Student and Support Services
2022 - 2023 Self-Study
Three-Year Program Review Template
Admissions and Records
Enrollment Services

Statement of Collaboration

The program staff listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program staff involved in the self-study.

Participants in the self-study

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Authorization

After the document is complete, it must be signed by the Principal Author, the Department Manager, and (when appropriate) the Dean or appropriate Immediate Management Supervisor (IMS) prior to submission to the Program Review Committee.

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Gilbert Contreras (Jan 17, 2023 12:12 PST)   Jan 17, 2023

Dr. Gil Contreras, VPSS

1.0   Mission and Goals

Mission, Vision, Core Values and College Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the Mission, Vision, Core Values and College Goals. Summarize how your program supports each area.

Admissions & Records Mission Statement:

The mission of A&R is to serve as a continuous resource to both current and former students throughout their educational journey. We are committed to providing a supportive learning environment, quality and equitable services, and individualized support to students, faculty, and the community.

The Admissions and Records Office is dedicated to providing a positive student experience and offer services using a variety of resources and technologies for admissions, registration, maintenance of student records, and evaluation of transcripts for the purpose of awarding degrees, while adhering to academic policies.

College Mission:

Fullerton College advances student learning and achievement by developing flexible pathways for students from diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive environment for students to be successful learners, responsible leaders, and engaged community members.

The mission of the A&R office is to support students toward educational and career growth by evaluating their academic records for graduation requirements, posting of certificates, and evaluating other college transfer work toward degree completion. We also educate students on various Federal, State, and local NOCCCD Board guidelines and regulations, which prepare students to be successful learners and engaged community members. We pride ourselves in creating an inclusive, antiracist climate so that all students feel welcome when seeking and receiving our services.

College Vision:

Fullerton College will transform lives and inspire positive change in the world.

Transformation and positive inspiration for students goes far beyond the classroom. The A&R office delivers services, offers resources and encouragement to aid our students. We know that we are the face of the college and want to ensure that students who come to A&R know that we care about their dreams and goals and will do all we can to support them by creating a welcoming environment.

College Core Values:

Community

We promote a sense of community that enhances the well-being of our campus and surrounding areas.

The Admissions and Records Office is more than just a place of business, we are the first point of contact for many students and the entire community. We strive to represent Fullerton College's excellence as an institution through our resources, support, hybrid service options, and outstanding customer service.

Diversity

We respect and value the diversity of our entire community.

We view students through an unbiased lense and celebrate diverse viewpoints. The Director of Admissions and Records holds student hourly workshops at the beginning of each semester to ensure that staff are properly trained in customer service. Group activities give staff a deeper understanding of varying student perspectives, values, attitudes, and beliefs. These activities create an environment of respect and value of the diverse student population and community that we serve.

Equity
We commit to equity for all we serve.
The Admissions and Records office is fair in our decision making. We strive to adhere to all regulations while at the same time remove any barriers that could hinder the success of our students. We are committed to the success of our students with the understanding that students face varying life challenges, and we must meet them where they are. We are honored to play a part in their educational journey.

Excellence
We honor and build upon our tradition of excellence.
The Admissions and Records Office provides team building activities and department managers mentor individuals within the department. As we work together as a team, we utilize the unique knowledge and skill set of each individual team member to accomplish our goal to provide the most effective level of service and support to our students and our entire campus community.

Growth
We expect everyone to continue growing and learning.
Continuous professional development is critical for us to keep growing and learning to better assist our students and campus community. Through the California Association of Community College Registrars and Admissions Officers (CACCRAO) we attend regional meetings, yearly conferences, and other training opportunities. Managers and staff also attend workshops and training opportunities through CCCTech Center, OpenCCCApply, ETranscript California, National Student Clearinghouse, Ellucian Live, California Community College Banner Group (3CBG), Degree Works, and campus and district Staff Development activities. During the pandemic, we continued learning and growing by participating in these conferences and workshops via an online format.

Inclusivity
We support the involvement of all in the decision-making process.
The Admissions and Records staff members have frequent, open discussions with colleagues and students to continually improve our processes and procedures for the benefit of our students and campus community. We value everyone's input and believe that collaboration is the key to assisting students to meet their academic and personal goals. To this end, Admissions and Records managers hold regular staff meetings to encourage open dialog and to perpetuate an environment where innovative ideas are welcome. A&R staff are given opportunities to meet with department managers at any time to discuss issues and brainstorm solutions. During the pandemic, the California Community College Chancellor Office instituted changes to existing regulations and the Director of Admissions and Records worked collaboratively with the A&R staff to implement these changes.

Innovation
We support innovation in teaching and learning.
The Admissions and Records Office acknowledges the need for innovation to continue to honor the college's tradition to excellence in education. We seek opportunities to streamline services through ongoing improvement to online services, transcript ordering, CCCApply, National Student Clearinghouse, OnBase Scanning and indexing, Degree Works, etc. We are committed to staying abreast of the current policies, laws, and trends in education. We use forward-thinking and creativity to find solutions to current problems and formulate strategies for future success which was especially highlighted during the pandemic and our switch to online services.

Integrity
We act in accordance with personal integrity and high ethical standards.
We provide student services with the highest level of integrity and responsibility. Our decisions and actions are carefully considered with our student's best interest in mind. We protect our student's safety and privacy

to the best of our ability and resources. To ensure that we are implementing current regulations and best practices, we attend district and campus meetings, other appropriate training opportunities for Admission and Records professionals, and utilize resources from the State Chancellor's Office. During the pandemic, A&R discovered an increase in fraudulent admissions applications and suspicious registration activity. We have worked collaboratively with district Information Services and other campus departments to create filters and tools to assist us in combating the fraud. We have adjusted our internal processes to do all we can to protect our student database.

Partnerships
We work together with our educational and community partners.
Managers and staff are members of various campus and district wide committees, i.e., Student Equity Committee, Guided Pathways Committees, District Technology Committee, Degree Works Technology Team, Student Services Leadership Committee, District Managers Association, and others. We offer support to all Student Services programs, i.e., Dual Enrollment, Student Outreach, Promise Program, Workforce Development, Grads to Be, and other Special Projects.

Respect
We support an environment of mutual respect and trust that embraces the individuality of all.
The Fullerton College student population consists of students with varied life experiences and challenges, we follow equitable practices so that students experience mutual respect and trust when receiving assistance from A&R. We find ways to address individual student issues and value their unique perspectives and feedback. We recognize and accept students where they are and see it was our responsibility to meet their varied needs.

Responsibility
We accept our responsibility for the betterment of the world around us.
Fullerton College students seek a welcoming environment and a quality education to increase their chances for a successful future; the Admissions and Records Office believes that it is our responsibility to offer our students the best services possible to support their educational journey. The students will carry the experiences they had here at Fullerton College with them into their future as they become part of the workforce and give back to their community.

College Goals:
GOAL 1: Promote Success for Every Student
Objective 4: Increase completion of courses, certificates and degree programs, and transfer-readiness
The Admissions and Records office collaborates with Counseling and the Transfer Center to facilitate assistance to students for the purpose of increasing degree attainment for students.

GOAL 2: Cultivate a Culture of Equity
Objective 4: Foster a sense of belonging where all are welcome, and student basic needs are addressed
The Admissions and Records office provides services using many different modes of communication and technology to ensure that students receive the assist they need. We acknowledge and take into consideration that students have varied needs and available resources.

GOAL 3: Strengthen Connections with our Community
Objective 1: Create and expand partnerships with local K-12 and higher education institutions
The Admissions and Records office collaborates with Counselors and Outreach staff to process admissions applications, Special Admit/Dual Enrollment forms, and registration for our K-12 partners. This behind-the-scenes work is critical to the success of this objective to strengthen connections with our community.

GOAL 4: Commit to Accountability and Continuous Quality Improvement
Objective 3: Provide professional and career development opportunities for students, faculty and staff
The Admissions and Records office supports the hiring, training, and development of "work study" students. Student workers are the backbone of A&R front services, and they provide a unique student perspective that helps us to continue to improve our services.

2.0 Program Description/Data & Trends Analysis

2.1 Describe the purpose, components, and staffing of this program.

Established in 1913, the A&R office serves former and current students, staff, faculty, student services areas throughout the campus, the general population, and the community. The responsibilities include, but are not limited to, admissions, residency determination, registration/enrollment, fee payment, special admit/dual enrollment course approvals, transcript ordering and maintenance, verifications of enrollment, evaluation of graduation requirements, evaluation of other college transcripts, awarding of degrees, ordering of diplomas, creation and maintenance of online forms, document retention and management, utilizing varied modes of technology to serve students. A&R is solely responsible for the maintenance and accuracy of the student's complete academic history, and adherence to federal, state, and local policies. A&R continues to serve a diverse population which includes: first time or continuing students; high school concurrently enrolled "special admit" students, Dual Enrollment, re-entry adult students, Promise program, Cal Works students, veterans, Foster Youth, DSPS & EOPS students, special programs, and students transitioning from our non-credit institution (NOCE). Our population of students and others contain a variety of race, ethnicity, gender expression, sexual orientation, socio-economic background, age, religion, and ability.

2.2 Staffing – complete the table below. Please list the total number of personnel in each type of position in the department/program. Within each classification in the first column, please list the position titles. For confidentiality, **do not** include the names of any people in the position.

CURRENT STAFF					
Classification (Include position titles)	**# of staff in each position title**	**Percent of employment**	**Months per year of employment**	**Source of funding (General / Categorical)**	**FTE**
Managers					
Director, Admissions and Records	1	100	12	General	1
Classified					
Student Services Coordinator	1	100	12	General	1
Admissions and Records Coordinator	2	100	12	General	2
Admissions and Records Analyst	1	100	12	General	1
Evaluator	5	100	12	General	5
Admissions and Records Specialist	6	100	12	General	6
Admissions and Records Technician	2	100	12	General	2
Clerical Assistant I – Admissions and Records	1	100	12	General	1

CURRENT STAFF

Classification (Include position titles)	# of staff in each position title	Percent of employment	Months per year of employment	Source of funding (General / Categorical)	FTE
Faculty (full-time)					
Faculty (Adjunct)					
Hourly - Adult	6	50	7	General	3
Hourly - Student	1	50	12	General	.5
	8	50	12	Work Study	4
Professional Experts	2	50	7	General	1
				Total FTE	28.5

2.3   Other Resources

OTHER RESOURCES

Please list each position by classification in the department/program	Services Provided	Number of Hours	Overall Cost	Source of funding (General / Categorical)
Independent Contractors				
Volunteers				
Interns				
Total Hours & Costs				
			Total FTE	

2.4   Utilize the data provided in the tables above in a discussion of the appropriateness of the staffing levels of this program.

New and emerging technology has increased demands on the A&R staff. Many of the A&R Technician positions have been reclassified as A&R Specialist positions due to the need for advanced technology usage, implementation and maintenance. The pandemic has increased the need for additional A&R Specialist positions to adequately maintain the newly implemented online forms, and varied modes of remote services e.g., A&R Zoom room, chat feature, text feature, phones, emails, "contact us" webpage, and in-person support. Prior to the pandemic we served students in-person only and now we need to continue to service students in a hybrid environment using multiple modes of technology to ensure that we are meeting their varied needs.

Guided Pathways initiates, Student Equity recommendations, Workforce Development plans, and Enrollment and Retention goals have also created growing demands for staffing in the Admissions and Records office.

Changes in the funding model have also increased the need to accurately identify, code, and track various student groups. MIS changes have also increased the need for A&R staff to code students for MIS submission.

The commitment to increase outreach efforts to high schools and to close the achievement gap for our underrepresented students has also impacted the A&R office through our increased support and assistance with the admissions, registration, processing of approval HS counselor approval forms, and coding of these students. The increased efforts to outreach to local business to create partnerships, including Disney, has also created an increased need of A&R support.

The changes to the funding model and the identified gaps in degree completion for African/American and Latinx students have also increased our need to be more intentional in our efforts to support students to degree completion. It is critical that we continue exploring a student case management model in our approach to increasing the number of degrees awarded to these groups of students. We also need to address the needs of our transfer students who attend multiple colleges that require the evaluation of other college courses work at the beginning of their journey at Fullerton College. The current Degree Audit system is not effective for transfer students unless their other college course work can be included in their degree audit. The entering of other college course work in Banner to display in Degree Works audits is also a critical need for effective Educational Planning by Counselors. Additional Evaluators are needed to complete this work and maintain the database moving forward. Additional Admissions and Records Specialists are also needed to support efforts related to Enrollment Management, Guided Pathways initiatives, Student Equity recommendations, and A&R services with an emphasis on equitable remote and on-campus support.

> 2.5 How many students are served? How has this number changed since the last review?

The decrease in unduplicated headcount below does not reflect the number of students who have received service by Admissions and Records. There is currently not a mechanism in place to track all student contact and services rendered by A&R. There are many different means of communication and tools we use to serve students; in-person, phones, email, live chat, text messaging, mass communication, participation in campus/community events, and the assistance we provide for other student services departments to support and serve students which is difficult to track accurately.

The counts below were obtained from the State Chancellor's Office Data Mart. When the headcount has decreased, student contact increased (especially during the pandemic) because student need was greater. Efforts to increase enrollment has also increased the need to give specialized service to students.

Enrollment Counts

Year	Summer	Fall	Spring
2021-2022	Summer 2021 (202030) 8,219	Fall 2021 (202110) 18,742	Spring 2022 (202120) 16,533
2020-2021	Summer 2020 (201930) 9,839	Fall 2020 (202010) 21,785	Spring 2021 (202020) 19,693
2019-2020	Summer 2019 (201830) 8,427	Fall 2019 (201910) 23,015	Spring 2020 (201920) 21,257

Admission Applications
The counts below show a fluctuation of application counts term by term. The A&R staff processes admission applications, determines residency criteria, completes an end of term audit process for all non-resident student applications, and preforms further analysis and residency audit for all student athletes. They are use a case management style of communication to potential AB540 students to ensure that we foster a welcoming environment for this population of students. Most general non-resident student applications take 2 to 5 days to resolve with each student depending on the complexities of their residency situation.

One of the major changes and challenges faced by the application staff is the increased number of fraud/spam applications we have received. The Director of A&R and application staff have collaborated with District IS in the creation of tools to assist in identifying and filtering out fraud/spam admission applications. This has increased the processing time for admission applications due to the additional steps that are now part of the admission application review.

Admission Application Counts:

Year	Summer	Fall	Spring
2021-2022	14,352	21,806	10,150
2020-2021	18,447	31,774	11,835
2019-2020	7,875	17,700	12,198

Admission Non-Resident Application Counts:

Year	Summer	Fall	Spring
2021-2022	804	1,848	1,019
2020-2021	1,114	2,356	1,032
2019-2020	912	2,442	1,414

Admissions Special Admit/Dual Enrollment Application Counts:

Year	Summer	Fall	Spring
2021-2022	971	1,094	1,083
2020-2021	811	1,481	1,434
2019-2020	790	1,721	1,413

Academic and Progress Dismissals and Readmittance
The Admissions and Records office processes Academic and Progress Dismissals every Spring term. We also review and analyze all the Readmit Petitions submitted by dismissed students. The process is very time consuming as we attempt to have all petitions processed before the start of the following registration period to allow students who are approved for re-admittance the best chance to register into the classes, they need for degree attainment. Readmit Petitions can take 30 to 45 minutes to research, review, and notify each individual student.

During the pandemic, regulations allowed for the suspension of the dismissal process. Beginning Spring 2023, we will be resuming past practice with some enhancements to adopt an equity-minded approach to case

manage African American students and Latino male students who are dismissed. This will require a more hands-on approach with more staff resources dedicated to this project.

Year	Total Dismissed	Total number of Readmit Petitions
Spring 2022 (202120)	1,223	NA
Spring 2021 (202020)	NA	NA
Spring 2020 (201920)	NA	NA
Spring 2019 (201820)	2,110	1,184

Graduation Applications

The number of graduation applications has continued to remain steady term to term for the past 3 years. The prepping of each graduation application takes approximately 5 to 15 minutes per application. The manual process of evaluating transcripts for graduation requirements and notifying students of specific deficiencies continues to be labor intensive. Graduation evaluation can take on average 4 to 5 hours per student. See application counts below.

The AA/AS Transfer degrees requires that these degrees be prioritized to be evaluated first to meet the CSU deadline entry to the eVerify portal. This delays the degree evaluation of our local AA/AS Fullerton College degrees.

Year	Summer	Fall	Spring
2021-2022 AA/AS	528	611	1770
2021-2022 AD-T	225	332	1127
2021/2022 Total 4,593			
2020-2021 AA/AS	352	630	1781
2020-2021 AD-T	138	509	1224
2020/2021 Total 4,634			
2019-2020 AA/AS	407	604	2086
2019-2020 AD-T	109	370	1056
2019/2020 Total 4,632			

Special Admit/Dual Enrollment

The number of Special Admit and Dual Enrollment forms processed by A&R has significantly increased coinciding with the increase in Outreach activity. The processing of Special Admit/Dual Enrollment forms is very manually intensive. It takes an average of 15 to 20 minutes to review each submitted form. During the

pandemic, we moved to an online form for Dual Enrollment students which has increased efficiency in processing time, but this has created the need for an A&R Specialist to be assigned to build and maintain the online forms for each term. Manual Banner coding is still required to "clear" each individual student to register into their approved course.

Year	Summer	Fall	Spring
2021-2022 Special Admit	315	227	172
2021-2022 Dual Enrollment	1,082	2,074	2,449
2021/2022 Total 6,319			
2020-2021 Special Admit	340	203	204
2020-2021 Dual Enrollment	258	1109	1339
2020/2021 Total 3,453			
2019-2020 Special Admit	311	204	167
2019-2020 Dual Enrollment	352	1415	1280
2019/2020 Total 3,729			

Enrollment Verifications

The enrollment verification counts below include counter requests, online requests, electronic verification confirmation requests through National Student Clearinghouse (NSC), and NSC self service requests. A&R is also responsible for data clean-up of the weekly enrollment submission reports submitted to NSC. Cleanup efforts can take up to 1 hour per week to complete. Online and counter verification requests are done manually and can up to 15 minutes on average per request.

Year	Summer	Fall	Spring
2021-2022	60	124	225
2020-2021	56	142	245
2019-2020	90	214	209

Transcripts

The transcript counts below include in person, mail, and web requests. In person and mail requests require staff intervention to manually process. The web requests are processed by our transcript vendors, but staff intervention is needed for data matching issues, student inquiries on how to submit an order, maintenance of the software, and addressing issues pertaining to GE/IGETC certification requests. Certification requests require an evaluation of requirements by an evaluator and additional steps for other A&R staff who are processing these types of transcript orders.

We store hard copy transcripts from Fall of 1978 to Summer of 1989, and records prior to 1978 on microfilm. Transcript requests with academic history that dates back prior to Summer of 1989 need to be individually researched and prepared manually.

Transcript Requests

Year	Summer	Fall	Spring	Total
2021-2022	8,389	7,490	13,884	29,763
2020-2021	9,372	9,040	14,291	32,703
2019-2020	7,826	7,920	12,078	29,824

GE/IGETC Certification Requests
(These counts do not include students who were evaluated and did not meet the requirements.

Year	Summer	Fall	Spring	Total
2021-2022	278	399	1293	1,970
2020-2021	235	486	1315	2,036
2019-2020	945	523	1215	2,683

2.6 Since the previous Program Review Self-Study what significant changes have occurred that impact the services of this program?

The most significant change is the technology upgrades required from the pandemic and the need to move to complete online services. This required many hours of technical support from A&R staff to implement online forms and online tools to service students. We created a A&R zoom room to replace our front counter services. We implemented Cadence text messaging to enable students to ask general A&R questions via text message. We created a "contact us" form and updated our A&R webpages to display the different modes of services. Since moving back to on-campus services we are offering hybrid services and continuing all the online services we implemented during the pandemic. This requires continued maintenance from classified staff and an increase in student hourly support to answer student inquires via the different modes of services offered to students.

The increase in fraud/spam admissions applications and registration has created the need to dedicate staff hours solely to the efforts of combating spam. The Director of A&R and A&R staff have spent a significant number of hours identifying and notifying faculty of potential spam registration and has worked with district Information Services colleagues to create filtering tools to prevent fraud/spam applications from entering our student database. These efforts are ongoing and are now permanently part of admission application processing and the monitoring of suspicious registration activity.

2.7 Describe any laws, regulations, trends, policies and procedures or other influences that have an impact on the effectiveness of your program.

The Chancellor's Office instituted multiple changes to regulations to mitigate the effects of the pandemic to our students. This included, but not limited to, changes in Pass/No Pass regulations, and Extenuating Circumstance regulations. The Dean of Enrollment Services, Director of Admissions and Records, and A&R staff played a pivotal role in implementing these regulatory changes. Communication to students and programming changes to student registration (Banner) and Self-Service registration were the responsibility of A&R. Regulations are continuing to change, moving back to pre-pandemic status and/or new regulations moving forward.

Other impacts to Admissions and Records include Guided Pathways initiatives and the increase in Dual Enrollment efforts have added additional workload and duties to A&R staff. The need to move to a new way of managing documents stored by A&R required the creation of a "Document Management Team" within A&R to organize and secure other college transcripts, online forms, and all other documentation that were previously stored as paper documents.

2.8   Provide any other data that is relevant to your self-study, <mark>for example, if you collected data to assess an outcome.</mark>

The continued work needed to ensure accuracy of Degree Works audits is a continued challenge for A&R. Banner data clean-up is a large part that determines accuracy of Degree Audits. The evaluation unit is still manually evaluating other college transcripts which is another challenge to Degree Works accuracy for students who have transferred in with other college coursework. An analysis of Fall 2022 graduation applications revealed 42% of grad candidates had other college coursework to be evaluated toward for FC degree requirements. These highlight and support the need for an Evaluation Technology Unit to articulate and enter other college coursework into Banner to display in Degree Works audits.

3.0   Strengths, Weaknesses, Opportunities, Challenges (SWOC)

3.1   Based on your analysis in 2.1 through 2.8, what are the strengths of your program?

The strength of A&R lies within the staff members who are dedicated to provide the best possible service to students. Their positive attitude, anti-racism mindset, and teamwork provides the foundation for staff to grow personally and professionally to work effectively as a unit. Their goal is to meet students where they are, find solutions, and do all they can to assist students to meet their academic goals.

The data shows a consistent volume of students able to access the student database to register for classes, pay fees, order transcript enrollment verification, apply for graduation, and obtain accurate and timely information related to all A&R related functions. The A&R office is committed to offering Fullerton College students the best possible customer experience not only through training of staff, but also the implementation of new and emerging technologies to increase modes of service in our new hybrid environment.

The Admissions and Records office complies with all local, State, and Federal regulations, which includes keeping abreast to regulation changes from these entities. We also educate our students on all regulation changes to assist them in navigating the sometimes-confusing guidelines. This was especially apparent during the pandemic and the many regulatory changes.

3.2.   Based on your analysis in 2.1 through 2.8, what are the weaknesses of your program?

It is very challenging to meet all department goals while at the same time supporting other student services departments, instructional divisions, new campus initiatives, Guided Pathways, Equity Plans, Special Programs, Partnerships, and implementing emerging technology. Admissions and Records is often the first point of contact for students, and we are required to be knowledgeable about the workings of other student services areas so we can refer students to appropriate services with a warm hand-off. During our peak registration times it is challenging to keep wait times at a minimum for students seeking assistance at the front counter or

through our multiple methods of online hybrid services. We strive not only to keep our wait times to a minimum but to also provide quality service through a welcoming environment.

The limitations to the number of hours short term temporary employees, work study, and professional experts can work per week affects our capacity to have consistent assistance throughout the academic year. We are consistently busy throughout the year. This creates the need to hire and train additional hourly staff so that we can maintain adequate staffing to best address student needs.

The ongoing implementation of emerging technology creates the need to assign staff to implement, test, and maintain software related to admissions (CCCApply), registration (Banner), enrollment verifications (National Student Clearinghouse), transcript ordering (Parchment), document management (OnBase), and others. A&R works closely with district I.S. to resolve technical issues that directly impact students, staff, and faculty.

 3.3 Based on your analysis in 2.1 through 2.8, what opportunities exist for your program?

The technology upgrades and implementation of new software (including Degree Works) has required us to analyze our processes and move forward to upgrade, streamline, and clean up Banner data to accurate integrate our student systems. It has increased our need to collaborate with all our district partners and sister campuses to ensure cohesiveness. It has created opportunities to identify specific groups of students who would benefit from more personalized services to support our DEIA efforts.

 3.4 Based on your analysis in 2.1 through 2.8, what challenges exist for your program?

We have found that the increase in campus wide initiatives (Guided Pathways, Student Equity Plans, Enrollment Re-engagement, Dual Enrollment initiatives, and Workforce Development partnerships) all require additional support from A&R. Department funds and staff are not sufficient to meet these important campus goals.

We continue to implement and maintain existing and new technology to enhance student experience and student success. To implement and maintain technology takes knowledgeable staff and time away from their regular duties. It is challenging to do this work while maintaining current levels of service. When one staff member is pulled to work on a project, others step in to back fill their work. The managing of these projects can be very challenging on staff and the department.

4.0 Outcome Assessment

Note: Sections 4.9 and 4.10 are new. Please review before filling out your outcome tables below.

 4.1 List your outcomes and complete the expandable table below.

	What are your program outcomes?	When was the Assessment Completed?	When did you analyze the data?	When were changes made?	Number of Cycles Completed
1.	Students who have transferred to Fullerton College will have their other college transcripts evaluated.	Ongoing	N/A	N/A	N/A

	Intended Outcomes	How will you determine if the outcome is met?	How will you collect the data?	Can this data be disaggregated at the student level?	What will the results show?
1.	Students notified of their OCT evaluation results will be able to register for classes that will satisfy requirements toward their degree or certificate completion.	Students will complete requirements for degree and/or transfer.	Banner data via ARGOS report	Yes	Increase in degrees awarded
2.	This coding Dual Enrollment and student sin special programs will be used to assist in evaluating program effectiveness by tracking student retention and success.	Course completion Satisfactory Grades	Banner data via ARGOS report	Yes	Program effectiveness

2.	Admissions and Records will work in collaboration with Student Services and Instruction to code students in special programs (including Dual Enrollment), cohorts and under-represented groups.	Ongoing	N/A	N/A	N/A

4.2   Assessment: Complete the expandable table below.

4.3   How has assessment of program outcomes led to improvements <u>in services</u> provided to students by this program?
Assessment is ongoing.

4.4   How has assessment of outcomes led to improvements <u>in student learning and achievement</u>?
Assessment is ongoing.

4.5   What challenges remain to make your program outcomes more effective?
Evaluation of other college coursework is manual, and the timeframe for evaluation does not always align to be completed before the next registration cycle.

4.6   Describe how the program's outcomes are linked to the <u>college's goals</u>.
GOAL 1: Promote Success for Every Student
Objective 4: Increase completion of courses, certificates and degree programs, and transfer-readiness

4.7   Describe how the program's outcomes support the achievement of the <u>institution level SLOs</u>.
Critical Thinking and Information Competency: Students will be able to think critically by analyzing data in addressing and evaluating problems and issues in making decisions.

4.8   A. What methods are used to assess the program's success in serving the student population that interacts with your program?
Data is available via the student database (Banner) and can be retrieved via ARGOS reports and other resources.

B. What do the results of the above methods of assessment indicate about the effectiveness of the program?
Assessment is ongoing.

C. How were the assessment results used to make improvements to services provided by this program? Please provide examples.
Assessment is ongoing.

4.9   At least one outcome listed in 4.1 should address the following:

A. List the outcomes that focuses on individual student learning or actions.
The coding Dual Enrollment and students in special programs will be used to assist in evaluating program effectiveness by tracking student retention and success.

B. Identify methods to assess outcomes in such a way that the data can be disaggregated.
Data is available via the student database (Banner) and can be retrieved via ARGOS reports and other resources.

C. Identify a process for using outcome assessment data to improve student services programs.
Campus departments/programs can retrieve this data from the student database (Banner).

D.   Identify a process for assessing outcomes and collecting data that can be used to build dashboards (where applicable).
Campus departments/programs can request current and past data be retrieved from the student system database for analysis of their programs.

4.10   Outcomes Equity Analysis

A.   Looking at the one outcome from 4.9, do you find significant differences by race, ethnicity, gender, and other categories? Describe here what the data shows. What strategies will you use to close the attainment gaps among groups of students? What kinds of professional learning would help?

The Admissions and Records office will continue to be the stewards of student data by maintaining its accuracy for use by campus departments/programs.

5.0   Evaluation of Progress Toward Previous Strategic Action Plans

5.1   List the goals from your last self-study/program review.
Goal #1 - Create a Transfer Evaluation Technology Unit
Goal #2 – A&R Specialist position to replace vacant A&R Technician position

5.2   Describe the level of success and/or progress achieved in the goals listed above.

Goal #1 – Stipend for one current evaluator was received via Guided Pathways proposal to begin the preliminary work for the eventual creation of a Transfer Evaluation Technology unit.
Goal #2 – A&R Specialist position replaced the vacant A&R Technician position

5.3   How did you measure the level of success and/or progress achieved in the goals listed above?
Goal #1 – The stipend received for one evaluator facilitated the beginning of the transfer mapping project, which resulted in 15 feeder colleges articulated and entered in Banner for eventual use in Degree Works audits.
Goal #2 – The A&R Specialist played a key role in the ability for A&R to pivot to complete remote services and the creation of online forms during the pandemic.

5.4   Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.
Goal #1 – The articulation and entering of transfer mapping into Banner is the first critical step to the ability to enter other college coursework on individual student records to be used in a real-time degree audit.
Goal #2 – The work completed by the A&R Specialist was critical for A&R to quickly pivot to all remote services and online forms for student use.

5.5   In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?
Goal #1 – the stipend funded by Guided Pathways enabled A&R to begin the critical first steps to the creation of a Transfer Evaluation Technology Unit.
Goal #2 – The upgrade of the vacant A&R Technician position to an A&R Specialist position contributed to the not only implementation/maintenance of new technology but a critical resource during the pandemic and ongoing offerings of hybrid services.

5.6.   If funds were not allocated in the last review cycle, how did it impact your program?
Goal #1 – general funds were not allocated for additional evaluators to staff the Transfer Evaluation Technology Unit. The lack of resources requires evaluators to manually evaluate other college transcripts, which delays students from receiving this important information as part of Ed Planning and enables Degree Works degree audits to be fully utilized.
Goal #2 – The work and skillset required for Admissions and Records staff has outgrown the "Admissions and Records Technician" position. The goal would be to upgrade future vacant A&R Technician position to A&R Specialist.

6.0   Strategic Action Plans (SAP)

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1	
Strategic Action Plan Name:	Create a Transfer Evaluation Technology Unit that will focus solely on the evaluation of other college transcripts. Evaluators focusing on transfer evaluation will work collaboratively with current A&R graduation evaluators, maintain course mappings in Banner, and enter the transfer equivalent courses in Banner to be viewed by

	students and counselors in Degree Works. They will also work with district E.S.T. staff to ensure accuracy and updates to scribe.
List College goal/objective the plan meets:	College Goal #: Promote Success for Every Student Objective #: Increase completion of courses, certificate and degree programs, and transfer readiness.

Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	A&R Evaluator (2 additional positions)
	The Transfer Evaluation Technology Unit will evaluate other college transcripts, maintain, and update the course equivalency mappings in Banner to ensure correct entries for use by the A&R Graduation Evaluators.
	The current timeline (6 months) to evaluate transfer courses impacts the accuracy of education planning, hinders students' success and degree attainment.
	    A. Transfer students expect to be informed of how their other college coursework can be used toward degree attainment for their specific degree goals.
	    B. Transfer students need to be informed of which college course work can be used toward specific degree requirements prior to registration for the subsequent term so they fulfil degree deficiencies.

What *Measurable Outcome* is anticipated for this SAP?	Increase completion of courses, certificate and degree programs, and transfer readiness.
What specific aspects of this SAP can be accomplished without additional financial resources?	Director of Admissions and Records will assume the role of lead for the FC campus. A&R Analyst and designated evaluation staff will assist with the continued implementation and coordination of work with current A&R Evaluators. Two additional evaluators (new) and two current A&R evaluators will be moved to the Transfer Evaluation Unit.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	2 A&R Evaluators 79,000 x 2 = 158,000 yearly	General
Facilities	0	
Equipment	0	
Supplies	0	
Computer Hardware	0	
Computer Software	0	
Training	0	
Other	0	
Total Requested Amount	158,000 (yearly)	

STRATEGIC ACTION PLAN # 2	
Strategic Action Plan Name:	Admissions and Records fraud/spam/document security: Identify, mitigate, and monitor suspicious activity from the increased trends of fraudulent admission applications and course registration; to prevent barriers for legitimate students to secure resources and course seats needed for degree requirements. Secure and maintain student documents (including other college transcripts) stored by A&R to be available to counselors for student Educational Planning.
List College goal/objective the plan meets:	College Goal #: Promote Success for Every Student Objective #: Increase completion of courses, certificate and degree programs, and transfer readiness.
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	A&R Specialist (1 additional position) A&R Specialist will review admission applications through filtering tools to stop fraudulent applications from entering the student database, run diagnostic reports to identify suspicious registration activity, notify faculty of suspected spam activity, collaborate with district partners to improve, and update filtering tools and reports. A&R Specialist will maintain and index other college transcripts quickly so that they will be available to counselors and evaluators. The current timeline for the processing of admission applications can be up to 3 weeks, this will be decreased with the assistance of this A&R Specialist position. Identifying suspicious registration activity is delayed due to lack of resources, this will also be decreased by this additional A&R Specialist. This will allow course seats taken by fraudulent students to be freed up quickly and available for legitimate students.
What *Measurable Outcome* is anticipated for this SAP?	Increase completion of courses, certificate and degree programs, and transfer readiness.
What specific aspects of this SAP can be accomplished without additional financial resources?	Director of Admissions and Records will assume the role of lead for this ongoing work. An A&R Coordinator and one additional A&R Specialist (new) will identify, mitigate, and monitor trends to combat fraud/spam applications and course registration. They will collaborate with other A&R staff members to ensure that other college transcripts are securely stored and available to counselors for student Ed Planning and available to evaluators (Evaluation Technology Unit).

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	1 A&R Specialist 72,000 yearly	General
Facilities	0	

Equipment	0	
Supplies	0	
Computer Hardware	0	
Computer Software	0	
Training	0	
Other	0	
Total Requested Amount	72,000 (yearly)	

STRATEGIC ACTION PLAN # 3	
Strategic Action Plan Name:	Admissions and Records support for outreach initiatives, i.e., Dual Enrollment, Special Admit, Workforce Development Partnerships. The "behind the scenes" support that A&R provides is critical to the success of outreach initiatives. This support includes admission, registration, special coding of students for tracking purposes, and general student and staff support.
List College goal/objective the plan meets:	College Goal #: Strengthen Connections with our Community Objective #: Create partnerships with local k-12 and higher education institutions; expand relationships with local business and organizations.
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	A&R Specialist (1 additional position) A&R Specialist will support the efforts to create partnerships with K/12 and expand relationships with local business and organizations by attending campus and community functions to assist potential students with the admissions and registration process. They will also complete the "behind the scenes" processing of admission applications and related registration activities for these special populations. A&R Specialist will collaborate with other A&R staff members and campus community to streamline the admission and registration process to decrease timelines. They will also complete the coding of these student groups in the student database to ensure accurate tracking and reporting, targeted registration, and streamlining of A&R processes. The current timeline for the processing of admission applications and the review of Special Admit and Dual Enrollment forms can take up to 2 to 3 weeks, this will be decreased with the assistance of this A&R Specialist position.
What *Measurable Outcome* is anticipated for this SAP?	Create partnerships with local k-12 and higher education institutions; expand relationships with local business and organizations
What specific aspects of this SAP can be accomplished without additional financial resources?	Director of Admissions and Records will assume the role of lead for this ongoing work. The Student Services Coordinator and one additional A&R Specialist (new) will attend outreach and community events and complete the "behind the scenes" work to ensure a

	streamlined admissions and registration process to facilitate a positive partnership with K-12 and local business.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	**Requested Dollar Amount**	**Potential Funding Source**
Personnel	1 A&R Specialist 72,000 yearly	General
Facilities	0	
Equipment	0	
Supplies	0	
Computer Hardware	0	
Computer Software	0	
Training	0	
Other	0	
Total Requested Amount	72,000 (yearly)	

7.0   Long Term Plans

Describe the long-term plans (four-six years) for your program. Please consider future trends in your narrative. Identifying financial resources needed for these plans is optional.

Creation of a Transfer Evaluation Technology Unit will result in the evaluation of other college transcripts to be entered into Banner to be viewed in Degree Works audits at the start of the transfer student's educational journey at Fullerton College. This will empower students and counselors to make informed decisions for Educational Planning and an automated process to inform students of degree award options.

Implementation of an effective and ongoing process to combat fraud, spam, and enhance document security. This includes steps to identify, mitigate, and monitor suspicious activity from the increased trends of fraudulent admission applications and course registration. Additional resources are needed to continually inform faculty of suspicious registration activity throughout the registration period and to process mass drops when needed to open course seats for legitimate students.

Collaborate with other campus departments on a streamlined approach to support outreach initiatives, i.e., Dual Enrollment, Special Admit, CTE, and Workforce Development Partnerships. This streamlined support includes admission, registration, special coding of students for tracking purposes, and general student and staff support to prevent registration delays. As these outreach efforts increase as part of Enrollment Re-engagement Plans, the need for A&R support will increase.

7.1   Describe in detail your need for additional resources as listed above (if applicable)

A minimum of 2 additional Evaluators will needed for the Transfer Evaluation Technology Unit.
A minimum of 1 additional Admission and Records Specialist will be needed to address fraud/spam admission and registration activities.
A minimum of 1 additional Admissions and Records Specialist will be needed to support outreach initiatives related to Dual Enrollment, Special Admit, CTE and Workforce Development efforts.

8.0   Self-Study Summary

This section provides the reader with an overview of the highlights, themes, and key segments of the self-study. It should not include new information that is not mentioned in other sections of this document.

The Admissions and Records office responsibilities include, but are not limited to, admissions, residency determination, registration/enrollment, fee payment, transcript ordering and maintenance, verifications of enrollment, evaluation of graduation requirements, and the ordering and issuing of diplomas. A&R is solely responsible for the maintenance and accuracy of the student's complete academic history. A&R continues to serve a diverse population of students and has an aligned focus on campuswide DEIA efforts.

The Admissions and Records Office supports the Fullerton College Core Value and Goals. We are committed to increasing degree/certificate attainment by focusing degree evaluation processes including the evaluation of other college course work equivalencies and the implementation and maintenance of emerging technology. We are also committed to strengthening partnerships with local feeder high schools and workforce development by increasing our support of Outreach, Instruction, and Research. Our staff provides a welcoming environment and hybrid services to our students in an effort to ensure that students feel that they are a "valued" part of our FC community when they seek A&R services. We also provide practical and concise information for all A&R related services.

A&R has many strengths and weaknesses. We have a dedicated staff that works hard to provide the best possible service for our students. We are committed to student success, and it shows in our commitment to going that extra mile for Fullerton college students. The A&R staff adapts well to change and works efficiently when problem solving the many students' issues encountered daily. This was especially apparent in the quick transition that A&R was able to accomplish during the pandemic. We have been diligent in keeping up with changing regulations and educating students on these changes. Edit reports and yearly audits have shown that Admissions and Records is compliant with all regulatory guidelines, with no finding being reported.

Strategic Action Plan #1 is to expand the current evaluator unit into two sections i.e., transfer course evaluation and graduation evaluation. Transfer evaluation will also include duties such as course mappings and entering student transfer course equivalencies into Banner so they can be viewed in Degree Works. Strategic Plan #2 is to implement a process to effectively combat admission and registration fraud and spam activities. This includes efforts to identify, mitigate, inform, and continually monitor suspicious activity. Strategic Action Plan #3 is to streamline and support outreach initiatives related to Dual Enrollment, Special Admit, CTE, and Workforce Development initiatives. The support of A&R "behind the scenes" work is critical to the success of these efforts.

In conclusion, the commitment and dedication of A&R management and staff has shaped a successful program. The Admissions and Records office will continue to focus on DEIA efforts, improve our services with streamlined processes, and implement emerging technology. We will collaborate with our campus community to effectively support recommendations via Guided Pathways, SEAC 2.0, Enrollment Re-engagement, and other district and campuswide initiatives. The Admissions and Records office is dedicated to the success of our Fullerton College students.

9.0   Publication Review

Fullerton College is committed to assuring integrity in all representations of its mission, programs, and services. As such, during the program review self-study process programs are required to document their publications (websites, brochures, magazines, pamphlets, etc.) that are used to promote programs and

services to the campus community and community at-large. This review should specify when the publication was last reviewed, if the information in the publication is accurate, and if the information correctly represents the college's mission, programs, and services.

Information on the college's graphic standards is available here: http://news.fullcoll.edu/campus-communications/web-help/graphics/.

In the far-right column please provide the URL where the publication can be accessed. If it cannot be accessed via the Internet, please provide a sample of the publication with your program review self-study. If you have any questions about what type of publication should be included, please contact Lisa McPheron, Director of Campus Communications at lmcpheron@fullcoll.edu.

For publications that you have identified as inaccurate, please provide the action plan for implementing corrections below.

Publication	Date last reviewed	Is the information accurate?	URL of publication
Admissions and Records Webpage	12/21/2022	Yes	www.fullcoll.edu/admissions A&R Hours & Services | Admissions and Records (fullcoll.edu)

Routing & Response Page
Originator → IMS → Program Review Chair → Appropriate President's Staff Member

Originator: *Electronically submit completed Program Review to Division Dean/IMS for review.*

Appropriate Immediate Management Supervisor (IMS): *Select one and provide response if necessary. Forward electronically to appropriate Vice President's Office.*

RESPONSE

Albert Abutin	Dean, Enrollment Services	1/13/23
Printed name of IMS	Title	Date

X | *I concur with the findings contained in this Program Review.*

☐ | *I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):*

Area of exception:

_____

_____

☐ | *I do not concur with the findings contained in this Program Review (include a narrative explanation):*

_____

_____

Appropriate President's Staff Member: *Print Program Review, sign, and route both hard copy and electronic version to Program Review Chair.*

ACKNOWLEDGING RECEIPT

Printed Name	Signature	Title	Date

Fullerton College Mission Statement

MISSION

Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

VISION

Fullerton College will transform lives and inspire positive change in the world.

Approved by Fullerton College President's Advisory Council and accepted by President Schulz May 2017.

VALUES

Community
We promote a sense of community that enhances the well-being of our campus and surrounding areas.

Diversity
We embrace and value the diversity of our entire community.

Equity
We commit to equity for all we serve.

Excellence
We honor and build upon our tradition of excellence.

Growth
We expect everyone to continue growing and learning.

Inclusivity
We support the involvement of all in the decision-making process.

Innovation
We support innovation in teaching and learning.

Integrity
We act in accordance with personal integrity and high ethical standards.

Partnership
We work together with our educational and community partners.

Respect
We support an environment of mutual respect and trust that embraces the individuality of all.

Responsibility
We accept our responsibility for the betterment of the world around us.