



Administrative Program Review
2022-2023 Annual Update

Program / Department:	Admissions and Records
Date submitted:	6/15/2023
Submitted by:	David Vasquez, Ed.D.

Outcomes Assessment Report

Revised Plan of Action

The Annual Update is conducted by all programs at the college and consists of an analysis of changes affecting the program as well as significant new funding needs for staff, resources, facilities, and equipment. It should be submitted or renewed every year by June 30 in anticipation of budget planning for the following year, which begins at the planning retreat in November. *Note that if there is no change from the previous year, you may simply resubmit the information in that report (or any portion that remains unchanged) from the prior year as long as it is on the current form and completely responds to each question.

Programs and units should support their planning efforts with quantifiable data, conduct appropriate analyses, and make supportable conclusions.

I. Program Purpose (must align with college mission)

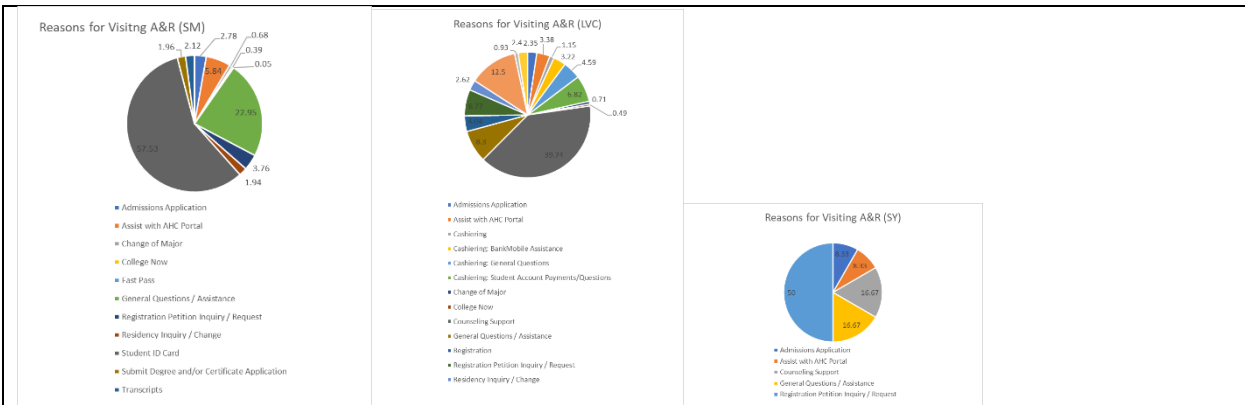
Describe the need that is met by the program or the purpose of the program.

Admissions and Records value equity and diversity and engage students in an inclusive learning environment. We encourage our student population to achieve personal, career and academic goals through thoughtful interactions that assist students on their path.

II. Progress on Comprehensive Program Review Final Plan of Action

Summarize the progress the program has made on recommendations, including the status of any incomplete items.

All admissions and records offices are charged with handling applications, registration, collecting and evaluating transcripts, verifying prerequisites, processing dropped classes, auditing degrees, reviewing credit eligibility for prior learning, and evaluating petitions to graduate, among other services. **For the 22-23 academic year, as of 6/16, the Admissions and Records office served 6,231 IN-PERSON student contacts within the AHC district (Santa Maria, Lompoc, Santa Ynez). The primary services provided were granting Student ID cards, answering general questions, and registration inquiries.**



While advances were made in Admissions and Records in the previous fiscal year to convert student and faculty forms to PDF fillable forms, the next evolution of this modality was our launch of NextGen Dynamic Forms system. This platform is a sophisticated interactive, electronic form system that integrates an API from Banner to prefill data from the student’s record to alleviate user data-entry mistakes and increase efficiency. These forms can then be accessed from anywhere, such as the myHancock portal, a hancockcollege.edu site, or included in an email message. A "Help with Forms" webpage was also created as well as PDFs for user and developer functionality. Finally, the secure workflow features simplify the processing, tracking, and storing of documents created from these forms. All department forms were converted to this system. ***So far, we have seen 2,272 submissions so far using this platform.*** Additionally, this initiative has inspired other departments to adopt this platform for their internal uses such as Financial Aid, Veteran's Services, and Counseling.



2,272 submissions

The Admissions and Records team also increased the level of support for Concurrent Enrollment students. ***For the 22-23 academic year, the Student Services Technicians cleared and enrolled 5112 students into 203 sections of college courses taught at high schools within the AHC district, which is a 13.73% increase in students from the previous year.*** We recognized the processing of the concurrent enrollment/College NOW! application and registration process as being cumbersome, mundane and inefficient. We partnered with DualEnroll.com, which streamlines and automates the enrollment of high school students in college courses, ensures college standards are met for courses in the high school, and makes it easy to manage high school instructors. Dual & concurrent enrollment programs serve more students with fewer resources, so it was integral that we recognized our legacy student systems didn’t support the needs of dual/concurrent programs and built the DualEnroll platform to fill this gap. Its cloud-based platform combines an intuitive user interface with a highly-configurable workflow engine that seamlessly exchanges data with student systems as necessary. This allows us to create an efficient and intuitive user experience for students, high school partners, and their own team while maintaining the integrity of the student system as the system of record.



13.73% increase

In 2022-2023, Admissions and Records leveraged our student services text messaging platform, Signal Vine. **For the 22-23 academic year, our communications efforts received 5,898 responses from 1,879 students, which is a 654% increase in responses from the previous year (Although the previous year comparison only encompassed 2 months of usage since its implementation).** Signal Vine is a text messaging platform that uses Blended Messaging to reach students where they operate most while incorporating the benefits of AI to save staff time. The platform empowers AHC departments to combine text messaging with student data to deliver personalized information, prompt, timely action and ultimately improve student outcomes. We can improve engagement, enrollment, and persistence by nudging students with personal messages on critical deadlines, appointments, and support offers. In addition, a Student Services Signal Vine workgroup was also created to provide staff with insight into the platform, how to be impactful with messaging, and answer questions related to its functionality and updates.



5,898 responses

In 2022-2023, Admissions and Records responded to 2,190 Help Desk email requests directed to the admissions help desk—a decrease of -1.74% responses from the previous year. This number does not include requests sent to individual email addresses within the unit. Email requests to the help desk are not always Admissions and Records related; however, staff research and respond to every question. Students connect that Admissions and Records is the department that can solve IT issues and other technology-related questions. Anytime there is an urge portal or website, Admissions and Records personnel are skilled at helping students rather than transferring to other departments.



-1.74%

In 2022-2023, Admissions and Records Transcript Evaluators analyzed and evaluated 2,015 external transcripts which is a 31.18% increase in students transcript evaluation from the previous year. Additionally, Transcript Evaluators analyzed and evaluated 499 external High School transcripts which is a 42.97% increase in students transcript evaluation from the previous year.



42.97% increase

In 2022-2023, Admissions and Records started a calling campaign in collaboration with Student Outreach & Activities, and Cal-SOAP which called 2,251 students who had started an application but

did not complete in CCCApply, applied but had not registered, or visited our website requesting more information but did not apply.



2,251 students called

To fulfill a campaign targeting several thousand students, with the support of another department, Admissions and Records created videos and documentation for students to update their personal information through Self-Service and posted them on the website. These videos were also translated into Spanish by another department.

Admissions and Records partners with many departments across campus to ensure we provide correct and up-to-date information. In collaboration with Information Technology Services, students can update their program of study within their portal account, removing the necessity to submit a form. Also, the revisions to the Priority Registration groups were a large undertaking requiring considerable time with IT.

2022-23 ensured continuation of collaboration with Admissions and Records and the Office of Academic Affairs continued. The Chancellor's office implemented guidelines that provided more options for students regarding dropping and grade options to alleviate academic progress barriers for students.

This fiscal year, an inefficient and long-overdue process was addressed. Previously, Admissions and Records Technicians in all levels, manually emailed all incoming students to provide specific information related to their student type to help with timely matriculation steps. **Automated emails were implemented in the workflows which will help us get more specific, more targeted and more streamlined than ever before in our outbound communications with our students.** Utilizing the Messaging feature within CCCApply, we have automated the following letters/emails to students:

- Admissions Welcome
- Transfer Student Welcome
- International Student Welcome
- Nonresident Student Welcome

Unlike manual email campaigns, these automations run in the background while our Technicians tend to other valuable tasks.

To better assist our in a timely matter, we revised the Student Profile (Argos Report), to include additional information

We continue to run degree evaluations on large groups of students through Autograd, which leverages our data to identify students who are near completion and automatically award degrees



and certificates when appropriate. Simply put, it diminishes the administrative burden so we can dramatically improve completion rates and introduce new efficiencies at the same time. In the Winter of 2022, we invested in expanding this effort to include external course credits by building a library of course catalogs from top 10 feeder schools, allowing the auto awarding process to analyze a student's record and include non-institutional course credits. So far, ***we have articulated 10,590 courses from the district's top 10 feeder schools utilizing manual articulation, TES (the Transfer Evaluation System from CollegeSource), ASSIST (the official repository of articulation for California's colleges), and our internal Microsoft Access course articulation database.***

Auto Award Numbers:

Spring 2022:

- 785 Associate Degrees were awarded to 436 students
- 339 GE Certifications were awarded to 233 students

Summer 2022:

- 93 students earned 157 awards through this process.
 - 55 Associate Degrees were awarded to 40 students.
 - 102 GE Certifications were awarded to 77 students.

Fall 2022:

- 184 students earned 301 awards through this process.
 - 140 Associate Degrees were awarded to 108 students.
 - 161 GE Certifications were awarded to 109 students.

Spring 2023:

- 238 students earned 524 awards through this process.
 - 217 Associate Degrees were awarded to 151 students.
 - 307 GE Certifications were awarded to 157 students.

Admissions and Records assist students through the portal and public website navigation process and provide in-person, email, zoom, cranium cafe and telephone directions to students who need assistance. In addition to these service efforts, we have incorporated the Admissions and Records staff to become involved with campus events and recruiting. For example, we have participated in the 17th Annual Career Expo, DEI Summit, and new Registration Rallies.

The Admissions and Records office updated the information on several web pages to relay federal and state policies as they changed, allowing flexibility to increase student success. For instance, extending the Pass/No Pass deadline and updating policies of AB-540 students.

Admissions and Records staff have worked collaboratively with the campus community to improve services. Admissions and Records staff continue to serve on several committees to ensure Admissions and Records has a voice at the table regarding technology, web services, Banner student, Academic Planning and Policies, outreach, calendar, Promise Implementation, and many more. This participation creates employees who take pride in their contributions and creates a cohesive team who strives to work with others to improve student success.



III. Program Assessment

Check here if any SLOs have changed since the last comprehensive program review and/or annual update.

What are your program STUDENT LEARNING* outcomes? Which of these have been assessed since the last comprehensive program review and/or annual update? How are they measured? What did the assessment data indicated about the strengths and weaknesses of your program? What changes have you made/do you plan based on these data? (*See Administrative Service Area Outcomes SAOs Assessment Report form on last page*)

SLO 1: After interaction with an A&R staff person, students will be able to successfully register into classes.

Measurement:

In-person students: get student info from kiosk “registration inquiry”

Phone students: students with registration inquiries will also be logged into the kiosk

Survey:

- Survey from the beginning of registration to the beginning of the semester.
 - April 2023 begins the fall 2023 SLO documentation
 - October 2023 begins the spring 2024 SLO documentation
- Text students every one or two days with link to survey
- Short intro and questions. Call to action button.
- Opportunity to win an Amazon Fire Tablet

Automation based off of Argos registration detail report. Max 2 times.

Example survey questions:

- Were you able to successfully register into classes? Yes or no
- Ability of the A&R staff to answer my registration questions: Yes or No
- Do you feel comfortable registering on your own? Yes or no
- Did you utilize the A&R website for any registration resources? Yes or no
- User-friendliness of myHancock to register for classes (tentative): (I think we decided against this last one, as it doesn't relate to interaction with staff)

When determining results, we should look at it through an equity lens. What student populations are more comfortable registering on their own, etc.

SLO 2: Students will demonstrate an awareness of registration deadlines by registering for classes by the census date.

- Filter report by RW/RA/RE code
- Run after last day to add with add code/census, capture students who were enrolled before the last day to add Spring 2/5/2023
- Count up late adds at the end of the semester, capture the late add form via dynamic forms, hand-count for paper forms
- Marketing emails, text reminders for registration dates so students are aware of the deadlines
- Send out reminder emails after first round. Semester-length only.
- Due date March for fall 2022 SLO report

Six-year plan

SLO	fall 2022	spring 2023	Fall 2023	spring 2024	fall 2024	spring 2025	fall 2025	spring 2026	fall 2026	spring 2027	Fall 2027	spring 2028
#1 Successfully Register			x	x	x	x			x	x	x	x
#2 Register by census date	x	x					x	x				

IV. Internal/External Conditions

What external conditions have influenced the program in the past year? Have there been regulatory changes, changes in technology, accreditation recommendations, demographics, labor market, or other changes? Summarize the major trends, challenges, and opportunities that have emerged in the program since the last comprehensive program review and /or annual update.

The growth of Concurrent Enrollment continues to be a challenge. Deadlines have remained to be a challenge for partnering institutions. To address this, a series of reminder emails are scheduled to nudge our partners to meet the submission deadlines. Additionally, the district has invested in DualEnroll.com to streamline the submission process, decrease data-entry errors and alleviate email correspondence between A&R staff, and identify alleviating email correspondence between A&R staff, identifying errors by rejecting forms directly from the platform. While this endeavor was pursued starting in October 2022, there have been technical challenges in the configuration of this platform due to the unique policies AHC imposes on the concurrent/dual enrollment population.



Ellucian’s Self Service 9 and Banner 9 continue to be challenging as there are known defects that prohibit certain implementations such as the ability for students to select a grade method after registration or faculty to drop students when a course is linked to a course taken the same term.

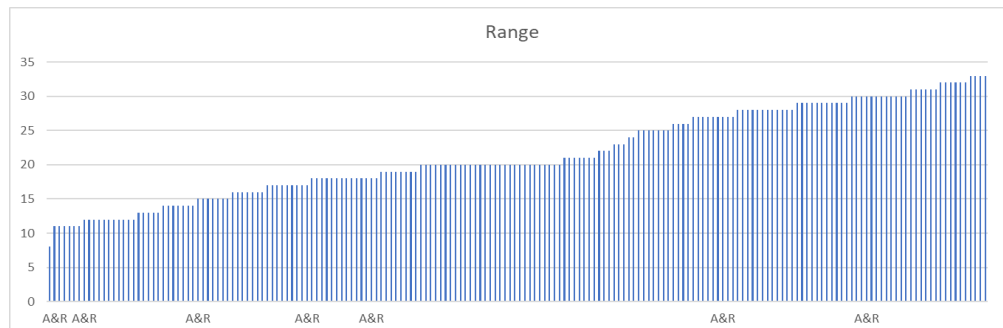
The automated emails that we have implemented within CCCApply have technical restrictions that include design, time or delay of the email, and tracking email data such and open rate, click through rate. The system is not equipped with a “drip-campaign” technology to may dynamically email automations contingent on the actions taken by a student. For example, a reminder email could be triggered to a student if the welcome email were not opened after 1 week.

What internal conditions have influenced the program in the past year? Have there been trends in SAOs/assessment data; changes in technology, budget, staffing or resources; facilities issues; etc.?

The district has imposed significant barriers to the concurrent enrollment student population, such as unit load max, appeals connected grade of student, and corequisites required, GPA requirement, among other barriers. Additionally, these barriers negatively impact the processing time among A&R staff and, students securing a seat in a course.

The district’s mission to create a unified Enrollment Services department has rendered several departmental challenges. For context of the departmental merger, having credit and noncredit share a cohesive focus provides the opportunity to collaboratively develop student service offerings that direct paths into long-term credit programs of study with seamless transitions between the two as well as employment. The student journey from pre-application to post-graduation becomes more efficient and targeted to student needs as aligned with industry demand. The specific challenges included withholding departmental funding in preparation for hiring newly developed positions, but this caused additional staff workload, increased stress, and influenced staff turnover.

The other factor that former staff have addressed is the compensation allocated to the department. When comparing compensation to other positions on campus or the mirrored position at other institutions, there is a disparity. The primary job responsibilities in all A&R classified staff positions warrant increased pay. Referencing other positions in the district that render lower technical knowledge and skills have higher compensations. Looking at other institutions, A&R positions fall within the middle range among the entire campus, whereas, A&R within this district, most of the positions are among the bottom 50% of the campus.





V. Update to Final Action Plan

If you change or modify a previous recommendation, provide an explanation for the change and a new target date. For new recommendations, provide target dates and data for support. For all items, show how they are related to assessment results where possible and provide approximate costs for resources requested. Resources may include budget, facilities, staffing, research support, professional development, marketing, etc. Not all recommendations will require resources. (Plan may cover period up to the next scheduled comprehensive program review.)

N/A

VI. Revised - Plan of Action (Annual Update)

The last comprehensive program review was completed in 2022. The self-study and validation teams developed a final plan of action – post validation based on information in the self-study and the recommendations of the validation team.

(If any plan was made and action not taken, please state the rationale for not pursuing that particular item. If action was delayed or postponed, provide an explanation and a new target date.)

CHANGES AND MODIFICATIONS

RECOMMENDATIONS FROM PLAN OF ACTION	ACTION TAKEN, RESULT AND STATUS
Assessing hours of operation.	Admissions and Records have been open on Tuesdays until 7 pm. Data collected verified Admissions and Records 2022-2023 Annual Update did, utilize the extra hours. When looking at Santa Maria extended hours, 9% (395 students) of all logs occurred during extended hours. Looking at Lompoc’s extended hours in Lompoc, 28.9% (1832 students) of all logs occurred during extended hours. These percentages would indicate keeping extended hours.
Meet regularly with the district’s Articulation Officer	The district’s Articulation Officer oversees the vital role of crafting and managing articulation agreements between our colleges and baccalaureate granting institutions such as the CSU and UC campuses. The Autograd expansion project requires the coordination and participation in the maintenance of the articulated courses within our SIS. While A&R has imported the top 10 feeder schools, these institutions are only Community Colleges. It is imperative the articulation officer maintain consistent communication with articulation updates but also be responsible for importing top feeder CSU/UC



	data into the SIS as these falls within their scope of responsibilities.
Coordinate with Public Affairs on departmental merger	It is imperative that A&R works with Public Affairs on rebranding the departments being affected. Additionally, focus marketing efforts on the Community Education population to increase matriculation into credit programs and student service offerings.

ADDITIONS

PLAN OF ACTION

TARGET DATE

RESOURCES NEEDED (Be sure there is sufficient justification and data contained in the narrative to support each of the items on your list.)

TYPE OF RESOURCE	SPECIFIC RESOURCE	APPROXIMATE COST
Facility Needs	Office for the coordinator of Admissions and Records. To allow for privacy when entering information for the start of term process, correcting records, testing Banner, working with the scheduling office to cancel and transfer classes, updating the website, and working with CCCApply and Ellucian consultants	Unknown. It would require office space, furniture, and technology.
Technology Needs	TV Wall mount for Santa Ynez Campus	\$75
	Tablets for student self-check in	\$1000
Staffing Needs	Pending completion of department merger	
Equipment (non-technology)		
Other Resources		



Program Review Annual Update
Administrative Service Area Outcomes (SAOs) Assessment Report

Program / Department: Admissions & Records

Use one row for each SAO

Program Intended Outcomes	Assessment Method(s)	Findings	Action Plan