



2015

Annual Department Review

Admissions and Records

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# Section 1: Department Planning:

## Internal Analysis

Admissions and Records is responsible for the following services: student application process, registration, processing of student fees/manual refunds/third party billing, evaluations, transcripts, SSSP, attendance, census, grade, and positive attendance roster collection and reporting, resolution of faculty and student issues regarding education records. Admissions and Records must be in compliance with Title 5 of the California Education Code, state and federal regulations and local college and district policies.

## Application Breakdown

Application Breakdown	2012-13 Summer	Fall	Spring	2013-14 Summer	Fall	Spring	2014-15 Summer	Fall	Spring
CCC Apply Application	7,601	12,655	6,549	6,561	11,402	6,566	6,829	11,537	5,698
Express Applications	2,485	2,773	3,045	2,398	2,844	2,760	2,350	2,338	2,100
Incarcerated Applications	0	3	34	1,358	2,556	3,020	2,151	3,099	3,279
Manual Applications	0	4,602	2,204	47	3,188	163	3	3,855	209
<b>Total</b>	<b>10,086</b>	<b>20,033</b>	<b>11,832</b>	<b>10,364</b>	<b>19,990</b>	<b>12,509</b>	<b>11,333</b>	<b>20,829</b>	<b>11,286</b>

## Degrees Conferred

Degrees Awarded	2012-2013	2013-2014	2014-2015
Coastline College	496	582	722
Associate in Arts	400	435	544
Associate in Arts for Transfer	10	17	14
Associate in Science	86	127	141
Associate in Science for Transfer	0	3	23
Contract Education	933	916	1147
Associate in Arts	726	668	800
Associate in Arts for Transfer	0	0	0
Associate in Science	207	248	347
Associate in Science for Transfer	0	0	0
<b>Total</b>	<b>1429</b>	<b>1501</b>	<b>1870</b>

## Certificates Conferred

Certificates Awarded	2012-2013	2013-2014	2014-2015
Coastline College	270	340	463
Certificates that require less than 6 Units	0	3	2
Certificates that require 6-18 Units	0	17	45
Certificates that require 18-30 Units	262	293	350
Certificates that require 30-60 Units	8	27	66
Contract Education	161	234	282
Certificates that require 6-18 Units	0	19	20
Certificates that require 18-30 Units	161	215	262
<b>Total</b>	<b>431</b>	<b>574</b>	<b>745</b>

## SAO Student Services Survey

### *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 1.1 Application and Registration Process

Answer Options	Agree	Disagree	Respondents
It was easy to apply for admission to CCC.	94.4%	5.6%	820
It was easy to register at CCC.	92.5%	7.5%	824
It was easy to use the online searchable schedule to find classes at CCC.	91.1%	8.9%	818

The vast majority of respondents agree that it was **easy** to apply for admission to CCC, that it was easy to register at CCC, and that it was easy to use the online searchable schedule to find classes at CCC—94.4%, 92.5%, and 91.1%, respectively. Between 0.6% and 1.2% of respondents **didn't know** about the ease of the application and registration process at CCC or the statement was not applicable to them.

### *Qualitative Feedback*

Overall, respondents expressed **dissatisfaction** with CCC's website and various **portals** such as SunGard, stating that they aren't user friendly or intuitive. Additionally, while many respondents indicated that the online searchable schedule was easy to use, numerous respondents who provided qualitative feedback feel that the online searchable schedule is **frustrating** because it **resets** the user's choices when they perform an advanced search.

### *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." Respondents were then asked to indicate how they would **drop a course**, selecting all answers that they think are correct. Table 2 shows the percentage of responses for how the respondent would drop a course. Of 192 total responses, about two-thirds (66.7%) include using the student's **MyCCC account** to drop a class. Of 158 total respondents, 9.5% indicated that they **do not know** how to drop a course.

Table 1.2 Dropping Courses

Answer Options	Response Percent	Response Count
Send an email to your instructor asking him/her to drop you from the class.	14.1%	27
Use your MyCCC account to drop a class.	66.7%	128
Send an electronic drop request form to the Admissions and Registration department.	9.9%	19
File a paper drop request form at a Learning Center or the Admissions and Registration department.	9.4%	18

### ***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 below in Table 3. Of those who responded, 79.4% **agree** that admissions staff is helpful, while 5.2% disagree, and 15.3% responded that they **did not know** or that the statement was not applicable to them.

Table 1.3 Staff Helpfulness

Answer Options	Agree	Disagree	Don't Know/Not Applicable	Response Count
Admissions staff were helpful in the application and registration process.	79.4%	5.2%	15.3%	287

### ***College Policies and Procedures***

Respondents were asked to indicate their degree of familiarity with the college policies and procedures shown in Table 4. 92.2% of all respondents are at least slightly **familiar** with the fact that there are important drop deadline dates that can be seen in the student MyCCC account, while 7.8% of respondents are **not familiar** the availability of such dates. Secondly, 95.2% of all respondents indicated that they are at least slightly **familiar** with the statement that students may be dropped from courses if registration fees are not paid in a timely manner, and 4.8% said they are **not familiar** with this policy. The specific percentages of respondents' degree of familiarity with these policies and procedures are shown in Table 4 (below).

Table 1.4 CCC Policies and Procedures

Answer Options	Moderately familiar	Somewhat familiar	Not at all familiar	Response Count
There are important drop deadline dates that can be seen in the student MyCCC account.	73.8%	18.4%	7.8%	614
If registration fees are not paid in a timely manner, students may be dropped from courses.	84.1%	11.1%	4.8%	604

## Service Area Outcome(s)

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

The findings from the survey found that of the students that used the services 94% felt the application and admission processes is easy. In additional review the ease of use found that students strong agreed with all aspects of the admissions process. In the 2014-2015 year there was not a specific survey question regarding overall satisfaction. That information will be collected 2015-2016.

The office works on a continuous basis to review and update information. The data is then reviewed by the district and submitted to the statewide MIS system. In 2014-2015 the district began doing a second submission of grade data to the state to ensure more grades were captured in the overall college success rates.

In 2014-2015 the graduation numbers we reported on a very timely basis. This information was then distributed through the college via Institutional Research

## Progress on Forward Strategy Initiative(s)

Table 1.5 *Progress on Forward Strategies*

Initiative(s)	Status	Progress Status Description	Outcome(s)
Reinstate VP of Student Services position	Completed	VP position was filled in 2014-2015	Operational efficiency increased
Recruit Additional Support Staff to: Increase efficiency in processing incarcerated student applications	Completed	4 (19.5) hour positions were hired in 2012-2013; 2 f/t temporary in 2014-2015	Supported the incarcerated students through SSSP and increased customer service and efficiency. The other position helped increase transcript evaluations.
Convert lobby into interactive kiosk	Terminated	Replaced with and information, call and student computer center	Improve student access to information and to provide student services
Website enhancement	Completed/ Ongoing	The website has been updated consumer reports	Increased access to information
Attend customer service training seminar/conference	Completed/ Ongoing	In 2014-2015 staff participated in Title IX training	Increased awareness of regulations.
Provide adequate publications to area sites	Completed	A&R flyer was created and distributed in 2013-2014	Increased use of web services.

## Section 2: Human Capital Planning

### Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	Adjunct	Classified	Hourly
Previous year 2014-15	1 - VP of Student Services	None	None	None	1 – A&R Tech II 4- Office Assistant 1	None
Current year 2015-16	None	1- Registration Supervisor	None	None	4- A&R Tech III	None
1 year	None	1- Registration Supervisor	None	None	4- A&R Tech III	None

In 2014-2015 there was an emergency hire for admissions staff members to help with the process of application of the increased incarcerated population. This was funded through SSSP and will be sought to continue funding for the additional years. In addition, there is an apparent need for a registration supervisor to help with the operations as there has been a large influx of applications and processing to ensure students are effectively matriculated.

## Professional Development

In 2014-2015 there was limited external staff development outside of Title IX training. However, there is an apparent need for training and building new skills and it would be imperative that the staff explore, identify and attend conferences related admissions, records, and Banner.

Table 2.2 Professional Development

Name	Professional Development
Maria Mai, Sergio Borja, Vu Nguyen, Michelle Wang, Khoi Tran, Kelly O'Steen, Rachel Cervantes, Anita Russell, Karen Fernandez, Nancy Barry, Manny Cuevas,	Keenan Safe College Online Training – Campus Sexual Violence: SaVE Act Overview
Maria Mai, Sergio Borja, Vu Nguyen, Michelle Wang, Khoi Tran, Kelly O'Steen, Rachel Cervantes, Anita Russell, Karen Fernandez, Nancy Barry, Manny Cuevas,	Keenan Safe College Online Training – Mandated Reporter: Child Abuse and Neglect
Maria Mai, Sergio Borja, Vu Nguyen, Michelle Wang, Khoi Tran, Kelly O'Steen, Rachel Cervantes, Anita Russell, Karen Fernandez, Nancy Barry, Manny Cuevas,	Keenan Safe College Online Training – Drug Free Workplace
Maria Mai, Sergio Borja, Vu Nguyen, Michelle Wang, Khoi Tran, Kelly O'Steen, Rachel Cervantes, Anita Russell, Karen Fernandez, Nancy Barry, Manny Cuevas,	Keenan Safe College Online Training: Discrimination: Avoiding Discriminatory Practices
Maria Mai, Sergio Borja, Vu Nguyen, Michelle Wang, Khoi Tran, Kelly O'Steen, Rachel Cervantes, Anita Russell, Karen Fernandez, Nancy Barry, Manny Cuevas,	Keenan Safe College Online Training – Sexual Harassment: Staff to Staff
Maria Mai, Sergio Borja, Vu Nguyen, Michelle Wang, Khoi Tran, Kelly O'Steen, Rachel Cervantes, Anita Russell, Karen Fernandez, Nancy Barry, Manny Cuevas,	Keenan Safe College Online Training: Injury and Illness Prevention Plan (IIPP) (Employee)
Maria Mai, Sergio Borja, Vu Nguyen, Michelle Wang, Khoi Tran, Kelly O'Steen, Rachel Cervantes, Anita Russell, Karen Fernandez, Nancy Barry, Manny Cuevas,	Keenan Safe College Online Training: Bloodborn Pathogen Exposure Prevention
Maria Mai, Sergio Borja, Vu Nguyen, Michelle Wang, Khoi Tran, Kelly O'Steen, Rachel Cervantes, Anita Russell, Karen Fernandez, Nancy Barry, Manny Cuevas,	Keenan Safe College Online Training: Sexual Harassment: Policy and Prevention (California AB1825 Full)
Michelle Wang	Leadership Pipeline 2015-16
Maria Mai	LEAP/LDHE Leadership Conference Leadership Education for Asian Pacifics Leadership Development in Higher Education
Maria Mai	AAWCC Conference Association of American Women in Community College
Sergio Borja	Title IX Training

## Section 3: Facilities Planning

### Facility Assessment

Currently, the department operates on the first floor of the College Center Campus. In 2014-2015 no major changes occurred with the department facilities. However, in 2015-2016 the department will seek to reconfigure the working area to accommodate four more work stations.

## Section 4: Technology Planning

### Technology Assessment

In 2014-2015 there was limited external staff development outside of Title IX training. However, there is an apparent need for training and building new skills and it would be imperative that the staff explore, identify and attend conferences related admissions, records, and Banner.



# New Initiatives

**Initiative:** Effectively meet student demand by providing an adequate level of student support services throughout the admissions and onboarding process.

**Describe how the initiative supports the college mission:**

This support the focus on providing accessible and flexible student support to meet student demand.

**What college goal does the initiative align with?**

- |  |  |
|--|--|
| <input type="checkbox"/> Student Success | <input type="checkbox"/> Partnerships                              |
| X Access, Persistence and Retention      | <input type="checkbox"/> Culture of Planning, Evidence and Inquiry |
| <input type="checkbox"/> Innovation      | X Growth and Efficiency  |

**What College planning document(s) does the initiative align with?**

- |                           |                                     |
|---------------------------|-------------------------------------|
| X Educational Master Plan | X Facilities                        |
| X Staffing                | <input type="checkbox"/> Technology |

**What evidence supports this initiative?**

- X Service Outcome (SAO) assessment
- X Internal Research (Operational assessment)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

**Describe how the evidence supports this initiative.**

The survey indicated a high level of satisfaction with the admissions process after hiring the temporary staff (SAO 1) and the reporting of graduation information carried a fast turnaround (SAO 3). Additional, data found that there has been an increase to 43,000 applications completed in 2014-2015.

**Recommended resource(s) needed for initiative achievement:**

Four Admissions & Records Tech III, Registration Supervisor and Student Evaluations Coordinator

**What is the anticipated outcome of completing the initiative?**

Continue to meet student and college operational demand of processing applications, maintaining a fast turnaround on graduation data and supporting the overall admissions processes.

**Provide a timeline and timeframe from initiative inception to completion.**

On approval of PIEAC, Budget Committee and College Council, the position will be advertised in June and hired in July and trained in August in preparation for 2015-2016.

# Prioritization

## Staff

	Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goals	To be Completed by	Priority
Admissions and Records	Effectively meet student demand by providing an adequate level of student support services throughout the admissions and onboarding process.	Registration Supervisor		Ongoing	No	Internal Research, SAOs	Access, Persistence and Retention; Growth and Efficiency	Summer 2015- 2016	1
Admissions and Records	Effectively meet student demand by providing an adequate level of student support services throughout the admissions and onboarding process.	4 Admissions & Records Tech III		SSSP Ongoing	No	Internal Research, SAOs	Access, Persistence and Retention; Growth and Efficiency	Summer 2015- 2016	1
Admissions and Records	Effectively meet student demand by providing an adequate level of student support services throughout the admissions and onboarding process.	Student Evaluations Coordinator		SSSP Ongoing	No	Internal Research	Access, Persistence and Retention; Growth and Efficiency	Summer 2015- 2016	1