

# **Student Services Comprehensive Program Review**

**Admissions and Records**

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## General Information (Student Services Comprehensive Program Review)

# Standing Requirements

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## EXECUTIVE SUMMARY (BRIEF SUMMARY, COMMENDATIONS, CHALLENGES, AND RECOMMENDATIONS)

### Executive Summary:

Over the past six years the Admissions and Records (A&R) program substantially integrated and increased the use of technology to improve services, communication with students, and collaboration with other programs and departments. Early implementation of these tools established the foundation for a successful transition to offering and eventually scaling up remote services as a result of the pandemic.

### Commendations:

The A&R program has done an exceptional job over the past six years improving accessibility and services to students, alumni, and the campus community. In the period of this program review, the A&R program implemented the printing of transcripts offsite six days a week, sending and receiving electronic transcripts through E-Transcript California, and ordering diplomas online. The program successfully transitioned all forms online by utilizing Smartsheet and Formstack. In collaboration with TeCS, the A&R program worked to implement WingSpan modules for students to update their mailing address and other personal information, a module where students update their college major, and targeted communications to students through the implementation of Banner Communication Management (BCM). In collaboration with other student services departments, the A&R program supported the implementation of a chatbot, launched the college application landing portal (My Path), and developed an online registration process for College and Career Access Pathway (CCAP) program and Noncredit high school students. The services of the program have pivoted from one-stop to non-stop to meet the needs of our students 24-7 and 365 days per year. The hiring of two 49% evaluators improved our ability to offer external transcript evaluations, and begin building course articulations in Banner.

### Challenges:

The A&R program began evaluating external transcripts with the hiring of two 49% evaluators. Because of the considerable number of transcripts needing evaluation, startup time to build articulations of external college courses in Banner, and due to high turnover in the positions, transcript evaluations have taken up to six months to complete. The program requested additional full-time staffing to improve our timeliness of response to under 6 weeks. Moreover, the college is in the process of implementing credit for prior learning, a new service that will add additional duties to the transcript evaluators as they will need to process the assessments completed by students. Athletic eligibility has become more complex due to CCCAA legislation and needs to be realigned to ensure timely support of our student athletes. Additionally, as the CCAP program exploded in growth, the A&R program has dedicated additional resources to manually process and enroll this critical population of students.

Transitioning to remote services in Spring 2020 was a significant challenge experienced by the program. Only a handful of services were available online for students prior to Spring 2020. The program did not initially have the technology and equipment needed to transition to work remote. Further, staff needed training in the new processes that were being implemented and students needed guidance in the new reality of how our services were being delivered. Around the same time the pandemic began, there was a drastic increase in the number of fraudulent applications and enrollments at the college. For example, the number of applications received in fall 2020 soared to more than 30,000 applications compared to an annual average of 20,000 applications. However, in March 2021, controls were implemented to mitigate potential fraudulent students and phantom enrollments ahead of CCCCO guidance and recognition of this problem that impacted all CCCs. Finally, the A&R program had high staff turnover during the transition to remote services. The Registrar, A&R Specialist, two A&R Tech III's, and a 49% Evaluator were all hired and trained when employees worked remotely due to the Covid-19 pandemic.

Although increasing methods of communication to students such as BCM, the A&R Helpdesk, the chatbot, and the Citrus College mobile app have helped improve access to information for students, the various channels of communication make it difficult for staff to manage and provide excellent customer service. Receiving communication from students in four different channels creates inefficiencies as students often access multiple channels of communication regarding the same inquiry.

In terms of facilities, we recommend that the A&R counter be redesigned to afford our students a better and more personable experience. Currently, the counter does not provide students with space to present documents or place their laptops. The counter area also lacks the privacy and dignity students expect when sharing personally identifiable information, discussing private matters, or reviewing personal extenuating circumstances with staff at eye level. The front counter design exposes the back office where expensive equipment and sensitive information is stored. Improved security measures at the front counter are a priority for the program.

### Recommendations:

The A&R program is exploring tools to continually improve communication with students and thus provide better services for all of our students. Ideally, this new tool would integrate phone, email, help desk, chat, and social media under a single platform and allow staff the ability to see, track and account for all communications with students. A centralized ticketing system would improve responsiveness and accountability for the program. Zendesk is a promising lead for this potential improvement.

The office requested an additional full-time transcript evaluator to reduce the backlog of external transcript evaluations, assist with the processing of credit for prior learning, and provide greater assistance with athletic eligibility and special program needs. A vacant 49%

transcript evaluator position was upgraded to full-time status in fall 2021 and is in the process of being filled.

The department is exploring options to reconfigure the A&R counter space to improve the student experience and enhance area security.

### **PROGRAM MISSION/DESCRIPTION (MISSION STATEMENT)**

Program Mission and Relationship to The College Admissions and Records (A&R) program at Citrus College provides high quality customer service to prospective students, current student, faculty and alumni. Staff facilitates admissions, registration, access and maintenance of student records. The Admissions and Records program, in support of the college mission, provides quality support services that leads to successful program completion. Program Description: The Admissions and Records program is the primary admission and enrollment service provider for the college and the official custodian of student records. The program processes approximately 20,000 applications each year and facilitates the enrollment of approximately 20,000 students each year. The program collects, processes, and maintains student grades, certificates, and degrees. The staff evaluate residency re-determinations, process transcript requests, and enforces academic regulations such as course repetition, academic renewal, and enrollment priority. The program collaborates with several programs on campus to set registration dates, submit data for federal and state reporting, and submit the state apportionment report.

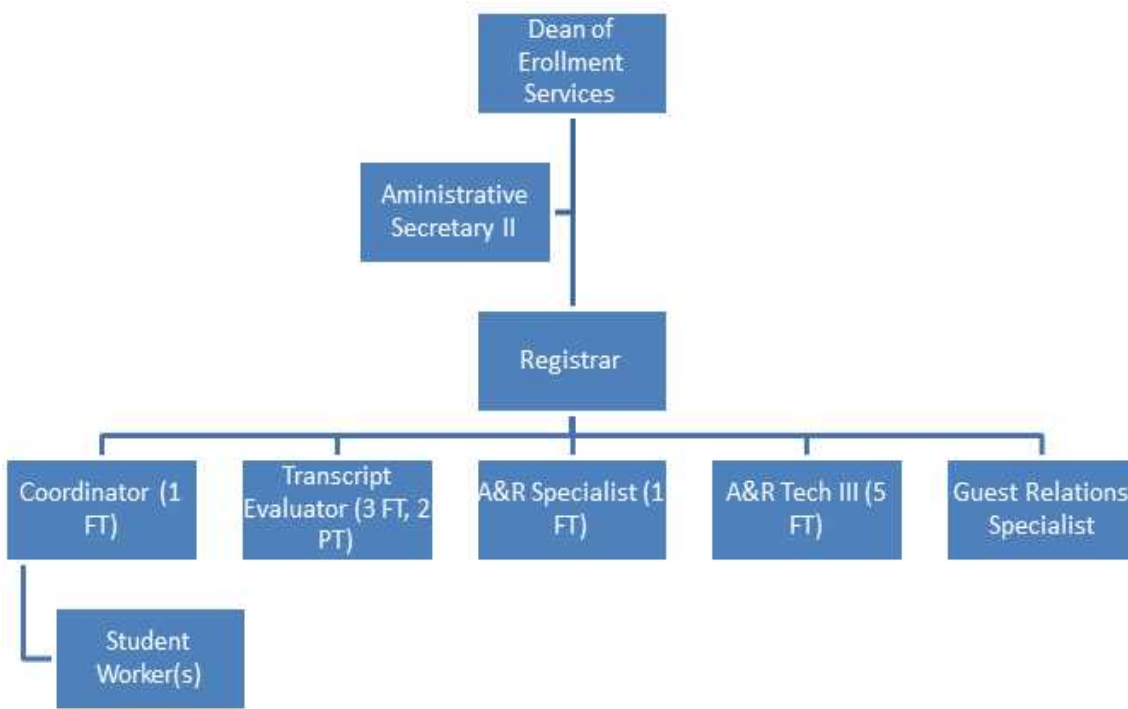
### **COMMITTEE MEMBERS (ALPHABETIZED BY LAST NAME, LEFT TO RIGHT, THREE COLUMNS)**

#### **Committee Members:**

- Cinthya Arrieta
- Adrian Covarrubias
- Jared Farrar
- Sheila Hatfield
- Arnold Hernandez
- Darleen Herrera
- Barry Kuan
- Deborah Leeper
- Sujae Lopez
- Julianne Miranda
- Jennifer Nerio
- Michelle Perez
- Jamie Richmond
- Sophia Rivera
- Gerald Sequeira

### **ORGANIZATION CHART**

#### **Organizations Chart:**



**STAFFING**

**Staffing:**

**Staff Preparation and Training:**

A&R program employees participate in various trainings on an ongoing basis. The statewide admission and records organization provides professional development and training at the state conference, regional workshops, and at evaluator conferences. Staff also participate in software training such as those offered by the Chancellor’s Office for CCCApply and those offered by private vendors for Smartsheet and Formstack. Employees also complete online training modules available through the Chancellor’s Office Vision Resource Center.

**KEY FUNCTIONS (USING BULLET FORMAT - POPULATE WITH TEXT FROM THE PREVIOUS PROGRAM REVIEW, EFMP OR ENTER NEW TEXT.)**

**Key Functions:**

- ◊ Academic renewal
- ◊ Admissions application
- ◊ Athletic eligibility
- ◊ Credit by exam
- ◊ Degree audit scribing
- ◊ Enrollment verification
- ◊ Evaluation of degrees, certificates, and certifications
- ◊ External transcript evaluation
- ◊ Instructor drops, reinstatements, census reports, and final grade processing
- ◊ Local, state and federal reporting

- ◊ Maintenance and access to student records
- ◊ Prerequisite clearance
- ◊ Registration services
- ◊ Residency reclassifications
- ◊ State CCSF-320 apportionment report
- ◊ Student petitions
- ◊ Transcript requests

**SERVICE DEMOGRAPHICS** (POPULATE WITH DEMOGRAPHIC DATA FROM INSTITUTIONAL RESEARCH AND PLANNING OR EFMP)

**Service Demographics:**

The A&R program serves all students enrolled at Citrus College. Data presented in this section was provided by the Office of Institutional Research. Enrollment declined 11.6% in 2020-2021 over the prior year due to the COVID-19 pandemic.

Demographic data: Ethnicity

Collegewide	Annual 2016-2017		Annual 2017-2018		Annual 2018-2019		Annual 2019-2020		Annual 2020-2021	
	n	%	n	%	n	%	n	%	n	%
<b>Total</b>	<b>20,176</b>	<b>100.0%</b>	<b>19,948</b>	<b>100.0%</b>	<b>19,765</b>	<b>100.0%</b>	<b>19,626</b>	<b>100.0%</b>	<b>17,342</b>	<b>100.0%</b>
African American	787	3.9%	766	3.8%	727	3.7%	681	3.5%	543	3.1%
American Indian	35	0.2%	32	0.2%	29	0.1%	49	0.3%	34	0.2%
Asian	2,416	12.0%	2,407	12.1%	2,416	12.2%	2,275	12.0%	1,956	11.3%
Hispanic	12,263	60.8%	12,320	61.8%	12,442	62.9%	12,315	62.8%	10,761	62.1%
Multi-Ethnicity	554	2.8%	561	2.8%	604	3.1%	567	2.9%	551	3.2%
Pacific Islander	25	0.1%	19	0.1%	30	0.2%	34	0.2%	36	0.2%
Unknown	760	3.8%	713	3.6%	599	3.0%	960	4.9%	731	4.2%



White	3,336	16.5%	3,130	15.7%	2,918	14.8%	2,745	14.0%	2,730	15.8%
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Demographic data: Gender

Collegewide	Annual 2016-2017		Annual 2017-2018		Annual 2018-2019		Annual 2019-2020		Annual 2020-2021	
	n	%	n	%	n	%	n	%	n	%
<b>Total</b>	<b>20,176</b>	<b>100.0%</b>	<b>19,948</b>	<b>100.0%</b>	<b>19,765</b>	<b>100.0%</b>	<b>19,626</b>	<b>100.0%</b>	<b>17,342</b>	<b>100.0%</b>
Female	10,426	51.7%	10,445	52.4%	10,468	53.0%	10,576	53.9%	9,884	57.0%
Male	9,084	45.0%	8,856	44.4%	8,799	44.5%	8,509	43.4%	7,195	41.5%
Non-binary	-	-	-	-	-	-	-	-	11	0.1%
Unknown	666	3.3%	647	3.2%	498	2.5%	541	2.8%	252	1.5%

Demographic data: Age Group

Collegewide	Annual 2016-2017		Annual 2017-2018		Annual 2018-2019		Annual 2019-2020		Annual 2020-2021	
	n	%	n	%	n	%	n	%	n	%
<b>Total</b>	<b>20,176</b>	<b>100.0%</b>	<b>19,948</b>	<b>100.0%</b>	<b>19,765</b>	<b>100.0%</b>	<b>19,626</b>	<b>100.0%</b>	<b>17,342</b>	<b>100.0%</b>
19 or Less	6,786	33.6%	6,728	33.7%	7,130	36.1%	7,491	38.2%	6,672	38.5%
20 to 24	7,881	39.1%	7,742	38.8%	7,131	36.1%	6,728	34.3%	5,558	32.1%
25 to 29	2,572	12.8%	2,715	13.6%	2,635	13.3%	2,499	12.7%	2,293	13.2%
30 to 49	2,450	12.1%	2,298	11.5%	2,394	12.1%	2,445	12.5%	2,436	14.0%
50 +	487	2.4%	465	2.3%	474	2.4%	463	2.4%	383	2.2%

Unknown - - - - 1 0.01% - - - -

Demographic data: Students with Disability

	Annual		Annual		Annual		Annual		Annual	
Collegewide	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	n	%	n	%	n	%	n	%	n	%
<b>Total</b>	<b>20,176</b>	<b>100.0%</b>	<b>19,948</b>	<b>100.0%</b>	<b>19,765</b>	<b>100.0%</b>	<b>19,626</b>	<b>100.0%</b>	<b>17,342</b>	<b>100.0%</b>
DSPS	1,328	6.6%	1,185	5.9%	913	4.6%	860	4.4%	657	3.8%
NOT DSPS	18,848	93.4%	18,763	94.1%	18,852	95.4%	18,766	95.6%	16,685	96.2%

**STUDENT ELIGIBILITY REQUIREMENTS (DESCRIBE ELIGIBILITY REQUIREMENTS FOR PARTICIPATION IN THE PROGRAM.)**

**Student Eligibility Requirements:**

The A&R program serves all prospective students, current students, faculty, and alumni through services such as processing applications, providing enrollment verifications, collecting class attendance rosters, issuing transcripts, and processing duplicate diploma orders.

**FACILITIES/LOCATION**

**Facilities/Location:**

The A&R program is located on the first floor of the Student Services Building, adjacent to the Financial Aid department. The A&R program has four physical offices, 14 cubicle spaces, and a front counter with four stations. The program shares a workroom with the Financial Aid department. The A&R program, in collaboration with the Financial Aid department, oversee the 1<sup>st</sup> floor lobby and lobby computer/touchscreens.

**COORDINATION**

**Coordination/Collaboration Among Programs:**

The Admissions and Records program works closely with Financial Aid, Fiscal Services, School Relations and Outreach, TeCS (Technology & Computer Services), Counseling and Advisement, Career/Transfer Center, Academic Affairs, Athletics, Noncredit Program, International Student Program, Disabled Student Programs and Services (DSPS), Veterans Success Center, EOP&S (Extended Opportunities Program and Services), and individual faculty with regards to registration and grade

processing.

The A&R program supports the work of Student Services and Academic Affairs and works closely with the Office of Institutional Research on many reports. The A&R program provides registration support to CCAP and Noncredit high school programs and coordinates registration of international students. The program evaluates transcripts for the Financial Aid department and for the Nursing department and coordinates annual Family Educational Rights and Privacy Act (FERPA) training for management, faculty, and staff.

**BUSINESS OFFICE (DESCRIBE HOW THIS PROGRAM WORKS WITH THE BUSINESS OFFICE TO MONITOR BUDGETS AND FISCAL REPORTING?)**

**Business Office:**

The Admissions and Records program assists the Cashier’s Office in explaining to students their account balance. In 2021, the A&R program created weekly Banner Communications to let students know when fiscal holds have been placed on their accounts.

**TeCS:**

The Admissions and Records program works closely with TeCS to ensure Banner student module upgrades are installed and tested, to download and process applications, and to submit enrollment and degree reports. The programs collaborate closely on many projects and implementations such as posting registration appointments and calculating academic standing. Additionally, the program carefully plans technology needs and innovations that will enhance the student experience in consultation with TeCS. Recent examples include the launch of eDiplomas via Paradigm, Zendesk, and NameCoach which will help cultivate a more responsive and inclusive campus environment for our students.

**LINKS TO PLANNING (LIST HOW THIS PROGRAM IS ALIGNED WITH THE INTEGRATED PLAN AND THE STRATEGIC PLAN)**

**Links to Planning:**

The A&R program provides access to all students through an open, statewide, application process. The program ensures that enrollment processes are equitable and efficient in meeting student needs in support of the Citrus College Strategic Plan Strategy 2.2 (CCSP 2.2). The A&R program uses the annual program review process to implement and review support services that are responsive to student needs and perspectives (CCSP 5.1). By streamlining processes and making them available remotely, the program promotes access and awareness of student support services to increase student participation (CCSP 5.2). The program uses the SLO (Service-Learning Outcomes) assessment process to identify student success barriers, assess student perspectives, and implement student-centered strategies to overcome challenges (CCSP 5.3).

**PROGRAM STUDENT LEARNING OUTCOMES**

**Program Service-Learning Outcomes:**

**Admissions and Records SLO 1**

Students will successfully apply and register at Citrus College.

**Mapping**

**Strategic Plan Focus Areas: 2.2 Recruitment, admissions, and enrollment**

### **Admissions and Records SLO 2**

Students will successfully access student records maintained by the Admissions and Records program.

#### **Mapping**

**Strategic Plan Focus Areas:** 5.2 Service environment

### **Admissions and Records SLO 3**

Students will successfully navigate through the enrollment process and the degree evaluation process.

#### **Mapping**

**Strategic Plan Focus Areas:** 5.1 Enhance services through technology

### **Admissions and Records SLO 4**

Faculty will successfully navigate the registration and grade submission processes administered by the Admissions and Records program.

#### **Mapping**

**Strategic Plan Focus Areas:** 5.1 Enhance services through technology

**PAST PROGRAM REVIEW (UPLOAD PRE-TASKSTREAM PROGRAM REVEIWS HERE.)**

## Previous 5-Year Assessment Cycle/Upcoming 5-Year Planning Cycle

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### **PROGRAM SELF-EVALUATION: A: ACCESS (ACCESS – DESCRIBE HOW THIS PROGRAM IS ACCESSIBLE TO STUDENTS.)**

#### **Program Self-Evaluation: A – Access**

All former students, currently enrolled students and prospective students have access to services provided by the A&R program. The program provides application and registration assistance to students enrolled in various student service programs including Disabled Student Programs and Services (DSPS), Extended Opportunity Programs and Services (EOP&S), Veteran Success Center, and Athletics. All students are treated with respect and provided access to services in-person and online.

### **PROGRAM SELF-EVALUATION: B STUDENT SUCCESS**

#### **Program Self-Evaluation: B – Students Success**

The A&R program provides access to services to all current students, prospective students, and alumni; the program does not provide student support services.

### **PROGRAM SELF-EVALUATION: C NON-CREDIT GOALS**

#### **Program Self-Evaluation: C – Non-Credit Goals N/A**

The A&R program administers the noncredit application and sends out the new student welcome letter to noncredit students. The program processes and registers all students who participate in the large summer high school credit recovery program and coordinates the collection of positive attendance for all noncredit courses.

### **PROGRAM SELF-EVALUATION: D EXEMPLARY PRACTICES AND SERVICES (LIST EXEMPLARY PRACTICES AND SERVICES OFFERED THAT COULD BE SHARED WITH OTHER DEPARTMENTS.)**

#### **Program Self-Evaluation: D – Exemplary Practices and Services**

The implementation of many new technologies has increased efficiency, reducing the time to process requests, and providing time for additional follow-up with students to ensure their needs are being met. The program implemented Smartsheet and Formstack to transition all forms and processes online. The program also began sending and receiving transcripts electronically with E-Transcript California, launched a chatbot to assist students 24/7, and implemented a landing portal for the college application (MyPath).

The program began offering new services to students including external transcript evaluation through the hiring of two 49% Transcript Evaluators. In collaboration with the Career Transfer Center, the A&R program assisted in building the course articulation catalog in the Transfer Evaluation System (TES) software. Other new initiatives over the past six years include scribing and maintaining programs in the degree audit system, developing an online registration process for CCAP and Noncredit high school students, launching an online diploma ordering process, and printing transcripts six days a week for faster processing. In fall 2021, the program converted a vacant 49% Transcript Evaluator position to a full-time status to decrease the time students wait to have their external transcript evaluated. This change will allow one of the remaining 49% Transcript Evaluators to take on the responsibility of athletic eligibility and assist with new credit for prior learning

processing.

The program collaborated with TeCS to automate the New Student Welcome Letter, to implement a Banner module that provides students with the ability to update their demographic information such as their mailing address online, and to implement a Banner module that allows students to update their major online. The program improved communication with students by automating messaging using BCM. Likewise, services for faculty improved by activating new modules that allow faculty the ability to track attendance online and by launching the A&R Faculty Handbook with tips and information on A&R processes and timelines.

## **PROGRAM SELF-EVALUATION: E COMPLIANCE**

### **Program Self-Evaluation: E – Compliance**

1. Provide an overview of how this program meets applicable minimum requirements of law.

The A&R program is subject to many regulatory and compliance requirements. The Registrar and Dean of Enrollment Services participate in regular meetings and trainings including but not limited to annual statewide conferences and regional meetings while monitoring the statewide listserv, and advisories from the Chancellor's Office to ensure ongoing compliance and adoption of best practices.

2. Describe compliance initiatives undertaken since last program review.

In the time covered in this comprehensive program review the A&R program has implemented the following new regulations: foster youth and homeless youth priority registration; California College Promise Grant loss of priority registration; College and Career Access Pathways (CCAP) enrollment and fee processing; course repetition restrictions; eligibility updates to AB 540, mandatory fee changes; amendments to veteran residency exemptions; changes to policies on access to academic records; state authorization restrictions for online classes; new Excused Withdrawals (EW) processes; and other temporary emergency measures during COVID-19 pandemic.

## **PROGRAM SELF-EVALUATION: F ENVIRONMENTAL IMPACT (HOW HAS THE PROGRAM CONTRIBUTED TO A GREENER CAMPUS ENVIRONMENT.)**

### **Program Self-Evaluation: F – Environmental Impact**

The A&R program has significantly reduced resource consumption by going completely paperless. The A&R program successfully transitioned all forms online for students and faculty and has created 100% paperless workflows for processes such as residency, concurrent enrollment, and submission of attendance rosters. Other new online processes implemented during the period of review include online transcripts to both send and receive electronic transcripts, diploma ordering online, a chatbot available 24 hours a day, and launching the A&R help desk utilizing Smartsheet. In order to make sure that students have access to online forms when accessing services in person, the A&R program purchased iPads in fall 2021 that will allow students the opportunity to access online resources even when they do not have their own device.

## **PROGRAM SELF-EVALUATION: G DATA REPORTING**

### **Program Self-Evaluation: G – Data Reporting**

The A&R program plays a key role in the reporting of data for the college including State MIS data, Federal IPEDS data, and the Dean of Enrollment Services prepares the college's 320 apportionment report.

## **PROGRAM SELF-EVALUATION: H TECHNOLOGY NEEDS (EXPLAIN HOW FACULTY, ADMINISTRATORS, STAFF, AND STUDENTS INTERACT WITH THIS PROGRAM.)**

### **Program Self-Evaluation: H – Technology Needs**

The Admissions and Records program currently has the following technology needs:

- Automating the withdrawal of students for compliance with federal standards of reporting of enrollment and financial aid.
- Automating placement of holds for students who must verify their high school graduation.
- Automating the placement of holds for students who are prohibited from enrolling in online classes due to Federal regulations.
- Implementing the process to receive electronic AP Scores for students.

## **PROGRAM SELF-EVALUATION: I INTERACTION**

### **Program Self-Evaluation: I – Interaction**

All students and faculty interact with the A&R program. Students interact with the A&R program when they apply to Citrus College, receive a welcome letter, register, need to update residency, update their course of study, apply for graduation, petition to maintain enrollment priority, petition to withdraw, request a general education certification, apply to graduate, and request a verification or transcript. Faculty interact with the program when they issue grades or change grades, evaluate student request such as Prerequisite/Corequisite challenge, Late Adds, 3-Peat Petition, and when they drop or reinstate students.

## **AWARDS AND SPECIAL RECOGNITIONS**

### **Awards and Special Recognitions:**

During the period of this comprehensive program review, A&R Tech III employee Sheila Hatfield received the ABCD Award (Above and Beyond Classified Development).

## **SUMMARY OF PAST RECOMMENDATIONS/GOALS**

### **Summary of Past Recommendations/Goals:**

Outcome	Mapping	Status	Completed
<p>Send and receive electronic transcripts. a. Send electronic transcripts through E-Transcript California. b. Receive electronic transcripts directly into the student information system and document imaging system.</p>	<p>Strategic Plan 2018 5.5</p>	<p>The Admissions Program successfully implemented the sending and receiving of electronic transcripts through all major vendors and systems and via secure email.</p>	<p>6/2018</p>
<p>a. Implement a smart phone application for registration.</p> <p>b. Introduce a secure system to send and receive forms and petitions through the student portal.</p> <p>c. Adopt a robust reporting tool that allows A&amp;R personnel the ability to easily run and schedule their own reports.</p>		<p>a. Students are able to register using their smart phone to access Wingspan account.</p> <p>b. A&amp;R program implemented Formstack to build online forms which allows student to securely fill and submit forms and Smartsheet which is used to communicate with students and allows student the ability to securely submit documents to the A&amp;R program.</p> <p>c. A&amp;R program staff utilize an Access database to track enrollment, graduation petition, and degrees awarded and Argos reports for other reporting purposes such as for obtaining a list of students scheduled to be dropped for non-payment and for a list of high school students with substandard grades.</p>	<p>6/2021</p>



d. Automate communications with students, including sending a Welcome Letter.

e. Assist in the adoption of a student portal that interacts with the Chancellor's Office portal.

f. Improve communication with students through student portal, text messaging, and instant chat.

g. Improve internal communication among staff using E-SARS.

h. Allow for Banner process printing, such as the class schedule, on local computers.

i. Hire additional A&R Technician II employee.

d. The A&R program worked with TeCS to automate the Welcome Letter.

e. The program created many tasks for the college portal and implemented the application landing portal provided by the Chancellor's Office (My Path).

f. The A&R program uses Banner Communication Management (BMC) to send out a variety of communications and reminders to students via email. The program implemented a chatbot that is available 24 hours a day. The program is still requesting a texting solution to improve communication with students.

g. The A&R program did not utilize E-SARS as a platform of communication among staff. However, the program began using Microsoft Teams for internal communication among staff and with other offices.

h. A&R staff have access to print class schedule for students at upon request.

		<p>i. A&amp;R program upgraded a Tech II position to a Tech III to provide better services for students.</p>	
<p>a. Hire an additional evaluator to manage articulation tables and process incoming electronic transcripts into the student information system.</p> <p>b. Automate articulation of electronic transcripts.</p>	<p>Citrus College Strategic Plan 2015 1.2.2</p> <p>Educational Facilities Master Plan 2015 pg. 347</p>	<p>a. Two 49% evaluator positions were created to begin providing transcript evaluation services for students.</p> <p>b. An online request form allows counselors and students the ability to request evaluation of transcripts.</p>	<p>6/2018</p>

**SUMMARY OF PAST LEARNING OUTCOMES**

**Summary of Past Learning Outcomes:**

**Admissions and Records SLO 1: Students will successfully apply and register at Citrus College.**

The Admissions and Records program measured the number of concurrent enrollment forms submitted by students and completed through the approval by parents and area K-12 school. A report indicated that out of 4,406 unduplicated concurrent enrollment forms, 85.4% were approved and completed. Only 13.8% of forms were denied due to missing parent and/or school approval and 0.8% were denied due to other reasons. Although the percentage completed was high, the criteria for success of 90% was not met. The program worked with School Relations and Outreach and Noncredit on making improvements to the process. Changes made include the creation of a new noncredit concurrent enrollment form and a separate Welcome Letter for noncredit concurrent enrollment students. Identifying duplicate submissions played a key role in increasing completion rates.

**Admissions and Records SLO 2: Students will successfully access student records maintained by the Admissions and Records program.**

The Admissions and Records program evaluated whether it offered all services online during the closure of the campus due to the COVID-19 pandemic. The assessment found that all student forms and faculty forms (100%) were moved online, meeting the criteria for success. A survey of six forms conducted by the Office of Institutional Research with over 1,000 participants showed that users were satisfied with the shift to online forms.

**Admissions and Records SLO 3: Students will successfully navigate through the enrollment process and the degree evaluation process.**

The Admissions and Records program worked with Office of Institutional Research on a survey of students who submitted online forms. Eighteen students who filled out the survey indicated they accessed the prerequisite clearance form online. Of those, 94% indicated that the online form made the service more convenient.

and/or available to the student, giving them greater access to Admissions and Records services. Overall, 657 prerequisite petitions were approved in 2019-2020 and 402 were denied.

**Admissions and Records SLO 4: Faculty will successfully navigate the registration and grade submission processes administered by the Admissions and Records program.**

The number of rosters submitted using the online form increased from 102 to 138 between fall 2019 and spring 2020, an increase of 35% in submission. The number of positive attendance rosters increased from 8 in fall 2019 to 27 in spring 2020, an increase of 238%. Out of 125 positive attendance sections offered in spring 2020, 27 submitted their attendance using this form, which constitutes 22%, just short of the 25% goal. The program made changes to the form and featured the form in communications sent to all faculty.

**LONG TERM RECOMMENDATIONS/GOALS**

**Recommendations/Goals 2021-2026:**

**A&R program Recommendation/Goal 1 2021-2026:**

Reduce turnaround time for the evaluation of external transcripts to an average of less than six weeks. Persons Responsible: Registrar, Coordinator, Evaluator(s). Estimated Completion Date: June 2026  
Estimated Completion Date: June 2026

**Mapping**

**Strategic Plan Focus Areas:** 5.3 Effective student support services

**A&R program Recommendation Recommendation/Goal 2 2021-2026:**

Implement help desk/ticketing solution that allows staff to manage communication received from all communication channels such as phone, email, and helpdesk. Persons Responsible: Dean, Registrar. Estimated Completion Date: June 2026

**Mapping**

**Strategic Plan Focus Areas:** 5.3 Effective student support services

**A&R program Recommendation/Goal 3 2021-2026:**

Implement a text messaging solution that improves communication with students. Persons Responsible: Dean, Coordinator, Registrar. Expected Completion Date: June 2026

**Mapping**

**Strategic Plan Focus Areas:** 5.3 Effective student support services

**A&R program Recommendation/Goal 4 2021-2026:**

Implement a process to receive electronic AP Credit scores. Persons Responsible: Registrar. Estimated Completion Date: June 2023

**Mapping**

**Strategic Plan Focus Areas:** 5.1 Enhance services through technology

**A&R program Recommendation/Goal 5 2021-2026:**

Reconfigure counter space to provide privacy, customer service, and security of the A&R office area. Persons

Responsible: Dean, Registrar Estimated Completion Date: August 2026

**Mapping**

**Strategic Plan Focus Areas:** 5.3 Effective student support services

**SLO EVALUATION PLAN**

**SLO Evaluations Plan:**

Student Learning Outcome	Assessment	Criteria for Success
Admissions and Records SLO 1: Students will successfully apply and register at Citrus College.	Survey students who applied but did not register to ensure students knew the steps to register.	At least 75% of students surveyed will understand the steps needed to successfully register for classes.
Admissions and Records SLO 2: Students will successfully access student records maintained by the Admissions and Records Office.	Survey students who accessed services in-person to ensure that they successfully accessed online forms.	At least 75% of students surveyed agreed that they successfully accessed online forms while visting the A&R counter in-person.
Admissions and Records SLO 3: Students will successfully navigate through the enrollment process and the degree evaluation process.	Measure the average amount of time to respond to help tickets submitted through the A&R Help Desk compared to the prior year.	Improve the average time to respond to tickets by 10% over the prior year.
Admissions and Records SLO 4: Students will successfully...	Survey faculty on whether they are aware of all online tools	At least 50% of faculty will

Faculty will successfully navigate the registration and grade submission processes administered by the Admissions and Records program.	available on the WingSpan portal such as attendance tracking and using online rosters to submit grades.	indicate they are aware of the new tools available on the WingSpan portal.
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**PAST BUDGET SUMMARY (SUMMARY OF RECENT YEARS' BUDGET PROPOSALS)**

**Past Budget Summary:**

The Student Equity and Achievement Program (SEAP) provides funding to hire three 49% Transcript Evaluators to assist with graduation, the posting of AP credit and external transcript evaluations and prerequisite clearances. In fall 2021, the A&R program was able to upgrade a vacant 49% Transcript Evaluator to full-time using AB 19 funds to reduce the wait times for external transcript evaluations. In 2021, the A&R program was also able to upgrade a Tech II position to a Tech III position with support from the general fund. In 2021, the college supported the hiring of a temporary professional expert using Federal CARES funds to assist with screening of all applications to prevent potential fraud and abuse. The program implemented Formstack and the OCELOT chatbot through AB19 funding and SEAP funding.

**BUDGET PLANNING (NARRATIVE DISCUSSING MAJOR BUDGET PLANS FOR THE NEXT 5 YEARS)**

**Budget Planning:**

The department is exploring options to remodel the A&R counter space to improve the student experience and enhance area security. Ideally, the refurbished front counter would offer student spaces to present documents or place their laptops, provide privacy where students can share personally identifiable information such as SSNs, discuss private matters such as legal status and go over personal extenuating circumstances with employees at eye level. Currently, students stand over seated staff members at the front counter. Additionally, the new counter would also include a design that would secure the back office where expensive equipment and private information is stored.

The reconfiguration of the counter will need to involve the reconfiguring of the Financial Aid counter. Reconfiguring both counters is currently estimated to cost approximately \$150,000. A possible source of funding for the counter remodel is categorical one-time funding or funds identified in the Educational and Facilities Master Plan for security improvements.