**ALLAN HANCOCK COLLEGE**

**Administrative Program Review**
**2024-2025 Annual Update**

| Program / Department: | Admissions and Records |
|---|---|
| Date submitted: | 5/22/2025 |
| 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.

The Admissions and Records (A&R) department at Allan Hancock College serves as a foundational pillar of the institution's student services, supporting equitable access to education and facilitating academic progress for a diverse student population. As the gatekeepers of student enrollment and academic records, our department upholds the integrity, security, and accuracy of student data while promoting an inclusive and student-centered service model.
**Primary Services and Functions**
1. **Admissions Processing**
   o Review and process new, returning, and high school dual enrollment (CCAP) applications through CCCApply.
   o Assist prospective and continuing students with the onboarding process including residency determination, student holds, and prerequisite clearance.
2. **Registration Services**
   o Support all student populations in registering for credit and noncredit coursework across multiple terms.
   o Implement and manage waitlists, late adds, drops, withdrawals, and special registration petitions.
   o Coordinate with academic divisions on course section updates and student access.
3. **Student Records Management**
   o Maintain, safeguard, and update official student academic records in compliance with FERPA and California Education Code.
   o Process grade changes, name/gender changes, and academic renewals.
   o Ensure timely and accurate reporting of enrollment and grades to internal and external entities.
4. **Transcript and Verification Services**

o Provide official and unofficial transcripts, enrollment verifications, and degree verifications to students and third parties.

o Facilitate automated transcript disbursement through our vendor partner (Parchment).

5. **Graduation and Degree/Certificate Evaluation**

o Support students in applying for graduation.

o Evaluate and confer degrees and certificates in alignment with program requirements and catalog rights.

o Manage the auto-awarding of degrees and certificates when applicable.

6. **Enrollment Support Services**

o Serve as a front-line resource for walk-in, phone, Zoom, and email-based student assistance.

o Provide multilingual services and culturally responsive support to meet the needs of a diverse student population.

o Collaborate with Financial Aid, Counseling, and Community Education to ensure a seamless student experience.

7. **Data and Compliance Reporting**

o Contribute to state and federal reporting (MIS, IPEDS) and institutional research efforts.

o Uphold compliance standards across residency, Title 5 regulations, and Chancellor's Office guidelines.

**Primary Clients**

- **Current and Prospective Students**: Including credit, noncredit, dual enrollment, international, and returning students.
- **Faculty and Academic Divisions**: Supporting faculty in managing rosters, grades, and registration processes.
- **Campus Departments**: Including Financial Aid, Counseling, Community Education, EOPS, and Veterans Services.
- **External Stakeholders**: Such as the California Community Colleges Chancellor's Office, National Student Clearinghouse, and transfer institutions.

**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 departments are responsible for a broad range of essential functions that support student enrollment and academic progress. These core responsibilities include processing applications for admission, managing student registration, collecting and evaluating transcripts, verifying prerequisite fulfillment, processing course drops and withdrawals, auditing academic records for degree and certificate eligibility, reviewing credit for prior learning, and evaluating petitions for graduation. These services are critical to ensuring institutional compliance and maintaining the integrity of student records.

For the 2024–2025 academic year, as of May 22, the Allan Hancock College Admissions and Records offices recorded 10,569 in-person student contacts across its service locations in Santa Maria, Lompoc, and Santa Ynez. This marked increase in engagement is partially attributed to the integration

of Community Education into the department's service model. The most frequently provided services during these interactions included issuing student ID cards, responding to general inquiries, and assisting with registration-related questions. This level of direct student support underscores the department's vital role in fostering student success and accessibility across the district.

Building upon prior efforts to digitize departmental processes through PDF fillable forms, the Admissions and Records office made significant advancements in the past fiscal year with the implementation of the NextGen Dynamic Forms system. This robust electronic form solution marks a critical step in our commitment to enhancing service delivery, improving accuracy, and expanding accessibility for all students.

As part of our equity and access initiatives, all forms have been made available in both English and Spanish. Community Education has been fully integrated into the system, with all of its forms—such as Certificate Petitions, Application Updates, and other enrollment-related documents—transitioned into this digital environment. This ensures that noncredit students, many of whom are non-native English speakers and first-generation learners, have an inclusive and streamlined experience.

To date, the system has processed over 3,611 form submissions, demonstrating both its scalability and effectiveness. This initiative reflects Allan Hancock College's mission by fostering an inclusive and equitable service environment, improving operational efficiency, and promoting access to critical student services across all populations, including those served through Community Education.

The Admissions and Records team has expanded and enhanced its support for Concurrent Enrollment students. In the 2024–2025 academic year, Student Services Technicians successfully cleared and enrolled 6,513 high school students into 261 college course sections held at local high schools within the Allan Hancock College district—marking an 8.84% increase in student participation compared to the previous year.

Recognizing that the legacy College Now! application and registration process was manual, repetitive, and inefficient, the department implemented DualEnroll.com, a cloud-based platform designed specifically to support the unique needs of dual and concurrent enrollment programs. The platform has substantially improved operational efficiency by automating several key processes. One of the most impactful enhancements has been the ability to auto-register eligible students once they meet all course and enrollment criteria, eliminating the need for manual intervention and reducing registration errors.

DualEnroll.com provides intuitive user experience for students, high school counselors, and college staff, while maintaining data integrity and compliance by syncing with Banner, the college's student information system of record. It also supports course approval workflows, instructor management, and FERPA-compliant communication between high school and college personnel. These enhancements have enabled Allan Hancock College to better serve a growing number of dual enrollment students while optimizing staff capacity and improving the overall enrollment experience.

The number of degrees and certificates awarded by the Admissions and Records department continues to reflect strong student completion trends and improved data accuracy efforts. In Fall 2023, a total of 145 degrees were awarded to 117 students, followed by 551 degrees awarded to 380 students in Spring 2024. Preliminary data for Fall 2024 indicates 218 degrees awarded to 146 students. In terms of certificates, 86 certificates were awarded to 37 students in Fall 2023, while

Spring 2024 saw a substantial increase with 952 certificates awarded to 741 students. The most recent Fall 2024 data shows 359 certificates awarded to 177 students. These outcomes demonstrate the department's continued success in supporting student completion through accurate degree audits, timely communication, and proactive auto-awarding processes.

During the 2024–2025 academic year, the Admissions and Records department responded to 2,637 email requests submitted through the centralized Admissions Help Desk—marking a 20.4% increase from the previous reporting cycle. This figure underscores the growing demand for virtual student support services and the department's commitment to providing timely, accurate assistance. It is important to note that this total does not include emails directed to individual staff members, suggesting the actual volume of support provided is significantly higher. The increase aligns with the college's digital transformation efforts and reflects the expanded reach of student services beyond in-person and phone interactions.

## III. Program Assessment

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

What are your program service area 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)*

**Program Service Area Outcomes and Assessment Summary**
The Admissions and Records Office remains committed to fostering equity, inclusion, and student success by removing barriers to enrollment and supporting students throughout the registration process. Our program outcomes center on delivering responsive, student-centered service, enhancing access to academic opportunities, and contributing to overall institutional retention.

Since the last comprehensive review, we assessed the following Program Service Area Outcome:
**"Evaluate student interactions with the Admissions and Records office and identify process improvements to support seamless registration."**

To measure this, we implemented a student survey distributed through SignalVine (text), email, paper forms, and digital iPads. The intent was to capture feedback from students on their registration experience. While the initial goal was to survey approximately 80% of registered students, our actual response rate was 3.39%—a gap that prompted us to reevaluate the assessment strategy.

**Assessment Findings:**
The most critical insight was the misalignment between the survey's target audience and its intended purpose. Rather than surveying all registered students, the data revealed greater relevance would come from surveying students who had direct interactions with Admissions and Records staff. This refinement in approach, paired with multimodal survey tools, enabled us to reach a broader and more appropriate audience by Spring 2025. We collected 464 total responses (up from 53 the

previous year), with 81% of respondents reporting no issues registering—an encouraging indicator of process clarity and accessibility.

**Strengths Identified:**
- Expanded survey reach using in-person outreach (paper and iPads), which dramatically increased student engagement.
- Survey results demonstrated strong overall satisfaction with the registration experience.
- The department remained operationally resilient during a period of staffing shortages and successfully onboarded new personnel to support program assessment and delivery.

**Areas for Improvement:**
- Surveys were distributed later in the term, limiting their relevance to registration-specific feedback.
- The original survey strategy was too broad, leading to lower-than-expected initial response rates.
- Greater emphasis is needed on aligning data collection timing with student activity (e.g., open registration).

**Planned Changes Based on Assessment:**
- Target future surveys to students who directly receive registration support from Admissions and Records.
- Launch surveys closer to registration periods to collect timely and relevant feedback.
- Continue leveraging iPads and printed surveys for in-person data collection to sustain high engagement.
- Establish annual survey targets and build this process into ongoing team workflows.

In addition, our department navigated a significant staffing transition. For several months, we operated with two vacancies. Despite this, the team-maintained service levels and initiated key assessment efforts. By the start of the fiscal year, the department expanded following the merger with portions of another student services unit, enhancing both operational capacity and our ability to serve students effectively.

**Key Program Success:**
A major success this year was the expansion and improvement of our survey methodology. By moving from a limited sample of already-registered students to a comprehensive outreach strategy inclusive of all registrants, we gained a clearer picture of student needs and experiences. This shift has positioned the department to make data-informed decisions that will enhance student support, improve communication, and refine the registration experience moving forward.

## IV. Internal/External Conditions

What <u>external</u> 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.

**External Conditions Influencing the Program**

Over the past year, Allan Hancock College's Admissions and Records department has experienced significant influence from external conditions, systemwide mandates, and emerging student needs. These include state-level legislative requirements, technology modernization, fraud mitigation strategies, and demographic shifts. The department's ability to remain responsive and agile has allowed it to uphold student access and enrollment integrity despite evolving complexities.

**1. Statewide Mandates and Chancellor's Office Initiatives**

- **Common Course Numbering (AB 1111):** Mandated alignment of course identifiers across the CCC system has required substantial updates to course records, transcript legends, and articulation mappings. Admissions collaborated closely with curriculum and IT to reflect changes in Banner and catalog systems, ensuring statewide consistency and accurate transcript reporting.
- **Fraud Mitigation and Identity Verification:** The Chancellor's Office and federal agencies emphasized strict identity verification due to a statewide spike in fraudulent applications. A&R implemented hold codes (e.g., DS, SR, PF), collaborated with IT to flag suspicious patterns via CCCApply and Argos dashboards, and shifted toward in-person verification over the use of ID.me. Monthly reports to CCCCO continue.
- **Affirmed Name and Gender Identity Policy Compliance:** In alignment with **SB 132 and Title IX** guidance, A&R has been actively working on processes that allow students to self-identify their affirmed name and gender. This includes updates to SIS fields, diploma name preferences, class rosters, and training for staff to ensure sensitive handling of identity data.
- **Credit for Prior Learning (CPL):** With growing attention on equitable access and student acceleration, the CCCCO has pushed for CPL implementation through Credit by Exam, Joint Services Transcripts, and work-based learning evaluations. These changes demand careful documentation, catalog updates, and policy development.

**2. Technology Enhancements and Modernization**

- **CCCApply Filters and SignalVine Texting:** Admissions staff use CCCApply's spam filter and suspicious IP reports daily to prevent fraudulent applications from reaching Banner. SignalVine text messaging improved student registration nudges and survey participation.
- **Digital Workflow Adoption:** The department expanded digital form usage via Dynamic Forms, iPads for survey completion, and Campus Graphics print surveys to diversify data collection. These tools have enhanced operational efficiency and real-time assessment of student support.
- **Ellucian and Banner Upgrades:** Improvements in census tracking, registration repeat controls, and transcript automation have reduced manual workloads, though system limitations remain.

**3. Demographic and Equity Considerations**

- The department expanded support for first-generation students, noncredit learners, and incarcerated populations. Efforts such as outreach tables, noncredit onboarding events, and new auto-award degree processing align with state equity goals.
- A growing demand for hybrid support services led to the creation of Zoom assistance stations and increased mobile engagement tools.

**4. Staffing Changes and Capacity Growth**

- Despite operating with two vacancies for 6 months, the department maintained its service goals through cross-training and efficient resource allocation. The subsequent staffing increase from another student services area significantly expanded capacity to support students and implement new initiatives.
- A new Enrollment Services Specialist role was proposed to focus on monitoring rosters and resolving registration issues in collaboration with high school partners, supporting smoother CCAP onboarding.

**Major Trends, Challenges, and Opportunities**

| Category | Details |
|---|---|
| Trends | - State policy alignment (CCN, CCAP)- Increased use of digital workflows and surveys |
| Challenges | - Preventing fraud without limiting access- Managing permissions under CCAP |
| Opportunities | - Improving registration experience through data- Refining fraud workflows and targeting |
| Student Engagement | - Broadening noncredit and equity-focused outreach- Hybrid support and digital services |

**Conclusion**

These external factors have elevated the department's role in maintaining institutional integrity, student access, and compliance. By adapting processes and modernizing tools, Admissions and Records has positioned itself to meet future regulatory changes and student needs more effectively while continuing to assess and improve services based on feedback and performance data.

What <u>internal</u> 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.?

Over the past year, several internal factors have significantly influenced the operations and development of the Admissions and Records department. These include trends in assessment data, technology enhancements, staffing changes, budget allocations, and evolving departmental priorities.

**1. Assessment Data and Service Area Outcomes (SAOs):**
The department conducted a more comprehensive and inclusive survey approach, transitioning from solely digital distribution to multimodal engagement (paper surveys, iPads, tabling events). This shift resulted in a significant increase in student participation—from 53 responses the prior year to 464 in the most recent term—allowing for deeper insights into the student registration experience. Data indicated that 81% of respondents had no registration issues, but response timing and target audience selection required refinement for future assessments.

**2. Technology Enhancements:**
The department ade notable strides in leveraging technology to improve service delivery and data collection. Key upgrades included:

- The acquisition and deployment of iPads for on-the-spot student surveys.
- Implementation of automated workflows through NextGen Forms to replace static PDFs.

- Expansion of SignalVine texting campaigns for outreach and survey follow-up.
  These tools have contributed to operational efficiency, real-time data acquisition, and improved student engagement.

**3. Staffing & Organizational Structure:**
The year began with the department operating at a deficit of three full-time staff, which posed considerable challenges in managing day-to-day operations. Despite this, the team-maintained continuity of service and advanced key projects. Later in the year, staffing stability was achieved with the hiring of new full-time personnel and the integration of a previously separate unit into the Enrollment Services structure. This consolidation has enhanced collaboration and reduced student barriers by promoting cross-training and shared responsibilities across registration and financial aid services.

**CCAP Dual Enrollment Transition:** The college transitioned to a full College and Career Access Pathways (CCAP) model, which impacted A&R's handling of student registration permissions, FERPA compliance, and course scheduling. Coordination with high school counselors became critical as A&R addressed issues of high school students enrolling in unauthorized courses due to eliminated permission codes (SFASRPO).

**4. Budget and Resource Management:**
Although the department operated within a constrained budget, strategic allocation of funds supported critical initiatives, including student outreach, technology purchases, and fraud mitigation efforts. Investments were prioritized for tools that support institutional goals, such as secure identity verification and streamlined communication with students.

**5. Facilities and Operational Capacity:**
The shift to more in-person services and the expansion of outreach events required strategic use of limited space. Staff adapted by setting up mobile outreach stations and participating in campuswide registration rallies. Ongoing space constraints continue to be a limiting factor in scaling operations, especially during peak periods.

**6. Program Identity and Process Clarification:**
The department continued its work aligning procedures with statewide initiatives such as Common Course Numbering (CCN), CCAP model compliance, and fraud mitigation protocols. This required internal training, workflow adjustments, and cross-department collaboration to maintain compliance and integrity in student data management.

**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.)

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## VI. Revised - Plan of Action (Annual Update)

The last comprehensive program review was completed 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 |
|---|---|
| Services at Lompoc Valley, Santa Ynez Center and Vandenberg AFB Center. | The Vandenberg AFB Center is no longer affiliated with Allan Hancock College, and services at that site have been discontinued. The Lompoc Valley and Santa Ynez Centers continue to provide in-person services, with staff coverage and hours aligned with Santa Maria campus standards. Signage and communication continue to direct students appropriately during closures. |
| Assessing Hours of Operation | Hours of operation have been fully normalized across all service locations. Extended hours at Lompoc and Santa Maria were maintained based on data that supported student usage. At present, hours of operation are no longer an area of concern, and adequate staffing ensures consistent service during posted hours. |
| Meet regularly with Counseling | While regular meetings between Admissions and Records and Counseling were previously held on the first Friday of each month, these have not continued consistently over the past year. Meetings now occur on an as-needed basis when cross-departmental issues arise. The department recognizes the value of re-establishing structured communication and is considering resuming a regular meeting cadence moving forward. |

**ADDITIONS**

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|---|---|
| Strategically utilize the existing staff funding allocation to either backfill a vacant **Enrollment Services Technician I (EST I)** position or create a focused **Enrollment Services Specialist (ESS)** role. **Justification:** This action supports operational continuity and addresses the growing need for targeted support with dual enrollment rosters, registration errors, and collaboration with high school partners. | **Status:** Pending decision and resource reallocation in FY25. |
| Establish a structured workflow and audit system for CCAP student registration to ensure students enroll only in counselor-approved courses, following the shift away from SFASRPO-coded permission blocks. **Justification:** Eliminating the course-level block has resulted in students registering outside approved course pathways. A system-level solution, coupled with clearer student-facing communication and internal training, is needed to safeguard dual enrollment integrity. | **Status:** In development with input from Counseling and IT. |
| Reinstitute monthly standing meetings between Admissions & Records and Counseling to improve alignment on SEP enforcement, catalog rights, and transcript evaluation timelines. **Justification:** Interruption of regular meetings has led to misalignment on student messaging and procedures. Reestablishing a shared forum will enhance clarity and consistency across departments. | **Status:** Proposed for Fall 2025 restart. |
| Refine the scope of student surveys to target only students who received direct support from A&R, improving the relevance of assessment data and alignment with SAO goals. **Justification:** Broadened survey approach previously diluted feedback. A targeted survey, paired with strategic timing near registration events, will better inform improvements in student support. | **Status:** Planned for redesign and relaunch prior to Spring 2026 registration. |

**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 | Installation of security glass and controlled access doors is recommended for counter staff who also perform cashiering functions. Currently, this location houses the only cashiers in the district operating without these standard security features, presenting both safety and compliance concerns.<br><br>Cubicle partition system with sliding door for the Coordinator of Admissions and Records office space. | $125,000<br><br>$4860 |
| Technology Needs | To enhance student engagement, streamline communication, and improve conversion and retention rates across the entire student lifecycle, a districtwide Customer Relationship Management (CRM) system is essential. Currently, departments such as Admissions and Records, Financial Aid, Outreach, and Counseling operate with fragmented communication tools, resulting in inconsistent messaging, missed follow-ups, and limited data tracking. A unified CRM like **Element451** would centralize student interactions, automate personalized messaging, provide real-time analytics, and support targeted outreach efforts for recruitment, enrollment, retention, and re-engagement. This platform also integrates with existing SIS and marketing systems, enabling more strategic decision-making and improved student support. | $90,000 to $150,000 |
| Staffing Needs | The Admissions and Records department is requesting an additional Enrollment Services Specialist (ESS) position to support the growing demands of our dual | $78,000 |

| | enrollment programs and address persistent enrollment discrepancies that have led to audit findings and compliance concerns. As our partnerships with high schools expand under the CCAP model, accurate roster monitoring and timely resolution of registration issues have become increasingly complex and resource-intensive. Errors such as students being enrolled in unapproved courses or missing from official rosters have compromised data integrity and strained communication with K–12 partners. An additional ESS dedicated to managing high school enrollment processes would ensure regulatory compliance, improve data accuracy, and strengthen our institutional relationships by providing consistent oversight and support. Without this position, we risk ongoing reporting challenges, diminished partner confidence, and overextension of current staff. | |
|---|---|---|
| Equipment (non-technology) | | |
| Other Resources | | |

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

**Admissions and Records**

**Program / Department:** _____

Use one row for each SAO

| Program Intended Outcomes | Assessment Method(s) | Findings | Action Plan |
|---|---|---|---|
| Enhance equitable access to the registration process by providing inclusive and student-centered enrollment support. | Student surveys conducted via SignalVine text, in-person paper surveys, and iPads. | Collected 464 responses in total. 81% of surveyed students reported no issues registering. Response rate significantly improved due to multimodal survey methods. | Continue using multimodal outreach (paper, digital, in-person). Increase survey distribution at the time of service for more accurate feedback. |
| Evaluate the effectiveness of Admissions & Records staff-student interactions to improve service delivery. | Program Learning Outcome (PLO) survey targeting all registered students with a goal of 79.29% response rate. | Actual response rate was 3.39%. Survey target was too broad and did not accurately reflect interactions with A&R staff. | Refocus future surveys to only include students who directly received assistance from A&R to obtain relevant, actionable feedback. |
| Improve student engagement in feedback processes to inform service enhancements. | Introduction of paper surveys, iPads, and outreach tables for real-time data collection. | Largest increase in response rates occurred through face-to-face interaction; late survey distribution limited capture of feedback during peak registration. | Time future surveys to coincide with the registration period. Maintain in-person outreach as a core strategy for data collection. |
| Increase departmental capacity to support students through staffing stabilization. | Monitored staffing levels and impact on survey volume and service delivery. | Department experienced five months of staffing shortages; filled three full-time vacancies and merged part of another department with Enrollment Services. Staffing increase directly contributed to improved operations and survey reach. | Sustain staffing levels and ensure cross-training to maintain survey momentum and service quality during high-volume periods. |

| Capture a more comprehensive view of the student registration experience. | Broadened survey scope from 53 participants last year to 464 students across Credit and Noncredit. | Improved representation and ability to identify service gaps and communication needs. | Use new data to revise outreach materials and develop support tools addressing common student concerns during registration. |
|---|---|---|---|