**Bakersfield College**

**Program Review – Annual Update 2015-16**

**I. Program Information:**

Program Name: Enrollment Services A&R and Assessment

Program Type: [ ]  Instructional [x]  Student Affairs [ ]  Administrative Service

***Bakersfield College Mission****:* Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students’ abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

Describe how the program supports the Bakersfield College Mission:

**Admissions and Records**

The mission of the Office of Admissions and Records is to provide accurate, prompt, helpful information and service to students, prospective students, staff and the general public about admissions, registration, academic policies, and student records.

Providing assistance and information to our consumers and assisting incoming students to identify a program of study contributes to the student success of our diverse students. We register students for the courses that lead to the degrees and certificates, evaluate the eligibility and actually issue the degrees and certificates.

 **Assessment Center**

The mission of the Bakersfield College Assessment Center is to coordinate, administer, and process the scores of all nationally normed tests that are offered on the campus to students, prospective students, and the general public.

Accurate placement testing into their first semester courses contributes directly to student success. Other tests, such as CLEP or ASE enable students to document their competencies and skills. Our accommodations testing services are essential to the success of our disabled students.

**II. Progress on Program Goals:**

1. List the program’s current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section.

|  |  |  |  |
| --- | --- | --- | --- |
| **Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)** | **Progress on goal achievement****(choose one)** | **Comments** |
| 1. A&R is working to transition from requiring students to apply for degrees and certificates to one of identifying qualified students and issuing the document. | [ ]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | [ ]  Completed: \_\_\_\_\_\_\_\_\_\_ (Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)**[x]** Ongoing: 09/2015 (Date) | We have been waiting for Banner and DegreeWorks to be upgraded to a level where we can get reports on students who are already eligible for degrees and certificates. We expect that upgrade to be in place by the end of the fall 2015 term. |
| 2. **The Assessment Center will utilize AccuPlacer including the automated multiple measures as our placement test until the Statewide Common Assessment is available.** | [x]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | [ ]  Completed: \_\_\_\_\_\_\_\_\_\_ (Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)**[x]** Ongoing: \_09/2015\_\_\_\_\_\_\_\_\_ (Date) | We have completed the automation of multiple measures for high school seniors. We expect to test the first upload of high school multiple measures by the end of September and to have all of the data uploaded into AccuPlacer before testing at the high schools begins in mid-November 2015. |

1. List new or revised goals (if applicable)

|  |  |  |
| --- | --- | --- |
| **New/Replacement Program Goal** | **Which institutional goals will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
| 1. **The Office of Admissions and Records is working toward a more efficient provision of services to the students, alumni, and the public by**

**reorganizing into functional teams for Admissions/Registration, Records Services, Compliance Services, and Support Services.** | [ ]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [x]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | **When the department is fully staffed, we expect to complete services like transcript evaluations, graduation processing, veterans’ certifications within four weeks during the busiest times and sooner during less busy periods.** |
| 1. **The Assessment staff will work with Outreach, Counseling, the Student Success lab staff and high school staff members to increase the amount of preparation that students engage in prior to assessment testing.**
 | [x]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | **We expect to track the number of hours students spend in preparation for the tests. We will analyze the relationship between number of hours spent and actual placement scores. We will expect students to achieve higher placements as a result of their preparation for the tests. This will be tracked until at least May, 2018.** |

**III. Trend Data Analysis:**

Highlight ***any significant changes*** in the following metrics and discuss what such changes mean to your program.

1. Changes in student demographics (gender, age and ethnicity). N/A
2. Changes in enrollment (headcount, sections, course enrollment and productivity). The increases in students completing assessment, completing matriculation, and registering for courses has created a need to streamline the services provided by the Assessment Center and the Office of Admissions and Records.
3. Success and retention for face-to-face, as well as online/distance courses. N/A
4. Changes in the achievement gap and disproportionate impact (Equity). N/A
5. Other program-specific data that reflects significant changes *(please specify or attach).* All Student Affairs and Administrative Services should respond. Please see specific program data attached.
* To assist us in measuring how much we are able to improve efficiency and effectiveness of the services Admissions and Records provides, we are adding elements to our trend data. Those elements will include the number of enrollment verifications; residency determinations; reinstatements after disqualification; dual enrollments processed; transfer evaluations, general education certifications and graduation evaluations processed; veterans certified; and international students admitted.
* Existing trend data for placement testing is impressive; we went from approximately 500 to 2694 students tested at local high schools and we tested a total of 11,239 prospective students. The primary reason for this growth was the change to offering testing at all area high schools. We have reinstated statistics about all of the tests that we administer to help us gauge the need for increased space and staff positions.

**IV. Program Assessment (focus on most recent year):**

* 1. How did your outcomes assessment results inform your program planning?

**The Office of Admissions and Records will utilize Banner and Inside BC to decrease the use of paper forms for implementation of academic policies by students by at least one form per year.**

* We eliminated the repeat petition form for students who complete their first course repeat petition and automated the processing of the resulting grades changes as well as the complete end-of-term processing by June 30, 2015.
* This change did not automate the process for students who retook the classes at another college. We plan to work on that situation this year.
* We will also automate the forms that veterans complete for certification with the VA and the forms that students complete for enrollment verifications during the 2015-16 academic year.
* While we saved a significant amount of staff time and clearly benefited students with this automation, there was not enough savings to overcome the under staffing situation in Admissions and Records.

 **The Assessment Center will increase the amount of placement test preparation and testing conducted at area high schools to increase the levels of placement for incoming high school**

 **seniors by:**

* Encouraging seniors to prepare for the test in the BC Student Success Lab or at their high schools.
* We were not able to track the students’ preparation time due to complications with testing, placement sheets, and counselor meetings at the high schools.
* We will emphasize the need for preparation with high school counselors and track time spent for the 2016 high school seniors.

 **The Assessment center will ensure the effective implementation of automated multiple measures during the period 2014-2016 as follows:**

* Changed from Compass to AccuPlacer in October 2014, and changed to WritePlacer on January 5, 2015.
* Conducted AccuPlacer testing at 33 high schools.
* Provided AccuPlacer training as part of the high school counselor meeting in the fall and trained staff at each high school where we tested to become proctors. We certified 47 high school counselors at 19 schools to proctor AccuPlacer tests as needed.
* We will improve the training offered to high school proctors to include such topics as test vouchers, trouble shooting test problems, ways for students to prepare for tests, and step by step instruction on how to administer an AccuPlacer Assessment.
* Each high school proctor will be given a testing manual to review a few days prior to our scheduled visit to administer AccuPlacer. Counselors who have attended the training, reviewed the manual, and assisted us with the testing on that first day will be certified or recertified as proctors.
* We will participate in the pilot testing of the statewide common assessment during summer/fall 2016.
* We will change to the statewide common assessment in 2017.
	1. How did your outcomes assessment results inform your resource requests?

**The Office of Admissions and Records has had this Administrative Unit Outcome for several years: Students and prospective students will have their incoming transfer courses evaluated and posted to their transcripts in at least two fewer weeks than it takes at present as we implement eTranscriptCA and increasing numbers of California public colleges join the system.** While those automated services have helped to decrease the time required, large growth in the numbers of students providing transfer transcripts, increasing numbers of graduation applications, and exponential growth in tech prep high school students taking courses for college credit have slowed the process to 18 or more weeks wait for posting. To address that problem, we are requesting immediate approval of the third A&R Tech 2 position and timely approval of the additional Tech for the Support Services team.

**The Assessment Center has partially implemented the automation of multiple measures in AccuPlacer:**

* Although the multiple measures were not able to be completely automated for the 2015 high school seniors, we manually entered the data into AccuPlacer and their placement sheets included the classes into which the multiple measures had bumped them.
* We plan to have the process fully automated for 2016 high school seniors

C. How do Administrative Unit Outcomes align with Institutional Learning Outcomes?

* Replacing paper forms with electronic forms enhances students’ ability to communicate effectively,
* Utilization of Multiple Measures allows students to demonstrate their competency in math, reading and writing.

***Institutional***

***Learning Outcomes***:

*Think: Think critically and evaluate sources and information for validity and usefulness.*

*Communicate: Communicate effectively in both written and oral forms.*

*Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.*

*Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.*

Describe *any significant changes* in your program’s strengths since last year.

* The reorganization of the Office of Admissions and Records that will fully address the needs for more timely and effective services for our growing populations of first year students, transfer, graduates, certificate earners, veterans, international students has been partially implemented. The Office has been organized into four teams:
* The Admissions/Registration Service Center with four A&R Tech 1s. (1 promotion completed, replacement being approved)
* The Records Services Center with three A&R Tech 2s. (1 new not yet implemented)
* The Compliance Services Center two A&R Tech 1s (1 new future)
* The Support Services Center with one A&R Tech and one DA2 (we need the additional A&T Tech now).
* The Assessment Center conducted placement testing at local high schools for students. We are analyzing the data to confirm that students continue to score higher when tested at their high schools. We more than doubled the total number of placement tests provided.

Describe *any significant changes* in your program’s weaknesses since last year.

* Delays in implementation of reporting in DegreeWorks have again slowed our move to issuing degrees and certificates without requiring student applications. As soon as the District IT Department can implement appropriate DegreeWorks reporting, we will be able to begin issuing Job Skill Certificates, Certificates of Achievement, and Degrees without student applications.
* As the number of students needing testing accommodations and those taking placement exams and commercial tests increases, the limited space, limited computers, and small testing rooms is becoming more crucial. We urgently need to relocate the Assessment Center into a space that will accommodate at least 80 computers and have at least four small testing rooms for students with visual impairments.

If applicable, describe any unplanned events that affected your program.

* Although the automated multiple measures that we were promised by AccuPlacer were not working in time for spring 2015 work with high school seniors, we accomplished the task manually and all seniors who went through the matriculation process and earned priority registration were placed utilizing multiple measures.
* Retirement of the Program coordinator, the medical leave for a full-time Assessment Assistant, and the resignation of one part-time Assessment Assistant left us very shorthanded during the busy spring semester.

**V. Assess Your Program’s Resource Needs:** To request resources (staff, faculty, technology, equipment, budget, and facilities), please fill out the appropriate form. <https://committees.kccd.edu/bc/committee/programreview>

1. Human Resources and Professional Development:
2. If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. Include upcoming retirements or open positions that need to be filled.
* The A&R Tech 2 and one A&R Tech 1 need to be filled immediately to ensure that we can reduce the time students must wait to have their transfer courses evaluated.
* The other A&R Tech 1 needs to be filled to restore the appropriate level of staffing to the Admissions and Registration Team since the retirement of one A&R Tech 1.
1. Professional Development
2. Staff in both offices regularly participate in Cross Training sessions to remain up-to-date with information that students need to be successful.
3. We will continue to coordinate Cross Training Workshops and offer sessions on using DegreeWorks.
4. Classified staff will participate in at least two additional staff development activities during the year. The assistant director of A&R will attend, the eTranscriptCA/CCCApply meeting and DegreeWorks conferences as well as the CACCRAO conference. The Director of Enrollment Services will attend the eTranscriptCA/CCCApply meeting as well as the CACCRAO conference.
5. Facilities:
6. How have facilities’ maintenance, repair or updating affected your program in the past year as it relates to student success?
* The move of the Director, Enrollment Services out of the Office of Admissions and Records as well as the demands of outside meetings and responsibilities of the Assistant Director have left too few staff members in the Office to adequately address student concerns. The academic success of our students is directly related to getting registration and grading problems solved.
* The lack of sufficient testing rooms for visually impaired students has caused upsets and delays in timely accommodations for those students.
* Staff from Maintenance and Operations have been especially helpful in improving the professional look and functionality of the Assessment Center.
1. How will your Facilities Request for next year contribute to student success?
* Moving into an expanded Assessment Center will reduce the need to turn students away from placement testing because we are full and it will allow students with disabilities to take their classroom tests in a more timely way in a more suitable environment.

C. Technology and Equipment:

1. Understanding that some programs teach in multiple classrooms, how has new, repurposed or existing technology or equipment affected your program in the past year as it relates to student success? N/A
2. How will your new or repurposed classroom, office technology and/or equipment request contribute to student success? N/A
3. Discuss the effectiveness of technology used in your area to meet college strategic goals. Having up to date computers in the Assessment Center has facilitated the change to the effective use of Accuplacer.
4. Staff in Information Services have been very responsive to the needs of the Assessment Center.
	1. Budget: Explain how your budget justifications will contribute to increased student success for your program.

The addition of the third A&R Tech 2 (paid for in part with SSSP funding) and another A&R Tech 1 will resolve two import obstructions to student success: the long wait to have transfer transcripts evaluated and the need to keep DegreeWorks scribing up-to-date.

**VI. Conclusions and Findings:**

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract/synopsis of your program’s current circumstances and needs.

* With the reorganization of the Office of Admissions and Records into four teams we are on our way to more efficient and timely services to students.
* The Assessment Center has completed a remarkable amount of work but until we are able to move the Assessment Center from the current location, which was to be for two years in 2005 to a sufficiently large facility, we will be unable to: avoid turning away prospective student testees on busy days, provide timely accommodations testing to visually impaired students, and add additional tests of value to the community.

**VII. Forms Checklist (place a checkmark beside the forms listed below that are submitted as part of the Annual Update):**

[x]  [Best Practices Form](http://committees.kccd.edu/bc/committee/programreview) **(Required)**

[ ]  Curricular Review Form **(Instructional Programs Required)**

[ ]  [Certificate Form](http://committees.kccd.edu/bc/committee/programreview) **(CTE Programs** **Required)**

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

[ ]  [Faculty Request Form](http://committees.kccd.edu/bc/committee/programreview) [x]  [Classified Request Form](http://committees.kccd.edu/bc/committee/programreview) [ ]  [Budget Form](http://committees.kccd.edu/bc/committee/programreview)

[ ]  Professional Development Form [ ]  [ISIT Form](http://committees.kccd.edu/bc/committee/programreview) [x]  [Facilities Form](http://committees.kccd.edu/bc/committee/programreview) (Includes Equipment)

[ ]  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_