



Student Services Program Review

Year: 2016-2022

Service Area: Admissions and Records

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Program Overview: The Admissions and Records team serves students, staff, and the general public in person, on the phone and by e-mail with services including but not limited to application for admission, College Now! and Concurrent Enrollment, ordering transcripts, registration issues, updating residency status, evaluation of external transcripts, academic renewal, athletic eligibility, international student admission, census rosters, grade finalization, instructor drops, evaluation of certificates and degrees, time conflict petitions and late admission/late withdrawal.

Mission: In alignment with the mission of the college, Admissions and Records helps to provide quality educational opportunities that enhance student learning and the creative, intellectual, cultural, and economic vitality of our diverse community.

Program Purpose: Admissions and Records is committed to supporting student success through equitable access to college admission, course registration, provision of transcripts, and certification of degrees and certificates.

Alignment with Master Plans:

Strategic Plan 2014-2020:

- **Strategic Direction: Student Learning & Success**
 - *Goal SLS 5: Nurture Students – Convey a sense of caring where students' success is important and expected. Understand that a broad definition of diversity supports students and values experiences arising from race/ethnicity, socioeconomic background, age, religion, sexual orientation, gender, nationality, and veteran status (page 17).*
 - A&R is in contact with a diverse student population on a daily basis and provides a sense of caring and focus on student success.
 - *Goal SLS 7: Ensure students are connected – Create connections between students and the institution and cultivate relationships that underscore how students' involvement with the college community can contribute to their academic and personal success (page 17).*
 - A&R is often the first point of contact a student has on campus during the application and registration process. Staff work diligently to connect students to the next steps in their registration process and to other services on campus that may benefit them in their academic career and personal success.

- **Strategic Direction: Institutional Resources**
 - Goal IR1: To recruit and retain quality employees (page 17).
 - A&R staff are cross trained in the event of absence. The staff have also been directed to create and update procedure manuals for their tasks so that any member of the department could complete a process. Opportunities for professional development and job training are encouraged.
- **Strategic Direction: Governance**
 - Goal G3: To refine a committee/process improvement initiative, across campus, to improve coordination, communication, and effectiveness (page 17).
 - A&R works collaboratively with all student services to enhance student success. Regular meetings with the Counseling Department promote a shared and consistent message to students. Staff serve on numerous committees and councils to promote effective communication.

Educational Master Plan 2014-2020

- **Initiative One: Start Here, Go Anywhere**
 - *Early contact and interventions, beginning before the student sets foot on campus, designed to streamline the transition from high school to college and improve college readiness.... (page 11)*
 - A&R coordinates and collaborates with the Counseling Department and area high schools to streamline the transition from high school to college.

Technology Master Plan 2014-2020

- Goal 6 – Communication and civic engagement
 - *The College will increase and enhance internal service tools and communication for faculty, staff and students (page 10).*
 - A&R utilizes several internal service tools to communicate with faculty, staff, and students, including: Rave, Recruiter, census email reminders, and final grade email reminders.

Credit Student Success and Support Program Plan 2015-2016

- **Section II. Planning & Core Services**
 - B. Orientation: *“...students who complete an admissions application now receive a welcome letter with the steps to enrollment...” (page 8)*
 - A&R is currently responsible for collating and mailing the documents.
 - C. Assessment for Placement: *The student needs to submit a copy of the high school transcript to Admissions and Records for prerequisite clearance (page 14).*
 - A&R evaluates high school transcripts for prerequisites that may fulfill college level work.
 - D. Counseling, Advising, and Other Education Planning Services
 - Implementation of Recruiter software module in Banner will help to track completion of core services at the time of admissions (pages 21-22).
 - D. Counseling, Advising, and Other Education Planning Services: *“CCCApply is a web-based admission application system...redesigned for student success” (page 22).*
 - Allan Hancock College will implement the statewide online application for admission in June 2016.
- **Section III. Policies**
 - A. Exemption Policy: *Students are able to appeal their priority registration (pages 30-31)*
 - A&R is responsible for processing approved Priority Registration appeals.

Follow Up: Previous Program Review Plan of Action

During the previous program review in 2010-2016 academic year, the self-study and validation teams developed a final plan of action based on information in the self-study and the recommendations of the validation team. For each plan, indicate the action taken, the results of that action, and the current status of the plan, if it is incomplete. If any plan was made and action not taken, please state the rationale for not pursuing that particular item.

PLAN OF ACTION	ACTION TAKEN/RESULT AND STATUS
1.4 Complete the English and Spanish admission applications. Meet the expected deadline to go live.	English application is available online. The Spanish application is currently only available in paper. In June 2016 the college will switch to the <i>CCCApply</i> application which includes a Spanish translation.
2.2 Support SCT Banner implementation.	Met by providing daily workshops in an on campus lab for training. Trainings are no longer necessary though help is available when required.
2.7 Replace computers to support the service delivery.	Computers have been replaced, but there is currently no replacement plan as they become out of date.
2.8 Meet with the Learning Assistance Program to explore additional ways of accommodating students with disabilities.	Physical accommodations have been made with the move to the Student Services building. Other accommodations are unclear for this POA and should remain under the auspice of the LAP Department.
3.1 Acquire additional staff.	Met with the hire of a part-time Admissions & Records Clerk and a second full-time Transcript Evaluator.
3.4 Conduct Program Review in 6 years. Provide annual updates to this 2009-2010 Program Review.	Met. Updates have been completed annually, the next program review (2015-2021) is in process.
4.1 Will seek reinstatement of the positions left vacant in the last four years to reduce the number of students per staff ratio.	Met. Staffing positions in 2009 are currently occupied with 2 additional positions added (see POA 3.1).
4.2 Ensure that the A&R Technician I and the Transcript Evaluator positions are placed in the top priorities of the Prioritization of Classified Positions for the 2010-2011 matrix.	Met. A&R Tech 1 position was replaced by the A&R Clerk, both positions have been filled (see POA 3.1).
4.3 Acquire additional staff.	Met (see POA 3.1).
5.1 Assist with the planning of the Student Services Building and coordinate the move.	Met. The transition to the new building was executed quickly and smoothly.
5.2 Continue developing training sessions depending on need to assist students with the new SCT Banner system to ensure a smooth transition.	Met (see POA 2.2).

5.3 Physical barriers have been removed from the architectural plans for the Student Services Building.	Met. The design of the Student Services building provides sufficient access to the office.
6.1 Seek district support to hire permanent staff.	Met (see POA 3.1). Through staff prioritization and annual retreat planning and vetting processes.
6.2 Hire permanent staff.	Met (see POA 3.1).
6.3 Continue seeking support as funds become available.	Ongoing by requesting support through prioritization and annual updates.

Student Services Program Review Self Study Responses

1. Services and Curriculum

- A. Courses taught by program address student needs, support the educational objectives of the program, and when appropriate, address issues related to diversity and/or multicultural perspective.
- B. Program services are coordinated with local high schools and institutions of higher education.
- C. Faculty and staff have developed innovative services to meet student needs.
- D. Faculty and staff work collaboratively with other student services in program development and student referral, as well as with instructional programs and support services.
- E. Recent developments in technology have been incorporated into student support services.

A. n/a

B. Programs coordinated with local high schools include the College Now! and concurrent enrollment programs, where A&R also provides support for outreach events and communicates via email with HS counselors and coordinators of the program. A&R staff serve as contacts to HS counselors and maintain all registration documents for the programs, as well as accepting and evaluating HS transcripts throughout the year. Current activities to coordinate with institutions of higher education include programming course equivalences into the Transcript Evaluator System (TES).

C. Innovative services designed to meet student needs include a new process for applying for certificates without the need for counselor signature, working with the Information Technology Services (ITS) Taskforce under the 3SP Committee to post priority registration components on the student portal, and offering online registration assistance. Effective Summer 2015, A&R was no longer required to manually update student priority registration dates based on completion of the 3SP components.

D. A&R meets monthly with representatives from the Counseling Department to discuss issues and processes. Office staff are provided with student referral pads personalized for each staff member so that students have a name to contact for follow-up questions and concerns and referrals are made to other student services programs. Emails are sent to faculty regarding processes for census and final grades. The Director of A&R works collaboratively with Public Affairs to keep students informed by email and postings to the student portal login page and with faculty to include A&R information in their syllabi and on Blackboard. A&R staff has collaborated with Credentials Inc. to process transcript requests. Working within the 3SP Plan, the office has made efforts to remain fully staffed.

E. In 2015 the Admissions office provided information for multiple segments of the online new student orientation and worked with ITS to update the VTEA survey completed during registration to obtain required data elements for all registered students. The use of DegreeWorks has increased to help staff finalize certificates and degrees, as well as allowing a process for students to apply for certificates without counseling intervention (on a limited basis). A&R has embraced the use of new technology by the use of e-transcripts, emailing of archived transcripts to other AHC Staff members as needed, and regular updates to information posted to lobby television screens. A&R Staff also responded quickly to provide well-researched answers for the Intelli-Response project.

2. Student Support and Development

- A. The service area/program provides all prospective and currently enrolled students with current and accurate information about its program and services, conduct standards, complaint and grievance procedures; publishes policies consistent with its mission and follows practices consistent with those policies.
- B. Explain the various methods used by the service area to identify the educational support needs of its student population & the appropriate services provided to address those needs.
- C. Describe the procedures that are in place to identify and reduce bias and how they are evaluated to assure effectiveness.
- D. Identify and evaluate the various service locations and delivery methods used by the service area. Explain how program and services are providing equitable access to services regardless of location and means of delivery.
- E. Describe how the service area is involved in the maintenance of a healthy campus climate and supports a co-curricular environment that fosters intellectual, ethical, and personal development for the diverse student population it most frequently serves.
- F. Describe the methods used for maintaining student records permanently, securely, and confidentially.

- A. Program information and policies are posted in multiple locations for students to access such as the catalog, student portal (including the pop-up screen at login), college public website, and within the review and revision of board policies.
- B. Educational support needs are identified through direct contact with students who approach the counter or contact the department by phone or email (dedicated mailboxes are setup for Admissions Help or Student Help Center). Concerns are addressed directly by A&R staff through the same methods of contact and students may be referred to other student services for additional support. Student needs are also considered when creating and evaluating Student Learning Outcomes. The Admissions office offers the services of three Spanish/English bilingual staff, and a shared drive in use among A&R staff allows the sharing of information and a faster response time to student needs.
- C. Many A&R staff attended cultural diversity training and all staff consistently apply established policies and procedures. A&R has an "open door" policy and offers students alternative solutions when obstacles present themselves, there is always an appeal process that allows the student's records to be evaluated by the Director or other administrator.
- D. Services are offered in multiple locations: the Santa Maria campus and the Lompoc Valley, Vandenberg AFB and Solvang center offices (Extended Campus). Special populations, such as inmates at the local federal penitentiary (USP Lompoc) are offered similar services. Extended campus staff communicate with A&R to resolve student needs.
- E. A&R staff treat students in a professional, respectful and helpful manner, contributing to a healthy environment for students. Professional development activities are offered and staff are encouraged to participate.
- F. The Admissions office follows established procedures to maintain student records and follows FERPA guidelines. The security of student records is maintained as defined in Board Policy/Administrative Procedure 3310. Paper records are scanned, indexed into the Application Xtender, and then shredded.

3. Student Outcomes

- A. Describe the enrollment & demographic trends over the past three to five years of students served by the program.
- B. Identify student outcomes and, where relevant, compare students who received services to non-recipients on the following measures: successful course completion, course retention, fall to spring persistence, GPA, goal attainment, etc...
- C. Provide evidence from students (and staff where appropriate) that demonstrates the success/effectiveness of the program. Describe methods used for systematic evaluation and summarize the results.
- D. Describe the process within the program for developing & assessing student learning outcomes. Did you assess all the SLOs on the 6 year assessment plan? If not, please explain why. Conduct a summary analysis of the data collected and compare outcomes in the current program review to outcomes in the last review. Describe any changes made to the program based on the data (attach 6 year assessment plan in appendix).
- E. Identify any gaps or inequities among the students served by the program.
- F. Discuss your upcoming 6 year assessment Schedule (**please attach with appendix**).

A. Trends for the program are reflective of the overall demographic at Allan Hancock College as A&R serves all student populations.

B. n/a

C. A survey was conducted during the first week of the spring 2016 semester asking both students and faculty about the services available in Admissions and Records (see a copies of the survey results in Appendix B). Students were given a paper survey in three separate Personal Development and one Health Education course and given the opportunity to voluntarily complete an electronic survey on tablets available in the Student Center. Faculty were emailed a similar survey during the second week of the semester. The survey asked respondents which of the ten services listed they were aware Admissions and Records provided, which of the ten services they themselves had used, an opportunity to rate those experiences and a blank field for comments.

There were 109 paper responses and 70 electronic responses from students, with ratings of all services comfortably between the satisfied and very satisfied categories. Awareness and use of available services varied widely, from 64.2% aware of transcript request services, but only 20.1% aware that time conflict forms were maintained and processed in the department. Comments showed an appreciation and approval of the level of customer services offered by the A&R Staff. One comment did suggest better advertisement of services offered.

There were 69 electronic responses from faculty, with ratings of all services comfortably between the satisfied and very satisfied categories, the majority falling under very satisfied. Awareness and use of services was high in all categories. Comments showed an appreciation of the level of customer service offered by A&R staff, though several comments made were not applicable to the department, including one regarding Community Education registration. Several observations about the online instructor drop process were made, but the comments suggest that faculty either continue to not understand the process, or do not regularly read the email notices sent to them by the Director of Admissions & Records.

D. An online Spanish application was never developed, but this gap will be addressed within the next year as the college migrates to using the statewide California Community College Application (CCCApply) in June 2016.

E. n/a

F. The 6 Year Assessment Schedule (Appendix A) includes three SLOs, two that have been assessed for several years, and one new SLO which will be assessed starting in fall 2016.

At a department retreat in March 2016, the Admissions staff chose to retire two SLOs, change the method of measurement for two more, and add a new outcome. The two SLOs that will be retired after spring 2016 are:

1. Students will be able to order their AHC Transcripts via TranscriptsPlus.
2. AHC graduates will meet degree requirements within the semester in which they applied for a diplomas.

The first SLO, "Students will be able to order their AHC transcripts via TranscriptsPlus" was first assessed to show continued improvement in communicating to students the electronic ordering option for official transcripts. The electronic option is faster and requires less manual work for the A&R Tech to process. Assessment over the last six years has shown continued improvement, to the satisfaction of all members of the A&R staff.

The second SLO, "AHC graduates will meet degree requirements within the semester in which they applied for a diploma" was first assessed to show continued improvement in communicating with students regarding deadlines and processes for applying for graduation. Assessment over the last six years has shown an increase in the number of applications for degree submitted, and the department is satisfied with these results.

Two SLOs were approved for continued assessment, but the methods of assessment were evaluated and found wanting in their lack of specificity. The first of these SLOs, "First time college students will submit their high school transcripts for evaluation" has been assessed over the last six years by tracking the number of high school transcripts submitted to the Transcript Evaluator(s) for evaluation. This method of assessment has shown marked improvement in the number of students submitting their high school transcripts for evaluation of prerequisite courses. The determined efforts of the Transcript Evaluators has established a detailed contact list for area high schools, and a commitment from nearly all of them to send the transcripts of graduating seniors to the Admissions office as an electronic file, reducing time spent by the incoming students in requesting their transcript, and allowing immediate access to the transcript by the evaluators and counselors upon request of the student. However, this method of assessment did not measure in comparison the number of first-time college students who submitted a high school transcript versus those who did not. Further assessment has been deemed necessary not only to determine these numbers, but also to specify which high schools have the highest number of students not submitting transcripts and direct outreach resources in that direction.

The other SLO that was approved for continued assessment was: "First time transfer students will submit their external college transcripts for evaluation." Like the previous SLO, over the last six years assessment (by manual tracking) has shown a significant increase in the number of transcripts sent to the Admissions office for evaluation, and the implementation of the Student Success and Support Program priority registration requirements (assessment) has motivated students to submit their transcripts much earlier. Like the high school transcripts, further assessment has been deemed necessary to differentiate the students who have submitted transcripts versus those who have not.

The new SLO to be assessed is "More students will understand and use the waitlist process" and will begin assessment with the fall 2016 semester. Of specific concern are the number of students who add themselves to the waitlist, but misunderstand the next steps in the process to registration. The focus of this assessment is to improve communication with students regarding the process and decrease the number of students who miss their opportunity to register from the waitlist (and are subsequently dropped) or must complete the Petition for Late Admission to Class. Assessment is estimated to continue over the next six years.

4. Personnel and Support Services

- A. There is adequate staff and a sufficient full-time to part-time faculty ratio to meet student and program needs.
- B. Briefly describe the professional development of faculty and staff during the period under review, including opportunities and improvements. Does it support program innovations?
- C. Evaluation of staff is systematic and the process is effective and encourages improvement.
- D. Full-time faculty are actively involved in the process of hiring and evaluating faculty.

- A. An additional full-time Transcript Evaluator was hired in May 2014 and a part-time Admissions Clerk was hired in December 2013, adding essential staff to the department. However, there is no room for growth in services without additional staff, which will have to be assessed over the next six years.
- B. The following professional development opportunities have been offered to staff: cultural diversity training, customer service training, Title IX Cleary Act, FERPA training, PERs Training, Dealing with Difficult People training, SIPE/Safety training, Active Shooter, Online Veterans training, Working with Students Under Stress, and the President's Leadership Academy 2015. A&R attendance at campus Council and Committee meetings has improved and is encouraged with additional staff, as well as attendance at All Staff Day events.
- C. All evaluations of staff are timely and up to date. Annual goals are created for each staff member and professional development is encouraged.
- D. n/a

5. Facilities

- A. Facilities are appropriate for effective delivery of program services.
- B. Equipment and technology is appropriate for effective delivery of program services.
- C. Program support space is adequate to ensure the effective operation of the program and related support activities.
- D. The safety of the facilities, equipment, and technology are reasonable and adequate.

- A. With the opening of the Student Services building in October 2013, facilities are appropriate for effective delivery of program services. Window treatments were installed for the large windows facing the Admissions office to alleviate glare and the photo ID wall was painted white to match the rest of the building's interior design and to produce better photos for student IDs.
- B. In the last 18 months, seven new desktop computers were purchased for the A&R staff and delivered. Seventeen computers were installed in the Building A lobby, allowing additional computer access for students and two were placed at the kiosk desk in the Building A Lobby for use by the Student Ambassadors. Students continue to be frustrated by software issues, specifically the difficulty in using multiple browsers to access the student portal and experiencing firewalls when attempting to login to their account off campus.
- C. Though currently adequate in terms of space, the only space available for expansion of staff is at the front counter.
- D. The safety of the facilities, equipment and technology are reasonable and adequate.

6. Financial Resources

- A. During the period under review, resources have been used effectively to support programs and services.
- B. Current and anticipated funding is adequate to maintain high quality programs and services.
- C. Anticipated funding is adequate for the development of revised and new programs.
- D. Resources have been prioritized based on assessment of student learning outcomes and other supporting data.

- A. Bond Measure I provided funds necessary for implementation of the new student information system, Banner, used daily by A&R staff. 3SP funded the hiring of a full-time Transcript Evaluator and district funds covered the position of a part-time Admissions Clerk.
- B. Current and anticipated funding are not adequate to maintain services, budget augmentation requests are continuously denied and the current annual travel budget (\$800) is insufficient for department size or professional development needs. No additional funding is anticipated although it is often requested for services to expand and improve.
- C. Funding and resources are based on SLOs, but additional funding is not provided.
- D. The Director Admissions and Records sought after a grant for implementation of eTranscript California, which allows Hancock College to send electronic transcripts to other colleges and universities in the format they prefer (i.e. xml, html, etc.).

7. Community Outreach and Program Awareness

- A. Efforts have been made to create links between the program under review and the community.
- B. Efforts are made to inform students about the program and facilitate student participation in the program.
- C. Efforts are made to use documented assessment of student learning and achievement to communicate program and service quality to current and prospective students and the public.
- D. An advisory committee with appropriate representation has been established and meets regularly to support the development of programs and services.

- A. In order to create links between the program and the community, the A&R Coordinator remains involved in training 3SP Technicians and Cal-Soap peers in registration processes and is available to answer their questions while they are in the field conducting outreach. During the first week of each semester A&R provides support and staff at the information tables and extended office hours. Two A&R staff are members of the Outreach Committee and two others serve on the Academic Policy and Planning (AP&P) Committee. Effective October 2015 A&R in collaboration with Institutional Research (IRP), sends the President's Welcome Letter and Steps to Enrollment to all new applicants.
- B. Student participation in the program is enhanced by information provided in the New Student Orientation, on the college public website, and in the President's Welcome Letter. Important deadlines are published on the website, in flyers, on the lobby television screens, in RAVE email blasts, and on the student portal.
- C. n/a
- D. n/a

8. State and Federal Compliance

- A. The program adheres to all appropriate state and federal guidelines.
- B. The program adheres to all relevant college policies and procedures (attach copies of relevant policies).

- A. The program adheres to appropriate state and federal guidelines including but not limited to Title V, Title 5, Title IX, FERPA, and the Solomon Act.
- B. The program adheres to college policies and procedures.

Major Program Strengths

List the major strengths of the program organized numerically by criteria

1. Services and Curriculum
 - The Admissions office updates the A&R public webpages, informs AHC staff of program updates and communicates information to students via phone, email, and in person.
 - Staff work collaboratively with other departments to streamline processes.
 - Staff meet deadlines while multitasking.
2. Student Support and Development
 - A&R staff members remain current on policies and procedures and inform students of changes as they occur.
 - Staff are available in person, by email, phone, and fax, staying open late on Tuesdays, and offering extended hours during the first week of each semester and the summer session.
 - The office collaborates with the extended campus to provide comparable services and timely responses to student concerns.
3. Student Outcomes
 - A&R staff is committed to student success: adapting to new plans to increase enrollment, providing three Spanish/English bilingual staff members, and cross training staff in multiple functions.
4. Personnel and Support Services
 - Professional Development opportunities are encouraged and supported by the Director. If staff show an interest in attending, the Director and Coordinator work to adjust schedules to allow attendance.
 - Evaluations are timely and constructive.
5. Facilities
 - A&R staff receive compliments on the setup of the new building.
 - A&R works collaboratively with Facilities and Operations to continue improvements.
 - A clock in the building lobby;
 - posted building hours on exterior doors;
 - a white wall for photo IDs; and
 - shades covering the lobby windows facing the office.
6. Financial Resources
 - Financial resources are judiciously budgeted to meet as many department needs as possible.
7. Community Outreach and Program Awareness
 - Staff belong to various committees and councils which provide input in the decision making process through shared governance.
 - The Director A&R endeavored to earn a seat in the Bridges to Success Meeting and in February 2016 the Transcript Evaluators began attending meetings.

8. State and Federal Compliance

- The Director notifies A&R of updates to state and federal guidelines as they apply to college policies and procedures verbally and via email.

Major Program Challenges and Opportunities

List major challenges and related opportunities organized numerically by criteria

1. Services and Curriculum

- The office stays in communication with area high schools providing important dates and program procedures. At times this communication is not relayed correctly to students and staff by the high schools.
- Faculty are provided with A&R deadlines and procedural updates, but some faculty do not consistently adhere to these policies causing student angst and additional workload for A&R staff.
- Some faculty do not update their syllabi as procedures change.
 - i.e. incorrect withdrawal information, incorrect deadline dates

2. Student Support and Development

- Due to impacted workload, student's questions are not always answered respectfully and professionally. At times they are answered quickly and curtly so that staff may meet deadlines and provide service to the next student in line.
- The expectation that all deadlines can be met, when additional work is added to alleviate the workload of other departments, causes unnecessary stress to the A&R unit, i.e. Concurrent Enrollment, the President's Welcome Letter
- In an effort for the office to remain open during all advertised business hours, with the exception of All Staff Day the A&R staff are unable to participate in trainings/workshops as a cohesive unit (i.e. Active Shooter Training).

3. Student Outcomes

- It is helpful when A&R is given the opportunity to provide concerns and feedback on enrollment strengths and challenges.

4. Personnel and Support Services

- Adequate support is available, but additional staffing and student worker funding would permit a better system to ensure counter coverage at all times without stressing current staff.

5. Facilities

- A&R staff are not trained in IT support, but are expected to answer such questions and walk students through a diagnostic process.
 - Students continue to call with issues while using specific browsers (i.e. Google Chrome, Mozilla Firefox, and Safari) creating a frustrating registration process for both students and staff.
 - Students often show frustration and the office staff continue to answer numerous calls/emails regarding the user id and pin login. Students are unaware what the user id/pin are, and the instructions are located in the student portal they are unable to access.

6. Financial Resources

- Current funding is not adequate to maintain services. Budget augmentation requests are often denied, the current annual travel budget (\$800) is insufficient for department size. No additional funding is anticipated though services are continuously expanding.

- As program requirements continue to grow, the only space available to add additional staff is at the counter. Dedicated counter staff would allow others to serve students in a more timely fashion.

7. Community Outreach and Program Awareness

- A&R should be given the opportunity to provide feedback and raise concerns regarding issues that affect office processes.
- Often A&R staff are required to fix issues on a demand basis regardless of current workload. Examples include:
 - 3SP Priority Registration mandates – dates were manually updated to align with late orientation dates. Eventually resolved by 3SP Technology Initiative taskforce.
 - Clearing many Concurrent Enrollment students for enrollment in 30 minutes when paperwork had been received by another department weeks earlier but not processed.

8. State and Federal Compliance

- When state and federal guidelines change it can be challenging to implement changes within the designated time frames.

Plans of Action (POA) for Service Improvement

	Action & Criterion #	Expected Outcome	Person(s) responsible	Target Date	Resources Needed	Linked to College Plans* & SLOs
1	Use Recruiter to remind students who applied but have not yet registered registration dates and deadlines.	Increase enrollment.	A&R	Fall 2016	<ul style="list-style-type: none"> • Recruiter • Public Affairs 	<p>SLS 2: To support student access, achievement, and success.</p> <p>SLS 3: Help students clarify their aspirations, develop an educational focus they perceive as meaningful and develop a plan that moves them from enrollment to achievement of their goals.</p>
2	When portal is upgraded work with ITS and other student services to ensure students have the ability to navigate.	Students will be able to self-navigate the portal.	A&R	Ongoing	<ul style="list-style-type: none"> • Public Affairs • ITS Helpdesk • Counseling • Student Ambassadors 	<p>E 2: Employee Integration: Ensure that every member of the campus actively participates in fostering student success. AHC will provide opportunities to build mutual respect, collaboration, innovation, and creativity in an effort to build student success.</p> <p>IR 3: To enhance and maintain currency in technology usage/application in support of students and faculty, staff efficiency and operational effectiveness.</p>
3	<p>Promote registration deadlines, especially the last day to add, and emphasize business hours. Track numbers of late add appeals to analyze any change in on-time registration.</p> <p>Send students on waitlists an email the Friday before classes begin to explain registration process and add deadlines.</p>	<p>Encourage students to register during hours when staff is available to assist.</p> <p>Increase number of students registered on-time.</p>	<p>A&R Transcript Evaluator</p> <p>Director A&R Coordinator A&R</p>	<p>Ongoing, Compare in S2016</p> <p>Summer 2016</p>	<ul style="list-style-type: none"> • Public Affairs • Portal Announcement • Cashiering • Public website <ul style="list-style-type: none"> • ITS • Rave 	<p>SLS 3: Help students clarify their aspirations, develop an educational focus they perceive as meaningful and develop a plan that moves them from enrollment to achievement of their goals.</p> <p>IE 2: Provide valid and reliable assessment of institutional processes in a consistent and timely manner.</p>

4	Identify students with 70+ units completed. Email these students to encourage them to finish and apply for their degree within 2 weeks of grade finalization.	Increase in applications for degree.	Transcript Evaluators	June 2016	• Armando Cortez	SLS 4: Foster students' motivation and help them develop the skills needed to achieve their goals.
5	Recruit and retain quality employees. Hire full-time A&R Technician 1 at counter.	Increase service available at the counter. Other staff will be able to complete student focused tasks in a timelier manner. (incl. but not limited to: degrees, athletic eligibility, enrollment verification, external transcript evaluation).	Director A&R	July 1, 2016	• Funding	IR 1: To recruit and retain quality employees.
6	Inform students and staff of available A&R services.	Students and staff will become more aware of available services and use them.	Director A&R Jessica Josie	January 2016	• IRP (Survey) • A&R Staff to conduct survey	IE 1: To identify the institutional capacity to fulfill the college mission. SLS 4: Foster students' motivation and help them develop the skills needed to achieve their goals. SLS 7: Create connections between students and the institution and cultivate relationships that underscore how students' involvement with the college community can contribute to their academic and personal success. E 2: Employee Integration: Ensure that every member of the campus actively participates in fostering student success. AHC will provide opportunities to build mutual respect, collaboration, innovation, and creativity in an effort to build student success.

7	<p>Continue open communication with area high schools (especially regarding College Now! program).</p> <p>Continue building relationships with area high schools to send transcripts for graduating seniors electronically to AHC.</p>	<p>Students will be more informed and aware of deadlines.</p> <p>A&R will have the transcripts available for evaluation upon request (the high volume received is prohibitive to automatic evaluation).</p>	<p>Director A&R A&R Staff representatives on Outreach and Bridges to Success Committees, Transcript Evaluators</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Up to date contact information for local high schools. • Membership in Outreach and BtS Committees. 	<p>SLS 2: To support student access, achievement, and success.</p> <p>SLS 3: Help students clarify their aspirations, develop an educational focus they perceive as meaningful and develop a plan that moves them from enrollment to achievement of their goals.</p>
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*Identify specific objective or goal number in College plans include the Strategic Plan, Educational Master Plan, Facilities Plan, etc.

PROGRAM REVIEW -- VALIDATION TEAM MEMBERS

TO: Nohemy Ornelas, Vice President, Student Services Date: 4-29-16

From: Robert Parisi, Dean, Student Services

We recommend the following persons for consideration for the validation team:

DEPARTMENT Student Services PROGRAM Admissions & Records

Board Policy requires that the validation team be comprised of the dean of the area, one faculty/staff member from a related discipline/program, and two faculty/staff members from unrelated disciplines.

David L. Hernandez Career Counselor, Counseling Department
(Name) (Related Discipline/Program)

Deborah Annibali Director, Law Enforcement Training
(Name) (Unrelated Discipline/Program)


Kim Ensing Associate Dean, Athletic Director, Kinesiology, Recreation & Athletics
(Name) (Unrelated Discipline/Program)

At the option of the self-study team, the validation team may also include one or more of the following: a. someone from a four-year institution in the same discipline; someone from another community college in the same discipline; a high school instructor in the same discipline; a member of an advisory committee for the program. Please complete the following as relevant to your program review.

_____	_____
(Name)	(Title)
Affiliation: _____ Telephone Contact Number: _____	
Address _____	
(Mailing)	City/State/Zip email address

_____	_____
(Name)	(Title)
Affiliation: _____ Telephone Contact Number: _____	
Address _____	
(Mailing)	City/State/Zip email address

_____	_____
(Name)	(Title)
Affiliation: _____ Telephone Contact Number: _____	
Address _____	
(Mailing)	City/State/Zip email address

APPROVED: 
Dean, Student Services

Date 6/30/16

EXECUTIVE SUMMARY (Validation Team Report)

The Validation team has reviewed all components of the Self-study. The team is unanimous in assessing the Admissions and Records office as an integral part of the college who works very diligently to meet the needs of students, staff, faculty and administration. The demands of the office have been increasing geometrically with the many changes by the state such as Priority Registration, changes by the administration to move up the fall registration period and to simultaneously offer summer and fall registration period, institutional changes to begin a Concurrent Enrollment program, and the implementation of E-transcripts and CCC Apply. The Admissions and Registrar office's has met these challenges and others while undergoing staffing challenges and lack of financial resources. All Validation Team members have been impressed that they have done all of this working collaboratively with everyone on campus always maintaining a positive "can do" attitude.

MAJOR FINDINGS

Strengths of the program/discipline:

1. Services and Curriculum

The Admissions office updates the A&R public webpages, informs AHC staff of program updates and communicates information to students via phone, email, and in person. The staff works collaboratively with other departments such as Academic Affairs, Counseling and all Student Services departments to streamline processes. The staff is very proactive to addressing issues and concerns raised by AHC staff and students. The department is to be commended for its positive approach to solving student and staff concerns, and that no phone call or email request goes unanswered. The workload has increased measurably and the staff continues to meet multiple deadlines while multitasking.

2. Student Support and Development

A&R staff members remain current on policies and procedures and inform students of changes as they occur. Staff is available in person, by email, phone, and fax, staying open late on Tuesdays, and offering extended hours during the first week of each semester and the summer session. The office collaborates with the extended campus to provide comparable services and timely responses to extended and distance learning student concerns.

3. Student Outcomes

A&R staff is committed to student success: adapting to new plans to increase enrollment, providing three Spanish/English bilingual staff members, and cross training staff in multiple functions. Due to the success of attaining exceptional rates of "Exceeding Institutional Standards" in the previous 6-year plan, the SLOs have been updated to address issues with student registrations and records such as addressing the waitlist process, evaluating high school transcripts, and external college transcripts for first time transfer students. For example, since Spring 2014 the previous Student Learning Outcome #1, "Students will be able to order their AHC Transcripts via TranscriptsPlus" has improved from a 91.9% of students Exceeding Institutional Standards to a 97.17% increase for Fall 2015. A&R staff is actively using SLO's for planning and improving services.

4. Personnel and Support Services

Professional Development opportunities are encouraged and supported by the Director. The Director and Coordinator work to adjust schedules to allow attendance. Classified staff evaluations are timely and constructive. Evaluations have been effectively used to align staff with student needs and to improve customer service.

5. Facilities

A&R staff has adjusted to the configuration of the new Student Services building. A&R continues to suggest improvements to the Facilities and Operations to make the building more student and staff friendly. Suggestions have included a clock in the building lobby, posted building hours on exterior doors, white color wall vs a color wall for photo IDs and shades covering the lobby windows facing the office to block glare for students using the computers and for staff facing the windows.

6. Financial Resources

The A&R staff continues to stretch financial resources to meet as many department needs as possible without negatively impacting student services.

7. Community Outreach and Program Awareness

Staff belongs to various committees and councils which provide input in the decision making process through shared governance. The Director A&R participated initially in the Bridges to Success Meetings and in February 2016 the Transcript Evaluator began attending meetings.

8. State and Federal Compliance

The Director does a commendable job of staying up to date on state and federal regulations. The Director notifies A&R of updates to state and federal guidelines as they apply to college policies and procedures verbally, via email, staff retreats and staff meetings. The office is audited annually and has been found to be in compliance with all applicable regulations. The office has also been very instrumental in assisting other departments to resolve their audit issues.

Concerns regarding the program/discipline:

1. Services and Curriculum

The office attempts to stay in communication with area high schools providing important dates and program procedures. However, at times this communication is not relayed accurately to students at the high schools by high school staff. This results in confusion regarding the college's policy and procedures.

Faculty are provided with A&R deadlines and procedural updates, but some faculty do not consistently adhere to these policies causing student frustration and ultimately additional workload for A&R staff to resolve the issues with faculty. For instances, some faculty do not update their syllabi as withdrawal information and procedures change and deadline date changes.

2. Student Support and Development

The expectation that all deadlines can be met, when additional work is added to alleviate the workload of other departments, causes unnecessary stress to the A&R staff. A&R is seen as the "can do" department so many projects are placed upon them without consideration of their lack of resources. Examples of this would be Concurrent Enrollment and the President's Welcome Letter. They are getting the work down but are reaching over capacity.

All A&R staff would like to participate in professional staff development activities as a team. However, with the exception of All Staff Day the A&R staff is unable to participate in trainings/workshops as a cohesive unit.

3. Student Outcomes

A&R staff feel it is helpful when A&R is given the opportunity to provide concerns and feedback on enrollment strengths and challenges. A&R has been tasked with implementing many changes to the admissions and registration process in an effort to increase enrollment. However, they felt they were not given the opportunity to give input into the formulation of these strategies. They were tasked with implementation and with resolving issues that could have been avoided if they had been more involved with the initial brain storming.

4. Personnel and Support Services

Additional staffing and student worker funding would permit a better system to ensure counter coverage at all times without stressing current staff, and improved customer service to students including the student help desk.

5. Facilities

A&R staff is not trained in IT support, but are expected to answer such technical questions and walk students through a diagnostic process. Students continue to call with issues while using specific browsers (i.e. Google Chrome, Mozilla Firefox, and Safari) creating a frustrating registration process for both students and staff.

Students often show frustration and the office staff continue to answer numerous calls/emails regarding the user id and pin login. Students are unaware what the user id/pin are, and the instructions are located in the student portal they are unable to access.

6. Financial Resources

Current funding is not adequate to maintain services. Budget augmentation requests are often denied, the current annual travel budget (\$800) is insufficient for the staff size. No additional funding is anticipated though services are continuously expanding.

As program requirements continue to grow, the only space available to add additional staff is at the counter. Dedicated counter staff would allow others to serve students in a more timely fashion.

7. Community Outreach and Program Awareness

A&R should be given the opportunity to provide feedback and raise concerns regarding issues that affect office processes. Often A&R staff are required to fix issues on a demand basis regardless of current workload. Examples include: 3SP Priority Registration mandates – dates were manually updated to align with late orientation dates an issue eventually resolved by 3SP Technology Initiative taskforce; clearing many Concurrent Enrollment students for enrollment in 30 minutes when paperwork had been received by another department weeks earlier but not processed by that department.

8. State and Federal Compliance

When state and federal guidelines change it can be challenging to implement changes within the designated time frames as the institution does not recognize the workload already existing in the office.

Recommendations:

1. The extended campuses are open evenings with extended hours and the main campus A&R office closes at 4:30 pm except on Tuesday evenings when it closes at 6:00pm. If a student at the extended campuses has an admissions or registration matter after 4:30 pm, such as a residency issue, hold on the student account or 72-hour hold on an application, students have to wait until the next day to resolve the matter. It would be

beneficial if the extended campus staff had the training and authority to handle these issues to improve service to the student. It is also recommended that the Extended Campus Dean work with the Director Admissions and Records to obtain funding for staffing an Admissions and Records person at the Lompoc Valley Center.

2. The District should provide additional funding for permanent front counter staff in Santa Maria or student workers to assist staff with A&R duties such as making student ID cards, answering phones, and responding to generic emails both in Santa Maria and Lompoc Valley Center. This would allow staff to work on other advanced tasks especially during heavy traffic times before, during and after registration. Student worker(s) including Student Ambassador support would be beneficial during the summer months.
3. Sometimes, it is difficult for new students to navigate myHancock to locate their student ID. The college should consider making it a one button approach. In addition, it is recommended that an IT position be developed within the A&R office to assist with the "Student Help Desk" issues that have been assigned to the A&R office to resolve. The current A&R staff does not have the IT expertise necessary to resolve the students many issues. This would relieve staff of this function allowing them to focus on other tasks and would relieve student frustration with navigating the college's system.
4. The campus is implementing Recruiter and has implemented Degree Works. Counseling has the lead on these programs. However, it is recommended that the Admissions and Records office be proactively involved with the continued implementation of these programs especially in using Recruiter to remind students who applied but have not yet registered. Counseling office is responsible for Degree Works but it is recommended that A&R assist that office to develop a seamless efficient process for identifying certificate students who have completed 20 units, notifying them they may petition for a certificate and posting their certificate.
5. The A&R staff should do regular presentations to the Academic Chairs meeting so chairs are aware of the issues facing the A&R office due to faculty issues such as late grades, wrong deadline dates for drops/withdraws and other relevant faculty issues. Academic Affairs needs to support A&R's efforts to get faculty to follow college's policy and procedures including submitting grades on time.
6. The A&R staff should do regularly scheduled presentations to the Counseling department so counselors and staff chairs are up to date and informed aware of the most current information impacting students. The staff should also be involved with outreach and training to high school staff to improve accuracy of information provided to high school students.
7. The college will be implementing CCC Apply and Banner XE in the coming year. It is recommended that after these are implemented the A&R office do a student survey to determine student satisfaction with the new applications and Banner XE changes. The Validation Team felt this survey should be more widely distributed especially at the Public Safety Complex, extended campus sites and in the Career Technical Education (CTE) programs. The survey should also try to access more evening CTE courses. The Validation Team members offer their direct assistance in distributing these surveys to these various groups. The team would like to see a larger more robust survey response than the current one.

The Admissions and Records office is doing a very commendable job in meeting the priorities of the college, and the needs of students, staff and the public. As evidenced by the survey and by general comments from staff they are valued by everyone for the high level of service they provide and their positive approach to customer service for all of their constituents.

PLAN OF ACTION – Post-Validation

Review and Approval

Plan Prepared By (Print & Sign)

Marian Quaid-Maltagliati Signed: Marian Quaid-Maltagliati, Director A&R Date: 6-14-16
Rob Parisi Signed: Dr. Rob Parisi, Dean Student Services Date: 6/14/16
Josie Cabanas Signed: Josie Cabanas, Coordinator A&R Services Date: 6/14/16
Jessica Parker Signed: Jessica Parker, Transcript Evaluator Date: 6/14/2016

Reviewed:

Program Director/Department Chair*

Date: 6-14-16 Signed: Marian Quaid-Maltagliati
Marian Quaid-Maltagliati, Director A&R

*Signature indicates approval by department of Plan of Action.

Reviewed:

Dean of Student Services

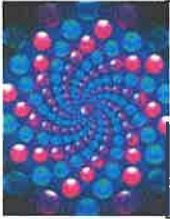
Date: 6-14-16 Signed: Rob Parisi
Dr. Rob Parisi, Dean Student Services

Vice President of Student Services

Date: 7/11/16 Signed: Nohemy Ornelas
Nohemy Ornelas, VP Student Services

Appendix A

6 Year Assessment Schedule



**ASSESSMENT
SCHEDULE**

6 Year

AHC Program Student Learning Outcomes

6 Year Assessment Schedule

The attached template provides a framework for a program/discipline to plan a 6 year schedule for assessing its student learning outcomes, completing the SLO assessment cycle and attaining the status of **sustainable continuous quality improvement** in institutional effectiveness. This plan may be updated over the next 6 years as new contingencies or interpretations arise.

PROGRAM: Admissions and Records

Our program is pleased to present our **plan** to: assess our SLOs, review the results of that assessment; and discuss changes to our curriculum, pedagogy or operations based on the results.

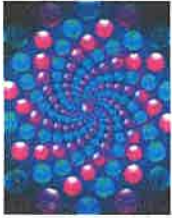
Program Coordinator: Josie Cabanas
Name Signature Date

I have reviewed this plan and agree that it provides sufficient detail and is a feasible approach to comprehensively assess the program SLOs.

Department Director: Marian Quaid-Maltagliati
Name Signature Date

I have reviewed this plan and agree that it provides sufficient detail and is a feasible approach to comprehensively assess the program SLOs.

Dean Dr. Rob Parisi
Name Signature Date



ASSESSMENT SCHEDULE 6 Year	Program: Admissions & Records 2016-2022	page _1_ of _2_
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Use one row for each Program and Course SLO

SLO	To be assessed in semester:	Assessment method (s)	Resources needed to conduct assessment	Individual responsible for Improvement Plan	Date to complete review
SLO 1: More students will understand and use the waitlist process. ILO 1: Communication – Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.	Fall 2016 Spring 2017 Fall 2017 Spring 2018 Fall 2018 Spring 2019 Fall 2019 Spring 2020 Fall 2020 Spring 2021 Fall 2021 Spring 2022	Reduction in number of Student Petition for Late Admission to Class submitted	Tracking by Excel spreadsheet of submitted petitions	Transcript Evaluators	January 2017 July 2017 January 2018 July 2018 January 2019 July 2019 January 2020 July 2020 January 2021 July 2021 January 2022 July 2022
SLO 2: First time college students will submit their high school transcripts for evaluation. ILO 7: Personal Responsibility & Development – Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community.	Fall 2016 Spring 2017 Fall 2017 Spring 2018 Fall 2018 Spring 2019 Fall 2019 Spring 2020 Fall 2020 Spring 2021 Fall 2021 Spring 2022	Argos Report	Report from Argos	A&R Coordinator	January 2017 July 2017 January 2018 July 2018 January 2019 July 2019 January 2020 July 2020 January 2021 July 2021 January 2022 July 2022

<p>SLO 3: First time transfer students will submit their external college transcripts for evaluation.</p> <p>ILO 7: Personal Responsibility & Development – Take the initiative and responsibility to assess your own actions with regard to physical wellness, learning opportunities, career planning, creative contribution to the community and ethical integrity in the home, workplace and community.</p>	<p>Fall 2016 Spring 2017 Fall 2017 Spring 2018 Fall 2018 Spring 2019 Fall 2019 Spring 2020 Fall 2020 Spring 2021 Fall 2021 Spring 2022</p>	<p>Argos Report</p>	<p>Report from Argos</p>	<p>A&R Coordinator</p>	<p>January 2017 July 2017 January 2018 July 2018 January 2019 July 2019 January 2020 July 2020 January 2021 July 2021 January 2022 July 2022</p>
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Appendix B

Student Survey & Results
Faculty Survey Results
SLO Report

Mark as shown: Please use a ball-point pen or a thin felt tip. This form will be processed automatically.
 Correction: Please follow the examples shown on the left hand side to help optimize the reading results.

1. Please answer the following questions in order to help us improve Admissions & Records at Allan Hancock College.

- 1.1 Are you aware that Admissions & Records provides the following services? Please check all that apply:
- | | | |
|--|--|---|
| <input type="checkbox"/> Admission | <input type="checkbox"/> College Now! Requirements | <input type="checkbox"/> Ordering AHC Transcripts |
| <input type="checkbox"/> Evaluating External Transcripts | <input type="checkbox"/> International Students | <input type="checkbox"/> Residency Information |
| <input type="checkbox"/> Degrees & Certificates Evaluation | <input type="checkbox"/> Athletic Eligibility | <input type="checkbox"/> Time Conflict Petitions |
| <input type="checkbox"/> Late Admission / Late Withdrawal | | |
- 1.2 Which of the following services have you used in the past? Please check all that apply:
- | | | |
|--|--|---|
| <input type="checkbox"/> Admission | <input type="checkbox"/> College Now! Requirements | <input type="checkbox"/> Ordering AHC Transcripts |
| <input type="checkbox"/> Evaluating External Transcripts | <input type="checkbox"/> International Students | <input type="checkbox"/> Residency Information |
| <input type="checkbox"/> Degrees & Certificates Evaluation | <input type="checkbox"/> Athletic Eligibility | <input type="checkbox"/> Time Conflict Petitions |
| <input type="checkbox"/> Late Admission / Late Withdrawal | | |

Please indicate how satisfied you are with each of the following services.

	Very Satisfied	Satisfied	Not Satisfied	N/A
1.3 Admission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 College Now! Requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Ordering AHC Transcripts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Evaluating External Transcripts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7 International Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8 Residency Information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.9 Degrees & Certificates Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.10 Athletic Eligibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.11 Time Conflict Petitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.12 Late Admission / Late Withdrawal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.13 Please provide any other comments about Admissions & Records

Program Review

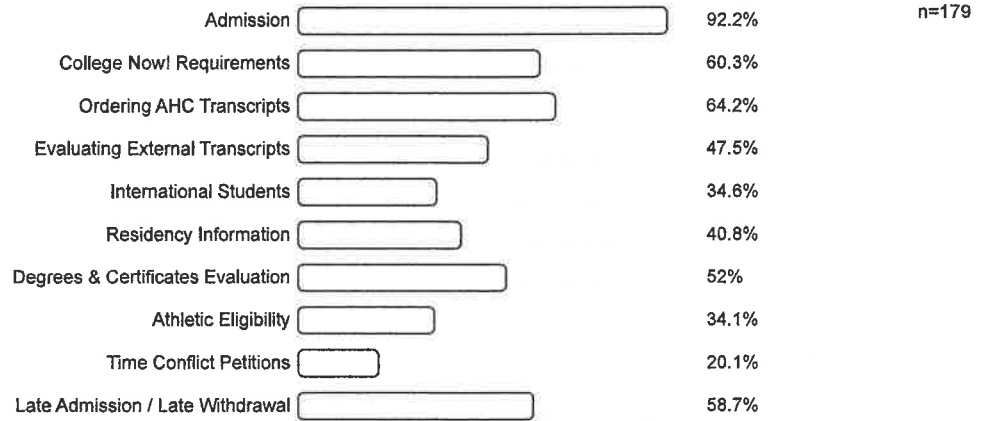
Program Review Online Surveys ()
 No. of responses = 179
 For the Period:



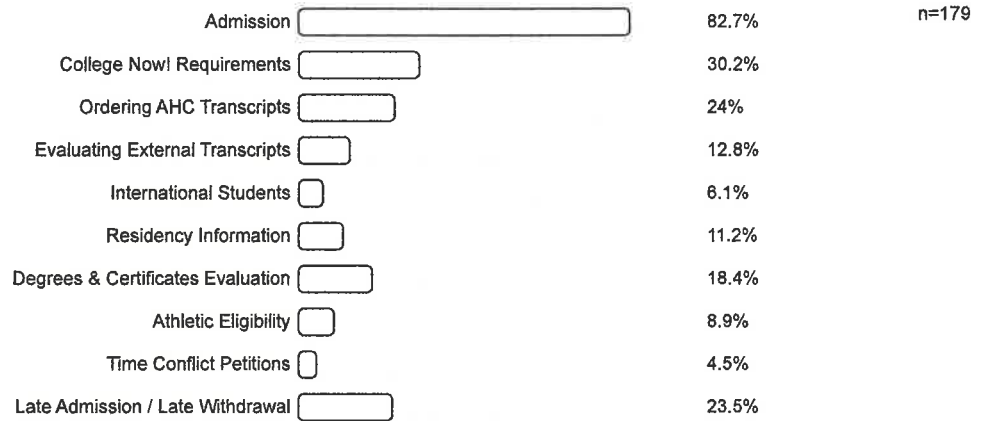
Survey Results

1. Please answer the following questions in order to help us improve Admissions & Records at Allan Hancock College.

1.1) Are you aware that Admissions & Records provides the following services? Please check all that apply:

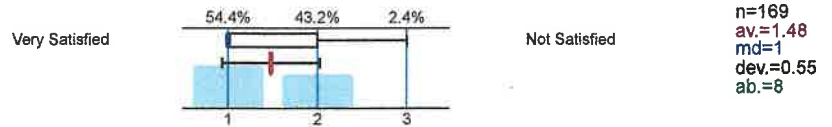


1.2) Which of the following services have you used in the past? Please check all that apply:

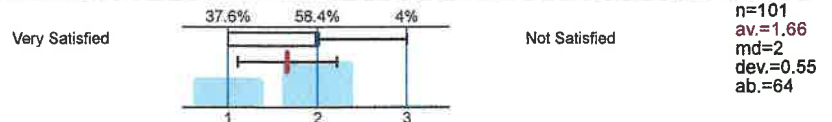


Please indicate how satisfied you are with each of the following services.

1.3) Admission



1.4) College Now! Requirements



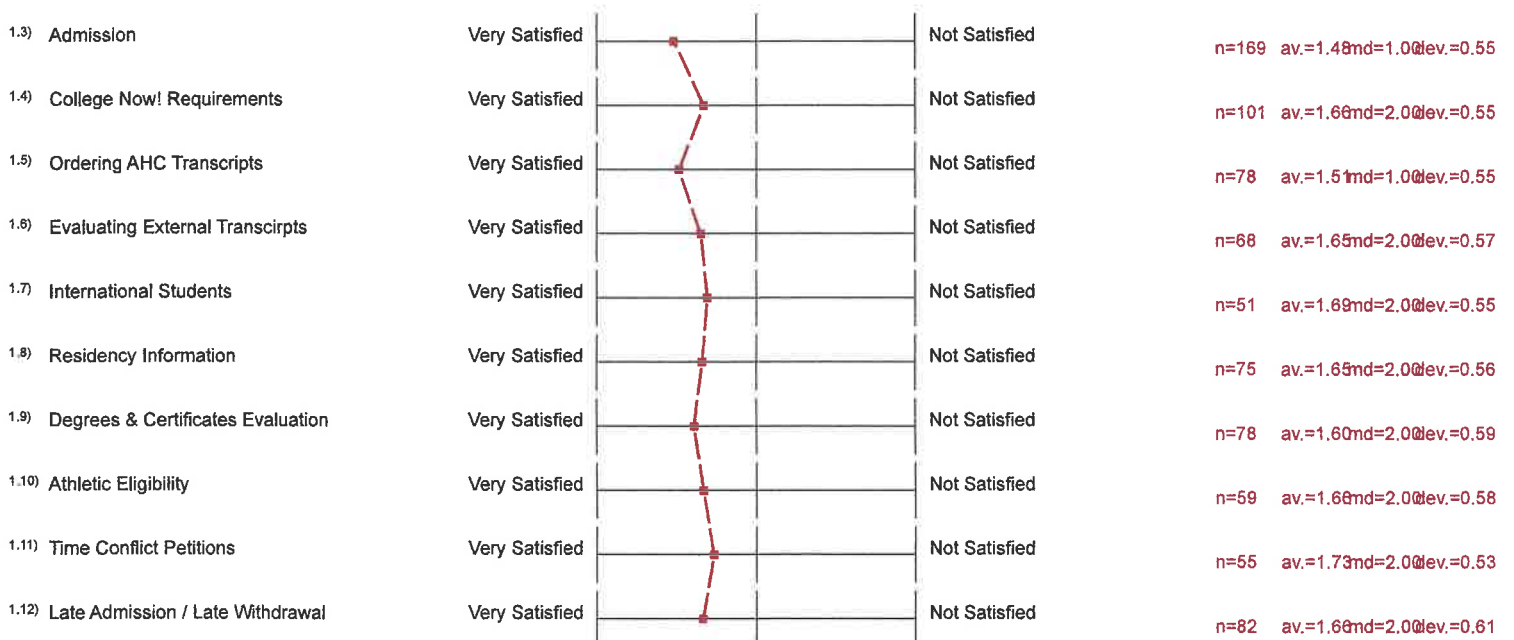
1.5) Ordering AHC Transcripts	Very Satisfied		Not Satisfied	n=78 av.=1.51 md=1 dev.=0.55 ab.=83
1.6) Evaluating External Transcripts	Very Satisfied		Not Satisfied	n=68 av.=1.65 md=2 dev.=0.57 ab.=90
1.7) International Students	Very Satisfied		Not Satisfied	n=51 av.=1.69 md=2 dev.=0.55 ab.=107
1.8) Residency Information	Very Satisfied		Not Satisfied	n=75 av.=1.65 md=2 dev.=0.56 ab.=84
1.9) Degrees & Certificates Evaluation	Very Satisfied		Not Satisfied	n=78 av.=1.6 md=2 dev.=0.59 ab.=80
1.10) Athletic Eligibility	Very Satisfied		Not Satisfied	n=59 av.=1.66 md=2 dev.=0.58 ab.=99
1.11) Time Conflict Petitions	Very Satisfied		Not Satisfied	n=55 av.=1.73 md=2 dev.=0.53 ab.=105
1.12) Late Admission / Late Withdrawal	Very Satisfied		Not Satisfied	n=82 av.=1.66 md=2 dev.=0.61 ab.=79

Profile

Subunit: IR General Surveys
 Name of the instructor: Program Review
 Name of the course: Program Review Online Surveys
 (Name of the survey)

Values used in the profile line: Mean

1. Please answer the following questions in order to help us improve Admissions & Records at Allan Hancock College.



Comments Report

1. Please answer the following questions in order to help us improve Admissions & Records at Allan Hancock College.

^{1,13)} Please provide any other comments about Admissions & Records

- :)
- A & R staff are amazing!
- Admissions and Records in my opinion is the most valuable department on campus.
- Admissions and records is very helpful
- Admissions is the best! :)
- Excellent people!
- Great job with helping!
- Hi
- I have not used it much yet.
- It is very helpful and the people are very kind
- It was easy and the staff helped me through everything.
- Josie and Pam are the best
- Keep up the good work
- Pam, Josie, Mallory, and Jessica are awesome.
- Service is great! It needs to be better advertised.
- Services need to be better advertised. More information of where and how to use these services would be helpful.
- So far so good!
- The employees are so helpful & friendly
- These folks always go the extra mile with anything And everything I request or have questions on. Very impressed
- They are always very friendly and helpful.
- They were helpful.
- Thumbs up
- Very helpful with everything I need help with
- Very helpful. Lots of info for students in need.
- Would like more staff available. Sometimes even when I'm the only person waiting for help, it will take 5-10 min for someone to assist me.
- great service. keep it up! :)
- they are good people
- very friendly and very helpful.

Program Review

Program Review Online Surveys ()
 No. of responses = 69
 For the Period:



Survey Results

1. Please answer the following questions in order to help us improve Admissions & Records at Allan Hancock College.

1.1) Are you aware that Admissions & Records provides the following services? Please check all that apply:

Registration	<input type="checkbox"/>	98.6%	n=69
Census Rosters	<input type="checkbox"/>	94.2%	
Grade Finalization	<input type="checkbox"/>	98.6%	
Instructor Drops	<input type="checkbox"/>	92.8%	

1.2) Which of the following services have you used in the past? Please check all that apply:

Registration	<input type="checkbox"/>	59.4%	n=69
Census Rosters	<input type="checkbox"/>	84.1%	
Grade Finalization	<input type="checkbox"/>	79.7%	
Instructor Drops	<input type="checkbox"/>	66.7%	

Please indicate how satisfied you are with each of the following services.

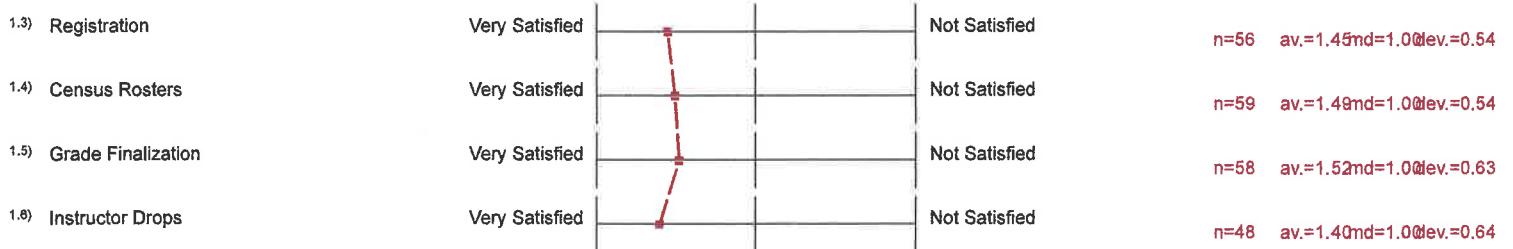
1.3) Registration	Very Satisfied		Not Satisfied	n=56 av.=1.45 md=1 dev.=0.54 ab.=11
1.4) Census Rosters	Very Satisfied		Not Satisfied	n=59 av.=1.49 md=1 dev.=0.54 ab.=8
1.5) Grade Finalization	Very Satisfied		Not Satisfied	n=58 av.=1.52 md=1 dev.=0.63 ab.=9
1.6) Instructor Drops	Very Satisfied		Not Satisfied	n=48 av.=1.4 md=1 dev.=0.64 ab.=18

Profile

Subunit: IR General Surveys
 Name of the instructor: Program Review
 Name of the course: Program Review Online Surveys
 (Name of the survey)

Values used in the profile line: Mean

1. Please answer the following questions in order to help us improve Admissions & Records at Allan Hancock College.



Comments Report

1. Please answer the following questions in order to help us improve Admissions & Records at Allan Hancock College.

1.7) Please provide any other comments about Admissions & Records

- :)
- A & R, and Marian Quaid-Maltagliati rocks.
- A&R does a great job!
- Access to the FINAL Grade Screen is turned off to soon.
- Admissions and Records has always been very helpful.
- Admissions and Records is AWESOME!
- Admissions and Records is extremely timely in getting paperwork for adds and drops processed.
- Admissions and records in the Community Ed section needs to change drastically. There are multiple students who register but never attend, sometimes dozens of them. Students are often misplaced. Students often do not understand when, where, and for how long their classes last. Students bring 'visitors' to classes when that is not permitted, and claim that they were not informed of the rules. Students add classes extremely late in the semester, and with low skills, create issues with the rest of the students, who are farther ahead in the texts. Students are being screened so poorly, it takes my breath away, and I'm not the only one who feels this way.
- After census, it would be beneficial to be able to drop students online without having to fax or attach the form, the form should be right on the faculty tab or available with a check box and input boxes for information to drop.
- Great job on all our admissions staff
- Having an online "Instructor Drops" option could improve the timeliness and accuracy of the process.
- I always appreciate when you are willing to take my drop by email or by phone when need be. Your staff goes above and beyond, and I appreciate it.
- I am happy that more and more actions can be accomplished on the web. I would like it if instructor drops could be handlesdon the web site.
- I would like to see Instructor drops made easier...sort of like the census roster where you just check off a box. It's a hassle to fill out the forms. It prevents me from doing Instructor drops.
- I'd like to see electronic drops besides the Census Rosters. We tried it electronically one semester, and it went away. Why can't Banner do this? It seems so basic to eliminate paper.
- It has been a long time since I registered for a course, but my daughter took some courses recently and it seems to me that the online registration could be more user-friendly.
- It would be save a lot of time if instructor drops could be done on line.
- It would great to have a training for faculty on the student registration process. Often when students are adding courses or registering they have questions and I am unsure of how to answer. I do send them to admissions and records- but sometimes it is just a quick "why" or "how". Just a thought!
Otherwise- Marian and her team are great!
- Keep up the good work! Shout out to Marian for sending the email reminders during the semester on due dates! They are really helpful!
You rock Marian!
- Keep up the good work.
- Marian, Janet and the staff have been Phenominal for me and the fire technology program for more than 15 years! Thanks so much Dan Coffman, Fire Technology Program.
- Not sure if this is the place, but it seems absurd that one instructor turning in grades late can hold up the entire grade finalization process. I know A & R is not at fault, but whoever has the power to change the technology needs to do so.
- Registration and grade finalization is fairly smooth and easy for instructors. In my experience, the Census Rosters are due a bit prematurely if the records are intended to accurately portray the classroom makeup. There are many students who decide to drop a bit later in the semester. This may be due to the type of class I teach, though.

- Thank you for all your dedicated and hard work!
Have a Happy Day!
- Thanks for all your help over the past twelve years.
- The "A" team is the backbone of this institution!
- The A&R department is amazing. They are knowledgeable, efficient, and incredibly patient and gracious with both faculty and students.
- The front office is GREAT!! Laura and Angela are always extremely helpful and I feel lucky they are there. They always take time to help me and I have observed their ever patient way with students...
- The last day to note Census Rosters should not fall on a Sunday, nor should final grades be due on a holiday.
- The registration process issues were due to Higher Ed being involved for refunds if you drop a class. They exploit students not being informed and benefit by keeping student \$\$\$. The census rosters could be improved reminders/notifications like you used to do.
- The switch from paper to electronic census rosters and instructor drops was very helpful.
- They are a great staff, hard working, and make themselves available to answer or bring clarification to all situations - whether rightly in the student's favor or rightly not.
- When I had to show positive attendance it took a lot of time.
- anytime I call over to A&R I am always greeted by a warm helpful person and always get my issues resolved. they are very student friendly!
- census rosters/grades are a little confusing with students on multiple pages. It should not allow you to submit until you have gone through all the pages or until you have gone through each student.
- in spite of their heavy work throughout the semester, Admissions & Records staff are extremely helpful, efficient, and courteous.
The staff members in Admissions & Records who are Hancock employees of many years are knowledgeable in their work, effective, and true professionals.
- no comments at this time.
- very helpful.

SLO by Term

Program: Admissions & Records

Date: 03/01/2016

Set of SLOs: CSLOs

A&R: Admissions & Records

Fall 2015

Assessment: Credentials

SLO	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
A&R SLO1 - Students will be able to order their AHC Transcripts via TranscriptsPlus.	6148	97.17%	0	0.00%	179	2.83%	0	0.00%	6327	100.00%
A&R SLO2 - First time college students will submit their high school transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO3 - Transfer students will submit their external college transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO4 - AHC graduates will meet degree requirements within the semester in which they applied for a diploma.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	6148	97.17%	0	0.00%	179	2.83%	0	0.00%	6327	100.00%

Assessment: External College Transcripts Evaluated

SLO	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
A&R SLO1 - Students will be able to order their AHC Transcripts via TranscriptsPlus.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO2 - First time college students will submit their high school transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO3 - Transfer students will submit their external college transcripts for evaluation.	0	0.00%	1433	100.00%	0	0.00%	0	0.00%	1433	100.00%

A&R SLO4 - AHC graduates will meet degree requirements within the semester in which they applied for a diploma.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	0	0.00%	1433	100.00%	0	0.00%	0	0.00%	1433	100.00%

Assessment: External College Transcripts Received

SLO	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
A&R SLO1 - Students will be able to order their AHC Transcripts via TranscriptsPlus.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO2 - First time college students will submit their high school transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO3 - Transfer students will submit their external college transcripts for evaluation.	0	0.00%	1565	100.00%	0	0.00%	0	0.00%	1565	100.00%
A&R SLO4 - AHC graduates will meet degree requirements within the semester in which they applied for a diploma.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	0	0.00%	1565	100.00%	0	0.00%	0	0.00%	1565	100.00%

Assessment: Graduation Petitions - Requirements Met

SLO	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
A&R SLO1 - Students will be able to order their AHC Transcripts via TranscriptsPlus.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO2 - First time college students will submit their high school transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO3 - Transfer students will submit their external college transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO4 - AHC graduates will meet degree requirements within the semester in which they applied for a diploma.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Assessment: High School Transcripts Evaluated

SLO	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
A&R SLO1 - Students will be able to order their AHC Transcripts via TranscriptsPlus.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO2 - First time college students will submit their high school transcripts for evaluation.	0	0.00%	1070	100.00%	0	0.00%	0	0.00%	1070	100.00%
A&R SLO3 - Transfer students will submit their external college transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO4 - AHC graduates will meet degree requirements within the semester in which they applied for a diploma.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	0	0.00%	1070	100.00%	0	0.00%	0	0.00%	1070	100.00%

Assessment: High School Transcripts Received

SLO	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
A&R SLO1 - Students will be able to order their AHC Transcripts via TranscriptsPlus.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO2 - First time college students will submit their high school transcripts for evaluation.	0	0.00%	1085	100.00%	0	0.00%	0	0.00%	1085	100.00%
A&R SLO3 - Transfer students will submit their external college transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO4 - AHC graduates will meet degree requirements within the semester in which they applied for a diploma.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	0	0.00%	1085	100.00%	0	0.00%	0	0.00%	1085	100.00%

Spring 2015

Assessment: Credentials

SLO	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
A&R SLO1 - Students will be able to order their AHC Transcripts via TranscriptsPlus.	6863	97.02%	0	0.00%	211	2.98%	0	0.00%	7074	100.00%
A&R SLO2 - First time college students will submit their high school transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO3 - Transfer students will submit their external college transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO4 - AHC graduates will meet degree requirements within the semester in which they applied for a diploma.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	6863	97.02%	0	0.00%	211	2.98%	0	0.00%	7074	100.00%

Assessment: Demand

SLO	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
A&R SLO1 - Students will be able to order their AHC Transcripts via TranscriptsPlus.	211	100.00%	0	0.00%	0	0.00%	0	0.00%	211	100.00%
A&R SLO2 - First time college students will submit their high school transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO3 - Transfer students will submit their external college transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO4 - AHC graduates will meet degree requirements within the semester in which they applied for a diploma.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	211	100.00%	0	0.00%	0	0.00%	0	0.00%	211	100.00%

Assessment: External College Transcripts Evaluated

SLO	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
A&R SLO1 - Students will be able to order their AHC Transcripts via TranscriptsPlus.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO2 - First time college students will submit their high school transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

A&R SLO3 - Transfer students will submit their external college transcripts for evaluation.	0	0.00%	1736	100.00%	0	0.00%	0	0.00%	1736	100.00%
A&R SLO4 - AHC graduates will meet degree requirements within the semester in which they applied for a diploma.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	0	0.00%	1736	100.00%	0	0.00%	0	0.00%	1736	100.00%

Assessment: External College Transcripts Received

SLO	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
A&R SLO1 - Students will be able to order their AHC Transcripts via TranscriptsPlus.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO2 - First time college students will submit their high school transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO3 - Transfer students will submit their external college transcripts for evaluation.	0	0.00%	1659	100.00%	0	0.00%	0	0.00%	1659	100.00%
A&R SLO4 - AHC graduates will meet degree requirements within the semester in which they applied for a diploma.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	0	0.00%	1659	100.00%	0	0.00%	0	0.00%	1659	100.00%

Assessment: Graduation Petitions - Requirements Met

SLO	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
A&R SLO1 - Students will be able to order their AHC Transcripts via TranscriptsPlus.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO2 - First time college students will submit their high school transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO3 - Transfer students will submit their external college transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO4 - AHC graduates will meet degree requirements within the semester in which they applied for a diploma.	0	0.00%	795	88.33%	105	11.67%	0	0.00%	900	100.00%
Total	0	0.00%	795	88.33%	105	11.67%	0	0.00%	900	100.00%

Assessment: High School Transcripts Evaluated

SLO	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
A&R SLO1 - Students will be able to order their AHC Transcripts via TranscriptsPlus.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO2 - First time college students will submit their high school transcripts for evaluation.	0	0.00%	2094	100.00%	0	0.00%	0	0.00%	2094	100.00%
A&R SLO3 - Transfer students will submit their external college transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO4 - AHC graduates will meet degree requirements within the semester in which they applied for a diploma.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	0	0.00%	2094	100.00%	0	0.00%	0	0.00%	2094	100.00%

Assessment: High School Transcripts Received

SLO	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
A&R SLO1 - Students will be able to order their AHC Transcripts via TranscriptsPlus.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO2 - First time college students will submit their high school transcripts for evaluation.	0	0.00%	2084	100.00%	0	0.00%	0	0.00%	2084	100.00%
A&R SLO3 - Transfer students will submit their external college transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO4 - AHC graduates will meet degree requirements within the semester in which they applied for a diploma.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	0	0.00%	2084	100.00%	0	0.00%	0	0.00%	2084	100.00%

Fall 2014

Assessment: Credentials

SLO	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
A&R SLO1 - Students will be able to order their AHC Transcripts via TranscriptsPlus.	5348	93.14%	0	0.00%	394	6.86%	0	0.00%	5742	100.00%
A&R SLO2 - First time college students will submit their high school transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO3 - Transfer students will submit their external college transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO4 - AHC graduates will meet degree requirements within the semester in which they applied for a diploma.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	5348	93.14%	0	0.00%	394	6.86%	0	0.00%	5742	100.00%

Assessment: External College Transcripts Evaluated

SLO	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
A&R SLO1 - Students will be able to order their AHC Transcripts via TranscriptsPlus.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO2 - First time college students will submit their high school transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO3 - Transfer students will submit their external college transcripts for evaluation.	0	0.00%	1286	100.00%	0	0.00%	0	0.00%	1286	100.00%
A&R SLO4 - AHC graduates will meet degree requirements within the semester in which they applied for a diploma.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	0	0.00%	1286	100.00%	0	0.00%	0	0.00%	1286	100.00%

Assessment: External College Transcripts Received

SLO	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
A&R SLO1 - Students will be able to order their AHC Transcripts via TranscriptsPlus.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO2 - First time college students will submit their high school transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

A&R SLO3 - Transfer students will submit their external college transcripts for evaluation.	1110	100.00%	0	0.00%	0	0.00%	0	0.00%	1110	100.00%
A&R SLO4 - AHC graduates will meet degree requirements within the semester in which they applied for a diploma.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	1110	100.00%	0	0.00%	0	0.00%	0	0.00%	1110	100.00%

Assessment: Graduation Petitions - Requirements Met

SLO	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
A&R SLO1 - Students will be able to order their AHC Transcripts via TranscriptsPlus.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO2 - First time college students will submit their high school transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO3 - Transfer students will submit their external college transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO4 - AHC graduates will meet degree requirements within the semester in which they applied for a diploma.	0	0.00%	323	89.72%	37	10.28%	0	0.00%	360	100.00%
Total	0	0.00%	323	89.72%	37	10.28%	0	0.00%	360	100.00%

Assessment: High School Transcripts Evaluated

SLO	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
A&R SLO1 - Students will be able to order their AHC Transcripts via TranscriptsPlus.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO2 - First time college students will submit their high school transcripts for evaluation.	0	0.00%	297	100.00%	0	0.00%	0	0.00%	297	100.00%
A&R SLO3 - Transfer students will submit their external college transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO4 - AHC graduates will meet degree requirements within the semester in which they applied for a diploma.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	0	0.00%	297	100.00%	0	0.00%	0	0.00%	297	100.00%

Assessment: High School Transcripts Received

SLO	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
A&R SLO1 - Students will be able to order their AHC Transcripts via TranscriptsPlus.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO2 - First time college students will submit their high school transcripts for evaluation.	0	0.00%	276	100.00%	0	0.00%	0	0.00%	276	100.00%
A&R SLO3 - Transfer students will submit their external college transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO4 - AHC graduates will meet degree requirements within the semester in which they applied for a diploma.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	0	0.00%	276	100.00%	0	0.00%	0	0.00%	276	100.00%

Assessment: Transcripts TEST

SLO	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
A&R SLO1 - Students will be able to order their AHC Transcripts via TranscriptsPlus.	0	0.00%	450	85.71%	75	14.29%	0	0.00%	525	100.00%
A&R SLO2 - First time college students will submit their high school transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO3 - Transfer students will submit their external college transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO4 - AHC graduates will meet degree requirements within the semester in which they applied for a diploma.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	0	0.00%	450	85.71%	75	14.29%	0	0.00%	525	100.00%

Summer 2014

Assessment: Credentials

SLO	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
A&R SLO1 - Students will be able to order their AHC Transcripts via TranscriptsPlus.	2442	92.08%	0	0.00%	210	7.92%	0	0.00%	2652	100.00%
A&R SLO2 - First time college students will submit their high school transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO3 - Transfer students will submit their external college transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO4 - AHC graduates will meet degree requirements within the semester in which they applied for a diploma.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	2442	92.08%	0	0.00%	210	7.92%	0	0.00%	2652	100.00%

Assessment: External College Transcripts Evaluated

SLO	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
A&R SLO1 - Students will be able to order their AHC Transcripts via TranscriptsPlus.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO2 - First time college students will submit their high school transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO3 - Transfer students will submit their external college transcripts for evaluation.	0	0.00%	799	100.00%	0	0.00%	0	0.00%	799	100.00%
A&R SLO4 - AHC graduates will meet degree requirements within the semester in which they applied for a diploma.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	0	0.00%	799	100.00%	0	0.00%	0	0.00%	799	100.00%

Assessment: External College Transcripts Received

SLO	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
A&R SLO1 - Students will be able to order their AHC Transcripts via TranscriptsPlus.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO2 - First time college students will submit their high school transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

A&R SLO3 - Transfer students will submit their external college transcripts for evaluation.	906	100.00%	0	0.00%	0	0.00%	0	0.00%	906	100.00%
A&R SLO4 - AHC graduates will meet degree requirements within the semester in which they applied for a diploma.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	906	100.00%	0	0.00%	0	0.00%	0	0.00%	906	100.00%

Assessment: Graduation Petitions - Requirements Met

SLO	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
A&R SLO1 - Students will be able to order their AHC Transcripts via TranscriptsPlus.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO2 - First time college students will submit their high school transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO3 - Transfer students will submit their external college transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO4 - AHC graduates will meet degree requirements within the semester in which they applied for a diploma.	0	0.00%	122	91.04%	12	8.96%	0	0.00%	134	100.00%
Total	0	0.00%	122	91.04%	12	8.96%	0	0.00%	134	100.00%

Assessment: High School Transcripts Evaluated

SLO	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
A&R SLO1 - Students will be able to order their AHC Transcripts via TranscriptsPlus.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO2 - First time college students will submit their high school transcripts for evaluation.	0	0.00%	503	100.00%	0	0.00%	0	0.00%	503	100.00%
A&R SLO3 - Transfer students will submit their external college transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO4 - AHC graduates will meet degree requirements within the semester in which they applied for a diploma.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	0	0.00%	503	100.00%	0	0.00%	0	0.00%	503	100.00%

Assessment: High School Transcripts Received

SLO	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
A&R SLO1 - Students will be able to order their AHC Transcripts via TranscriptsPlus.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO2 - First time college students will submit their high school transcripts for evaluation.	0	0.00%	555	100.00%	0	0.00%	0	0.00%	555	100.00%
A&R SLO3 - Transfer students will submit their external college transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO4 - AHC graduates will meet degree requirements within the semester in which they applied for a diploma.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	0	0.00%	555	100.00%	0	0.00%	0	0.00%	555	100.00%

Spring 2014

Assessment: Credentials

SLO	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
A&R SLO1 - Students will be able to order their AHC Transcripts via TranscriptsPlus.	6295	91.90%	0	0.00%	555	8.10%	0	0.00%	6850	100.00%
A&R SLO2 - First time college students will submit their high school transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO3 - Transfer students will submit their external college transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO4 - AHC graduates will meet degree requirements within the semester in which they applied for a diploma.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	6295	91.90%	0	0.00%	555	8.10%	0	0.00%	6850	100.00%

Assessment: External College Transcripts Evaluated

SLO	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
A&R SLO1 - Students will be able to order their AHC Transcripts via TranscriptsPlus.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO2 - First time college students will submit their high school transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO3 - Transfer students will submit their external college transcripts for evaluation.	0	0.00%	1142	100.00%	0	0.00%	0	0.00%	1142	100.00%
A&R SLO4 - AHC graduates will meet degree requirements within the semester in which they applied for a diploma.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	0	0.00%	1142	100.00%	0	0.00%	0	0.00%	1142	100.00%

Assessment: External College Transcripts Received

SLO	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
A&R SLO1 - Students will be able to order their AHC Transcripts via TranscriptsPlus.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO2 - First time college students will submit their high school transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO3 - Transfer students will submit their external college transcripts for evaluation.	1366	100.00%	0	0.00%	0	0.00%	0	0.00%	1366	100.00%
A&R SLO4 - AHC graduates will meet degree requirements within the semester in which they applied for a diploma.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	1366	100.00%	0	0.00%	0	0.00%	0	0.00%	1366	100.00%

Assessment: Graduation Petitions - Requirements Met

SLO	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
A&R SLO1 - Students will be able to order their AHC Transcripts via TranscriptsPlus.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO2 - First time college students will submit their high school transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

A&R SLO3 - Transfer students will submit their external college transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO4 - AHC graduates will meet degree requirements within the semester in which they applied for a diploma.	0	0.00%	719	89.10%	88	10.90%	0	0.00%	807	100.00%
Total	0	0.00%	719	89.10%	88	10.90%	0	0.00%	807	100.00%

Assessment: High School Transcripts Evaluated

SLO	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
A&R SLO1 - Students will be able to order their AHC Transcripts via TranscriptsPlus.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO2 - First time college students will submit their high school transcripts for evaluation.	0	0.00%	206	100.00%	0	0.00%	0	0.00%	206	100.00%
A&R SLO3 - Transfer students will submit their external college transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO4 - AHC graduates will meet degree requirements within the semester in which they applied for a diploma.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	0	0.00%	206	100.00%	0	0.00%	0	0.00%	206	100.00%

Assessment: High School Transcripts Received

SLO	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
A&R SLO1 - Students will be able to order their AHC Transcripts via TranscriptsPlus.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO2 - First time college students will submit their high school transcripts for evaluation.	0	0.00%	239	100.00%	0	0.00%	0	0.00%	239	100.00%
A&R SLO3 - Transfer students will submit their external college transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO4 - AHC graduates will meet degree requirements within the semester in which they applied for a diploma.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	0	0.00%	239	100.00%	0	0.00%	0	0.00%	239	100.00%

Fall 2013

Assessment: Credentials

SLO	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
A&R SLO1 - Students will be able to order their AHC Transcripts via TranscriptsPlus.	6185	100.00%	0	0.00%	0	0.00%	0	0.00%	6185	100.00%
A&R SLO2 - First time college students will submit their high school transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO3 - Transfer students will submit their external college transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO4 - AHC graduates will meet degree requirements within the semester in which they applied for a diploma.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	6185	100.00%	0	0.00%	0	0.00%	0	0.00%	6185	100.00%

Assessment: Demand

SLO	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
A&R SLO1 - Students will be able to order their AHC Transcripts via TranscriptsPlus.	0	0.00%	104	100.00%	0	0.00%	0	0.00%	104	100.00%
A&R SLO2 - First time college students will submit their high school transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO3 - Transfer students will submit their external college transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO4 - AHC graduates will meet degree requirements within the semester in which they applied for a diploma.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	0	0.00%	104	100.00%	0	0.00%	0	0.00%	104	100.00%

Assessment: External College Transcripts Evaluated

SLO	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
A&R SLO1 - Students will be able to order their AHC Transcripts via TranscriptsPlus.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO2 - First time college students will submit their high school transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO3 - Transfer students will submit their external college transcripts for evaluation.	1679	100.00%	0	0.00%	0	0.00%	0	0.00%	1679	100.00%
A&R SLO4 - AHC graduates will meet degree requirements within the semester in which they applied for a diploma.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	1679	100.00%	0	0.00%	0	0.00%	0	0.00%	1679	100.00%

Assessment: External College Transcripts Received

SLO	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
A&R SLO1 - Students will be able to order their AHC Transcripts via TranscriptsPlus.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO2 - First time college students will submit their high school transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO3 - Transfer students will submit their external college transcripts for evaluation.	1686	100.00%	0	0.00%	0	0.00%	0	0.00%	1686	100.00%
A&R SLO4 - AHC graduates will meet degree requirements within the semester in which they applied for a diploma.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	1686	100.00%	0	0.00%	0	0.00%	0	0.00%	1686	100.00%

Assessment: Graduation Petitions - Requirements Met

SLO	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
A&R SLO1 - Students will be able to order their AHC Transcripts via TranscriptsPlus.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO2 - First time college students will submit their high school transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

A&R SLO3 - Transfer students will submit their external college transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO4 - AHC graduates will meet degree requirements within the semester in which they applied for a diploma.	344	100.00%	0	0.00%	0	0.00%	0	0.00%	344	100.00%
Total	344	100.00%	0	0.00%	0	0.00%	0	0.00%	344	100.00%

Assessment: High School Transcripts Evaluated

SLO	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
A&R SLO1 - Students will be able to order their AHC Transcripts via TranscriptsPlus.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO2 - First time college students will submit their high school transcripts for evaluation.	816	100.00%	0	0.00%	0	0.00%	0	0.00%	816	100.00%
A&R SLO3 - Transfer students will submit their external college transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO4 - AHC graduates will meet degree requirements within the semester in which they applied for a diploma.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	816	100.00%	0	0.00%	0	0.00%	0	0.00%	816	100.00%

Assessment: High School Transcripts Received

SLO	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
A&R SLO1 - Students will be able to order their AHC Transcripts via TranscriptsPlus.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO2 - First time college students will submit their high school transcripts for evaluation.	0	0.00%	816	100.00%	0	0.00%	0	0.00%	816	100.00%
A&R SLO3 - Transfer students will submit their external college transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO4 - AHC graduates will meet degree requirements within the semester in which they applied for a diploma.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	0	0.00%	816	100.00%	0	0.00%	0	0.00%	816	100.00%

Assessment: Mailed

SLO	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
A&R SLO1 - Students will be able to order their AHC Transcripts via TranscriptsPlus.	0	0.00%	0	0.00%	176	100.00%	0	0.00%	176	100.00%
A&R SLO2 - First time college students will submit their high school transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO3 - Transfer students will submit their external college transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO4 - AHC graduates will meet degree requirements within the semester in which they applied for a diploma.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	0	0.00%	0	0.00%	176	100.00%	0	0.00%	176	100.00%

Spring 2013**Assessment: Drop Rosters**

SLO	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
A&R SLO1 - Students will be able to order their AHC Transcripts via TranscriptsPlus.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO2 - First time college students will submit their high school transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO3 - Transfer students will submit their external college transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO4 - AHC graduates will meet degree requirements within the semester in which they applied for a diploma.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Assessment: Grade Finalization - Faculty

SLO	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
A&R SLO1 - Students will be able to order their AHC Transcripts via TranscriptsPlus.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO2 - First time college students will submit their high school transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO3 - Transfer students will submit their external college transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO4 - AHC graduates will meet degree requirements within the semester in which they applied for a diploma.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Assessment: Petition for Late Add because of Dropped for Non-Payment

SLO	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
A&R SLO1 - Students will be able to order their AHC Transcripts via TranscriptsPlus.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO2 - First time college students will submit their high school transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO3 - Transfer students will submit their external college transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO4 - AHC graduates will meet degree requirements within the semester in which they applied for a diploma.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Assessment: myHancock Survey

SLO	Institutional Exceeds Standards		Institutional Meets Standards		Institutional Below Standards		N/A		Total	
A&R SLO1 - Students will be able to order their AHC Transcripts via TranscriptsPlus.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO2 - First time college students will submit their high school transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

A&R SLO3 - Transfer students will submit their external college transcripts for evaluation.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
A&R SLO4 - AHC graduates will meet degree requirements within the semester in which they applied for a diploma.	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%

Appendix C

Summary & Priority of Resource Needs

ALLAN HANCOCK COLLEGE
Student Services Comprehensive Program Review
2015-2016

Summary & Priority of Resource Needs

Priority	Resource Need	Justification	Strategic Goal	SLO Assessment/Evidence	Cost	Resource Need Type
1	Full-time A&R Tech I	Constant interruption of current staff to man the counter impacts workload and stress levels.	Goal IR1: To recruit and retain quality employees.	Increase service available at counter, allow other staff to complete student focused tasks like degree audit and athletic eligibility.	\$54,586 salary & benefits	Staffing
2	Student Worker	Many students require in-person assistance with A&R processes, losing staff to this service reduces aid available at the counter and phones.	Goal SLS2: To support student access, achievement, and success.	Current student worker is funded in part by work study, department funds are inadequate to cover costs if work study is not available.	\$10,025.79 / year	Staffing
3	Increase in travel budget	Current funds are inadequate to cover the costs of valuable conferences, workshops, and trainings available for A&R staff. Alternative funding sources may not always be available to cover costs.	Goal SLS1: To ensure continuous improvement based on Student Learning Outcomes assessment data.	Ellucian Live required for Banner updates. Annual Admissions conference required for Title 5 and Chancellor Office updates. Regional CACCRAO for other staff to provide training, updates, and networking opportunities.	\$8,200 increase	Other

**ESTIMATE FOR PARNE OR BUDGET PURPOSES ONLY
ALL HIRES ARE PENDING UNTIL APPROVED BY THE BOARD**

23-Mar-16
2016-2017 SALARY & BENEFIT COST ESTIMATE
CLASSIFIED BARGAINING UNIT

Monthly	
shift/other	0.00
salary	2,578.00
longevity	0.00
	2,578.00

Admissions & Records Technician I

			<u>ANNUAL SALARY</u>
SALARY:	Effective Dates: Annual		
	Range-Step: 12A	salary	30,936
	FTE 100.000%	shift	0
	Hours/Week 37.0	longevity	0
	Months/Year 12		\$30,936
 BENEFITS:	 PERS	13.050%	4,037
	OASDHI	6.20%	1,918
	MEDICARE	1.45%	449
	SUI	0.05%	15
	W/C	2.289%	708
MANDATORY BENEFITS TOTAL			\$7,127
	INC PROT	0.225%	70
	MEDICAL	1,176.17	14,114
	DENTAL	163.80	1,966
	LIFE	12.06	145
	VISION	5.65	68
	POST EMPLOYMENT HEALTH BENEFITS	0.52%	161
	CASH IN LIEU	0.00	0
FRINGE BENEFITS TOTAL			\$16,523
	TOTAL BENEFITS		\$23,650
	TOTAL SAL & BEN		\$54,586

**Actual salary placement and start date to be determined by HR
Salary schedule and fringe benefit amounts are subject to negotiations
Mandatory benefit rates are subject to change**

Prepared by S Allen

STUDENT WORKER SALARY SCENARIOS

- 1) Please Note:
 - a) Student Worker Salary Schedule is listed in myHancock, Work Tools, CJPC channel.
 - b) Worker's Compensation formula is 2.304 % of total funding.
 - c) Minimum Wage will be increasing on January 1, 2016 to \$10 per hour; therefore, please calculate accordingly to reflect this increase which is \$1 increase for category 1, 2, 3, and 4.
 - An updated SS85 Student Worker Salary Schedule will be in place at this time showing student worker category increases.
- 2) Calculations:
 - a) Calculate the total number of weeks X hours per week X salary = Funds needed.
 - b) Workers Compensation--WC benefits need to be calculated for the total amount of each student worker.
- 3) Federal Work Study (FWS) funded student workers:
 - a) Receive total funding and timelines from the CJPC.
 - b) Calculate WC for this amount which will come from your classified WC budget.
- 4) CalWORKs Work Study (CWS) funded student workers:
 - a) Receive total funding and timelines from the CJPC.
 - b) Calculate WC for this amount which will come from your classified WC budget.
 - c) Transfer budget funds into your budget using your program code/2347 or 2437 object code(s); otherwise, there will be a negative in this budget/object code when your worker uses these funds.

Sample #1 (Student Worker 1 for summer session beginning the new fiscal year)

7 weeks X 20 hours per week X \$9.00 per hour = \$1260 X (2.4 WC) \$30.24

Sample #2 (Student Worker 1 for one semester)

17 weeks X 20 hours per week X \$9.00 per hour = \$3060 X (2.4 WC) \$73.44

Sample #3 (Student Worker 1 for 7/1/14 to 6/30/15, complete year)

Approximately 49 weeks X 20 hours per week X \$9.00 per hour = \$8820 X (2.4 WC) \$211.68

Request and Authorization to Hire a Student Worker Form sample below:

BUDGET INFORMATION					BUSINESS SERVICES ONLY	
ALL PROGRAM/OBJECT CODE(S)	CATEGORY(IES)	SALARY/FUNDING REQUESTED	BENEFIT COST	GRANT'S ENDING DATE	BUDGET VERIF	PCN(S)
Sample #1: 64733000-2340	1	\$1260	\$30.24	Grants Only		
Sample #2: 64733000-2340	1	\$3060	\$73.44	Grants Only		
Sample #3: 64733000-2340	1	\$8820	\$211.68	Grants Only		
CWS 64733000-2347	1	\$1500	\$36	Grants Only		
FWS 64733000-2349	1	\$3000	\$72	Grants Only		

EXECUTIVE SUMMARY **(Validation Team Report)**

The Validation team has reviewed all components of the Self-study. The team is unanimous in assessing the Admissions and Records office as an integral part of the college who works very diligently to meet the needs of students, staff, faculty and administration. The demands of the office have been increasing geometrically with the many changes by the state such as Priority Registration, changes by the administration to move up the fall registration period and to simultaneously offer summer and fall registration period, institutional changes to begin a Concurrent Enrollment program, and the implementation of E-transcripts and CCC Apply. The Admissions and Registrar office's has met these challenges and others while undergoing staffing challenges and lack of financial resources. All Validation Team members have been impressed that they have done all of this working collaboratively with everyone on campus always maintaining a positive "can do" attitude.

MAJOR FINDINGS

Strengths of the program/discipline:

1. Services and Curriculum

The Admissions office updates the A&R public webpages, informs AHC staff of program updates and communicates information to students via phone, email, and in person. The staff works collaboratively with other departments such as Academic Affairs, Counseling and all Student Services departments to streamline processes. The staff is very proactive to addressing issues and concerns raised by AHC staff and students. The department is to be commended for its positive approach to solving student and staff concerns, and that no phone call or email request goes unanswered. The workload has increased measurably and the staff continues to meet multiple deadlines while multitasking.

2. Student Support and Development

A&R staff members remain current on policies and procedures and inform students of changes as they occur. Staff is available in person, by email, phone, and fax, staying open late on Tuesdays, and offering extended hours during the first week of each semester and the summer session. The office collaborates with the extended campus to provide comparable services and timely responses to extended and distance learning student concerns.

3. Student Outcomes

A&R staff is committed to student success: adapting to new plans to increase enrollment, providing three Spanish/English bilingual staff members, and cross training staff in multiple functions. Due to the success of attaining exceptional rates of "Exceeding Institutional Standards" in the previous 6-year plan, the SLOs have been updated to address issues with student registrations and records such as addressing the waitlist process, evaluating high school transcripts, and external college transcripts for first time transfer students. For example, since Spring 2014 the previous Student Learning Outcome #1, "Students will be able to order their AHC Transcripts via TranscriptsPlus" has improved from a 91.9% of students Exceeding Institutional Standards to a 97.17% increase for Fall 2015. A&R staff is actively using SLO's for planning and improving services.

4. Personnel and Support Services

Professional Development opportunities are encouraged and supported by the Director. The Director and Coordinator work to adjust schedules to allow attendance. Classified staff evaluations are timely and constructive. Evaluations have been effectively used to align staff with student needs and to improve customer service.

5. Facilities

A&R staff has adjusted to the configuration of the new Student Services building. A&R continues to suggest improvements to the Facilities and Operations to make the building more student and staff friendly. Suggestions have included a clock in the building lobby, posted building hours on exterior doors, white color wall vs a color wall for photo IDs and shades covering the lobby windows facing the office to block glare for students using the computers and for staff facing the windows.

6. Financial Resources

The A&R staff continues to stretch financial resources to meet as many department needs as possible without negatively impacting student services.

7. Community Outreach and Program Awareness

Staff belongs to various committees and councils which provide input in the decision making process through shared governance. The Director A&R participated initially in the Bridges to Success Meetings and in February 2016 the Transcript Evaluator began attending meetings.

8. State and Federal Compliance

The Director does a commendable job of staying up to date on state and federal regulations. The Director notifies A&R of updates to state and federal guidelines as they apply to college policies and procedures verbally, via email, staff retreats and staff meetings. The office is audited annually and has been found to be in compliance with all applicable regulations. The office has also been very instrumental in assisting other departments to resolve their audit issues.

Concerns regarding the program/discipline:

1. Services and Curriculum

The office attempts to stay in communication with area high schools providing important dates and program procedures. However, at times this communication is not relayed accurately to students at the high schools by high school staff. This results in confusion regarding the college's policy and procedures.

Faculty are provided with A&R deadlines and procedural updates, but some faculty do not consistently adhere to these policies causing student frustration and ultimately additional workload for A&R staff to resolve the issues with faculty. For instances, some faculty do not update their syllabi as withdrawal information and procedures change and deadline date changes.

2. Student Support and Development

The expectation that all deadlines can be met, when additional work is added to alleviate the workload of other departments, causes unnecessary stress to the A&R staff. A&R is seen as the "can do" department so many projects are placed upon them without consideration of their lack of resources. Examples of this would be Concurrent Enrollment and the President's Welcome Letter. They are getting the work down but are reaching over capacity.

All A&R staff would like to participate in professional staff development activities as a team. However, with the exception of All Staff Day the A&R staff is unable to participate in trainings/workshops as a cohesive unit.

3. Student Outcomes

A&R staff feel it is helpful when A&R is given the opportunity to provide concerns and feedback on enrollment strengths and challenges. A&R has been tasked with implementing many changes to the admissions and registration process in an effort to increase enrollment. However, they felt they were not given the opportunity to give input into the formulation of these strategies. They were tasked with implementation and with resolving issues that could have been avoided if they had been more involved with the initial brain storming.

4. Personnel and Support Services

Additional staffing and student worker funding would permit a better system to ensure counter coverage at all times without stressing current staff, and improved customer service to students including the student help desk.

5. Facilities

A&R staff is not trained in IT support, but are expected to answer such technical questions and walk students through a diagnostic process. Students continue to call with issues while using specific browsers (i.e. Google Chrome, Mozilla Firefox, and Safari) creating a frustrating registration process for both students and staff.

Students often show frustration and the office staff continue to answer numerous calls/emails regarding the user id and pin login. Students are unaware what the user id/pin are, and the instructions are located in the student portal they are unable to access.

6. Financial Resources

Current funding is not adequate to maintain services. Budget augmentation requests are often denied, the current annual travel budget (\$800) is insufficient for the staff size. No additional funding is anticipated though services are continuously expanding.

As program requirements continue to grow, the only space available to add additional staff is at the counter. Dedicated counter staff would allow others to serve students in a more timely fashion.

7. Community Outreach and Program Awareness

A&R should be given the opportunity to provide feedback and raise concerns regarding issues that affect office processes. Often A&R staff are required to fix issues on a demand basis regardless of current workload. Examples include: 3SP Priority Registration mandates – dates were manually updated to align with late orientation dates an issue eventually resolved by 3SP Technology Initiative taskforce; clearing many Concurrent Enrollment students for enrollment in 30 minutes when paperwork had been received by another department weeks earlier but not processed by that department.

8. State and Federal Compliance

When state and federal guidelines change it can be challenging to implement changes within the designated time frames as the institution does not recognize the workload already existing in the office.

Recommendations:

1. The extended campuses are open evenings with extended hours and the main campus A&R office closes at 4:30 pm except on Tuesday evenings when it closes at 6:00pm. If a student at the extended campuses has an admissions or registration matter after 4:30 pm, such as a residency issue, hold on the student account or 72-hour hold on an application, students have to wait until the next day to resolve the matter. It would be

beneficial if the extended campus staff had the training and authority to handle these issues to improve service to the student. It is also recommended that the Extended Campus Dean work with the Director Admissions and Records to obtain funding for staffing an Admissions and Records person at the Lompoc Valley Center.

Extending the authority to handle the issues listed above is complicated by the assigned functions of the staff job descriptions, currently the staff at the Extended Campus do not have this authority included in the functions of their job description, and cannot be expected to perform this role unless the description is revised. To alleviate the gap between the hours of operation at all campuses, Admissions and Records is willing to remain open until 6:00 p.m. Monday through Thursday *if* other first floor student services are also willing to extend their hours accordingly.

2. The District should provide additional funding for permanent front counter staff in Santa Maria or student workers to assist staff with A&R duties such as making student ID cards, answering phones, and responding to generic emails both in Santa Maria and Lompoc Valley Center. This would allow staff to work on other advanced tasks especially during heavy traffic times before, during and after registration. Student worker(s) including Student Ambassador support would be beneficial during the summer months.

The self-study team wholeheartedly agrees with this assessment, and has included the request in the program review.

3. Sometimes, it is difficult for new students to navigate myHancock to locate their student ID. The college should consider making it a one button approach. In addition, it is recommended that an IT position be developed within the A&R office to assist with the "Student Help Desk" issues that have been assigned to the A&R office to resolve. The current A&R staff does not have the IT expertise necessary to resolve the students many issues. This would alieve staff of this function allowing them to focus on other tasks and would alieve student frustration with navigating the college's system.

The one button approach may be possible with the implementation of the new portal, however, this is a function of IT Services, A&R has no authority to update the portal. An IT position within A&R would be a fantastic addition to the staff, but implementation is limited by funds and facilities, there is currently no office or cubicle available for this staff member.

4. The campus is implementing Recruiter and has implemented Degree Works. Counseling has the lead on these programs. However, it is recommended that the Admissions and Records office be proactively involved with the continued implementation of these programs especially in using Recruiter to remind students who applied but have not yet registered. Counseling office is responsible for Degree Works but it is recommended that A&R assist that office to develop a seamless efficient process for identifying certificate students who have completed 20 units, notifying them they may petition for a certificate and posting their certificate.

A&R has proactively developed a program in RAVE to communicate with students who have applied for admission but have not yet registered. Additional communiques would be more seamlessly handled by outreach staff, rather than Admissions staff. Identifying and connecting with students who have completed 20 units and notifying them of the application for certification process is an excellent idea, however the A&R staff workload is already at capacity and the addition of an extensive, time consuming project is outside the current productivity scope.

5. The A&R staff should do regular presentations to the Academic Chairs meeting so chairs are aware of the issues facing the A&R office due to faculty issues such as late

grades, wrong deadline dates for drops/withdraws and other relevant faculty issues. Academic Affairs needs to support A&R's efforts to get faculty to follow college's policy and procedures including submitting grades on time.

The Admissions and Records staff is more than willing to present at the Academic Chairs meeting and readily anticipate an invitation from the meeting coordinator that they have been included in the agenda.

6. The A&R staff should do regularly scheduled presentations to the Counseling department so counselors and staff chairs are up to date and informed aware of the most current information impacting students. The staff should also be involved with outreach and training to high school staff to improve accuracy of information provided to high school students.

Information is regularly shared at the 3SP & Student Equity Committee meetings, at which a majority of counselors are present. If the Counseling Department would like the information presented at their own departmental meeting, the Admissions and Records staff eagerly awaits an invitation from the meeting coordinator.

7. The college will be implementing CCC Apply and Banner XE in the coming year. It is recommended that after these are implemented the A&R office do a student survey to determine student satisfaction with the new applications and Banner XE changes. The Validation Team felt this survey should be more widely distributed especially at the Public Safety Complex, extended campus sites and in the Career Technical Education (CTE) programs. The survey should also try to access more evening CTE courses. The Validation Team members offer their direct assistance in distributing these surveys to these various groups. The team would like to see a larger more robust survey response than the current one.

CCC Apply has a built in survey function so that every student who completes an application also has the ability to complete the survey. A&R is unclear what purpose or benefit creating an additional survey would provide, as the application is a state program and cannot be revised by the Admissions staff, and AHC will not be returning to the college created version. In regards to the distribution of other surveys to the Extended Campus, different versions of the survey would need to be created as the services and staff members available at each campus are different. The outcome of such a survey would be difficult to evaluate as a comprehensive result.

The Admissions and Records office is doing a very commendable job in meeting the priorities of the college, and the needs of students, staff and the public. As evidenced by the survey and by general comments from staff they are valued by everyone for the high level of service they provide and their positive approach to customer service for all of their constituents.