**Bakersfield College**

**Program Review – Annual Update**

**I. Program Information:**

Program Name: Enrollment Services

Program Type:  Instructional  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**

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**

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.

Program Mission Statement:

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.

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.

**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.

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| **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  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: 08/2016 (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 expected that upgrade to be in place by the end of the fall 2015 term but we are still waiting. |
| 2. The Assessment Center will utilize AccuPlacer including the automated multiple measures as our placement test until the Statewide Common Assessment is available. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_6/30/2016\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_09/2015\_\_\_\_\_\_\_\_\_ (Date) | We have completed the automation of multiple measures for high school seniors. |

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| **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** |
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| **3.** Adopt the CAI in spring 2017 for non-high school seniors. We implement the CAI with automated multiple measures for high school seniors in the 2017-2018 school year. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement |  | CAI will be delayed and that will require us to continue to use Accuplacer for high school seniors for the coming year. |

1. List new or revised goals (if applicable)

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| **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  2: Student Progression and Completion  3: Facilities  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. | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | This year we asked students a yes/no questions about whether they had prepared for the tests. 48% of the high seniors tested stated that they had prepared. This year we will track the number of hours students spend in preparation for the tests and analyze the relationship between the number of hours spent and actual placement scores. |

**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. Other program-specific data that reflects significant changes *(please specify or attach).* All Student Affairs and Administrative Services should respond.

* 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 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.
* This year we increased the number of high school students using individual high school sites to 5837 from 4754. Testing students by “High School site” in AccuPlacer allows us to pull data from AccuPlacer that can show each school how their students placed with and without multiple measures and if the students actually prepared for the test. It will be very important that students keep a record of their CCCApply IDs because they will need to use them on the CAI. The number of other tests administered has dropped because we have been suspended from Pearson-Vue testing due to the lack of a separate sign in room in Assessment Center. A wall is to be built in September that will correct this situation.

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

Use attached **Assessment Report Form AU Tab**

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

* The reorganization of the Office of Admissions and Records is fully addressing the needs for more timely and effective services for our growing populations of first year students, transfer, graduates, certificate earners, veterans, international students, and Bachelor’s Degree students has been mostly implemented. The Office has been organized into four teams:

The Admissions/Registration Service Center with four A&R Tech 1s and one A&R Tech 2 (A&R Tech 2 is being implemented).

The Records Services Center with four A&R Tech 2s (4th A&R Tech 2 is being implemented).

The Compliance Services Center one A&R Tech 1 and one A&R Tech 2 (Tech 2 is being implemented to replace retiring A&R Tech 1).

* The Assessment Center conducted placement testing at local high schools for students. We continue to analyze the data and confirm that students continue to score higher when tested at their high schools. We have increased the number of students tested on their high school sites by 1083 students.

1. 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 limited small testing rooms as well as the lack of a separate check in room is becoming more crucial to the extent that we have been suspended by one company for whom we have been doing a large number of tests for our alums.. **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, and have a separate check in room for testees.

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

* The Inmate Education Program grant requires that we spend at least 25 days testing at local prisons and then entering those scores into Banner. The grant is funding a part-time position

to assist with this work.

* The additional prison packet registrations as well as a growing number Dual Enrollment courses being offered at local high school have increased the work of the A&R Tech 1s at

windows 1-4.

**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.
3. Professional Development:
4. Describe briefly the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last year, focusing on how it contributed to student success.

The Assessment Center full-day retreat focused on information from the national AccuPlacer/CLEP conference, collaborating with Outreach, high school testing multiple measures and the CAI, working on this unit plan, and viewing the “No Greater Odds” video.

The staff in Admissions and & Records participated in a full day retreat presented by PAS & Assoc. The training focused on team building and providing the best customer service to our students. Reviewed what is needed to make the student experience better in the admissions and records department. What is professionalism and how to increase a better student experience in our area for each other, our students, and our student workers.  Each staff member made a commitment to customer service and serving our students by providing better communication.

Staff in both offices regularly participate in Cross Training sessions to remain up-to-date with information that students need to be successful.

1. What professional development opportunities and contributions can your program make to the college in the future?

We will continue to coordinate Cross Training Workshops and offer sessions on using DegreeWorks.

1. Facilities:
2. How have facilities’ maintenance, repair or updating affected your program in the past year as it relates to student success?

* The lack of sufficient testing rooms for visually impaired students has caused upsets and delays in timely accommodations for those students.
* The lack of a separate check in room for the testing center has caused us to be suspended by Promissor – Vue, a great hardship for local firefighters and medical personnel.

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 will facilitate the change to the effective use of CAI.
4. Budget: Explain how your budget justifications will contribute to increased student success for your program.

We do not expect to make any significant increase to our non-personnel budget.

**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 added number of dual enrollment and prison based sessions has increased the workloads for the A&R staff. We look forward to Banner and DegreeWorks updates that will allow us to move quickly into issuing all degrees and certificates that students have earned.
* The Assessment Center has completed a remarkable amount of work including automating multiple measures and increasing the number of students tested at local high schools, but until we are able to move the Assessment Center from the current location, which was meant 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. The delay in implementation of CAI by the state has caused us to retain AccuPlacer to test the 2017 high school seniors.

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

[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)**

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[Faculty Request Form](http://committees.kccd.edu/bc/committee/programreview)  [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)  [Facilities Form](http://committees.kccd.edu/bc/committee/programreview) (Includes Equipment)

Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_