



2017-2018
Annual Department Review
Admissions and Records

Table of Contents

Section 1: Department Planning	2
Section 2: Human Capital Planning	6
Section 3: Facilities Planning	7
Section 4: Technology Planning	7
Section 5: New Initiatives	8
Section 6: Prioritization	9

Section 1: Department Planning:

Internal Analysis

The Admissions and Records Office provides comprehensive services to prospective and continuing students. These services include in person and online methods aimed at delivering streamlined assistance with applying for admission, registering for coursework, payment of fees, and applying for graduation. In addition to providing initial point of inquiry support, the Admissions and Records helps to support the College's overall enrollment management strategic plan. Through our partnerships with the Student Success Center, we assist students with the matriculation process to ensure that their first year experience provides the best opportunity for success.

The Incarcerated Student Services Program comprises 22.9% of CCC's students (yearly count). This population is supported manually with college applications, registration, drops/withdrawals, grades, and other administrative services all which are paper-based each term.

Table 1.1. *Number of applications*

Apps	2014-15	2015-16	2016-17
Number of Application	33,515	29,593	30,694

Table 1.2. *Number of enrollments*

Enrollment	2014-15	2015-16	2016-17
Coastline State Funded Enrollment	60,910	63,500	60,199

Enrollments in 2016-17 showed a 7.4% decline overall with a 5.2% drop in state-funded students and a 16.5% drop in Military/Corporate Contract Education enrollment. This primarily had to do with the transition to CANVAS and courses being cancelled.

Table 1.3. *Number of state-funded degrees and certificates*

Awards	2014-15	2015-16	2016-17
Degrees	737	851	986
Certs	457	415	376

Survey Assessment

Application and Registration Process

Table 1.4 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 1.4. *Application and Registration Process*

Answer Options	Agree	Disagree	Respondents
It was easy to apply for admission to CCC.	95.6%	4.4%	1,641
It was easy to register at CCC.	93.7%	6.3%	1,638
It was easy to use the online searchable schedule to find classes at CCC.	90.0%	10.0%	1,630

The majority of respondents agree that it was **easy** to apply for admission to CCC (95.6%), that it was easy to register at CCC (93.7%), and that it was easy to use the online searchable schedule to find classes at CCC (90.0%).

Qualitative Feedback

Overall, respondents expressed satisfaction with the College’s application and registration process; however, respondents indicated that the application process is more straightforward than the registration process, stating that the class registration system returns the user to the home page from within a search when simply clicking “back.” Also, students indicated that they would like to be able to search all courses for Coast Colleges simultaneously. A number of students gave feedback that the class registration system should be set up to allow for registration from within the results of an online class search.

Satisfaction with Services

The majority of respondents (95.2%) 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, 61.9% include getting on the **wait list**, 27.9% include getting an **add code** from the instructor, 7.9% include calling Admissions for a **petition form**, and 2.3% indicate that students **cannot enroll** in at-capacity courses. Of 497 total respondents, 5.8% indicated that they **do not know** how to enroll in a course that is at-capacity.

Table 1.5. *Enrolling in At-Capacity Courses*

Answer Options	Response Percent	Response Count
Get on the wait list.	61.9%	432
Get an add code from the instructor.	27.9%	195
Call Admissions for a petition form.	7.9%	55
Students can’t enroll in closed distance education courses.	2.3%	16

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 488 total responses, 81.1% include **e-mailing the instructor** for an add code and registering through MyCCC, 29.5% getting on the **wait list**, and 19.5% include **petitioning Admissions and Records**.

Table 1.6. *Enrolling in At-Capacity Courses*

Answer Options	Response Percent	Response Count
E-mail the instructor for an add code and register through MyCCC	81.1%	396
Get on the wait list	29.5%	144
Petition Admissions and Records	19.5%	95

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

1.7 shows the percentage of responses for how the respondent would drop a course. Of 744 total responses, the majority (51.9%) include using the student’s **MyCCC account** to drop a class. Of 494 total respondents, 10.9% indicated that they **do not know** how to drop a course.

Table 1.7. *Dropping Courses*

Answer Options	Response Percent	Response Count
Send an email to your instructor asking him/her to drop you from the class.	15.5%	115
Use your MyCCC account to drop a class.	51.9%	386
Send an electronic drop request form to the Admissions and Registration department.	17.1%	127
File a paper drop request form at a Learning Center or the Admissions and Registration department.	15.6%	116

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, 94.7% are at least somewhat **familiar** with the fact that there are important drop deadline dates that can be seen in the student MyCCC account, while 5.3% of respondents are **not familiar** the availability of such dates. Secondly, 95.0% of all respondents indicated that they are at least somewhat **familiar** with the statement that students may be dropped from courses if registration fees are not paid in a timely manner, and 5.0% 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 1.8 (below).

Table 1.8. *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.	71.7%	23.0%	5.3%	491
If registration fees are not paid in a timely manner, students may be dropped from courses.	81.2%	13.8%	5.0%	484

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 1.9. Of those who responded, 95.0% **agree** that admissions staff is helpful, while 5.0% disagree.

Table 1.9. *Staff Helpfulness*

Answer Options	Agree	Disagree	Response Count
Admissions staff were helpful in the application and registration process.	95.0%	5.0%	1,005

Service Area Outcome(s)

Table 1.10 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

SAO 1: 95.6% of students agreed it was easy to apply for admission to CCC; 93.7% of students agreed that it was easy to register at CCC; and 90.0% of students agreed that it was easy to use the online searchable schedule to find classes at CCC.

SAO 2: 95.4% of students are satisfied with the services provided.

SAO 3: 95% of students errors are now resolved for MIS reporting

SAO 4: 100%, all student graduation data is recorded on-time directly into the Banner system.

Progress on Initiative(s)

Table 1.11 Progress on Forward Strategy initiatives

Initiative(s)	Status	Progress Status Description	Outcome(s)
Reinstate VP of Student Services position	Completed	VP position was filled in 2014-2015	Operational efficiency has increased and there are more planning meetings and support for change.
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 2 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 and has resulted in high student satisfaction rates
Provide adequate publications to area sites	Completed	A&R flyer was created and distributed in 2013-2014	There has been an increase of web service utilization.
Effectively meet student demand by providing an adequate level of student support services throughout the admissions and onboarding process.	In-progress	In 2015-2016 Coastline funded 3 of the 4 Admissions & Records Tech III.	There is still a need for additional positions
Provide Scanners that are suitable for the needs of the A&R staff to scan all permanent records required by Title 5.	In-process	Director is working with VP to obtain the scanners	
To process incarcerated student admissions, registration, add/drop, address changes, and communications with the prisons and students.	Completed	The position was hired in 2016-17	Productivity has increased

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.

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year 2016-17	VPSS	Director			16 (F/T), 1 (19.5)	7 AND 3 FWS
Current year 2017-18	VPSS	Director			16(F/T), 1 (19.5)	5 AND 3 FWS
1 year 2018-19	VPSS	Director, Supervisor			16(F/T), 1 (19.5)	4 AND 3 FWS
2 years 2019-2020	VPSS	Director, Supervisor			16(F/T), 1 (19.5)	4 AND 3 FWS
3 years 2020-2021	VPSS	Director, Supervisor			16(F/T), 1 (19.5)	4 AND 3 FWS

In 2016-17, the department added A&R Tech II and converted two 19.5 hour employees to full-time. In order to meet the increasing demand, we need to continue to have four hourly and three student workers. Due to the operational workflow and need for coverage, it would be essential that the department have an Admissions Coordinator position.

Professional Development

Table 2.2 *Professional Development*

Name (Title)	Professional Development	Outcome
Maria Mai	CACCRAO; AAWCC Conference Assoc. of American Women in Community College;	Stronger empowerment in the workplace.
Maria Mai, Sergio Borja, Ismael Ramirez, Michelle Wang, Khoi Tran, Kelly O'Steen, Rachel Cervantes, Anita Russell, Karen Fernandez, Nancy Barry, Manny Cuevas, Eunice Castorena, Javier Alcala, Brenda Ponce, Hannah Tran, Leslie Mangrum	All College Workshops	Learned about pathways
Javier Alcala	NAFSA Conference(Regional and National)	Updates on federal compliance for International F1 students.
Rachel Cervantes	Western Assoc. of Veterans Education Specialists; National Assoc. of Veterans Program Administrators; Veterans Program Administrators of California; Veterans Summit/State Chancellors office	To be updated on Veterans Educational Benefits, policies and procedures.

In fall 2017, the employees will receive Cranium Café training and it will be strongly encouraged that the new full-time positions are cross-trained to help support each other.

Section 3: Facilities Planning

Facility Assessment

Currently, the department operates on the first floor of the College Center Campus. In 2016-2017 no major changes occurred with the department facilities. In 2015-2016 the department reconfigured the working area to accommodate four work stations.

In 2016-17, the department is going through the programming phase of the College Center remodel. The plan is to keep Admissions and Records on the first floor.

Section 4: Technology Planning

Technology Assessment

The director is working with the VPSS to purchase the desktop scanners. Additionally, in order to continue to operate effectively, the computers in the department are five years old and will need to be replaced soon.

Section 5: New Initiatives

Initiative: Provide additional support and oversight to the Admissions and Records Department

Describe how the initiative supports the college mission:

To strengthen student access to support programs

What college goal does the initiative support? Select all that apply

- Student Success, Completion, and Achievement
- Instructional and Programmatic Excellence
- Access and Student Support
- Student Retention and Persistence
- 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.
- 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).

What evidence supports this initiative? Select all that apply

- Service Outcome (SAO) assessment
- Internal Research (Student achievement, program performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

The number of applications is staying stagnant at 30,000, while the additional reporting and workload has increased. Also, there is not lead position available when the director is out.

Recommended resource(s) needed for initiative achievement:

Admissions and Records Coordinator

What is the anticipated outcome of completing the initiative?

Providing additional support and coverage for the office

Provide a timeline and timeframe from initiative inception to completion.

Present to PIEAC in spring 2018 and fund in summer 2018 and hire for fall 2018

Section 6: Prioritization

List and prioritize resource requests which emerge from initiatives

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Provide additional support and oversight to the Admissions and Records Department	AR Coordinator	80,000	Ongoing	No	Internal Research	Access and Student Support	2018-19	1

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