

Admissions & Records

Admissions and Records Program Review 2020

A. Program Information

1. Program Mission Statement

Please enter your mission statement here.

We are committed to providing high-quality services to support students in achieving their educational and career goals. By applying advanced technology, we effectively guide students through the application and registration processes while adhering to Title V and Education Code standards. We promote an equitable learning environment for the diverse community of students, faculty, and staff in which we serve.

2. Program Level Student Learning Outcomes

Please list the program level student learning outcomes.

Application: Students will demonstrate an understanding of where the application is located on the website, how to create their CCC apply account, and submit the application.

Petitions/Academic Policies: Students will understand when it is necessary to file a petition, how it impacts their school records and the documentation that may be needed prior to submitting the Petition for Exception of Registration Policies.

Residency: Students who have been classified as non-residents will learn what the requirements are for establishing residency and understand what documentation is needed to make changes to their classification.

B. Students Completing CCC Apply (Step 1)

Completed enrollment means that the student has completed the following five steps to become a student including: complete CCC Apply; meet assessment requirements; complete orientation; create an education plan; and register for classes. The chart below captures the first step - students who complete CCC Apply. The data will include: new first-time students, first-time transfer students and returning students.

Priority Enrollment Steps (Combined)												
Note: Steps 2-4 not required to enroll; each step can be completed any term in the same academic year as application (Student Success Metrics definition).												
Source: FHDA Banner:Swrftix table												
	2015-16		2016-17		2017-18		2018-19		2019-20		5yr change	
	HC	Percent	% change									
First-Year New												
CCC Apply (Step 1)	3,330	100%	3,384	100%	3,303	100%	3,440	100%	4,209	100%		
Assessment Req (Step 2*)	72	2%	1,042	31%	1,037	31%	1,008	29%	1,094	26%	24%	
Orientation (Step 3*)	37	1%	767	23%	740	22%	496	14%	822	20%	18%	
Ed Plan (Step 4*)	62	2%	1,299	38%	1,319	40%	1,091	32%	652	15%	14%	
Enrolled HC (Step 5)	1,850	56%	1,791	53%	1,735	53%	1,653	48%	1,964	47%	-9%	
First-Year Transfer												
CCC Apply (Step 1)	14,726	100%	16,441	100%	16,516	100%	15,542	100%	14,712	100%		
Assessment Req (Step 2*)	48	0%	935	6%	1,364	8%	1,528	10%	1,229	8%	8%	
Orientation (Step 3*)	43	0%	918	6%	831	5%	646	4%	1,779	12%	12%	
Ed Plan (Step 4*)	83	1%	3,337	20%	4,780	29%	3,471	22%	544	4%	3%	
Enrolled HC (Step 5)	7,793	53%	8,360	51%	9,166	55%	8,343	54%	7,841	53%	0%	

*Recommended but not required for students to enroll. These steps can occur in any order.

Completing CCC Apply (Step 1)						
Note: Student type determined from application data.						
Source: FHDA Banner:Szrccap table						
	2015-16	2016-17	2017-18	2018-19	2019-20	5yr change
	HC	HC	HC	HC	HC	% change
First-Time New	3,330	3,384	3,303	3,440	4,209	26%
First-Time Transfer	14,726	16,441	16,516	15,542	14,712	0%
Total	18,056	19,825	19,819	18,982	18,921	5%

3. In the data table above, what does the data trend indicate?

- the data trend shows an increase in the number of students completing Step 1

- the data trend shows a decrease in the number of students completing Step 1
- the data trend shows no change and/or is flat in the number of students completing Step 1

4. If the data trend shows an increase, decrease, or no change/flat in the number of students who complete Step 1, explain why.

With the data received above, data points we've seen from the State, and the Guided Pathway information sessions, we are making short-term and long-term changes. In the last couple of years and with the introduction to Guided Pathways, we as a department have been improving our delivery of how-to instructions for the application. We've added step-by-step guides, video guides, a Chatbot, and Frequently Asked Questions (FAQ) to our website. Other areas of improvement where we have incorporated changes, is to do our best to get back to students in a 24 hour period. We also have added more partnerships at the college and community where we work with our outreach department and instructional divisions to host application workshops for prospective students. Many times these workshops are for specifically our First Time New Student population which includes many first-generation, low-income, and other disproportionately impacted groups.

5. Does the data trend suggest actions are necessary to improve the number of students completing Step 1?

- Yes
- No

6. If yes, describe the proposed actions you discussed with the program team for improving the number of students completing Step 1.

The data trends suggest we are doing well, but we can improve the First Time Transfer Student population as it has gone down over the years. The decline could be related to a policy change of allowing non-resident students to pay resident tuition if enrolled in six units or less. We did see a large increase of students during this time from other colleges from across the nation. Unfortunately, the increased headcount did not bring the FTES that we thought it would and we lost in non-resident tuition. We will work with Institutional Research to find the regions where we saw increases in headcount during those periods and develop a plan to outreach to those areas. We then can see if the changes we've made have increased the headcount in these areas.

C. Students Meet Assessment Requirements (Step 2)

Priority Enrollment Steps (Combined)												
Note: Steps 2-4 not required to enroll; each step can be completed any term in the same academic year as application (Student Success Metrics definition).												
Source: FHDA Banner:Swrtfix table												
	2015-16		2016-17		2017-18		2018-19		2019-20		5yr change	
	HC	Percent	% change									
First-Year New												
CCC Apply (Step 1)	3,330	100%	3,384	100%	3,303	100%	3,440	100%	4,209	100%		
Assessment Req (Step 2*)	72	2%	1,042	31%	1,037	31%	1,008	29%	1,094	26%	24%	
Orientation (Step 3*)	37	1%	767	23%	740	22%	496	14%	822	20%	18%	
Ed Plan (Step 4*)	62	2%	1,299	38%	1,319	40%	1,091	32%	652	15%	14%	
Enrolled HC (Step 5)	1,850	56%	1,791	53%	1,735	53%	1,653	48%	1,964	47%	-9%	
First-Year Transfer												
CCC Apply (Step 1)	14,726	100%	16,441	100%	16,516	100%	15,542	100%	14,712	100%		
Assessment Req (Step 2*)	48	0%	935	6%	1,364	8%	1,528	10%	1,229	8%	8%	
Orientation (Step 3*)	43	0%	918	6%	831	5%	646	4%	1,779	12%	12%	
Ed Plan (Step 4*)	83	1%	3,337	20%	4,780	29%	3,471	22%	544	4%	3%	
Enrolled HC (Step 5)	7,793	53%	8,360	51%	9,166	55%	8,343	54%	7,841	53%	0%	

*Recommended but not required for students to enroll. These steps can occur in any order.

7. In the data table above, what does the data trend indicate?

- the data trend shows an increase in the number of students completing Step 2
- the data trend shows a decrease in the number of students completing Step 2
- the data trend shows no change and/or is flat in the number of students completing Step 2

8. If the data trend shows an increase, decrease, or no change/flat in the number of students who completed Step 2, explain why.

With the implementation of the Student Success & Support (3SP) in 2013, the numbers for placement increased as it was a requirement for priority registration. Efforts were made to make placement mobile, where it was possible for students to take placements at their high schools or any location with Wifi. We also had workshops at the college for students to complete this step on weekends and late evenings when typically the Assessment Office would be closed. In the last couple of years, the introduction to AB705 has made it easier for students to complete this step and many times do not need to step foot on campus. Admissions & Records worked with the Assessment Office to include these instructions on the Welcome Email after a student applies. We continue to work with Assessment to improve communication to students and update prerequisite tables in Banner as changes are made to AB705.

9. Does the data trend suggest actions are necessary to improve the number of students completing Step 2?

- Yes

No

10. If yes, describe the proposed actions you discussed with the program team for improving the number of students completing Step 2.

Though the trend suggests no improvements are needed we know that there are always ways to improve the onboarding process. What we know that is not represented on the data is ESL students struggle with self-placing. Students do not know the differences between the ESL levels. Students may select a lower-level course when their skills could be higher or vice versa. This will increase the student length of time before meeting transfer-level English and time to graduation. Admissions have met with the Language Arts Department and Assessment Office to develop a plan on how to assist students who may be struggling. Short term fix is to have ESL Faculty assess students during the first class. If the faculty believes the student should be placed higher or lower they will recommend the student take the other course. The instructor will assist by emailing A&R asking for the change of classes.

D. Students Complete Orientation (Step 3)

Priority Enrollment Steps (Combined)											
Note: Steps 2-4 not required to enroll; each step can be completed any term in the same academic year as application (Student Success Metrics definition).											
Source: FHDA Banner:Swrftix table											
	2015-16		2016-17		2017-18		2018-19		2019-20		5yr change
	HC	Percent	% change								
First-Year New											
CCC Apply (Step 1)	3,330	100%	3,384	100%	3,303	100%	3,440	100%	4,209	100%	
Assessment Req (Step 2*)	72	2%	1,042	31%	1,037	31%	1,008	29%	1,094	26%	24%
Orientation (Step 3*)	37	1%	767	23%	740	22%	496	14%	822	20%	18%
Ed Plan (Step 4*)	62	2%	1,299	38%	1,319	40%	1,091	32%	652	15%	14%
Enrolled HC (Step 5)	1,850	56%	1,791	53%	1,735	53%	1,653	48%	1,964	47%	-9%
First-Year Transfer											
CCC Apply (Step 1)	14,726	100%	16,441	100%	16,516	100%	15,542	100%	14,712	100%	
Assessment Req (Step 2*)	48	0%	935	6%	1,364	8%	1,528	10%	1,229	8%	8%
Orientation (Step 3*)	43	0%	918	6%	831	5%	646	4%	1,779	12%	12%
Ed Plan (Step 4*)	83	1%	3,337	20%	4,780	29%	3,471	22%	544	4%	3%
Enrolled HC (Step 5)	7,793	53%	8,360	51%	9,166	55%	8,343	54%	7,841	53%	0%

*Recommended but not required for students to enroll. These steps can occur in any order.

11. In the data table above, what does the data trend indicate?

- the data trend shows an increase in the number of students completing Step 3
- the data trend shows a decrease in the number of students completing Step 3
- the data trend shows no change and/or is flat in the number of students completing Step 3

12. If the data trend shows an increase, decrease, or no change/flat in the number of students who completed Step 3, explain why.

The orientation process moved from a required in-person or completion of Counseling 5 course to a fully online orientation around 2013. This had increased the number of completions and made it easy for any student, especially our distant education students. From 2013 to 2018 a vendor provided our online orientation which made it easy to track completions but made it difficult to update the content. In 2018 we moved from the vendor to our very own orientation through Canvas. We had difficulties tracking completions at first because it required a manual upload to Banner which was not understood at first. This is why we had lower numbers in 2018-19 but then got back to our average in 2019-2020. We are updating the online orientation to include more information about resources provided by the campus and more educational tools that we hope will improve persistence.

13. Does the data trend suggest actions are necessary to improve the number of students completing Step 3?

- Yes
- No

14. If yes, describe the proposed actions you discussed with the program team for improving the number of students completing Step 3.

Though the trend suggests no actions are needed, we are working to improve the orientation. The Orientation is a requirement for priority registration, which makes students want to complete this step. This is a great opportunity for the college to give students helpful information. Admissions will lead this effort and work with the online learning office to make the orientation more welcoming. We will do this by adding short videos on topics and also create more directed resources for all populations. We are receiving requests from high school students and their parents for more onboarding tools. As our dual enrollment population has surged these last few years, assisting these students now can assist with increasing our first-time student population after they graduate from high school. With earlier interventions, our attrition rates will improve as well.

E. Students Create An Ed Plan (Step 4)

Priority Enrollment Steps (Combined)
 Note: Steps 2-4 not required to enroll; each step can be completed any term in the same academic year as application (Student Success Metrics definition).
 Source: FHDA Banner:Swrtfix table

	2015-16		2016-17		2017-18		2018-19		2019-20		5yr change
	HC	Percent	% change								
First-Year New											
CCC Apply (Step 1)	3,330	100%	3,384	100%	3,303	100%	3,440	100%	4,209	100%	
Assessment Req (Step 2*)	72	2%	1,042	31%	1,037	31%	1,008	29%	1,094	26%	24%
Orientation (Step 3*)	37	1%	767	23%	740	22%	496	14%	822	20%	18%
Ed Plan (Step 4*)	62	2%	1,299	38%	1,319	40%	1,091	32%	652	15%	14%
Enrolled HC (Step 5)	1,850	56%	1,791	53%	1,735	53%	1,653	48%	1,964	47%	-9%
First-Year Transfer											
CCC Apply (Step 1)	14,726	100%	16,441	100%	16,516	100%	15,542	100%	14,712	100%	
Assessment Req (Step 2*)	48	0%	935	6%	1,364	8%	1,528	10%	1,229	8%	8%
Orientation (Step 3*)	43	0%	918	6%	831	5%	646	4%	1,779	12%	12%
Ed Plan (Step 4*)	83	1%	3,337	20%	4,780	29%	3,471	22%	544	4%	3%
Enrolled HC (Step 5)	7,793	53%	8,360	51%	9,166	55%	8,343	54%	7,841	53%	0%

*Recommended but not required for students to enroll. These steps can occur in any order.

15. In the data table above, what does the data trend indicate?

- the data trend shows an increase in the number of students completing Step 4
- the data trend shows a decrease in the number of students completing Step 4
- the data trend shows no change and/or is flat in the number of students completing Step 4

16. If the data trend shows an increase, decrease, or no change/flat in the number of students who complete Step 4, explain why.

With 3SP, the number of Ed Plans increased as it was a requirement for priority registration. Efforts were made to conduct counseling appointments at high schools and during college on-campus events. We had workshops at the college for students to complete this step on weekends and late evenings. Admissions & Records has updated the Welcome email and web pages to show that the counseling step is highly recommended for student success. We continue to work with the Counseling Office to improve communication with students and update information as needed. In 19-20, we offered fewer workshops and outreach events. A&R and Institutional Research is currently conducting research on student's major selections and asking students to confirm their selections. This will assist Counselors in creating the proper Ed Plan for students. A&R and Counseling continue to collaborate on best practices to communicate with students on the importance of completing Education Plans.

17. Does the data trend suggest actions are necessary to improve the number of students completing Step 4?

- Yes
- No

18. If yes, describe the proposed actions you discussed with the program team for improving the number of students completing Step 4.

Again, this area can also be improved and messaging to students on the importance of this step. Admissions & Records is working with the Guided Pathway Program Mapping Team to provide students more flow charts and tools for selecting classes in their major. Future upgrades to our student information system will also improve tools such as Degree Works, (Education Plan Tool), where classes will load into the student's schedule based on the education plan that the counselor and students have agreed to. Admissions & Records would work with Counseling to test and implement this process.

F. Students Register For Classes (Step 5)

Priority Enrollment Steps (Combined)
 Note: Steps 2-4 not required to enroll; each step can be completed any term in the same academic year as application (Student Success Metrics definition).
 Source: FHDA Banner:Swrtfix table

	2015-16		2016-17		2017-18		2018-19		2019-20		5yr change
	HC	Percent	% change								
First-Year New											
CCC Apply (Step 1)	3,330	100%	3,384	100%	3,303	100%	3,440	100%	4,209	100%	
Assessment Req (Step 2*)	72	2%	1,042	31%	1,037	31%	1,008	29%	1,094	26%	24%
Orientation (Step 3*)	37	1%	767	23%	740	22%	496	14%	822	20%	18%
Ed Plan (Step 4*)	62	2%	1,299	38%	1,319	40%	1,091	32%	652	15%	14%
Enrolled HC (Step 5)	1,850	56%	1,791	53%	1,735	53%	1,653	48%	1,964	47%	-9%
First-Year Transfer											
CCC Apply (Step 1)	14,726	100%	16,441	100%	16,516	100%	15,542	100%	14,712	100%	
Assessment Req (Step 2*)	48	0%	935	6%	1,364	8%	1,528	10%	1,229	8%	8%
Orientation (Step 3*)	43	0%	918	6%	831	5%	646	4%	1,779	12%	12%
Ed Plan (Step 4*)	83	1%	3,337	20%	4,780	29%	3,471	22%	544	4%	3%
Enrolled HC (Step 5)	7,793	53%	8,360	51%	9,166	55%	8,343	54%	7,841	53%	0%

*Recommended but not required for students to enroll. These steps can occur in any order.

19. In the data table above, what does the data trend indicate?

- the data trend shows an increase in the number of students completing Step 5
- the data trend shows a decrease in the number of students completing Step 5
- the data trend shows no change and/or is flat in the number of students completing Step 5

20. If the data trend shows an increase, decrease, or no change/flat in the number of students who completed Step 5, explain why.

Though headcount increased in 19-20, the number of students that have applied compared to those who have enrolled the overall percentage has gone down since 15-16. Our registration process can be improved and may also be complicated for students to understand. Depending on the quarter, there can be a large gap of time from when a student applies to when they register. For example, our Fall application opens in May, but registration doesn't begin until July. During this time we may be losing engagement with the student. We've also lowered the number of section offerings, so this may also contribute to the decrease. But with only around 50% of students registered compared to those who have applied we can do better.

21. Does the data trend suggest actions are necessary to improve the number of students completing Step 5?

- Yes
- No

22. If yes, describe the proposed actions you discussed with the program team for improving the number of students completing Step 5.

We need to analyze why our number of applicants increased but did not turn into enrollment. We'll need to work with IR to review our shopper/dropper data. Our office will also improve our Welcome email which will have more guiding information for students to use prior to registration. We can also provide more tools, such as videos on how to navigate My Portal and the registration process. With our implementation of Guided Pathways, the onboarding process is being revamped. We'll also collaborate with other student service departments to assist with targeted messages and steps for populations, such as DSPS, VETS, EOPS, and Foster Youth.

G. Students Completing Enrollment Steps By Ethnicity

The charts below show the number of students who completed each enrollment step by ethnicity.

CCC Apply (Step 1)
 Note: Student type determined from application data.
 Source: FHDA Banner:Szrcapp joined with ODS:Ethnicity Detail:Segmentation Group

	2015-16		2016-17		2017-18		2018-19		2019-20	
	HC	Percent								
First-Year New										
Black/African American	296	9%	217	6%	217	7%	234	7%	256	6%
Asian	566	17%	549	16%	588	18%	575	17%	877	21%
Filipinx	166	5%	150	4%	124	4%	122	4%	122	3%
Latinx	1,305	39%	1,478	44%	1,462	44%	1,395	41%	1,394	33%
Native American	21	1%	19	1%	27	1%	22	1%	35	1%
Pacific Islander	66	2%	68	2%	39	1%	51	1%	53	1%
White	873	26%	864	26%	806	24%	774	23%	1,239	29%
Decline to State	37	1%	39	1%	40	1%	267	8%	233	6%
Total	3,330	100%	3,384	100%	3,303	100%	3,440	100%	4,209	100%
First-Year Transfer										
Black/African American	762	5%	778	5%	771	5%	776	5%	718	5%
Asian	4,137	28%	4,908	30%	4,856	29%	4,354	28%	4,244	29%
Filipinx	782	5%	923	6%	844	5%	774	5%	752	5%
Latinx	2,938	20%	3,237	20%	3,376	20%	3,352	22%	3,143	21%
Native American	98	1%	91	1%	91	1%	92	1%	89	1%
Pacific Islander	156	1%	160	1%	160	1%	145	1%	147	1%
White	5,618	38%	6,124	37%	6,179	37%	5,426	35%	4,801	33%
Decline to State	235	2%	220	1%	239	1%	623	4%	818	6%
Total	14,726	100%	16,441	100%	16,516	100%	15,542	100%	14,712	100%

Assessment Req (Step 2)
 Note: Steps 2-4 not required to enroll; each step can be completed any term in the same academic year as application (Student Success Metrics definition).
 Source: FHDA Banner:Szrcapp joined with Swrftix table and with ODS:Ethnicity Detail:Segmentation Group

	2015-16		2016-17		2017-18		2018-19		2019-20	
	HC	Percent								
First-Year New										
Black/African American	6	8%	38	4%	57	5%	52	5%	66	6%
Asian	8	11%	225	22%	237	23%	231	23%	267	24%
Filipinx	5	7%	68	7%	66	6%	60	6%	52	5%
Latinx	37	51%	424	41%	411	40%	400	40%	416	38%
Native American	0	0%	3	0%	4	0%	1	0%	3	0%
Pacific Islander	1	1%	28	3%	14	1%	14	1%	17	2%
White	14	19%	251	24%	244	24%	237	24%	239	22%
Decline to State	1	1%	5	0%	4	0%	13	1%	34	3%
Total	72	100%	1,042	100%	1,037	100%	1,008	100%	1,094	100%
First-Year Transfer										
Black/African American	2	4%	45	5%	61	4%	69	5%	76	6%
Asian	17	35%	230	25%	386	28%	400	26%	332	27%
Filipinx	3	6%	70	7%	81	6%	79	5%	73	6%
Latinx	15	31%	277	30%	361	26%	413	27%	300	24%
Native American	0	0%	7	1%	10	1%	10	1%	16	1%
Pacific Islander	0	0%	11	1%	25	2%	15	1%	14	1%
White	10	21%	286	31%	424	31%	498	33%	380	31%
Decline to State	1	2%	9	1%	16	1%	44	3%	38	3%
Total	48	100%	935	100%	1,364	100%	1,528	100%	1,229	100%

Orientation (Step 3)
 Note: Steps 2-4 not required to enroll; each step can be completed any term in the same academic year as application (Student Success Metrics definition).
 Source: FHDA Banner:Szrcapp joined by Pid with Swrftix table and with ODS:Ethnicity Detail:Segmentation Group

	2015-16		2016-17		2017-18		2018-19		2019-20	
	HC	Percent								
First-Year New										
Black/African American	1	3%	36	5%	42	6%	29	6%	56	7%
Asian	9	24%	195	25%	183	25%	147	30%	240	29%
Filipinx	3	8%	50	7%	43	6%	6	1%	39	5%
Latinx	14	38%	281	37%	270	36%	31	6%	276	34%
Native American	0	0%	3	0%	6	1%	180	36%	1	0%
Pacific Islander	1	3%	17	2%	7	1%	0	0%	8	1%
White	8	22%	182	24%	186	25%	5	1%	179	22%
Decline to State	1	3%	3	0%	3	0%	98	20%	23	3%
Total	37	100%	767	100%	740	100%	496	100%	822	100%
First-Year Transfer										
Black/African American	2	5%	49	5%	40	5%	30	5%	127	7%
Asian	23	53%	311	34%	269	32%	240	37%	609	34%
Filipinx	4	9%	43	5%	67	8%	16	2%	116	7%
Latinx	6	14%	193	21%	172	21%	41	6%	363	20%
Native American	0	0%	5	1%	6	1%	139	22%	9	1%
Pacific Islander	0	0%	8	1%	12	1%	3	0%	14	1%
White	7	16%	299	33%	255	31%	6	1%	473	27%
Decline to State	1	2%	10	1%	10	1%	171	26%	68	4%
Total	43	100%	918	100%	831	100%	646	100%	1,779	100%

Ed Plan (Step 4)

Note: Steps 2-4 not required to enroll; each step can be completed any term in the same academic year as application (Student Success Metrics definition).

Source: FHDA Banner:Szrccap joined by Pid with Swrftix table and with ODS:Ethnicity Detail:Segmentation Group

	2015-16		2016-17		2017-18		2018-19		2019-20	
	HC	Percent								
First-Year New										
Black/African American	4	6%	75	6%	86	7%	77	7%	42	6%
Asian	12	19%	233	18%	253	19%	209	19%	152	23%
Filipinx	4	6%	74	6%	80	6%	58	5%	29	4%
Latinx	27	44%	530	41%	531	40%	431	40%	269	41%
Native American	0	0%	8	1%	5	0%	3	0%	0	0%
Pacific Islander	0	0%	33	3%	16	1%	11	1%	11	2%
White	14	23%	340	26%	340	26%	285	26%	129	20%
Decline to State	1	2%	6	0%	8	1%	17	2%	20	3%
Total	62	100%	1,299	100%	1,319	100%	1,091	100%	652	100%
First-Year Transfer										
Black/African American	4	5%	201	6%	235	5%	164	5%	48	9%
Asian	28	34%	783	23%	1,325	28%	993	29%	134	25%
Filipinx	6	7%	219	7%	248	5%	163	5%	29	5%
Latinx	19	23%	816	24%	1,049	22%	742	21%	161	30%
Native American	0	0%	18	1%	21	0%	21	1%	9	2%
Pacific Islander	1	1%	36	1%	53	1%	32	1%	11	2%
White	25	30%	1,235	37%	1,799	38%	1,247	36%	129	24%
Decline to State	0	0%	29	1%	50	1%	109	3%	23	4%
Total	83	100%	3,337	100%	4,780	100%	3,471	100%	544	100%

Enrolled (Step 5)

Note: Steps 2-4 not required to enroll; each step can be completed any term in the same academic year as application (Student Success Metrics definition).

Source: FHDA Banner:Szrccap joined by Pid with ODS:Registration Analysis and Ethnicity Detail:Segmentation Group

	2015-16		2016-17		2017-18		2018-19		2019-20	
	HC	Percent								
First-Year New										
Black/African American	124	7%	94	5%	106	6%	124	8%	136	7%
Asian	355	19%	355	20%	351	20%	346	21%	477	24%
Filipinx	112	6%	100	6%	93	5%	77	5%	80	4%
Latinx	645	35%	651	36%	652	38%	596	36%	673	34%
Native American	12	1%	9	1%	11	1%	6	0%	9	0%
Pacific Islander	26	1%	42	2%	21	1%	19	1%	27	1%
White	553	30%	524	29%	486	28%	422	26%	491	25%
Decline to State	23	1%	16	1%	15	1%	63	4%	71	4%
Total	1,850	100%	1,791	100%	1,735	100%	1,653	100%	1,964	100%
First-Year Transfer										
Black/African American	354	5%	361	4%	395	4%	370	4%	454	6%
Asian	2,277	29%	2,649	32%	2,795	30%	2,463	30%	2,449	31%
Filipinx	402	5%	439	5%	464	5%	403	5%	420	5%
Latinx	1,477	19%	1,578	19%	1,792	20%	1,655	20%	1,525	19%
Native American	50	1%	44	1%	50	1%	44	1%	46	1%
Pacific Islander	64	1%	76	1%	82	1%	74	1%	71	1%
White	3,049	39%	3,095	37%	3,458	38%	3,033	36%	2,428	31%
Decline to State	120	2%	118	1%	130	1%	301	4%	448	6%
Total	7,793	100%	8,360	100%	9,166	100%	8,343	100%	7,841	100%

23. In the data table above, what do the data trends indicate about the number of students who completed each of the five enrollment steps by ethnicity?

African American

- the data trend shows an increase in completed enrollment steps by African American students
- the data trend shows a decrease in completed enrollment steps by African American students
- the data trend shows no change and/or is flat in completed enrollment steps by African American students

Asian

- the data trend shows an increase in completed enrollment steps by Asian students
- the data trend shows a decrease in completed enrollment steps by Asian students
- the data trend shows no change and/or is flat in completed enrollment steps by Asian students

Filipinx

- the data trend shows an increase in completed enrollment steps by Filipinx students
- the data trend shows a decrease in completed enrollment steps by Filipinx students
- the data trend shows no change and/or is flat in completed enrollment steps by Filipinx students

Latinx

- the data trend shows an increase in completed enrollment steps by Latinx students

- the data trend shows a decrease in completed enrollment steps by Latinx students
- the data trend shows no change and/or is flat in completed enrollment steps by Latinx students

Native American

- the data trend shows an increase in completed enrollment steps by Native American students
- the data trend shows a decrease in completed enrollment steps by Native American students
- the data trend shows no change in completed enrollment steps by Native American students

Pacific Islander

- the data trend shows an increase in completed enrollment steps by Pacific Islander students
- the data trend shows a decrease in completed enrollment steps by Pacific Islander students
- the data trend shows no change and/or is flat in completed enrollment steps by Pacific Islander students

White

- the data trend shows an increase in completed enrollment steps by White students
- the data trend shows a decrease in completed enrollment steps by White students
- the data trend shows no change and/or is flat in completed enrollment steps by White students

Decline to State

- the data trend shows an increase in completed enrollment steps by decline to state students
- the data trend shows a decrease in completed enrollment steps by decline to state students
- the data trend shows no change and/or is flat in completed enrollment steps by decline to state students

24. If the data trend shows an inequity in the number of students completing all enrollment steps, explain why there was a change. (Use a separate bullet point for each category)

Asian, Latinx, and White have larger headcounts which then increases the percentage of completion numbers compared to all other ethnicities. But overall all ethnic groups have relatively flat or no change year to year. We do want to improve the numbers that complete each step as we are below 50% for all ethnicities. I believe there may be multiple factors for students of color not attending our college, but what we can control is the culture of the office, processes, and messaging. We believe students who feel empowered will persist through the matriculation steps.

25. Do the data trends suggest programmatic actions are necessary to address disparities in the number of students completing all enrollment steps by ethnicity, including low completion within a particular group?

- Yes
- No

26. If yes, describe the proposed actions for addressing disparities in the number of students completing all enrollment steps by ethnicity.

Targeted outreach with registration workshops for Black/African American, Native American, and Filipinx students to increase headcounts. With increasing the headcount it will be imperative that we have improved onboarding steps that are mentioned in the above matriculation steps. We need to emphasize the importance of completing these steps because of the benefits for long-term success and how it can shorten students time at the college.

H. Students Completing Enrollment Steps By First Gen

Tracking first-gen students is important in that it aligns with the Student Funding Formula.

CCC Apply (Step 1)
 Note: Student type determined from application data.
 Source: FHDA Banner:Szrcapp joined with ODS:Ethnicity Detail:Segmentation Group

	2015-16		2016-17		2017-18		2018-19		2019-20	
	HC	Percent								
First-Year New										
First Gen	1,296	39%	1,347	40%	1,295	39%	1,404	41%	1,339	32%
Not First Gen	1,631	49%	1,587	47%	1,495	45%	1,536	45%	2,357	56%
Unknown	403	12%	450	13%	513	16%	500	15%	513	12%
Total	3,330	100%	3,384	100%	3,303	100%	3,440	100%	4,209	100%
First-Year Transfer										
First Gen	3,138	21%	3,433	21%	3,566	22%	3,479	22%	3,117	21%
Not First Gen	10,767	73%	12,127	74%	12,051	73%	11,150	72%	10,744	73%
Unknown	821	6%	881	5%	899	5%	913	6%	851	6%
Total	14,726	100%	16,441	100%	16,516	100%	15,542	100%	14,712	100%

Assessment Req (Step 2)
 Note: Steps 2-4 not required to enroll; each step can be completed any term in the same academic year as application (Student Success Metrics definition).
 Source: FHDA Banner:Szrcapp joined with Swrftix table and with ODS:Ethnicity Detail:Segmentation Group

	2015-16		2016-17		2017-18		2018-19		2019-20	
	HC	Percent								
First-Year New										
First Gen	26	36%	344	33%	356	34%	310	31%	342	31%
Not First Gen	34	47%	603	58%	555	54%	585	58%	627	57%
Unknown	12	17%	95	9%	126	12%	113	11%	125	11%
Total	72	100%	1,042	100%	1,037	100%	1,008	100%	1,094	100%
First-Year Transfer										
First Gen	14	29%	234	25%	368	27%	391	26%	290	24%
Not First Gen	29	60%	634	68%	909	67%	1,047	69%	856	70%
Unknown	5	10%	67	7%	87	6%	90	6%	83	7%
Total	48	100%	935	100%	1,364	100%	1,528	100%	1,229	100%

Orientation (Step 3)
 Note: Steps 2-4 not required to enroll; each step can be completed any term in the same academic year as application (Student Success Metrics definition).
 Source: FHDA Banner:Szrcapp joined by Pid with Swrftix table and with ODS:Ethnicity Detail:Segmentation Group

	2015-16		2016-17		2017-18		2018-19		2019-20	
	HC	Percent								
First-Year New										
First Gen	13	35%	230	30%	241	33%	146	25%	237	29%
Not First Gen	18	49%	467	61%	418	56%	394	67%	515	63%
Unknown	6	16%	70	9%	81	11%	46	8%	70	9%
Total	37	100%	767	100%	740	100%	586	100%	822	100%
First-Year Transfer										
First Gen	11	26%	223	24%	208	25%	140	22%	405	23%
Not First Gen	28	65%	628	68%	583	70%	454	70%	1,251	70%
Unknown	4	9%	67	7%	40	5%	52	8%	123	7%
Total	43	100%	918	100%	831	100%	646	100%	1,779	100%

Ed Plan (Step 4)
 Note: Steps 2-4 not required to enroll; each step can be completed any term in the same academic year as application (Student Success Metrics definition).
 Source: FHDA Banner:Szrcapp joined by Pid with Swrftix table and with ODS:Ethnicity Detail:Segmentation Group

	2015-16		2016-17		2017-18		2018-19		2019-20	
	HC	Percent								
First-Year New										
Y First Gen	22	35%	432	33%	481	36%	373	34%	210	32%
Not First Gen	31	50%	714	55%	662	50%	581	53%	366	56%
Unknown	9	15%	153	12%	176	13%	137	13%	76	12%
Total	62	100%	1,299	100%	1,319	100%	1,091	100%	652	100%
First-Year Transfer										
Y First Gen	25	30%	731	22%	1,119	23%	819	24%	146	27%
Not First Gen	48	58%	2,388	72%	3,407	71%	2,402	69%	334	61%
Unknown	10	12%	218	7%	254	5%	250	7%	64	12%
Total	83	100%	3,337	100%	4,780	100%	3,471	100%	544	100%

Enrolled (Step 5)
 Note: Steps 2-4 not required to enroll; each step can be completed any term in the same academic year as application (Student Success Metrics definition).
 Source: FHDA Banner:Szrcapp joined by Pid with ODS:Registration Analysis and Ethnicity Detail:Segmentation Group

	2015-16		2016-17		2017-18		2018-19		2019-20	
	HC	Percent								
First-Year New										
Y First Gen	619	33%	573	32%	566	33%	553	33%	591	30%
Not First Gen	1,011	55%	992	55%	904	52%	883	53%	1,153	59%
Unknown	220	12%	226	13%	265	15%	217	13%	220	11%
Total	1,850	100%	1,791	100%	1,735	100%	1,653	100%	1,964	100%
First-Year Transfer										
Y First Gen	1,595	20%	1,651	20%	1,870	20%	1,713	21%	1,553	20%
Not First Gen	5,774	74%	6,257	75%	6,839	75%	6,178	74%	5,844	75%
Unknown	424	5%	452	5%	457	5%	452	5%	444	6%
Total	7,793	100%	8,360	100%	9,166	100%	8,343	100%	7,841	100%

27. In the data table above, what do the data trends indicate about the number of first-gen students completing each of the 5 enrollment steps?

- the data trend shows an increase in completed enrollment step by first-gen
- the data trend shows a decrease in completed enrollment step by first-gen

the data trend shows no change and/or is flat in completed enrollment step by first-gen

28. If the data trend shows a change in number of first-gen student enrollment, explain why there was a change.

The change from year to year is not significant, but we do need to improve the completion percentage for each step for First-Gen Students. We currently don't have any direct outreach efforts or workshops for First Gen at this time, so tracking of this is something that can be improved. We will collaborate with Counseling and explore bringing back our First-Year Experience Program. We can also work with outreach and marketing to host workshops for this population and highlight their success in making it to this step of entering college.

29. Do the data trends suggest programmatic actions are necessary to address disparities in the number of students completing all enrollment steps by first gen?

Yes

No

30. If yes, describe the proposed actions for addressing disparities in the number of students completing all enrollment steps by ethnicity.

When reviewing First Gen versus Not First Gen you can see a large difference in the percentage of completion for each step. Though the headcount is larger for the non-first gen students, you can still see the disparity in each step. Similar to our ethnicity groups we believe it's due to the lack of knowledge on how to navigate the college processes. These processes can be better laid out for all students but should make an improvement on our First-Gen Students. With the improvements mentioned in the matriculation steps, we should see higher numbers next year.

I. Students Completing Enrollment By Gender

The charts below show the number of students who completed each enrollment step by gender.

CCC Apply (Step 1)

Note: Student type determined from application data.

Source: FHDA Banner:Szrcapp joined with ODS:Ethnicity Detail:Segmentation Group

	2015-16		2016-17		2017-18		2018-19		2019-20	
	HC	Percent								
First-Year New										
Female	1,585	48%	1,713	51%	1,590	48%	1,616	47%	2,073	49%
Male	1,685	51%	1,610	48%	1,656	50%	1,734	50%	1,898	45%
Non-Binary	1	0%	1	0%	0	0%	0	0%	2	0%
Not Reported	59	2%	60	2%	57	2%	90	3%	236	6%
Total	3,330	100%	3,384	100%	3,303	100%	3,440	100%	4,209	100%
First-Year Transfer										
Female	8,033	55%	9,291	57%	9,007	55%	8,714	56%	8,089	55%
Male	6,423	44%	6,898	42%	7,234	44%	6,522	42%	6,314	43%
Non-Binary	1	0%	1	0%	1	0%	4	0%	3	0%
Not Reported	269	2%	251	2%	274	2%	302	2%	306	2%
Total	14,726	100%	16,441	100%	16,516	100%	15,542	100%	14,712	100%

Assessment Req (Step 2)

Note: Steps 2-4 not required to enroll; each step can be completed any term in the same academic year as application (Student Success Metrics definition).

Source: FHDA Banner:Szrcapp joined with Swrftix table and with ODS:Ethnicity Detail:Segmentation Group

	2015-16		2016-17		2017-18		2018-19		2019-20	
	HC	Percent								
First-Year New										
Female	33	46%	515	49%	500	48%	483	48%	581	53%
Male	39	54%	520	50%	530	51%	520	52%	502	46%
Non-Binary	0	0%	1	0%	0	0%	0	0%	1	0%
Not Reported	0	0%	6	1%	7	1%	5	0%	10	1%
Total	72	100%	1,042	100%	1,037	100%	1,008	100%	1,094	100%
First-Year Transfer										
Female	30	63%	511	55%	841	62%	963	63%	714	58%
Male	16	33%	414	44%	506	37%	549	36%	497	40%
Non-Binary	0	0%	0	0%	0	0%	0	0%	0	0%
Not Reported	2	4%	10	1%	17	1%	16	1%	18	1%
Total	48	100%	935	100%	1,364	100%	1,528	100%	1,229	100%

Orientation (Step 3)

Note: Steps 2-4 not required to enroll; each step can be completed any term in the same academic year as application (Student Success Metrics definition).

Source: FHDA Banner:Szrcapp joined by Pid with Swrftix table and with ODS:Ethnicity Detail:Segmentation Group

	2015-16		2016-17		2017-18		2018-19		2019-20	
	HC	Percent								
First-Year New										
Female	22	59%	394	51%	390	53%	251	51%	448	55%
Male	15	41%	366	48%	342	46%	244	49%	366	45%
Non-Binary	0	0%	1	0%	0	0%	0	0%	1	0%
Not Reported	0	0%	6	1%	8	1%	1	0%	7	1%
Total	37	100%	767	100%	740	100%	496	100%	822	100%
First-Year Transfer										
Female	32	74%	572	62%	490	59%	393	61%	1,059	60%
Male	10	23%	336	37%	328	39%	249	39%	684	38%
Non-Binary	0	0%	0	0%	1	0%	0	0%	1	0%
Not Reported	1	2%	10	1%	12	1%	4	1%	35	2%
Total	43	100%	918	100%	831	100%	646	100%	1,779	100%

Ed Plan (Step 4)

Note: Steps 2-4 not required to enroll; each step can be completed any term in the same academic year as application (Student Success Metrics definition).

Source: FHDA Banner:Szrccap joined by Pid with Swrftix table and with ODS:Ethnicity Detail:Segmentation Group

	2015-16		2016-17		2017-18		2018-19		2019-20	
First-Year New	HC	Percent								
Female	33	53%	594	46%	645	49%	490	45%	339	52%
Male	29	47%	687	53%	661	50%	588	54%	306	47%
Non-Binary	0	0%	1	0%	0	0%	0	0%	1	0%
Not Reported	0	0%	17	1%	13	1%	13	1%	6	1%
Total	62	100%	1,299	100%	1,319	100%	1,091	100%	652	100%
First-Year Transfer	HC	Percent								
Female	49	59%	1,749	52%	2,556	53%	1,845	53%	301	55%
Male	34	41%	1,545	46%	2,166	45%	1,540	44%	231	42%
Non-Binary	0	0%	0	0%	1	0%	2	0%	0	0%
Not Reported	0	0%	43	1%	57	1%	84	2%	12	2%
Total	83	100%	3,337	100%	4,780	100%	3,471	100%	544	100%

Enrolled (Step 5)

Note: Steps 2-4 not required to enroll; each step can be completed any term in the same academic year as application (Student Success Metrics definition).

Source: FHDA Banner:Szrccap joined by Pid with ODS:Registration Analysis and Ethnicity Detail:Segmentation Group

	2015-16		2016-17		2017-18		2018-19		2019-20	
First-Year New	HC	Percent								
Female	792	43%	823	46%	736	42%	697	42%	948	48%
Male	1,025	55%	947	53%	977	56%	914	55%	985	50%
Non-Binary	1	0%	1	0%		0%		0%	2	0%
Not Reported	32	2%	20	1%	22	1%	42	3%	29	1%
Total	1,850	100%	1,791	100%	1,735	100%	1,653	100%	1,964	100%
First-Year Transfer	HC	Percent								
Female	4,047	52%	4,507	54%	4,803	52%	4,431	53%	4,114	52%
Male	3,601	46%	3,715	44%	4,228	46%	3,750	45%	3,564	45%
Non-Binary	1	0%		0%	1	0%	1	0%	2	0%
Not Reported	144	2%	138	2%	134	1%	161	2%	161	2%
Total	7,793	100%	8,360	100%	9,166	100%	8,343	100%	7,841	100%

31. In the data table above, what do the data trends indicate about the number of students who completed each of the five enrollment steps by gender?

Females

- the data trend shows an increase in the female enrollment rates
- the data trend shows a decrease in the female enrollment rates
- the data trend shows no change and/or is flat in the female enrollment rates

Male

- the data trend shows an increase in the male enrollment rates
- the data trend shows a decrease in the male enrollment rates
- the data trend shows no change and/or is flat in the male enrollment rates

Non-binary

- the data trend shows an increase in the Non-binary enrollment rates
- the data trend shows a decrease in the Non-binary enrollment rates
- the data trend shows no change and/or is flat in the Non-binary enrollment rates

Decline to State

- the data trend shows an increase in the Decline to state enrollment rates
- the data trend shows a decrease in the Decline to state enrollment rates
- the data trend shows no change and/or is flat in the Decline to state enrollment rates

32. If the data trend shows a change in male, female, non-binary, or decline to state enrollment, explain why there was a change.

- Ed Plan

There was a decrease in both males and females over the last five years, but in all other areas, there was not much change. The college hasn't had a focus on gender when recruiting or when hosting workshops. We see Race as the underlining issue in most areas of education and our focus is to improve our policies and procedures and eliminate any unnecessary barriers.

33. If the data trend shows a lack of gender parity in your program, what is the source of that disparity and what is the program doing/planning to do to address this?

- CCCApply, not much disparity between male and female students who have completed this step. There was not enough data for non-binary students as the application only began to ask this question fairly recently.
- Assessment, again not much disparity, but males had a larger Head Count (HC) in completing this step.
- Orientation, again not much disparity, but female students had a larger HC in completing this step.
- For Ed Plan and Enrollment, males had higher numbers, but again not a large disparity.

Currently, we have not done direct outreach or workshops focusing on gender. We are currently working on improving communication that doesn't deadname students and that creates a more welcoming environment for non-binary students. Again completion rates for all steps need to improve and we are working on doing just that with Guided Pathways.

34. Use this opportunity to provide feedback on the template or address a topic that was not previously discussed.

We'd like to have our student service reviewed and how many times a student engages with our office. We'd like to see how many students return for the same question or service. It would be interesting to us to see if they receive their answers at Admissions and do not have to visit other locations. It would help the college in deciding if a Welcome Center is needed.

J. Service Area Outcomes Addendum

1. What are the service area outcomes/strategic objectives for the coming year?

1. In the academic year of 2021- 2022, the Dean of Enrollment Services will evaluate the staff's knowledge of Title 5 and district policies surrounding Admissions & Records. Staff, faculty, and students will report their satisfaction with the service received from all members of the office of Admissions & Records.
2. In the academic year of 2021- 2022, Admissions & Records will better inform faculty of census and grade policies, so that we see a 25% decrease in the number of late census and grade submissions.

2. What is your implementation plan for the above-mentioned objectives

1. For the first SAO, the Dean and Senior Supervisor will provide cross-training for staff and evaluate their knowledge with role-playing and short multiple-choice assessments. We will add this to our future retreats and weekly meetings. With this, we can better serve students on current and past policies that benefit them. We can also collaborate with ETS, Marketing, and the Online Learning Office to create additional online training and storage of information for future reference.
2. For the second SAO, we'll create outlines for these processes that include the Title 5 policy that supports them. We will work with the online learning office and attach these to our Admissions & Records Canvas page of resources for faculty to review each quarter. We will also ask that more reminders are sent out via My Portal, Canvas and clean up the current email messaging.

3. In the past five academic years, were there any commendations/special mentions identified in accreditation, state reports? If yes, please elaborate.

Yes, but not directly, the accreditation team did mention that as a college we needed to offer comparable services to our online students. This includes Admissions & Records. With COVID this has expedited that effort and currently, we have every service fully online with no need to submit anything in person, by mail, or fax.

We will continue to improve processes, forms, and communication to students as we hear feedback from students, staff, and faculty. We will follow a universal design model when making changes.

4. In the past five academic years, were there any major citations/findings identified in accreditation, audits or reviews (e.g. areas of improvement, strategic direction, facilities, personnel, etc.)? If yes, please elaborate.

None with accreditation, but we did receive one audit finding this past year which was regarding the time we report students to the National Student Loan Data System. We must report students every 60 days, but due to our quarterly calendar set up, at times we were late on some of the reports as they align more with semester colleges.

5. What actions has the program taken to address the accreditation, audit, or review citations/findings identified?

We have already implemented changes by working with the National Student Clearinghouse and aligning our calendar to report on time. We have also been added to the webinar listserv for future training. Additionally, we'll review this area in collaboration with Financial Aid, so that we continue to stay compliant.

6. What barriers has the department faced in implementing improvement?

We do not have barriers at this time, but what has made this difficult, is the amount of information we must know to stay in compliance. We are scheduling a quarterly meeting with the National Student Clearinghouse to review any changes with yearly audits. Keeping the line of communication open with them will help us stay on top of any changes from the National Student Loan Database.

Self-Study Checklist

Writers can use this final checklist for ensuring quality control before hitting the final submit button.

- Attended the Writer Orientation/Training in November
- Responses are supported by the data
- Engaged in discussion with IR Coach
- The Self-Study Report was written collaboratively with other program stakeholders
- The Self-Study Report was proofread by a collaborator

This form is completed and ready for acceptance.