

Institutional Program Review Report

2017-2018



San Bernardino Valley College
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San Bernardino, CA 92410
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V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability

Goal: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission.	The program has a mission/statement of purpose, and it links clearly with the institutional mission.	
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.	The program demonstrates that it is highly productive and is positioning itself for growth.
Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that were not launched into Curricunet by Oct. 1, 2017 may result in an overall recommendation no higher than Conditional.</u>	The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.	In addition to the meets criteria, the program discusses plans to enhance current offerings that link to student/community needs and positions the program for growth.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning that demonstrate the need for expansion.

Mission and Purpose:

San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.

What is the mission statement or purpose of the program?

Purpose: The Admissions and Records Office processes admissions applications, maintains student academic records, collects faculty attendance documents, processes transcript and

enrollment verification requests, residency reclassifications, IGETC and CSU certifications, assigns student ID, and processes graduation petitions.

How does this mission or purpose relate to the college mission?

The Admissions and Records Office (program) is a bridge by which potential students may enter to begin their walk through an array of specific programming and study.

We service students from many diverse areas of life. Our expertise in helping students navigate the many avenues in achieving their educational goals, life goals, competitiveness through workforce development, and/or their quality of life.

We are the record keepers, the first line of help, the listeners, the problem solvers and, are here for our students from the beginning all the way through the end. This is accomplished through the admissions process, troubleshooting registration and admission issues, maintaining student records, transcript request, enrollment verifications, readmission, late add petition, concurrent enrollment, reviewing petitions (repeating courses, missed deadlines, etc), residency determination and graduation evaluations to name a few.

Productivity:

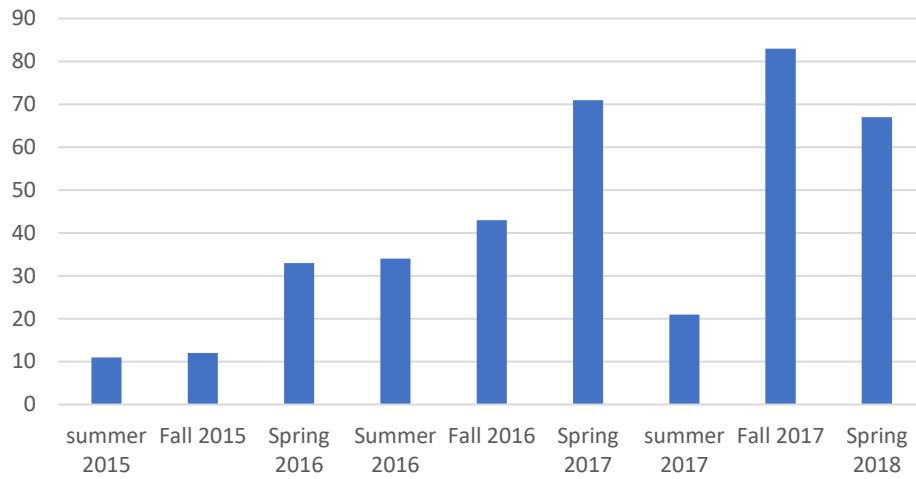
Explain how your program defines and measures satisfaction and productivity. What do these measures reveal about your program over a three-year period?

Include data that is relevant to your program. Examples of data may include:

- Relative status of the department at SBVC in comparison to the same department at other multi-campus districts in terms of
 - i. staffing levels
 - ii. compliance with state, local, and federal regulations
- Average time to respond to requests for service
- Average time to respond to complaints
- Results of user satisfaction surveys
- Results of employee satisfaction/staff morale surveys
- Additional identified benchmarks of excellence for the department, and department standing relative to these benchmarks of excellence

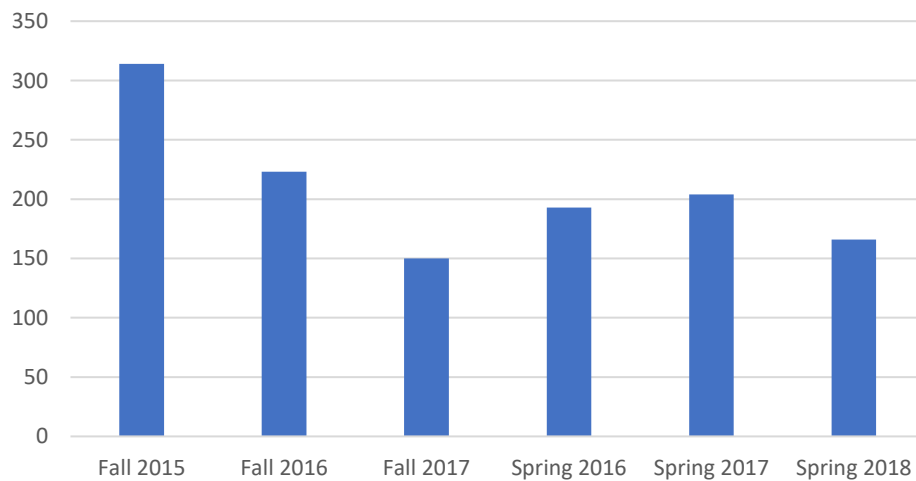
The below charts will show the sustainability and increase in certain processes within our program:

Concurrent Enrollment

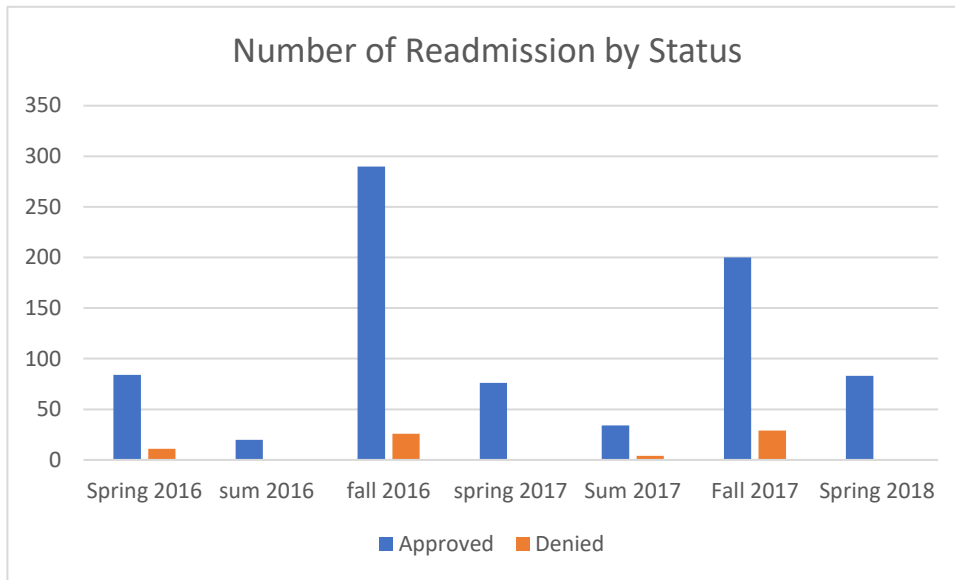


Concurrent enrollment has increased over the past 3 years. As high schools are becoming more familiar with the concurrent enrollment program the number of students attending has increased. The introduction of AB288 (Dual Enrollment) in 2016 has increased the high school awareness of the opportunities for students to enroll in college concurrently. You will notice in the 2016/17 and 2017/18 school year concurrent enrollment has grown (except for summer 2017, a smaller term compared to the primary terms) Overall you can see the growth. We believe there is a drop in spring 2018 term because the hasn't ended, so the data may not be complete. The drop is also consistent with the EMP data for enrollment status, enrollment for new students in spring is lower than fall term.

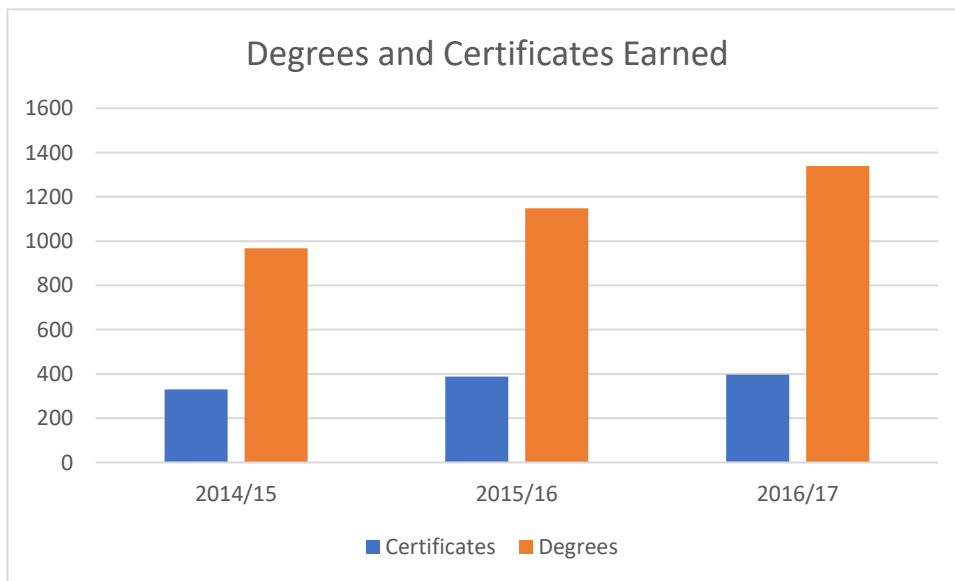
Late Add Petition submitted



The submission of late add petition has decreased over the past three years. This is a huge benchmark for our program as we have honed in on techniques of how to reduce the number of late add that are submitted. We encourage student to register on time and we send late add deadline reminders to the instructors, deans and division secretary to reinforce the deadline and in turn has reduced the number of late adds. More students are added during the add period.



This report reflects the number of Readmission petition (by status) that are submitted for a given term. Readmission is a petition process for students that have been dismissed from the college. The students must first meet with a Counselor to complete the workshops, then the student submits the petition to Admissions and Records for review and processing. The data reflects there are more students that return to college in the fall semester compared to spring and summer. That data is consistent with the overall enrollment status of returning students listed on the EMP above. More students return in the fall and the number begins to drop spring and summer terms.



This chart reflects the number of degrees and certificates earned in the past three years. Over the past three years the numbers have increased consistently, especially in the area of degrees. The increase can be contributed to more counseling interventions. Students are able to follow their educational plans and courses are being offered during the times the student needs the course to complete faster.

Relevance and Currency, Articulation of Curriculum:

If applicable to your area, describe your curriculum/content (e.g., seminars, workshops, presentations, classes, etc. associated with the program).

Admissions and Records does not offer any workshops or presentations related to curriculum

The Content Review Summary from Curricunet indicates the program’s current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy. (NOTE: If the report is inaccurate, contact Mary Copeland, Co-Chair, Curriculum Committee, (mcopel@valleycollege.edu) or Kay Dee Yarbrough, Administrative Curriculum Coordinator, (kyarbrough@sbccd.cc.ca.us) for updated information.

CURRICUNET REPORT (If applicable):

N/A

Articulation and Transfer

List Courses above 100 where articulation or transfer is not occurring	With CSU	With UC

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

Currency

Follow the link below and review the last college catalog data.

<http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx>

Is the information given accurate? If applicable, list the courses that are no longer offered. (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

The information listed in the catalog as it relates to the services provided by Admissions and Records is accurate. We review the catalog on an annual basis and submit changes and updates as necessary.

Challenges:

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

Referencing our EMP summary and Program Plan, the following items have been ongoing areas of challenge.

Staffing Funding issues and Support: As new initiatives are implemented that impacts our program. We have noticed a need to increase staffing during peak times. The concurrent/Dual enrollment process has increased over the last two years. The offering of courses at high school campuses as well as the offering of non-credit courses has impacted us significantly. We are receiving on average 30-40 packets from each school or organization that have to be reviewed and vetted through. The concurrent enrollment paperwork we receive is sometimes incomplete (missing student id number, course option, or appropriate signatures) or the student has not completed the matriculation process (application, orientation, assessment). This is a challenge and delays our processes regardless of who we contact. If we reach out to the student directly or contact the high school liaison or district personnel to follow-up, it takes at least a week before all the steps are complete. This is usually during our peak registration time that requires me to pull staff from the front counter to assist with resolving this challenge.

Possible Solution: We have developed a Concurrent Enrollment Guide that outlines the steps, concurrent enrollment requirement and frequently asked questions. We are working on establishing hard deadlines for the submission of paperwork and completing the steps. We are working with the Dean of Academic Success and Learning Services to communicate these timelines to the high school and organizations in a timely manner.

Front Counter Working Conditions: There is a safety concern. The staff can take in thousands of dollars with in a one day period during peak times. There is usually no security present at the time or protective glass to prevent an individual from reaching over the counter and taking money out of the technician drawers. The safety risk to staff, students and the public is at a high level of concern.

There is also the challenge of moving up and down out of the front counter chairs. The team has complained about knee and back problems because of the counter height. The financial responsibility for workplace injuries has the potential to jeopardize the functioning to the public and college community.

Possible Solution: The District Ergonomic team has been out to our office to assess the front counter height and chairs. The district has replaced chairs and mats to accommodate the challenge with the height of the counter. We have also provided side tables next to the front chairs to hold the printers to reduce the running back and forth to the printer, but this continues to be an issue. Some staff will stand throughout the day to elevate the up and down out the chairs. There is not quick solution to this problem, we hope in the future the front counter can be remodeled and lowered.

To address the safety concerns we now require the staff to drop their funds more often during peak time to reduce the amount of money they have in their cash drawers at a given time. This as well is not an easy fix and will always be a concern until we are able to install protective glass.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

Goal: SBVC will support the construction and maintenance of safe, efficient, and functional facilities and infrastructure to meet the needs of students, employees, and the community.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Facilities	The program <u>does not provide an evaluation</u> that addresses the sustainability of the physical environment for its programs.	Program <u>provides an evaluation</u> of the physical environment for its programs and <u>presents evidence</u> to support the evaluation.	In addition to the meets criteria, the program has <u>developed a plan</u> for obtaining or utilizing additional facilities for program growth.

Facilities:

Provide an evaluation of the facilities and their impact on the educational environment for students in your area. Address sustainability of the facilities (including technology needs).

We are always trying to find ways to streamline process through technological resources. The evaluation webpage has been updated recently to facilitate the increase in Nursing student applicants who request transcript evaluations for prior colleges attended. We streamlined our deadline to coordinate with the Nursing application deadline, to ensure students have adequate time to request an evaluation before the Nursing Admissions deadline.

The online admissions application can be translated in Spanish. When a student hovers over a particular field the information translates to Spanish. This is a feature that's a part of the CCC apply system, we do not have the ability to adjust this feature.

Although transcripts are ordered online they are currently still processed in office. We receive a notification that transcripts are ready to be processed. We process the transcript request same day or within the next business day. We are looking to enhance this feature by partnering with Credential Solutions on their transcript send feature. This enhancement will allow transcripts to be processed on weekends and holidays. There will be no delay to the student.

Lastly, the structure and setup of our lobby is very confusing to the students. The lobby is a long rectangle shape with two doors (entrance and exit). We have 6 windows at the counter that runs the length of the lobby, with dividers that extend out so far out that it's impossible for anyone that seats at the far end of the counter to know when a student enters. When students enter, they tend to stand at the entrance and do not walk down the lobby. We have added signs directing the students to walk down, we had facilities install footprints on the floor to direct the students and they still do not walk down. We installed half dome safety mirrors as an attempt to help the staff know when someone is in the lobby but to no avail has any of these techniques worked to address the structure of the lobby.

This is an ongoing process, we have discussed with facilities, but at this time there are no immediate structure changes in the plans. However, we are currently exploring the Q-Less system. The queue management system allows customers to wait in a virtual line rather than a physical line. Upon joining the virtual line, customers receive an SMS text, as they approach the front of the line. The financial Aid

office is currently using the system and they have positive things to say. We have plans to install the new system in the fall 2018 term.

VII: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received “Does Not Meet.”

Address, in **DETAIL AND WITH SPECIFIC EXAMPLES**, how each deficiency was resolved. If these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

Student success is recorded and archived in A/R. They are entrée to college. They have yet to strike upon the service area outcome to describe their commitment to student services. They do keep record of graduations, transfers, readmissions, course repeats and concurrent enrollment. They take care to instruct and guide each student on through complexity of navigating community college.

Response: We will work with the Dean of Research to address these concerns in the near future. The plan is to have a survey in place by fall 2018.

Program Efficacy Team Report (Student Services)

2017– 2018

Name of Department: Admissions & Records

Efficacy Team: Paula Ferri-Milligan, Carol Jones, Sandra Moore

Overall Recommendation:

Continuation Conditional Probation

Rationale for Overall Recommendation: The Admissions & Records Office provides crucial services for students. The department shows a service pattern that meets the students' needs. The department makes communication a priority--with students, staff, the community, faculty, and administrators. The department impacts the culture and climate of the campus by supporting on campus organizations. The department promotes currency in their areas by ensuring that staff is able to participate in professional development activities. For example, the entire department attends the annual A & R Region Workshop, sends a team to the California Association of Community College Registrar and Admissions Officers conference annually, evaluators attend the Annual Region 9 Evaluators meeting and College Source Conference, and various members attend the CSEA conference. The department defines and measures satisfaction and productivity through concurrent enrollment, late add petition, and number of readmission by status, and degrees and certificates earned. The department provides a brief analysis of the data in these areas. The department cites two challenges--lack of staff and front counter working conditions. In each case, the department proposes solutions. The department meets the criteria in that they have evaluated the physical environment and presents evidence to support the evaluation.

The team has identified areas that the department needs to address:

Because this office is central to students and the services they receive across the campus, limiting the analysis to only graduation data is not sufficient. The department does state that it will work with TESS in order to develop a way to track student data. This will allow the department to identify student needs and help in future planning--needs assessment--staffing, etc.

An analysis of the fluctuations in the service success data is needed in order to guide the department in its planning.

The SAO data collection is out of date. The department states that it has "not been consistent with collecting data or distributing student surveys." The previous efficacy report stated that the department had "yet to strike upon the service area outcome to describe their commitment to student services." Although there are plans in place, the SAO issue is not resolved at this time. The department is working with the Dean of Research and Planning on the surveys, and it plans to collect data through the surveys on a more regularly basis. The department mentions that a survey will be in place by fall 2018. The department needs to establish a regular cycle for SAO evaluation.

The department does not address other services or productivity in other areas--status of department compared to departments at other colleges, time to respond to student requests, time to respond to complaints, employee satisfaction/staff morale surveys, etc. This type of data is important to consider in a service area that makes contact with all students. This would also guide the department in its needs requests for growth.

The EMP was updated from the previous efficacy report; however, the update occurred on the previous form, so required EMP information was not addressed--progress from last year's action plan and SAOs/SLOs/PLOs. The EMP needs to be updated and submitted to Institutional Research and Planning.

Part I: Questions Related to Strategic Initiative: Increase Access

	Does Not Meet	Meets	Exceeds
Demographics	The program <u>does not provide</u> an appropriate analysis regarding identified differences in the program's population compared to that of the general population.	The program <u>provides an analysis</u> of the demographic data and provides an interpretation in response to any identified variance. The program <u>discusses the plans or activities</u> that are in place to recruit and retain underserved populations as appropriate.	In addition to the meets criteria, the program's analysis and plan <u>demonstrates a need</u> for increased resources.
Pattern of Service	The program's pattern of service is <u>not related to the needs of students.</u>	The <u>program provides</u> evidence that the pattern of service or instruction meets student needs. The program <u>discusses the plans or activities</u> that are in place to meet a broad range of needs.	In addition to the meets criteria, the program <u>demonstrates that the pattern of service needs to be extended.</u>

Does Not Meet **Meets** **Exceeds**

Efficacy Team Analysis and Feedback:

Demographics: The department does not have a current tracking system for the students who are served, and uses graduation data to analyze against the campus demographics. The department reports graduation data to address demographics.

Because this office is central to students and the services they receive across the campus, limiting the analysis to only graduation data is not sufficient. The department does state that it will work with TESS in order to develop a way to track student data. This will allow the department to identify student needs and help in future planning--needs assessment--staffing, etc.

Pattern of Service: The department shows a service pattern that meets the needs of students. The department is open during the day--five days a week--and is open two evenings each week until 7:00--Tuesday and Wednesday--in order to accommodate evening students. The department offers additional hours during the first two weeks of classes--extending Monday through Thursday hours into the evening and opening on Saturday. During summer session when the campus is closed on Friday, the department remains open from 8-5:30. In addition, processes have been made available online for students (admission application, transcript request, enrollment verifications, and registration/payment), further accommodating student needs. The department also works closely with staff from local feeder high schools to offer offsite admissions and registration workshops.

Part II: Questions Related to Strategic Initiative: Promote Student Success

	Does Not Meet	Meets	Exceeds
Data/Analysis demonstrating achievement of instructional or service success	Program <u>does not provide an adequate analysis</u> of the data provided with respect to relevant program data.	Program <u>provides an analysis</u> of the data which indicates progress on departmental goals.	In addition to the meets criteria, the program <u>uses the achievement data</u> in concrete planning and <u>demonstrates</u> that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes	Program <u>has not demonstrated</u> that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is <u>missing or incomplete</u> .	Program <u>has demonstrated</u> that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).	In addition to the meets criteria, the program <u>demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) into its planning, made appropriate adjustments, and is prepared for growth</u> .

Does Not Meet **Meets** **Exceeds**

Efficacy Team Analysis and Feedback:

Data/Analysis demonstrating achievement of instructional or service success: The department presents data regarding degrees and certificates earned, number of readmission by status, number of graduates, academic exception petitions, late add petitions, enrollment status (from EMP and included within the report). The department's narrative states the services that it offers, but it does not present an analysis of the data. An analysis of the fluctuations in the service success data is needed in order to guide the department in its planning. For example, the department cites in its action plan that it wants to reduce the number of late add petitions that are processed per term. This can only be accomplished through an analysis of the factors that are contributing to the high number.

Services Area Outcomes and/or Student Learning Outcomes: The department identifies one SAO. Data is collected through student surveys although the department states that the collection of data through the surveys has not been consistent. The overall rating for the online add/drop process was 98% and 90% of students surveyed have logged on to their student email account. The department provides an analysis of the low (47%) rating of students who said that they know and understand how to order transcripts. It is planning to communicate with students about the processes more often through Facebook and Instagram.

The SAO data collection is out of date. The department states that it has "not been consistent with collecting data or distributing student surveys." The previous efficacy report stated that the department had "yet to strike upon the service area outcome to describe their commitment to student services." Although there are plans in place, the SAO issue is not resolved at this time.

The department is working with the Dean of Research and Planning on the surveys, and it plans to collect data through the surveys on a more regularly basis. The department mentions that a survey will be in place by fall 2018. The department needs to establish a regular cycle for SAO evaluation.

Part III: Questions Related to Strategic Initiative: Improve Communication, Culture &

Climate

	Does Not Meet	Meets	Exceeds
Communication	The program does not identify data that demonstrates communication with college and community.	The program identifies data that demonstrates communication with college and community.	In addition to the meets criteria, the program describes plans for extending communication with college and community and provides data or research that demonstrates the need for additional resources.
Culture & Climate	The program does not identify its impact on culture and climate or the plans are not supported by the data and information provided.	The program identifies and describes its impact on culture and climate. Program addresses how this impacts planning.	In addition to the meets criteria, the program provides data or research that demonstrates the need for additional resources.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Communication: The department indicates the ways that it communicates with other college departments, area high schools, faculty, and current students. The department is represented at Student Service and Instructional Joint Cabinet meeting, among other campus meetings, and through those interactions, the department solicits feedback/input from other programs in order to identify its impact to the campus. It meets with high schools from San Bernardino, Rialto, and Colton school districts. It communicates admission and records process to faculty. And it communicates with current students through emails.

Culture & Climate: The department impacts the culture and climate of the campus by supporting on campus organizations and staff fundraisers--Latino Faculty and Staff. Administrator Association, Black Faculty and Staff--and participating in campus events--New Student Welcome Day, High School Senior Day, Welcome Back Week, etc. External and internal partnerships as cited--local unified school districts, Sheriff's Academy, Amazon, County Housing Authority, Valley Bound, First-Year Experience, Student Athletes, STAR, etc. The department plans to continue to participate in campus outreach and in-reach programs.

IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional

Development

	Does Not Meet	Meets	Exceeds
Professional Development	The program does not identify currency in professional development activities.	Program identifies current avenues for professional development.	In addition to the meets criteria, the program shows that professional development has impacted/expanded the program and demonstrates that the program is positioning itself for growth.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The entire department attends the annual A & R Region Workshop, sends a team to the California Association of Community College Registrar and Admissions Officers conference annually, evaluators attend the Annual Region 9 Evaluators meeting and College Source Conference, and various members attend the CSEA conference. Other professional organizations that were cited by the department include CACCRAO, Black Faculty and Staff

Association, Latino Faculty and Staff Association, Administrator Association, CSEA, Classified Senate, Veteran organizations. The department collaborated with two other colleges and presented at the Veteran Summit.

V: Questions Related to Strategic Initiative: Effective Evaluation & Accountability

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program does not have a mission/ statement of purpose, or it does not clearly link with the institutional mission.	The program has a mission/statement of purpose, and it links clearly with the institutional mission.	
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.	The program demonstrates that it is highly productive and is positioning itself for growth.
Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. <u>Out of date course(s) that were not launched into Curricunet by Oct. 1, 2017 may result in an overall recommendation no higher than Conditional.</u>	The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.	In addition to the meets criteria, the program discusses plans to enhance current offerings that link to student/community needs and positions the program for growth.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning that demonstrate the need for expansion.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

Mission: The mission addresses the college mission by providing services to a diverse community of learners that assist in the preparation of students to achieve their educational goals.

Productivity: The department defines and measures satisfaction and productivity through concurrent enrollment, late add petition, and number of readmission by status, and degrees and certificates earned. The department provides a brief analysis of the data in these areas.

The department does not address other services or productivity in other areas--status of department compared to departments at other colleges, time to respond to student requests, time to respond to complaints, employee satisfaction/staff morale surveys, etc. This type of data is important to consider in a service area that makes contact with all students. This would also guide the department in its needs requests for growth.

Relevance, Currency, Articulation: The only area here that is applicable is currency. The department states that the catalog is accurate for Admissions & Records information. It reviews the catalog in order to make any necessary updates.

Challenges: The department cites two challenges--lack of staff and front counter working conditions. In each case, the department proposes solutions. The lack of staffing relates directly to the concurrent enrollment processes. The department is working on streamlining this process so staff is not pulled away from other duties in order to accommodate the concurrent enrollment students. The department also has a safety concern at the front counter--people reaching over the counter to take money and health problems of staff because of counter height. The department had the District Ergonomic team that has assisted with beginning to solve the health issues. The department is also requiring staff to “drop” money more often so that possible cash theft by the public is minimized. The security issue is important and should continue to be addressed in future plans/goals.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

	Does Not Meet	Meets	Exceeds
Facilities	The program does not provide an evaluation that addresses the sustainability of the physical environment for its programs.	Program provides an evaluation of the physical environment for its programs and presents evidence to support the evaluation.	In addition to the meets criteria, the program has developed a plan for obtaining or utilizing additional facilities for program growth.

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The department meets the criteria in that they have evaluated the physical environment and presents evidence to support the evaluation. The department discusses the use of technology--the evaluation webpage being updated to facilitate the increase in Nursing student applicants. Although transcripts can be ordered online, they are still processed by hand in the office. The department is planning to partner with Credential solutions on their “transcript send feature.” The department is continuing to make changes to its lobby in the attempt to make it less “confusing” for students. Although there are no plans to make structural changes, the department is researching the Q-Less system that “allows customers to wait in a virtual line rather than a physical line.”

VII: Previous Does Not Meets Categories

Does Not Meet Meets Exceeds

Efficacy Team Analysis and Feedback:

The previous efficacy report stated that the department had “yet to strike upon the service area outcome to describe their commitment to student services.” The department is currently working with the Dean of Research and Planning to “address these concerns in the near future.” The department mentions that a survey will be in place by fall 2018. Although there are plans in place, the SAO issue is not resolved at this time.