

# STUDENT SERVICES PROGRAM REVIEW

## SELF STUDY

G R O S S M O N T  
C O L L E G E



<b>Name of Department or Program:</b>	<b>Admissions &amp; Records</b>
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# **STUDENT SERVICES PROGRAM REVIEW**

*The primary purpose of an ACCJC–accredited institution is to foster student learning and student achievement. An effective institution ensures that its resources, programs, and services, whenever, wherever, and however delivered, support student learning and achievement. The effective institution ensures academic quality and continuous improvement through ongoing assessment of learning and achievement and pursues institutional excellence and improvement through ongoing, integrated planning and evaluation.*

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## SECTION 1 – MISSION & OVERVIEW

Name of Department:	Admissions & Records
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**PURPOSE OF SECTION 1.1 - 1.3:** *To help the committee understand how the department/program supports the mission of GC.*

**College Mission:** *“Grossmont College is committed to providing an exceptional learning environment that enables diverse individuals to pursue their hopes, dreams, and full potential, and to developing enlightened leaders and thoughtful citizens for local and global communities.”*

**Note:** *College mission statement is currently under revision*

1.1 Program Mission: What is your program’s mission statement? Please explain how the program’s mission relates to the mission of GC.

Program mission:	The Grossmont College Admissions & Records Office establishes and maintains academic and enrollment/registration records for the College. We strive to provide accurate, timely, and respectful services to faculty, staff and students. We are committed to the development of staff, policies, procedures and technology to enhance students' success. We promote open communication, collaboration, and mutual support that acknowledge the time and effort necessary to assure the integrity of our information.
Relationship to College mission:	This mission statement was developed during our previous program review cycle and we are looking forward to working together during our next retreat to discuss and develop our new mission statement

1.2 Please describe the process your department uses to review and revise its mission statement.

Comments:	<p>In the past, this process was handled by the A&amp;R Supervisor in collaboration with the Dean. For this cycle we have not formally updated our Program Mission as our office is in a state of flux right now and we are doing a lot of collective soul searching to determine “who we really are” and “what we really want to be”.</p> <p>Going forward we will be facilitating an off-site half day retreat with the A&amp;R staff to do some team building and to participate in exercises that will help us solidify the answers to the questions above, so we can formally decide on a Mission that we can all be proud of.</p>
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1.3 Did your department make any changes to its mission statement in this program review cycle? Please explain why or why not.

Comments:	We did not make any changes to our existing mission statement. We have been making many changes to A&R and the way we deploy services, so we wanted to take time to wait until the dust settled from those changes before we tried to answer, “Who are we?”
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**PURPOSE OF SECTION 1.4 –1.10** To help the committee understand the history of the department/program, target populations, services provided, department staffing, contributions to student success, and collaboration across the campus.

1.4 **HISTORY:** Introduce the self-study with a brief department history (limit to 1 page). Include changes in staffing, curriculum, facilities, etc. (You may wish to cut/paste your previous department history and edit).

<b>History:</b>	<p>As long as there has been a college, there has existed and A&amp;R function. We will not attempt to elucidate the entire history of the department, especially with the loss of the two members with the most historical information. Instead will focus on more recent history that more directly contributes to the current environment.</p> <p>Leadership structure in Student Services has undergone change over the last decade. There were two deans, one over A&amp;R and one over Counseling Services. Then the structure was changed to a single dean over both areas. The structure was changed again approximately 5 years ago, and these responsibilities were split again between two deans. An interim dean from outside the District was brought in for a year and then made permanent. However, within six months of becoming permanent, he was moved to another interim position and another interim dean from outside the district was brought in. This interim dean then left the district and the supervisor functioned as the dean until the first interim dean returned to the department after a year-and-a-half absence. Thus, the department has had permanent leadership for just over a year.</p> <p>Veteran Services is split between A&amp;R and counseling. Additionally, the Veterans Resource Center which is supported by A&amp;R, exists in another building. Similarly, services for International Student Programs is split between A&amp;R and Counseling. Since these areas are split between different departments, they require extra effort for communication and coordination.</p> <p>Additionally, A&amp;R had two supervisors one that focused on managing the daily operations and one that focused on the technical needs. Both supervisors left with the arrival of the first interim dean referenced above. There was only support for replacement of one supervisor. As a result, leadership in A&amp;R has been constantly shifting and understaffed.</p> <p>A&amp;R is a highly technology-dependent department. As such, in the absence of its own technology staff, it is dependent upon the District Information Technology department for support. District IT has faced its own challenges, which has resulted in many of the systems, including the key system Colleague, not getting the needed attention to keep it up-to-date. As a result, many work-arounds were developed to continue to provide services to the students resulting in many inefficiencies and greater workload on the staff. As IT attempts to update and upgrade systems, this results in more demand on the staff for technical support and process changes, especially in the absence of a technical supervisor.</p> <p>Finally, as the campus addresses enrollment concerns and seeks better integration of efforts, demands for involvement of A&amp;R staff have increased. All of these issued combined place a strain on A&amp;R to continue to provide vital services and support the needs of the campus.</p>
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1.5 **SERVICE POPULATION:** What population does your department or program serve and what are their needs? (Use bulleted list and limit to ½ page.)

<b>Population</b>	<p>A&amp;R supports all students as all students must register for classes.</p> <p>Approximately 10-15% of our population are high school/college students. Almost all those students have needed assistance in many of our transactions such as application, password</p>
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	<p>reset, clearing prerequisite, registering in classes, and finally sending final transcript to the high school to earn dual credit.</p> <p>Additionally, A&amp;R provides support registration, roster, grade roster, add/drop, grade correction, and other services to faculty.</p> <p>Graduation services are provided to those students who wish to complete a certificate or a degree. Transcript evaluation services are provided in support of students who transfer into the college and in support of the counseling department seeking to provide accurate advisement to these students.</p> <p>Retention and engagement efforts of the campus are also supported by various data analysis. This includes generating list of students as well as evaluating outcomes,</p> <p>Outreach efforts of the campus are supported by training of ambassadors, data analysis, and marketing materials development support.</p> <p>Administrative decision-making of the campus is supported by various reports and data Analysis.</p> <p>Alumni are served through transcript production, verification and subpoena response.</p> <p>Students with special requests are supported through the petition process.</p> <p>Students with academic support needs are supported through he academic renewal process.</p> <p>Veterans wishing to utilize VA benefits are serviced through via certification of courses as well as other services.</p> <p>Students in need of assistance with residency issues are serviced through A&amp;R.</p> <p>Finally, employees of our students are supported through the verification process.</p>
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1.6 **SERVICES:** Please list and describe the services provided through your program. (Add rows as needed.)

Service:	Description:
Evaluation	Review and evaluate academic records and transcripts for Counseling, EOPS, ARC, Financial Aid, Allied Health, Nursing, Athletics and Veteran Services Offices, evaluate student academic history for CSU Breadth and IGETC certification, outreach services to Allied Health Students, Athletics and Veterans, ADT verification to CSU Chancellors Office for CSU admission
Graduation	Review & evaluate complex academic records and transcripts to determine graduation and transfer eligibility requirements and completion of general education requirements, use web-

	based application (Diplomas on Demand) to produce, print and distribute college diplomas and certificates
Dual Enrollment	Assist high school student and high school counselors with application, major change, password reset, authorization, registration. We also produce transcripts and schedules, processing petitions, clearing residency such as AB2364, and rebilling.
Transcript/ Verifications	Our office is responsible for processing transcript and verification requests, receiving incoming transcripts from students and/or other schools. Verifying student's enrollment status and degree earned. We are the first office to review and analyze incoming transcripts from different schools.
Registration/ Enrollment	Assist students at the counter Web registration/college website navigation Provide general information about our campus Provide Student ID cards
Petitions/ Policy Enforcement	<ul style="list-style-type: none"> <li>• Petitions - This committee is chaired by the Dean of A&amp;R, A&amp;R Supervisor, an Evaluation Advisor, Counselor, Financial Aid Advisor and Faculty Member. This committee provides students a platform to obtain an exception to a school policy due to various reasons including extenuating circumstances.</li> <li>• Policy Enforcement/Support - Our office is responsible for adhering and/or updating all college policies as well as state and federal law. We are the first office to review new policy changes/laws and help the campus interpret how we need to be compliant.</li> </ul>
Records Management	We maintain and update student records via forms from email, mail, and in person. We maintain student records by imaging, microfilm and hardcopy folders.
*Privacy Services	Provide Government Investigators/Military Recruiters with release of records, subpoena's, and FERPA release forms/documents. Gather and submit records for Department of Social Services, employment background investigations, Department of Probation and US Office of Personnel Management.
Data Services	While this has not been formally placed in A&R, we are the default place on campus where people turn to for the following: <ul style="list-style-type: none"> <li>• Data Analysis – oftentimes we are asked to produce and/or analyze a data set to extract insight and provide recommendations to the requesting party</li> <li>• Student Lists – we provide the campus student contact data based on requested parameters, so other offices can reach out to students</li> <li>• Audit Support – each year the district goes through an audit of our system and processes to ensure we are accurately reporting our “numbers” to the state chancellor's office. Our office provides the data to the auditors and submits any supporting documentation.</li> </ul>
Systems Management	Our office is responsible for the basic to expert management of the following systems: CCCapply, Colleague, ImageNow, Self-Service, CATEMA, MyCAA, Parchment, National Student Clearinghouse, Credentials, IDWorks, and others. -We are the office that tests out all the new software or helps the campus prepare for large scale technical changes
Veteran Affairs	See Veteran Affairs Program Review

International Student Program	See International Student Program Review
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1.7 **STAFFING:** The committee is interested in knowing about the people in your department and what they do. Briefly describe the duties of faculty, classified staff, and hourly workers who directly work with the program. (Add rows as needed.)

Position/ Name:	Responsibilities:
<b>Dean of Admissions &amp; Records and Financial Aid</b>  <b>Aaron Starck</b>	<p>Chair of the Petitions committee</p> <p>Sits on the following campus committees (based on positions)</p> <ul style="list-style-type: none"> <li>• International Student Meeting</li> <li>• Financial Aid Leadership</li> <li>• Enrollment Strategies Committee</li> <li>• Leadership Council</li> <li>• Basic Skills Committee</li> <li>• Student Services Council</li> <li>• Instructional Deans</li> <li>• ATAC/ITAC</li> <li>• District Coordinating Educational Council (DCEC)</li> <li>• Data Impact Team (DIT)</li> <li>• Planning &amp; Resources Council (PRC)</li> <li>• District Institutional Effectiveness Council (DIEC)</li> <li>• District Coordinating Educational Council (DCEC)-Registration Taskforce</li> <li>• Dual Enrollment Taskforce</li> <li>• Dean's Meeting</li> <li>• Counseling &amp; A&amp;R Meeting</li> <li>• Institutional Excellence Committee</li> <li>• Administration/Academic Senate Council (ADSOC)</li> </ul> <p>Manage, evaluate and coordinate A&amp;R and Financial Aid Services in accordance with legal requirements, district policies and sound student services principles and practices.</p> <p>Establish overall goals, objectives and plans; initiate and participate in overall program planning; communicate statutes, district and college policies and philosophies to division staff.</p> <p>Communicate and interpret Admissions &amp; Records and Financial Aid processes to students, staff, faculty, community organizations and others.</p> <p>Perform the hiring, evaluation and retention of assigned staff according to <i>statutes and</i> Governing Board policy; plan and coordinate orientation and in-service education for professional development of staff.</p>
<b>Supervisor</b>  <b>Wayne Branker</b>	<p>Supervise, train and direct office staff; schedule and assign work; participate in the screening processes of hiring procedures.</p> <p>Supervise and provide guidance to staff in the interpretation of complex laws, rules and regulations related to residency, international student admissions, veteran benefits, and in specialized data processing activities.</p> <p>Assist the Dean in planning, scheduling, developing and implementing new technology, departmental operations and procedures; implement policies and regulations as required.</p> <p>Supervise the maintenance of files and records required of the office by state, federal and local agencies, including the collection and maintenance of student related data and records.</p>

	<p>Communicate and coordinate with Information Systems regarding records control and various departmental needs and requirements.</p> <p>Coordinate procedures with all college departments to assure the consistency and accuracy of efforts; attend various meetings as required.</p> <p>Supervise the preparation of required reports; research and compile data for various reports.</p> <p>Assist with oversight of department technology needs such as software and website.</p>
<p><b>Administrative Assistant III</b></p> <p><b>April Holman</b></p>	<p>Interpret and apply rules and regulations as appropriate.</p> <p>Organize and manage the day-to-day activities of an assigned office to assure efficient and effective office operations.</p> <p>Run reports, requisitions, work orders, purchase orders, fund transfers and other documents related to assigned functions.</p> <p>Greet office visitors; initiate and answer telephone calls; screen and direct calls and visitors to appropriate personnel; take messages as necessary; provide information; receive sort and route mail.</p> <p>Compile information and data for reports and assist in the preparation of reports as required.</p> <p>Maintain current budget information; monitor budget expenditures; assist in budget preparations as required.</p> <p>Schedule meetings, conferences and appointments for Dean and Supervisor and maintain calendars.</p> <p>Maintain confidentiality of records and information, including information regarding board, district, personnel, student or controversial matters.</p> <p>Compose correspondence independently; determine appropriate format and presentation; develop and revise forms.</p> <p>Assist in the preparation and record-keeping hiring of employees; communicate updates and changes to appropriate personnel as required.</p> <p>Process petitions, release of information, subpoenas, and develop student worker schedule</p>
<p><b>Evaluators 4.0</b></p>	<p>Review and evaluate academic records and transcripts for Counseling, EOPS, ARC, Financial Aid, Allied Health, Nursing, Athletics and Veteran Services Offices</p> <p>Evaluate student academic history for CSU Breadth and IGETC certification</p> <p>Outreach services to Allied Health Students, Athletics and Veterans</p> <p>ADT verification to CSU Chancellors Office for CSU admission</p> <p>Serve on various committees including Curriculum, Tech Review, General Education, Petitions, Financial Aid Appeals, Commencement, Student of Note</p> <p>Outreach services to Allied Health Students and Veterans</p> <p>Development, maintenance and training of degree audit software (DARS)</p> <p>Utilize web-based application (Diplomas on Demand) to create templates, to produce, replace and distribute college diplomas and certificates.</p>



	<p>Maintain historical signatures for diplomas and certificates.</p> <p>Analyze the academic history of the college curriculum rules and regulations, and determine the appropriateness to student educational goals</p> <p>Create, update, and maintain graduation reports and graduation statistics Advise students on the fulfillment of academic requirements specific to graduation and transfer objectives</p> <p>Review Military transcripts and determine credit toward graduation</p>
<p><b>A&amp;R Specialist-Residency 1.0</b></p>	<p>Investigate and determine the residency status of prospective students as assigned; examine documents in support of claims of residency; respond in a timely manner in writing and via e-mail regarding residency determination; review immigration documents.</p> <p>Interpret, apply and explain federal, state and district laws, rules and regulations related to residency determination; and Veterans Administration educational programs and residency requirements.</p> <p>Communicate orally and in writing with applicants, District departments, public agencies and state and federal agencies; answer inquiries regarding residency, international student admissions, veteran programs, applications, program changes and provide general information, at the public counter and by telephone; act as a resource person for office staff to resolve problems requiring specialized knowledge.</p> <p>Maintain files for area of specialty (residency, veterans, and international students); update residency status of international students, non-resident students and military dependents.</p>
<p><b>A&amp;R Systems Specialist 1.0</b></p>	<p>Investigate and determine the residency status of prospective students as assigned; examine documents in support of claims of residency; review immigration documents. Set up databases to provide accurate monitoring of these records.</p> <p>Communicate with information systems center; extract computer reports for faculty and staff. Set up databases for uploading and downloading information from the District mainframe computer to generate reports that may include graduate information, course enrollment history, international student statistics, and various other Admissions and Records Office information.</p> <p>Check and record data for final grade rosters from instructors.</p> <p>Interpret, code and enter data on a personal computer from a variety of prepared and original source documents, forms and records.</p> <p>Enter into data processing system a wide variety of student records related to programs, credits and other related data.</p> <p>Design and set up specialized databases to extract reports and statistical information on various student data including but not limited to registration information, transcripts, etc. Assist office staff with computer problems and databases.</p> <p>Calculate and input semester date records.</p> <p>Prepare and distribute comparative registration summary.</p>
<p><b>A&amp;R Assistant Senior 4.0</b></p>	<p>Evaluate incoming transcripts to determine unit value and grade points for advanced standing; check for course repetition, academic renewal and other transcript notations; calculate the equivalency of quarter hours to semester units.</p> <p>Confirm other colleges and universities accreditation in the evaluation of transfer work; verify level, unit value, and grading system from catalog, microfiche, or through correspondence with other institutions.</p>

	<p>Perform daily duties involving the document imaging and microfilming of student records as required by Title 5, and prepare and maintain files for imaged and microfilmed records.</p> <p>Prepare, query, extract, code, update databases, update student records, and compile files (imaged folders and hardcopy folder maintenance ) for student admission; monitor high school college credit students, credit by exam, tech prep, and honor society to assure compliance with policies and regulations.</p> <p>Provide technical information and assistance to students, counselors, faculty, Financial Aid and others concerning academic records, transfer work accepted, and policies and procedures, to comply with federal regulations and matriculation process.</p> <p>Assist students with inquiries regarding student status, transfer work, grades and petitions.</p> <p>Process official incoming transcripts; scan, maintain, and process documents through a work flow using document image technology.</p> <p>Perform a variety of counter and clerical work requiring general knowledge of admissions and records activities.</p> <p>Determine academic probation and disqualification status after grade changes; assist students with inquiries regarding student status, transfer work, grades and petitions.</p> <p>Assist students and other visitors at the counter; provide information concerning applications, program changes. Credit and non-credit courses; and provide a variety of general information.</p> <p>Prepare and maintain all applicant and student files.</p> <p>Process and submit electronic files as assigned.</p>
<p><b>A&amp;R Assistant 2.0</b></p>	<p>Process official transcript requests and prepare electronic file / paper transcripts for students in timely manner according to guidelines and procedures</p> <p>Mail transcripts/ verifications per student's request</p> <p>Verify students' data and record such as student's enrollment status based on academic records</p> <p>Draft appropriate policies and procedures for verification and transcripts process</p> <p>Attend Caring Campus (classified staff meeting) and refer information back to A&amp;R colleagues</p> <p>Cross-trained student workers, staff and students on how to order transcripts or verifications</p> <p>Keep track on "in and out transactions" (traffic counting)</p> <p>Provide first contact with students, staff, faculty and community via phone, in person, mail, email and/or fax</p>
<p><b>VA &amp; Int'l 5.0</b></p>	<p><b>See Veteran/International Program Review Document</b></p>
<p><b>Student Ambassadors 0.625 x17</b></p>	<ul style="list-style-type: none"> <li>• Provide first contact with students, staff, faculty and community</li> <li>• Answer a multi-line phone and transfer calls to the appropriate office(s).</li> <li>• Greet and provide directions, general information and assistance to visitors, students and staff</li> <li>• Operate the Copier/Fax machine</li> <li>• Provide excellent customer service</li> </ul>

	<ul style="list-style-type: none"> <li>• Assist other departments on campus about related admissions tasks/duties</li> <li>• File, organize and assist full-time staff with projects</li> </ul>
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**1.8 STUDENT SUCCESS:** How does your department/program contribute to student success outcomes? (i.e. GPA, transfer, completion of educational goal, retention, capacity for future success)

<b>Comments:</b>	<p>We believe our office is integral to the success of any/every student. The state of California has laid out some ambitious goals for the CCC system in its “Vision for Success” and has provided the funding incentive to back it up via the new Student-Centered Funding Formula.</p> <p>Related activities and processes:</p> <ul style="list-style-type: none"> <li>• GPA- Oversee Probation and Dismissal processes</li> <li>• Assist counseling in reaching out to students</li> <li>• Academic Renewal</li> <li>• Pass/No Pass</li> <li>• Incomplete Grade Contracts</li> <li>• Petitions</li> <li>• Ensure Degree/Certificate Attainment</li> <li>• Transfer- ADT's and collaboration w/ Transfer Center and SDSU</li> <li>• Retention – targeted enrollment interventions (phone banking to DI groups)</li> <li>• Institutional Capacity – train students on new systems, explain rules/policies</li> </ul>
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**1.9 STUDENT EQUITY:** Describe how your program identifies and responds to the unique needs of special populations?

<b>Comments:</b>	<ul style="list-style-type: none"> <li>• Dual Enrollment focus on the 40% of high school students that do not transfer to a college or university after graduation. The intention in offering dual enrollment to this population, it will allow students to see the opportunity that they can succeed in college and there is great benefit from attending.</li> <li>• Veterans – see VA program review</li> <li>• International – see INTL program review</li> <li>• Homeless – identifies homeless students and refers to Financial Aid for guidance/services</li> <li>• AB540/Undocumented - work with Undocumented student taskforce, AB540 Alliance, and Financial Aid to serve these students</li> <li>• LGBTQ- We collaborated with the SOGI Club to hear concerns that students were facing. Then we researched what other college and university were doing. Once we found some we liked, we went back to the SOGI Club and talked about the new process that we were putting into place until the new version of Ellucian comes out. With these updated it will allow us to move further in offer more services to help our students.</li> <li>• Dean Starck’s 4.0 Challenge – encourages/inspires our African American students to reach higher academically.</li> <li>• Dean Starck’s Workshop/Presentations - The Dean of A&amp;R will often present in various classrooms on various topics.</li> </ul>
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**1.10** How do you ensure that students from special populations have access to your services? What methods do you use to encourage and promote their participation?

<b>Comments:</b>	Students who may qualify for special programs on campus often are communicated with via auto emails that are triggered from information on their application
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	<p>On-line students can access our website as well as various forms available on line.</p> <p>Veterans are directly serviced through our front counter and the VRC.</p> <p>A&amp;R plays a direct role in the enrollment of incarcerated students by visitations to the facilities.</p> <p>A&amp;R participates in Homeless student programs, EOPS student identification, foster youth programs and other programs targeted towards special populations.</p>
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1.11 **CAMPUS COLLABORATION:** Please describe how your program currently coordinates with other programs on campus. (*Note: Plans for new and improved partnerships are included in Section 6.9*).

Partner	Activities
Counseling	Obtain information need to fulfill subpoenas/request for student information requests, Assist Counselors by processing requests for Evaluation Services
Financial Aid	Obtain information need to fulfill subpoenas/request for student information requests Help to clear forms needed for both departments, application requirements, AB540/Undocumented Students support, homeless student support.
Cashiers	Clearing Dual enrollment fees; process transcripts and verification fees; clear cashier's hold; Clear fees for student petitions, help students process payment plans
Information Technology	Process electronic transcripts and fixing any computer/hardware/email etc. Issues, work with staff to install new computer equipment/tech purchases. IT Security Committee, Date Impact Team, GC Technology Committee, AdHoc taskforces/workgroups
Student Affairs	Verifying whether students have academic / disciplinary violations; process high school prom verification, Obtain information need to fulfill subpoenas/request for student information requests
A.R.C.	Obtain records to fulfill subpoena and requests for student records requests
Instructional Operations	Dual enrollment course/section offering, request rooms for meetings/events, collaborate on the content for the catalog/class schedule.
Academic Deans	Attending meeting in regards of course offering for Dual and new MOU's, work with Administrative Assistants to schedule meetings and events
Career Technical/ Workforce Division	CTE-Articulated Credit
Outreach/SSSP	Application and password reset, provide assistance with campus events
Business office	Process mail (receive and mail out verifications/transcripts/degrees/internal mail/campus information/any paper related mail); Keys for lockers/cabinets; Access cards, work with supervisor to pay and schedule off campus activity forms
Transfer Center	Coordinate ADT process with transfer center counselors
Athletics	Obtain information need to fulfill subpoenas/request for student information requests

## SECTION 2: ALIGNMENT WITH COLLEGE STRATEGIC PLAN

**PURPOSE OF SECTION 2.1 & 2.2:** Please demonstrate how your department/program links into GC's strategic plans of Outreach, Engagement, Retention and Institutional Capacity.

### Outreach

High-quality, organized, comprehensive outreach connects high schools, businesses and the community at large to Grossmont College. Outreach extends from first connection with potential students to enrollment in a class.

### Engagement

A culture of participation among the College community, connecting to specialized events on campus that address cultural competency, social justice, student leadership development and advocacy.

### Retention

A committed, high-standards approach to keeping students in classes and on track for success in achieving their goals at Grossmont College.

### Institutional Capacity

The ability of the institution to effectively use its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.

- Use of **information technology & institutional research**
- Process for **identifying achievement gaps**
- Process for **formulating and evaluating solutions**
- Commitment to and capacity for **data-informed decision-making**

2.1 Summarize your program strengths in the following areas (limit to ½ page):

Strategic Goal:	Strength(s):
Outreach	<p>Campus Outreach-A&amp;R participates in the training of the outreach ambassadors, provides password resets for ambassador while in the field and supports proactive intervention for students</p> <p>Evaluation-ADT from CSU Chancellor's Office-reach out to students on the list that have not applied for graduation, missing transcripts or not meeting requirements to ensure the campus maximizes the number of students that complete a degree or certificate.</p> <p>Targeted Enrollment Interventions – we reach out via phone/email/appointment to students to encourage them to enroll.</p>
Engagement	<p>A&amp;R triggers emails to specialized student programs across campus identifying potential student for their programs for follow-up.</p> <p>We provide training to student workers from various department on customer service as well as services available.</p> <p>We provide follow-up services to student with special requests with respect to a need for an exception to a policy</p> <p>We provide academic renewal for students in need of a boost to their performance</p>
Retention	<p>A&amp;R is involved in notifying students who are on probation and or are disqualified as well as supports the efforts to provide support to these students.</p> <p>A&amp;R provides supports various enrollment management efforts that involve reaching out to various student populations.</p> <p>A&amp;R is involved in the communications as to registration dates and times for students</p>
Institutional Capacity	<p>We are upgrading all of our systems, training all of our staff/students, using data to guide the deployment of our services.</p>

2.2 Summarize your program challenges in the following areas (limit to ½ page):

<b>Strategic Goal:</b>	<b>Challenge(s):</b>
Outreach	Lack of staffing (duty confusion), technology, timeline
Engagement	Similar to the retention discussion below. The utilization of data to support the engagement efforts of the campus is restricted. Additionally, there is a staff time resource constraint as current resources are maxed out focused on the processing of student information and requests
Retention	As below, there is much data within the system that could be used for identification of targeted retention efforts. For the reasons stated below, we are unable to harvest this data in support of the campus retention efforts.
Institutional Capacity	A&R has two major resource constraints with respect to institutional capacity. First we lack sufficient staffing to properly support all of the data requests. With the loss of the Technical Supervisor the remaining supervisor must manage the daily operational needs as well as provide support for technical needs related to systems and new system installation, he also provides the data support for these requests. Secondly, access to data is limited to prefabricated reports generated by IT. A&R has no ability to query data to generate needed unique reports.

## SECTION 3: PREVIOUS PROGRAM REVIEW RECOMMENDATIONS

**PURPOSE OF SECTION 3.1 & 3.2:** To help the committee understand what the last program review recommendations were, and how your department addressed and implemented them.

3.1 Your last program review contains the most recent SSPR Program Review Committee recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review. (Be sure to use the committee recommendations and not your own). Include the recommendations from the last program review in this section (duplicate table as needed).

<b>SSPR Recommendations:</b>	N/A
<b>Response to Recommendations:</b>	N/A

<b>SSPR Recommendations:</b>	N/A
<b>Response to Recommendations:</b>	N/A

<b>SSPR Recommendations:</b>	N/A
<b>Response to Recommendations:</b>	N/A

3.2 If relevant, please provide a brief summary of any audit or compliance review conducted by your department/program or an outside agency. This may include an audit of state and federal mandates related to department/program funding sources. If the audit/review is conducted by an outside agency, please include that information.

<b>Comments:</b>	Contracted District Audit – each year our district is audited against the CDAM (Contracted District Audit Manual). We are asked to provide the supporting documentation to prove why we are claiming the apportionment we are and to ensure we are compliant with the various laws/policies. Additionally, A&R is called upon to help resolve any data related incongruencies found within the system as it relates to MIS reporting as well as enrollment related reporting.
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## SECTION 4 – STUDENT OUTCOMES

**PURPOSE OF SECTION 4:** To assess practices used to achieve Student Service Outcomes (SSOs) and Student Learning Outcomes (SLOs). SSOs and SLOs allow faculty, staff, administrators, and institutional researchers to assess the impact of services and instruction.

### Grossmont College Student Services Outcome:

*Students will have **access** to a **spectrum of services** that respond to their **needs**, provide **quality information**, and are delivered with **authentic care**.*

4.1 How does the population you serve assess your department/program? Describe the various methods by which students provide feedback to your department or program.

<b>Comments:</b>	<ul style="list-style-type: none"> <li>• A&amp;R Superstar Survey</li> <li>• Informal feedback</li> <li>• As with all departments, A&amp;R can receive information on complaints from students through the process established by Student Affairs</li> </ul>
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4.2 Student Service Outcomes (SSO): Services

Please use the table to fill in the appropriate information regarding:

- Department/program SSO to be measured
- Indicate linkage to the GC Student Services Outcome (checkbox)
- Assessment Tool - Briefly describe assessment tool
- Next Steps/Timeline– Indicate 4-semester plan to implement the SSO assessment process

GC SSO components (Check all that apply) <input type="checkbox"/> Access <input type="checkbox"/> Services <input type="checkbox"/> Student needs <input type="checkbox"/> Quality information <input type="checkbox"/> Authentic care	Dept/Program SSO	SSOs for A&R are currently being developed. For an area such as ours that provides a variety of direct service to students. Our primary measure of success is whether or not services are provided. Efficiency and quality measure with respect to these services are under consideration. These both have challenges as work load varies throughout the year. Quality measures also are challenging as any error found is immediately corrected. We receive very few complaints on with respect to errors. However, we have identified areas where we would like to make improvements. Unfortunately, many of these areas involve system changes which are not within our direct control and require IT support. Other areas involve staffing, below are areas we have identified that primarily involve tracking of services.		
	Assessment Tool			
	Next Steps & Timeline			
Semester: Starting April 2019 (Spring 2019) and on going	Semester: Fall 2019	Semester: Spring 2020	Semester: Fall 2020	



GC SSO components (Check all that apply) <input type="checkbox"/> Access <input type="checkbox"/> Services <input type="checkbox"/> Student needs <input type="checkbox"/> Quality information <input type="checkbox"/> Authentic care	Dept/Program SSO	Verifications Verification request information will be electronically log into A&R (S:/ Drive) in a secure confidential system. This ensures that student workers and staff be able to locate students' verification requests and answer any questions regarding in an effective and timely manner. It also ensures lower document management and saves physical verification request storage space after scanning those verification letters / forms into our system.		
	Assessment Tool	Verification tracking log and ImageNow		
	Next Steps & Timeline			
Semester: Starting April 2019 (Spring 2019) and on going	Semester: Fall 2019	Semester: Spring 2020	Semester: Fall 2020	
25%	50%	75%	100%	

GC SSO components (Check all that apply) <input type="checkbox"/> Access <input type="checkbox"/> Services <input type="checkbox"/> Student needs <input type="checkbox"/> Quality information <input type="checkbox"/> Authentic care	Dept/Program SSO	Transcripts Email / Fax Transcript request will require students to provide or show a copy of their photo ID to prevent fraud activities and comply with privacy act. (Will email student to provide copy of the photo ID before processing when needed.)		
	Assessment Tool	Transcript tracking log		
	Next Steps & Timeline			
Semester: Begin Jan 2019 (Spring 2019); on-going	Semester: Fall 2019	Semester: Spring 2020	Semester: Fall 2020	
25%	50%	75%	100%	

GC SSO components (Check all that apply) <input type="checkbox"/> Access <input type="checkbox"/> Services <input type="checkbox"/> Student needs <input type="checkbox"/> Quality information <input type="checkbox"/> Authentic care	Dept/Program SSO	Petitions-Our goal is to modernize our petition process and make it electronic. Our current processes are based on outdated business practices. <i>All petitions will be available online and submitted electronically. Results will be sent to students via email.</i> This will ensure students are being served at a quicker rate, giving the opportunity for denied petitions the ability to appeal the committee's decision in a timely manner especially if a document is missing.		
	Assessment Tool	Grossmont Petitions Website and Email		
	Next Steps & Timeline			
Semester: Spring 2019	Semester: Fall 2019	Semester: Spring 2020	Semester: Fall 2020	
25%	50%	75%	100%	

GC SSO components (Check all that apply) <input type="checkbox"/> Access <input type="checkbox"/> Services <input type="checkbox"/> Student needs <input type="checkbox"/> Quality information <input type="checkbox"/> Authentic care	Dept/Program SSO	Enhance the availability of knowledge on the petition process. We have recognized that some students may not be aware of the ability to and the process of petitioning. As a result, our goal is the make this information more available to students by developing videos that will be available to students on line and enhancing this aspect of our website		
	Assessment Tool	The presence of "petition" videos on the A&R website Modification to the A&R website that provide petition related information		
	Next Steps & Timeline			
Semester: FA19	Semester: SP20	Semester:	Semester:	
Develop Petition Videos	Post Videos and Modify Website			

GC SSO components (Check all that apply) <input type="checkbox"/> Access <input type="checkbox"/> Services <input type="checkbox"/> Student needs <input type="checkbox"/> Quality information <input type="checkbox"/> Authentic care	Dept/Program SSO			
	Assessment Tool	Grossmont Petitions Website and Email		
	Next Steps & Timeline			
Semester: Spring 2019	Semester: Fall 2019	Semester: Spring 2020	Semester: Fall 2020	

#### 4.3 Student Learning Outcomes (SLO): Workshops

GC SSO components (Check all that apply) <input type="checkbox"/> Access <input type="checkbox"/> Services <input type="checkbox"/> Student needs <input type="checkbox"/> Quality information <input type="checkbox"/> Authentic care	Dept/Program SSO	Currently, A&R does not provide “workshops” or classes. Instead we provide support services. For example, if an event is occurring through outreach, SSSP or counseling that may involve students needing to register, A&R is available to provide registration support as needed. As such, we do not find it useful to generate any student learning outcomes from these activities. With that said, A&R has developed videos which are available on line that instruct students on how to register. Again, we do not find it useful to track usage of these items as challenges to registration typically are not related to students’ lack of knowledge on what to register for, but rather on blocks related to registration. This are addressed individually as these blocks typically are related to a specific aspect of the individual student file.		
	Assessment Tool			
	Next Steps & Timeline			
Semester:	Semester:	Semester:	Semester:	

#### Student Learning Outcomes (SLO): Courses

##### **Section 4.4 – 4.12 Applicable only to departments/programs that offer courses of instruction.**

4.4 Please use the table to fill in the appropriate information regarding:

- SLOs measured
- Assessment Tool - Briefly describe assessment tool
- Assessment Analysis - Summarize the assessment results; discuss what student needs and issues were revealed
- Next Steps/Timeline - How will you address the needs and issues revealed by the assessment?

Sections 4.4 – 4.12 removed: Not Applicable

## INSTITUTIONAL LEARNING OUTCOMES

**PURPOSE OF SECTION 4.13: To describe how Institutional Student Learning Outcomes (ISLOs) are supported by your department/program.**

4.13 Check each ISLO supported by your program. Please describe two examples that demonstrates how the work of your department or program links to the selected ISLO(s).

ISLO		Description
<input type="checkbox"/>	<b>Critical &amp; Creative Thinking</b>	<p>Students will explore issues, ideas, artifacts, and events and gather evidence from multiple perspectives before forming an opinion or conclusion.</p> <p>Students will analyze, connect, and synthesize ideas in order to creatively solve problems.</p> <p>Students will demonstrate competence in interpreting and working with quantitative and qualitative data to weigh evidence, support arguments, and solve problems in everyday situations.</p>
<b>Comments:</b>		
	<b>Communication Skills</b>	Students will communicate effectively through reading, writing, speaking, and listening.
<b>Comments:</b>		
X	<b>Global &amp; Local Perspectives</b>	<p>Students will prepare to become global citizens by acknowledging and articulating the interconnection of the physical, social, political, economic, and cultural environments in which they live.</p> <p>Students will demonstrate sensitivity, respect, and integrity when interacting with individuals of diverse backgrounds, perspectives, and values.</p>
<b>Comments:</b>		A&R houses the International program whereby international students are brought to campus. The provides students with the opportunity to engage with students from around the world and be exposed to different cultures and way of thinking
X	<b>Technology &amp; Information Skills</b>	<p>Students will gain core information literacy skills by critically evaluating information, identifying the most reliable information from a variety of sources, and recognizing the importance of being well-informed and sharing information responsibly.</p> <p>Students will demonstrate skill in the use of technology and its ethical and responsible applications.</p>
<b>Comments:</b>		A&R processes require the use of technology by the student. Although A&R does not provide workshops or classes, in order for students to enroll in classes and to understand the criteria to graduate and meet their academic goals, they must engage with the processes of the A&R department.

X	<b>Life &amp; Career Skills</b>	<p>Students will engage in self-reflection to cultivate their personal development and well-being.</p> <p>Students will engage in and interpret various forms of creative expression.</p> <p>Students will demonstrate and apply the attitudes, knowledge, ethics, and skills necessary to contribute to professional, civic, and academic communities.</p>
<b>Comments:</b>		<p>While A&amp;R does not provide any workshops or courses we do provide vehicles whereby students can engage in self-efficacy through the use of petitions whereby they can advocate for the uniqueness of their individual situation.</p>

## SECTION 5 – STUDENT DATA

**PURPOSE OF SECTION 3.1:** To use Key Performance Indicators (KPIs) to demonstrate the following:

- Scale of operation
- Efficiency
- Effectiveness

Using SARS, MIS, or department/program collected data, analyze quantity of service provided to the GC student population. If departments/programs are supplied with specific area data from the Data Liaison, use 3.2.

5.1 If applicable, report data showing the quantity of services provided the past two academic years (refer to services listed in Section 1.7).

KPI or Service:	Year 1 Quantity:	Year 2 Quantity:
<b>Enrollment</b>	Pending: Total enrollment, number of sections, etc.	
<b>Evaluation (Degrees)</b>	2017-2018 1,790 graduates 6,008 awards 981 ADT's	2018-2019 1,853 graduates 6,506 awards 1,110 ADT's
<b>International Enrollment</b>		
<b>Transcripts/Verifications</b>	From March 2018 to December 2018 (10 months) Total Transcripts processed: 20624 Total Verifications processed: 2641	From January 2019 to March 2019 (3 months) Total Transcripts processed: 6574 Total Verifications processed: 757
<b>Petitions</b>	Total Processed 7/1/17-6/30/18: 3509	Total Processed 7/1/18-Current: 2687
<b>Dual Enrollment (HS Authorizations)</b>		Total Processed 2019SP: 587* *Just started to track authorizations. Number of Helix authorizations only
<b>Privacy (Release of Records/ Subpoena Requests)</b>	Subpoena Total Processed 7/1/17-6/30/18: 51 Release of Records Total Processed 7/1/17-6/30/18: 40	Subpoena Total Processed 7/1/18-Current: 172 Release of Records Total Processed 7/1/18-Current: 82

**PURPOSE OF 5.2:** Summarize findings of additional data provided by the Data Liaison.

Comments:

**PURPOSE OF SECTION 5.3 & 5.4:** To examine the trends represented in the data from 5.1 & 5.2.

5.3 What does the data illustrate about your department's contribution to student success outcomes? (Examples: increase GPA, promote transfer, support completion of educational goal, improve retention, strengthen capacity for future success, etc.) How does this compare to previous years?

<b>Comments:</b>	While no additional data was provided by a data liaison we have done some preliminary analysis of our data and identified the following: <ol style="list-style-type: none"> <li>1. International-The bulk of our international student come from local language schools rather than directly from their home country.</li> <li>2. International students tend to focus on business related majors</li> <li>3. International students chose Grossmont College because of the quality of the services provided</li> <li>4. The number of degrees awarded continues to increase especially ADTs (The number of ADT verification for the CSUs is increasing. This is a time-bounded process which may create a capacity constraint for our department)</li> <li>5. While not tracked and presented above, the number of data requests have dramatically increased creating a capacity restraint</li> </ol>
<b>Comparison to prior years:</b>	See above comments

5.4 What story does your data tell about efficiency, responsiveness, timeliness, and number of service requests? (Use bulleted list and limit to ½ page).  
Does the data suggest any areas of need or gaps in service?

<b>Comments:</b>	In addition to the above, the number of initiatives the campus has become involved with has increased dramatically. Most of these initiatives involve A&R resources. Additionally, the campus is engaged in systems upgrades and new system installations which also require A&R support. Colleague, Self Service, Dual Enrollment, AB19, CRM recruit are just a few examples of these items,
<b>Need/gaps:</b>	Staffing

## SECTION 6 – GOALS & IMPROVEMENT

**PURPOSE OF SECTION 6.1 – 6.3:** To describe the main goals and objectives for the program. *Goals might include objectives for a specific or focused area of student support, a combination of support elements for a specific target population, state or federally mandated activities or other activities directed at providing support to students.*

6.1 What were your goals in the last program review cycle, and did the program achieve those goals?

<b>Goal 1:</b>	To provide access to all programs and services of the college. (from 11/12/12 program review a. iii. 1.)
<b>Results:</b>	Programs with special enrollment were supported by enrollment practices as well as customized emails to program staff of potentially eligible students for follow up.
<b>Goal 2:</b>	To provide access to admissions, and matriculation opportunities to underserved populations.
<b>Results:</b>	Potential students who qualify for Puente and Umoja were identified to program staff; 4.0 workshops were done for Umoja; Enrollment services for incarcerated students were offered at the facility; Enrollment support for outreach at the high schools was provided
<b>Goal 3:</b>	To provide a comprehensive and collegial environment to the campus and community which places the highest emphasis on the value and support of our employees.
<b>Results:</b>	Value and support activities focused on A&R staff included monthly potlucks, nominations for recognition and acknowledgement and recognitions at staff meetings. Campus wide-A&R staff are involved in Classified Senate and the Administrators Association.

6.2 Identify your most successful activity or intervention, and its relationship to program/department goals. Describe the activity and how it was a success (including supporting data). Do you have plans to scale-up this activity to serve additional students?

<b>Comments:</b>	<p>Academic Renewal – in 2016 the academic renewal policy was changed to add a pick-and-choose option. This gave students a better chance to ‘clean up’ their GPA by offering an easier way to clean up random classes throughout their transcript.</p> <p>ADT Proactive Outreach-Evaluations department communicates with students (by email, phone calls) who are on the ADT list. This list is sent from the CSU Chancellors Office. We want to ensure that all eligible students have applied for graduation with Grossmont will be properly verified to increase their chances for acceptance into a CSU.</p>
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6.3 Identify your least successful activity or intervention, and its relationship to program/department goals. Describe how it was unsuccessful (include challenges or obstacles encountered). What changes have you made as a result of this experience?

<b>Comments:</b>	<p>Petition communication (should provide more informative results). The sheer volume of petitions has necessitated brevity in communication in order not to compromise response time.</p> <p>Transcript Processing (should send out transcripts electronically to avoid mail loss or delays, also saving labor time and paper *Eco-friendly* however our current systems do not allow for general electronic transcript submission at this time)</p>
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**PURPOSE OF SECTION 6.4 – 6.10: The committee wants to gauge efforts related to quality, vitality, and responsiveness to student needs; and also review how these efforts inform department improvement and refinement.**

6.4 Please describe any programmatic changes in your department/program (i.e. modifications to organizational structure, addition or deletion of services, policy or procedural adjustments) during the last three years; and the process used to implement the changes.

Program change:	Process used to implement:
Free Verification requests for low-income students	Adjust policy
Student required to show picture ID before process the transcript and verification requests	Policy on website and enforce on email and in person
Academic Renewal	We implemented a proactive approach where we verify we have all transcripts on file. This allows us to take a holistic approach in helping the student achieve their goals. We check for course repetition and we also have a two-tiered system to verify nothing gets missed.
Electronic Petition Response	We modified our Petition Database so that we can send email responses to students instead of mailing the response

6.5 Explain how external factors (e.g. state budget, local economy, local job market, changes in technology, similar program or service at neighboring institutions) influence your department or program, and describe any measures that have been taken to respond to these factors.

<b>Comments:</b>	<p>Our environment is heavily influenced by changes in legislation at the state level as well as updates/improvements to campus technology. We try to be aware of the changes ahead of time so we can prepare for their implementation. Technology changes involve coordination and</p>
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	access to IT resources. As these resources have become constrained, it has limited our ability to quickly respond to changing needs. Additionally, campus budget and staffing processes have precluded the addition of staff as demand has increased.
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**GOALS: Next Three-Year Cycle**

6.6 Please describe the process by which your program/department identifies goals and reflects on progress.

<b>Comments:</b>	We will be having an off-site retreat to identify our goals for the next three years.
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6.7 Describe your goals for the next three-year cycle.

*Refer to "SMART" Goal standards and Grossmont's strategic plan.*

**Smart Goals: Specific – Measurable – Achievable – Relevant – Time-Bound  
Strategic Plan**

<b>Alignment w/ GC Strategic Plan</b> <small>Check all that apply</small> <input type="checkbox"/> Outreach <input type="checkbox"/> Engagement <input type="checkbox"/> Retention	Goal #1:	<b>The SSO targets discussed above are our primary goals for the upcoming year. We intent to have an off-site retreat to continue to identify appropriate was to measure and document to work of the department.</b>
	Description:	
	Linkage to dept or GC SSO:	
Problem or gap being addressed:		
What will be improved as a result?		
How will it be measured?		
How will it reflect and contribute to Institutional Capacity?		

6.8 Please answer the following question related to **Student Equity** and your department's efforts to address achievement gaps in special populations. (Refer to current efforts described in sections 1.9 and 1.10.)

How will you increase or improve support to special populations to promote their success?

<b>Comments:</b>	Since our services are provided to all students and often with only a single contact it is challenging to identity disproportionate impact related to our direct services. However, we will to provide support in identify students via data analysis and provide high touch interventions for "special populations" based on need/service and in making our services accessible in as many ways possible as illustrated by providing services at the jail and supporting registration needs for outreach while at the high schools. We are evaluating the feasibility of developing a faculty handbook and incorporating A&R related information into the new faculty orientation process.
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## CAMPUS COLLABORATION

6.9 Please describe plans for improved collaboration (refer to Section 1.11) or new partnerships across campus. Indicate the expected positive impact on student success, as well as on program and institutional effectiveness.

Partner	Plans for New (N) or Improved (I) collaboration	Positive impact
Athletics	(N)	Assist with unique needs of dept.

6.10 If there are any other measures or considerations you would like to include regarding your program's vitality, please explain.

<b>Comments:</b>	<p>Over the last few years, A&amp;R as a department has seen an increase in demand for data as well as an increase in involvement in teams external to the department. Members of A&amp;R sit on curriculum committee, Enrollment Strategies, ATAC, DIT, Fin Aid Appeals team, Classified Senate, Administrators Association, Restorative Justice committee, Veterans taskforce, just to name a few. It is important that A&amp;R related information is widely known across the campus so that faculty and staff can provide accurate advice to students. This has occurred while addressing a very high work load while enduring vacant positions. Consequently, staffing is a growing concern. The increase desire for integration of initiative efforts, technical processes and business practices in important to provide a high-quality student experience yet these effort demand addition time which is at a premium.</p> <p>A single example to illustrate the challenges is the dramatic increase in High School dual enrollment. The processes for enrollment of high school students was not designed for the volume or processes that are being employed in the new dual enrollment effort. As a result, A&amp;R scrambling to support these efforts using the existing process while trying to find time to design a new process which would involve not only changes in business process but changes in board policy.</p>
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## SECTION 7 – STAFFING, FACILITIES & RESOURCE NEEDS

**PURPOSE OF SECTION 7.1-7.3:** To examine current levels of staffing as it relates to department function.

7.1 For reference, please copy and paste staffing summary from Section 1.7

Position/Name	FTE
Dean/Aaron Starck	1.0
Supervisor/Wayne Branker	1.0
Administrative Assistant/April Holman	1.0
Evaluator/Vacant	1.0
Evaluator/Tenille Venard	1.0
Evaluator/Olivia Krausie	1.0
Interim Evaluator/Sandra Ramos	1.0
A&R Specialist/Vacant	1.0
A&R Systems Specialist/Lisa Lundgren	1.0
A&R Assistant Senior/Linda Elia	1.0
A&R Assistant Senior/Monica Blando	1.0
A&R Assistant Senior/Maryam Rastvan	1.0
A&R Assistant Senior/Ruth Ramirez	1.0
A&R Assistant/Rachel Yi Ling Benson	1.0
A&R Assistant/Vacant	1.0
A&R Specialist - VA	2.0
A&R Specialist, Sr - International	2.0
A&R Specialist - International	1.0
Student Ambassadors (x17)	.625

7.2 How do these positions contribute to basic department function and/or the success of students in the program?

<b>Comments:</b>	<p>Without the work of the positions above:</p> <ul style="list-style-type: none"> <li>• Students will not graduate</li> <li>• Students will not be able to register</li> <li>• Vets will not be paid</li> <li>• Campus would not yield any international students (significant loss of income)</li> <li>• Students would not transfer (no transcripts being sent)</li> <li>• Students would be unable to complete background investigations for employment</li> <li>• Everyone would pay out-of-state tuition</li> <li>• District would be in legal trouble because we would be violation of several state and federal laws (FERPA, complying with Subpoena requests)</li> <li>• Dual Enrollment would not exist</li> <li>• Faculty/Staff would not be able to take classes for \$1</li> </ul>
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7.3 Are the current levels of staffing adequate? Why or why not? Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time faculty, classified staff, and student/classified hourly workers. If available, provide supporting documentation.

<b>Comments:</b>	<ul style="list-style-type: none"> <li>• Need another A&amp;R supervisor focused on technology</li> <li>• Need a 5<sup>th</sup> evaluator to address the increasing number of degrees and the greater demand for completion information</li> </ul>
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	<ul style="list-style-type: none"> <li>• Need classified assistance for Evaluations Advisor to address the high volume of document preparation and data collection to allow the evaluators to focus more on the evaluation process and student degree optimization. (similar to the Financial Aid structure)</li> <li>• Need a Dual Enrollment specialist who can focus on the complicated issue related to the increased number of dual enrollment options.</li> <li>• We need a programmer dedicated to the Colleague system to allow for response times to the many needed changes in the system in order to address the system needs associated with state-wide initiatives as well as to optimize to system to eliminate areas that cause confusion and negatively impact students.</li> <li>• International Re-org <ul style="list-style-type: none"> <li>◦ Need (2) 100% FT counselors to support the counseling needs of our large International population, given the need for compliance with regulations</li> </ul> </li> </ul>
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**PURPOSE OF SECTION 7.4 – 7.6: To determine how departments utilize various campus facilities and the impact on student service delivery and access.**

7.4 List the type of facility spaces your department/program utilizes for service delivery and/or instruction. This can include on-campus, off-campus, and virtual. (Use bulleted list.)

<b>Facilities:</b>	<ul style="list-style-type: none"> <li>A&amp;R Office/"Counter"</li> <li>Website</li> <li>Various computer systems</li> </ul>
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7.5 Are the spaces listed in 7.4 adequate to meet the program’s educational objectives? Yes  No

- If you checked ‘Yes’, please explain how your department/program effectively utilizes its space in support of its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are being met.
- If you checked ‘No’, please describe the current use of facilities and your department’s efforts to ensure optimal use of existing space. Please indicate any specific facility needs of your program, and explain how space limitations inhibit your department’s ability to adequately meet its educational objectives.

<b>Yes:</b>	Have sufficient office space for current staffing levels. Additional needed staff may require space reconsiderations
<b>No:</b>	

7.6 What proactive steps have you taken with regards to facility and scheduling to improve the ability of your department to meet the educational objectives of your program?

<b>Comments:</b>	One office was lost to the new embedded IT support and now office existed for our systems specialist. We restructured our existing space to create an office for the systems specialist.
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**PURPOSE OF SECTION 7.7: Please list significant resource needs that should be addressed currently or in near term. For each request, identify which goal guides this resource need (refer to Section 6.7).**

7.7 Fill in the table with your resource needs – indicate the type of request, guiding goal, and description.

*Type of Request P, T, PH, PD, O	Indicate which goal(s) guide this need:	Describe how this resource will help achieve the goal(s). Please be specific.
P/T	Institutional Capacity	We need a Colleague programmer to translate our needs into codes/rules
PD/T	Institutional Capacity	We need PD training on CCCapply/Colleague best practices
P	Institutional Capacity	We need a second Supervisor to focus on the vast technological needs of the department
P	Institutional Capacity	We need a Dual Enrollment Coordinator to handle all the growing issues in this area
p	Institutional Capacity	We need assistance to address the growing demands of the evaluators

\*Type:

P = Personnel: list faculty and staff in order of priority

T = Technology

PH = Physical: list facility resources needed for safe and appropriate delivery of services

PD = Professional Development: list need for professional development resources in priority order

O = Other: list any other needed resources in priority order

7.8 Describe any concerns or possible threats to the function or integrity of the department/program that may be of impact before the next review cycle such as: retirements, decreases/increases in full or part time faculty and staff, addition of new programs, funding issues, etc.

<b>Comments:</b>	We had two retirements this year that accounted for 72 years of service to our department. This will leave a big hole when it comes to institutional memory and quality of service provided. The high volume of immediate-response items has made it difficult to quickly fill open positions. The speed of changes to the technology needs makes it difficult to thoroughly test these changes before making them live. This in turn, results in a higher workload to correct areas missed. The demand for support for the increased number of initiatives and the speed of implementation of these initiatives has required a syphoning off of resources dedicated to the daily operations, placing the quality of services provided at-risk. Additionally, the loss of the second supervisor; thus, placing a large burden on one. There are 15 full-time staff and 17 student workers under the direct supervision of one supervisor who also provides technical and data support to other parts of the campus.
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**PURPOSE OF 7.9: The committee is looking to recognize department/program efforts for outside funding.**

7.9 If your program has received any financial support or subsidy outside of the college budget process (grants, awards, donations), explain where these funds are from, how they are used, and any other relevant information such as whether they are on-going or one-time.

<b>Comments:</b>	N/A
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## SECTION 8: COMMENTS & RECOMMENDATIONS

**PURPOSE OF SECTION 8.1 & 8.2:** To evaluate the value of the program review process from a department/program perspective and suggestions for improvement.

8.1 Please rate the level of your agreement with the following statements regarding the program review process:

1. This year's program review was valuable in planning for the continued improvement of our department/program.
2. Analysis of the program review data was useful in assessing outcomes and current status in multiple areas.

Question:	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
1. SSPR Value	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Useful for Analysis & Assessment	<input type="checkbox"/>	<b>X</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8.2 How could SSPR be improved to assist your department/program in completing the self-study?

<b>Comments:</b>	The program review process itself is valuable. However, the timelines for review were extremely taxing, especially with the challenges identified above. A&R also has multiple areas with only one supervisor. This cycle we did 3 reviews: International, Veterans and the remainder of A&R. Unlike most other areas, A&R encompasses several distinct functions within one area. We may have to reconsider the best approach to program review given these parameters.
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