

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

<b>PART 1 -</b>	<b>Program Information</b>	
1a) Program Name:	<b>Admissions and Records</b>	Enter the name of the program being reviewed.
1b) Name(s) of the author(s) of this report:	Joan Pena-Ferrick/Kathleen Moberg	Enter the name or names of those who authored this CPR.
1c) How many students are served by this program annually and is this number trending up, even, or down?	<p>All students are served by Admissions and Records in a variety of ways. Between March 1<sup>st</sup> 2013 and February 28<sup>th</sup> 2014 the De Anza Admissions and Records office has served hundreds of students a day in person at the front counter, on the phone and online; with registration, residency, adding/dropping, repeat approvals, pass/no pass forms, resetting portal passwords, showing students how to use their portal, answering questions and more. During this time frame we also processed 55,000 CCCApply applications, completed 27,986 transcript orders (38,620 outgoing transcripts from these orders). De Anza's wide outreach efforts require A&amp;R to work closely with other service areas and Instruction to streamline processes, provide technical oversight and upgrades to faculty and students, and otherwise maintain access and support student success. The way we serve students and how often will be affected as the Student Success Act mandates are implemented. Demographic data is available at:</p> <p><a href="http://research.fhda.edu/factbook/DAdemofs/demographic_fact_sheets_da.htm">http://research.fhda.edu/factbook/DAdemofs/demographic_fact_sheets_da.htm</a></p>	Please discuss the number of students who are served in the program and explain whether the number of students is increasing, even, or decreasing. Are there any anticipated trends in the number of students served?
1d) Who are the typical students served by this program?	There is no typical student. Admissions and Records office provides services to all students as our services are mandated and essential to the matriculation and transfer/degree process. We serve an extremely large, diverse population of new students, continuing students, and returning students regardless of whether they are in a targeted population.	Please discuss the typical students who are served in the program. Does the program specifically address the college's goals to increase access and success of 'targeted' student populations (Latina/o, African Ancestry, Pacific Islander, Filipino)?
<b>PART 2 -</b>	<b>MISSION and Accreditation Standard II.B.1</b>	

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<p><b>2a)</b> What is the program Mission Statement?</p>	<p>Admissions Mission Statement: The De Anza Admissions and Records office mission is to provide comprehensive, client sensitive, and technologically innovative and appropriate services that support student retention and success for our approximately 24,000 diverse students and staff.</p>	<p>Cut/paste or type in the program's most current Mission Statement.</p>
<p><b>2b)</b> In what ways and to what extent does the program assure the quality of its services to students?</p>	<p>The Admissions and Records office works closely with ETS staff, counseling and other departments to create new technology applications and streamline processes. In the past five years we have helped bring: Enrollment Checklist; Student Dashboard; Auto Census verification for faculty; increased application messaging; Degree Works implementation; and supported SSSP in the areas of enrollment priority programming and implementation. We are always looking for better tools to enhance MyPortal.</p>	<p>Please address part 1 of <b>Accreditation Standard II.B.1</b> -The institution assures the <u>quality</u> of student support services ....</p>
<p><b>2c)</b> In what ways and to what extent does the program demonstrate that its services support student learning and enhances the achievement of the College Mission?</p>	<p>We are one of the main sources for students to learn about any changes to the State of California Education Codes such as the Enrollment Priorities, Scorecard, 3SP, Repeat rules, etc. and any other state mandates requiring greater accountability in the student outcomes area. We support student learning by working with students, other departments and divisions and our ETS staff. The ETS staff works together very closely with both De Anza and Foothill Admissions and Records staff and other departments to create changes we ask for in MyPortal. One of these tools created in our students portal is when students look at their schedule in their MyPortal they can see the deadline dates (last to add, drop and withdraw) for each class they are enrolled. We are now working with the ETS staff on programming the registration information into Banner for the enrollment priority groups. All these tools created for our students are fully tested by the Admissions and Records staff, ETS and other departments who are involved. We post any updates or changes on the De Anza website, in students' MyPortal, and each quarter any student who is registered receives an email with up to date information for the quarter as well as any updates to any new changes in state regulations, policies, procedures and portal changes.</p>	<p>Please address part 2 of <b>Accreditation Standard II.B.1</b> -The institution ... demonstrates that these services, regardless of location or means of delivery, support student learning and enhance <u>achievement of the mission</u> of the institution.</p> <p>The college Mission Statement can be found at: <a href="http://deanza.edu/about/mission.html">http://deanza.edu/about/mission.html</a></p>

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<p><b>PART 3 -</b></p>	<p><b>Accreditation Standard II.B.3</b></p>	<p><b>Accreditation Standard II.B.3</b> - The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.</p>
<p><b>3a)</b> In what ways and to what extent does the program assure equitable access for all students?</p>	<p>Over the past four years there have been numerous changes to the way information is distributed to students. In summer 2010, the college went live with Banner, resulting in a new online registration system known as MyPortal. Students can access their MyPortal account to check their date and time to register, process their own registration, view their grades and unofficial transcript, order an official transcript, pay their fees, view updated messages, view their class schedule along with important deadline dates to add, drop, and withdraw, update their major/educational goal, and run their degree audit and complete an educational plan.</p>	<p><b>Accreditation Standard II.B.3.a</b> - The institution assures <b>equitable</b> access to all of its students by providing appropriate, comprehensive and reliable services to students regardless of service location or delivery method. Please address how the program is, or plans on, incorporating universal design concepts into its operations (materials, processes, activities, professional development, etc.) to assure that the program's services are accessible and effective for all students regardless of personal demographics or background. Cite specific examples.</p>
<p><b>3b)</b> In what ways and to what extent does the program provide an environment that encourages personal and civic responsibility?</p>	<p>Information is distributed to every student's portal regarding their date and time to register, deadline dates listed with their schedule of classes making each student responsible for processing their own transactions, updating their major/educational goal, running degree audits in Degree Works, and making sure their My Portal information is correct. They are also responsible for knowing the repeat rules and other matriculation-related information. If for any reason a student is having any problems with their MyPortal we encourage them to come to the Admissions and Records office for help.</p>	<p><b>Accreditation Standard II.B.3.b</b> - The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic and personal development for all of its students.</p>
<p><b>3c)</b> In what ways and to what extent does the program design, maintain and evaluate counseling and/or academic advising programs?</p>	<p>The office works closely with Counseling to coordinate services and better communicate policy/processes to students.</p>	<p><b>Accreditation Standard II.B.3.c</b> - The institution designs, maintains and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. (Answer only if applicable to the program under review)</p>

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<p><b>3d)</b> In what ways and to what extent does the program design and maintain practices and services that support and enhance student understanding and appreciation of diversity?</p>	<p>The Admissions Office has a diverse staff that includes bilingual speakers, veterans, and Cal-Works students in a multi-cultural environment. Staff works closely with DSPS and other service areas to better serve students and attend professional development that focuses on target populations in order to provide better, more culturally competent services.</p>	<p><b>Accreditation Standard II.B.3.d</b> - The institution designs and maintains appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity.</p>
<p><b>3e)</b> In what ways and to what extent does the program regularly evaluate admissions and placement instruments and practices to validate their effectiveness while minimizing biases?</p>	<p>Admissions processes are evaluated by the state Chancellor's office and A&amp;R will be adopting a new, CCCC-supported admissions application this year. Admissions processes are also reviewed and discussed by the state Admissions list serve (CACCRAO) and staff regularly attend professional development to discuss both regulatory and student access issues.</p>	<p><b>Accreditation Standard II.B.3.e</b> - The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. (Answer only if applicable to the program under review)</p>
<p><b>3f)</b> In what ways and to what extent does the program maintain student records permanently, securely and confidentially, with provision for secure backup of all files?</p>	<p>We maintain student records permanently, securely and confidentially by scanning all records processed into BDM under the students' account. Then if needed we enter a comment on the student's account. These secure scanned documents are backed up on another ETS server as well. ETS also has an off campus backup site where confidential records are securely stored. When we no longer need the paper documents they are shredded.</p>	<p><b>Accreditation Standard II.B.3.f</b> - The institution maintains student records permanently, securely and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.</p>
<p><b>PART 4 -</b></p>	<p><b>Staffing</b></p>	
<p><b>4a)</b> Have there been any significant <b>staffing</b> changes since the last CPR in 2008-09?</p>	<p>The Admissions office lost a total of 5 staff (1 additional person in the Evaluations areas)</p>	<p>Please explain any significant changes in <b>Classified, Faculty, and Administration positions</b> that have occurred over the past five years.</p>
<p><b>4b)</b> Are there any significant <b>staffing</b> changes that will be needed over the next five years?</p>	<p>Admissions area: 1 Admin Asst- pick up support lost in reductions- budget, publications, student time cards, etc. (Reinstate) 1 Banner-Student Technical Support- this person would be responsible for reviewing all the Banner and related tech release guides, summarizing the changes, and liaising with ETS to</p>	<p>Please identify any anticipated changes in <b>Classified, Faculty, and Administration positions</b> that could occur over the next five years. (Explain why these changes may be needed i.e. new directions, retirements, policy issues, etc.) (Specifically identify any anticipated <b>Student Success Support and Program (3SP)</b> connections)</p>

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	<p>coordinate the updating, testing, and implementation with functional staff. (new)                  1 Assoc Registrar (or replacement of dean)                  Sustained B-budget funding for work study or TEAs at front counter (40K per year) and to support scanning, etc.</p> <p>There are also significant changes in the Evaluations area (covered in a separate report for technical support – Degree Works – and ADTs, etc) and the Veterans area is also requesting an additional FTE to cover increase in veterans served</p>	
<b>PART 5 -</b>	<b>Facilities</b>	
<b>5a)</b> Have there been any significant <b>facility</b> changes since the last CPR in 2008-09?	No	Please explain any significant changes in program <b>facilities</b> that have occurred over the past five years. (Specifically identify any anticipated <b>3SP</b> connections)
<b>5b)</b> Are there any significant <b>facility</b> changes that will be needed over the next five years?	The Veterans are a part of the Admissions and Records office. What we need for our Veterans is a Veterans Resource Center (VRC). De Anza College is extremely behind other colleges with finding a place and space to create a VRC for our veterans. Research supports the importance of having dedicated, safe spaces for veterans that include integrated services, confidential/secure spaces, and open space for community-building. Ideally the VRC would accommodate all staff that support veterans and include study space and confidential office space.	Please identify any anticipated facility needs that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated <b>3SP</b> connections)
<b>PART 6 -</b>	<b>Equipment</b>	
<b>6a)</b> Have there been any significant <b>equipment</b> changes since the last CPR in 2008-09?	Since 2008 all of the Admissions and Records office staff received new computers from measure E funds. Our office also received a new scanner approximately three years ago to support Banner document imaging (BDM). A new high volume printer was also received for transcripts and other printing needs.	Please explain any significant changes in program <b>equipment</b> that have occurred over the past five years. (Instructional and non-instructional)

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<p><b>6b)</b> Are there any significant <b>equipment</b> changes that will be needed over the next five years?</p>	<p>The next five years the Admissions and Records office will need a new fax machine, new photo copy machine, new computers with desk-top printers/scanners for BDM.</p>	<p>Please identify any anticipated program <b>equipment</b> needs that could occur over the next five years. (Explain why these changes may be needed. Include both instructional and non-instructional needs) (Specifically identify any anticipated <b>3SP</b> connections)</p>
<p><b>PART 7 -</b></p>	<p><b>Operational Costs</b></p>	
<p><b>7a)</b> Have there been any significant <b>operational cost</b> changes since the last CPR in 2008-09?</p>	<p>In 2007 both Strategic Plan funding and B budget were plentiful. The B budget was exhausted due to budget reductions and as staff was reclassified as a result of the Banner conversion, B budget was used to meet the salary changes. As a result, seasonal TEAs and student staff were cut, and the department had to rely on Cal Works and Work Study as backfill. Additional staff reductions also occurred to meet budget reductions, which further stressed the department and required more student backfill that could be paid from other non-B Budget funds.</p>	<p>Please explain any significant changes in program <b>operational funding</b> that have occurred over the past five years. (B budgets)</p>
<p><b>7b)</b> Are there any significant <b>operational cost</b> changes that will be needed over the next five years?</p>	<p>B Budget needs to be adjusted to reflect the new salary requirements and no longer running at a deficit. Additional B budget to cover general operation and support professional development/conferences is also needed. B budget could be realigned by rolling in the Assoc Registrar salary (currently vacant). This would cover the salary increases from reclass and the have additional funding for CalWorks student workers. (Approx 80K)</p>	<p>Please identify any anticipated changes to <b>operational cost</b> needs that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated <b>3SP</b> connections)</p>
<p><b>PART 8 -</b></p>	<p><b>Organizational Alignment</b></p>	
<p><b>8a)</b> Have there been any significant <b>organizational alignment</b> changes since the last CPR in 2008-09?</p>	<p>If you can call reductions “alignment,” then yes. Loss of staff was significant.</p>	<p>Please explain any significant <b>organizational alignment</b> changes that have occurred over the past five years.</p>

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<p><b>8b)</b> Are there any significant <b>organizational alignment</b> changes that will be needed over the next five years?</p>	<p>Not only would rehiring lost staff be beneficial, but hiring staff that meet increased technical and regulatory needs is important. SSSP requires additional coordination between Evaluations, Admissions and Counseling. Admissions and Evaluations staff would probably be counted as part of the 3:1 match for SSSP.</p>	<p>Please identify any anticipated changes to <b>organizational alignments</b> that could occur over the next five years. (Explain why these changes may be needed.) (Specifically identify any anticipated 3SP connections)</p>
<p><b>PART 9 -</b></p>	<p><b>Regulations/Laws/Policies</b></p>	
<p><b>9a)</b> Have there been any significant changes in <b>regulations/laws/policies</b> since the last CPR in 2008-09?</p>	<p>2012 summer all prerequisites were enforced.                  2012 fall state regulations (55040) Course repetition; a student who does not receive a satisfactory grade (A+ through C or P) including (“W’s) on the previous enrollment may enroll for the same course up to three times. (Includes Appeals process)                  Deferred Action – created opportunity for undocumented students to have temporary resident status. (Changed residency and other status for students who may have initially applied under other status)                  2013 summer state regulations (55040(c)) Additional Limitation, (Families) Students are limited to four semester enrollment (six quarter enrollments) in courses that are “related in content” for the following course types; physical education courses, visual art courses, performing arts courses and intercollegiate academic and vocational courses designated as repeatable pursuant to section (55041(a)(3). A substandard grade or a “W” applies as one of the six quarter enrollments.                  2014 fall Enrollment Priorities (SSSP) and Appeals process</p> <p>These changes required working with ETS to create specs and make system changes in Banner; testing, and implementation; communication across campus and to students; additional follow up and manual corrections in Banner; additional scrutiny by state auditors; additional coordination of services with other areas conducting registration (DSS, ISP, etc); and integrated approaches with Foothill.</p>	<p>Please explain any significant changes in <b>regulations/laws/policies</b> that have occurred over the past five years. (Federal, State, Local, District, college, etc.)</p>

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<p><b>9b)</b> Are there any significant changes in <b>regulations/laws/policies</b> that will affect the program over the next five years?</p>	<p>Beginning 2014 fall SSSP Enrollment priorities mandate will be enforced. We anticipate many students will be unfamiliar with new criteria and want to appeal their assigned priority. Additional SSSP requirements may change enrollment trends, impact funding, and require additional staff to ensure services are being provided.</p> <p>SB 1440 will create more transfer degrees which will increase the amount of transcripts ordered and sent out to other colleges. This will also increase the amount of resources necessary to fulfill this increase.</p>	<p>Please identify any anticipated changes in <b>regulations/laws/policies</b> that could affect the program over the next five years. (Federal, State, Local, District, college, etc.) (Specifically identify any anticipated <b>3SP</b> connections)</p>
<p><b>PART 10 -</b></p>	<p><b>Professional Development</b></p>	
<p><b>10a)</b> Have there been any significant <b>professional development</b> activities for the program (or others) since the last CPR in 2008-09?</p>	<p>De Anza College is a member of CACCRAO (California Association of Community College Registrars and Admissions Officers). Each year the CACCRAO board plans a conference to present regulatory changes or other mandates, impacting the California Community Colleges. This conference provides opportunities to hear speakers from the State Chancellors Office explaining updates and how the changes came about and where these changes are going. There are best practices workshops, as well as opportunities to trouble shoot or clarify Title 5 language</p>	<p>Please explain any significant <b>professional development</b> activities that have occurred over the past five years. Include the nature, reason, significance, and outcomes of the activities.</p>



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	with other colleges. General sessions provide information on any new regulations/mandates; such as, Repetition, Repeatability, residency, AB540, SB1440, Enrollment priorities and 3SP and much more. In addition, since FHDA district went live with Banner staff attended Banner Ellucian Live Conference as well as 3CBG which keep us up to date on our system. There are also workshops for the different areas (A&R, ETS, Financial Aid, Finance, etc.) to choose from and attend. These workshops provide up to date information on processing grade roll jobs, registration, and there is a consultant area where you can go to get one on one help with any problems. Also some staff attend conferences for veterans and CCCApply/State Chancellors' to get updates as needed.	
<b>10b)</b> Are there any significant <b>professional development</b> needs for the program (or others) over the next five years?	Continue attending CACCRAO conferences which are extremely important for updates to any regulation changes or new state mandates for our students. Also continue attending 3CBG and Ellucian Live to keep up to date with Banner Student updates and information so we can help our students.	Please identify any anticipated <b>professional development</b> needs for the program over the next five years. Include the anticipated nature, reason, significance, and outcomes of the activities. (Specifically identify any anticipated <b>3SP</b> connections)
<b>PART 11 -</b>	<b>Curriculum, Student Success, and Equity</b>	The 2012-13 course data is located at: <a href="http://deanza.edu/ir/program-review.12-13.html">http://deanza.edu/ir/program-review.12-13.html</a> .
<b>11a)</b> Have there been any significant <b>curriculum</b> since the last CPR in 2008-09?	As of 2013 summer/fall any classes which have prerequisites written into the curriculum were enforced. This created barriers for some students and staffing/ownership of prereq clearance process was, and continues to be both a workload problem.	Please explain any significant <b>curriculum</b> changes in that have occurred over the past five years.
<b>11b)</b> Are there any significant <b>curriculum</b> issues in that will affect the program over the next five years?	Changes to Counseling 200/5 curriculum and how it meets or supplements the SSSP orientation requirement could impact this office as it would require working with ETS to modify the program assigning reg dates. Changes also need to be communicated to students and staff and this generally falls to Admissions.	Please identify any anticipated <b>curriculum</b> issues in that could affect the program over the next five years. (Specifically identify any anticipated <b>3SP</b> connections)

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<p><b>11c)</b> What is the aggregate student success rate in the instructional portions of the program?</p> <p>Has the <b>60%</b> requirement been met or exceeded?</p>	<p>N/A</p>	<p>In accordance with ACCJC requirements, the college has adopted an institutional standard for successful course completion at or above <b>60%</b> <a href="http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf">http://www.deanza.edu/ir/deanza-research-projects/2012_13/ACCJC_IS.pdf</a></p> <p>If student success rates in the program are below 60%, what plans are there to bring course success rates up to this level?</p>
<p><b>11d)</b> What are the student success rates between groupings of students?</p> <p>Is there a success rate gap that exceeds <b>5%</b> between any of these groupings?</p>	<p>N/A</p>	<p>The college equity goal is to have no more that a 5% student success gap between any groupings of students.</p> <p>Please explain any gaps exceeding <b>5%</b> and what plans are in place, or are being made, to address closing this gap</p>
<p><b>PART 12 -</b></p>	<p><b>Other</b></p>	
<p><b>12a)</b> Have there been any <b>other</b> significant program changes since the last CPR in 2008-09?</p>	<p>No</p>	<p>Please explain any <b>other</b> significant program changes that have occurred over the past five years.</p>
<p><b>12b)</b> Are there any <b>other</b> significant issues that will affect the program over the next five years?</p>	<p>There will no doubt be new state-wide mandates that will impact this area.</p>	<p>Please identify any <b>other</b> anticipated issues in that could affect the program over the next five years. (Specifically identify any anticipated <b>3SP</b> connections)</p>
<p><b>PART 13 -</b></p>	<p><b>Student Success and Support Programs (3SP)</b></p>	

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<p><b>13a)</b> How will the new 3SP <b>orientation</b> requirements affect the program over the next five years?</p>	<p>Documenting student attendance in orientation has a direct impact on whether they get enrollment priority. Enrollment priority programming was a joint ETS/A&amp;R project. Whether students successfully lock their Ed Plans in Degree Works (part of orientation) is also a process that falls on A&amp;R Evaluations staff. (Bugs in Degree Works are evaluated and fixed by Evaluations)</p>	<p>Summarize any <b>orientation</b> issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.</p>
<p><b>13b)</b> How will the new 3SP <b>assessment</b> requirements affect the program over the next five years?</p>	<p>Similar to orientation in terms of the enrollment priorities. If Assessment criteria changes by using multiple measures or other Assessment information such as high school GPA, this will also impact Enrollment priority programming and communication to students regarding new criteria.</p>	<p>Summarize any <b>assessment</b> issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.</p>
<p><b>13c)</b> How will the new 3SP <b>student education planning</b> requirements affect the program over the next five years?</p>	<p>Same as orientation except that any mods or updates to Degree Works rely on Evaluations staff who are part of A&amp;R.</p>	<p>Summarize any <b>student education planning</b> issues/items that are new or that have already been identified above under staffing, facilities, equipment, operational costs, organizational alignment, regulations/laws/policies, professional development, curriculum, and/or other.</p>
<p><b>PART 14 -</b></p>	<p><b>Student Services Learning Outcomes and Accreditation Standard II.B.4</b></p>	<p><b>Accreditation Standard II.B.4</b> - The institution evaluates Student Support Services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.</p>
<p><b>14a)</b> What are the current/active program <b>outcome statements</b>?</p>	<p>Survey given to in person - This was a follow up post-Banner to an earlier pre-Banner survey.</p> <p>Faculty MyPortal Questionnaire - Faculty will be able to access important information about deadlines and MyPortal functionality and meet compliance.</p> <p>Student populations will be able to identify and adhere to important deadline dates to add, drop, and withdraw themselves by accessing the De Anza website.</p> <p>Post Survey for Student Workers - Students who had worked</p>	<p>Please list all of the <b>Student Services Learning Outcomes (SSLO) statements</b> for the program. (Cut/paste from TracDat, APRU or other documents.)</p>

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	<p>at the front counter and in Admissions for several quarters, and were transferring, were given a post=survey to determine their knowledge of specific Admissions-related functions/rules.</p>	
<p><b>14b)</b> How many SSLO/SLO statements have been assessed since the last CPR in 2008-09?</p>	<p>Four SSLO statements have been assessed. The first SSLO was a post banner survey and is now inactive.</p> <ol style="list-style-type: none"> <li>1. Survey given to in person - This was a follow up post-Banner to an earlier pre-Banner survey. (Inactive)</li> <li>2. Student populations will be able to identify and adhere to important deadline dates to add, drop, and withdraw themselves by accessing the De Anza website.</li> <li>3. Faculty MyPortal Questionnaire - Faculty will be able to access important information about deadlines and MyPortal functionality and meet compliance.</li> <li>4. Post Survey for Student Workers - Students who had worked at the front counter and in Admissions for several quarters, and were transferring, were given a post=survey to determine their knowledge of specific Admissions-related functions/rules.</li> </ol>	<p>Please identify the SSLO statements that have been assessed over the past five years. (Cut/paste from TracDat, APRU or other documents.)</p>
<p><b>14c)</b> Summarize the outcomes assessment findings and resulting program enhancements made since the last CPR in 2008-09.</p>	<p>From the results of the student population knowing the important deadline dates SLO we had the ETS staff update the students MyPortal to view their class schedule along with important deadline dates to add, drop, and withdraw themselves so they receive a refund and do not receive a non passing grade for not dropping a class on time. From the Faculty SLO we had the same information placed on each class roster along with the census date so they are in compliance. From the survey for A&amp;R transferring student work study students we were able to see what areas we should apply more training to our work study students.</p>	<p>Please summarize the outcomes assessment findings and resulting program enhancements made over the last five years. (Cut/paste from TracDat, APRU or other documents.)</p>

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<p><b>14d)</b> What are the program outcome assessment plans for the next five years?</p>	<p>They will be developed as needed to assess new processes and mandates.</p>	<p>Please indicate which SSLO/SLO statements will be assessed over the next five years and when. (Include any plans to create new outcome statements.)</p>
<p><b>Part 15 - CPR SUMMARY</b></p>		
<p><b>15)</b> Where has the program come from since 2008-09, where is it now, and where does it anticipate or need to go over the next five years?</p>	<p>The Admissions and Records department underwent significant staff loss at a time of extreme changes: Banner conversion and regulatory mandates that directly impacted residency, registration and records rules/processes. Of the remaining 12 staff, 6 were reclassified based on enhanced duties related to Banner technology or regulatory/compliance accountability/responsibility.</p>	<p><b>Part 15</b> is intended to be a brief yet thorough overarching summary of <b>Parts 1 through 14</b>. Based on the information provided in Parts 1 through 14 above, please summarize: 1) Where the program has come from since the last CPR (2008-09), 2) Where the program is now (2013-14), and 3) Where the program anticipates or needs to go over the next five years (up to 2018-19).</p>
<p><b>Part 16 - DIVISIONAL PERSPECTIVE</b></p>		
<p><b>16a)</b> Name of the Division and the names of the programs.</p>	<p>Admissions, Assessment, Evaluations, FERPA compliance, Graduation/Transfer, Prereq Review/Clearance, Registration, Records, Veterans' Services, Student Technology Implementation and Security</p>	<p><b>Applicable to Divisions that have multiple programs that are writing CPRs</b> Write the name of the division and the names of the programs that are submitting CPRs</p>
<p><b>16b)</b> Who wrote the Divisional Perspective?</p>	<p>Kathleen Moberg, Dean Admissions and Records</p>	<p>Enter the name or names of those who authored this Divisional Perspective.</p>
<p><b>16c)</b> Summarize the CPRs written by the programs of the Division.</p>	<p>The Admissions and Records department in the Admissions division is the most diverse in terms of tasks and regulatory compliance. It oversees the confidential records for all students; admissions; registration; residency; transcript delivery; interface with faculty on Census/320 compliance and Banner technical applications; MIS reporting; concurrent enrollment; interface with schedule/catalog staff; 320 reporting and audit compliance, etc. It has contact with almost every other department on campus in some way – cashiering, Student Activities, Instructional divisions, DSPS, EOPS, etc. That being said, it also took the biggest hit in staff reductions in a time where there was overwhelming change – Banner conversion; major regulatory changes that impacted registration and records; changes in residency, etc. It is a</p>	<p>Please summarize all the CPRs to be submitted in the Division. Provide a Division wide perspective on the CPRs explaining how they all fit or work together into a cohesive division plan.</p>

De Anza College

Student Services Planning and Budgeting Team (SSPBT)

2013-14 Comprehensive Program Review

	<p>testament to the dedicated staff that despite this loss, they created new ways of providing services such as online help tools, outsourcing transcript delivery, working with ETS to create more efficient Portal tools, etc and did so while maintaining a team- and student-centered attitude.</p> <p>The Admissions Division oversees all facets of Admissions, Records, Transfer, Graduation, Veterans, Assessment, 320 and other regulatory compliance, and faculty support in the area of rosters, etc. The division underwent a 30% decrease in the last five years, during Banner implementation, and enormous regulatory and process changes from the state (repetition, repeatability, SSSP, ADTs,). As De Anza moves to meet these challenges, evaluation of Student Services and staffing is critical to determine rebuilding both to meet mandates and to ensure access, equity, and success are uniformly addressed and supported. Additional changes at the state level, including Common Assessment, will require division staff to participate in professional development, communicate change to the campus community, and participate in state-wide pilots. Insufficient staff will limit De Anza's ability to be on the cutting edge of change as well as be a voice to bring innovation and concerns to the broader system and community.</p>	
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