Attachment 3 **Non-Instructional Standards**

Review Area	Standards
Program Performance	*Program Relations* Is the program held in high regard within the institution and by those to whom it is responsible for providing functions and services? Are clients satisfied with respect to the program's responsiveness, effectiveness, expertise, efficiency, innovation, and professionalism? Are improvements necessary within the program to enhance the satisfaction of the district's employees, external contacts and colleagues? *Processes and Procedures* Are the program's internal processes and procedures sufficient to attend to the tasks for which the program is responsible? Are these procedures and processes current, clear, coherent, consistent, and comprehensive? Are the procedures and processes well understood and routinely observed? Would changes to any of these procedures or processes improve institutional efficiency or better address the needs they seek to address? *Regulatory Compliance* Does the program attend to and meet the various local, state, and/or federal statutory and regulatory requirements and guidelines by which it is bound, including board policy? Are audit procedures sufficient to insure compliance? Is the program effective at explaining these requirements to other programs throughout the institution and seeing that those programs do not act in ways that would compromise institutional compliance? *Effectiveness and Initiative* Is the program encouraged to seek out, to explore, and, when practicable, to implement effective ways of accomplishing its functions or fulfilling its responsibilities? Does the program promote and make use of new ideas and new initiatives designed to enhance its performance and/or efficiency? If appropriate, is the department at the leading edge among its peers at other comparable institutions? *Program Outcomes* Have administrative unit outcomes (AUOs), or their equivalent, been written for this program? Are the program's AUOs still relevant? Were the Administrative Unit Outcomes Assessment Cycles conducted as specified in the assessment timeline? How have the results of completed AUO ACs been used to provide continuous improvement to the operation of the program?
Program Resources	Are the offices, work areas, intranet and enterprise technology resources, storage, and other spaces assigned to the program sufficient in terms of square footage, location, quality, and upkeep to optimize departmental performance? Of what quality are the facilities that currently house this program and in what ways to these affect the ability of the program to achieve its objectives? Is the program provided with supplies, software, and equipment appropriate in kind, amount, accessibility, and quality to address the needs of staff and students in the program and to meet program requirements and objectives?
Program Personnel	Is the program provided with sufficient resources and opportunity to allow its staff to remain abreast of current trends and requirements, to develop job proficiency and expertise, to serve onsite and online students, to learn new skills and to explore new initiatives, or to make innovative contributions to the functioning of the department? Is the program provided with sufficient administrative and staff support to meet its objectives and to perform to the standards that it and the college expects?

Program Performance

Additional Qualitative Data: (e.g. grants, partnerships, program activities)

2011-12 Admissions and Records Program Review

See A&R Program Review Data Summary
See Credit Census Report

Analysis/Discussion:

The Admissions and Records office is directly impacted by enrollment growth. In addition, student expectations evolve as technology, the economy and society changes. Therefore, the A&R office must continually adjust processes in order to meet the needs of our constituency.

Student and staff surveys indicate a high level of satisfaction with the department. However, a number of complaints about customer service has been a concern. Staff participated in group training to facilitate better interaction with students and other staff. In addition, a switch of personnel between the Oceanside and San Elijo campus was enacted so as to share information and compare processes between sites.

The Admissions and Records Office is continually impacted by regulatory and local changes to policies, procedures and practices. Many of A&R processes are subject to local practice and interpretations. Procedures and policies are often the subject of statewide discussions, regulation changes, and new interpretations. As the focus shifts between topics due to new factors including cultural trends, technology, economic situations, accreditation reviews and simply a fresh set of eyes, procedures and policies are continually analyzed and updated.

Resources with expertise in electronic communication and website development/maintenance are needed to advise and train department staff with the goal of improving information flow to students and faculty. The current distribution of information to students has become inefficient and a challenge to remain current with the continuing fluctuation in procedures. Procedural changes such as course repetition and upgrades to web services must be effectively distributed to staff and students. Better use of technology and trends in communication is needed by both the department and the district.

Recently released regulations in the areas of enrollment priority and repetition of courses will require Board Policies and Administrative Procedures be updated during the Fall 2011 term. Both of these topics have been undergoing extensive revision over the last three years requiring that internal procedures be developed and staff trained. Obtaining programming changes to implement these changes remains an obstacle

The Director of A&R currently sits on the CCCApply Steering Committee and is past-President of the California Association of Community College Registrars and Admissions Officers, a role she held for two years. In these roles she is involved in reviewing various regulations and has acted as a resource to the Chancellor's Office for course repetition and residency issues.

Continued compliance with all local, state, and federal regulations is a goal for the office.

Program Resources

Additional Qualitative Data: (e.g. grants, partnerships, program activities)

See Credit Census Report - attached
See Veterans Data Report - attached

Analysis/Discussion:

Facilities: Admissions and Records is housed in two offices, one at the Oceanside Campus and the other at San Elijo. The San Elijo facility has proved to be adequate in terms of space. The San Elijo Supervisor has recently relocated to a nearby office resulting in better oversight of the main A&R space and improved privacy. Additionally, there are plans being drawn up to make the front counter at SEC ADA compliant and more efficient. At the Oceanside Campus, the A&R Office space is being fully utilized. A temporary workstation of six computers is used by seasonal phone bank workers, regular student workers involved with scanning projects and the Veterans student workers who are preparing files to the Veterans Technician. Other seasonal staff utilize workstations at or adjacent to the main counter along with permanent staff. Other staff work within separate office areas.
The Veterans Office area, next to the main lobby has proven inefficient and insufficient to the department's needs. The counter area for Veterans is small and students waiting in line are crowding the lobby and Surf stations. In addition, the records storage for Veterans files has reached capacity. Although files are now regularly scanned, the volume of active files has increased. The Veterans student workers have been crowded into a small office area. The new 20 hour VA Assistant position must share work space with the student workers or the VA Technician. Student workers must retrieve files from inside the VA Technician's Office area which is a constant interruption.
Currently (late October and November 2011) a reorganization of space is under way to provide more room for VA services. The staff are in the process of moving to the opposite side of the A&R lobby including the current evaluators office. The previous VA space will be occupied by the transcript clerk. The evaluators will move to the back side of the office, previously the transcript room. Equipment, files, computers and printers are being relocated.
Supplies: Current computers and workstations (other than for the Veterans staff) are sufficient to other Admissions and Records functions. Although scanning of documents has improved over the last two years, storage facilities for secure records are at maximum capacity. The transition of responsibility for student transcripts from other institutions has increased the department need for records storage and scanning. An additional (fourth scanner) will be purchased for the office. The supply budget is currently adequate for department needs.

Program Personnel

Additional Qualitative Data: (e.g. grants, partnerships, program activities)

See Credit Census Report - attached
See Veterans Data Report - attached

Analysis/Discussion:

In 2009, changes in Veterans certification required the part time employment of a second certifying official. $10,000 was allocated to this position through division funds for the past two years. Beginning September 1, 2011 a new 20 hour position of Veterans Assistant was developed and funded which will take the place of the previous hourly position. Since the new position will be five days a week, year round, it is hoped that after training, we will have a better turnaround time in the veterans certification process. However, the with continued increase in certifications (approximately doubled in the last two years) plus added complexity of the task, the half time position will not be sufficient to provide a quick turnaround time for the certification process. Additional personnel resources for regular (non-student) employees is urgently needed to meet the VA certification demands of the district. To temporarily meet this need, hourly funds will be used to hire an additional person for VA Certification. Since hourly funds are being used, this cannot be a permanent solution. Therefore, a plan request is being submitted for an additional full time certifying official - VA Assistant.

As noted from the last program review, the responsibility for online application processing was handled by several people at the San Elijo Campus. The task has been transferred to the Oceanside campus where it will primarily be handled by one person, an hourly employee. Development of new communications for the online applications is a primary focus for the Director during the Fall 2011 semester. The expected outcome is that numerous communications will be developed and set up which will allow a more automated flow of information to students based on their personal needs and responses to the application. Expertise is required to master the online application system in the areas of computer processes, residency and communications. The complexity of the tasks is better handled by one person with primary responsibility rather than distributed to multiple employees. Optional tracking and reporting does not currently occur but is a desired outcome. Ideally, this should be a minimum 10 month, 6 hour a day position.

The Attendance Accounting Technician position is currently staffed by an interim employee who has been transferred to this assignment. A recent review by a third party consultant affirmed the need to maintain a permanent position. The college Administration has been asked to approved a permanent replacement for this position. Recent review of course scheduling and reporting analyses has focused attention on the importance of this position and its impact on reporting and regulatory compliance.

Over the past few years, the evaluation of student records in terms of prerequisites, graduation and transcript evaluation has increased substantially primarily due to enrollment growth. Resources devoted to the degree audit program has been insufficient to process transfer credit within the computer system. The evaluator who maintains the degree audit system has been assigned additional regular evaluation duties in order to keep up with increase in workload primarily in terms of prerequisites and prior credit evaluations. The evaluation team has worked together to improve processes and documentation to improve efficiency.

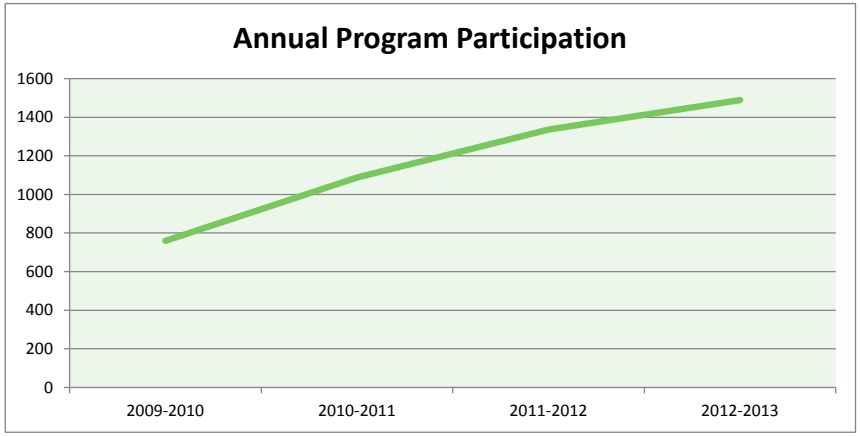
Admissions, Records and Veteran Services

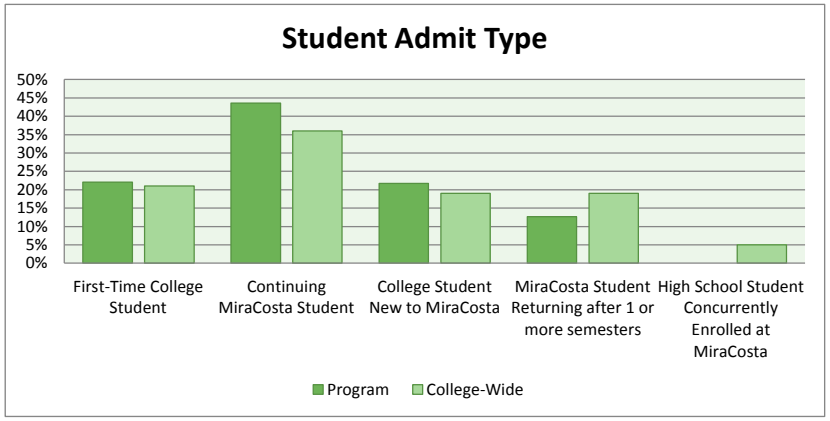
2012-2013 Demographics

Unduplicated Program Participation	Annual	#
	2009-2010	760
	2010-2011	1087
	2011-2012	1337
	2012-2013	1489

NOTE: The tables below reflect only those students receiving Veteran Benefits.

Admit Type		Program	College-Wide
	First-Time College Student	22%	21%
	Continuing MiraCosta Student	44%	36%
	College Student New to MiraCosta	22%	19%
	MiraCosta Student Returning after 1 or more	13%	19%
	High School Student Concurrently Enrolled at	0%	5%

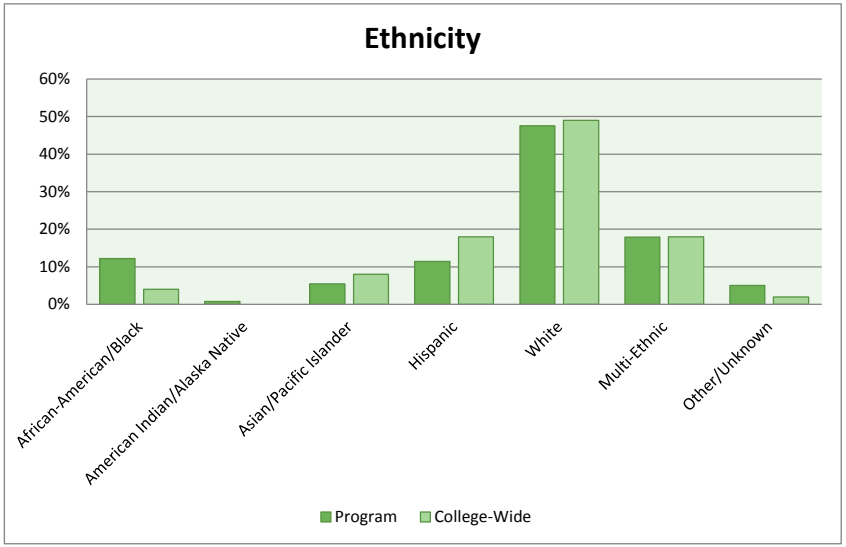




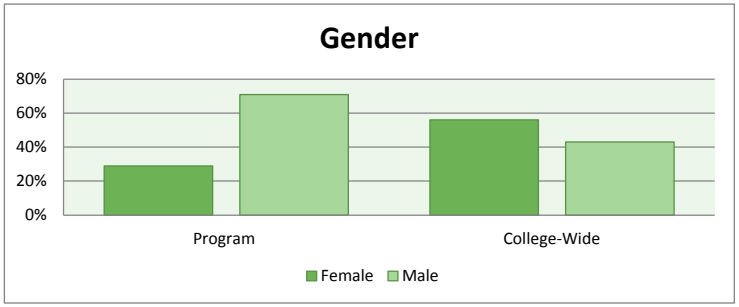
Ed Goal		Program	College-Wide
	Obtain an associate degree and transfer to a 4-year institution	50%	40%
	Transfer to a 4-year institution WITHOUT an associate's degree	16%	16%
	Obtain a two-year associate's degree WITHOUT transfer	22%	7%
	Obtain a two-year vocational degree WITHOUT transfer	2%	2%
	Earn a vocational certificate WITHOUT transfer	3%	3%
	Discover/formulate career interests, plans, goals	0%	2%
	Prepare for a new career	0%	4%
	Advance in current job/career (update job skills)	0%	3%
	Maintain certificate or license (e.g. Nursing/Real Estate)	0%	1%
	Educational Development (intellectual, cultural)	0%	3%
	Improve basic skills in English, reading or math	0%	2%
	Complete credits for high school diploma or GED	0%	1%
	Undecided	1%	9%
	To move from noncredit coursework to credit coursework	0%	0%
	4-year college student taking courses to meet 4 year college requirements	2%	8%
	Unknown	3%	0%

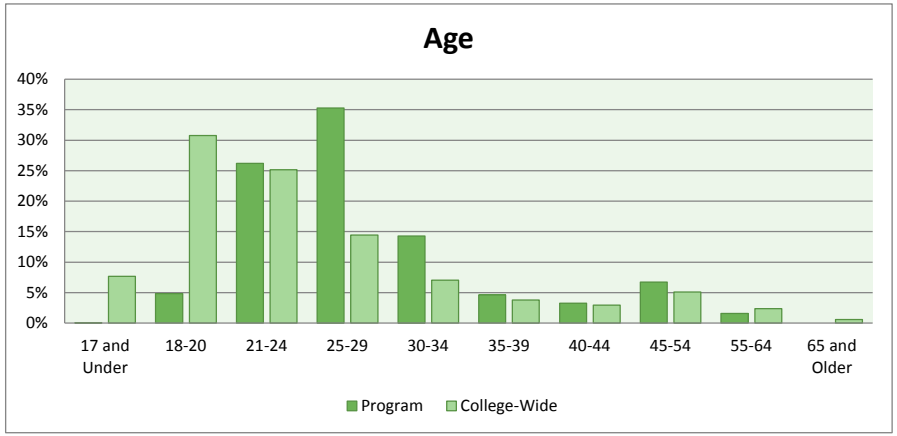
Admissions, Records and Veteran Services

		Program	College-Wide
Ethnicity	African-American/Black	12%	4%
	American Indian/Alaska Native	1%	0%
	Asian/Pacific Islander	5%	8%
	Hispanic	11%	18%
	White	48%	49%
	Multi-Ethnic	18%	18%
	Other/Unknown	5%	2%



		Program	College-
Gender	Female	29%	56%
	Male	71%	43%





		Program	College-Wide
Age	17 and Under	0%	8%
	18-20	5%	31%
	21-24	26%	25%
	25-29	35%	14%
	30-34	14%	7%
	35-39	5%	4%
	40-44	3%	3%
	45-54	7%	5%
	55-64	2%	2%
	65 and Older	0%	1%

Admissions, Records and Veteran Services

		Program	College-Wide
Ed. Level	Not a graduate of, and no longer enrolled in high school	0%	1%
	Special Admit student currently enrolled in K-12	0%	5%
	Currently enrolled in Adult School	0%	0%
	Received High School Diploma	83%	70%
	GED or Received a High School Certificate of Equivalency/Completion	6%	4%
	Received a Certificate of California High School Proficiency	1%	2%
	Foreign Secondary School Diploma/Certificate of Graduation	1%	3%
	Received an Associate's Degree	5%	4%
	Received a Bachelor's degree or Higher	4%	10%
	Unknown	0%	0%

Program Budget and Personnel

Budget	Individual budgets are available via each program's nVision reports. If you have questions about your budget, please contact Myeshia Armstrong for assistance.

Program Personnel	Please refer to the second green tab of this workbook

Student Achievement

Student Learning Outcomes	Individual student learning outcome provided in TracDat was compiled August 16th, 2013. Any updated information past August 16th is available via TracDat. All data input up to August 16th is included in this program review packet on the last four worksheets of this data workbook.

The following tables examine the outcomes of students enrolled in the program and those students enrolled in the college for that term.

Admissions, Records and Veteran Services

Persistence Compared to All Enrolled Students

	Admit Type	Program	n	Persist to First Spr.	Persist to Second Fall	Persist to Second Spr.	Persist to Third Fall	Persist to ThirdSpr.	Persist to Fourth Fall	Persist to Fourth Spr.	Persist to Fifth Fall	Persist to Fifth Spr.	Persist to Sixth Fall	Persist to Sixth Spr.
Fall 2009	First-Time College Student	Program	120	78%	61%	48%	36%	29%	13%	9%				
		Non-Program	2550	68%	51%	46%	33%	32%	20%	20%				
	New Transfer	Program	109	67%	47%	36%	20%	20%	15%	10%				
		Non-Program	2353	52%	29%	23%	15%	13%	9%	8%				
	Returning	Program	58	78%	48%	40%	26%	26%	21%	17%				
		Non-Program	2185	53%	34%	29%	20%	19%	15%	14%				
	Continuing	Program	224	79%	52%	39%	26%	23%	12%	11%				
		Non-Program	6358	75%	48%	41%	29%	26%	18%	16%				

	Admit Type	Program	n	Persist to First Spr.	Persist to Second Fall	Persist to Second Spr.	Persist to Third Fall	Persist to ThirdSpr.	Persist to Fourth Fall	Persist to Fourth Spr.	Persist to Fifth Fall	Persist to Fifth Spr.	Persist to Sixth Fall	Persist to Sixth Spr.
Fall 2010	First-Time College Student	Program	123	80%	49%	45%	24%	22%						
		Non-Program	2689	71%	53%	48%	35%	32%						
	New Transfer	Program	126	71%	44%	36%	28%	15%						
		Non-Program	2206	52%	31%	25%	17%	13%						
	Returning	Program	77	71%	57%	47%	27%	22%						
		Non-Program	2110	51%	32%	28%	19%	16%						
	Continuing	Program	393	77%	49%	41%	23%	20%						
		Non-Program	7239	72%	47%	42%	27%	25%						

	Admit Type	Program	n	Persist to First Spr.	Persist to Second Fall	Persist to Second Spr.	Persist to Third Fall	Persist to ThirdSpr.	Persist to Fourth Fall	Persist to Fourth Spr.	Persist to Fifth Fall	Persist to Fifth Spr.	Persist to Sixth Fall	Persist to Sixth Spr.
Fall 2011	First-Time College Student	Program	208	76%	57%	41%								
		Non-Program	2641	70%	53%	47%								
	New Transfer	Program	144	67%	50%	42%								
		Non-Program	2068	52%	31%	26%								
	Returning	Program	64	70%	42%	31%								
		Non-Program	1982	50%	32%	26%								
	Continuing	Program	495	76%	48%	37%								
		Non-Program	7586	75%	48%	42%								

Admissions, Records and Veteran Services

Persistence Compared to Degree/Certificate Seeking Students Only

	Admit Type	Program	n	Persist to First Spr.	Persist to Second Fall	Persist to Second Spr.	Persist to Third Fall	Persist to ThirdSpr.	Persist to Fourth Fall	Persist to Fourth Spr.	Persist to Fifth Fall	Persist to Fifth Spr.	Persist to Sixth Fall	Persist to Sixth Spr.
Fall 2009	First-Time College Student	Program	118	78%	61%	47%	36%	30%	14%	9%				
		Non-Program	1978	72%	56%	50%	36%	36%	21%	21%				
	New Transfer	Program	105	67%	47%	37%	21%	21%	15%	10%				
		Non-Program	1412	58%	35%	28%	17%	14%	11%	9%				
	Returning	Program	57	77%	49%	40%	25%	25%	19%	16%				
		Non-Program	1470	58%	37%	33%	22%	21%	17%	15%				
	Continuing	Program	219	80%	53%	39%	26%	23%	12%	11%				
		Non-Program	5019	77%	49%	43%	29%	26%	18%	16%				

	Admit Type	Program	n	Persist to First Spr.	Persist to Second Fall	Persist to Second Spr.	Persist to Third Fall	Persist to ThirdSpr.	Persist to Fourth Fall	Persist to Fourth Spr.	Persist to Fifth Fall	Persist to Fifth Spr.	Persist to Sixth Fall	Persist to Sixth Spr.
Fall 2010	First-Time College Student	Program	121	79%	49%	45%	24%	21%						
		Non-Program	2171	75%	56%	51%	38%	35%						
	New Transfer	Program	123	71%	44%	35%	28%	15%						
		Non-Program	1447	57%	35%	29%	20%	15%						
	Returning	Program	72	74%	58%	49%	28%	24%						
		Non-Program	1450	55%	36%	31%	22%	18%						
	Continuing	Program	388	77%	49%	41%	23%	20%						
		Non-Program	5689	74%	48%	43%	27%	25%						

	Admit Type	Program	n	Persist to First Spr.	Persist to Second Fall	Persist to Second Spr.	Persist to Third Fall	Persist to ThirdSpr.	Persist to Fourth Fall	Persist to Fourth Spr.	Persist to Fifth Fall	Persist to Fifth Spr.	Persist to Sixth Fall	Persist to Sixth Spr.
Fall 2011	First-Time College Student	Program	207	76%	57%	41%								
		Non-Program	2207	72%	56%	49%								
	New Transfer	Program	143	67%	50%	41%								
		Non-Program	1401	58%	36%	30%								
	Returning	Program	60	72%	43%	32%								
		Non-Program	1363	55%	36%	30%								
	Continuing	Program	490	76%	48%	37%								
		Non-Program	6126	77%	49%	43%								

Admissions, Records and Veteran Services

From this point forward all tables are based on students who have indicated a desire to complete a degree, certificate or transfer

Percentage Attempting Any Math Course within First Year of Enrollment

		2007-2008	2008- 2009	2009-2010	2010-2011	2011-2012
New Students	Program	56%	61%	66%	61%	61%
	Non-Program	46%	45%	48%	48%	47%
All other students	Program	50%	52%	49%	51%	54%
	Non-Program	42%	41%	40%	42%	43%

Percentage Attempting Transfer Math Course at Any Time

		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
New Students	Program	20%	18%	25%	20%	18%
	Non-Program	27%	25%	28%	27%	25%
All other students	Program	40%	42%	37%	34%	34%
	Non-Program	38%	38%	37%	37%	37%

Percentage Attempting Any English within First Year of Enrollment

		2007-2008	2008- 2009	2009-2010	2010-2011	2011-2012
New Students	Program	53%	46%	56%	63%	60%
	Non-Program	48%	43%	45%	46%	45%
All other students	Program	34%	36%	34%	38%	41%
	Non-Program	34%	34%	33%	34%	36%

Note: Includes ESL/ACE courses

Percentage Attempting Transfer English at Any Time

		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
New Students	Program	53%	45%	59%	59%	55%
	Non-Program	51%	46%	48%	48%	47%
All other students	Program	64%	62%	58%	60%	59%
	Non-Program	58%	57%	55%	55%	56%

Percentage Attempting both English and Math within first year of Enrollment*

		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
New Students	Program	40%	40%	50%	47%	49%
	Non-Program	37%	33%	35%	35%	34%
All other students	Program	29%	29%	25%	30%	32%
	Non-Program	26%	26%	25%	26%	27%

* Includes both basic skills and transfer-level as well as ESL/ACE

Percentage Attempting both Transfer English and Math at Any Time

		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
New Students	Program	19%	18%	21%	20%	15%
	Non-Program	25%	22%	24%	23%	20%
All other students	Program	33%	33%	30%	28%	26%
	Non-Program	31%	31%	30%	30%	29%

Admissions, Records and Veteran Services

Average Units Completed

		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
New Students	**Program**	28.2	23.0	29.1	24.4	20.1
	Non-Program	27.5	25.0	24.7	22.5	16.8
All other students	**Program**	48.4	49.0	41.8	38.0	35.8
	Non-Program	42.1	41.6	39.6	37.9	36.0

Average Degree-Applicable Units Completed

		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
New Students	**Program**	26.2	21.0	26.9	22.2	18.0
	Non-Program	26.0	23.7	23.5	21.3	15.9
All other students	**Program**	45.7	46.4	39.7	35.8	33.6
	Non-Program	40.2	39.7	37.8	36.1	34.3

Admissions, Records and Veteran Services

Cumulative Grade Point Average

		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
New Students	Program	2.85	2.67	2.68	2.53	2.49
	Non-Program	2.77	2.78	2.76	2.72	2.68
All other students	Program	2.91	2.95	2.91	2.83	2.81
	Non-Program	2.92	2.93	2.93	2.91	2.90

Cumulative Degree-Applicable Grade Point Average

		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
New Students	Program	2.84	2.66	2.69	2.54	2.50
	Non-Program	2.78	2.81	2.78	2.74	2.70
All other students	Program	2.91	2.96	2.91	2.83	2.82
	Non-Program	2.93	2.93	2.93	2.91	2.91

Percent Receiving Degree/Certificate

		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
New Students	Program	15%	4%	16%	7%	4%
	Non-Program	16%	12%	11%	8%	4%
All other students	Program	28%	31%	25%	23%	20%
	Non-Program	24%	24%	23%	21%	18%

Percent Transfer Directed

In order to be "Transfer Directed," students must complete both transfer-level English AND Math course with a grade of "C" or better

		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
New Students	Program	13%	12%	13%	9%	8%
	Non-Program	17%	15%	16%	14%	12%
All other students	Program	22%	22%	20%	19%	16%
	Non-Program	22%	22%	21%	21%	20%

Percent Transfer Prepared

In order to be "Transfer Prepared," students must 60 or more UC/CSU transferrable units with a grade of "C" or better.

		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
New Students	Program	11%	8%	9%	6%	0%
	Non-Program	16%	13%	13%	8%	2%
All other students	Program	28%	29%	22%	16%	13%
	Non-Program	26%	25%	23%	20%	18%

Percent Transfer

Transfers are based on matches with National Student Clearinghouse data

		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
New Students	Program	45%	31%	25%	23%	16%
	Non-Program	32%	27%	24%	16%	13%
All other students	Program	50%	49%	45%	36%	27%
	Non-Program	42%	39%	36%	32%	24%

Spring 2013 Student Survey Data

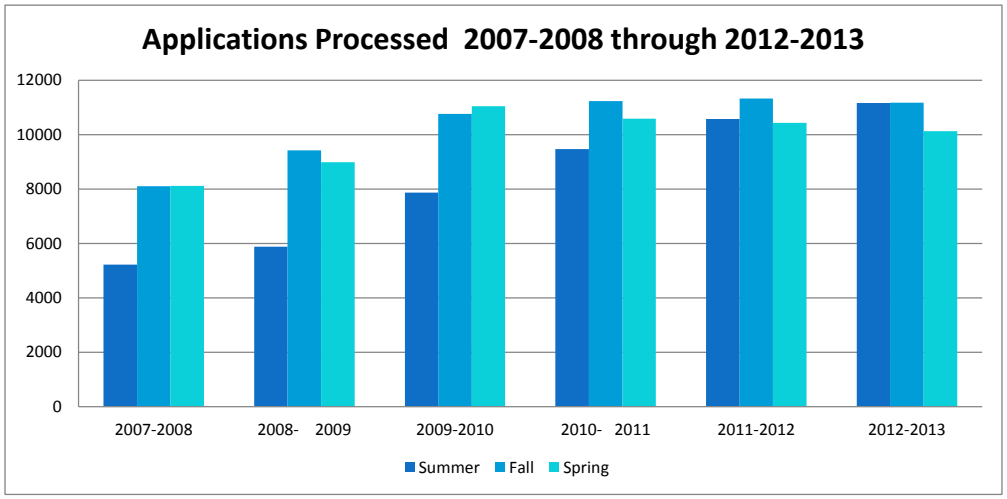
Please refer to the 2013 Student Survey report housed on the portal.

Program-Specific Metrics

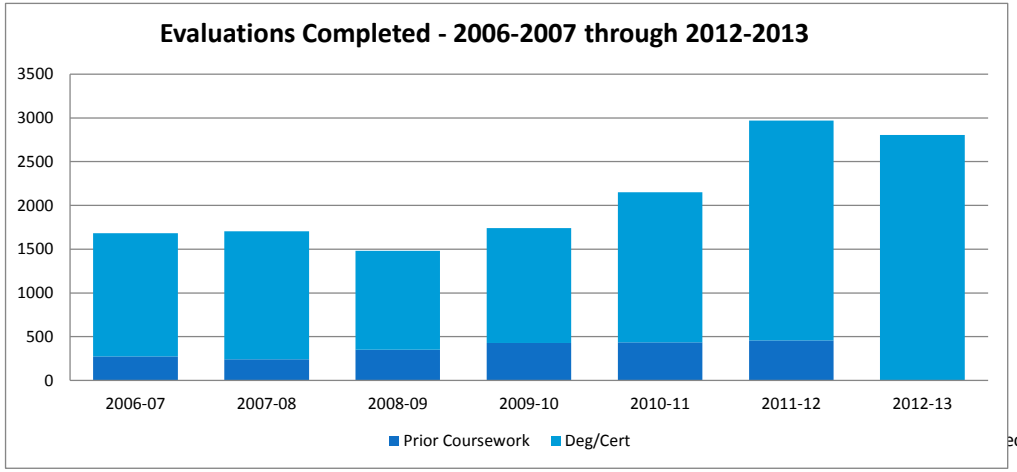
Applications Processed

	2007-2008	2008-2009	2009-2010	2010- 2011	2011-2012	2012-2013
Summer	5224	5878	7869	9474	10581	11159
Fall	8101	9420	10760	11237	11334	11172
Spring	8112	8986	11046	10584	10434	10134

Source: MZ_KC_NEW_APPLICANTS_3_KC



	Prior Coursework	Deg/Cert
2006-07	275	1407
2007-08	240	1463
2008-09	350	1132
2009-10	428	1314
2010-11	435	1715
2011-12	456	2514
2012-13		2806



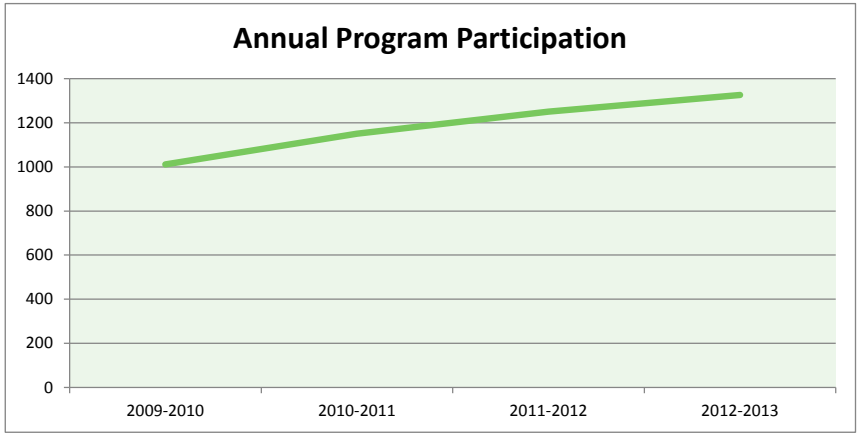
Admissions, Records and Veteran Services

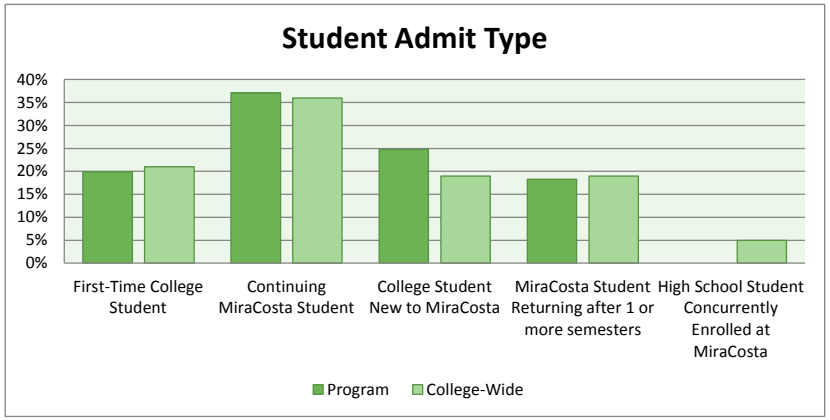
2012-2013 Demographics

Unduplicated Program Participation	Annual	#
	2009-2010	1011
	2010-2011	1150
	2011-2012	1251
	2012-2013	1326

NOTE: The tables below reflect only those who indicated a veteran status on the college application. Active duty military and military dependents are excluded.

Admit Type		Program	College-Wide
	First-Time College Student	20%	21%
	Continuing MiraCosta Student	37%	36%
	College Student New to MiraCosta	25%	19%
	MiraCosta Student Returning after 1 or more	18%	19%
	High School Student Concurrently Enrolled at	0%	5%

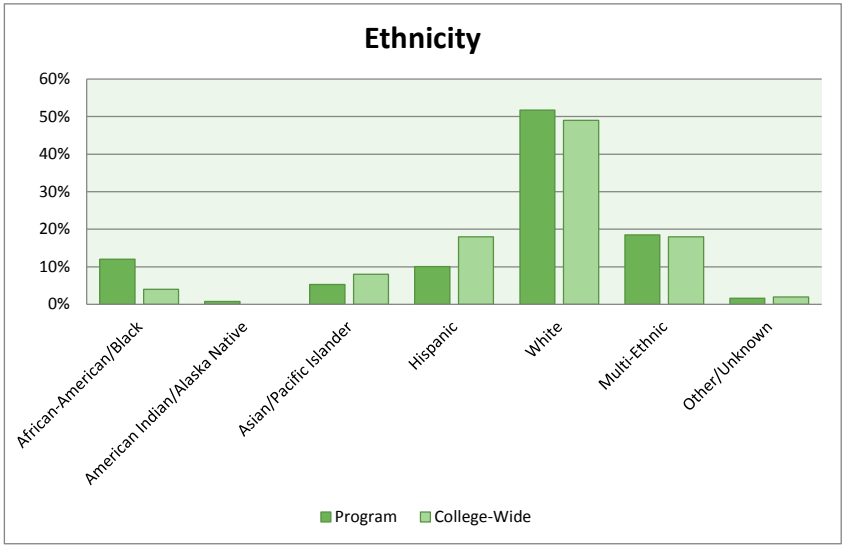




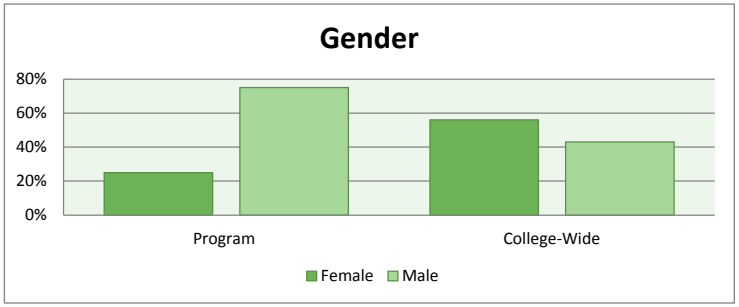
Ed Goal		Program	College-Wide
	Obtain an associate degree and transfer to a 4-year institution	46%	40%
	Transfer to a 4-year institution WITHOUT an associate's degree	16%	16%
	Obtain a two-year associate's degree WITHOUT transfer	20%	7%
	Obtain a two-year vocational degree WITHOUT transfer	2%	2%
	Earn a vocational certificate WITHOUT transfer	3%	3%
	Discover/formulate career interests, plans, goals	0%	2%
	Prepare for a new career	2%	4%
	Advance in current job/career (update job skills)	2%	3%
	Maintain certificate or license (e.g. Nursing/Real Estate)	0%	1%
	Educational Development (intellectual, cultural)	1%	3%
	Improve basic skills in English, reading or math	1%	2%
	Complete credits for high school diploma or GED	0%	1%
	Undecided	3%	9%
	To move from noncredit coursework to credit coursework	0%	0%
	4-year college student taking courses to meet 4 year college requirements	3%	8%
	Unknown	0%	0%

Admissions, Records and Veteran Services

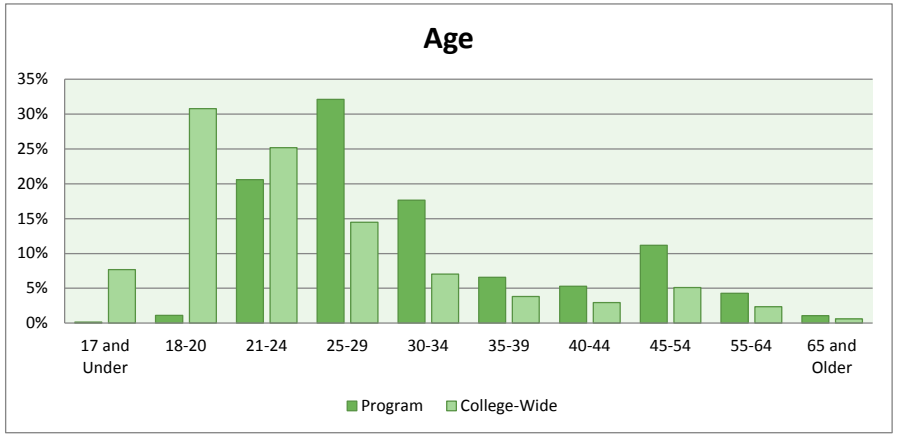
		Program	College-Wide
Ethnicity	African-American/Black	12%	4%
	American Indian/Alaska Native	1%	0%
	Asian/Pacific Islander	5%	8%
	Hispanic	10%	18%
	White	52%	49%
	Multi-Ethnic	18%	18%
	Other/Unknown	2%	2%



		Program	College-
Gender	Female	25%	56%
	Male	75%	43%



		Program	College-Wide
Age	17 and Under	0%	8%
	18-20	1%	31%
	21-24	21%	25%
	25-29	32%	14%
	30-34	18%	7%
	35-39	7%	4%
	40-44	5%	3%
	45-54	11%	5%
	55-64	4%	2%
	65 and Older	1%	1%



Admissions, Records and Veteran Services

		Program	College-Wide
Ed. Level	Not a graduate of, and no longer enrolled in high school	0%	1%
	Special Admit student currently enrolled in K-12	0%	5%
	Currently enrolled in Adult School	0%	0%
	Received High School Diploma	76%	70%
	GED or Received a High School Certificate of Equivalency/Completion	6%	4%
	Received a Certificate of California High School Proficiency	1%	2%
	Foreign Secondary School Diploma/Certificate of Graduation	1%	3%
	Received an Associate's Degree	7%	4%
	Received a Bachelor's degree or Higher	9%	10%
	Unknown	0%	0%

Program Budget and Personnel

Budget	Individual budgets are available via each program's nVision reports. If you have questions about your budget, please contact Myeshia Armstrong for assistance.

Program Personnel	Please refer to the second green tab of this workbook

Student Achievement

Student Learning Outcomes	Individual student learning outcome provided in TracDat was compiled August 16th, 2013. Any updated information past August 16th is available via TracDat. All data input up to August 16th is included in this program review packet on the last four worksheets of this data workbook.

The following tables examine the outcomes of students enrolled in the program and those students enrolled in the college for that term.

Admissions, Records and Veteran Services

Persistence Compared to All Enrolled Students

	Admit Type	Program	n	Persist to First Spr.	Persist to Second Fall	Persist to Second Spr.	Persist to Third Fall	Persist to ThirdSpr.	Persist to Fourth Fall	Persist to Fourth Spr.	Persist to Fifth Fall	Persist to Fifth Spr.	Persist to Sixth Fall	Persist to Sixth Spr.
Fall 2009	First-Time College Student	Program	117	62%	45%	37%	29%	24%	13%	9%				
		Non-Program	2550	68%	51%	46%	33%	32%	20%	20%				
	New Transfer	Program	142	53%	37%	25%	15%	13%	13%	9%				
		Non-Program	2353	52%	29%	23%	15%	13%	9%	8%				
	Returning	Program	111	49%	32%	27%	22%	18%	21%	15%				
		Non-Program	2185	53%	34%	29%	20%	19%	15%	14%				
	Continuing	Program	252	72%	44%	38%	25%	22%	10%	9%				
		Non-Program	6358	75%	48%	41%	29%	26%	18%	16%				

	Admit Type	Program	n	Persist to First Spr.	Persist to Second Fall	Persist to Second Spr.	Persist to Third Fall	Persist to ThirdSpr.	Persist to Fourth Fall	Persist to Fourth Spr.	Persist to Fifth Fall	Persist to Fifth Spr.	Persist to Sixth Fall	Persist to Sixth Spr.
Fall 2010	First-Time College Student	Program	102	78%	45%	40%	23%	22%						
		Non-Program	2689	71%	53%	48%	35%	32%						
	New Transfer	Program	147	62%	37%	29%	24%	16%						
		Non-Program	2206	52%	31%	25%	17%	13%						
	Returning	Program	117	51%	39%	32%	17%	15%						
		Non-Program	2110	51%	32%	28%	19%	16%						
	Continuing	Program	360	71%	45%	38%	21%	20%						
		Non-Program	7239	72%	47%	42%	27%	25%						

	Admit Type	Program	n	Persist to First Spr.	Persist to Second Fall	Persist to Second Spr.	Persist to Third Fall	Persist to ThirdSpr.	Persist to Fourth Fall	Persist to Fourth Spr.	Persist to Fifth Fall	Persist to Fifth Spr.	Persist to Sixth Fall	Persist to Sixth Spr.
Fall 2011	First-Time College Student	Program	142	65%	45%	35%								
		Non-Program	2641	70%	53%	47%								
	New Transfer	Program	139	53%	35%	29%								
		Non-Program	2068	52%	31%	26%								
	Returning	Program	98	45%	32%	26%								
		Non-Program	1982	50%	32%	26%								
	Continuing	Program	425	71%	43%	32%								
		Non-Program	7586	75%	48%	42%								

Admissions, Records and Veteran Services

Persistence Compared to Degree/Certificate Seeking Students Only

	Admit Type	Program	n	Persist to First Spr.	Persist to Second Fall	Persist to Second Spr.	Persist to Third Fall	Persist to ThirdSpr.	Persist to Fourth Fall	Persist to Fourth Spr.	Persist to Fifth Fall	Persist to Fifth Spr.	Persist to Sixth Fall	Persist to Sixth Spr.
Fall 2009	First-Time College Student	Program	105	66%	48%	39%	30%	25%	14%	10%				
		Non-Program	1978	72%	56%	50%	36%	36%	21%	21%				
	New Transfer	Program	99	62%	40%	29%	19%	16%	13%	8%				
		Non-Program	1412	58%	35%	28%	17%	14%	11%	9%				
	Returning	Program	82	54%	38%	30%	23%	20%	23%	16%				
		Non-Program	1470	58%	37%	33%	22%	21%	17%	15%				
	Continuing	Program	213	76%	48%	41%	25%	23%	10%	10%				
		Non-Program	5019	77%	49%	43%	29%	26%	18%	16%				

	Admit Type	Program	n	Persist to First Spr.	Persist to Second Fall	Persist to Second Spr.	Persist to Third Fall	Persist to ThirdSpr.	Persist to Fourth Fall	Persist to Fourth Spr.	Persist to Fifth Fall	Persist to Fifth Spr.	Persist to Sixth Fall	Persist to Sixth Spr.
Fall 2010	First-Time College Student	Program	96	80%	47%	43%	23%	22%						
		Non-Program	2171	75%	56%	51%	38%	35%						
	New Transfer	Program	126	66%	41%	31%	28%	18%						
		Non-Program	1447	57%	35%	29%	20%	15%						
	Returning	Program	85	58%	46%	38%	19%	18%						
		Non-Program	1450	55%	36%	31%	22%	18%						
	Continuing	Program	326	73%	46%	39%	22%	21%						
		Non-Program	5689	74%	48%	43%	27%	25%						

	Admit Type	Program	n	Persist to First Spr.	Persist to Second Fall	Persist to Second Spr.	Persist to Third Fall	Persist to ThirdSpr.	Persist to Fourth Fall	Persist to Fourth Spr.	Persist to Fifth Fall	Persist to Fifth Spr.	Persist to Sixth Fall	Persist to Sixth Spr.
Fall 2011	First-Time College Student	Program	137	66%	46%	36%								
		Non-Program	2207	72%	56%	49%								
	New Transfer	Program	117	57%	40%	33%								
		Non-Program	1401	58%	36%	30%								
	Returning	Program	65	46%	32%	28%								
		Non-Program	1363	55%	36%	30%								
	Continuing	Program	399	72%	44%	34%								
		Non-Program	6126	77%	49%	43%								

Admissions, Records and Veteran Services

From this point forward, tables contain ONLY those students who indicated a desire to complete a degree or certificate

Percentage Attempting Any Math Course within First Year of Enrollment

		2007-2008	2008- 2009	2009-2010	2010-2011	2011-2012
New Students	Program	50%	47%	53%	60%	52%
	Non-Program	46%	45%	48%	48%	47%
All other students	Program	42%	43%	40%	45%	50%
	Non-Program	42%	41%	40%	42%	43%

Percentage Attempting Transfer Math Course at Any Time

		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
New Students	Program	20%	13%	21%	21%	16%
	Non-Program	27%	25%	28%	27%	25%
All other students	Program	37%	39%	35%	31%	31%
	Non-Program	38%	38%	37%	37%	37%

Percentage Attempting Any English within First Year of Enrollment

		2007-2008	2008- 2009	2009-2010	2010-2011	2011-2012
New Students	Program	52%	38%	46%	60%	51%
	Non-Program	48%	43%	45%	46%	45%
All other students	Program	27%	28%	26%	32%	38%
	Non-Program	34%	34%	33%	34%	36%

Note: Includes ESL/ACE courses

Percentage Attempting Transfer English at Any Time

		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
New Students	Program	50%	35%	48%	56%	46%
	Non-Program	51%	46%	48%	48%	47%
All other students	Program	54%	53%	50%	51%	54%
	Non-Program	58%	57%	55%	55%	56%

Percentage Attempting both English and Math within first year of Enrollment*

		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
New Students	Program	33%	30%	39%	46%	41%
	Non-Program	37%	33%	35%	35%	34%
All other students	Program	22%	20%	17%	24%	30%
	Non-Program	26%	26%	25%	26%	27%

* Includes both basic skills and transfer-level as well as ESL/ACE

Percentage Attempting both Transfer English and Math at Any Time

		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
New Students	Program	19%	12%	16%	19%	13%
	Non-Program	25%	22%	24%	23%	20%
All other students	Program	29%	29%	26%	23%	23%
	Non-Program	31%	31%	30%	30%	29%

Admissions, Records and Veteran Services

Average Units Completed

		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
New Students	**Program**	22.3	19.8	24.8	22.6	17.4
	Non-Program	28.5	25.6	25.6	23.2	17.4
All other students	**Program**	42.2	43.3	37.9	35.0	33.2
	Non-Program	43.2	42.3	40.3	38.5	36.8

Average Degree-Applicable Units Completed

		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
New Students	**Program**	20.8	17.8	22.8	20.5	15.6
	Non-Program	27.0	24.3	24.3	22.0	16.4
All other students	**Program**	39.9	41.1	35.9	33.0	31.1
	Non-Program	41.1	40.4	38.5	36.8	35.1

Admissions, Records and Veteran Services

Cumulative Grade Point Average

		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
New Students	Program	2.83	2.76	2.71	2.56	2.53
	Non-Program	2.77	2.78	2.76	2.72	2.68
All other students	Program	2.94	2.95	2.96	2.90	2.87
	Non-Program	2.92	2.93	2.93	2.91	2.90

Cumulative Degree-Applicable Grade Point Average

		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
New Students	Program	2.82	2.75	2.73	2.57	2.54
	Non-Program	2.78	2.81	2.78	2.74	2.70
All other students	Program	2.94	2.95	2.96	2.90	2.88
	Non-Program	2.93	2.93	2.93	2.91	2.91

Percent Receiving Degree/Certificate

		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
New Students	Program	12%	6%	14%	8%	4%
	Non-Program	17%	12%	11%	9%	3%
All other students	Program	20%	22%	21%	21%	18%
	Non-Program	24%	24%	23%	21%	18%

Percent Transfer Directed

In order to be "Transfer Directed," students must complete both transfer-level English AND Math course with a grade of "C" or better

		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
New Students	Program	11%	6%	8%	8%	8%
	Non-Program	17%	15%	16%	14%	12%
All other students	Program	20%	20%	17%	15%	13%
	Non-Program	22%	22%	21%	21%	20%

Percent Transfer Prepared

In order to be "Transfer Prepared," students must 60 or more UC/CSU transferrable units with a grade of "C" or better.

		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
New Students	Program	10%	5%	7%	5%	0%
	Non-Program	16%	13%	13%	8%	2%
All other students	Program	22%	24%	19%	13%	10%
	Non-Program	26%	25%	23%	20%	18%

Percent Transfer

Transfers are based on matches with National Student Clearinghouse data

		2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
New Students	Program	44%	31%	26%	22%	16%
	Non-Program	32%	27%	24%	16%	13%
All other students	Program	39%	42%	39%	34%	27%
	Non-Program	42%	39%	36%	32%	24%

Spring 2013 Student Survey Data

Program-Specific Metrics

Last	First Name	Title	Dept.	Program Review Grouping	Empl Class	FTE	Mos/Yr
Bemiss	Marilyn	A & R Assistant	Admissions & Records	SS - Admissions & Records	Classified	1.000000	12
Hernandez	Justino	A & R Assistant	Admissions & Records	SS - Admissions & Records	Classified	1.000000	12
Ricardez Veasey	Vivi	A & R Assistant	Admissions & Records	SS - Admissions & Records	Classified	1.000000	12
Soto	Diana	A & R Assistant	Admissions & Records	SS - Admissions & Records	Classified	1.000000	12
Ingham	Stacy	A & R Evaluator	Admissions & Records	SS - Admissions & Records	Classified	1.000000	12
Rodriguez	Kathy	A & R Evaluator	Admissions & Records	SS - Admissions & Records	Classified	1.000000	12
Maroney	Dixie	A & R Specialist	Admissions & Records	SS - Admissions & Records	Classified	1.000000	12
Viveros	Eva	Attendance Accounting Specilst	Admissions & Records	SS - Admissions & Records	Classified	1.000000	12
Terry	Alicia	Registrar	Admissions & Records	SS - Admissions & Records	Classified Administrator	1.000000	12
Stovall	Jan	Secretary I	Admissions & Records	SS - Admissions & Records	Classified	1.000000	12
Palmer	Bea	Veterans Services Assistant	Admissions & Records	SS - Veterans Services	Classified	0.500000	12
Jackson	Treva	Veterans Services Technician	Admissions & Records	SS - Veterans Services	Classified	1.000000	12

All SLO/SAOs within department

Outcome Type	Student Services 12-13
Outcome Status	Active

Count of Result Type		Result Type		
Unit Name	**Outcome Name**	**Achievement Level Met**	**Not Assessed**	**Grand Total**
Dept - Admissions & Records	Analysis of evaluation processing times (12-13)	1	1	2
	Students will use CCCApply to successfully apply on-line (12-13)	1		1
Dept - Admissions & Records Total		**2**	**1**	**3**
Grand Total		**2**	**1**	**3**

SLOs Assessed in 2012-2013 - *Annual year selected*

Outcome Type	Student Services 12-13
Outcome Status	Active

Count of Result Type			Result Type		
Unit Name	**Outcome Name**	**Assessment Schedule**	**Achievement Level Met**	**Not Assessed**	**Grand Total**
Dept - Admissions & Records	**Analysis of evaluation processing times (12-13)**			1	1
		This is assessed yearly.	1		1
	Analysis of evaluation processing times (12-13) Total		**1**	**1**	**2**
	Students will use CCCApply to successfully apply on-line (12-13)	At the close of each process	1		1
	Students will use CCCApply to successfully apply on-line (12-13) Total		**1**		**1**
Dept - Admissions & Records Total			**2**	**1**	**3**
Grand Total			**2**	**1**	**3**

Action Plan/Recommendations - *To review any action plans, please log into TracDat Reports. No dates visible in the table below means that no dates were provided for further action.*

Outcome Type	Student Services 12-13
Outcome Status	Active

Count of Action/Recommendation Date	Action/Recommendation Date	
Unit Name		**Grand Total**
Dept - Admissions & Records	3	3
Grand Total	**3**	**3**

Program Review 2013 Data - Admissions and Records

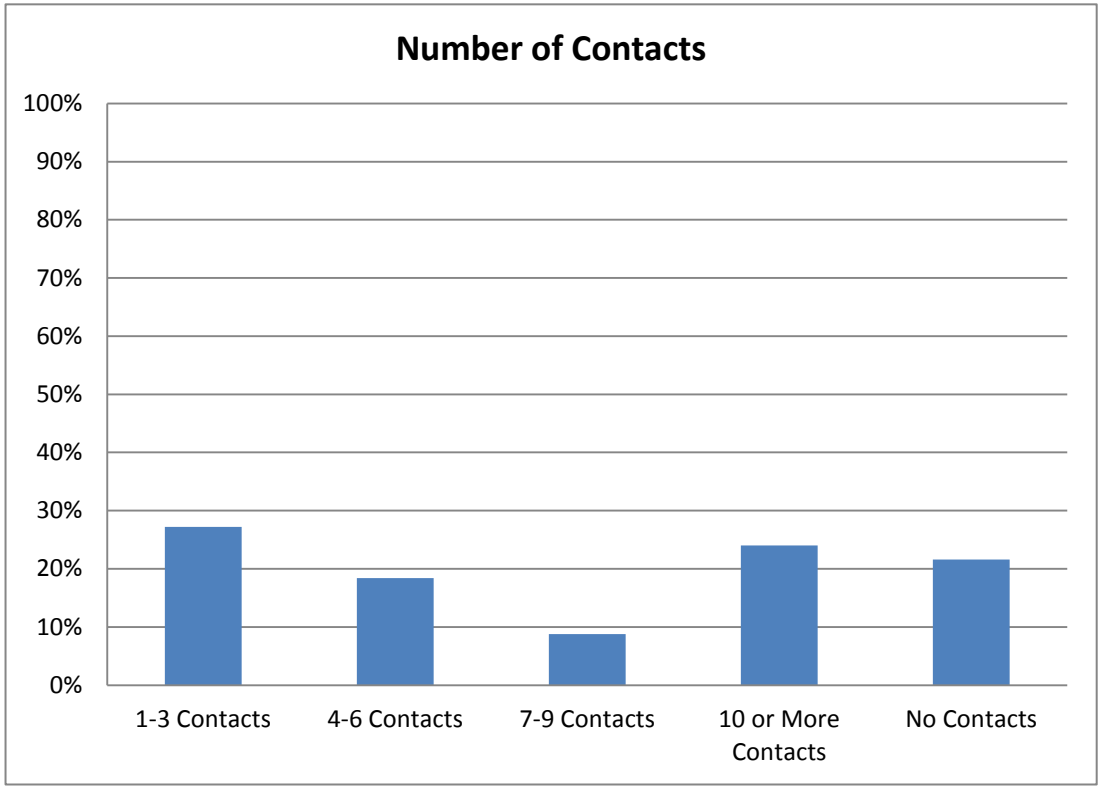
Faculty/Staff Survey Results

Each fall, the Institutional Planning, Research and Grants Office conducts a survey of faculty and staff. The goal of the survey is to assess the satisfaction with the programs and services offered by the non-instructional programs.

The most recent survey was conducted from September 9th through September 16th. Invitations were sent to all faculty and staff of the college. At the survey's close there were 129 responses.

Over the last year, how often have you had contact with the Admissions and Records office?

	n	%
1-3 Contacts	34	27%
4-6 Contacts	23	18%
7-9 Contacts	11	9%
10 or More Contacts	30	24%
No Contacts	27	22%

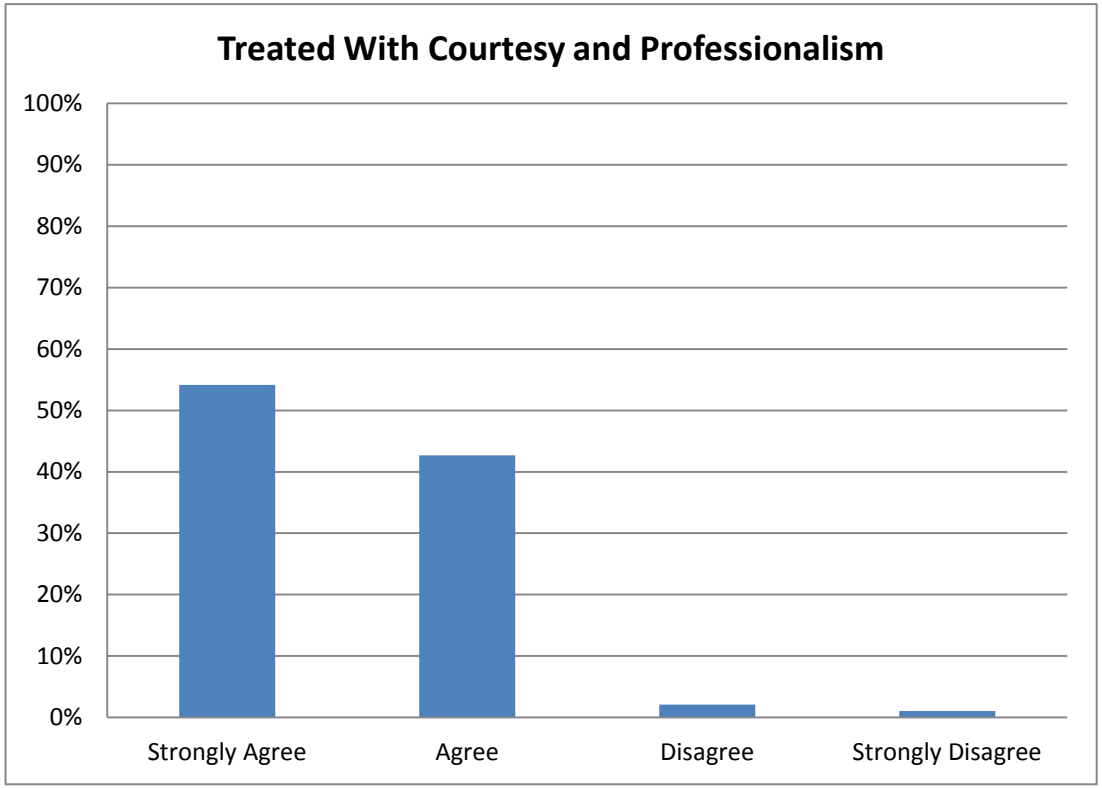


Program Review 2013 Data - Admissions and Records

When I contacted this department/program, I was treated with courtesy and professionalism.

Note: Responses from only those indicating contact with this program.

	n	%
Strongly Agree	52	54%
Agree	41	43%
Disagree	2	2%
Strongly Disagree	1	1%

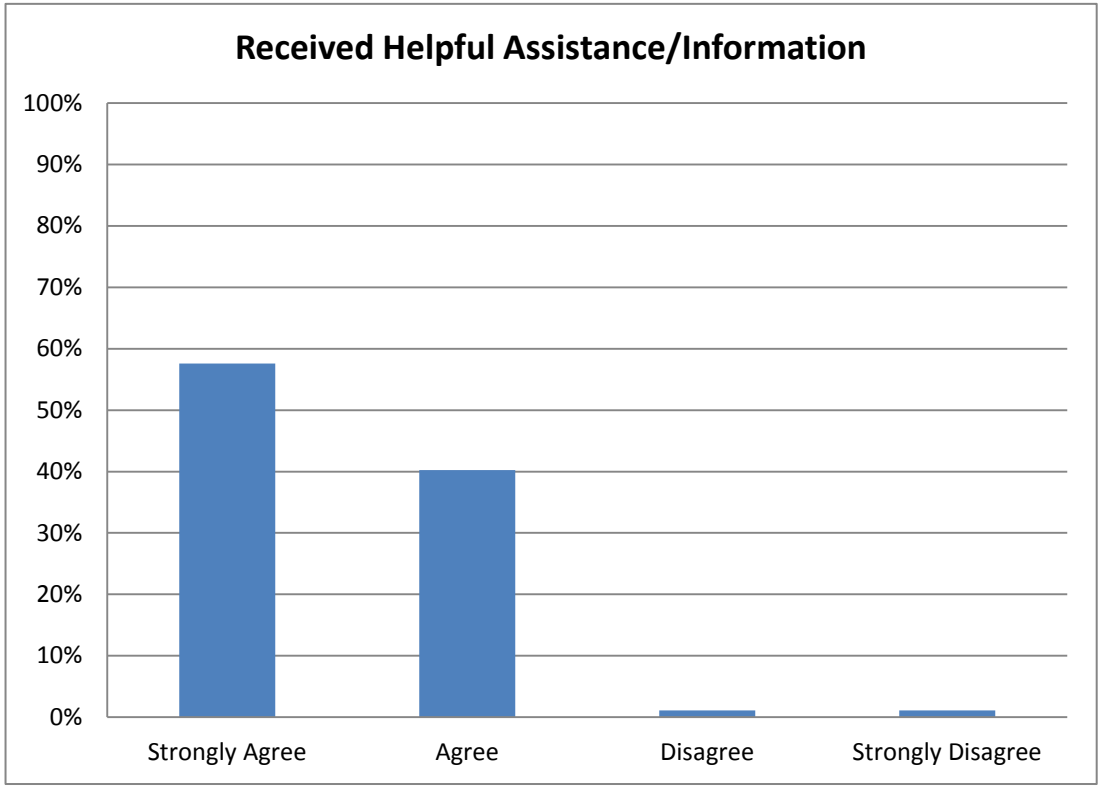


Program Review 2013 Data - Admissions and Records

When I contacted this department/program, I received information/assistance that was helpful to me.

Note: Responses from only those indicating contact with this program.

	n	%
Strongly Agree	53	58%
Agree	37	40%
Disagree	1	1%
Strongly Disagree	1	1%



Comments

Note: The comments below are printed in their original format. No effort has been made to edit for content, spelling or grammar.

Comments - Admissions and Records
They are always accommodating and try to correct problems for a win/win.
It's a bit frustrating when phones aren't answered.
Staff is always helpful and courteous.
The staff in Admissions are terrific. They work as a team with the goal of providing excellent service to students.
Cordial and efficient.
Keep up the good work!
They are a great group of people.
Justino is never too busy to help me find out what I need to know. His answers always come with a smile and a laugh.

Last	First Name	Title	Dept.	Program Review Grouping	Empl Class	FTE	Mos/Yr
Bemiss	Marilyn	A & R Assistant	Admissions & Records	SS - Admissions & Records	Classified	1.000000	12
Hernandez	Justino	A & R Assistant	Admissions & Records	SS - Admissions & Records	Classified	1.000000	12
Ingham	Stacy	A & R Evaluator	Admissions & Records	SS - Admissions & Records	Classified	1.000000	12
Maroney	Dixie	A & R Specialist	Admissions & Records	SS - Admissions & Records	Classified	1.000000	12
Ricardez Veasey	Vivi	A & R Assistant	Admissions & Records	SS - Admissions & Records	Classified	1.000000	12
Rodriguez	Kathy	A & R Evaluator	Admissions & Records	SS - Admissions & Records	Classified	1.000000	12
Soto	Diana	A & R Assistant	Admissions & Records	SS - Admissions & Records	Classified	1.000000	12
Stovall	Jan	Secretary I	Admissions & Records	SS - Admissions & Records	Classified	1.000000	12
Terry	Alicia	Registrar	Admissions & Records	SS - Admissions & Records	Classified Administrator	1.000000	12
Viveros	Eva	Attendance Accounting Specilst	Admissions & Records	SS - Admissions & Records	Classified	1.000000	12

Program Review - Review Form

Form Permissions

Designate who will have access to this form throughout various stages of the process (since some have more than one MiraCosta account, please utilize the Address Book (Browse) icon:

Authors:	Terry, Alicia;	Sparks, Jane;
Admin:	Terry, Alicia;	
Collaborators:		
Supervisor:	Hermosillo, Gilbert;	

Program Review Year: 2013

Program (program, dept, committee, etc.): Admissions and Records

Qualitative Data

Display Help Hide Help

Please input qualitative data on grants, partnerships, program activities, etc.

Additional Qualitative Data: (less than 5000 characters, including spaces)

Querying at the Student Enrollment table in PeopleSoft (PS_STDNT_ENRL), there are 17,547 unique students (headcount) for Fall 2012 with enrollments (STDNT_ENRL_STATUS = 'E'). This includes both credit and non-credit.

Correlating that with iLinx transcript data (Type LIKE 'T%'), I find that 6,424 students out of the 17,547 total students in Fall 2012 had 1 or more transcripts.

Assuming Fall 2012 is a representative sample, this equates to approximately 36% of our students having brought in transfer credit, according to iLinx data.

Students indicated transfer institutions:

College	From Application in PS
Palomar College	**534**
CSU San Marcos	**134**
Grossmont-Cuyamaca	**75**
San Diego CCD	**302**
San Diego State University	**166**
Southwestern College	**44**
UC San Diego	**96**
Central Texas College	**0**
University of Phoenix	**43**
National University	**86**
T AP (Transcript Advanced Placement)	**N/A**
ET Military	**N/A**
Total	**1480**
Note: San Diego CCD broken down:	
S.D. City College	90
S.D. Mesa College	143
S.D. Miramar College	69
Total	302
Note: Grossmont-Cuyamaca broken down:	
Grossmont College	57
Cuyamaca College	18
Total	75

If you have additional Review Data in file format (PDF, DOC, XLSX, etc), please attach below:

Findings letter discrep to school 7-16-13.doc
43.5 KB

Insert additional attachment

Create Form

NOTE: Please Create (Submit) your form first. Thereafter, when editing an existing form, make your changes then **SAVE** (do not re-Submit) your form

DEPARTMENT OF VETERANS AFFAIRS
California Center for Education Services
8810 RIO SAN DIEGO DRIVE
SAN DIEGO, CA 92108

July 16, 2013

Mira Costa College
ATTN: Treva Jackson, School Certifying Official
One Barnard Dr.
Oceanside, CA 92056

Dear Ms. Jackson,

We appreciate the courtesy extended to the United States Department of Veterans Affairs (VA) during our compliance survey conducted with your facility on July 10, 2013. This letter is furnished to apprise you of the survey findings.

What We Reviewed

This was a routine compliance survey. Discrepancies were found in one of the forty five beneficiary students' records reviewed from your institution.

What We Found

1. Your current Standards of Academic Progress are not sufficient per VA standards. Current standards in the 2012-2013 catalog allow a veteran to remain certified for VA benefits after 2 consecutive terms on probation. Minimum standards require veteran's benefits to be interrupted once a veteran has been in a probationary status for 2 consecutive terms. Once interrupted, your catalog re-instatement policy is to be followed.

2. John Beal received an F grade for the fall 2012 term year. VA regulations require an institution to report a last date of attendance when a student interrupts enrollment. Your institution utilizes F letters to determine last dates of attendance. An F letter was not sent to the student to determine if the student interrupted enrollment.

The certifying official function carries a heavy responsibility, especially with the advent of the Post-9/11 GIBILL. On average, an institution approved for VA benefits will have on staff one fulltime employee per 300 veterans. Your institution has a very high number of enrolled veterans (approximately 1000 per standard term). In my professional judgment, I would recommend your facility assign additional fulltime personnel to assist with the certifying official function. It is customary for schools with a high veteran's population, such as yours, to have at least two or three fulltime certifying officials actively handling veterans.

What You Should Do

You are required to respond to discrepancy one. Please provide an updated catalog, or catalog addendum for veterans, which shows adequate Standards of Progress for veterans.

Please respond within 30 days with the appropriate documentation to correct the discrepancy.

You are not required to respond to discrepancy two. The error was considered clerical in nature and a non-patterned oversight. We discussed the discrepancy and you understand the importance of following up on F grades to ensure a last date of attendance is reported to VA, if necessary.

Student records were in excellent condition, well maintained and organized. Overall, your institution is performing at an exemplary level in the VA certification process. Thank you for your service to our nation's veterans.

If you have any additional questions pertaining to this survey, please contact Shane Ferrebee at 619-400-1866 shane.ferrebee@va.gov.

Sincerely yours,

Shane Ferrebee
Education Compliance Survey Specialist

Program Review - Reflect Form - Support

Form Permissions

Designate who will have access to this form throughout various stages of the process (since some have more than one MiraCosta account, please utilize the Address Book (Browse) icon:

Authors:	Terry, Alicia;	Sparks, Jane;
Admin:		
Collaborators:		
Supervisor:	Hermosillo, Gilbert;	

Form Type (select which form to complete): Support **Program Review Year**: 2013

Program (program, dept, committee, etc.): Admissions and Records

Program Performance

Display Help Hide Help

Analysis/Discussion: (less than 3,800 characters, including spaces)

The Admissions and Records office is directly impacted by enrollment growth. In addition, student expectations evolve as technology, the economy and society changes. Therefore, the A&R office must continually adjust processes in order to meet the needs of our constituency.
Recent Student and staff surveys indicate a very high level of satisfaction with the department.
The Admissions and Records Office is continually impacted by regulatory and local changes to policies, procedures and practices. Many of A&R processes are subject to local practice and interpretations. Procedures and policies are often the subject of statewide discussions, regulation changes, and new interpretations. As the focus shifts between topics due to new factors including cultural trends, technology, economic situations, accreditation reviews and simply a fresh set of eyes, procedures and policies are continually analyzed and updated.
Resources with expertise in electronic communication and website development/maintenance are needed to advise and train department staff with the goal of improving information flow to students and faculty. The current distribution of information to students is inefficient and a challenge to remain current with the continuing fluctuation in procedures. Procedural changes such as course repetition and upgrades to web services must be effectively distributed to staff and students. Better use of technology and trends in communication is needed by both the department and the district.
There has been a concerted effort to digitize most student records and non-student documents such as reports, signature forms and correspondence. The ILinx system is used to store multiple documents. Most staff now have small personal scanners which enable them to quickly add documents to the filing system, which minimizes the storage of paper documents.
Recently released regulations in the areas of enrollment priority and student success have resulted in workgroups for enrollment management, priority appointment processes, implementing an educational plan system and most recently, incorporating student transfer coursework into a database for student planning. All of these topics present procedural and system challenges for Admissions and Records.
The Director of A&R currently sits on the CCCApply Steering Committee. She is active within the statewide Registrars organization and has acted as a resource to the Chancellor's Office for course repetition, evaluation and residency issues.
Continued compliance with all local, state, and federal regulations is a goal for the office.

Program Resources

Display Help | Hide Help

Are the offices, work areas, intranet and enterprise technology resources, storage, and other spaces assigned to the program sufficient in terms of square footage, location, quality, and upkeep to optimize departmental performance? Of what quality are the facilities that currently house this program and in what ways to these affect the ability of the program to achieve its objectives?

Is the program provided with supplies, software, and equipment appropriate in kind, amount, accessibility, and quality to address the needs of staff and students in the program and to meet program requirements and objectives?

Analysis/Discussion: (less than 3,800 characters, including spaces)

Facilities: Admissions and Records is housed in two offices, one at the Oceanside Campus and the other at San Elijo. Approval has been received to modify the front counter at San Elijo Campus to make it ADA compliant and to install a swinging gate to discourage non-staff from entering the work area. At the Oceanside Campus, the A&R Office space is being fully utilized. A workstation of six computers is used by seasonal phone bank workers, regular student workers involved with scanning projects and the Veterans student workers who are preparing files to the Veterans Technician. Other seasonal staff utilize workstations at or adjacent to the main counter along with permanent staff. Additional staff work within separate office areas. During peak registration times, the office is very crowded and the noise level has been a challenge for those answering phones and needing to concentrate on tasks. The area immediately behind the front counter is constricted. The special chairs with steps purchased for the counter staff are difficult to use and are mostly abandoned by staff.

Supplies: Current computers and workstations are at capacity. The supply budget is currently adequate for department needs. Upgrades to computers and software are sufficient for department needs.

Program Personnel

Display Help Hide Help

Analysis/Discussion: (less than 3,800 characters, including spaces)

Currently there is one full time Veterans Technician and one 20 hour Veterans Assistant position. In addition hourly funds have been used to hire an additional Veterans Assistant. This last position was originally intended to be 20 hours per week on a seasonal basis. However work load demands have resulted in this position working throughout the year for 35-40 hours per week. Since this situation cannot continue as a temporary position, a solution needs to be found. Recently, the college Administration gave approval to hire a permanent part time (18 hour) position. During the last VA audit, it was pointed out that the college should have at least 3 full time certifying officials to provide adequate service to the students. Therefore, a plan request is being submitted for an additional full time certifying official - VA Assistant.

Online application processing is primarily handled by one person, an hourly employee, with assistance from regular personnel. This employee in this position works full time during peak registration periods and is cut back to 2-3 days per week between semesters. Since the responsibilities can no longer be considered seasonal, a permanent solution must be found.

Expected changes to the system will require expertise to implement the new version of the online application system in the areas of computer processes, residency and communications. The complexity of the tasks is better handled by one person with primary responsibility rather than distributed to multiple employees. Optional tracking and reporting does not currently occur but is a desired outcome. Ideally, this should be a full time position.

The Attendance Accounting Technician position was staffed by an interim employee for almost three years. Recently the position has been permanently filled. We are currently in the process of filling the resulting vacant position of Admissions And Records Assistant (front counter) due to internal hire.

Over the past few years, the evaluation of student records in terms of prerequisites, graduation and transcript evaluation has increased substantially primarily due to enrollment growth. Resources devoted to the degree audit program have been insufficient to process transfer credit within the computer system. The evaluator who maintains the degree audit system has been assigned additional regular evaluation duties in order to keep up with increase in workload primarily in terms of prerequisites and prior credit evaluations. The evaluation team has worked together to improve processes and documentation to improve efficiency. A recent focus on implementing a new or revised degree audit system with an option for providing education plans to students, has resulted in a more urgent need to resolve the transfer credit issue. We are undergoing a discovery process currently to determine the amount of resources (personnel) needed to implement a useable process.

Create Form

NOTE: Please Create (Submit) your form first. Thereafter, when editing an existing form, make your changes then **SAVE** (do not re-Submit) your form

Program Review - Plan Form

BPC Evaluation Rubric Score: 20 Divisional Evaluation Rubric Score: 20

Author: Terry, Alicia Sparks, Jane

Admin:

Collaborators:

Supervisor: Hermosillo, Gilbert

1.0 PROGRAM AND PLAN INFORMATION

1.1 Program (Select your program): Admissions and Records

1.2 Program Review Year: 2013 **1.3 Division:** Student Services

1.4 Plan Title (Identify your plan with a unique name. The name will uniquely identify this plan within the greater college planning database and will be used to track progress on the plan until it is closed. Titles should be succinct - less than 110 characters, including spaces):

Veterans Assistant

1.5 Plan Objective (State the **specific** objective of this plan and cite the supporting program review data with analysis results - less than 330 characters, including spaces):

Supporting our Veteran's population adds to student success and diversity of our student population.

1.6 Action Plan (If this plan addresses a specific Action Plan identified in the Strategic Plan and *identifies you as the responsible party*, indicate which Action Plan):

Plan is not motivated by an action plan from the SP

2.0 PLAN ALIGNMENTS AND MOTIVATION

2.1 District Mission Alignment (How well does this plan align with the District Mission Statement? - less than 330 characters, including spaces):

The Veterans program is a student support service that provides monetary benefits to retired military personnel in order to pursue higher education.

2.2 District Mission Rubric:

Demonstrates Alignment with the District Mission Statement: (•) Yes

Does not demonstrate Alignment with the District Mission Statement: ( ) No

2.3 Institutional Goals Alignment (How well does the plan align with the Institutional Goals? - less than 220 characters, including spaces):

This program has a direct impact on the Veteran Students' ability to attend college. Our local military population reflects a diversity of students from throughout the US. Compliance with VA regulations is critical to MCC's ability to offer this service to students.

II. Academic Success (Students have High Probability of Achieving Academic Success - less than 220 characters, including spaces):

Students receiving GI benefits are more likely to focus on education. The VA rules require counselor several interventions and milestones (meet with counselor, maintain gpa, etc) which support academic success.

V. Conscientious Community Partner(less than 220 characters, including spaces):

With a strong military presence in the local community, support of Veterans is expected by our local Board.

2.4 Strategic Plan Objectives Alignment (How well does the Plan Align with the Strategic Plan Objectives? - less than 220 characters, including spaces):

By providing financial support to our local veteran population, MCC attracts military personnel from diverse backgrounds and allows students to focus on their education.

Please address the following:

II.1 Increase Successful Course Completion and Student Retention (less than 220 characters, including spaces):

VA rules require students to follow education plans, maintain gpa and show success.

2.5 Divisional Criteria Alignment (How well does this plan align with Division criteria? - less than 220 characters, including spaces):

Our VA population is significant. Over the past five years, the Veteran student population has increased from 494 to 1487 which represents a 200% increase.

Student Services Division:

- ☐ Significantly Impacts Students
- ☐ Addresses Divisional Needs and Reflects Divisional Goals
- ☑ Advances and/or Supports Diversity
- ☑ Significant Negative Consequences and/or Compliance Issues if the Proposed Plan is not Implemented

2.6 Legal or Regulatory Requirements (Check this box if legal mandate or regulatory requirement): ☐

2.7 Outcomes Alignment (The District is fundamentally focused on student success. Student learning outcomes (SLO) at the course and program level and their various counterparts in support areas (AUO, SAO) are a measure towards ensuring that success. Provide the specific program SLO, AUO, or SAO that motivates this plan and include the specific gap or need that this plan addresses as identified through program review data analysis - less than 330 characters, including spaces):

2.8 Program Review Reflect Motivation (Select the Areas of Review from this program review that motivate this plan):

- ☐ Program Performance
- ☐ Program Resources
- ☐ Program Personnel
- ☐ Program Curriculum
- ☐ Program Students

2.9 Outcomes Alignment Rubric:

Demonstrates gap/need supported by Program Review, with goals linked to SLOs, AUOs, SAOs:	○ Yes
No demonstrated gap/need supported by Program Review:	◉ No

2.10 Measurable Results Alignment (The expected results of this plan must be **measureable**. Provide the specific, measureable statement that details the expected results of this plan - less than 220 characters, including spaces):

Reduce certification processing time from 6-8 weeks to 3-4 weeks.

2.11 Measurable Results Alignment Rubric:

Includes Documented Measurable Outcome(s) tied to SLOs, AUOs, SAOs: ○ Yes
No Outcomes: ○ No

3.0 RESPONSIBILITIES

3.1 Responsible Individuals (Identify **responsible** individuals within the program and any partnering individuals/programs):

Terry, Alicia

Jackson, Treva

Hermosillo, Gilbert

3.2 Partnering Programs (If this plan is submitted on behalf of another program or collection of programs, indicate those here):

4.0 PLAN IMPLEMENTATION AND RESOURCES

4.1 Implementation Plan (Provide an **attainable** implementation plan that outlines the steps needed to accomplish this plan, including a clear timeline of how it will be implemented - less than 330 characters, including spaces):

Obtain funding - 7-1-2014

Recruit and Hire employee Fall 2014

4.2 Expected Completion Date (Indicate the expected date of completion -- **time-bound** -- of the plan):

11/1/2014

4.3 Implementation Plan Rubric:

Includes an implementation plan with outlined steps, clear timeline, and expected date of completion: ○ Yes

Does not include an implementation plan with outlined steps, clear timeline, and expected date of completion: ○ No

4.4 Plan Resource Needs (Provide when, how, and for what the resources will be used to accomplish expected plan results - less than 330 characters, including spaces):

Full time position funding including benefits and staff computer is required.

4.5 Plan Resource Needs (Identify any resources that are needed beyond those already provided to the program):

Equipment:

Computer

Personnel:

Veterans Assistant - full time.

4.6 Plan Resources Rubric:

Provides when, how, and for what the funds will be used: ○ Yes

Does not provide when, how, and for what funds will be used: ○ No

5.0 PLAN ASSESSMENT

5.1 Assessment Plan (Provide an assessment plan and specify the method(s) that will be used and how they will be employed to evaluate the effectiveness of this program review plan - less than 440 characters, including spaces):

Track processing time of VA certifications.

5.2 Assessment Plan Rubric:

Provides an assessment plan and method(s): ○ Yes

Does not provide an assessment plan and method(s): ○ No

6.0 PROGRESS AS OF THIS PROGRAM REVIEW

6.1 Plan Status (What is the status of this plan?):

Re-submit for funding consideration

6.2 Plan Funding Status (Contact the IPRC chair if this funding status is incorrect)**:**

This plan has not received funding

6.3 Plan Progress (Update progress based on the documented assessment plan. To what extent have the plan objectives been achieved? To what extent has such achievement improved the program? Describe the effect and impact any approved funding requests from prior program review cycles had on your program - less than 770 characters, including spaces):

None

6.4 Percent Complete (Indicate the percent completion of this plan): 0 %

6.5 Plan Close-Out (Do you recommend the close-out of this plan?): ○ Yes ◉ No

BPC EVALUATION RUBRIC SCORE: 20 DIVISIONAL EVALUATION RUBRIC SCORE: 20

Program Review - Plan Form

BPC Evaluation Rubric Score: 15 Divisional Evaluation Rubric Score: 10

Author: Terry, Alicia Sparks, Jane

Admin:

Collaborators:

Supervisor: Hermosillo, Gilbert

1.0 PROGRAM AND PLAN INFORMATION

1.1 Program (Select your program): Admissions and Records

1.2 Program Review Year: 2013 **1.3 Division:** Student Services

1.4 Plan Title (Identify your plan with a unique name. The name will uniquely identify this plan within the greater college planning database and will be used to track progress on the plan until it is closed. Titles should be succinct - less than 110 characters, including spaces):

Admissions and Records Assistant, Application expert

1.5 Plan Objective (State the **specific** objective of this plan and cite the supporting program review data with analysis results - less than 330 characters, including spaces):

Transition temporary hourly employment to regular permanent position.

1.6 Action Plan (If this plan addresses a specific Action Plan identified in the Strategic Plan and *identifies you as the responsible party*, indicate which Action Plan):

2.0 PLAN ALIGNMENTS AND MOTIVATION

2.1 District Mission Alignment (How well does this plan align with the District Mission Statement? - less than 330 characters, including spaces):

The application for enrollment is the gateway to a student's college education. A timely, efficient, accurate process is reflective of the college's ability to successfully enroll and educate students.

2.2 District Mission Rubric:

Demonstrates Alignment with the District Mission Statement: (•) Yes

Does not demonstrate Alignment with the District Mission Statement: ( ) No

2.3 Institutional Goals Alignment (How well does the plan align with the Institutional Goals? - less than 220 characters, including spaces):

Innovation and best practices in our support services are demonstrated by seemless and efficient application processes.

I. Vanguard Institution (Innovation, Best Practices, Broad Access, Environmental - less than 220 characters, including spaces):

Innovation and best practices in our support services are demonstrated by seemless and efficient

application processes

2.4 Strategic Plan Objectives Alignment (How well does the Plan Align with the Strategic Plan Objectives? - less than 220 characters, including spaces):

NA

Please address the following:

2.5 Divisional Criteria Alignment (How well does this plan align with Division criteria? - less than 220 characters, including spaces):

This has the potential to impact 100% of our credit students.

Student Services Division:

- [x] Significantly Impacts Students
- [ ] Addresses Divisional Needs and Reflects Divisional Goals
- [ ] Advances and/or Supports Diversity
- [ ] Significant Negative Consequences and/or Compliance Issues if the Proposed Plan is not Implemented

2.6 Legal or Regulatory Requirements (Check this box if legal mandate or regulatory requirement): [ ]

2.7 Outcomes Alignment (The District is fundamentally focused on student success. Student learning outcomes (SLO) at the course and program level and their various counterparts in support areas (AUO, SAO) are a measure towards ensuring that success. Provide the specific program SLO, AUO, or SAO that motivates this plan and include the specific gap or need that this plan addresses as identified through program review data analysis - less than 330 characters, including spaces):

A&R SAO Student Application: Student satisfaction for online application process. The online application process requires substantial back office processing to identify preliminary residency status, proof of and establishing intent, and communication with students. Implementation of new application system is expected Fall 2013.

2.8 Program Review Reflect Motivation (Select the Areas of Review from this program review that motivate this plan):

- [ ] Program Performance
- [ ] Program Resources
- [x] Program Personnel
- [ ] Program Curriculum
- [ ] Program Students

2.9 Outcomes Alignment Rubric:

Demonstrates gap/need supported by Program Review, with goals linked to SLOs, AUOs, SAOs: ○ Yes

No demonstrated gap/need supported by Program Review: ○ No

2.10 Measurable Results Alignment (The expected results of this plan must be **measureable**. Provide the specific, measureable statement that details the expected results of this plan - less than 220 characters, including spaces):

Current processing of applications can vary from 2-7 working days. The expected turnaround time needs to be shortened to 1 day.

2.11 Measurable Results Alignment Rubric:

Includes Documented Measurable Outcome(s) tied to SLOs, AUOs, SAOs: ○ Yes

No Outcomes: ○ No

3.0 RESPONSIBILITIES

3.1 Responsible Individuals (Identify **responsible** individuals within the program and any partnering

individuals/programs):

Terry, Alicia

Hermosillo, Gilbert

Soto, Diana

3.2 Partnering Programs (If this plan is submitted on behalf of another program or collection of programs, indicate those here):

4.0 PLAN IMPLEMENTATION AND RESOURCES

4.1 Implementation Plan (Provide an **attainable** implementation plan that outlines the steps needed to accomplish this plan, including a clear timeline of how it will be implemented - less than 330 characters, including spaces):

Obtain funding. 7-1-2014

Recruit and hire. Fall 2014

4.2 Expected Completion Date (Indicate the expected date of completion -- **time-bound** -- of the plan):

11/1/2014

4.3 Implementation Plan Rubric:

Includes an implementation plan with outlined steps, clear timeline, and expected date of completion: ○ Yes

Does not include an implementation plan with outlined steps, clear timeline, and expected date of completion: ○ No

4.4 Plan Resource Needs (Provide when, how, and for what the resources will be used to accomplish expected plan results - less than 330 characters, including spaces):

Admissions and Records Assistant full time.

Work station and computer is already available.

4.5 Plan Resource Needs (Identify any resources that are needed beyond those already provided to the program):

Personnel:

Admissions and Records Assistant, full time.

4.6 Plan Resources Rubric:

Provides when, how, and for what the funds will be used: ◉ Yes

Does not provide when, how, and for what funds will be used: ○ No

5.0 PLAN ASSESSMENT

5.1 Assessment Plan (Provide an assessment plan and specify the method(s) that will be used and how they will be employed to evaluate the effectiveness of this program review plan - less than 440 characters, including spaces):

Turn around time from point of application to completion of processing should consistently be 1 working day.

5.2 Assessment Plan Rubric:

Provides an assessment plan and method(s): ○ Yes

Does not provide an assessment plan and method(s): ○ No

6.0 PROGRESS AS OF THIS PROGRAM REVIEW

6.1 Plan Status (What is the status of this plan?):

Re-submit for funding consideration

6.2 Plan Funding Status (Contact the IPRC chair if this funding status is incorrect)**:**

This plan has not received funding

6.3 Plan Progress (Update progress based on the documented assessment plan. To what extent have the plan objectives been achieved? To what extent has such achievement improved the program? Describe the effect and impact any approved funding requests from prior program review cycles had on your program - less than 770 characters, including spaces):

None

6.4 Percent Complete (Indicate the percent completion of this plan): 0 %

6.5 Plan Close-Out (Do you recommend the close-out of this plan?): ○ Yes ◉ No

BPC EVALUATION RUBRIC SCORE: 15 DIVISIONAL EVALUATION RUBRIC SCORE: 10