Program Review
Self Study

for

Monterey Peninsula College

Student Services

⟹ Program Review Calendar

⟹ Introduction to Program Review

⟹ Review Timeline

⟹ Program Self Study

- ❖ Mission
- ❖ Program Overview
- ❖ Student Learning
- ❖ Staffing
- ❖ Summary
- ❖ Annual Report Form

⟹ Support Team Review Form

⟹ Program Reflections on Student Learning Form

⟹ Employee Survey

Program Review Calendar

Programs not undergoing Program Review complete the annual program review report and Action Plan documents that serve to drive the forthcoming budget as well as those undergoing review.

2010-2011	CalWORKs Counseling Matriculation
2011-2012	Career Transfer Resource Center EOPS/CARE Student Financial Services Supportive Services/Instruction/Workability
2012-2013	No Program Reviews
2013-2014	Academic Support Center Athletics Child Development Center TRiO Admissions & Records International Programs
2014-2015	Health Services Job Center Re-Entry Multicultural Center Student Activities

Introduction to Program Review

The purpose of the Student Services Program Review is to evaluate all existing Student Services programs and services at Monterey Peninsula College to assure their quality, vitality, and responsiveness to student needs and student learning. The Student Services Program Review at MPC is a process that provides an opportunity to look constructively at programs and services on a consistent basis, with the intent on refining and improving program practices while making effective and efficient use of resources. The Student Services Program Review is also an essential element of the college's planning, budgeting, and resource allocation process. When appropriate, the Student Services Program Review should include data that demonstrates the effectiveness of its services as it relates to student access, retention, progress, and success.

Review Process

The Program Review involves the following steps:

- Orientation: The Vice President of Student Services holds a meeting with Student Services Coordinators/Managers/Administrators responsible for completing Program Reviews to introduce procedures, forms, and timelines.

- Evaluation: A Program Review committee will review the self-study document provided by the programs. Using the "Student Services Program Review Evaluation Form," the Program Review committee will prepare preliminary responses and recommendations which will be returned to the program to take the appropriate action. The Vice President of Student Services, Deans and/or Managers will also review and comment on the Program Review committees' preliminary responses. The Vice President of Student Services, Deans and/or Managers will also review and comment on all Program Review Annual Reports.

  - Optional Meeting: Programs will have the opportunity to meet with a representative from the Program Review committee to discuss findings and offer additional information regarding the Program Review committee responses.

- The Vice President of Student Services will provide a summary report of the programs undergoing Institutional Program Review to the Student Services Advisory Group (SSAG), College Council and the Board of Trustees.

The Student Services Program Review Cycle (follows college's Planning and Resource Allocation Process)

- October
  - Student Services Program Review Components Checklist distributed to all areas.
  - Programs undergoing Institutional Review are notified of the Program Review calendar.
- April
  - Institutional Program Review and/or annual updates due.
  - Evaluations of Institutional Program Reviews and annual updates conducted
  - Student Services Advisory Group (SSAG) reviews finding of programs undergoing Institutional Program Review.
- May
  - The Vice President of Student Services prepares an informational report for College Council and the Board of Trustees summarizing the overall process and Student Services Program Reviews completed during the academic year.

Student Services Program Review Self Study

Name of Program:	Admissions & Records

1. Mission

College Mission: *"Monterey Peninsula College is committed to fostering student learning and success by providing excellence in instructional programs, facilities, and services to support the goals of students pursuing transfer, career, basic skills, and life-long learning opportunities. Through these efforts MPC seeks to enhance the intellectual, cultural, and economic vitality of our diverse community."*

a. **Program Mission: What is your program's mission statement? Please explain how the program's mission relates to the mission of MPC.**

Program mission:	The Admissions & Records Office strives to provide high quality service, knowledge and guidance to students, staff, faculty and the community at large in regards to admissions, registration and records in order to foster a successful experience in higher education. Values Statement In order to achieve our mission Admissions & Records commits to: • putting a positive face on the application and registration process • being the lifelong point of contact for students and alumni • empowering all toward self-sufficiency through the use of technology • support faculty through the administrative process. Prior to spring 2015 the mission statement read: The mission of the Admissions and Records Office is to consistently provide the maximum levels of positive service to our students, faculty, and the community.
Mission's relationship to college mission:	By providing excellence in services to support the goals of students

b. **Program Improvement Plan: Identify any plans your program has to change or revise its mission.**

Plan:	Program mission and values statements were updated spring of 2015. There are no current plans to update.

2. Program Overview

a. **Program Description**
The Admissions & Records Office is an integral component of Student Services. The Admissions & Records Office is responsible for admission, registration, evaluation, graduation and for the accuracy and maintenance of each individual student's academic record for the lifetime of the College.

Service:	Description:
Athletic Eligibility	Admissions & Records processes athletic eligibility Form-1's for all student athletes to ensure eligibility to compete and institutional compliance.
College Admission & Residency Determination	A&R processes applications from three sources (online OpenCCCApply, hard copy from South Bay, and hard copy from general public with specific need). Residency determination is made at the time of application; students may apply for residency if they have met the burden of proof.
Transcript Evaluation	All transcripts sent to Monterey Peninsula College for review are received by Admissions & Records. Official transcripts are reviewed for work completed as it pertains to financial aid. Official transcripts are then scanned into an imagining system and forwarded to the Counseling Department for further use.
Graduation	Admissions & Records is responsible for the conferring of certificates and degrees. All graduation petitions are submitted to Admissions & Records for review and award. Once per year, in June, the Admissions & Records Office coordinates a commencement ceremony on behalf of the President's Office.
Record Maintenance	Admissions & Records maintains student records on behalf of the district. The academic records of students are reviewed and adjusted as required. Records maintained include applications, residency forms, enrollment records, and grading documentation. The Admissions & Records office verifies student enrollment at the request of students and third parties, with the consent of the student.
Registration	Student registration is primarily handled through the student portal (WebReg) with Admissions & Records as the contact to facilitate student enrollment.
Student Fees & Refund Authorization	Admissions & Records is the primary contact for students in regards to costs, billing and tuition. The payment of student fees is completed through the student portal, by mailing a check, or in person at Fiscal Services. Refunds are largely automated; exceptions are managed by Admissions & Records.
Transcripts	All student transcripts for work completed at Monterey Peninsula College are maintained by Admissions & Records. Students are able to request transcripts online, by fax and in person. Standard and rush service options are available. Transcripts are sent electronically by PDF or electronic exchange and by hard copy paper in the mail.

ii. **What are the most important goals of the program?**
(Use bulleted list and limit to ½ page.)

Comments:	• Student success from the point of application, through registration and graduation or goal achievement • Easing administrative processes for students • Assessing student needs • Putting a positive face on the application and registration process • Being the lifelong point of contact for students and alumni • Empowering all toward self-sufficiency through the use of technology • Support faculty through the administrative process

b. Student Demand

i.   Who are the key users of the program? (Use bulleted list and limit to ½ page)

Comments:	• Students (past, present, future) and their families • Faculty • Staff • Administrators • High School Counselors • Transfer institutions • Employment Agencies • Government Agencies

ii.   How has user demand changed over the last few years?
(Please explain how you measure user demand)
Recommend that SS develop a Student Needs Assessment Survey- similar to what TRiO and EOPS has done

Comments:	User demand has changed dramatically over the last few years. Admissions & Records has been able to shift the delivery of services to incorporate efficient online options. As more students take advantage of these options, fewer students are finding the need to visit Admissions & Records in person. This does not lessen the amount of time spent assisting students, however. As more people go online, it frees up counter staff to help students for longer and with more complex situations while visiting in person. There has been a reduction in the number of students visiting the front counter due to the launch of automated online application processing, the incorporation of a vendor to distribute parking permits through the mail, and the ability to order transcripts online from anywhere in the world.

iii.   Is the demand for your program expected to change in the near future? If so, why and how?

Comments:	Potential change drivers that will effect Admissions & Records in the near future include the growing need for application workshops and potential changes, yet identified, from AB 288 (concurrent enrollment).

Note that the OIR can only provide data for programs that input data into SIS. Certain SS areas need to collect this data internally for inclusion in the program review. For example, the Job Center, and CDC do not report data on SIS; therefore, the OIR is unable to provide such data.

c. Student Demographics

i.   Printed are the gender and ethnicity percentages of this program and the college for the last three academic years. Address any significant differences between your program and the college.

	Fall 2012		Spr 2013		Fall 2013		Spr 2014		Fall 2014		Spr 2015	
	M	F	M	F	M	F	M	F	M	F	M	F
MPC	6356	4939	7048	5356	5425	4821	4691	4555	4045	4316	4911	4657

	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Program												

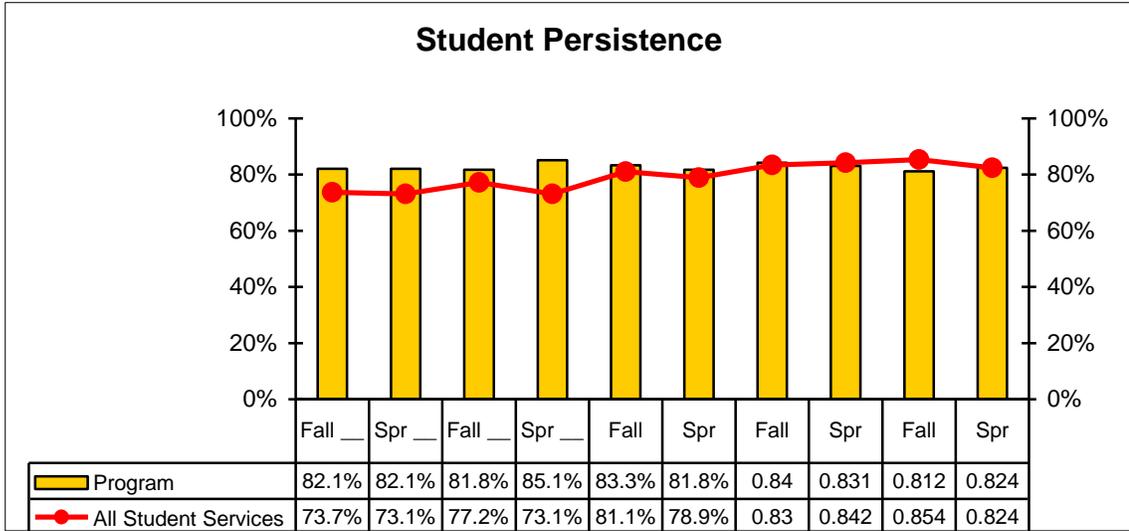|	F 2012		S 2013		F 2013		S 2014		F 2014		S 2015	
	MPC	Pr.	MPC	Pr.	MPC	Pr.	MPC	Pr.	MPC	Pr.	MPC	Pr.
White	5699	-	6276	-	4935	-	4432	-	3757	-	4434	
AfAm	455	-	498	-	430	-	352	-	302	-	330	
Asian*	609	-	694	-	543	-	500	-	415	-	505	
Latino	3029	-	3264	-	3085	-	2800	-	2887	-	3099	
Other	339	-	356	-	351	-	268	-	401	-	505	
Decline	733	-	800	-	512	-	404	-	302	-	476	

Comments:	The gender and ethnicity of the college as a whole does not differ from that served by the office of Admissions & Records. The lack of variance is because Admissions & Records serves all students at the college.

ii. **Printed are the retention rates for the program over the last 5 years. Discuss similarities and differences between the program's and college's rates.**

Student Retention

	Fall __	Spr __	Fall __	Spr __	Fall	Spr	Fall	Spr	Fall	Spr
Program	82.1%	82.1%	81.8%	85.1%	83.3%	81.8%	0.84	0.831	0.812	0.824
All Student Services	73.7%	73.1%	77.2%	73.1%	81.1%	78.9%	0.83	0.842	0.854	0.824
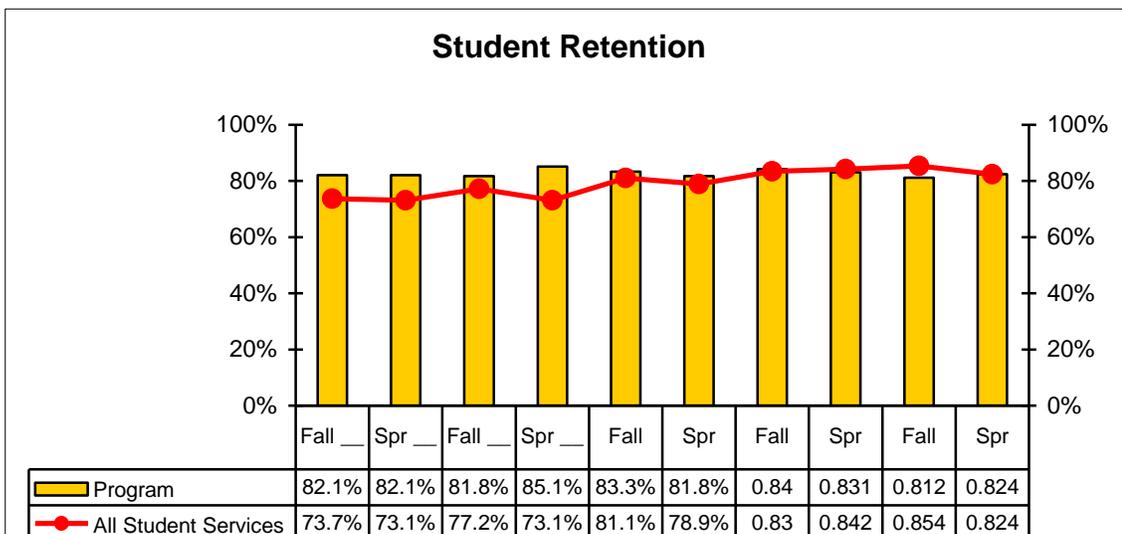
Comments:	Admissions & Records' student retention rates do not differ from the college rates.

iii. **Printed are the persistence rates for the program over the last 5 years. Discuss similarities and differences between the program's and college's rates.**

Student Persistence

	Fall __	Spr __	Fall __	Spr __	Fall	Spr	Fall	Spr	Fall	Spr
Program	82.1%	82.1%	81.8%	85.1%	83.3%	81.8%	0.84	0.831	0.812	0.824
All Student Services	73.7%	73.1%	77.2%	73.1%	81.1%	78.9%	0.83	0.842	0.854	0.824

Comments:	Admissions & Records' student persistence rates do not differ from the college rates.

iv. Program Improvement Plan (If any boxes checked, describe plans):

Identify any plans your program has to:	Details:
☒ Change or improve services	Call Manager- increase service to people calling the office Investigate AskMPC and Fresh Desk
☒ Change or improve processes	Use of Laserfiche – increasing the number of documents scanned into Laserfiche in order to increase the accessibility of records; such as graduation petitions, AB540, and past College Catalogs

d. Program Services

i. Please describe any programmatic changes (i.e. accomplishments, changes in services, etc.) during the last 5 years.

Service:	Process(es) used to support programmatic change(s):
Business Process Analysis	The Admissions & Records Office went through Business Process Analysis training in the fall of 2013. As a result the registration process was mapped out. Regular processes are now routinely analyzed within this framework to evaluate change as needed to systematically improve processes.
Computers in the lobby	Admissions & Records now has 5 computers in the lobby to assist

for student usage	students with applications and registration.
Fillable PDF forms	Admissions & Records recently reviewed and updated all forms in preparation for the new college website. All student forms are available online and instructor forms are available through MyMPC. All forms are now in fillable PDF format, which increases ease of use for all. Each form includes a footer which includes the updated last date, ensuring that all users are aware of new form updates.
Interdepartmental Collaboration	Admissions & Records collaborates with other offices, individuals and departments on campus in order to increase the quality of services to students and staff. An example is the weekly meeting between IT and Admissions & Records and the testing of the new Nursing Application by Admissions & Records staff.
Laserfiche Project	In the fall of 2014 the Admissions & Records Office, in collaboration with Information Technology, upgraded the document imaging system, Laserfiche. This project included, software and hardware upgrades, training and procedural changes. As a result, Student Services staff can easily access hundreds of thousands of student records digitally, from their own workspace.
New Student Services Building	Admissions & Records, along with the many Student Services departments, has moved into the new Student Services building.
Online Applications	Admissions & Records was able to automate the acceptance of online applications two years ago. Then roughly one year ago, Admissions & Records changed application programs. Both efforts significantly increased the service students.
Paper Usage	Admissions & Records has strived to reduce the amount of paper that goes through the office. Paper usage has been reduced significantly over the last few years by moving processes online, evaluating processes and reducing the amount of required forms. In addition, the Laserfiche project has allowed A&R staff to send documents they receive electronically directly into Laserfiche, rather than having to print the documents and then scan into Laserfiche.
Parking Permit Vendor	The days of long lines in Admissions & Records are over. A success story with huge impact is the use of a third party vendor to supply parking permits to students. Students no longer have to pick up their permit in person at A&R, but receive their permit in the mail after ordering it online.
Student Assistants	Admissions & Records now hires student assistants to help patrons apply and register using the computers in the lobby. In addition, student assistants file, scan information into Laserfiche, and provide basic clerical support. This symbiotic relationship with the Job Center allows student assistants an invaluable work experience that is also flexible to their needs.
Non-credit Grading	In the fall of 2014 Admissions & Records and the Information Technology department completed system changes to allow for non-credit class grading. Now non-credit courses are graded and posted to official transcripts. This allows for the awarding of specific certificates and the ability for non-credit students to have a record of their education.
Transcript Upgrades	Successful partnerships with the National Student Clearinghouse and eTranscripts California allow students to order transcripts online and the opportunity to have transcripts delivered via PDF, electronic exchange or by traditional mail. For transcripts delivered by hard copy paper, there have been changes as well. Hard copy transcripts are now printed on new security paper, including the registrar's signature. This has eliminated the need for staff to emboss and manually sign each sheet.

Upgraded Student Information System	In the fall of 2011 the college upgraded from Santa Rosa to a new version of Santa Rosa commonly referred to as SIS (Student Information System). This process involved a long planning and implementation period. Staff have adjusted well to this new system.
Website	In the summer of 2014 the college unveiled a new website. Admissions & Records was an interval part of redesigning the website for student use. The office continues to evaluate and make modifications based on student recommendations.
Enrollment Priorities	Enrollment priorities have been established for students in accordance with Student Success Task Force as supplied by the California Community College Chancellor's Office.

ii. If relevant, please provide a summary of any audit, program review or compliance review conducted by yourself or an outside agency.

Comments:	External review of A&R procedures as highlighted above through Business Process Analysis

iii. How do the service users assess the program? Please work with your program review's support team to create and disseminate a survey to service users.
Need to develop a common Student Satisfaction Survey

Comments:	Some user information is available through the Noel-Levitz Student Satisfaction Inventory. The results applicable to Admissions & Records are listed below: 35. *Policies and procedures regarding registration and course selection are clear and well-publicized.* This score fell by .34 from 2009 to 2014. It is the departments goal to raise this number through a variety of ways within the channels that are appropriate to A&R (not all aspects of this line item apply to A&R) 43. *Class change (drop/add) policies are reasonable.* This score did not change values from 2009 to 2014, but remained constant. 5. *The personnel involved in registration are helpful.* This score fell by .13 between 2009 and 2014.

iv. How do campus faculty and staff perceive the program? Please work with your program review's support team to create and disseminate a survey to all college employees.
Need to develop a common Campus-wide Assessment of SS

Comments:	Some faculty and staff information is available through the 2014 Faculty and Staff Accreditation survey. The results applicable to Admissions & Records are listed below:

1. Please indicate your level of agreement or disagreement with each statement.							
	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Don't know	Not applicable	Rating Count
When my students need extra help or support outside of class, I am able to refer them to an appropriate area or department.	47.5% (38)	31.3% (25)	6.3% (5)	1.3% (1)	1.3% (1)	12.5% (10)	80
MPC's student services support and enhance student learning.	46.8% (37)	43.0% (34)	2.5% (2)	2.5% (2)	5.1% (4)	0.0% (0)	79

v. **Explain how external factors (e.g. state budget, local economy, local job market, Education Center at Marina, changes in technology, similar program or service at neighboring institutions) influence your program, and describe any measures that have been taken to respond to these factors.**

Comments:	One item of merit was the closure of Heald College. Student Services, including Admissions & Records staff, performed outreach at Heald College for displaced students. As a result, students were educated about their options and were able to choose to attend MPC or other local area colleges to pursue their studies. Admissions & Records also counseled many students about the ramifications of no longer being able to receive official transcripts from Heald.

vi. **Describe how your program coordinates with other programs on campus and how improved coordination could enhance institutional effectiveness.**

Program coordination:	Admissions & Records coordinates with many other programs on campus. Examples include: facilitating special population enrollment (such as Gentrain, Ariel Theater, HS hospitality and Jazz Camp) and close collaboration with the IT department to improve technology.

vii. **Describe your program's involvement with the community through recruitment, articulation, partnerships, facilitation of advisory committee meetings and/or collaboration with business, government, private agencies, or educational institutions.**

Community involvement:	Admissions & Records is involved in the community through High School Senior Outreach (in partnership with Assessment Dept.), volunteering at the Monterey County Fair MPC booth, coordination of South Bay

	registrations, and through assistance with the Continuing Education department.

viii. **If there are any other measures or considerations you would like to include regarding your program's vitality, please explain.**

Other considerations:	Admissions & Records is the central hub and life blood of the institution. All students must pass through Admissions & Records to enter the college, to exit with a degree or certificate, and as alumni to request official student records. As such, the department strives to serve all students and alumni with clarity, understanding and compassion as outlined in the mission statement.

ix. **Program Improvement Plan (If any boxes checked, describe plans):**

Identify any plans your program has to:		Details:
☒	Change or improve services.	Clarification of Distance Education resources Call Manager
☒	Change or improve processes.	Call Manager Ensure all certification awarding is done through A&R
☒	Improve coordination with other programs on campus.	International Student Office Veterans Center
☒	Improve involvement with the community.	Establishment of Application Workshops
☐	Other	

3. Student Learning

a. How does your program support student learning?

Comments:	Admissions & Records is a service department within the Student Services Division. Therefore it supports student learning by welcoming students to MPC, facilitating their admission, residency determination and registration in classes. After students are registered this department then supports the students on their educational journey by fielding questions in person, over the phone and by email. The goal of this level of access is to ensure our students receive the services they need to succeed. Ultimately culminating in a certificate, degree, and transfer to another institution or whatever the goal may be.

b. Please describe how the "Program Reflections on Student Learning" led to improve connections with your plans to improve student learning.

Comments:	The college website was updated and is now much more effective. WebReg, application links and the schedule of classes have been moved to the top of each page. Applications

| | | are no longer manually entered into the system from CCCApply, but are automatically processed within a few minutes. |

c. Indicate how often your staff refers students to the following services. (Completing the Staff Satisfaction Survey will provide data for this question.)

	Often	Sometimes	Rarely	Never
Academic Support Center (Tutoring)				x
Admissions & Records				x
Assessment Center (for ENGL/ESL/MATH placement)	x			
Business Skills Center		x		
Counseling	x			
English & Study Skills Center			x	
Information Services (College Center)				x
Library & Technology Center	x			
Math Lab			x	
Reading Center			x	
Supportive Services & Instruction		x		
Career/Transfer Center			x	
Child Development Center			x	
Cooperative Work Experience				x
Extended Opportunity Programs & Services (EOPS)		x		
Job Placement			x	
Student Financial Services	x			
Student Health/Psychological Services		x		
Re-Entry Multicultural Center				x
TRiO			x	
Other: Fiscal Services	x			
Other: Security		x		

e. Facilities, Equipment and Supplies

i. What facilities/equipment/supplies changes have occurred since the last program review? How have these changes affected your program's ability to fulfill its mission and/or support student learning?

Comments	New Building and Office Space- this is good, although layout can be problematic
	New computers & monitors- this is great
	Computers for the lobby (3 standing and 2 sitting)- this is fabulous

	Reduction of paper/forms – simpler process for students (ex: Add Code worksheet instead of Add/Drop form) New photo copier and scanner- this is good

ii. **What specific facilities/equipment/supplies needs do you have that are not being met?**

Comments	Adequate office climate control An emergency exit from the rear of the office

f. Other

If there are any other measures or considerations you would like to include regarding student learning, please explain.

Comments	n/a

g. Program Improvement Plan

Check the appropriate box(es), identifying any plans your program has to improve services, processes, and/or student learning.

Identify any plans your program has to:	Details
☐ Further support student learning.	
☒ Improve awareness of and/or further refer students to student services.	Pole banners
☐ Improve facilities to increase program's ability to support student learning.	
☒ Purchase equipment and/or supplies to increase program's ability to support student learning.	Plan to purchase new Chrome Boxes to support security levels at student kiosks

4. *Staffing*

a. On a separate page, provide an organizational chart of your program or service (including all levels of service and classified staff positions)

b. Briefly describe each employee's primary responsibilities.

Position:	Responsibilities:

Director	Supervise staff, attend committee meetings, lead graduation team, ensure state and federal reporting, collaboration with other campus departments
Unit Office Manager	Ensure workflow, manage counter coverage, address student concerns and complaints, operate grades desk, send roster reports to constituents
A&R Specialist	Form 1 eligibility, graduation petitions, enrollment verifications, transcript requests, applications, front line customer support, residency determination
A&R Specialist	Form 1 eligibility, graduation petitions, enrollment verifications, transcript requests, applications, front line customer support, residency determination
A&R Specialist	Form 1 eligibility, graduation petitions, enrollment verifications, transcript requests, applications, front line customer support, residency determination
Records Evaluator	Evaluate incoming transcripts, scan transcripts into Laserfiche, CSU/IGETC certifications, graduation petitions
Attendance Accounting Specialist	Process South Bay applications, front line customer support, 320 Attendance Reporting

a. **Describe your staff's recent staff development activities.**

Comments:	OnCourse Customer Service training, staff meeting content, customer service course through HOSP department, Veterans' Training, MS Office courses through MPC

b. **Complete the *Staff or Program Satisfaction Survey*. Discuss your findings from this survey.**
Need a common survey. Should it be a "Staff" or "Program" Satisfaction Survey?
Academic Affairs (AA) uses a Staff Satisfaction Survey. See survey in AA packet.

Comments:	n/a

c. **Discuss the adequacy of your staffing to meet your program's mission.**

Comments:	Admissions & Records is engaged in a hiring cycle of fast turnaround with employees. The foundation for this lies within the level of compensation for the A&R Specialist position. Staff in this position are highly inclined to look for other positions with greater compensation. As a result, Admissions & Records hires new employees at a hectic pace. Turnover is high, demanding continuous onboarding, training and staff support. Unfortunately, this also means that the Admissions & Records department is frequently understaffed due to the long hiring process.

d. **Program Improvement Plan:**

Identify any plans your program has to:	Details:
☐ **Take steps to improve staff satisfaction.**	
☐ **Seek out opportunities for training and development.**	
☐ **Adjust staffing to meet program's mission.**	

5. Summary

Summarize and prioritize the Program Improvement Plans for improving or maintaining the quality of your program area. Include rationale for any plan. Distinguish between budget-dependent and budget-independent items.

For the "rationale" column, indicate whether the PIP item is intended to improve one or more of the following:

- The program's mission
- The program's vitality
- Student learning
- Staffing

Budget Dependent:

Priority	PIP Item	Rationale	Timeline	Responsible Person	Cost

Budget Independent:

PIP Item	Rationale	Timeline	Responsible Person

Program Reflections on Student Learning

Instructions:
To be completed each semester by each department/group within each division/area OR by any group interested in improving student learning at the college.

Type and submit to your Division Office Manager, who will forward the reflections to the Administrative Assistant to the VP Academic Affairs

- Meet with your department/group and discuss the student attainment of SLOs or supporting objectives. If you are unsure how to begin the discussion, respond to the following questions:
    - **What did you talk about last time in your Program Reflections? Were any changes made? Did you notice any changes in student learning that might have been caused by those changes?**
    - **To what degree are students attaining the SLO(s) that you have decided to focus on this semester?**
    - **Where would you like to see improvement?**
    - **What kinds of programmatic changes could be made to instigate improvement in student learning?**
    - **What challenges do we face that impact our ability to support student learning, provide access to student learning, and/or provide opportunities for student learning?**
    - **What can we do to overcome these challenges to advance student learning at MPC?**
- Brainstorm ways to improve student learning. Use the factors discussed as a guide.
- Record the results on the "Program Reflections on Student Learning" Form. Include all forms in your department/unit's Program Review package.
- If you are unsure on the kinds of programmatic changes you might implement to instigate improvement, consider the following list:
    a. Instructional approaches
    b. Consistency between sections
    c. Assignments and/or activities
    d. Assessment methods
    e. Alignment of course objectives or SLOs
    f. Prerequisites, co-requisites, and/or advisories
    g. Availability of course offerings
    h. Buildings and grounds appearance and safety
    i. Instructional technology (e.g., website, distance education)
    j. Library services
    k. Assessment/placement processes
    l. Learning centers (English and Study Skills Center, Reading Center, Math Learning Center, Business Skills, Academic Support Center, TRiO Learning Center)
    m. Bookstore procedures
    n. Counseling
    o. Financial Aid
    p. Supportive Services
    q. Health Services
    r. Campus communication
    s. Equipment and supplies
    t. Staff (knowledge, training needs, availability, etc.)
    u. Questions or tasks that will come up during Program Review

Program Reflections Form on Student Learning

Department/Group Name	Semester	Date
Admissions & Records	Fall 2015	August 20, 2015

Department/group members present
Leza Turner, Victoria Curreri, Rebecca Glenny, Michael Coyne, Segundo Zosa, Teresa Standfield-Lee and Nicole Dunne

Note improvements that have taken place due to past efforts or plans discussed in Program Reflections.
We now have fillable PDF forms on our website Open CCCApply has been implemented! (April 13th go live date (?)) The Laserfiche project has been completed. We are now working to modify the system to address procedures within A&R. We are almost fully staffed. Leza Turner has joined us on a temporary basis and we are currently down only one permanent position.

Write SLOs/GEOs or objectives from course outline of record that you discussed this semester.
Students will demonstrate self-advocacy by contacting Admissions & Records for assistance with Admissions & Records procedures. Students will demonstrate technical competence by investigating and completing Admissions & Records procedures online.

Summary of department/group discussion about student learning. Provide references to specific SLOs and GEOs.
We need to gather data- develop a spreadsheet of contact through phones, email (hard to get) and in person visits South Bay applications are still processed by hand, which need to be included in our numbers (looking forward to them implementing CCCApply) Need to encourage hover help in Spanish/English Rebecca Glenny attended the breakout session regarding the website, we hope to be able to gather data on how our A&R pages are being used

Results of the reflections dialog: Description of goals, action plans, or other aspects of program review resulting from the analysis of student learning (budget dependent or non-budget dependent).
Want to implement Call Attendant, an A&R helpdesk solution and Ask MPC (after the Ask Foothill model) Work to create and imped how to videos on our website Create/move CSU/IGETC forms to the A&R site Have all financial history available on WebReg Waitlist implementation Graduation RSVP's /survey; exploring incentives. Only 46 surveys were submitted, but the survey was viewed 893 times New/more computers for the front lobby (Should we ask CTRC to help w/ computer overflow?) Large monitor for a lobby PowerPoint presentation of news/updates Need to hire student assistants

View List | **Tally**

Application Submission Report Options

From: 7/1/2014 to: 6/30/2015   Rule: None ⌄ 🔍   (run)

Open in Excel

Application Submission Report Output

Submittal Term	Submittal Month	Records
20145	07/14	85
20145	08/14	60
20145	09/14	18
20147	07/14	1022
20147	08/14	1397
20147	09/14	322
20147	10/14	134
20147	11/14	32
20147	12/14	39
20147	01/15	59
20147	02/15	43
20147	03/15	63
20153	10/14	352
20153	11/14	902
20153	12/14	939
20153	01/15	1461
20153	02/15	629
20153	03/15	594
20153	04/15	93
20155	03/15	133
20155	04/15	460
Total		**8837**

In addition to XAP (above), from 07/01/2014-06/30/2015 we received 4915 applications from Open CCCApply and roughly 3600 from South Bay. All together this totals to 17352 applications for 2014-2015 (based on date, not term data). *This data does not include hard copy applications from sources other than South Bay.

Program Review – Annual Report/Action Plan Form

Date:

Program:

Prepared by:

1. Select one of the abbreviations that best describes the status of each action plan item described in your most recent program review: "C" means completed; "IP", in progress; "D", deleted; "A", added; "NM", no money.
2. <mark>Review your department's Program Reflections on Student Learning forms. Add any items referenced on this academic year's program review reflections, and then check the box under PRSL (Program Reflections on Student Learning).</mark>
3. Please provide rationale for additions and deletions.
4. List in order of priority.

Budget-Dependent Items

Status (C,IP,D,A, NM))	Action Item	PRSL?	Timeline	Person(s) Assigned	Amount

Rationale for Additions or Deletions:

Non Budget-Dependent Items

Status (C,IP,D,A)	Action Item	PRSL?	Timeline	Person(s) Assigned

Rationale for Additions or Deletions:

Student Services Program Review Self Study
Support Team Review Form

Name of Program:	
Support Team Member:	

Mission:	Comments:
a. Does the program support the mission of the college?	
b. Is the program's mission appropriate?	
c. If the program plans to revise its mission, is the revision appropriate?	

Program Overview:	Comments:
a. Does the program provide appropriate key services?	
b. What might be learned from user demand and assessment?	
c. Does the data reflect any trends the writers of the self- study did not indicate?	
d. Does the Program Improvement Plan appear appropriate?	

Program Services:	Comments:
a. What are the programmatic changes over the last 5 years?	
b. What were the results of the students' assessment of the program?	

c. **What were the results of the survey to all college staff?**	
d. **Are there external factors that impact the program's services?**	
e. **Is there evidence that the program coordinates with other programs on campus and in the community?**	
f. **Do you have any suggestions to improve services, campus communication, and/or community efforts to enhance the program?**	
g. **Review the Program Improvement Plan. Does it seem reasonable, given the data and comments described in the *Program Services* section?**	

Student Learning:	Comments:
a. **Does the data reflect any trends the writers of the self- study did not indicate?**	
b. **Does the faculty and staff survey suggest any issues the program should consider in its self-study that are not currently described?**	
c. **Does the program have specific equipment and supply needs?**	
d. **Review the Program Improvement Plan. Does it seem reasonable, given the data and comments described in the *Student Learning* section?**	

Staffing:	Comments:
a. **Is the program's staffing sufficient?**	
b. **What were the findings from the *Staff or Program Satisfaction Survey*?**	
c. **Review the Program Improvement Plan. Does it seem reasonable, given the data and comments described in the *Staffing* section?**	

Summary:	Comments:
a. **Does the prioritization of the PIPs seems reasonable given the needs and challenges faced by the program?**	
b. **Are the PIPs appropriately aligned with the college's mission?**	
c. **Does the timeline for the achievement of each PIP seem reasonable given its magnitude and the financial state of the college?**	
d. **Is the person or persons assigned to the PIP appropriate? Does each person have the appropriate authority and time to complete the assigned PIP?**	
e. **Is the improvement of student learning a driving force behind each of the PIPs?**	

OVERALL SUMMARY OF PROGRAM REVIEW SELF-STUDY

1. **What do you perceive are the strengths of this program?**
2. **What do you perceive are the most notable challenges faced by this program?**
3. **Do you perceive any program weaknesses that are not addressed in the Program Improvement Plans?**
4. **Do you have any recommendations?**
5. **Are there any overarching issues relevant to the entire college?**