De Anza College
Student Services Planning and Budgeting Team (SSPBT)
2018-19 Program Review (APRU)

TracDat Description (50 character max)	Part 1	Program Information	
	Program Review		
	1a) Program Name		Admissions & Records (A&R)
	1b) Name(s) of the author(s) of this report:		Nazy Gaoloyan, Dean of Enrollment Services; Roland Amit, Sr. Enrollment Services Supervisor; Barry Johnson, Admissions & Records Supervisor; Gina Ward, Enrollment Services Specialist; Lisa Kershman, Enrollment Services Specialist; Melodie Cheney, Admissions & Records Assistant; Cindy Nakayama, Admissions & Records Assistant.
SS 1c) Number of students served annually & trend increasing, even, decreasing	1c) How many students are served by this program annually and is this number trending up, even, or down?		The A&R program is one of the few campus programs that actually serves all students, regardless of status. The A&R department is the first point of contact and often the last contact a student makes with the College, so it is vital that De Anza supports the A&R program as it also serves as the de facto call center for student contact. During the academic year in excess of 40,000 duplicated student contacts were served in Admissions & records (A&R). This is a combination of new, returning and continuing students along with students returning for official transcripts or one time admissions to complete a prerequisite course at a different academic institution. Although the amount of students served is substantial, De Anza College is currently facing a downward trend of enrollment. Additionally, as the demand for online of instruction increases, we must look for ways to better serve students through asynchronous methods and other non-traditional means.

	1d) Who are the typical students served by this program?		De Anza College has a very diverse student population. A&R provides student support to all students, paying particular attention to providing as much support each student needs to successfully apply and register for Courses
	Part 2	**MISSION and Accreditation Standard II.B.1**	
	2a) What is the program Mission Statement?		De Anza A&R has a continued commitment to excellence. We provide comprehensive, client sensitive and continue to pursue technologically innovative services in an effort to simplify the admissions, registration and record processes.
SS 2b) In what ways and to what extent does program assure the quality of its services to students?	2b) In what ways and to what extent does the program assure the quality of its services to students?		Quality assurance is monitored by the Dean of Enrollment Services and the Sr. Enrollment Services Supervisor. We serve all segments of the student population and are continuously looking for ways to disseminate information in a more effective and timely manner to more effectively serve students. Technology may be a possible solution as we continue to seek innovative ways to provide the best Student Services experience possible.
SS 2c) In what ways and to what extent does program support College Mission statement?	2c) In what ways and to what extent does the program demonstrate that its services support student learning and enhances the achievement of the College Mission?		Several key concepts of the College's mission statement directly supported by A&R through the student Portal: Communication & Expression, Information Literacy, and Personal Responsibility. By giving students 24/7 online access to many components of the traditionally in-person Student Services experience, we help empower students in the ownership of their academic/career future. A&R understands that not all students are as technologically proficient as others, so have staff on hand to readily assist students through the various admissions/registrations procedures either by telephone, email, or in-person.
	Part 3	**Accreditation Standard II.B.3**	

	3a) In what ways and to what extent does the program assure equitable access for all students?		In today's ever-changing world, equitable access is a key value to ensure student success. The nature of A&R is more of an administrative/clerical function which allows us to serves students without the need to meet with them physically. Many functions are available online to include admissions applications, prerequisite clearances, pass/no pass, registration, dropping classes, requesting refunds, verification of enrollment, requesting transcripts, IGETC/General Education requests, and graduation petitions. Many of these functions have been ported to the mobile app recently implemented by the District. Additionally, as we move forward with the migration through Banner 9 we hope to implement a mobile browser experience that mirrors the online experience through a platform-independent Self Service Banner Student web experience. We may also assist students through WebReg email, telephone messages, and also have a secured dropbox for documents that may need to be submitted late evenings or on weekends when the office is traditionally closed. We are anxiously looking forward to the new Banner Communications Manager module (expected late 2019/early 2020) that will allow us greater avenues of communications to students. Among these are a more robust email platform and possible text messaging capabilities.
SS 3b) State ways and extent that program encourages personal and civic responsibility.	3b) In what ways and to what extent does the program provide an environment that encourages personal and civic responsibility?		A&R is unique in that while we serve all students of the campus, we do not have a specific population that we can mentor directly. This slightly limits us in ways that we can instill the sense of personal and civic responsibility in students. We do have bulletin boards in front of our office were we encourage the various campus constituents to post opportunities for civic and cultural engagement. Additionally, as serving as the nexus for Student Services related questions from the public, this gives us an incredible opportunity to disseminate information about upcoming events or opportunities when the general public calls in for general information about the campus.
SS 3c) State ways & extent program designs, maintains and evaluates counseling &/or academic advising	3c) In what ways and to what extent does the program design, maintain and evaluate counseling and/or academic advising programs		This is not related to A&R as counseling/academic advising is handled through the counseling officed directly.
SS 3d) State ways & extent program support/enhances student understanding & appreciation of diversity	3d) In what ways and to what extent does the program design and maintain practices and services that support and enhance student understanding and appreciation of diversity?		Having a multi-cultural staff comprised of many different ethnic, religious, and socio-economic backgrounds, A&R is the embodiment of student understanding & appreciation of diversity. Many staff originally started off as student workers, to include our

			Dean, who began as a student worker at Foothill. We actively support and encourage staff to participate in campus-wide events/committees to help expand diversity across campus. Some newly arrived students may have just arrived from a different country with a different cultural experiences. The patience, understanding, and knowledge that everyone comes from different backgrounds in addition to the cultural competencies that our own staff provide is a key part of helping students fully embrace the De Anza experience.
SS 3e) State ways & extent program regularly evaluates admissions & placement practices	3e) In what ways and to what extent does the program regularly evaluate admissions and placement instruments and practices to validate their effectiveness while minimizing biases?		A&R consistently evaluates processes and procedures in order to provide the best Student Services experience possible. Minimizing student obstacles and maximizing student success is important. We conduct weekly staff meetings to discuss any potential problems or road blocks that may have recently occurred, say in the case of a new software patch that might have resulted in unintended consequences. Having strong leadership with the ability to operate autonomously in ambiguous situations and to make sound and timely decisions is crucial. We always solicit input from the field and take very seriously any time a student brings a potential situation to our attention. A&R does not directly evaluate/validate assessment processes but we do work very closely with them testing new systemic changes (such as the case in AB705) to help them accomplish their mission.
SS 3f) State ways & extent program maintain student records securely & confidentially?	3f) In what ways and to what extent does the program maintain student records permanently, securely and confidentially, with provision for secure backup of all files?		A&R is strongly aware of the importance of student record security and confidentiality. In addition to FERPA, we are governed by many other Federal/State/local regulations such as Ed Code, Title 5, and FHDA Board policies to ensure we maintain our vigilance. Any student/staff employee working in A&R must go through FERPA training conducted through the Senior Supervisor of Enrollment Services in addition to going through a LiveScan check and fingerprinting. All online access to Banner/Student Information System is tailored to the individual's level of need to know access. Student workers will have a lower version of what they can access compared to a staff member. Any access to the system is gained only by logging in through their portal. This allows us to see who accesses what records and when they accessed it. Additionally, access off-campus to the Banner system is disallowed unless you are accessing it through a VPN configured through the District ETS department.
	PART 4-	Staffing	

SS 4a) Have there been any significant staffing changes since the last APRU?	4a) Have there been any significant staffing changes since the last APRU?		There have been quite a few significant changes since the last program review. The previous Dean and Sr. Supervisor both resigned within three weeks of each other at the end of June/mid-July. Additionally, we had the resignation of an Enrollment Services specialist in November. In November we have hired Sr. Supervisor and in December hired a new Dean. We also hired a new Enrollment Services Specialist in April and just hired 4 International Students to work part-time helping with phones, emails, and working at the counter.
	4b) Are there any significant staffing changes that will be needed?		Changes or declines in student enrollment may directly impact A&R. There have been positions previously identified for budget cuts.
	PART 5-	Facilities	
	5a) Have there been any significant facility changes since the last APRU?		None.
	5b) Are there any significant facility changes that will be needed?		None.
	PART 6 -	Equipment	
	6a) Have there been any significant equipment changes since the last APRU?		None.
	6b) Are there any significant equipment changes that will be needed over the next year?		Technology. As we move to a cloud-based environment, there is a need to have documents available online and without the need for physical proximity to the office. An enterprise-level document scanner would be ideal simply due to the amount of physical paperwork that is still being submitted to our office. Individual desktop scanners have been requested, but their relatively low throughput leads to a shorter duty cycle and a sooner need to order a replacement.
	PART 7	Operational Costs	
	7a) Have there been any significant operational cost changes since the last APRU?		Please explain any significant changes in program operational funding that have occurred over the past year.
SS 7b) Will any significant operational cost changes be needed over the next year?	7B) Are there any significant operational cost changes that will be needed over the next year?		Please identify any anticipated changes to operational cost needs that could occur over the next year. (Explain why these changes may be needed.)
	PART 8-	Organizational Alignment	
SS 8a) Have there been any significant organizational alignment changes since the last APRU?	8a) Have there been any significant organizational alignment changes since the last APRU?		Please explain any significant organizational alignment changes that have occurred over the past year.

	8b) Are there any significant organizational alignment changes that will be needed over the next year?		Please identify any anticipated changes to organizational alignments that could occur over the next year. (Explain why these changes may be needed.)
	PART 9-	Regulations/Laws/Policies	
SS 9a) Have there been any significant changes in regulations/laws/policies since the last APRU?	9a) Have there been any significant changes in regulations/laws/policies since the last APRU?		Please explain any significant changes in regulations/laws/policies that have occurred over the past year. (Federal, State, Local, District, college, etc.
SS 9b) State significant changes in regulations/laws/policies affecting program over next year.	9b) Are there any significant changes in regulations/laws/policies that will affect the program over the next year?		Please identify any anticipated changes in regulations/laws/policies that could affect the program over the next year. (Federal, State, Local, District, college, etc.)
	PART 10-	Professional Development	
SS 10a) State any significant professional development activities for the program since last CPR.	10a) Have there been any significant professional development activities for the program (or others) since the last APRU?		Please explain any significant professional development activities that have occurred over the past year. Include the nature, reason, significance, and outcomes of the activities.
SS 10b) State any significant professional development needs for the program for the next year.	10b) Are there any significant professional development needs for the program (or others) over the next year?		Please identify any anticipated professional development needs for the program over the next year. Include the anticipated nature, reason, significance, and outcomes of the activities.
	PART 11-	Curriculum, Student Success, and Equity	The 2017-18 course data is located at: http://deanza.edu/ir/program_review/program-review.17-18.html
SS 11a) Have there been any significant curriculum since the last APRU?	11a) Have there been any significant curriculum since the last APRU?		Please explain any significant curriculum changes that have occurred over the past year.
SS 11b) State any significant curriculum issues that will affect the program over the next year.	11b) Are there any significant curriculum issues in that will affect the program over the next year?		Please identify any anticipated curriculum issues in that could affect the program over the next year.
SS 11c) State the aggregate student success rate in the instructional portions of the program?	11c) What is the aggregate student success rate in the instructional portions of the program?		In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above 60% http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf. If student success rates in the program are below 60%, what plans are there to bring course success rates up to this level?
SS 11d) State gap of student success rates with targeted groups.	11d) What are the student success rates between groupings of students? Is there a success rate gap that exceeds 5% between any of these groupings?		The college equity goal is to have no more that a 5% student success gap between any groupings of students. Please explain any gaps exceeding 5% and what plans are in place, or are being made, to address closing this gap
	PART 12-	Other	
SS 12a) Have there been any other significant program changes since the last APRU?	12a) Have there been any other significant program changes since the last APRU?		Please explain any other significant program changes that have occurred over the past year.
	2b) Are there any other significant issues		Please identify any other anticipated issues that could affect the

	that will affect the program over the next year?		program over the next year.
	PART 13-	**Student Services Learning Outcomes and Accreditation Standard II.B.4**	Accreditation Standard II.B.4-The institution evaluates Student Support Services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.
	14a) What are the current/active program outcome statements?		Please list all of the Student Services Learning Outcomes (SSLO) statements for the program. (Cut/paste from TracDat, APRU or other documents.)
	14b) How many SSLO/SLO statements have been assessed since the last APRU?		Please identify the SSLO statements that have been assessed over the past year. (Cut/paste from TracDat, APRU or other documents.)
	14c) Summarize the outcomes assessment findings and resulting program enhancements made since the last APRU.		Please summarize the outcomes assessment findings and resulting program enhancements made over the past year. (Cut/paste from TracDat, APRU or other documents.)
	14d) What are the program outcome assessment plans for the next year?		Please indicate which SSLO/SLO statements will be assessed over the next year and when. (Include any plans to create new outcome statements.)
	Part 14-	**APRU Summary**	Part 15is intended to be a brief yet thorough overarching summary of Parts 1 through 14.
	15) Where has the program come from since last year, where is it now, and where does it anticipate or need to go over the next year?		Based on the information provided in Parts 1 through 14 above, please summarize: 1) Where the program has come from since the last APRU? 2) Where the program is now, and 3) Where the program anticipates or needs to go over the next year.
	Part 15-	**Divisional Perspective**	Applicable to Divisions that have multiple programs that are writing CPRs
	16a) Name of the Division and the names of the programs.		Write the name of the division and the names of the programs that are submitting APRUs
	6b) Who wrote the Divisional Perspective?		Enter the name or names of those who authored this Divisional Perspective.
	16c) Summarize the APRU written by the programs of the Division.		Please summarize all the APRUs to be submitted in the Division. Provide a Division wide perspective on the CPRs explaining how they all fit or work together into a cohesive division plan.