

De Anza College  
 Student Services Planning and Budgeting Team (SSPBT)  
 2019-20 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 Galoyan, 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?		<p>The A&amp;R program is one of the few campus programs that actually serves all students, regardless of status. The A&amp;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&amp;R program as it also serves as the defacto call center for student contact.</p> <p>During the academic year in excess of 40,000 duplicated student contacts were served in Admissions &amp; records (A&amp;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.</p> <p>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.</p>

	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 as they pursue their academic or vocational goals, or simply register for classes for personal development.
	<b>Part 2</b>	<b>MISSION and Accreditation Standard II.B.1</b>	
	2a) What is the program Mission Statement?		De Anza A&R has a continued commitment to excellence. We provide comprehensive, client sensitive services and continue to pursue technologically innovative methodologies in an effort to simplify the admissions, registration and transfer 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?		<p>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.</p> <p>Technology continues to provide additional solution as we continue to innovate ways to provide the best Student Services experience possible.</p>
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?		<p>Four out of the five key concepts of De Anza College's mission statement is directly supported by A&amp;R through the student Portal: Communication &amp; Expression, Information Literacy, and Personal Responsibility.</p> <p>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.</p> <p>A&amp;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.</p>
	<b>Part 3</b>	<b>Accreditation Standard II.B.3</b>	

	<p>3a) In what ways and to what extent does the program assure equitable access for all students?</p>		<p>In today's ever-changing world, equitable access is a key value to ensure student success. The nature of A&amp;R is more of an administrative/clerical function which allows us to serve students without the need to meet with them physically.</p> <p>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. We have also recently added interactive PDF forms that can be filled out and submitted online without a need to come in person.</p> <p>Having recently implemented Internet Native Banner 9 over the past year has added to the capabilities in ways that we can serve students. Additionally, as we move forward with the migration through Self-Services Banner 9, we hope to implement a mobile browser experience that mirrors the online experience through a platform-independent SSB Student web experience.</p> <p>Finally, we do have a secured dropbox for physical documents that may need to be submitted late evenings or on weekends when the office is traditionally closed.</p>
<p>SS 3b) State ways and extent that program encourages personal and civic responsibility.</p>	<p>3b) In what ways and to what extent does the program provide an environment that encourages personal and civic responsibility?</p>		<p>A&amp;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 where we encourage the various campus constituents to post opportunities for civic and cultural engagement.</p> <p>We have also recently installed 'smart' TV's in the building lobby that gives us an incredible opportunity to disseminate information about upcoming events or opportunities on a multimedia platform that visually draws in and engages students.</p>
<p>SS 3c) State ways &amp; extent program designs, maintains and evaluates counseling &amp;/or academic advising</p>	<p>3c) In what ways and to what extent does the program design, maintain and evaluate counseling and/or academic advising programs</p>		<p>This is not related to A&amp;R as counseling/academic advising is handled through the counseling office directly.</p>
<p>SS 3d) State ways &amp; extent program support/enhances student understanding &amp; appreciation of diversity</p>	<p>3d) In what ways and to what extent does the program design and maintain practices and services that support and enhance student understanding and</p>		<p>Having a multi-cultural staff comprised of many different ethnic, religious, and socio-economic backgrounds, A&amp;R is the embodiment of understanding &amp; appreciation of diversity. Many staff originally started off as student workers, to include our Dean, who began as a student worker at Foothill.</p>

			<p>We actively support and encourage staff to participate in campus-wide events/committees to help expand diversity across campus.</p> <p>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.</p> <p>Several staff members have volunteered multiple times to serve on question and answer panels working with the local undocumented community and demonstrating De Anza's continued support.</p>
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?		<p>A&amp;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.</p> <p>A&amp;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. As new changes are implemented, we work with Assessment to ensure student success as they navigate an often times challenging process.</p>
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?		<p>A&amp;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.</p> <p>Any student/staff employee working in A&amp;R must go through FERPA training conducted through the Senior Supervisor of Enrollment Services in addition to going through a LiveScan check and fingerprinting before they are granted access to Banner/Student Information System or Dashboard.</p> <p>All SIS access to 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 and approved through the District ETS department.</p>
	<b>PART 4</b>	<b>Staffing</b>	

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?		<p>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 2018. Additionally, we had the resignation of an Enrollment Services specialist in November 2018.</p> <p>In November 2018 we have hired Sr. Supervisor and in December 2018 hired a new Dean. We hired a new Enrollment Services Specialist in April 2019 and just hired 4 International Students to work part-time helping with phones, emails, and working at the counter.</p>
	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.
	<b>PART 5</b>	<b>Facilities</b>	
	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.
	<b>PART 6</b>	<b>Equipment</b>	
	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?		<p>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.</p> <p>Individual desktop scanners have been installed, but their relatively low throughput leads to a shorter duty cycle and a sooner need to order a replacement.</p>
	<b>PART 7</b>	<b>Operational Costs</b>	
	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.)
	<b>PART 8</b>	<b>Organizational Alignment</b>	
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?		<p>There has been a reorganization where the Cashiering Department and duties now fall under Enrollment Services. Once cross-training has been completed, this will allow for more generalists able to handle many different types of tasks rather than the compartmentalized specialization as has happened in the past. This provides for a flexibility to dynamically reallocate resources as the need arises.</p>

	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.)
	<b>PART 9</b>	<b>Regulations/Laws/Policies</b>	
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.)
	<b>PART 10</b>	<b>Professional Development</b>	
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?		Recently, Enrollment Services had its first organizational retreat at the De Anza Multicultural Center. This was an opportunity for different units within the program to fully interact with each other, learn strengths unique to that program, and more fully integrate within the overall mission of the program and the college.  We also encourage staff to take classes to improve their skills as part of professional development and have several who are taking different languages to better serve the public.
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?		This is in a constant state of evaluation as we assess our strengths and weaknesses to better serve our public in the future.
	<b>PART 11</b>	<b>Curriculum, Student Success, and Equity</b>	
SS 11a) Have there been any significant curriculum since the last APRU?	11a) Have there been any significant curriculum since the last APRU?		N/A
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?		N/A
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?		N/A
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?		N/A
	<b>PART 12</b>	<b>Other</b>	
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?		
	12b) Are there any other significant issues		

	that will affect the program over the next year?		
	<b>PART 13</b>	<b>Student Services Learning Outcomes and Accreditation Standard II.B.4</b>	
	13a) What are the current/active program outcome statements?	The Admissions and Records department in the Admissions division is the most diverse in terms of tasks and regulatory compliance. It oversees the confidential records for all students; admissions; registration; residency; transcript delivery; interface with faculty on Census/320 compliance and Banner technical applications; MIS reporting; concurrent enrollment; interface with schedule/catalog staff; 320 reporting and audit compliance, etc.	Please list all of the Student Services Learning Outcomes (SSLO) statements for the program. (Cut/paste from TracDat, APRU or other documents.)
	13b) 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.)
	13c) Summarize the outcomes assessment findings and resulting program enhancements made since the last APRU.	The Admissions and Records department underwent significant staff loss at a time of extreme changes: Banner 9 conversion and regulatory mandates that directly impacted residency, registration and records rules/processes.	Please summarize the outcomes assessment findings and resulting program enhancements made over the past year. (Cut/paste from TracDat, APRU or other documents.)
	13d) 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.)
	<b>Part 14</b>	<b>APRU Summary</b>	
	14) 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.
	<b>Part 15</b>	<b>Divisional Perspective</b>	
	15a) Name of the Division and the names of the programs.	Admissions, Assessment, Evaluations, FERPA compliance, Graduation/Transfer, Prereq Review/Clearance, Registration, Records, Veterans' Services, Student Technology Implementation, Cashiering Office	Write the name of the division and the names of the programs that are submitting APRUs
	15b) Who wrote the Divisional Perspective?	Roland Amit, Barry Johnson	Enter the name or names of those who authored this Divisional Perspective.
	15c) 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.