once a week on Fridays to review and make recommendation. The committee discusses whether the course repeats will meet apportionment criteria and if extenuating circumstances were the cause for the substandard grade or repeat request (documentation required). As a result of this committee's input, Committee recommendations are now emailed to the student's email address rather than hard-copy mailed. This means that the student receives the results of the committee's deliberation much more quickly. The committee is comprised of the Director of Admissions and Records, Admissions and Records Evaluator, two counselor and seven faculty members</p>
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Provide additional explanation, if needed, to address any of the above cited areas.

The department strives to help students to learn the complex processes involved in admissions, registration, and access to records. Each front-line staff member understands that s/he is responsible for helping the student to understand college processes. The increasing number of students participating in web registration allows us to infer that students are learning to use this process. Recently some staff members have been allowed to participate in more conferences related to office processes. The Director of Admissions and Records has also inquired with the professional development department about creating additional online workshop specifically for admissions and records. Now that our office hour has changed for Spring 2014, with early Friday closures. We will have plenty of training opportunity included bringing internal and external representatives to train the staff on updated residency criteria, CCCapply, and safety concerns.

**Service Area Outcomes**

The following table is relevant only to those Student Services programs that have curriculum.

<p>List all courses offered by the program</p>	<p>List courses for which SAO's have been developed</p>	<p>For each course, indicate whether SAO's have been measured</p>	<p>For each course, indicate whether information is used for teaching/program</p>
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			improvement
<p>Applications:</p> <p>Apply for admissions, register for classes, Add and drop classes, access grades and request transcripts.</p>			

If you have courses for which SAO's have not been developed and measured, please explain why. What are you plans to remedy this?

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The table below refers to all program Student Learning Outcomes.

List all Student Learning Outcomes for the program (not for the courses)	Indicate whether these have been linked to the Core Competencies, and if so, to which core competency.	For each course, indicate whether SAO's have been measured	For each SAO, indicate whether information is used for teaching/program improvement
<p><b>All new and returning SBVC students will learn to apply to college, register, add, and drop class, pay for classes and order transcripts using 21<sup>st</sup> century technology.</b></p>	<p>Communication: 1.2,1.2,1.2,1.4,1.5 Information Competency 2.1 Critical Thinking: 3.2,3.3,3.4 Ethics: 4.1,4.2,4.3,4.4,4.5,4.6,4.7 Creative Expression: 5.2,5.3,5.4,5.6,5.7,5.8 Social Interaction: 6.1,6.3,6.4,6.5</p>	<p>A. Utilize EIS Reports and Produce reports to show and work with DCS to create informer reports for pretty much any report type needed:</p> <ol style="list-style-type: none"> <li>1. Number of students who registered, added and dropped                             <ol style="list-style-type: none"> <li>(a) via Internet</li> <li>(b) in person</li> </ol> </li> <li>2. Number of students who applied.                             <ol style="list-style-type: none"> <li>(a) via Internet</li> <li>(b) in person</li> </ol> </li> <li>3. Number of requests for transcripts.                             <ol style="list-style-type: none"> <li>(a) via Internet</li> <li>(b) in person</li> </ol> </li> </ol> <p>B. Create a list of locations where computers are available for student use.</p> <p>C. Provide staff to assist and train students who come into the Admissions &amp; Records office to use the college website.</p> <ol style="list-style-type: none"> <li>1. Teach students how to logon to the system</li> <li>2. Teach students how to get printouts of their schedules.</li> <li>3. Teach students how to</li> </ol>	<p>Information about web and in-person registration was used to make the decision to end phone registration.</p> <p>Over the last year (2013-14) we have worked with DCS to create reports to track students that register for classes, how a student was dropped (non payment, instructor drop, or student drop). With the updated changes to webadvisor and online unofficial transcripts students are now able to view and print unofficial transcripts at no cost. Previously student were charged \$5 if</p>

		<p>get unofficial copies of their transcripts.</p>	<p>they requested an unofficial transcript from Admissions and Records. Instructors are able to post grades for students via webadvisor, DCS has also added the grade change form via wedvisor</p>
<p><b>Admissions and Records staff will introduce students to the community college system.</b></p>	<p>1.2,1.2,1.2,1.4,1.5                  Information Competency                  2.1                  Critical Thinking:                  3.2,3.3,3.4                  Ethics:                  4.1,4.2,4.3,4.4,4.5,4.6,4.7                  Social Interaction:                  6.1,6.3,6.4,6.5</p>	<p>Maintain and evaluate records of students who:</p> <ul style="list-style-type: none"> <li>• Track enrollment rate for students who attend information sessions</li> </ul> <p>Track application and registration data on students who have participated in any of the measures listed.</p>	<p>This is not an area that has been consistently measured. These processes are more manual and no online forms have been developed. Information sessions have become more of a counseling objective. We</p>

### Part III. Questions Related to Strategic Initiative: Technology

Please describe how your program has used technology to supplement, improve, or provide access to the services or instruction you provide.

The college has an effective online registration and application process that was the first of its kind in the community colleges. This will soon be replaced by more current, statewide electronic/online processes such as Open CCC apply, described below. In addition, the department has recently (fall 13) implemented a new phone queuing system. Since implementing the new phone system in November 2013 we have not retrieved any data related to the number of calls received, however the system does have the capability to retrieve such data.

Describe any plans to augment or improve the department's use of technology.

The department has added most of its paper forms online to the admissions and records website. Some of the forms are fillable. The admissions and records department is located on the home page of the Valley college website. Our webpage is located under the Admissions and financial aid tab. Once you click on the tab you have the option of selecting Admission or records. Depending on the option selected you will be directed to the admissions related options or records related options. Since we are located on the homepage and the option to apply for admissions is easy to find with the "apply for admission" tab on the top of the Valley College homepage,

In 2011 we implemented the online enrollment verification through the National Clearing House. Students and companies can request either an enrollment or degree verification. The national clearing house verification has been most successful for companies/ external organizations requesting information about a student. Most students prefer to come to the Admissions and records office to request the enrollment verification. Since enrollment verification request occurs after peak times the traffic of students requesting verification has consistent but minimum in regards to the effects on the office.

The Interim Director and a team of evaluators and technicians have been meeting weekly with DCS and CHC on the planning and implementation of open CCC apply, a statewide online application including a built in Spanish language help, increased security and enhanced reporting features to access data that we can use to support students. Estimated completion date: Summer or Fall 2014. Implementation of the online application is a chose by the district both SBVC and CHC will be implementing the new application. Many institutes have already implemented the new versions of open CCCapply. This version was chosen because of the flexibility and enhanced reporting features, its more user friendly including the Spanish hovering option and more organized and visually acceptable.

### IV. Questions Related to Strategic Initiative: Institutional Effectiveness

#### Mission and Purpose

What is the purpose of the program?

The purpose of the Admissions and Records department is to enroll students into the college, register them into classes, provide service relative to course registration, and maintain accurate academic records.

How does this purpose relate to the college mission?

The department provides these services in a variety of formats (web, in-person, on campus computer labs) to a highly diverse community of learners. Students with disabilities, distance learners, and those with or without computers at home can choose the format that suits them best.

The quality of services is monitored in several ways. The program participates in the annual Program Review Needs Assessment and received expansion for its request for an electronic archival project. The program is audited annually for compliance with Ed Code, Title 5, FERPA, and district policy by an external auditor, Eadie and Payne, and the recommendations are addressed within the following fiscal year in cooperation with the internal auditor. The program also participates in the college-wide Program Efficacy phase of Program Review.

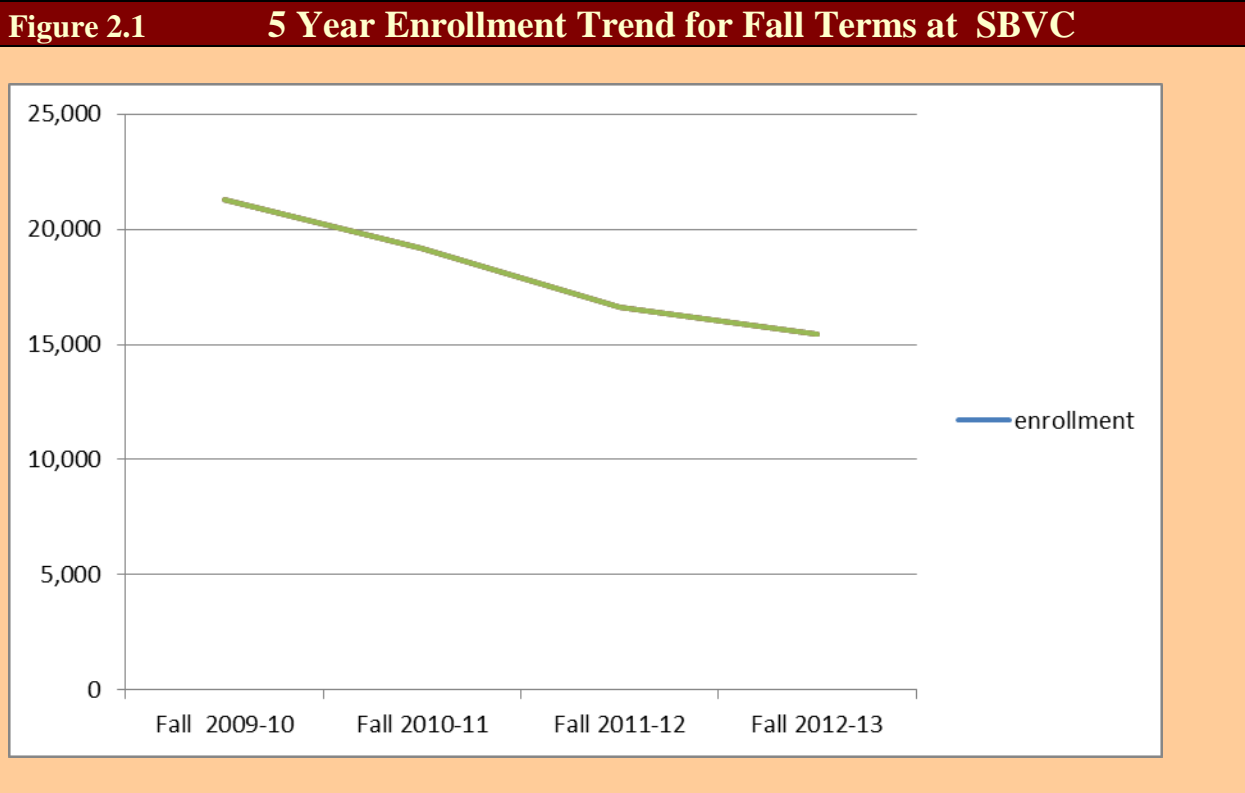
Support for student learning is revealed in the department SAO: All new and returning SBVC students will learn to apply to college, register, add, and drop class, pay for classes and order grades using 21<sup>st</sup> century technology. Data over the past several years reveals that students are better able to use online admissions and registration processes.

#### Productivity

The figures below are provided for fall of each semester for the past three years. The second data element, Student Contacts, is an estimate based on the average number of contacts per student for a random sample of 150 students during spring 2013. (3.80 x 2 semesters x fall head count /13 = estimated student contacts). The fall figure was chosen as a conservative base number for each academic year. Contacts include phone calls, online application and registration, requests for transcripts, payment, petition for academic exception, requests for graduation evaluation, late-add petitions, and all other in-person contacts. They exclude phone calls.

Measure	2012-2013	2011-2012	2010-2011
Student s Served	15,411	16,593	19,169
Student Contacts	117123.6	126106.8	145684.4
Average contacts per FTE staff member	9009.50	10508.90	11206.49

The table below is provided by the SBVC Institutional Research and Planning Departments website.



What do the data reveal about the productivity of your program?

1. the data shows a trend toward an decrease in overall enrollment from Fall, 2011 to Fall, 2013. This is consistent with budget issues and the reduction in enrollment. Now with the budget turnaround we are looking for the number to increase once again. It can be inferred from this trend that enrollment will turn over to increase for some time, and that the department will be busier and busier.

**Relevance and Currency, Articulation of Curriculum**

If applicable to your area, please describe your curriculum by answering the following questions.

Content Review

What year did your program last complete content review?	List courses that were included in the last content review.	List the courses that were not included?	What is your next content review year?
Admissions and Records does not offer curriculum			

Currency

Review the last college catalogue. Which courses are no longer being offered? (Include Course # and Title of the Course)



Admissions and Records does not offer curriculum.

**New Courses/Programs**

List Courses Submitted to Curriculum 2006-2007 for Approval.

Submission Month	Course Number	Current Status
Admissions and Records does not offer curriculum		

**Articulation**

List Courses where articulation is incomplete	With CSU	With UC
Not applicable: A&R does not offer curriculum		

Describe your plan to articulate these classes within one term.

N/A

**Accomplishments**

Briefly list and describe the major accomplishments of your program.

- The Director of Admissions and Records developed an series of emails to inform faculty about deadlines, late add processes, online grading, and the importance of dropping students who do not attend class.
- A&R implementing new phone queuing system
- A&R implemented waitlisting summer 2012
- We have worked consistently with DCS to develop an automate de registration process, it was finalized December 2013.
- Dir. Of A&R, Evaluators, and Specialists are working with DCS on implementation of open CCC Apply, expected to go live fall 2014.
- A&R has implemented a new automated lobby system. The front counter staff can now press a button at their station to call the next student.
- Dir. of A&R and staff implemented new Title 5 guidelines on the new priority registration rules
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**Trends**

Describe the major trends you expect to impact your program in the next three years.

1. There is a statewide Community College transition to online services through implementation of opne CCCApply. This will constitute a significant change in access at the user end of the service.
2. An increase in the number of Veterans who will need services is anticipated. We now have a Veterans Resource Center developed for Veterans to assist in a one stop shop.
3. A dramatic increase in enrollment due to economic changes is expected. Due to the many

factors, enrollment and admissions at colleges and universities across the country are on an upswing, increase in funding has allowed us to add new sections needed to accomadate the enrollment increases.

4. The community in which SBVC resides has a very low college-going rate (SBVC Research and Planning webpage). In addition, students who do attend are likely to be performing below college-level in English, Math and Reading (SBVC Research and Planning Webpage).

Based on these trends, what will your program need to do to maintain currency/relevance or an optimal level of service?

The department needs to be on the front line of full implementation of statewide online processes that increase access to education. Over the past year, A&R staff has worked closely with DCS and CHC to implement waitlisiting, open CCCApply and automated dereg process.

2. The department needs to work closely with other campus and community entities to ensure that Veterans are linked with the services to support and retain them as students. The Veteran resource center has planned programs to reach out to our students and provide needed programs such as housing and food help

3. An increase in enrollment accompanied by fiscal shortfall will mean that A&R staff will need to do more with the same number of staff. Inter-departmental communication and the automation of processes will be even more important as enrollment increases

4. To assist students who may have low basic skills, the department must be committed to teaching students to use online processes to access the college. This means that every A&R staff member is responsible for helping students to successfully navigate the complex processes for admission, registration, transcript requests, and other A&R functions. One of the departmental SAO's is that students will learn college processes using current technology. The department has measured this SAO using web registration figures, and has plans to use more direct measurement, such as a student survey, in the spring semester.

**Weaknesses and/or barriers in the program**

List and describe any weaknesses of the program.

The college did not have an electronic archive of paper transcripts before 1982. The project to scan and electronically archive all transcripts has been completed all the of hard copy transcripts prior to 1982 have been scanned and archived. The company ViaTron is still working to complete the other half of the project. To scan all microfilm. There isn't an estimated completion date for the other items. Our main concern was the paper transcripts. We will meet with ViaTron to develop a plan to tackle the microfiche. The scanning of the paper transcripts has reduced the number of file cabinets in the back area of A&R.

The Admissions and Records Office needs to add more lobby signage to keep the traffic moving in A&R. Most students will not move through the lobby they tend to stand in the far corner of the lobby area. We are considering floor mats to direct student through the lobby.

The Admissions and Records department has a full-time staff of 13, an adequate number for non-peak times. However, during peak registration periods additional front-line staffing is needed to support students' needs for face-to-face services. While the college is embracing online services for most Admissions and Records functions, the department is committed to providing face-to-face instruction in the use of online processes to ensure that the students learn how to navigate the complexities of the college Admissions and Records process. In addition, online processes do not necessarily mean that staff time is no longer needed. For instance, the addition of CCCApply requires that the applications are downloaded three times a day, manually checked against Datatel for duplications, errors, and a number of data points. Also, for example, the Middle college, Valley Bound, and Star students priority dates still have to be manually entered prior to each registration cycle. Our in-person contact data reveals that, in spite of our online processes, our students still count on face-to-face assistance. THIS SHOULD BE ADDRESSED IN THE PRODUCTIVITY AND SERVICE SEGMENTS OF THIS DOCUMENT. Without an increase in A&R staff for peak periods, lines will become longer during peak periods and students will wait longer for service. A solution to the short-term issue needs to be made. We are budgeting to hire staff during peak times to help with the traffic.

What are the factors, external to the institution, impacting your student enrollment/service utilization?

External factors are similar to the trends cited in the section above. They are as follows:

There is a statewide Community College transition to online services through implementation of open CCCApply. This will constitute a significant change in access at the user end of the service.

2. An increase in the number of Veterans who will need services is anticipated. We now have a Veterans Resource Center developed for Veterans to assist in a one stop shop.
3. A dramatic increase in enrollment due to economic changes is expected. Due to the many factors, enrollment and admissions at colleges and universities across the country are on an upswing, increase in funding has allowed us to add new sections needed to accommodate the enrollment increases.
4. The community in which SBVC resides has a very low college-going rate (SBVC Research and Planning webpage). In addition, students who do attend are likely to be performing below college-level in English, Math and Reading (SBVC Research and Planning Webpage).

**Planning**

Describe planned improvements to address the following issues, as well as any weaknesses you may have identified above. Include any timelines you have established for program improvements.

Listed below are Admissions and Records goals relative to each of the Strategic Initiatives for 2013-2014.

Strategic Initiative	Plan	Timeline	Status
Access	Place a greeter in the lobby during peak	ongoing	Complete and ongoing

	registration periods to answer students' questions, triage the line, and provide a friendlier atmosphere.		
Student Success	Collaborate with DSPS, Marketing, Outreach, Instruction, Health Services, Veteran's Services, and other campus and off-campus entities to provide a clear pathway to educational success for veterans.	4/2014	A Veterans Resource Center has been established. The VRC allows for a one stop shop for Veteran students. An Admissions and Records Specialist has been placed in the VRC as the certifying official for veteran students. The center is located on the Campus Center, however the VRC staff reports to the Admissions and Records office.
Institutional Effectiveness	<ul style="list-style-type: none"> <li>Institute monthly A&amp;R staff meetings to share information and update all staff members about changes in processes and procedures.</li> <li>Create a yearly program plan for the Admissions and Records office. Including future plans for the dept.</li> </ul>	4/2014	<p>Partially met. Staff meetings have begun to occur monthly due to the ability to close earlier every 1<sup>st</sup> and 3<sup>rd</sup> of the month. Smaller group meetings of evaluators, Technicians, etc. take place as well</p> <p>Some tracking is in place, such as that for petitions for Academic Exception and Concurrent Enrollment. Automated tracking is needed.</p> <p>Data has been gathered and a proposal written. Discussions are in progress</p>
Technology	<p>I</p> <ul style="list-style-type: none"> <li>Institute open 3CApply – no more paper applications, student will now view a more comprehensive application with a Spanish hover option.</li> <li>We have added more paper form online, with an fillable option for students to complete online, print and submit,</li> </ul>	<p>6/2014 (open CCCApply),</p> <p>2/2014 online paper forms</p>	On going.
Partnerships	Working with other departments to streamline more processes such as pre-requisites clearances. We have also worked with Calworks to train them on updating priority registration for their cohort of students. Working with DCS to create datatel codes for other departments like STAR and valley bound to code their students for priority registration,	Spring 2014	Spring 2015 to have all programs trained on added student to priority list
Campus Climate	Make the distribution of web code authorization stickers more efficient and accessible by decentralizing the process.	On going	Complete and ongoing

The table below contains supplemental information requested by the Program Review Committee.

<p>Advancing growth of the program</p>	<p>The department will participate in the Needs Assessment process each fall. The number of contacts per staff member will be closely tracked. Additional staff will be requested as needed and a solution to the short-term problem will be sought. <b>Timeline:</b> Ongoing</p> <p>Online processes for application, registration, degree audit, and request of transcripts will be used to handle increased enrollments and to better track requests for these services. <b>Timeline:</b> ongoing</p>
<p>Declining growth of the program</p>	<p>The program has not declined. Student enrollment has increased, as indicated above.</p>
<p>Level of student preparedness to achieve outcomes</p>	<p>As mentioned in other sections, the vast majority of students are testing at basic skills levels. This means that the department staff has a heightened responsibility to help students learn the complex processes and procedures inherent in Admission, Registration, and access to records. A&amp;R staff will provide direct instruction on an as-needs basis to students who need help learning to apply or register online. <b>Timeline</b> on going</p>
<p>Unique faculty or staff licensure requirements</p>	<p>There are no staff licensure requirements; however there are periodic conferences/trainings available through various A&amp;R organizations. Staff has begun to participant in these Professional Development opportunities. However, A&amp;R staff cannot always avail themselves of available training. Some A&amp;R staff has attended the Ellucian Live conference. We have plans to attend an open CCCapply workshop April 15, 2014 and 3 staff members will attend the annual CACCRAO conference/<b>Timeline:</b> Spring 2014 and ongoing</p>
<p>Need for retraining</p>	<p>Staff will need to be thoroughly trained in residency requirements. <b>Timeline:</b> Fall 2014</p> <p>The Veteran's Specialist will need periodic updates on the implementation of new Chapter changes for Veterans. To date the new staff has not attended any Veteran workshops on new regulations, but will begin to participate in regular workshop and conference since the new administrators support this kind of</p>

	<p>professional development.  <b>Timeline:</b> Fall 2014 and ongoing</p>
<p>Other professional development issues</p>	<p>How to handle a robbery: A&amp;R staff will receive updated training at the Admission and Records meeting on how to respond to safety concerns. This is necessary because the staff receives cash payment for enrollment and auxiliary fees. <b>Timeline:</b> Training will be repeated and updated as needed when new staff is hired</p>
<p>Level of funding</p>	<p>The level of funding for full time staff is adequate, however, there are very limited funds for short-term assistance and overtime costs, which are necessary to bolster staffing during peak times, cover extended hours, and to staff special events. The department will participate in the annual Needs Assessment. <b>Timeline:</b> each fall and ongoing.</p>
<p>Unique staffing needs</p>	<p>As described in a section above, there is a need for part-time workers to assist with peak registration periods. To develop a solution, A&amp;R will work with HR to request that: 1) to allow the performance of short-term, registration services during designated peak periods under the definition of short-term work. (<b>Timeline:</b> 2013-2014 and 2014-2015).</p>
<p>Legal and/or regulatory mandates</p>	<p>To ensure compliance with laws, regulations, contracts, and grant agreements governing the district's major fund units, an independent auditor, Eadie and Payne, conducts tests of internal control over both financial reporting and compliance. The results of that testing are shared with the responsibility center managers. Corrections to processes and tools are implemented immediately when possible. Deliberative planning takes place to, when necessary, ameliorate issues. (Eadie and Payne, Independent Auditors' Report). <b>Timeline:</b> Annual in June-Aug</p>

## V. Questions Related to Strategic Initiative: Partnerships

Describe how your program has partnered with internal and external entities to provide added value to the institution and to the student. Also provide information about any grants written and/or received.

Partnerships with Internal Entities (please list and describe briefly)

- The A&R staff has worked closely with DCS to improve online application, registration, and transcript request processes, and to improve campus imaging of student documents.
- The A&R department has worked with instructional divisions to increase faculty awareness of Admissions and Records processes. Included the grade change form that's now available through webadvisor, the steps to enter grades on Webadvisor and how the new waitlist function works.

Partnerships with External Entities (please list and describe briefly)

- Work with the big bear community twice a year to hold full day workshops for applications, registration, assessment, financial aid and counseling
- Viatron to complete the scanning of other files such as: microfilm and microfiche
- 
- The Associate Dean of Enrollment Management is working closely with Carol Allburg, the SBCUSD liaison with San Bernardino Community College District on concurrent enrollment.

## VI: Questions Related to Strategic Initiative: Campus Climate

Please describe briefly what your program has accomplished to contribute to the reputation, safety, and the aesthetic appeal of the campus?

- The Admissions and Records lobby has been improved by adding automated call system in the lobby that announces to the students which window is open to the next person in line. We have also added additional signage that directs students to where the front of the line begins. We are also looking to add new foot print mats to the lobby to help improve the flow of traffic..
- To promote safety, A&R has installed cameras in the lobby and front counter area. The lobby door has a combination (electronic) lock to prevent non-authorized personnel from entering the staff area. This code is changed periodically. .
- A&R has installed a new queuing phone system. That allows student to be placed in a queue and all calls to be answered in a timely manner. The staff is required to be in ready mode on the phone system to accept calls. This has significantly reduced the number of complaints we received about unanswered calls.
- The staff has participated in each Super Saturday event, held in Big Bear, this is a centralized

location where students can apply for admission to the college, complete the online orientation, take the assessment test and register for courses all on the same day. The super Saturday events occur twice a year. November and July. In both cases we have a staff member present in Big Bear to assist students and another staff member in the office to download the online applications.

List any activities in the past three years that have contributed to a college-wide understanding and appreciation of diversity.

- The new schedule of classes includes information about AB540 students (students who are nonresidents, but who have completed a high school diploma in California, attended a California High School for at least three years, and intend to become a resident).
- The Admissions and Records staff is ethnically diverse and approximates that of the college population (Hispanic: 61%; African American, 27%; Asian, 6%; Caucasian, 6%)
- The Admissions and Records staff works closely with DSPS to place temporary holds on the students that are waiting on funded from outside sources.
- Diverse learning styles are supported by providing staff to help students learn to use the online processes. The online application can be printed in Braille or large print formats for those who need this accommodation.