#9

COMPLETE

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Page 1: I. Program Overview and Update

Q1

1. Department(s) Reviewed:

Admissions & Records (A&R) Office

Q2

2. Lead Author:

Bri Hays

Q3

3. Collaborators:

Dana Mints, Rebecca Ehmadian, Martha Galvan, Ben Khammis, Lisa DiBella, Vanessa Saenz & Olga Cordova

Q4

4. Dean/Manager:

Bri Hays

Q5

5. Initial Collaboration Date with Dean:

Date your program met with **09/22/2023**
your dean to discuss your
vision, goals, and resource
needs/requests:
MM/DD/YYYY

Page 2: II. Service Area Reflection and Description

Q6

6. Provide your program's mission statement. If your program does not have a mission statement, what is your timeline for creating a mission statement?

The Admissions & Records Office does not currently have an official mission statement that is broadly known to its team. The only mission statement reference the team has been able to locate is the one in the A&R 2019 comprehensive program review. It states: The Admissions & Records department provides student-centered services that assist students to enter, move through, and complete their educational goals throughout their time at Cuyamaca College in accordance with local, state, and federal policy. However, it is unknown if this has been vetted, and it has not been communicated to students and the community. A description for the office exists as following: The Admissions & Records department provides student-centered services that assist students to enter, move through, and complete their educational goals throughout their time at Cuyamaca College in accordance with local, state, and federal policy.

As part of the team's regular staff meetings, which were reinstated in August 2023 after nearly a year-long hiatus, the A&R mission statement will be vetted and, if needed, revised in time for publication in the 2024-25 college catalog (by May 2024). The new mission statement is intended to be more student-facing and convey the warm, welcoming, and helpful environment that the Admissions & Records team continuously strives to create.

Q7

7. Is the service area description in the current college catalog up to date and accurate?

No: What steps will you take to revise the college catalog description?:
Similar to the mission statement, the description of the A&R Office in the college catalog is out of date or exists in minimal form. The A&R team will collaboratively develop a new description that coincides with the new mission statement in time for the next college catalog production cycle (no later than May 2024).

Q8

8. Describe how your program advances the College's new vision of equity, excellence, and social justice through education? How does the program reflect the College's mission and values?

The Admissions & Records Office works closely with various college departments and programs to advance the College's vision of equity, excellence, and social justice through education. Examples of this work include its coordinative efforts related to dual enrollment, including liaising with feeder high school leadership to create outreach and orientation materials for prospective students, working to find solutions for students who do not meet traditional residency requirements, offering a petitions process that can provide options to students who encounter challenges during the semester due to unforeseen circumstances, and providing prompt, student-centered responses and support to students who request assistance with anything from evaluations/transfer of credit, graduation, transcripts, class registration or drops, as well as faculty assistance with census rosters and grade submissions. The A&R team is committed to connecting with students through Find Your Pack Resource Fairs and Registration Labs, and the team is working to find more efficient ways of serving students, even as technology changes sometimes create additional manual processes. In addition to these more formal ways of collaborating to advance the College's vision, the A&R team strives to go above and beyond for students, providing personalized, friendly service in a welcoming environment. The team focuses on providing student-centered service, even while the office has been short-staffed and without a full-time director. The team works to find alternative solutions for students and researches education code and local policy to help students learn about all possible options so they can make informed choices. A&R team members have worked hard to make sure to reduce or eliminate any adverse impacts of system changes on students.

Page 3: III. Student and Instructional Service Area Assessment & Data Analysis

Q9

9. Student Services areas collect data in many different ways. This may include the number of students, employees, or community members served, survey results, or other reports prepared by the department and external organizations. Which data was used for your service area?

The Admissions & Records Office collects data on a number of outcomes and processes. The challenge with much of these data is that they are manually collected and entered, meaning that they are not easily compiled and analyzed in aggregate form. Examples of this include petitions outcomes, number of students assisted with graduation questions, number of faculty assisted with census rosters and grades, number of students assisted at the front desk, among others. The data that are most readily available via standard reports include Dual Enrollment student headcount, enrollment, demographics, and course success. The Office would like to begin collecting student feedback via surveys but has not yet identified an efficient, accessible way to gather this information from students. The A&R Office will work with the IESE Office to develop a student survey as well as to do process analyses on local department processes in order to help identify opportunities for efficiencies/improvements.

For clarity related to dual enrollment data/processes, the term "dual enrollment" refers to all high school students enrolling in Cuyamaca College courses in a given academic term. The term "CCAP" refers to College and Career Access Pathways partnership classes that are identified in a Memorandum of Understanding between Cuyamaca College and a local high school district. CCAP classes are offered on the high school campus and within the high school bell schedule, and they are restricted to students enrolled at the given high school. The term "Concurrent Enrollment" refers to students who are enrolled in high school and taking classes at Cuyamaca College with the general college student population. These students must obtain permission from their parent and a high school representative to enroll in college classes, which include online and in person modalities.

One area in which the department does collect and monitor data at regular intervals is in dual enrollment. Over the past few years, the number of CCAP classes offered at the College has increased, as has the number of CCAP enrollments, and the number of CCAP students served. For example, between the 2021/22 and 2022/23 academic years, the number of CCAP students increased from 819 to 889. Each of these students is enrolled in their courses manually by the Dual Enrollment Coordinator or another A&R team member. While this growth in CCAP students is commendable, the process in which students are enrolled in classes is not sustainable. The A&R Office and the College will need to identify a more sustainable and efficient way to complete this work. With two (and so to be three) grants focused on creating a more sustainable infrastructure for dual enrollment, the Office will evaluate tools and resources to help improve efficiency and implement some level of automation in this process.

Overall, the number of CCAP and special admit (concurrent enrollment) students at the College increased by 19% from 2021/22 to 2022/23, with overrepresentation among Black or African American students (8% as of 2022/23) and Latinx students (47%). These data demonstrate the potential of dual enrollment as an intervention to address equitable access to college classes. Two areas in which dual enrollment access could be improved is among Native American students and Pacific Islander students.

Q10

10.   How do the students served by the service area differ from the College's overall student population, if at all?

Given that the A&R Office does not currently have the capacity to collect data on every student that comes in for services, the only data readily available were analysis are for dual enrollment students, this analysis will focus on that population rather than all students who received A&R services. As noted in the previous section, across students enrolled in CCAP classes or concurrently enrolled in both college and high school classes, there were a greater percentage of Black or African American students and Latinx students than in the overall Cuyamaca College student population. Among these students, the vast majority were successful in completing their college classes.

Q11

11. Please discuss any equity gaps in access or success.

Among concurrently enrolled students, overall course success rates 86% in 2021/22 and 84% in 2022/23. Among Black or African American students who were concurrently enrolled, success rates ranged from 76% to 78% in 2021/22 and 2022/23, respectively, and among Latinx students who were concurrently enrolled, success rates were 83% across both years. Among CCAP students, the course success rate was 86% across both years, and success rates for Black or African American students were 90% and 91%, respectively, and among Latinx CCAP students, course success rates were 83% and 84%, respectively.

Q12

12. What action will the service area take to address these equity gaps? If equity gaps have been reduced or eliminated, please share what your area did to achieve this. If equity gaps still exist, consider the specific steps your service area will take to address equity gaps.

As noted in the previous question, some equity gaps do exist among Black or African American dual enrollment students. While the A&R Office does not necessarily have a direct impact on student success in a given class, the office does have a role in ensuring students are aware of all options available to them if and when they need to drop a course, or when an instructor works to offer more flexibility in completing assignments, even extending beyond the end of the semester to an Incomplete, if the student is going through a personal hardship. That said, the A&R team works hard to ensure all students have access to the services and support they need, that they are connected to other campus resources they may be eligible for, and that they are able to obtain the forms, review/approval, and any other process support they need in a timely manner. The A&R team is also working to hire a diverse student hourly pool so that students can see themselves represented in the A&R office. The office is also working to intentionally recruit student workers that include both Spanish speakers and Arabic speakers to ensure students who speak other languages have access to services in the language they are most comfortable speaking.

Q13

13. How has this data impacted the goals set in your previous comprehensive program review?

Given that the last program review to be submitted for the A&R Office was in 2019, and that current staff were not involved in the development of the goals submitted in that program review, it is difficult to discern any impact to those goals, as they were not being actively discussed or monitored in the office, and no team members were assigned to the goals. The two goals noted in the 2019 A&R program review were:

1) Decrease the number of students that apply but do not enroll through continuous efforts to streamline communication through the onboarding process.

2) Gather feedback from students to assess program outcomes and provide responsive services

3) Increase the number of distance services available to students via the department website.

The one goal of these three that has clearly been met is the third goal, Increase the number of distance services available to students via the department website. This was accomplished due to the onset of the COVID-19 pandemic, which forced the entire College to shift operations and instruction online. While the College is now fully "back" and open, students are still able to access many services online. As for the other two goals, the A&R Office has not yet gathered feedback from students and has not established or measured any service area outcomes (Previous Goal 2). Moreover, the A&R Office plays a role in the enrollment rate among students, which is the percentage of students who apply and then go on to enroll in at least one class in the semester for which they applied for admission. As measured by the statewide student success metric Enrollment Rate, the College has actually declined over the past few years. This may be due in part to the COVID-19 pandemic in the 2020/21 and 2021/22 academic years, but as of 2022/23, one would expect this impact, if any, to level off.

In light of this, this program review reflects the feedback obtained from both individual A&R team members and during all-staff meetings and includes completely new goals for the office – goals that represent the challenges, strengths, and opportunities of the team itself and the office as a whole. The goals discussed later in this program review speak to areas in which the team would like to see improvements and the ways in which they would like to achieve these improvements.

Q14

14. Please describe the most significant or impactful ways your service area worked across the college to advance the college's vision of equity, excellence and social justice through education over the past year.

Within the past year, the A&R Office has worked with a variety of other campus departments and community/K-12 partners on dual enrollment. In addition, the Office has worked with the College's In-Reach and Outreach departments to ensure an A&R presence at Find Your Pack Resource Fairs, Registration Labs, the College's Open House event, and on application workshops at local high schools. In addition, the department has worked closely with District Educational Support Services on large-scale technology projects, including the massive Degree Audit project, Making Majors Matter project, online forms overhaul, Self-Service upgrades, and more. Each of these projects is intended to help eliminate barriers for students to apply, register, track their own progress, obtain financial aid if qualified, and ultimately graduate. The precise impact of these projects is not yet known, but the A&R team has been heavily involved in each of these projects to provide the front-line practitioner and student perspective and help ensure an as-smooth-as-possible roll-out. The A&R Office also stayed open later on Monday evenings in the week before and several weeks after the start of the semester to better serve evening students. The team works diligently to resolve challenges as they arise and communicates regularly with Counseling, Financial Aid, and Veterans Services to ensure seamless services for students. An example of this was the GPA/transcript/eligibility verification the A&R team completed for CalGrant students in the summer. Even while understaffed by 2.0 FTE, an A&R team member went above and beyond to submit eligibility information early to ensure CalGrant students were able to get access to their funds earlier. Another example of this is the team being incredibly responsive as faculty work through some of the more nuanced challenges of the Self-Service implementation. An A&R team member went above and beyond to help faculty at all hours of the day/night with troubleshooting new rosters and drop procedures. Furthermore, A&R team members work tirelessly to ensure students can get their questions answered and passwords reset, even after hours at times. The short turnaround time for petitions is yet another example of the team going above and beyond to eliminate barriers for students and respond to student inquiries in a timely manner.

Q15

15. What challenges is your service area still experiencing due to the disruption of operations caused by the pandemic and the need to offer services in various modalities?

The biggest challenge at the moment is scheduling, as the team is down a full-time director and has been reporting directly to the Interim Vice President of Student Services, who is also serving as the Senior Dean of Institutional Effectiveness, Success, and Equity. Not having an extra person in the office can prove challenging during busy periods of time, especially with the implementation of remote days. The team has risen to the occasion, shifting or even foregoing remote days at times to ensure office coverage. The A&R Office can get quite busy in person, so having that additional person in the office will help with this. In addition, the hiring of the permanent Dual Enrollment Coordinator/A&R Supervisor should help with this as well. This newly refined position serves in a supervisory role in the office and will be able to support not just dual enrollment but all office operations, particularly when team members are out of the office due to illness or for vacations.

Q16

OPTIONAL UPLOAD 1: Please upload any supporting documentation related to this section. You can upload PDF, Word, and image files

Dual%20Enrollment%20-%20CCAP%20and%20Special%20Admit%20Report.docx (111.9KB)

Q17

OPTIONAL UPLOAD 2: Please upload any supporting documentation related to this section. You can upload PDF, Word, and image files

Respondent skipped this question

Q18

OPTIONAL UPLOAD 3: Please upload any supporting documentation related to this section. You can upload PDF, Word, and image files

Respondent skipped this question

Page 4: IV. Student Learning Outcome and Service Area Outcome Assessment

Q19

16.   Please upload an updated, current version of your SLO/SAO assessment plan. Ideally, the updated plan should specify assessment semesters for all outcomes over the next 4 years, between this comprehensive program review and the next. See a sample Assessment Plan Template.

Respondent skipped this question

Q20

17. What are your department's key assessment findings over the past 4 years? Please include data and reflection pertaining to each of your current SLOs/SAOs in your response.

At present, the A&R Office does not have an assessment plan. This is something the A&R Office aims to develop over the next year. Within the first few months of the spring semester, the new Director of A&R will work with the A&R team and the IESE Office to develop SAOs for the office, which will include measures of success/progress for dual enrollment, student survey responses, and efficiency metrics for processes such as petitions or graduation applications. SAO identification is a department-wide process and SAO discussions will take place in regular team A&R team meetings. At present, it is anticipated that these SAOs will be assessed annually. Given that no SAOs were identified in the previous 4-year program review cycle, and no SAO data were formally tracked, there is not much to report. The goal for the spring semester is to have a full SAO assessment plan/schedule identified and on file for the A&R Office, and SAOs and program review goals will be noted on the agenda for weekly A&R team meetings to keep them at the forefront of A&R team discussions.

Q21

17a. Please upload relevant assessment data, including reports, supporting documents, descriptions of methods of assessment, etc.

Respondent skipped this question

Q22

18. Overall, what do your SLO/SAO data suggest about student experiences, successes, and challenges in your service area?

Currently, no SAO data exist, and no formal surveys of students have been conducted. In the Spring 2024 semester, a student survey will be developed and administered with the assistance of the IESE Office. The A&R Office will be able to report on the survey's findings in its 2024 program review annual update. In addition, other SAOs will be established and reported on for the 2024 program review annual update.

Q23

19. Share an example of meaningful, innovative, equitable, and/or student-centered SLO/SAO assessment happening in your program.

While no formal data on the department's yet-to-be-established SAOs has been collected – aside from dual enrollment data – the department does regularly discuss pinch points, strengths, and challenges in its newly re-launched team meetings. Impacts to students are always at the forefront of discussions, and A&R team members are excellent at identifying possibly challenges and possible solutions to help streamline processes for students.

Q24

20. Discuss how your SLO/SAO data are being used for service area and/or course improvements to advance student retention, success, and/or goal achievement.

At present, no formal SAOs have been identified and no SAO data have been formally collected. Data that have been collected include data on dual enrollment students, enrollments, and course success. These data demonstrate the power of dual enrollment as an equity intervention, particularly when it comes to access, as Black or African American students as well as Latinx students are overrepresented among dual enrollment students. Additional outreach could be implemented to even further increase access for both student groups as well as Native American and Pacific Islander students. Given the College's recent declines overall in the number of Black or African American students and Pacific Islander students enrolling, dual enrollment could help bridge this gap.

Page 5: IV. Student Learning Outcome and Service Area Outcome Assessment continued

Q25

21. Please describe your service area strengths.

As discussed during regular A&R team meetings, among the departments strengths are the following:

Hard-working and dedicated staff: The office has a motivated, strongly committed team that collaborates to get things done and is able to work collaboratively to best serve students, even in challenging circumstances.

Responsiveness: The team works hard to ensure a quick turnaround time for forms/processes to meet student needs.

Institutional Agency Focus: The team is strong at teaching students self-advocacy and institutional agency, connecting students with other services on campus. The team takes extra time to explain our processes to students/colleagues so they are more familiar and can navigate these processes in the future.

Relationship-Building/Interpersonal Skills: The team is quickly able to build interpersonal connections with our students and creates a warm, welcoming environment focused on addressing the individual student needs.

Accuracy of Information: The A&R team demonstrates openness to learning with staff and models this for student workers. The team delivers consistent, quality service and reviews relevant policies/procedures to ensure accuracy and thoroughness of information provided.

Clear Sense of Purpose: The A&R team is good at connecting ideas and asks "why" to gain a broader understanding of how a task, project, or work in general is connected to a bigger purpose and to individual students' goals.

Q26

22. Please describe your service area challenges.

Among the challenges identified by the A&R team are the following:

Increasing Workload: The A&R team carries out an increasingly large volume of work with limited staff and technology resources. While the Interim Vice President of Student Services leveraged grant funds to address some essential technology needs, the Office still carries out many manual processes that place significant demand on individual team members and the office as a whole.

Technology/System Limitations: Given the recent shift to Self-Service, the IT department is inundated with additional, related projects and has limited opportunities to assist the A&R team in updating/changing Colleague work more effectively/functionally. This will be a persistence and perhaps even worse problem when the College and District adopt additional Colleague systems (e.g., Degree Audit, Financial Aid Program of Study) because the Colleague system was not developed for multi-college districts and districts within the ever-changing, heavily-legislated landscape of the California Community College system.

Complex, Manual Processes: Many core A&R processes are extremely labor-intensive and inefficient. Examples include not using Parchment to handle some processes that could be automated. The Office wants and needs to automate wherever possible to reduce the number of steps and Colleague screen clicks that are time consuming and take away from more direct services to students. An example of this is clearing a Potential Fraud (PF) hold; this process takes at least 5 minutes, but it should really only take a minute in a more streamlined process in Colleague.

Increasing Technology Project Demands: Department staff are finding it incredibly challenging to meet technology project timelines with no backfill to their regular work. This is especially the case for the College's two evaluators, A&R Assistant, and A&R Assistant Senior, but ultimately impacts almost all staff members. For these technology projects, IT often asks for information/turnarounds same day or same week, with little to no lead time, and this negatively impacts workflow and the team's ability to serve students

New Facility Challenges: The A&R team's work assisting students at the counter is chaotic due to to poor wayfinding/signage and a shared workspace with Financial Aid. Students are unclear which line they are standing in and become frustrated when in the wrong line. There is currently no virtual queue for students and the space is narrow, which leads to a very crowded space during busy times.

Student Communication Challenges: Students are experiencing challenges with the password reset feature on Self-Service. Students are not receiving emails automatically sent from Self-Service due to flagging of system/district communications as spam or having them quarantined, particularly among Gmail users. The District IT department has implemented a fix for this, but it remains to be seen if this will fully address the issue. Students who do not receive system/district emails typically come into the A&R office and ask for password reset assistance, impacting the team during particularly busy times, when this could have easily been addressed if they had received their password reset emails.

Q27

23. Please describe external influences that affect your service area (both positively and negatively).

The state has been adding legislative reforms right and left over the past few years, most recently with AB 928, which is expected to have far-reaching impacts to virtually all areas of student services. With constant changes to statewide policies, it can be difficult for the team to stay on top of the most recent information. This presents an opportunity for monthly policy updates at team meetings, working closely with the Articulation Officer, Financial Aid Director, Curriculum Chair, Transfer Center Coordinator, District Educational Support Services team, and Accreditation Liaison Officer, among others. This would help the team stay current on policy changes at the local and statewide level. In addition, District technology changes are greatly impacting workloads across the office, leaving opportunities for temporary staff support in coordination with district offices. The Interim Vice President of Student Services and new Director of A&R will advocate for and work to secure temporary staff to support projects such as Degree Audit, Making Majors Matter, and the electronic form migration.

Additional opportunities to improve services include streamlining dual enrollment student registration processes through a technology solution such as DualEnroll.com. The Interim Vice President of Student Services was able to secure an additional College Futures Foundation grant to support dual enrollment infrastructure building, and this could be used to purchase this software. Furthermore, one of the College's biggest K-12 partners is seeking a grant to help transform into a full Early College High School, but one that leverages a concurrent enrollment versus a CCAP model. This will provide a significant opportunity to partner to increase equitable access, particularly for Black or African American and Latinx students.

Changes in college leadership have presented both challenges and opportunities. While the A&R Office has functioned without a full-time director since July 2023, the Interim Vice President of Student Services has worked closely with the team to identify goals and opportunities for future operational improvements. A new full-time Director of A&R has just been hired and will start in January 2024, and the Interim Vice President of Student Services will meet regularly with the new director to ensure a smooth leadership transition. Hiring a new Director of A&R will provide the onsite support, guidance, and leadership the team needs, and the new Director has a distinct focus on students and outcome assessment. Regular team meetings will continue, and regular 1:1s with each team member will be instituted. This should greatly improve intra and inter-office communication

Q28

24. Given these factors, what opportunities exist for the service area to advance the College's goals in the next 4 years?

Given these factors, the A&R Office sees great opportunities to improve operations and services to students over the next 4 years. These include improving registration processes and eliminating barriers to student registration, improving communication to students and the community as well as within the office, and developing regular professional learning opportunities for the entire A&R team.

Q29   **Respondent skipped this question**

OPTIONAL UPLOAD 1: Please upload any supporting documentation related to this section. You can upload PDF, Word, and image files

Q30

OPTIONAL UPLOAD 2: Please upload any supporting documentation related to this section. You can upload PDF, Word, and image files

Respondent skipped this question

Q31

OPTIONAL UPLOAD 3: Please upload any supporting documentation related to this section. You can upload PDF, Word, and image files

Respondent skipped this question

Page 6: V. Previous Goals

Q32

Previous Goal 1:

Decrease the number of students that apply but do not enroll through continuous efforts to streamline communication through the onboarding process.

Q33

Goal Status

Deleted

Page 7: V. Previous Goals continued

Q34

Please describe the results or explain the reason for the deletion/completion of the goal:

Due to turnover in the A&R Office and the lack of completed program review annual updates, it is unknown which specific office efforts were focused on this goal. This goal is broad and needs specific action steps to be measured. In the new Strategic Plan, this is represented in the Increasing Equitable Access goal. A new version of this goal will be included under the New Goals section.

Q35

Would you like to submit another previous goal?

Yes

Page 8: V. Previous Goals continued

Q36

Which College Strategic Goal does this department goal most directly support? (Check only one)

Respondent skipped this question

Q37

Action Steps for the Next Year:If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Respondent skipped this question

Q38

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Q39

Would you like to submit another previous goal?

Respondent skipped this question

Page 9: V. Previous Goals continued

Q40

1. Previous Goal 2:

Gather feedback from students to assess program outcomes and provide responsive services

Q41

3. Goal Status

Deleted

Page 10: V. Previous Goals continued

Q42

Please describe the results or explain the reason for the deletion/completion of the goal:

This goal was never started or reported on since no program review annual updates were submitted for the A&R Office. This goal is more of an action step toward a broader goal. This will be revamped into an action step in the New Goals section.

Q43

Would you like to submit another previous goal?

Yes

Page 11: V. Previous Goals continued

Q44

Which College Strategic Goal does this department goal most directly support? (Check only one)

Respondent skipped this question

Q45

Action Steps for the Next Year:If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Respondent skipped this question

Q46

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Q47

Would you like to submit another previous goal?

Respondent skipped this question

Page 12: V. Previous Goals continued

Q48

1. Previous Goal 3:

Increase the number of distance services available to students via the department website.

Q49

3. Goal Status

Completed

Page 13: V. Previous Goals continued

Q50

Please describe the results or explain the reason for the deletion/completion of the goal:

This goal was completed in the early days of the COVID-19 pandemic. All college operations shifted from in-person to online in March 2020. The A&R Office continues to maintain online support via email requests, online forms, and phone support in addition to in-person support.

Q51

Would you like to submit another previous goal?

No

Page 14: V. Previous Goals continued

Q52

Respondent skipped this question

Which College Strategic Goal does this department goal most directly support? (Check only one)

Q53

Respondent skipped this question

Action Steps for the Next Year:If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Q54

Respondent skipped this question

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q55

Respondent skipped this question

Would you like to submit another previous goal?

Page 15: V. Previous Goals continued

Q56

Respondent skipped this question

1. Previous Goal 4:

Q57

Respondent skipped this question

Goal Status

Page 16: V. Previous Goals continued

Q58

Respondent skipped this question

Please describe the results or explain the reason for the deletion/completion of the goal:

Page 17: V. Previous Goals continued

Q59

Which College Strategic Goal does this department goal most directly support? (Check only one)

Respondent skipped this question

Q60

Action Steps for the Next Year:If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g., submit technology request for new laptop computers).

Respondent skipped this question

Q61

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Page 18: VI. New 4-Year Goals

Q62

New Goal 1:

Reduce barriers in the class registration process

Q63

Which College Strategic Goal does this department goal most directly address? (Check only one)

Increase equitable access (enrollment)

Q64

Please describe how this goal advances the college strategic goal identified above:

Reducing barriers to registration will help more students access college classes and thus enroll at the College. Reducing barriers means that the Office will need to collect student feedback to help identify barriers and then work to streamline the process, which could include in-reach to students after they apply, working with IT to improve registration systems (Self-Service), improving webpage navigation and information so students are clear on steps from application to registration and who to contact for support, among other things. All of these steps would help ensure increased access. However, to ensure equitable access, the Office will need to collect feedback from students who have been disproportionately impacted by college/district processes. Based on enrollment data, this would specifically include Black or African American students and Pacific Islander students at minimum.

Q65

Please indicate how this goal was informed by SLO/SAO assessment results, PLO assessment results, student achievement data, or other data:

This goal is informed by college-wide enrollment rate data shared during the Spring 2023 College Planning workshops on disaggregated enrollment rate as well as student headcount trend data by race/ethnicity that was shared at the Fall 2023 College Planning Workshop.

Q66

Action Steps for the Next Year:

Action steps for this year include the following:

Conduct a student satisfaction/experience survey

Conduct focus groups with dual enrollment students/parents

Collaborate with IT to improve Self-Service responsiveness to student needs

Expand in-reach to students who apply for admission

Recruit a more diverse student worker pool

Establish SAOs for the A&R Office

Q67   **New classified position**

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Q68

How will this goal be evaluated?

This goal will be evaluated by survey results, focus group results, and the number of students who apply and go on to enroll in classes, as well as persistence rates for first-time students.

Q69   **Yes**

Would you like to propose a new, 4-year goal?

Page 19: VI. 4-Year Goals continued

Q70

Goal 2:

Improve internal and external communication

Q71

Which College Strategic Goal does this department goal most directly support? (Check only one)

Increase equitable access (enrollment)

Q72

Please describe how this goal advances the college strategic goal identified above:

Improving communication with students will help increase access/enrollment as students will know what they need to do step by step to apply, register/enroll, progress, and complete their educational goals. In addition, improving communication with other departments on campus will clarify A&R processes so that faculty and other departments are on the same page and can work collaboratively to assist students. In addition, improving internal communication will improve office morale, teambuilding, transparency, and will eliminate redundancy in work tasks as well as confusion in roles and responsibilities.

Q73

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

This goal is informed by feedback from A&R team members during regular team meetings as well as qualitative feedback obtained from students and faculty regarding currency of information on the webpage and on office forms.

Q74

Action Steps for the Next Year:

Action steps for this year include the following:

Revamp A&R webpages with an equity lens and pathways structure

Continue and formalize regular (weekly) A&R all-staff meetings

Establish regular (monthly) 1:1 meetings with full-time staff members and the Director

Continue running A&R team agendas with links to important documents, deadlines

Implement a project management tool for the office, such as Asana, Trello, etc.

Develop a repository of campus messages related to recurring topics, such as fraudulent enrollment, grade deadlines, drop deadlines, etc., which can be used/edited as needed

Develop a functional map that outlines the roles/tasks for each A&R team member

Implement an online feedback form for students/employee

Q75	**New classified position**
What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.	

Q76

How will this goal be evaluated?

This goal will be evaluated by conducting an anonymous survey of staff, by documentation of team meeting minutes/tasks and team functional map, as well as launching an online feedback form.

Q77	**Yes**
Would you like to propose a new, 4-year goal?	

Page 20: VI. 4-Year Goals continued

Q78

Goal 3:

Implement regular professional opportunities learning for the A&R team

Q79

Which College Strategic Goal does this department goal most directly support? (Check only one)

Increase hiring and retention of diverse employees to reflect the students and communities we serve

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Q80

Please describe how this goal advances the college strategic goal identified above:

Providing ongoing professional learning for staff can increase job motivation, build community, provide continuous growth opportunities for the team, provide a means for succession planning, and ultimately will benefit the entire department and college. Providing job-related and overall professional learning will also build team cohesion, networking, and will provide staff with the learning experiences necessary to see how their work and projects connect to broader campus goals.

Q81

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

This goal is informed by A&R team member feedback. The team noted that most team members are not able to engage in professional learning. Only the Interim Dual Enrollment Coordinator and Director have been able to regularly engage in professional learning in the past. Thus, the team agreed that having both in-house professional learning that could be offered during regular team meetings (e.g., on statewide ed code changes, local policy changes, curriculum changes, etc.) and external professional learning opportunities (e.g., through ACCRAO, CCACRAO, regional Strong Workforce Consortium, etc.) would help ensure the team is continuously learning, connected to policy change/impacts, and building internal capacity to adapt to the constantly changing higher education environment.

Q82

Action Steps for the Next Year:

Action steps for this year include the following:

Integrate learning "in-service" during team meetings, to include topics such as curriculum, articulation, local policy changes, and statewide policy changes as well as guest speakers (both in person and online)

Obtain ACCRAO online resource access for the entire A&R team

Establish internal team memos regarding local and state policy changes and expected impacts

Identify possible funding for team members to attend local conferences/convenings related to A&R functions/projects when possible (based on office coverage, service demand)

Q83

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

New classified position

Q84

How will this goal be evaluated?

This goal will be evaluated by conducting an anonymous survey of staff, by documentation of team training topics, a virtual repository of training materials in OneDrive, and internal office memos to memorialize policy changes.

Q85

Would you like to propose a new, 4-year goal?

No

Page 21: VI. 4-Year Goals continued

Q86

Goal 4:

Respondent skipped this question

Q87

Which College Strategic Goal does this department goal most directly support? (Check only one)

Respondent skipped this question

Q88

Please describe how this goal advances the college strategic goal(s) identified above:

Respondent skipped this question

Q89

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Respondent skipped this question

Q90

Action steps for the Next Year:

Respondent skipped this question

Q91

What resources, if any, are needed to achieve this goal in the next 4 years? Please select all that apply. Note that links to request forms for each request are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Q92

How will this goal be evaluated?

Respondent skipped this question

Page 23: Final Check

Q93

Are you ready to submit your program review?To go back and review a section, select the section below and click "Next"

I am ready to submit my prgram review