2019-2020
Annual Department Review

Admissions and Records and Information Center

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Section 1: Department Planning

Internal Analysis

The department performs at a high level, meeting deadlines and producing work in a timely manner. Each department in the office works together to as a cohesive team to ensure that all work is completed on time, provide high level customer service, work with management to solve problems and improve processes in the office.

Survey Results

Student

Application and Registration Process
Table 1 below shows the percentage of student respondents who agree or disagree with the set of statements regarding the application and registration process at Coastline.

Table 1. *Application and Registration Process*

Answer Options	Agree	Disagree	Respondents
It was easy to apply for admission to Coastline.	97.2%	2.8%	1,235
It was easy to use the online searchable schedule to find classes at Coastline.	92.3%	7.7%	1,226
It was easy to register at Coastline.	95.4%	4.6%	1,227

The majority of respondents agree that it was easy to apply for admission to Coastline (97.2%), that it was easy to use the online searchable schedule to find classes at Coastline (92.3%), and that it was easy to register at Coastline (95.4%).

Qualitative Feedback
Overall, qualitative feedback was varied. Some respondents indicated that the registration process was quick and easy, especially compared to other colleges they've attended, while other respondents expressed difficulty navigating through the registration process, noting that the website, menus, and class schedule are not user friendly.

Why Coastline
When respondents were asked why they chose to apply at Coastline, the most common response was related to course modality. Specifically, the students indicated that they wanted to enroll in one or more online classes. In addition, respondents also indicated that they applied at Coastline because of course availability.

Satisfaction with Services
The majority of respondents (96.6%) are satisfied or very satisfied with the services they received from Admissions and Records.

Enrolling in At-Capacity Courses

Respondents were asked to select all of the ways that one would enroll in a course that has met its capacity before the term begins. Of all responses, 86.3% included getting on the **wait list**, 33.5%% included getting an **add code** from the instructor, 8.3% included calling Admissions and Records for a **petition form**, and 2.5% indicated that students **cannot enroll** in at-capacity courses. Of 480 total respondents, 5.6% indicated that they **do not know** how to enroll in a course that is at-capacity.

Table 2. *Enrolling in At-Capacity Courses*

Answer Options	Response Percent	Response Count
Get on the wait list	86.3%	414
Get an add code from the instructor	33.5%	161
Call Admissions and Records for a petition form	8.3%	40
Students can't enroll in closed distance education courses	2.5%	12

Enrolling in Courses after the Term Begins

Respondents were asked to select all of the ways that one would enroll in a course after the term begins. Of 474 total responses, 80.6%% included **e-mailing the instructor** for an add code and registering through MyCCC, 30.0% getting on the **wait list**, and 16.7% included **petitioning Admissions and Records**.

Table 3. *Enrolling in At-Capacity Courses*

Answer Options	Response Percent	Response Count
E-mail the instructor for an add code and register through MyCCC	80.6%	382
Get on the wait list	30.0%	142
Petition Admissions and Records	16.7%	79

Dropping Courses

Survey respondents were told the following statement: "If you stop attending any courses in which you are enrolled, including distance learning courses, you risk receiving an 'F' or 'NP' for those courses." They were then asked to indicate how they would **drop a course**, selecting all answers that they think are correct. Table 4 shows the percentage of responses for how the respondent would drop a course. Of 477 total respondents, the majority (83.4%) indicated using the student's **MyCCC account** to drop a class. Only 7.3% respondents indicated that they **do not know** how to drop a course.

Table 4. *Dropping Courses*

Answer Options	Response Percent	Response Count
Use your MyCCC account to drop a class.	83.4%	398
Send an email to your instructor asking him/her to drop you from the class.	18.5%	88
Send an electronic drop request form to the Admissions and Registration department.	24.3%	116
File a paper drop request form at a Learning Center or the Admissions and Registration department.	20.6%	98

College Policies and Procedures

Respondents were asked to indicate their degree of familiarity with the college policies and procedures shown in the table below. Of all respondents, 95.6% are at least somewhat **familiar** with the fact that there are important drop deadline dates that can be seen in the student MyCCC account. Secondly, 97.9% of all respondents indicated that they are at least somewhat **familia**r with the statement that students may be dropped from courses if registration fees are not paid in a timely manner. The specific percentages of respondents' degree of familiarity with these policies and procedures are shown in Table 5.

Table 5. *CCC Policies and Procedures*

Answer Options	Familiar	Somewhat familiar	Not at all familiar	Response Count
There are important drop deadline dates that can be seen in the student MyCCC account.	71.6%	24.0%	4.4%	476
If registration fees are not paid in a timely manner, students may be dropped from courses.	85.9%	12.0%	2.1%	476

Admissions Staff

Respondents were asked to indicate the degree to which they agree or disagree with the **helpfulness** of admissions staff in the application and registration process. Results are shown in Table 6. Of the 1,047 respondents, 95.6% **agree** that admissions staff is helpful.

Table 6. *Staff Helpfulness*

Answer Options	Agree	Disagree	Respondents
Admissions staff were helpful in the application and registration process.	95.6%	4.4%	1,047

Service Options

Respondents were asked to indicate which Coastline campus(es) should provide enrollment services.

Table 7. *Enrollment Services Desired at each Coastline Campus*

Answer Options	Fountain Valley	Garden Grove	Newport Beach	Le-Jao/ Westminster	Response Count
Enrollment services	69.0%	34.0%	37.7%	29.2%	438

As shown in Table 7, the majority of respondents (69.0%) would like enrollment services at the **Fountain Valley Campus**, 34.0% would like enrollment services at the **Garden Grove Campus**, 37.7% would like enrollment services at the **Newport Beach Campus**, and 29.2% would like enrollment services at the **Westminster/Le-Jao Campus**.

Information Center

Out of 1,053 respondents, about one-third (32.5%) have called the Coastline Information Center. These respondents were asked rate their levels of satisfaction with the services they received at the Information Center. The results are shown in Table 8.

Table 8. *Satisfaction with Information Center Services*

Answer Options	Agree	Disagree	Response Count
Information Center staff were professional.	96.4%	3.6%	334
Information Center staff provided exceptional customer support and service.	93.7%	6.3%	334
I was satisfied with the information provided.	94.6%	5.4%	331
My phone call(s) were answered in a timely manner.	89.5%	10.5%	334

The majority of respondents agree that the Information Center staff were **professional** (96.4%), the staff provided **exceptional customer support** and service (93.7%), they are **satisfied** with the information provided (94.6%), and their phone calls were answered in a **timely** manner (89.5%). Overall, 94.3% of respondents are **satisfied** with the services they received from the Coastline Information Center.

Service Area Outcome(s)

Table 9 Service Area Outcomes (SAOs)

SAOs	ASSESSMENT MEASURE /TARGET
Enable all students to have easy access to MyCCC through online instructions and assistance by phone, online or in-person.	**Measure:** Survey on student access **Target:** 80% will indicate having easy access to obtain information
Ensure superior customer service from support services staff to our students.	**Measure:** Satisfaction survey focused on service provided **Target:** 80% satisfaction
Maintain accurate student data for MIS files	**Measure:** Data accuracy assessment/correction **Target:** 100% of student errors are resolved for MIS reporting
Provide timely reporting of graduation numbers in the database system	**Measure:** Data reporting **Target:** 100% of student graduation records will be reported on-time in the Banner system
Students will be satisfied with the information provided.	**Measure:** Satisfaction survey focused on service provided **Target:** 80% satisfaction
Students' phone calls were answered in a timely manner.	**Measure:** Satisfaction survey focused on service provided **Target:** 80% satisfaction

SAO 1: In 2018-19 95.4% of students indicated that it was easy to access to MyCCC. Based on the findings the service areas outcome was met. It is recommended that the department Streamline the process and provide a more user-friendly layout.

SAO 2: In 2018-19 95.6% of students indicated that Admissions and Records staff were helpful in the admissions and registration process. It was indicated that Coastline campuses should provide more enrollment services and options.

SAO 3: In 2018-19 100% of student errors were resolved for MIS reporting.

SAO 4: In 2018-19 100% of student graduation records were reported on-time in the Banner system.

SAO 5: In 2018-19 94.6% of Students were satisfied with the information provided.

SAO 6: In 2018-19 89.5% of Students' phone calls were answered in a timely manner.

Progress on Initiative(s)

Table 10 Progress on Forward Strategy Initiatives

Initiative(s)	Status	Progress Status Description	Outcome(s)
Strengthen customer service, efficiency and support for incarcerated students: Provide additional support to admissions and residence services	In-Progress	The support staff for the incarcerated program strives to provide the best service. They face challenges as we go through changes with hiring and retaining hourly support staff for the area. Despite the challenges the staff has performed at a high level.	
Transition to Banner 9: Provide technical support for staff and students in A&R supporting the Banner Transformation	In -Progress	This is a 3-phase project. The first two phases are complete. Phase three is in progress with an anticipated completion date of 6/30/2020.	The outcomes to date are the Coast District has moved to cloud based servers which provides for a more stable environment, that is able to handle larger system loads. Banner 9 is a web based system that uses Oracle pages for cleaner easier navigation.
Strengthen customer service, efficiency and support for incarcerated students: Provide technology for students to use MyCCC (Welcome Center)	Not Started	This initiative is dependent on the state prison system providing computer access to incarcerated students. At the last proctors conference, it was stated that the system is progressing toward a pilot program. No dates were provided.	The expected outcomes for this initiative would be enabling incarcerated students to apply and register online, take online classes and eliminate delays in grading work and processing grades etc.
Provide new software support for receptionist	In-Progress	Have implemented Ring Central phone system. District is looking	The implementation of Ring Central has given us access

		into Ring Central Contact Center software which is more robust than the basic phones.	to our work phones offsite, the ability to respond to staff and students in a timelier manner.
and call center management (phones, other communication modes) (Welcome Center)			
Implement Cranium Café (Welcome Center).	Not Started	We will be posting on the website that Cranium Café calls are available by appointment.	Improved customer service
Actively enroll Coastline College Promise students (Welcome Center)	In-Progress	Welcome Center staff assist promise student with registration as needed each semester. They are available to answer questions and assist as needed.	This service provides a hands-on model working with students which helps them engage with the college and feel part of the coastline family

Response to Program/Department Committee Recommendation(s)

Table 11 Progress on Recommendations

Recommendation(s)	Status	Response Summary
Seek opportunities to collaborate with other student support services as it related to Coastline Pathways implementation.	In-progress	A&R team members are participating in the design teams working collaboratively with other members to implement processes that help students easily navigate the admissions and registration processes
Continue to utilize service area outcome data to support planning.	In-progress	A&R continues to use SAO's for planning. We look for technology that can improve service and strive to produce accurate work.
Strengthen awareness about the waitlist process for students and employees.	In-progress	We continually review website information and student communications related to wait lists improve communications as we receive feedback from students and staff regarding the process, keeping in mind the system limitations to the process.

Department Planning and Communication Strategies

Meetings are held on a monthly basis and ad-hoc meetings on a weekly basis. The department review is disseminated to all Admissions and Records employees.

Discuss with staff and receive input from them to identify ways to use technology and other resources to improve staff efficiency. Determine which processes can be modified to eliminate or reduce manual processes. This will improve staff performance within the department

Coastline Pathways

Describe the department's involvement in Coastline Pathways over the past year.

Admissions and Records has participated in design team meetings over the past year. As the design teams continue to meet and recommendations come forth, we will look to implement the recommendations.

Implications of Change

State lawmakers continue to pass laws that promote positive change for students to help them to achieve their educational goals in a timely manner and for as little cost as possible to the students.

More electronic services are becoming available for use by community colleges. These include smart forms and documents. The College needs to adopt these services in order to better serve the student population that expects to see adoption of current and new technological services.) The California Community College Chancellors Office (CCCCO) provides and supports Technological advancement through the CCC Technology Center to support the student learning experience.

Section 2: Human Capital Planning

Staffing

Table 12 Staffing Plan

Year	Administrator /Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year	1			18	12
Current year	1			18	8
1 year	2			27	20
2 years	2			27	20
3 years	2			27	20

In order to efficiently provide a high level of service to students and maintain use of current and future technology, Admissions and Records will need additional positions that include a Manager, Enrollment Services, Technical Functional Analyst, A&R Tech II for residency support, and additional Hourly Support in both the incarcerated programs, Admissions/Residency, Transcripts and Verifications and to staff the Welcome Center. With the changes in the District hourly personal policies, having permanent part-time staff in place of some hourly positions is crucial in order to have consistent, superior service to students and staff. The areas with the greatest need for permanent part-time staff are in residency and the Welcome Center.

In order to effectively transition to Banner 9 and to reconfigure our Banner system setup, we need to hire a Technical Functional Analyst to ensure that issues are addressed in a timely manner. The analyst will also be needed to support Banner functionality after go live to facilitate resolving any technical issues that occur.

Due to the extended time requirements on the Director of Enrollment Services on special projects and the time requirements on the Banner transformation project, the office needs a Manager of Enrollment Services to be able to oversee the day to day operations of the Admissions and Records office. This is

important to be able give timely service to students, to be able to support the office staff and maintain office operation continuity.

There is a large volume of residency initial evaluations and requests for residency reclassifications. In 2017-18 there were over 16,000 initial evaluations, over 2700 students that submitted reclassification documents and 2187 students whose residency was reclassified. Having an additional full-time staff person (A&R Tech II) will help to provide timely responses to students requesting to have their residency status reviewed.

Professional Development

Provide a description and associated outcomes related to the department's staff professional development participation over the past year. Include evidence that supports department constituents participating in new opportunities to meet the professional development needs of the department.

Table 13 Professional Development

Name (Title)	Professional Development	Outcome
Flex Day	Various Staff Development Workshops – All staff	Improve overall staff service
Inclusiveness Training	Inclusiveness – All staff	Learning to be inclusive of all people regardless of differences
Verbal De-Escalation Training	Customer Service and Conflict Resolution – All staff	Staff learned how to react in confrontational situations
Safe Talk	Suicide Awareness – All staff	Becoming aware of suicidal signs and behavior
Guided Pathways Equity and Inclusion	Serving Disabled Students – All staff	Learning how to best serve the needs of disabled students

Section 3: Facilities Planning

Facility Assessment

Currently, the department operates on the first floor of the College Center Campus. In 2018-2019 no major changes occurred with the department facilities

Based on your forward strategy what facilities will you need?
A new building is being planned and should be completed in 2022. What is needed in the new building is an open concept design with a large lobby, kiosks for students to serve themselves, a one-stop concept so that students can easily take care of business without having to go to different floors. The main departments that should be on the same floor are Admissions and Records, Financial Aid and Counseling so that students can receive all needed services seamlessly.
Admissions and Records will need Offices/cubicles for up to 27 permanent staff and up to 16 hourly staff. The layout of the area for admissions and records needs to be laid out so that Managers/Team Leads can see and hear student activity at the counter. This allows knowledge of office operations and timely intervention if a student is upset and needs higher level assistance. As Cranium Café is implemented,

having a dedicated space to utilize this service that is enclosed and permits privacy when assisting students will provide the level of service and confidentiality that students expect.

Section 4: Technology Planning

Technology Assessment

Provide a description of the department's utilization of technology and specify any changes over the past year. Provide evidence of emerging needs for modifications or additions to the department technology. In addition, specify how the changes support your initiatives and align to the Technology Plan.

The new technology at this time is a web cam for the future implementation of Cranium Café, a video chat service to remotely provide customer service to students. Also, the Coast District has implemented a VoIP phone system. The Coast District is implementing Banner 9 which includes a modern interface with the self-service functions in Banner. This interface will provide students with a better online experience. Coastline College encourages the Coast District to implement this interface as soon as in reasonable.

In order to effectively operationalize and complete the forward strategies we will need to fully implement Cranium Café. We will need a dedicated computer and quality headset with microphone to utilize this technology. The new phone system requires new headsets for hands free conversations.
New computers are needed for all permanent (20) and hourly (10) work stations as the current computers are at end of life. New Kiosks will be needed for the new building to provide fast secure stations for students to take care of college business.

Section 5: New Initiatives

Initiative: Transition to Banner 9 including Banner 9 self-service and conversion of our student information system to a single term environment.

Describe how the initiative supports the college mission:
Provide an explanation of how the initiative supports the College mission. The initiative supports the college mission by steadfastly focusing on providing access and supporting student success and achievement. Banner 9 improves the student experience by providing a mobile friendly structure so students can utilize our registration system on any mobile device. Banner 9 allows for improved student communication through the improved Banner Communication module.

What college goal does the initiative support?   Select one
☐ Student Success, Completion, and Achievement
☐ Instructional and Programmatic Excellence
☐ Access and Student Support
☐ Student Retention and Persistence
X☐ Culture of Evidence, Planning, Innovation, and Change
☐ Partnerships and Community Engagement
☐ Fiscal Stewardship, Scalability, and Sustainability

What Educational Master Plan objective does the initiative support? Select all that apply
☐ Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.
X☐ Provide universal access to student service and support programs.
☐ Strengthen post-Coastline outcomes (e.g., transfer, job placement).
☐ Explore and enter new fields of study (e.g., new programs, bachelor's degrees).
☐ Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.
☐ Strengthen community engagement (e.g., student life, alumni relations, industry and academic alliances).
☐ Maintain the College's Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

How does this initiative play a part in Coastline Pathways?
This initiative supports pathways by helping students to navigate our registration and records in a way that will provide any easier path for students to achieve their educational goals. This initiative leads to a more student friendly portal that supports student success by having tools that help them enroll in classes, view and order records and apply for graduation.

What evidence supports this initiative? Select all that apply
X☐ Service Area Outcome (SAO) assessment
☐ Internal Research (Student achievement, department performance)
☐ External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.
SAO's all focus on improved services to students. The initiatives end result will be a vehicle to improve our service to students.

Recommended resource(s) needed for initiative achievement:
Specify what resource(s) are needed to support the completion of the initiative. Time for Coastline staff in various offices to have time to test the Banner 9 instance during the transformation process. Provide IT technical support and training to help staff transition to the new platform and resolve any technical issues to may surface prior to and during implementation.

What is the anticipated outcome of completing the initiative?
Specify the anticipated result(s) of completing the initiative. A more student friendly portal that supports student success by having tools that help them enroll in classes, view and order records and apply for graduation.

Provide a timeline and timeframe from initiative inception to completion.
Create a timeline and provide a timeframe that can be used to complete the initiative. The updated time frame for this project is September 7, 2018 through June 30, 2020.

Section 6: Prioritization

List and prioritize resource requests based on the requests from the initiatives

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Provide additional managerial support to A&R in the Directors absence	Manager Enrollment Services	TBD	Ongoing	No	Internal research	Access and Student Support	2020-21	2
Provide additional support to admissions and residence services	A&R Tech II, Permanent part-time staff	TBD	Ongoing	No	Internal research	Student Success, Completion, and Achievement	2020-21	1
Provide technical support for staff and students in A&R supporting the Banner Transformation	Technical Analyst	TBD	Ongoing	No	Internal Research	Student Success, Completion, and Achievement	2020-21	3
Provide technology for students to use MyCCC	Kiosk Computers	TBD	One-Time	No	Internal Research	Access and Student Support	2020-21	4
Provide technology for staff to use support software	New Desktop Computers	TBD	One-Time	No	Internal Research	Access and Student Support	2020-21	5

Prioritization Glossary

Initiative:	Provide a short description of the plan
Resource(s):	Describe the resource(s) needed to support the completion of the initiative
Est. Cost:	Estimated financial cost of the resource(s)
Funding Type:	Specify if the resource request is one-time or ongoing
Health, Safety Compliance:	Specify if the request relates to health or safety compliance issue(s)
Evidence:	Specify what data type(s) supported the initiative (Internal research, external research, or service outcomes)
College Goal:	Specify what College goal the initiative aligns with
To be completed by:	Specify year of anticipated completion
Priority:	Specify a numerical rank to the initiative