All Fields Report

Program Overview	
Program	Enrollment Services
Does this program have a CTE component?	Yes
Academic Year	2014/2015
Review Period	6 Year
Service Areas	

Program Description and Goals

This section addresses the big picture. Prompts should help you describe your program and goals and the relationship to the institutional mission, vision and goals, and how the program is funded.

1. Describe the program and/or service area under review and how the program supports the mission of Santa Monica College.

General Introduction for Admissions & Records, Assessment Center, and Bursar's Office

This is a review of three different programs/departments on campus: The Admissions and Records Office, The Assessment Center and The Bursar's Office. These three departments all play a distinctly different, but equally important role in the student matriculation process. These departments do not all report to the same Vice President, however they do all serve as gateways, or entry points for students at Santa Monica College. The Bursar's Office is under the Business Administration area. The Assessment Center is a function of the larger Enrollment Services area, but is physically located next to the Bursar's Office. The Admissions and Records Office is located on the opposite side of campus. . Historically, these three offices were located in the same building and were called Station A (Admissions) station B (Counseling) and Station C was the Bursar's Office. All three services are planned to be reunited in the future when the Student Services Building is completed. Specifically, these departments assist in the process of applying, assessing in Math, English or ESL, enrolling for classes and then successfully paying for those courses prior to the published payment deadlines.

The matriculation steps for students are as follows. Students will:

- Apply (and select their educational goal as an important part of the application process)
- Prepare for their Assessment Tests (or Prep2Test as it is called here at SMC)
- Take their Assessment Test (Math, English or ESL)
- Do the Online Orientation which gives them a great deal of information about what it means to come to college, how to transfer, and how to make the most of their experience here at SMC.
- Create their Educational Plan (which is available online as part of MyEdPlan- and are encouraged to confirm that online educational plan with a counselor in person.)
- See a Counselor (if they haven't already done so as part of creating their Educational Plan)
- Enroll into open classes online through Corsair Connect (student online enrollment/information portal)
- Once students enroll into classes, they will be assessed appropriate fees and must pay these fees by the published deadlines or they will be dropped from their courses. (For detailed fee information, please see the fees website: www.smc.edu/fees).
- Student can pay for their fees online through Corsair Connect using a major credit card. Or they may pay in person at the Bursar's Office. Payment deadlines are set for each term and are advertised at the point of enrollment, through ads in Corsair Connect, via banners hung on campus, in the Schedule of Classes, as well as through targeted email blasts to students who have enrolled but not yet paid. Every effort is made by the Admissions and Records Office to communicate to students about their fee payment responsibilities prior to these important deadlines to ensure that students can remain enrolled in their courses.

Admissions and Records Office

Admissions and Records Office Mission Statement:

With the knowledgeable and talented Admissions and Records team we assure student success through the use of efficient communication, innovative technology and ongoing support to help student's reach their educational goals.

    -Created at Admissions Staff Retreat, January 2011

Admissions and Records - Description

The Admissions and Records Office contributes to the missions of the College by facilitating student access to affordable, high quality associate degrees and certificates of achievement programs. The Admissions and Records Office is responsible for all information regarding admission, enrollment, and student records. The scope of our services begins with the admission application and ends with the graduation ceremony. The Admissions and Records office oversees these major

functions:

- The application process
- The enrollment process
- Maintenance of student records
- Collection of grades
- Student transcripts
- Grade appeals
- Evaluation and processing of associate degrees, CSU General Education certification, Certificates of Achievement, IGETC certification.

Additionally, recent changes in Title 5 place a stronger emphasis on getting students on the right path when they enter the Community College system and then helping them achieve their educational goals. The creation of the Student Support and Success Program (SSSP) emphasizes students completing Orientation, Assessment, Counseling, Educational Planning and helping At-Risk students. Admissions plays a key role in communicating these processes to students and ensuring that the goals are met for the college.

Program Description and Goals: Assessment Center

The Assessment Center at Santa Monica College is dedicated to enhancing student learning by providing comprehensive, timely, and accessible testing services to new and continuing students. We are committed to maintaining professional testing standards and practices, safeguarding confidentiality of student records and testing instruments, and to creating an optimal testing environment for our students that is fair and free of unnecessary distractions. We subscribe to the SMC Honor Code's principles of Honesty and Integrity, and expect all students partaking of our services will conduct themselves honorably at all times.

Consistent with Santa Monica College's Mission, the Assessment Center also encourages and challenges students in achieving their educational goals by making informed decisions with respect to their preparation and readiness for placement testing. We assist students in this endeavor by developing learning materials and tutorials in such areas as general testing, writing, reading, and mathematics.

The Assessment Center is also responsive to the needs of new students attending the College. We offer our services to all qualifying students on a walk-in basis, as well as through pre-arranged group testing for freshmen students participating in our Admitted Students Day program (formerly known as Fantastic Fridays and Fantastic Days), and for newly arriving international students, and Intensive English Program students. The Assessment Center also offers proctoring services to non-SMC students on a limited basis as a form of community service for students enrolled in distance education programs and to freshmen students who must complete their placement tests prior to commencing their studies at another institution.

Program Description and Goals: Bursar's Office

The mission of the Bursar's Office is to be proactive in our support of the mission and strategic goals in the collection of student fees while optimizing the use of our available resources in providing the uninterrupted services essential to the successful financial operation of the college. We are committed to deliver efficient, cost effective and enhanced technology services to our diverse college community.

2. Identify the overarching goal(s) or charge/responsibilities of the program or service area. If appropriate, include ensuring/monitoring compliance with state, federal or other mandates.

Admissions and Records Office

In addition to the above list of major functions, the Admissions and Records Office also has embraced the goal of facilitating effective communication with students and faculty on campus regarding enrollment policies and procedures. The department is charged with remaining current and communicating with students and faculty/staff about the frequent changes in state and federal regulations that impact student enrollment (Ex: The Student Success and Support Program: SSSP and recent changes to laws impacting enrollment priority); ensuring/monitoring compliance with state, federal or other mandates; implementing the changes and then communicating with the campus about these changes is a primary responsibility of the Admissions and Records Office. Additionally, this office coordinates educational efforts relating to FERPA (Family Educational Right to Privacy Act) as well as processing student subpoena requests.

Assessment Center

The Assessment Center has primary responsibility for the assessment of students' language and computational skills for the purpose of course placement in English, ESL, mathematics, and chemistry 11. This charge stems from several administrative regulations (AR4111.4, AR4114) and from the California Code of Regulations Title 5. According to SMC

policy, all first-time college students with a degree/certificate/transfer goal desiring to enroll in more than 6 units their first term, or who intend to enroll a second term, must complete the full assessment for placement process in English/ESL and mathematics. Given the expiration of placement test scores after one calendar year, continuing students who did not initiate a course sequence for English, ESL, or math must reassess to determine their current eligibility in the same subject course.

The Assessment Center also adheres to the national *Code of Fair Testing Practices in Education* and with the National College Testing Association's professional standards and guidelines (albeit, we are not institutional members). We utilize testing instruments that are fully compliant with the *Standards, Policies, and Procedures for the Evaluation of Assessment Instruments Used in California Community Colleges*, which are validated periodically, formerly directly by Assessment Center staff, and by the Institutional Research Office since approximately 2010.

Our overarching goal is to contribute to the SMC Mission and institutional "supportive learning environment" goal by providing an array of testing services that are responsive to our student population. Among other things, the Assessment Center:

(1) Facilitates the testing needs of new and continuing students (individually and in groups)--on-campus and remotely (for out-of-area, out-of-state, and select out-of-the-country students);

(2) Administers State-approved exams to determine initial course placement in writing, reading, mathematics, and chemistry;

(3) Administers the Ability to Benefit test for the Financial Aid Office and the National League for Nursing Pre-Admission Examination for the Health Sciences Department.

(4) Develops and refers students to appropriate resources for test preparation;

(5) Processes requests for placement/prerequisite waivers for new and continuing students unable to request this service in person

(5) Provides outstanding customer service by being friendly, courteous, responsible, informative, accurate and supportive; and

(6) Serves as the primary liaison for outside testing agencies and institutions requiring proctoring assistance for their students.

Bursar's Office:

Electronic payment systems provide a faster, easier, and more efficient substitute for paper processing and recording of receipts and payments, while reducing the cost of processing these transactions.

3. If applicable, describe how the Institutional Learning Outcomes (ILOs), Supporting Goals, and/or Strategic Initiatives of the institution are integrated into the goals of the program or service area.

Assessment Center

Select institutional learning outcomes, supporting goals, and strategic initiatives are incorporated into several of the goals and activities carried out by the Assessment Center, and also inform our unit outcomes.

With respect to institutional learning outcomes and strategic initiatives, ILO 1—Personal Attributes—and ILO 2—Analytic and Communication Skills—the GRIT, and I^3 Initiative have a direct bearing on our goals and activities. For example, the Assessment Center actively promotes student adherence to the SMC Honor Code and expects students partaking of our services will do so with integrity and refrain from dishonest behavior (ILO 1, GRIT). We communicate this expectation to students verbally and in writing. We are one of the few departments at the College that actively authenticates students' identity before assessing and we monitor student activities while taking any of our placement tests. We also assess students' understanding of the SMC Honor Code as communicated in our Test Authorization Form at the conclusion of their test.

The Assessment Center also actively promotes the need for student preparation for placement testing and encourages students to view/read/use materials we create/compile so they may acquire the necessary knowledge and skills to successfully complete their placement tests (ILO 2). Our award-winning Prep2Test program has been an integral component of this effort (I^3; Supportive Learning Environment). Prep2Test promotes the importance of placement test preparation via an online short video, an extended online assessment "orientation," improved test preparation materials, and is promulgated by our staff, as well as other college personnel. Our upcoming Prep2Test app will further aid the College in helping students prepare for their placement tests by providing interactive test review items and quizzes.

[Sidenote: The addendum named "Assessment-Prep2Test Appendix" provides a full description of the Prep2Test program

along with a description of outcomes obtained (which are referred to later in this report). The appendixt includes several screenshoots of multimedia resources used in promoting the program as well as screenshots from our Prep2Test app].

Bursar's Office:

Santa Monica College has implemented an electronic payment system as a faster, easier, and more efficient substitute for paper transactions. Electronic payment systems use computer and electronic technology to streamline the processing and recording of receipts and payments, while reducing the cost of processing these transactions. Payment for fees can be done generally at any time of the day, and often you can see up-to-the-minute balances and recorded transactions. Traditional internal controls, such as written policies and procedures, authorizations, segregation of duties and monitoring, however, are still important in the new technological world.

4. If your program receives operating funding from any source other than District funds identify the funding source. If applicable, note the start and end dates of the funding (generally a grant), the percentage of the program budget supported by non-District funding, and list any staff positions funded wholly or in part by non-District funds. Do not include awards for non-operational items such as equipment (ex. VTEA) or value added activities (ex Margin of Excellence).

Admissions and Records Office

The Admissions and Records Office receives approximately 85% funding from the District. Begining with 2014-15, seven Student Services Specialist positions are being paid for out of the Student Success and Support Program (SSSP- formerly Matriculation). These positions constitute the "Evaluation Team" responsible for evaluating student transcripts, graduation petitions, certifications, etc. This work meets the funding requirements associated with SSSP.

Assessment Center

As one of the 4 core components of the Student Success and Support Programs (SSSP; formerly known as Matriculation), the College administration has opted to fund the Assessment Center's operation in its entirety through SSSP funds. This includes staffing, test units, and computer hardware/software. Funding is ongoing.

The Assessment Center's staff positions currently funded by SSSP include:

- Faculty leader/counselor (.5 FTE)
- Assessment Center Supervisor (1 FTE; yet to be hired)
- Senior Student Services Specialist (1 FTE)
- Student Services Specialist (1 FTE)
- Student Services Assistant (1 FTE)
- Student Services Clerk (2 FTE; one is a hybrid position shared with Admissions and Records)
- Student help (approx. 550 hours for summer coverage)

Bursar's Office

NA

Populations Served
In this section you will provide information that describes who your program or service area serves. When comparing data from different periods, use a consistent time frame (ex. Compare one fall term to another fall term)
Saved Information For Populations Served
Area/Discipline Information Pertains To

Admissions

1. Describe the students your program serves in terms of ethnicity, race, gender, age, residency status, citizenship, educational goal, enrollment status, and full/part-time status. Note any changes in student or enrollment data since the last program review.

The Admissions and Records Office serves all potential, current and former SMC students. According to the Institutional Research Office website, Santa Monica College served 30,000 credit students and 3,465 non credit students in Fall 2013. Of the students who are taking for-credit classes, 35.7% attend full time (12+ units) and 64.3% attend the college on a

part time basis (0.5 to 11.5 units). 82.6% of students enrolled are considered California residents, 6.3% are out-of-state and 11.2% are part of the International Education Center (IEC) and apply separately through that program. 74% of our students put on their application that their educational goal is to transfer to a 4 year degree program.

Table 1. Number of applications processed by Admissions and Records Office.

2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014 as of 8/14
28289	38397	31691	36658	35763	36141	36440	41147	48845	51769	52244	50291	44629	36859

Source: ISIS, 2014
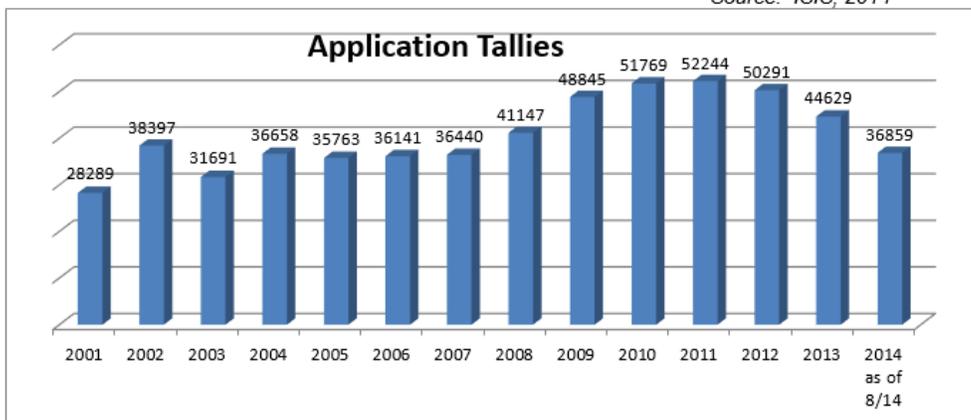
Source: ISIS, 2014

Since the last comprehensive program review done in 2008, the number of applications gradually increased (to peak in 2011) and then began a steady decline. This decrease in applications is likely a response to the economic turning around (students are less likely to go back to school if they are able to get employment) or it could also be seen as a student reaction to the many years of impacted enrollment at SMC. As the pendulum swings toward softer enrollment numbers statewide, SMC will need to remain focused on continued student outreach and recruitment to ensure that we achieve our enrollment goals.

Student Transcripts and Verifications

It is well known that SMC has a very large rate of students transferring to other colleges and universities. Therefore, it's no surprise that the Admissions Office processes a large volume of transcript requests. Approximately 50,000 transcripts and enrollment /degree verifications are processed annually. Requests are processed in accordance with the Family Educational Rights and Privacy Act (FERPA). Enrollment and degree verifications are requested by students themselves or by outside employers/agencies to verify that a student is enrolled in units at the college or to verify that they have earned a certain degree or certificate. Examples of such requests might be for students to verify their enrollment for their parent's health insurance or auto insurance.

Students may also need copies of their educational record (i.e. their transcript) to verify their enrollment status, grade point average and the courses they are enrolled in or have taken. Students may come into the Admissions Office to request a transcript in person (in person requests can take several weeks to process but their first two requests are free) or they may request and pay for a transcript online. Students may choose from the following options: A rush service (3 days to process and mail), FedEx mailing option (for an additional fee), and as of April 2012, an "On the Spot" transcript processing option (for an additional fee) which literally means that the transcript is printed and handed to the student or mailed on their behalf immediately . (See appendix item A for Transcript process and payment options as of Dec. 2011.)

In January of 2014, the Admissions and Records Office was able to send and receive XML/EDI (EXtensible Markup Language/Electronic Data Interchange) transcripts using Credentials Solutions. This was an important step in a positive direction in that student transcripts could automatically be sent electronically to other institutions (unless the student requests for a paper version to be sent). This significantly decreases the amount of time it takes to fulfill the student request and it saves the District in postage costs, staff time and security paper costs.   The ability to receive student records electronically from our trading partners is also a benefit to students because the information can be integrated into SMC's degree audit system almost immediately. The degree audit system is something that the SMC Counseling Department manages with the help of Academic Affairs and the Admission's Evaluators' input.

Table 2 provides a summary of transcripts orders processed in 2013 and 2014. "Orders completed" indicate the number of total orders placed. An order could consist of requesting one transcript, or 15 transcripts to be mailed to different institutions.

Table 2. Number of transcripts processed by Vendor and Admissions and Records Office

2013 Transcript Processing Summary

2013	Orders Completed	Paper Transcripts Printed at Institution	PDF Transcripts	EDI/XML Transcripts	Total Transcripts Sent
January	3813	5767	0	0	**5767**
February	2623	3918	0	0	**3918**
March	2479	3422	0	0	**3422**
April	1826	2322	0	0	**2322**
May	2002	2404	0	0	**2404**
June	3018	3300	294	0	**3594**
July	2647	2875	323	0	**3198**
August	2533	2676	401	0	**3077**
September	1591	1852	235	0	**2087**
October	1817	2299	269	0	**2568**
November	1711	2270	250	0	**2520**
December	1264	1581	221	1	**1803**
Totals	**27324**	**34686**	**1986**	**1**	**36680**

Source: Credentials Solutions, May 2014

January-April 2014 Transcript Processing Summary

	Orders Completed	Paper Transcripts Printed at Institution	PDF Transcripts	EDI/XML Transcripts	Total Transcripts Sent
14-Jan	3973	4634	567	497	**5698**
14-Feb	2677	3086	329	343	**3758**
14-Mar	2430	2836	350	263	**3449**
14-Apr	1747	1841	269	94	**2204**
Totals	**10827**	**12397**	**1515**	**1197**	**15109**

Source: Credentials Solutions, May 2014

In 2013, 5.44% of SMC transcripts were sent electronically. In 2014 this number increased to 17.95% within the first four months of the year. It is expected that this number will continue to increase as the number of trading partners (i.e. other schools that can receive transcripts electronically) increases as an efficiency and cost saving measure.
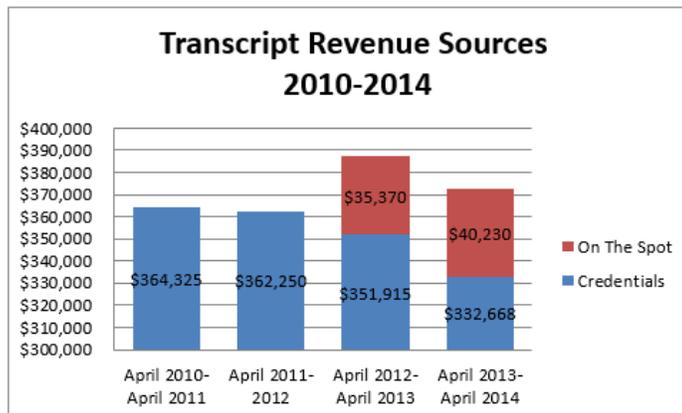
"On the Spot" transcript processing: This is the process where students can come into the Admissions Office and request to receive their transcripts immediately. The Admissions Office began offering this service to students in May of 2012 and has found that it remains in high student demand. After polling other Admissions and Records Offices throughout the California Community College system, it was seen that very few schools offer this service "on demand". This service seems to fit the needs of the SMC student population nicely.

Table 3. "On the Spot" transcripts sales

On-The-Spot Transcript Sales
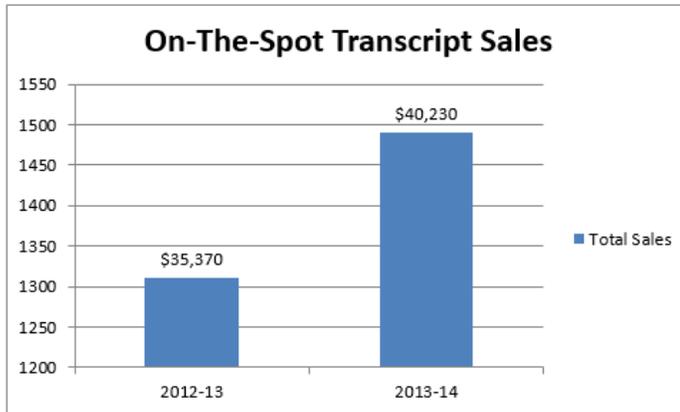
Source: SMC Bursar's Office

Table 4. Transcript Revenue Summary

Transcript Revenue Sources 2010-2014

Source: Credentials Solutions, May 2014

It is interesting to note that while there is an increase in the revenue from "On-the-Spot" transcript processing, there is a decrease of $14,387 in the amount of total revenue generated through transcripts processed by Credentials, the third party vendor. This decrease could be mirroring the decrease in enrollment activity over the past year (less students transferring and needing their transcripts sent). Revenue generated through transcript sales goes into the colleges' general fund.

AA Degrees, CSU and IGETC Certifications and Career Certificates

Students submit petitions for CSUGE and IGETC Certification during the period from January 1 through July 31 for Spring submission and October 1 through December 1 for Fall submissions. These petitions are important for students to complete because they certify the academic work completed at SMC as it fulfills the requirements to transfer to California State Universities (CSU's) as well as the more generally transferable pattern called the Intersegmental General Education Transfer Curriculum (IGETC). IGETC is a series of courses that California community college students may complete to satisfy the lower-division breadth/general education requirements at both UC and the California State University.

Associate degree, Certificates of Achievement petitions (formerly Career Certificates) and Department Certificates are accepted in the Admissions Office as follows:

- For Spring: The start of the Spring semester through April 30
- For Summer: The start of Summer term through July 31
- For Fall: The Start of Fall semester through December 1

Students are processed and awarded these certificates annually. The Degree Audit system assists with the evaluation of transcripts for students who have attended SMC only. The Degree Audit service is valuable, however approximately 50% of SMC students have transferable work from other institutions. This impacts the workload for the Admissions Evaluation team.

2. Compare your student population with the college demographic. Are the students in your program different from the college population? Reflect on whether your program is serving the targeted student population.

NA

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3. Discuss any significant change(s) in the population(s) served since the last full program review and the possible reasons for the change(s).

NA

Assessment Center

1. Describe the students your program serves in terms of ethnicity, race, gender, age, residency status, citizenship, educational goal, enrollment status, and full/part-time status. Note any changes in student or enrollment data since the last program review.

Note should be taken the Assessment Center has never undergone a program review at the College; however, an annual report of our activities is produced for the Vice President of Enrollment Development.

The Assessment Center provides services to any SMC student that solicits it, and otherwise qualifies to take a placement test. We assist students by answering simple inquiries that do not require we access student records, to students taking one to three placement tests (English/ESL, mathematics, and chemistry), and students who require proctoring services on behalf of their institutions of origin. We also provide remote testing and placement/prerequisite waiver processing services to out-of-area and out-of-state students. Given our existing infrastructure and limited availability of a student tracking system tied to ISIS, we do not systematically collect student identification numbers for students posing simple inquiries. Hence, it is difficult to provide the reader with a single statistic for each of the indicators requested. The Assessment Center, however, does maintain a paper-pencil foot traffic log where we record the number of in-person students "served" throughout the day (broken down by hour and day of the week) at the Assessment Center. This information is then recorded in a spreadsheet where we track foot traffic by year, month, week, day, and hour. Thus, we are able to track foot traffic patterns for any of these individual variables across years. Separate logs are also maintained for a variety of other services, including remote testing requests, placement waiver requests, and official test records release requests.

With respect to student demographic characteristics, we regularly collect a variety of demographic variables as part of our testing programs—ACCUPLACER English and ESL and COMPASS Math). These demographics will be discussed below in the context of each of our testing platforms. Additionally, beginning in mid-March 2012, the Assessment Center faculty leader worked with MIS personnel to change how student test records are uploaded into ISIS so that test scores and a rich dataset containing various testing outcome and demographic variables were kept in perpetuity for testing and research purposes. This data warehouse has undergone two slight revisions, but must still undergo further refinements to be of better use to the Assessment Center and other parties. Upon culmination of the 2014 calendar year, we will be able to draw comparisons with 2013 data. It is anticipated this will take place in preparation for the 2014-15 annual report.

Answers to question B1 for the Assessment Center are organized as follows: 1) Foot traffic statistics are first discussed, which provide an overview of the volume and traffic pattern of students that walk through our doors year-to-year; 2) select demographics are presented for the year 2008 and 2013 for students completing the English/ESL placement test; 3) similar demographics are presented for the year 2009 and 2013 for students completing the math placement test; and 4) demographics extracted from our data warehouse for the year 2013 are also presented; these data come from a variety of sources, including the student admission application, financial aid form, and testing programs used in the Assessment Center. Each of these sets of analyses provides a different view of the students we serve in the Center.
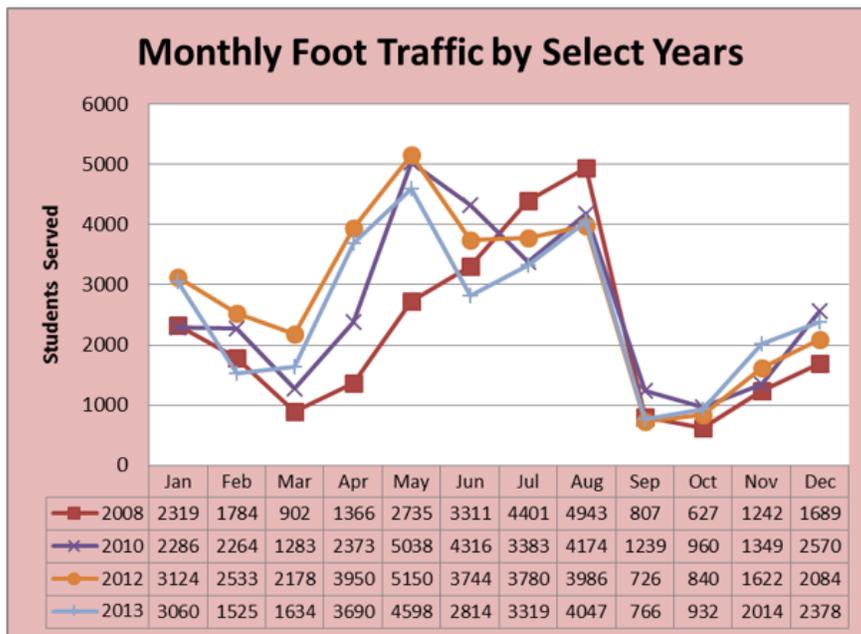
Foot Traffic Statistics

The Assessment Center formally began tracking foot traffic statistics in March 2005. Since then, nearly 260,000 students have been served (through July 25, 2014). As noted in Figure 1, and focusing on the last 6.5 calendar years only (January 2008 through July 25, 2014), the Assessment Center served 201,003 students. The average growth rate for the entire period was 3.8%. The largest year-to-year growth rate in the number of students served was 16.4% from 2008 to 2009, followed by 13.7% from 2011 to 2012. The largest decline of 8.7% occurred from 2012 to 2013. The decline coincides with the "softening" of enrollment the college began to experience as the U.S. economy and unemployment rates improved.

Figure 1.

Total Foot Traffic by Year
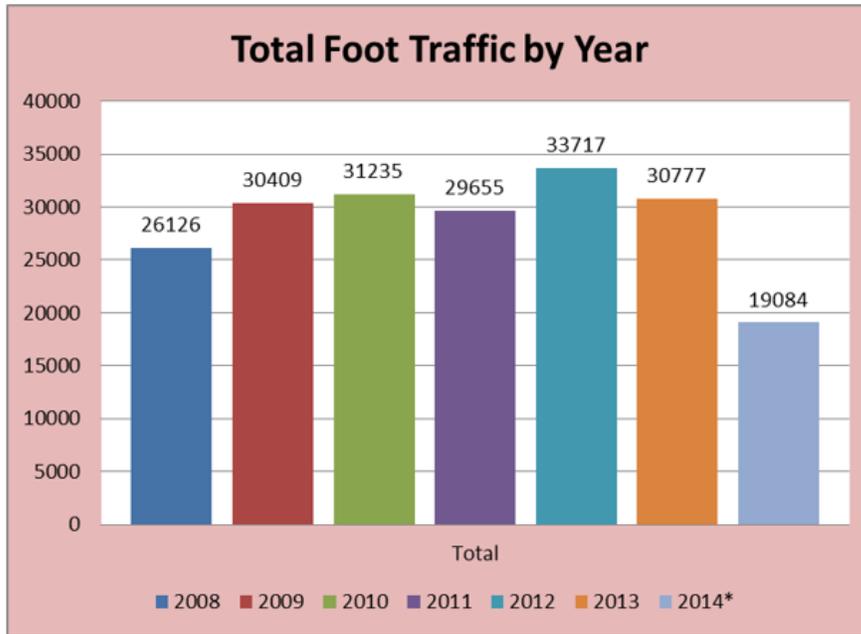
In addition to tracking general foot traffic statistics, the Assessment Center regularly monitors trends based on these statistics to help us plan our staffing needs for specific periods of time during the year, weekday, and time of day. Figure 2 illustrates four years of foot traffic statistics by year and month. While the number of students served has fluctuated year-to-year, the monthly pattern has remained fairly steady, with some exceptions. Using 2008 as the baseline, for example, we see that July and August were by far the busiest months for student inquiries and testing. However, this pattern began to change in 2009 and settled in 2010. The months of May and April are now the busiest, followed by August.
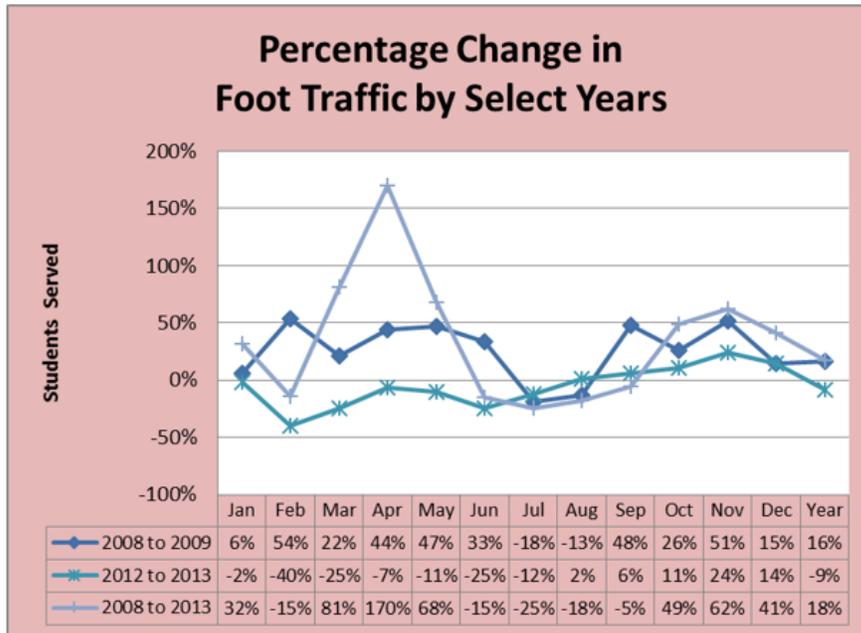
Figure 2

Monthly Foot Traffic by Select Years

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
2008	2319	1784	902	1366	2735	3311	4401	4943	807	627	1242	1689
2010	2286	2264	1283	2373	5038	4316	3383	4174	1239	960	1349	2570
2012	3124	2533	2178	3950	5150	3744	3780	3986	726	840	1622	2084
2013	3060	1525	1634	3690	4598	2814	3319	4047	766	932	2014	2378

Similar changes can be observed in Figure 3, which displays percentage changes in foot traffic statistics from year-to-year. Most notably is the 170% increase of students served in the month of April from 2008 to 2013. This figure also notes other significant percentage increases in foot traffic, such as the 81% increase for March, and the 62% increase for the month of November, of the same periods.

The above changes can be explained by modifications in enrollment policies implemented by the College. For example, SMC shifted the start of the enrollment cycle for the summer/fall semesters to the month May, and students have been incentivized to complete the assessment process (along with their college orientation) in order to get a slight bump in enrollment priority over students who do not complete these processes by a late April deadline. Completing the assessment process earlier by first-time college students (Matriculant 1, Enrollment Status 1) also means they are able to enroll in more than 6 units if they choose. Otherwise, they are limited to taking no more than 6 units their first semester.

Figure 3

Percentage Change in Foot Traffic by Select Years

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Year
2008 to 2009	6%	54%	22%	44%	47%	33%	-18%	-13%	48%	26%	51%	15%	16%
2012 to 2013	-2%	-40%	-25%	-7%	-11%	-25%	-12%	2%	6%	11%	24%	14%	-9%
2008 to 2013	32%	-15%	81%	170%	68%	-15%	-25%	-18%	-5%	49%	62%	41%	18%

With respect to foot traffic patterns by day of the week and time of day, the following observations may be made. Figure 4 shows Tuesdays and Wednesdays are the busiest days of the week, followed by Thursdays and Mondays. A significant increase in students assisted during Fridays can also be seen. Specifically, the Assessment Center expanded testing to the morning hours on Fridays, hence the 254% increase between 2008 and 2013. Figure 5 also shows that the opening hour (9 am – 10 am) is by far the busiest of times. While not shown in the figure, this is especially true during the busiest months of April, May, and August, when the Assessment Center experiences 1-4 hour-long wait lines. The figure also notes that the Center continues to be busy throughout the morning and early afternoon hours. Examining the graph, we also show percentage increases in foot traffic by hour of operation. Again, the most notable change is for the 9-10 am hour, which saw a 59% increase in foot traffic between 2008 and 2013. The percentage decrease experienced during the 2-5 pm hours can be explained in part by a change in hours of operation. The Assessment Center began closing at 4:30 on Monday and Thursdays instead of 5:00 pm, and at 1:30 pm, instead of 4 pm on Fridays.
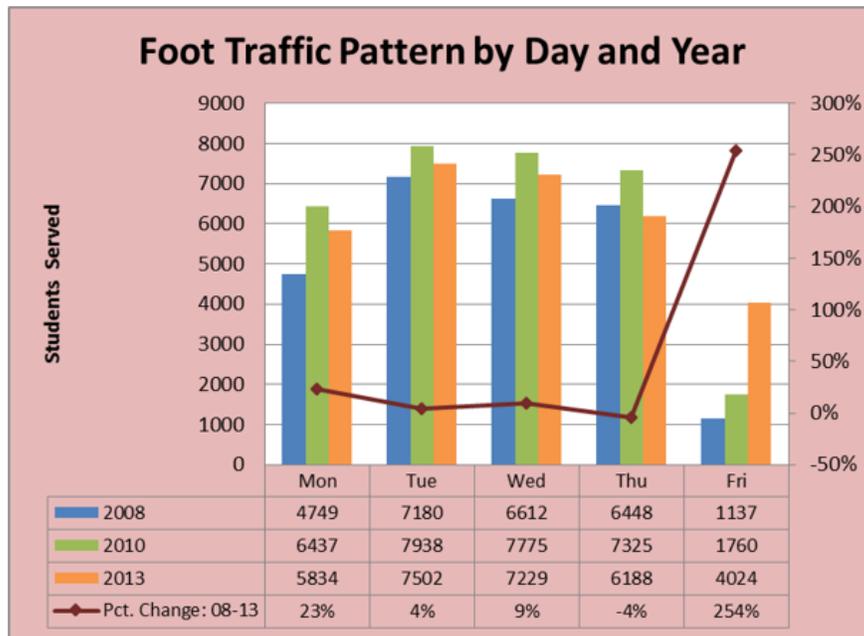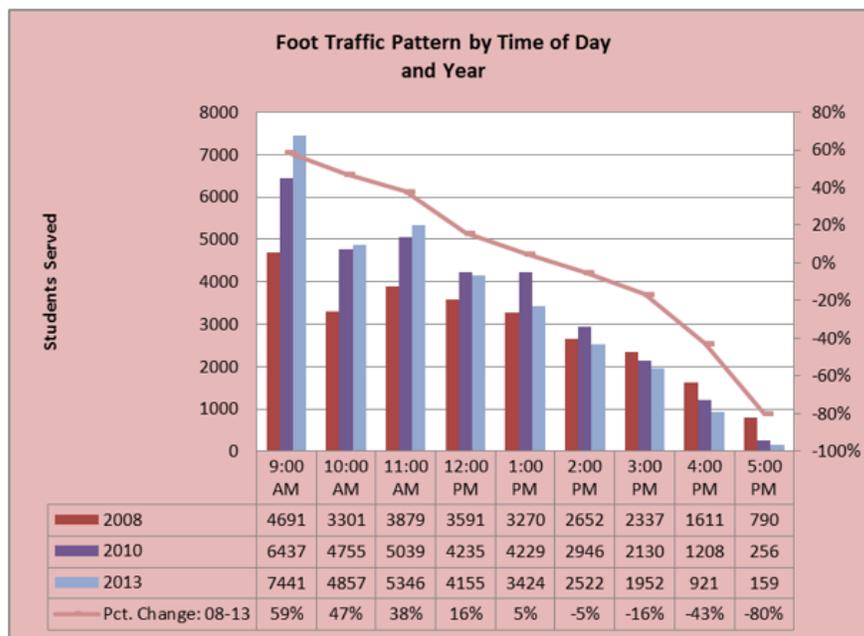
Figure 4

Foot Traffic Pattern by Day and Year

	Mon	Tue	Wed	Thu	Fri
2008	4749	7180	6612	6448	1137
2010	6437	7938	7775	7325	1760
2013	5834	7502	7229	6188	4024
Pct. Change: 08-13	23%	4%	9%	-4%	254%

Figure 5

Foot Traffic Pattern by Time of Day and Year

	9:00 AM	10:00 AM	11:00 AM	12:00 PM	1:00 PM	2:00 PM	3:00 PM	4:00 PM	5:00 PM
2008	4691	3301	3879	3591	3270	2652	2337	1611	790
2010	6437	4755	5039	4235	4229	2946	2130	1208	256
2013	7441	4857	5346	4155	3424	2522	1952	921	159
Pct. Change: 08-13	59%	47%	38%	16%	5%	-5%	-16%	-43%	-80%

Use of Foot Traffic Statistics

Regularly examining foot traffic patterns have enabled the Assessment Center leadership to anticipate staffing needs throughout the year and to schedule staff vacations around the busiest of times. We also use this information to determine when group testing for international (F1-Visa) and high school students participating in SMC Admitted Student Days can occur. This information is also used in our scheduling of proctoring services offered on behalf of other institutions.

Focusing on staff, and as will be noted elsewhere in greater detail, staffing had been an ongoing challenge for the Assessment Center until fairly recently. The Assessment Center consisted of three full-time employees for a number of years, assisted by student workers. However, since Dean Kiersten Elliott's assumption of administrative oversight over

the Assessment Center, we have expanded our full-time staff to four positions, and we are aided during the busy periods noted above by three full-time staff members whose "hybrid" positions were created by Dean Elliott and are "shared" between the Admissions Office and Assessment Center; although they reside in Admissions. This innovative approach to staffing ensures the Assessment Center's staffing needs are met at the times we need more knowledgeable and trained personnel to work with students, and these same employees then go on to work on other responsibilities during off-peak periods in the Admissions Office.

Demographic Characteristics for Students Completing the English/ESL Placement Tests: 2008 and 2013

Listed below are select student demographics for students completing the English and ESL placement tests in 2008 and 2013. The list first presents the 2008 statistics followed by the 2013 statistics for comparison. One will immediately note a substantial decrease in the number of students taking the English placement test, decreasing by 12% during this period.

- 12,082 and 10,634 students took the English test in 2008 and 2013, respectively;
- 3,079 and 3,006 took the ESL test;
- 26%/23% were White, 22%/34% were Latino/a, 18%/15% were Asian, 14%/12% were Black/African American, 11%/7% were Other, 7%/4% were Unknown, 2%/5% were multicultural, and .3%/.5% were American Indian/Alaskan Native.
- 51%/48% female; 49%/51% male;
- 33%/27% were still attending high school at the time of the test; 6%/3% did not have a high school diploma or GED;
- 66%/69% had recently attended school—within the last year;
- 58%/72% planned to attend SMC full-time;
- 43%/20% of students are English as a Second Language learners;
- 10% reported a disabling condition/impairment;
- 38%/41% reported neither their father/mother had attended college; but 29% of their fathers and 30% of their mothers had graduated college (2013 data only);
- 32%/22% reported working 21+ hours, 46%/50% 1-20 hours, and 22%/27% did not plan to work;
- 50%/70% indicated they planned to apply for federal financial aid;
- 65%/70% characterize their previous academic performance as average;
- 84%/75% reported feeling ready to undertake college-level coursework

Demographic Characteristics for Students Completing the Math Placement Tests: 2009 and 2013

Listed below are select demographics for students completing the mathematics placement tests in 2009 and 2013. The 2009 data is presented instead of that from 2008 as with English and ESL because the Assessment Center transitioned to a newer version of the COMPASS program in April 2008 and demographic data fields/answer choices between versions were revised. The list first presents the 2009 statistics followed by the 2013 statistics for comparison. One will immediately note a substantial decrease in the number of students taking the math placement test, decreasing by 36% during this period. As will be noted later, this may be attributed in part to our messaging on the importance of preparing for placement tests, which in turn result in fewer retesting requests.

- 16,594 and 10,634 students took the math placement test in 2009 and 2013, respectively;
- 23%/23% were White, 32%/34% were Latino/a, 11%/15% were Asian, 14%/12% were Black/African American, 15%/7% were Other, 5%/4% were Unknown, and .4%/.5% were American Indian/Alaskan Native.
- 50%/48% female; 50%/51% male;
- With respect to educational goal in 2009, 6% intended to only take a few classes, 7% a certificate, 16% an associate degree, 39% a baccalaureate degree, and 32% a graduate or professional degree.
- 38% reported a high school GPA of 3.0+; 50% a GPA of 2.0-2.9; and 13% below 2.0;
- 40% expected to receive a first semester GPA of 3.5 or higher, 41% a GPA of 3.0-3.4, 19% a GPA of 2.0-2.9.
- 44%/69% had taken a math class within the preceding year, 23% within 1-2 years; and 33% more than 2 years prior to assessing;
- 16% reported earning an "A" in their last math class, 31% a "B", 35% a "C", 11% a "D", and 6% an "F";
- 53%/72% planned to attend SMC full-time;

2013 Unduplicated Demographics for Students Taking an English, ESL, or Math Placement Test

While the Assessment Center administered 22,884 placement tests in 2013, the unduplicated headcount for students testing was 12,076. Of these, 10,808 (89%) took more than one test (or retested in a subject area). Demographically, the 12,076 students had the following characteristics:

- Race/Ethnicity: 44% were Latino/a, 26% were White, 12% were Black/African American, 12% were Asian/PI, 4% were two or more races, 2% were unreported/unknown, and .2% American Indian/Alaskan Native.
- Gender: 51% were male and 49% were female;
- Age: mean age of 21.6; 55% were 19 years of age and younger; 30% were 20-24, 8% were 25-29; 4% were 30-39,

2% were 40-49, and 1% were 50+.
- Citizenship: 83% were U.S. citizens, 8% were permanent residents, 3% were F1-Visa students, 2.5% had another form of visa, and 3.4% were of unknown status.
- Primary Language: 89% reported English was their primary language, 2% Spanish, 2% Chinese, 2% Farsi.
- Residency: For purpose of enrollment fees classification, 85% were designated at LA-nontuition and 8% as California residents; 7% were non-California residents (out of state or foreign).
- Matriculation/Enrollment Status: 97% were Matriculant 1students (intending to pursue a degree, certificate, or transfer), with 55% having attended the term prior to assessment, 25% attended SMC immediately after high school, 10% were reverse-transfers, and 6% were returning to SMC after an absence of one of more semesters.
- Educational Goal: 58% intended to transfer with an associate degree, 16% intended to transfer without an associate degree, 7% were undecided, 5% were university students taking required coursework at SMC, 6% intended to get an associate degree without transfer, and 8% have miscellaneous goals including personal interests, meeting requirements for graduate school, etc.
- Previous Education: 87% had completed a high school diploma or GED, 5% were still in high school, 3% had completed an associate degree or higher, 3% completed a secondary school outside the U.S.
- Income: 35% reported individual/family incomes under $15,315, 26% incomes between $15,316 and $30,975, and 39% above $30,975.

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2. Compare your student population with the college demographic. Are the students in your program different from the college population? Reflect on whether your program is serving the targeted student population.

The Assessment Center provides services to any student attending SMC, thus we are not intentional on serving only one specific population. However, given the College's mandatory assessment policy, first-year college students (who recently completed high school) do represent one-quarter of our students. These students receive targeted messaging from our Dean of Enrollment Development reminding them of the need to complete their placement tests prior to enrolling their first semester. Additionally, these students are subject to an assessment hold which prevents them from enrolling in more than 6 units on their first semester until both the English/ESL and math placement tests are completed. This explains in part, the larger proportion of younger (<20 years of age) freshmen students coming to assess.

Comparing the 2013 demographics for students taking an English, ESL, or math placement test to fall 2013 SMC demographics reported by the Institutional Research Office ("Fast Facts), the following observations are noted:

- In contrast to their proportion at the College, Latino/a students were overrepresented by 7 percentage points at the Assessment Center; the same was true for African American students (+3 percentage points). Asian/PIs were slightly underrepresented (-2 percentage points).
- We served nearly equal proportions of male and female students as those in the general student population.
- California residents constituted a higher percentage of students at the Assessment Center: 93% vs. 83%, a 10 percentage point difference.
- The proportion of first-time college students and special admit students was higher at the Assessment Center than in the general population: 25% vs. 20%, and 3% vs. <1%
- Students at the Assessment Center were slightly older on average: 24.6 vs. 24.1; students 19 years of age and younger were overwhelmingly overrepresented as well: 55% vs. 31%. All other age groups were slightly underrepresented.
- With respect to educational goal, a similar proportion indicated an interest in transferring to a university--74%--and in attaining an associate degree—6%. A higher percentage expressed being undecided on a goal: 8% vs. <5%.

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3. Discuss any significant change(s) in the population(s) served since the last full program review and the possible reasons for the change(s).

Although we have not undergone program review in the past, the following trends in foot traffic and placement testing statistics standout most significantly when considering 2008/2009 and 2013 data:

- The overall growth rate in foot traffic increased by 3.8% between 2008 and 2013.
- The largest year-to-year growth rate in the number of students served was 16.4% from 2008 to 2009, followed by 13.7% from 2011 to 2012.
- The largest decline of 8.7% occurred from 2012 to 20The number of students taking the English test dropped by 12%, while that of math dropped by 36%.
- The percentage of Latino/a students assessing increased from 22%-34% (in English and math testing, respectively) to 44%.
- The percentage of students indicating an interest in attending SMC full-time rose from 58% to 72%.
- While the percentage of students indicating they would work more than 20 hours per week decreased from 32% to 22%, more students expressed plans to apply for financial aid, increasing from 50% to 70%.
- Fewer students reported feeling ready to undertake college-level coursework, dropping from 84% to 75%.
- The percentage of students taking a math class in the preceding calendar year prior to assessing in math increased from 44% to 69%

The following are possible reasons for the changes noted above:

- The percentage increase/decrease in the number of students served and assessed by the Assessment Center coincide with the increase in enrollment Santa Monica College experienced on or about 2008-10 as a result of high unemployment rates and a slow U.S. economy. The decrease we have experienced in the last year, also coincides with the improved economy and job outlook.
- Fewer students are testing in English and particularly in math, which may be partially attributed to a decline in general foot traffic and to better prepared students. As will be noted in the evaluation section, the Assessment Center undertook our Prep2Test initiative in 2011 largely out of concern that too many students were unprepared for their placement tests and were placing disproportionately in remedial coursework because of a lack of understanding for our tests and their unpreparedness for these. Our research shows the percentage of students reporting they prepare for the test has increased substantially since fall 2004 from 27% when we first assessed this to 65% in 2013. Similarly, our retesting rate has also

decreased from about 12-15% to just under 6% in a calendar year.

- With respect to the large increase in Latino/a students assessing, Institutional Research data (Student Ethnicity/Race: Fall Terms 2009 to 2013) shows a significant increase in this population at the College, rising from 28.6% in 2009 to 37.4% in 2013. Moreover, our Office of School Relations has systematically targeted select high schools with a large Latino/a student population in the ensuing years (Office of School Relations).

Bursar

1. Describe the students your program serves in terms of ethnicity, race, gender, age, residency status, citizenship, educational goal, enrollment status, and full/part-time status. Note any changes in student or enrollment data since the last program review.

The Bursar's Office serves all students within the population of Santa Monica College. While some demographic data may or may not affect the payment systems, one significant area does stand out in paying fees electronically and that is the socio-economic status of a student. Access to a credit card or debit card may not be available to students who cannot qualify and therefore cannot take advantage of today's technological environment.

2. Compare your student population with the college demographic. Are the students in your program different from the college population? Reflect on whether your program is serving the targeted student population.

While comparing fiscal years 2010-2011 where 63.42% of students were paying their fees online versus fiscal years 2013-2014 where the percentage increase to 85.29% there still remains a student population of 14.71% that do not, cannot, or even will not take advantage of the technology that is available today.

3. Discuss any significant change(s) in the population(s) served since the last full program review and the possible reasons for the change(s).

NA

Program Evaluation

In this section programs/units are to identify how, using what tools, and when program evaluation takes place. Evaluation must include outcomes as any other measures used by the program. Please use Section D to address program responses to the findings described in this section.

Programs/units with multiple disciplines or functions may choose to answer the following questions for each area. If this is your preferred responding, begin by selecting a discipline/function from the drop down, answer the set of questions and click "Save", your answers will bottom of page. Do this for each discipline/function. If you would like to answer the questions once, choose "Answer Once" from the drop

How would you like to answer these questions?

Saved Information For Program Evaluation

Area/Discipline Information Pertains To

Admissions

1. List your student or instructional support service SLOs or UOs.

SLOs are specific, measurable statements of what a student should know, be able to do, or value when they complete a program/course or seq An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction or program

UO statements focus on service or operational outcomes such as:

- *Volume of unit activity*
- *Efficiency (responsiveness, timeliness, number of requests processed, etc.)*
- *Effectiveness of service in accomplishing intended outcomes (accuracy, completeness, etc.)*
- *Compliance with external standards/regulations*
- *Client/customer satisfaction with services*

These Unit Outcomes were created by the management team in Admissions and Records. This information was also shared with the Admissions in a staff meeting.

- UO #1: Students will have their transcript orders processed more quickly.

  Criteria for success: The average time between order and order completion will be less than previous years.

- UO #2: First-time students will be able to apply to the college and enroll in courses without experiencing any problems.

  Criteria for success: 75% of first-time students who respond to the survey will report "agreeing" or "strongly agreeing" with the following two items on the Student Entry Survey:

  "I applied to SMC without any problems"

"I enrolled in my courses without any problems"

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2. Describe when and how the program assesses these SLOs and UOs and uses the results to inform program planning including:

- **how outcomes are assessed and how often**
- **the assessment tool(s) used**
- **the sample (who gets assessed)**
- **how and when the program reviews the results and who is engaged in the process**

The Admissions and Records Office regularly assesses unit outcomes and uses outcome data to inform our planning and decision-making:

With respect to Unit Outcome #1: Efficient and timely production of student transcripts is always a priority in the Admissions Office. We use feedback from students and staff to help us improve our procedures. We also remain m technology trends to ensure that we are using technology to more efficiently reach our goals. In 2012-2013 the Admissions Office moved to sending and receiving transcripts electronically as our standard practice. This not only imp could be processed (almost instantly), but it also decreased our costs in that we no longer needed to use expensive security paper/envelops or pay for postage. The vendor we use for this service, Credentials Solutions, tracks the timi quickly they are placed/processed. We review this information with them periodically to see if there are other ways we can we can improve our service to students.

Concerning Unit Outcome #2: Student Entry Survey: In Spring 2014, several departments on campus (Welcome Center, Outreach, and Admissions) joined together to create and pilot a satisfaction survey that addresses first-year stu apply and enroll at the college. Two items on the survey directly measure UO #2. The survey will be administered every fall semester to first-time freshmen and reverse transfer students who are new to SMC (Institutional Research E Aharanian). The survey was not administered to new international students as this student population apply and enroll in courses through the International Education Center.

Highlights of this survey's findings of the spring 2014 pilot include the following.

1. Students reported that their top reasons for choosing to attend SMC were:

- SMC's good reputation for transferring to a 4 year schools (66.7%)
- SMC's good academic reputation (50%)
- SMC offers the course I want/need (42.3%

2. Students were asked how they heard about SMC (they could choose any applicable response):

- About 6 in 10 heard about SMC from a friend. Family members and high school counselors were the next most common sources, and 26% heard about SMC from the SMC website.

3. Students were asked about their experience during the application process.

- A majority of students reported applying on their own (67.9%) or with the help of the Welcome Center staff (35.9%).

- Two-thirds of the students who used the Welcome Center felt the staff were friendly and helpful and that the counselors were approachable and knowledgeable.

- The response rate for the Admissions Office questions was low so it's hard to generalize to the larger population. The low response rate could be because many students do not need to interact with the Admissions Office in questions and transactions can be done online now. In general, a majority of the respondents felt the Admissions and Records Office was approachable (80%), helpful (80%) and knowledgeable (100%).

4. Students were asked about their New Student Experience (i.e. the application, orientation, assessment, enrolling into courses process):

- Roughly three-quarters of all respondents reported not having problems with the various tasks new students must complete.

- Ninety-three percent reported not having any trouble with Orientation (online).

- 75% of students reported not having any problems with enrolling into courses (There could be some sample bias in these results because students were invited to participate in this web survey by email, which could mean tl were more comfortable using technology and therefore would report fewer problems with the matriculation steps.)

5. The Admissions Office relies primarily on email to communicate important enrollment information and payment deadlines to students.

- Nearly 9 in 10 students agreed that the emails were easy to understand.

- About 8 in 10 agreed that they were useful; and

- About 7 in 10 agreed that the emails were timely.

6. Students were asked to rate their overall experience of applying and enrolling into the college.

- The vast majority of students were satisfied with their experience with both processes, but a larger proportion were satisfied overall with the application experience (88%) than the enrollment experience (75%).

7. Lastly, students were asked to rate the likelihood that they will recommend SMC to a friend and the likelihood that they will return next year.

- Eighty-six percent of students reported being "very likely" or "likely" to recommend SMC to a friend;

- about 85% of students reported being "very likely" or "likely" to return to SMC the next year.

All of these results are supportive of our efforts to make the application and enrollment processes as intuitive as possible for students. While thes
positive, there is still room to improve. This survey will be sent out again in early October 2014 and the results will be included in the SSSP data
SMC. The entire college benefits from these results and is invested in improving the student's entry experience in any way possible. These result
guide the creation of our future UO's.

The full report is attached in the Admissions and Records appendix.

**3. What other evaluation measures does your student or instructional support service use to inform planning? (For example, surveys, lor
support service use etc.) Note trends, differences in performance by group (ethnicity, gender, age), and any unusual patterns in student s
retention.**

Trends:

Enrollment and Admissions procedures are heavily structured by Ed Code, Title 5 and the Chancellor's Office. SMC's Senior Staff also provide
insight and leadership into the creation of the enrollment targets. This information is then communicated to the appropriate staff in the Outreach
and Records Department to follow-through.
By working collaboratively on campus with our MIS department, Counseling and Academic Affairs, we try to remain in touch with the enrollme
concerns that need to be addressed. The Admissions Office takes pride in the fact that it is responsive to student's issues and concerns. Feedback
from students through emails, phone calls, comments at the counter. Feedback is also received through the Enrollment Management meetings wh
collaborations with Academic Affairs, Outreach, Counseling, IEC, MIS, Distance Education and Admissions. In these meetings specific concern
Is the payment deadline process being promoted enough? Any concerns about the dates selected?) as well as creating opportunities for feedback
planning to take place with the key stakeholders in the room.

Semi-annually, the Dean of Enrollment Services participates in classroom focus groups with students to discuss the application/enrollment proce
with students in the Social Media/Communications classes are extremely insightful and highlight areas of disconnect or success in our communic
students (e.g., students prefer to receive information via text messaging and don't read emails anymore).

Frequent meetings with the Outreach and Welcome Center staff also provide useful insights into what students are experiencing during the applic
process. The staff who are "on the front line" provide invaluable information that would normally not be received through other channels.

Other measures of evaluation

In addition to methods of evaluation already stated, the Admissions and Records Office has undertaken a study of degree-granting by Santa Mon
includes associate degrees, certificates of achievement, and departmental certificates.

<u>Completion Agenda: Fast-Tracking Degrees/Certificates</u>

Increased emphasis is being placed toward helping student's complete their degree/transfer or certificate goals. In 2014-15 targeted messaging w
students who are close to meeting these goals to encourage them to petition for the degree/certificate. Additionally, MIS is running reports to allo
Office to see which students may have already completed a degree or certificate and may not currently be aware of this fact. The Admissions Of
out to these students to alert them and will award these degrees/certificates unless the student requests that this not be done.

Since the last program review, the number of associate degrees awarded has steadily been on the decline until the most recently completed acade
14. This was likely due to the fact that course offerings were significantly cut back due to budget constraints over the past few years, which mea
could not get the courses they needed in order to graduate and transfer. While SMC students do not typically complete their associate requiremen
often take longer, the challenges associated with getting classes had significantly and negatively impacted the number of students who petition ar
the degrees. Additionally, it was expected these numbers would continue to decline as students began to feel the full impact of the repeat rules (r
attempts for any course,) which were implemented in Spring 2012 and the Active Participatory Course limitation which was implemented in Sun
the Chancellor's Office.

However, in 2013-14 there was a substantial increase in the number of degrees granted. This is likely because of a concerted effort on the part of
Admissions Evaluation team to help students "Fast-Track" through the petitioning process to achieve the degree or certificate that they have earn
means is that MIS was able to run a report on student course taking behaviors which indicated that in some instances, students may not even kno
earned the units/GPA required for a degree or certificate. The "Fast-Track" process helped the Evaluation team verify the coursework of these st
notify the student that they are eligible for a degree/certificate, and then auto-grant the degree or certificate on their behalf. This process will nov
practice for the Evaluation team as the reporting of completion rates becomes a more significant part of the College's funding criteria.
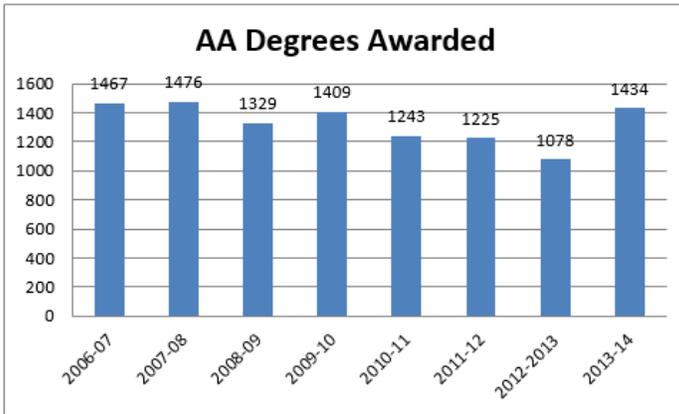
AA Degrees Awarded

Source: Chancellor's Office Data: Institutional Research Website

Table 6. SMC Total Degrees & Certificates Awarded: 2013-2014

Santa Monica College Total	2962
Associate in Science for Transfer (A.S.-T) Degree	84
Associate in Arts for Transfer (A.A.-T) Degree	26
Associate of Science (A.S.) degree	331
Associate of Arts (A.A.) degree	993
Certificate requiring 30 to < 60 semester units	1528

Source: Chancellor's Office Data

Certificates of Achievement:

In addition to associate degrees, the Admissions and Records Office is responsible for monitoring successful completion of Certificates of Achiev
Career Certificates) and Departmental Certificates. As noted in the table and figure below, there was 443% increase in the number of certificates a
2009-10 to 2010-11. Starting in the Spring of 2010 students were able to petition for an IGETC/CSUGE Certificate of Achievement. This explai
increase in the amount of certificates that were awarded in 2010-11 and subsequent academic years. This change allowed for the recapturing of so
would have typically petitioned for a Transfer AA when that option was still available. To simplify the process, any student who requested an IGI
certification also receives the Certificate of Achievement as well (unless they chose to opt out). The Admissions office worked closely with Acad
MIS to ensure that the process was well thought out and documented appropriately for the Chancellor's Office. The slight decrease that was seen
could be explained as a result of the enrollment challenges that students faced during the budget crisis when class offerings were cut dramatically
could not enroll into the classes they needed to successfully reach their educational objectives. The increase seen in 2013-14 is likely because of
efforts made by the college to get students to petition for certificates as well as the start of the Fast-Tracking campaign efforts.

Table 7. Certificates of Achievement Awarded, 2006-2014

Year	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Totals	229	207	216	158	257	1397	1505	1373	1528

Source: CalPass/ Institutional Research Office

Awarded Certificates of Achievement

Source: CalPass/ Institutional Research Office

Transfer Certificates of Achievement:

Transfer Certificates of Achievement were first offered in 2010-2011. Santa Monica College had a total of 1186 Transfer Certificates awarded in was offered. In 2012-2013 there were 1505 Certificates of Achievement awarded at Santa Monica College which shows a steady increase since ! tracking these certificates. 2012-13 was the first year that students began to actually utilize the Associate in Science graduation pattern (A.S.) and Science for Transfer (A.S.T) pattern. In 2012-13, the Associate in Arts for Transfer (A.A.T) degree was created. While the numbers for all of th are not large, they are steadily increasing. Although the number of traditional AA degrees had been declining, the amount of certificates that are has allowed SMC to maintain a high level of completion success despite the recent difficult enrollment and budgetary times.

Bursar
1. List your student or instructional support service SLOs or UOs.

SLOs are specific, measurable statements of what a student should know, be able to do, or value when they complete a program/course or seq An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction or program

UO statements focus on service or operational outcomes such as:

- *Volume of unit activity*
- *Efficiency (responsiveness, timeliness, number of requests processed, etc.)*
- *Effectiveness of service in accomplishing intended outcomes (accuracy, completeness, etc.)*
- *Compliance with external standards/regulations*
- *Client/customer satisfaction with services*

Bursars UO (unit outcome):

"Students will use the online payment system to pay their fees".

The Bursar's Office is responsible for collecting from students the fees associated with enrolling at the college, including costs for classes, stude (health, student identification card, and Associated Student fees), and parking permit. Students who do not pay student fees by the published dea placed on their records which prevents students from enrolling in future terms and restricts access to services such as transcripts, enrollment veri degrees, etc.

Consequently, it is critical for the Bursar's Office to process student fees in a timely and efficient manner. Students are able to pay for student fee student portal system (Corsair Connect), by mail using a check, money order, or cashier's check, or in person at the Bursar's Office. A goal of the to streamline the student fee collecting process by having more students use the online fee system. The Bursar's Office works with Admissions a communicate with students about the methods of student fee payment.

In the fiscal year 2010-2011 the Bursar's Office processed $45.3 million in transactions; $28.7 online and $16.6 in person. In the fiscal year 2013 Office processed $59.1 million in transactions; $50.4 million online and $8.6 million in person.

Figure 1. Bursar's Office Unit Outcome Summary: Total Dollar Amount Paid by Year and Online
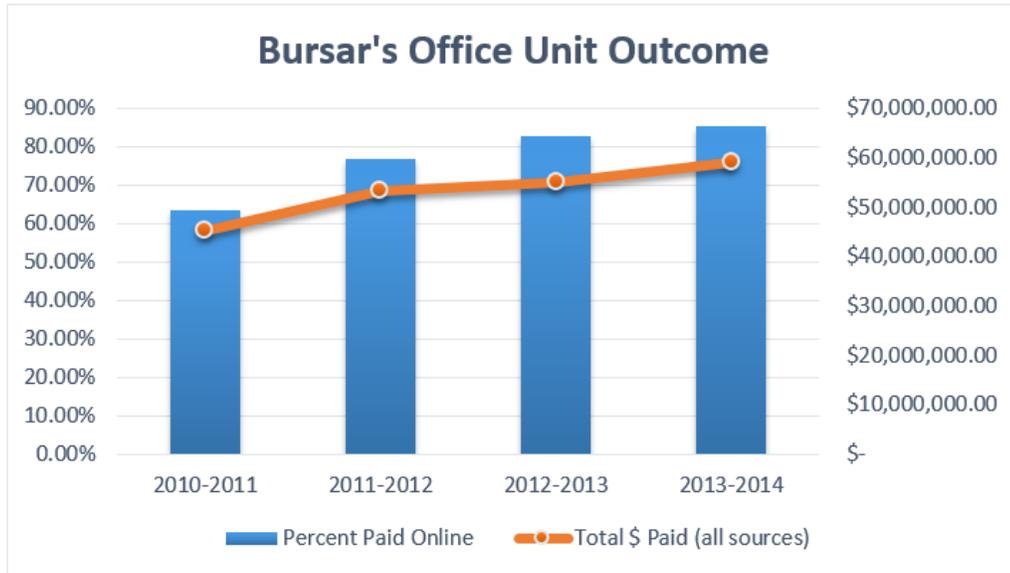
Bursar's Office Unit Outcome

Legend: Percent Paid Online — Total $ Paid (all sources)

Table 1. Bursar's Office Unit Outcome: Total Dollar Amount Paid by Source and Year

	2010-2011					2011-2012		
	Total Paid	Online	In Person	Online %		Total Paid	Online	In P
July	$ 3,490,969.00	$ 2,525,354.00	$ 964,053.00	72.34%		$ 5,750,717.00	$ 4,516,448.00	$ 1,231,6
August	$ 5,841,278.00	$ 3,747,836.00	$ 2,097,550.00	64.16%		$ 7,016,443.00	$ 4,978,599.00	$ 2,046,4
September	$ 3,553,443.00	$ 1,624,809.00	$ 1,928,852.00	45.72%		$ 3,222,892.00	$ 1,840,613.00	$ 1,386,2
October	$ 1,135,768.00	$ 444,178.00	$ 696,405.00	39.11%		$ 961,354.00	$ 523,113.00	$ 439,2
November	$ 1,163,519.00	$ 415,836.00	$ 750,893.00	35.74%		$ 1,228,563.00	$ 622,130.00	$ 607,2
December	$ 5,220,157.00	$ 4,023,090.00	$ 1,216,431.00	77.07%		$ 7,557,670.00	$ 6,082,315.00	$ 1,479,8
January	$ 6,217,117.00	$ 4,554,342.00	$ 1,676,176.00	73.25%		$ 12,200,689.00	$ 10,396,247.00	$ 1,810,5
February	$ 5,917,404.00	$ 3,218,114.00	$ 2,721,152.00	54.38%		$ 5,262,366.00	$ 3,985,549.00	$ 1,273,6
March	$ 1,947,867.00	$ 761,706.00	$ 1,183,540.00	39.10%		$ 475,913.00	$ 281,013.00	$ 191,1
April	$ 1,528,813.00	$ 794,235.00	$ 720,337.00	51.95%		$ 528,495.00	$ 332,758.00	$ 195,7
May	$ 5,521,249.00	$ 4,017,020.00	$ 1,505,098.00	72.76%		$ 3,126,617.00	$ 2,597,789.00	$ 528,4
June	$ 3,772,146.00	$ 2,609,439.00	$ 1,169,016.00	69.18%		$ 6,047,232.00	$ 4,929,615.00	$ 1,120,1
	$ 45,309,730.00	$ 28,735,959.00	$ 16,629,503.00	63.42%		$ 53,378,951.00	$ 41,086,189.00	$ 12,310,3

	2012-2013					2013-2014		
July	Total Paid	Online	In Person	Online %		Total Paid	Online	In P
August	$ 9,033,258.00	$ 7,544,005.00	$ 1,489,253.00	83.51%		$ 11,305,190.00	$ 9,893,199.00	$ 1,406,4
September	$ 9,366,726.00	$ 7,471,723.00	$ 1,891,268.00	79.77%		$ 8,004,786.00	$ 6,624,180.00	$ 1,380,7
October	$ 1,187,490.00	$ 778,177.00	$ 409,817.00	65.53%		$ 944,619.00	$ 691,319.00	$ 249,3
November	$ 489,833.00	$ 339,491.00	$ 150,267.00	69.31%		$ 485,016.00	$ 350,221.00	$ 126,9
December	$ 261,321.00	$ 93,443.00	$ 168,319.00	35.76%		$ 167,081.00	$ 73,077.00	$ 94,0
January	$ 5,618,049.00	$ 4,841,515.00	$ 776,859.00	86.18%		$ 5,977,168.00	$ 5,436,156.00	$ 538,6
February	$ 14,830,038.00	$ 13,036,023.00	$ 1,794,186.00	87.90%		$ 15,024,979.00	$ 13,359,486.00	$ 1,672,6
March	$ 3,670,301.00	$ 2,859,623.00	$ 810,678.00	77.91%		$ 5,620,900.00	$ 4,526,548.00	$ 1,095,0
April	$ 430,615.00	$ 255,065.00	$ 165,542.00	59.23%		$ 1,148,452.00	$ 530,409.00	$ 618,0
May	$ 540,943.00	$ 383,514.00	$ 157,429.00	70.90%		$ 635,187.00	$ 364,041.00	$ 271,1
June	$ 3,159,555.00	$ 2,527,723.00	$ 632,182.00	80.00%		$ 2,868,168.00	$ 2,590,491.00	$ 274,4

2. Describe when and how the program assesses these SLOs and UOs and uses the results to inform program planning including:

- **how outcomes are assessed and how often**
- **the assessment tool(s) used**
- **the sample (who gets assessed)**
- **how and when the program reviews the results and who is engaged in the process**

The UO is measured by calculating the percentage of student fees that are paid online vs. on-ground. The Bursar's Office began collecting the fe
on-ground data starting in the 2010-2011 academic year. The target goal of the UO is to increase the percentage of fees paid online year-over-yea
assessment data are analyzed and discussed by the Bursar's Office staff in conjunction with the Director of Auxiliary Services on a quarterly basi
assessment findings are discussed in the Part D – Program Improvement section.

**3. What other evaluation measures does your student or instructional support service use to inform planning? (For example, surveys, lor
support service use etc.) Note trends, differences in performance by group (ethnicity, gender, age), and any unusual patterns in student s
retention.**

The Bursars' Office in conjunction with Enrollment Development email blasts regarding payment deadlines, actively gets word out to faculty and students to pay their fees before being dropped from their classes due to non-payment.

Assessment Center

1. List your student or instructional support service SLOs or UOs.

SLOs are specific, measurable statements of what a student should know, be able to do, or value when they complete a program/course or seq... An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction or program...

UO statements focus on service or operational outcomes such as:

- *Volume of unit activity*
- *Efficiency (responsiveness, timeliness, number of requests processed, etc.)*
- *Effectiveness of service in accomplishing intended outcomes (accuracy, completeness, etc.)*
- *Compliance with external standards/regulations*
- *Client/customer satisfaction with services*

In keeping with effective practices, Assessment Center unit outcomes are reflective of institutional learning outcomes or institutional initiatives a...

- UO 1: Students will recognize the importance and impact of assessment in language and computational skills prior to testing. [ILO 1, 2]
- UO 2: Based on assessment results, students will demonstrate their understanding of the number and type of courses in English, ESL, and... will need to take to accomplish their educational objective. [ILO 1, 2, 5]
- UO 3: Students will demonstrate an understanding of, and adherence to, the SMC Honor Code and the Assessment Center's Academic Inte... Notice by conducting themselves honorably and by adhering to proctor instructions while in the Center. [ILO 1; GRIT]
- UO4: As a result of adequate placement test preparation, fewer students will require retesting services. In turn, a higher percentage of stu... retesting in a subject area will report preparing for the tests and will generally place into a higher level course. [ILO 1, 2, GRIT]
- UO5: Students partaking of our testing services will characterize their interactions with our staff as friendly and helpful, and will express a... satisfaction with our services [Supportive Goal: Supportive Learning Environment].

Several measures reflective of the unit outcomes above have been designed and integrated within the placement process itself. This facilitates da... significant degree; albeit given the time required to complete placement tests, we selectively collect unit outcome data so as not to disrupt the tes... especially during our busiest times.

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2. Describe when and how the program assesses these SLOs and UOs and uses the results to inform program planning including:

- **how outcomes are assessed and how often**
- **the assessment tool(s) used**
- **the sample (who gets assessed)**
- **how and when the program reviews the results and who is engaged in the process**

The assessment of UO #1 and #4 is ongoing. For example, a "challenge" quiz assessing general understanding of the placement testing "basics"... placement testing, type of tests, timing) is included on our Assessment Center and Prep2Test website, which several thousand students have com... two years before taking their placement test. Self-reported measures have also been created and embedded within each of our testing platforms –... and COMPASS—to inform us of students' perceptions of, and readiness for the placement test. Every student who takes an English, ESL, and m... and retesting) completes these measures. Additionally, a series of focus groups were conducted to help us understand how students prepared for... and to assess their general understanding of the process. These focus groups were conducted by our Dean of Institutional Research.

With respect to UO #2, it has been assessed twice over the past six years in conjunction with the Counseling Department. The Assessment Cente... designed a three-pronged strategy to assess proper prerequisite sequencing based on placement results, along with other educational planning con... Assessment-UO2 Appendix). Students enrolled in our Student Success Seminar (Counseling 20) were required to complete an educational plan a... listening to one or two in-class lectures on a related topic. Students subsequently met with a counselor to review the ed plan created by the stude... counselor "graded" using a rubric specifically designed for the assignment. Students were then asked to complete a graded quiz and a survey ass... topics pertaining to educational planning and placement/prerequisite sequencing based on placement results. The Assessment Center faculty lea... POWER (Promising Outcomes Work and Exemplary Research) Award for Exemplary SLO Assessment in Student Services for his multi-pronge... assessing the student ed plan assignment. UO quizzes, rubrics, and results are fully described in the appendix.

After the UO assessment above was last conducted in 2010, the Assessment Center faculty leader revised the rubric for use by counselors, indepe... assessment pieces described in the appendix. Part of the rubric focuses on the "Course Prerequisite Sequence," and asks counselors to assess is t... correctly lists all relevant prerequisite course sequences for math, English/ESL, and other subjects as needed." The counselor records a score ba... provided. It should be noted that this rubric continues to be used by the Counseling department every semester as educational plans produced by... students are reviewed for accuracy. Given the limited involvement by the Assessment center staff in this effort, however, the Assessment Center... opted to not continue to use UO2 as one of our unit outcomes. So our "participation" was discontinued.

Lastly, UO #3 and #5 are assessed during select periods of the year, generally sometime between the months of May and August following the co... placement test. The survey developed for this effort consists of several Likert-type items and a write-in response. One section of the survey is d... related to academic integrity and our Honor Code. Another section assesses student experiences with our assessment staff—customer service-or... Given the time students take to complete the placement tests (1-3 hours each), this survey is not given to every student on dates the Assessment C... significant student traffic.

Data for UO assessment is generally reviewed and analyzed annually as part of the Assessment Center's annual report prepared by the Assessme
leader. Results are discussed with our Center staff, the Dean of Enrollment Services, and in the case of UO #1 and #4 with our Office of School
counselors and Dean of Student Success Initiatives, as well. Assessment results have been used in guiding some of our messaging and programn
Prep2Test videos and study materials, and in the development of our upcoming Prep2Test app.

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3. What other evaluation measures does your student or instructional support service use to inform planning? (For example, surveys, lor support service use etc.) Note trends, differences in performance by group (ethnicity, gender, age), and any unusual patterns in student s retention.

In addition to the Unit Outcomes above, the Assessment Center maintains several logs tracking the use of our services by students. These includ statistics (referenced in section B1), number of placement tests administered in English, ESL, mathematics, chemistry, requests for remote testing placement/prerequisite waivers solicited, and independent proctoring requests. With the exception of requests for independent proctoring, which appointment, all other services are provided "on-demand," and we do not establish specific targets.

Use of Assessment Data to Improve College-Level Placement Statistics and Development of Prep2Test Program
The Assessment Center was one of the first student services programs at SMC to adopt, assess, and use results of student learning outcomes (SLO 2004), along with our placement test data, to systematically improve student outcomes on placement testing. While baseline data from 2006 shov of students understood why placement tests were needed, only 25% prepared in some way (Figures 6 and 7). Reports from counselors and studen preparation materials were poor, limited, dated, and that our website was confusing. Using this feedback, we created a new website and integrate tests. By 2008, our SLO assessment showed 49%-56% of students prepared for math and English tests, respectively, while about 30% accessed o resources. However, no discernible improvement in college-level placement was observed. Over the next two years, we continued to improve ou plan working with the Dean of Enrollment Services and our Outreach counselors. But reported levels of preparation for placement statistics outco unchanged.
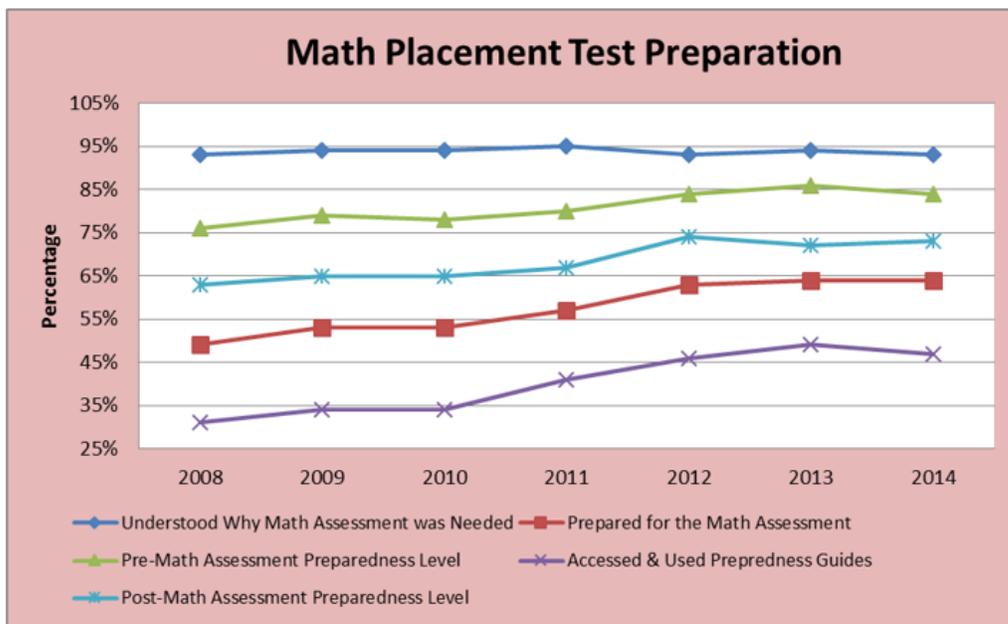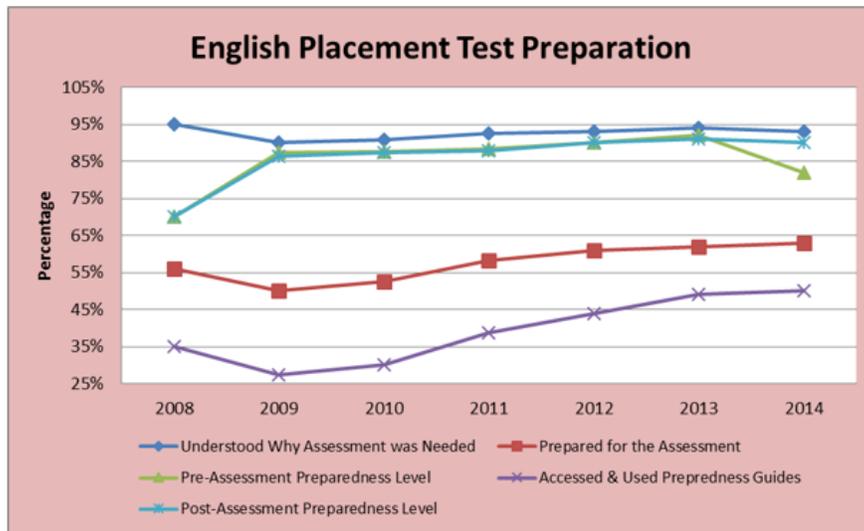
Figure 6

Figure 7

Given this, the Assessment Center's leadership recognized the need for new and innovative approaches to effect the needed change. We were particularly concerned about the disproportionate number of African American and Latino ...

remedial courses and the relatively low numbers placing into college-level courses. Consistent with Santa Monica College's *Master Plan for Education*, Basic Skills Initiative, and student equity goals to decrease performance gaps in ...

students (by one percentage point per year) in comparison to the outcomes of White and Asian students, we created and expanded resources associated with our Prep2Test program.

Prep2Test is a program that promotes the importance of placement test preparation via an online short video, an extended online assessment "ori...
preparation materials, and a "challenge" quiz, all coming together under a strategic communication plan focused on new first-time college studen...
continuing students. Prep2Test was developed in spring 2011 in response to the increasing number of students placing into developmental mathe...
courses at Santa Monica College (SMC) over the previous years, and the significant number of students retesting owing to lack of preparation o...
attempt. Development of the Prep2Test program has been a collaborative effort across the College, involving numerous individuals in different c...
by a small team of Student Affairs personnel.

With the publication of *One Shot Deal: Students' Perceptions of Assessment and Course Placement in California's Community Colleges* (2010; V...
for placement test preparation was made explicitly clear. Many Santa Monica College students, counselors, and staff members participated in the...
its publication; hence *One Shot Deal* served as a catalyst for action at our College. The study showed that while students are placing into develop...
courses in part because of lack of preparation for the placement test, it is also the case that they frequently are unfamiliar with test content, forma...
paper/computer adaptive; timed/untimed; multiple choice/essays), and because students do not realize the high-stakes nature of the tests.

The Prep2Test Components (in bold)

Guided by *One Shot Deal* and our own student learning outcomes data, we initially conceptualized and developed the comprehensive **Prep2Test**
Orientation video (May 2011; 45 minutes), followed a few months later by a **Prep2Test Intro to Assessment** short video (October 2011; 6 min...
follows a student through the typical testing experience—while attempting to educate students. The aim of both these tools was to promote the i...
impact of test preparation on placement; namely, that there was a greater likelihood of placing higher when preparing, in contrast to not preparing...

Since the time of first launching the Prep2Test Assessment Orientation, and following an examination of student learning outcomes data, we have...
redesigned/reorganized our website, developed **new test preparation materials**, launched a **Prep2Test Challenge Quiz**, and improved our com...
with new and continuing students, whereby preparation for placement testing is emphasized. A "next generation" **Prep2Test "App"** available th...
microsite accessible from any platform/browser is replacing the Prep2Test Assessment Orientation video, and is in the early beta stage of develop...
simplifies the orientation and introductory videos' content into what we call "The Basics," which summarize what students really need to know b...
developing the Prep2Test "app," we accounted for the difficulty of capturing the attention of today's college students for prolonged periods of tim...
"app" also contains review materials and interactive quizzes, with plans to provide fully worked out solutions to every math, English, and ESL te...
to select skill videos and performance tracking reports. The app is also fully ADA compliant and uses MathML to correctly render math equation...
"readable" to students using assistive technologies. Prep2Test has and continues to evolve as we analyze quantitative/qualitative data, and from ...
from students and staff.

Prep2Test Promotion

Prep2Test videos and other materials are actively promoted to new and continuing students by Assessment Center staff, Outreach counselors, Ad...
other entities, and the videos themselves stream directly from the Assessment Center's and our Prep2Test website. Prep2Test has also been form...
the College's *Steps to Success* for first-time college students, coming in as the second step following application to the College and preceding
assessment/placement.

The Office of School Relations has now also integrated Prep2Test into their workflow, and outreach counselors hold a one-hour Prep2Test works...
schools for students intending to participate in *SMC Admitted Students Days*, which are held daily from late February to mid-April. Participating...
bused-in to the College to take their assessment placement test, visit with a counselor to explain assessment results and to develop a one-semeste...
and then participate in a campus tour.

Additionally, our Dean of Enrollment Services, who oversees the Admissions Office and the Assessment Center, sends targeted e-blasts (emails) college students reminding them to prepare for their placement tests and encourages them to assess early in order to secure an earlier enrollment well with the new Student Support Services and Programs mandate to complete orientation, assessment, and educational planning activities in or enrollment.

Prep2Test Objectives

In developing Prep2Test, we have set several objectives:

1. Improve the testing experience for all students;
2. Provide students with more timely ways to prepare for placement tests;
3. Decrease the degree of inaccurate placement owing to lack of awareness of test content and format;
4. Reduce unnecessary retesting requests due to lack of preparation and given the associated high financial costs for retesting; and
5. Reduce the high percentage of students placing into remedial courses, while simultaneously increasing the percentage placing into college-and English.

Prep2Test Outcomes

The Assessment Center systematically monitors the number of playbacks for the Prep2Test video and orientation, and examines YouTube's audie statistics. The videos have been played over 40,000 times combined, with males and 18-24 year olds constituting 58% and 54%, respectively. Ur assessment surveys have been integrated into our computer placement programs (ACCUPLACER/COMPASS) to collect placement preparation Center Appendix, Figures 6 and 7). Our Prep2Test Challenge Quiz was integrated into the Assessment Center's website in 2013 and assesses key concerning some characteristics of our placement tests, as reported by focus groups (Figure 8). Students scoring relatively low on the quiz are en back and review our Prep2Test online video and orientation (26% have).
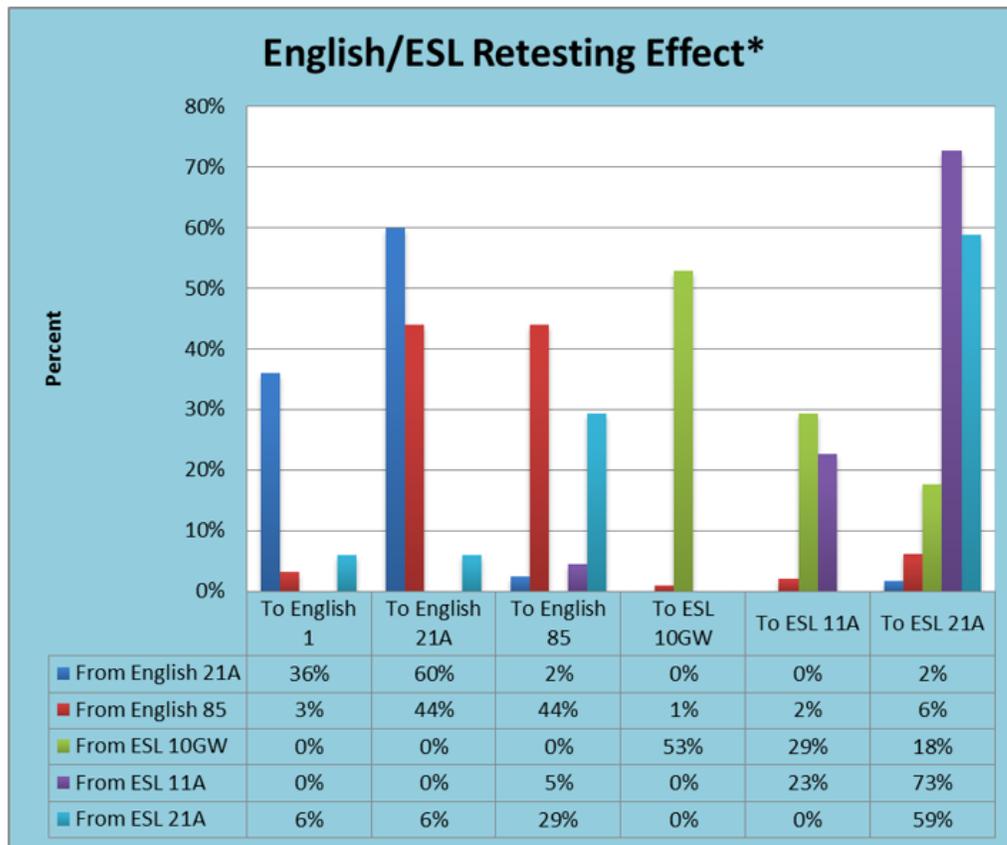
Figure 8
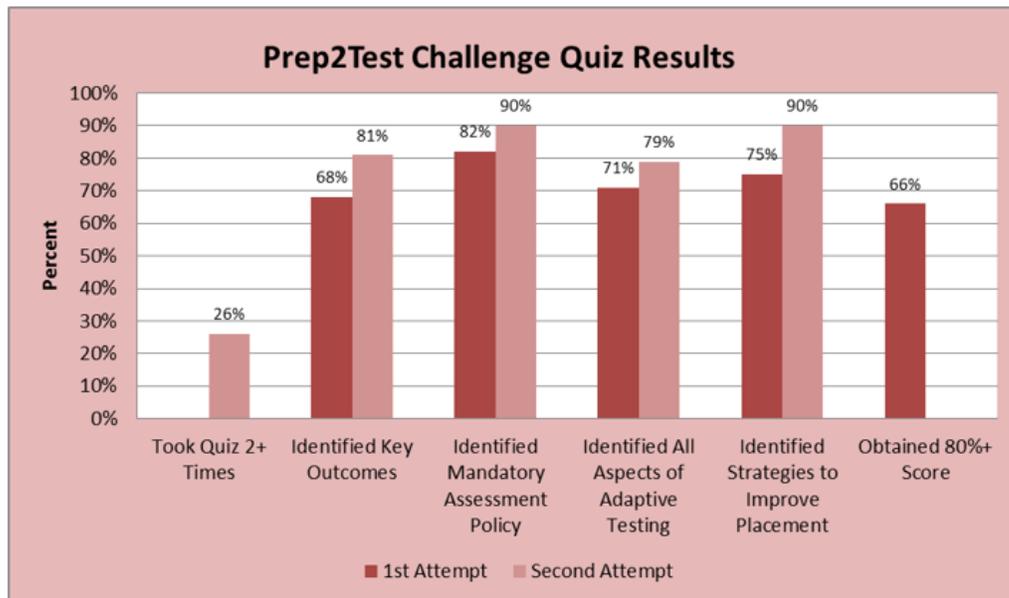
Effects of Prep2Test Preparation

The benefits of Prep2Test use can be appreciated in several key institutional outcomes. Our research shows that students watching (versus not) t Prep2Test video prior to assessing, are 18% and 36% more likely to place in college-level English and math, respectively. Students watching the Prep2Test orientation are more likely to place into college-level English--41% (vs. 30%); and math--49% (vs. 32%).

We have also observed an overall increase in reported preparation (not limited to the use of Prep2Test materials). Based on 2014 unit outcomes a 63% of students reported preparing for the English test the first time, increasing to 77% in preparation for their retest (Assessment Center Appen percentage accessing the Prep2Test videos themselves also increased from 38% in 2011 to 48% in 2014. Upon retesting, nearly 44% of students higher (Figure 9).

Figure 9

English/ESL Retesting Effect*

	To English 1	To English 21A	To English 85	To ESL 10GW	To ESL 11A	To ESL 21A
From English 21A	36%	60%	2%	0%	0%	2%
From English 85	3%	44%	44%	1%	2%	6%
From ESL 10GW	0%	0%	0%	53%	29%	18%
From ESL 11A	0%	0%	5%	0%	23%	73%
From ESL 21A	6%	6%	29%	0%	0%	59%

Given how placement works at SMC, this "saved" students anywhere between 1 and 3 courses in the sequence. As may be observed in the chart above:
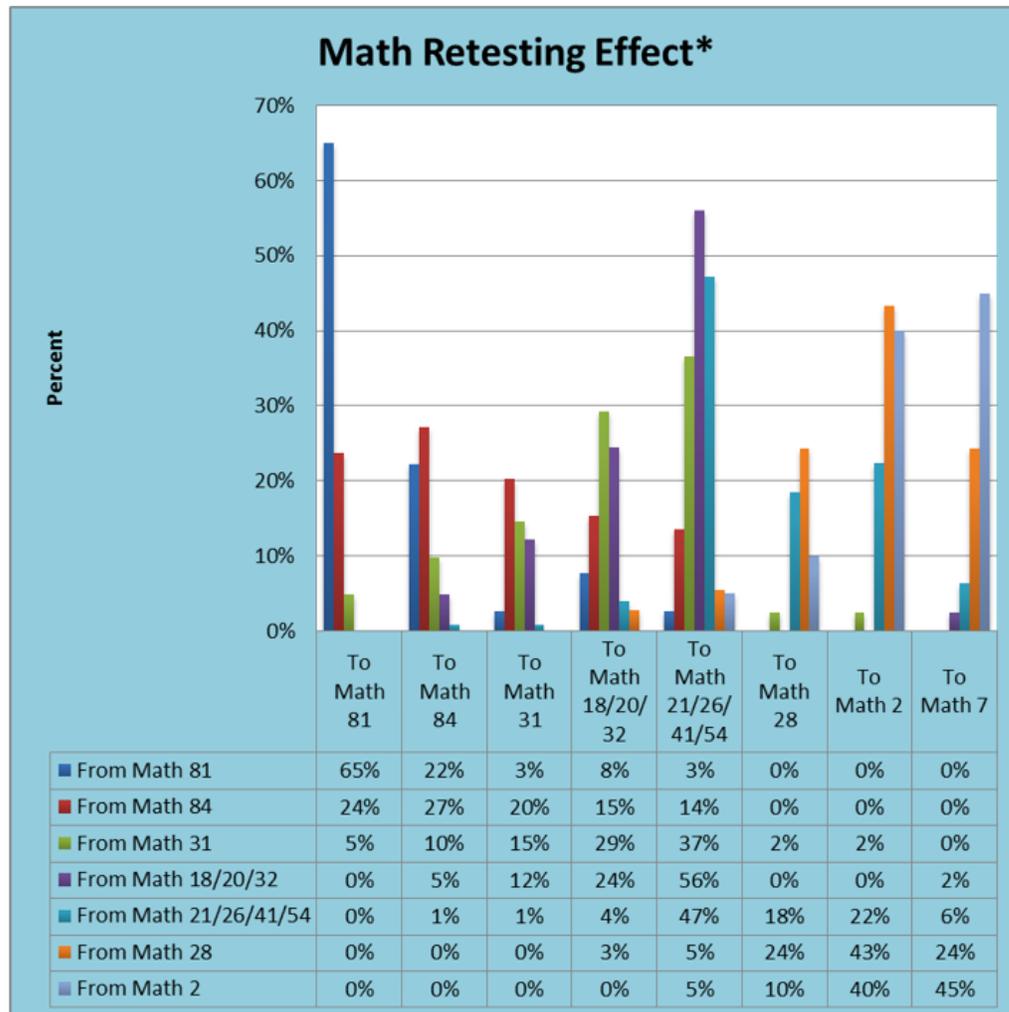
- 36% of students placing originally in English 21A "jumped" to English 1.
- 3% of students placing originally in English 85 "jumped" to English 1.
- 44% students placing originally in English 85 "jumped" to English 21A.
- 29% of students placing originally in ESL 10GW "jumped" to ESL 11A.
- 18% of students placing originally in ESL 10GW "jumped" to ESL 21A.
- 73% of students placing originally in ESL 11A "jumped" to ESL 21A.
- 6% of students placing originally in ESL 21A "jumped" to English 1.

With respect to math, 64% prepared for their initial test, increasing to 73% for their retest (Assessment Center Appendix, Figure 6). The percenta Prep2Test videos rose from 48% in 2011 to 59% in 2014. This resulted in about 50% placing 1 to 4 levels higher (Figure 10). However, as noted below, many students placed two to four levels higher (!):

- Of students placing originally in Math 81, 22% placed into Math 84; 3% into Math 31; 8% into Math 18/20/32; and 3% into Math 21/26/4
- Of students placing originally in Math 84, 20% placed into Math 31; 15% into Math 18/20/32; and 14% into Math 21/26/41/54.
- Of students placing originally in Math 31, 29% placed into Math 18/20/32; 37% into Math 21/26/41/54; 2% into Math 28; and 2% into Ma
- Of students placing originally in Math 18/20/32, 56% placed into Math 21/26/41/54; and 2% into Math 7.
- Of students placing originally in Math 28, 43% placed into Math 2; and 24% into Math 7. Lastly,
- Of students placing originally in Math 2, 45% placed into Math 7.

Clearly, these statistics highlight the importance of preparation and of the need to take placement tests seriously.

Figure 10

Math Retesting Effect*

	To Math 81	To Math 84	To Math 31	To Math 18/20/32	To Math 21/26/41/54	To Math 28	To Math 2	To Math 7
From Math 81	65%	22%	3%	8%	3%	0%	0%	0%
From Math 84	24%	27%	20%	15%	14%	0%	0%	0%
From Math 31	5%	10%	15%	29%	37%	2%	2%	0%
From Math 18/20/32	0%	5%	12%	24%	56%	0%	0%	2%
From Math 21/26/41/54	0%	1%	1%	4%	47%	18%	22%	6%
From Math 28	0%	0%	0%	3%	5%	24%	43%	24%
From Math 2	0%	0%	0%	0%	5%	10%	40%	45%

Increased Placement in College Level Math and English

High placement levels into remedial math courses has been of utmost concern to Santa Monica College since this bears significantly on student p
a long course sequence and otherwise impacts degree progression and completion, and contributes to the "cooling out" effect leading to attrition.
why we place particular emphasis on student preparation, particularly for the mathematics placement test. Since the launching of Prep2Test, few
placed into remedial math and remedial English. Our informal campaign on placement test preparation commenced in spring 2008 with our Adm
(formerly known as Fantastic Days, when feeder high school students participate in placement testing, meet with a counselor, and go on a campu
college).

Table 1 and Table 2 present a summary of mathematics and English placement data by race/ethnicity and year, respectively. Recall that our stude
success outcomes has been to reduce achievement gap in success outcomes for African American and Latino/a students in comparison to White a
But by no means do we take steps to discourage any student from partaking of our placement test preparation initiatives and counselor outreach.
our primary interest is in increasing student success indicators, which in the case of placement testing "translates" into improved college-level pla
adequate preparation for our tests. But given our historical patterns of placement for African American and Latino/a students, we have attempted
these populations from the point of recruitment at feeder high schools where they are the predominant student populations.

Examining Table 1 (in Assessment Center Appendix), we can see that from 2008 (our baseline year), the overall percentage increase in mathema
from 24.4% to 32.7%, representing an 8.3 percentage point increase. Particularly noteworthy is that these rates doubled for African American an
In the case of African Americans their college-level math placement rose from 7.2% to 15%, while that of Latino/a students increased from 10.1%
these students still place significantly lower than their White and Asian counterparts, the equity gap has narrowed considerably.

Turning to Table 2, we can see that from 2009 (note: 2008 data not available for full year), the overall percentage increase in English placement r
33.1%, representing a 1.4 percentage point increase. Note should be taken that as Santa Monica College began to recruit students with a predomi
American and Latino/a student population in 2009-2010, overall English college-level placement decreased by nearly 2 percentage points. Howe
a steady increase the last three years of 2.7 percentage points from 2011 (the year Prep2Tets was introduced) through 2014. Importantly, the tren
African American and Latino/a students whose college-level English placements increased by 1.4 and 2.9 percentage points, respectively. Thus,
make headway on narrowing the performance gap in this area.

Table 1. Mathematics Placement Levels by Race and Year

Placement Level by Year	White	African American	Asian/PI	Latino/a	Other	All
2008						
Remedial	57.9%	84.4%	31.0%	79.4%	51.3%	63.3%
AA applicable	14.0%	8.4%	15.7%	10.4%	13.8%	12.3%
College	28.1%	7.2%	53.3%	10.1%	35.0%	24.4%
2009						
Remedial	55.7%	85.2%	30.9%	77.7%	50.0%	63.1%
AA applicable	10.4%	6.2%	10.9%	8.8%	9.4%	9.1%
College	33.9%	8.6%	58.2%	13.4%	40.7%	27.8%
2008 to 2009 Improvement Rate	5.8% ⬆	1.4% ⬆	4.9% ⬆	3.3% ⬆	5.7% ⬆	3.4% ⬆
2010						
Remedial	55.6%	83.7%	28.1%	76.2%	49.7%	61.7%
AA applicable	11.2%	6.1%	10.3%	9.4%	9.0%	9.4%
College	33.2%	10.3%	61.6%	14.4%	41.3%	28.9%
2009 to 2010 Improvement Rate	-0.7% ⬇	1.7% ⬆	3.4% ⬆	1.0% ⬆	0.6% ⬆	1.1% ⬆
2011						
Remedial	54.8%	83.9%	26.9%	75.5%	50.8%	62.3%
AA applicable	12.3%	6.5%	12.4%	9.5%	10.0%	10.1%
College	32.9%	9.5%	60.7%	15.0%	39.2%	27.7%
2010 to 2011 Improvement Rate	-0.3% ⬇	-0.8% ⬇	-0.9% ⬇	0.6% ⬆	-2.1% ⬇	-1.2% ⬇
2012						
Remedial	60.6%	84.8%	34.3%	76.9%	51.2%	64.0%
AA applicable	10.5%	5.8%	10.1%	9.5%	7.3%	8.6%
College	28.9%	9.3%	55.6%	13.6%	41.5%	27.3%
2011 to 2012 Improvement Rate	-4.0% ⬇	-0.2% ⬇	-5.1% ⬇	-1.4% ⬇	2.3% ⬆	-0.4% ⬇
2013						
Remedial	48.6%	79.8%	26.9%	69.9%	47.4%	56.4%
AA applicable	11.1%	6.7%	9.2%	10.6%	7.3%	9.3%
College	40.3%	13.4%	63.9%	19.5%	45.3%	34.3%
2012 to 2013 Improvement Rate	11.4% ⬆	4.1% ⬆	8.3% ⬆	5.9% ⬆	3.8% ⬆	7.0% ⬆
2014						
Remedial	49.5%	77.1%	26.8%	69.6%	47.2%	57.5%
AA applicable	10.4%	7.9%	11.0%	10.8%	8.5%	9.9%
College	40.0%	15.0%	62.2%	19.5%	44.4%	32.7%
2013 to 2014 Improvement Rate	-0.3% ⬇	1.6% ⬆	-1.7% ⬇	0.0% ➡	-0.9% ⬇	-1.6% ⬇
Overall Trends (2008 = baseline year; 2011 = Prep2Test is introduced)						
2008 to 2011	4.8% ⬆	2.3% ⬆	7.4% ⬆	4.9% ⬆	4.2% ⬆	3.3% ⬆
2008 to 2014	11.9% ⬆	7.8% ⬆	8.9% ⬆	9.4% ⬆	9.4% ⬆	8.3% ⬆
2011 to 2014	7.1% ⬆	5.5% ⬆	1.5% ⬆	4.5% ⬆	5.2% ⬆	5.0% ⬆

Table 2. English Placement Levels by Race and Year

Placement Level by Year	White	African American	Asian/PI	Latino/a	Other	All
2009						
Remedial	11.7%	34.1%	28.5%	33.1%	21.3%	27.2%
Intermediate	36.1%	39.5%	40.5%	43.5%	42.2%	41.2%
College	52.2%	26.4%	31.0%	23.4%	36.5%	31.7%
2010						
Remedial	9.9%	39.3%	18.7%	37.5%	18.3%	26.8%
Intermediate	34.5%	43.2%	38.7%	45.1%	39.6%	41.0%
College	55.7%	17.5%	42.6%	17.4%	42.0%	32.3%
2009 to 2010 Improvement Rate	3.5% ⬆	-8.9% ⬇	11.6% ⬆	-6.0% ⬇	5.5% ⬆	0.6% ⬆
2011						
Remedial	11.4%	42.3%	17.1%	38.2%	18.7%	28.6%
AA applicable	36.0%	40.7%	40.6%	44.6%	38.6%	41.0%
College	52.6%	17.0%	42.3%	17.2%	42.7%	30.4%
2010 to 2011 Improvement Rate	-3.1% ⬇	-0.5% ⬇	-0.3% ⬇	-0.2% ⬇	0.7% ⬆	-1.9% ⬇
2012						
Remedial	11.3%	41.8%	16.7%	38.8%	19.4%	29.3%
Intermediate	34.6%	39.0%	39.2%	42.9%	39.6%	40.0%
College	54.1%	19.2%	44.0%	18.4%	41.0%	30.7%
2011 to 2012 Improvement Rate	1.5% ⬆	2.2% ⬆	1.7% ⬆	1.2% ⬆	-1.7% ⬇	0.3% ⬆
2013						
Remedial	10.6%	42.0%	20.4%	36.1%	20.2%	28.0%
Intermediate	33.6%	39.1%	37.1%	44.3%	37.7%	39.7%
College	55.8%	18.9%	42.5%	19.6%	42.1%	32.2%
2012 to 2013 Improvement Rate	1.7% ⬆	-0.3% ⬇	-1.5% ⬇	1.2% ⬆	1.1% ⬆	1.5% ⬆
2014						
Remedial	8.6%	38.7%	21.1%	37.1%	20.2%	27.6%
Intermediate	33.4%	42.9%	34.2%	42.8%	36.8%	39.3%
College	58.0%	18.4%	44.7%	20.1%	43.1%	33.1%
2013 to 2014 Improvement Rate	2.2% ⬆	-0.5% ⬇	2.2% ⬆	0.5% ⬆	1.0% ⬆	0.9% ⬆
Overall Trends (2008 = baseline year; 2011 = Prep2Test is introduced)						
2009 to 2011	0.4% ⬆	-9.4% ⬇	11.3% ⬆	-6.2% ⬇	6.2% ⬆	-1.3% ⬇
2009 to 2014	5.8% ⬆	-8.0% ⬇	13.7% ⬆	-3.3% ⬇	6.6% ⬆	1.4% ⬆
2011 to 2014	5.4% ⬆	1.4% ⬆	2.4% ⬆	2.9% ⬆	0.4% ⬆	2.7% ⬆

D1: Past year's Objectives

As part of the planning process, programs are expected to establish annual objectives that support the program's goals. Please document the status of the program/function's previous year's objectives. Add comments if you feel further explanation is needed.

Objectives

Objective: Admissions Objective 3: eTranscript: Send and receive transcripts electronically. Full implementation. Status: Completed Comments: Completed. SMC is able to now send and receive electronic transcripts (SPEEDE/XML/Texas Server). Students now must manually choose to have a paper copy of their transcripts sent, as the electronic format is the automatic option for all transactions. We have been receiving electronic transcripts since Fall 2012. In January 2014, SMC was able to send and receive electronic transcripts (EDI/XML). Cost saving are seen in the following ways: - Staff time and effort to process the orders which are now processed immediately. - Decrease in the amount of security paper and envelopes which need to be purchased - Decrease in postage costs. This service positively impacts students and the amount of time required to get their transcripts sent/received. This is a crucial part of meeting our Unit Objectives.	
Objective: Admissions Objective 4: Promote the revised Enrollment Priorities based on the college's recommendations. Status: Completed	

Comments: Additional revisions continue to come from the Chancellor's Office. We will continue to be responsive.	
Objective: Admissions Objective 10: Continue to investigate the Payment Plan and Refund disbursement options available. Status: Eliminated Comments: On hold per the recommendation from Sr. Staff.	
Objective: Admissions Objective 15: Investigate adding the major area of study on the printed diploma. Status: Completed Comments: Completed as of Fall 2013.	
Objective: Admissions Objective 16: Work with Helen Porter to make the Assessment Center website more student-friendly. Status: Completed Comments: Completed with the efforts of Helen Porter and Esau Tovar.	
Objective: Admissions Objective 17: Faculty Census Verification process-online Status: Completed Comments: In Summer 2013 this went into effect and allows faculty to verify the active students on their rosters. This is an important part of our Ed Code obligations.	
Objective: Admissions Objective 18: Financial Aid- F grade verification process Status: Completed Comments: As part of our Return to Title IV requirements, Financial Aid must accurately report for FA students who received all F's, if they 'earned' the F or if it was because they stopped participating. This process was initiated in the Spring of 2013 and was fine tuned in the Fall of 2014 based on feedback from the Faculty Association.	
Objective: Assessment Center Objective 1: Deploy a second version of the California Chemistry Diagnostic Test via our CourseSites online platform to facilitate scoring, archival, and processing. Status: Completed Comments: We successfully deployed a second version of the California Chemistry Diagnostic Test via our CourseSites online platform. This has allowed the Assessment Center to completely move away from appointments and administer our tests all on-demand.	
Objective: Assessment Center Objective 2: Pilot test the use of the CSU Early Assessment Program, Entry Level Math, and English Placement Test at SMC. Status: Completed Comments: • The Assessment Center Faculty Leader successfully negotiated with the Math and English Departments to allow for the use of the California State University Early Assessment Program for placement into college-level mathematics and English courses. The full implementation of this program at SMC started in June 2013.	

Objective:
Assessment Center Objective 3: Work with other College entities to secure approval for the use of the multipurpose room located at 1510 Pico Blvd., to use as a second testing facility for the Assessment Center. Upon approval get the facility ready for use.

Status: Completed

Comments:
After months in the works, the 1510 Testing lab opened in August 2014. The facility houses 56 test stations to be used for group testing (for high school students participating in Admitted Student Days, international students, Intensive ESL Program students, and Nursing students). The facility is also being shared with the International Education Center and International Counseling to conduct seminars for international students.

Objective:
Assessment Center Objective 4: Reimage all computer stations in our labs to allow us for the use of upcoming new ACCUPLACER and COMPASS testing platforms.

Status: Completed

Comments:
All computers were reimaged in collaboration with Academic Computing

Objective:
Assessment Center Objective 5: Work with MIS to create an online reporting system to enable the Assessment Center to run customized placement and demographic reports on-demand.

Status: Completed

Comments:
The assessment data warehouse, which integrates all demographic, testing, and unit outcome data was created and is currently available to extract records. However, there are some "fuzzy matching" issues that impact the reliability of data when English, ESL, and math testing records are merged into a single file. There is a need to revisit this project in the future to improve upon it.

Looking Back

In this section, please document what you did last year as a result of what you described in Section C.

1. Describe any accomplishments, achievements, activities, initiatives undertaken, and any other positives the program wishes to note and document.

Accomplishments for Admissions and Records--2012-2013:

- **Receiving electronic transcripts.** This was the first part of the transition toward receiving (very soon!) and sending electronic transcripts. Movement in this direction will not only save financial and staff resources, but it will also positively impact students and the amount of time it takes to get their transcripts sent/received. This is a crucial part of meeting our Unit Objectives.
- **Surviving with one less evaluator**. In February one of our evaluators retired after a long and successful career here at the College. Not only does the office miss her spirit, but the evaluators feel the pinch of being short staffed. The evaluators have pitched in and divided up her part of the alphabet, along with receiving comp time to meet the evaluation workload.
- **Support of the First Year Experience (FYE) cohort model.** This was an exciting new initiative created by VP Rodriguez in the spring of 2013 to encourage new high school graduates to apply to a special cohort program and receive enrollment priorities and guaranteed math and English courses this fall. While there were bumps in the road, this program was launched successfully and will benefit many students this fall and in the future.
- **Successful adaptation of the reconfirmation process for the wait pool system** during the enrollment cycle. In Spring 2012 this reconfirmation process was created and helped us feel more confident that the student in the wait pools were actually still interested in trying to get into the course on the first day. We found that 75% of the students in the wait pools reconfirmed their spots, and this increased the likelihood that the showed up on the first day to try to get add codes. The feedback from faculty was that it was a much smoother process on the first day and there was less frustration from students who were trying to add into open spaces.
- **Success of the "on the spot" transcript processing option generating new income of $35,370 for the District and making a lot of students very happy .**)
- **Creatively resolved the staffing needs of the Outreach Office** by sharing several Admissions Student Services Assistants and Clerks to help with their staffing shortage. This not only helped out the Outreach office in their time of need, but offered Admissions staff the opportunity to gain new skills and see new areas of the campus. It was a win win for all involved and will likely continue until the Outreach staff are reorganized and fully staffed.
- **Continued success of the Assessment Center and the Admissions office "hybrid" clerk position** that is shared between the two offices. This has been a huge success and the person in the position is doing very well.
- **Re-wrote many Administrative Regulations with the Student Affairs Committee** to make them more accurate with Ed Code/Title 5 changes and our current practices.

- **Verifying "F" grades for Financial Aid**: In the Spring of 2013 faculty were required answer questions when submitting "F" grades for students receiving Financial Aid to verify if the grade was for "non attendance" or "poor performance" as part of the Department of Education auditing procedures for the Federal Return to Title IV calculations. We promoted this heavily and hope that it is successful.
- **Faculty Census Verification**: Starting in Summer 2013 we will be requiring all faculty to verify active students on the their rosters before the census deadline. Hopefully this will encourage faculty to clear their rosters of students who are no-shows or who stopped attending before census. This will also help with the Financial Aid grade verification process at the end of the term and will help us more accurately report to the state who we are serving in our courses.
- **Enrollment Priority Taskforce**: The discussions are now over and things are being taken to the Board for approval.

Accomplishments for Assessment Center--2012-2013/14:

- We served 14% more students in 2012 (N=33,717) in comparison to 2011. This is the highest number of students that have walked through our doors since 2005, the first year when we began tracking foot traffic—representing an overall increase of 117%.
- We successfully deployed a second version of the California Chemistry Diagnostic Test via our CourseSites online platform. This has allowed the Assessment Center to completely move away from appointments and administer our tests all on-demand.
- The Assessment Center Faculty Leader successfully negotiated with the Math and English Departments to allow for the use of the California State University Early Assessment Program for placement into college-level mathematics and English courses. The full implementation of this program at SMC will occur in June 2013 and beyond.
- The SMC Academic Senate formally recognized the successful impact that our *Prep2Test* online video and orientation have had on student placement. Moreover, we were nominated by the Senate for the CCC Board of Governor's Exemplary program Award. However, due to a low number of nominations received, the decision to award was postponed and will be given in 2013-14. We expect to be re-nominated by the Academic Senate since the theme for the CCC BOG award will remain placement testing preparation.
- Prep2Test video playbacks on YouTube increased from 9,846 in to 20,949 in just one year. This represents an increase of 123%! Similarly, the extended 45-minute Prep2Test online video orientation increased from 2,336 playbacks to 7,194 in June 2013, representing a 208% increase!!

- Our Prep2Test program was recognized by several statewide organizations resulting in the winning of two awards:

  Successfully piloted the use of the California State University Early Assessment Program's Entry Level Mathematics and the English Placement Test for use at SMC.
  - 2014 Exemplary Program Award
    California Community Colleges Board of Governors and Academic Senate for California Community Colleges. The award recognizes and showcases exceptional community college programs that (1) show evidence of the overall success of the program; (2) contribute to faculty engagement; (3) demonstrate a response to the needs of students, faculty, and the college; (4) provide evidence that demonstrates how the program supports the community college mission; and (5) can be used as models for other community colleges.
  - 2013 POWER Award for Excellence in Assessment: Leading Change (Promising Outcomes Work and Exemplary Research Award)
    Academic Senate for California Community Colleges and Research and Planning Group for California Community Colleges. Award received in recognition for the development, implementation, and demonstrated effectiveness of the Santa Monica College Prep2Test Program. The award recognizes how learning assessment efforts lead to significant institutional change.
- As of May 22, 2013 the Mathematics and the English departments' faculty unanimously agreed to allow us to use the CSU EAP test results for placement into select courses. Students showing "college readiness" via the successful completion of the EPT and ELM are placed into English 1 and Math 21/26/41/54, respectively. Additionally, students achieving a "conditional" status in the EPT are placed directly into English 21B. The Assessment Center developed a mechanism through which students request placement waivers by providing copies of their EAP/ELM/EPT results.
- As of September 2014, an administrative regulation championed by the Assessment Center faculty leader was adopted by the Student Affairs Committee and the Academic Senate where the acceptance of CSU EAP/ELM/EPT are formally accepted at the College as alternates to direct placement testing.

Bursar's Office: Since a benchmark was established in fiscal year 2013-2014, the Bursar's Office staff will survey students standing in line to pay their fees gathering data as to why the students are not taking advantage of the online payment system.

2. Summarize how the program or service area addressed the recommendations for program strengthening from the executive summary of the previous six-year program review.
Note: The Assessment Center has not ever undergone a program review. Hence this question is not addressed.

Admissions and Records

In 2008-2009 the Program Review Committee recommended the following for Program Strengthening:

1. Review the Admissions and Records SLOs (now UOs) to be sure they are measurable

- Status: (Completed) The Institutional Research Office has worked closely with Admissions and Records to ensure the Unit Objectives are measurable and meaningful2. Identify appropriate assessment tools that are congruent with the program SLOs

- Status: (Completed) Similarly to the response above, the Institutional Research Office has been a great ally in this process.

3. Look at ways additional admissions and enrollment support can be provided to non-credit students, especially in areas where students are more likely to transition to credit courses.

- Status: This was discussed and found to be that there is a small minority of non credit students who matriculate into the credit program at SMC. The lack of language skills and the fear of the application process are obstacles which are difficult to overcome. It was suggested that as a possible solution a counselor from ESL or some non credit students who did transition into the for-credit classes could return to speak to the non credit students as a way of demystifying the process and building a bridge between the two worlds. Sharing insights into the support programs on the main campus, possibly offering a campus tour, and walking them through the application process could help them overcome their anxieties and make them feel welcomed.
- As part of the SSSP changes the Non Credit program will need to begin to track their students more closely. Hopefully this greater level of attention will help the students feel more supported as they hopefully transition into the credit side of Santa Monica College.

4. Review the efficacy and possible need for Admissions and Records to be open the first Saturday of each term.

- Status: This was discussed with Admissions and Records staff as well as Human Resources and it was found that because of classified staff contractual issues, this type of schedule adjustment could not be made unless the staff volunteered for the schedule adjustment. There were never enough staff who were willing to do this to make it a feasible option. Additionally, the steady decline in student traffic during the evening hours (after 5:30p.m.) seemed to imply that the non-traditional office hours were becoming less utilized and perhaps less necessary since a majority of Admissions related transactions can now be done online or via email.

Institutional Recommendation for Support:
1. Find ways to ensure faculty turn grades in on time so students are not adversely impacted.

- Status: In 2012 faculty were reminded that if they did not turn in their grades on time, they would have to fill out grade change forms for each student on their roster. This proactive campaign had a swift and positive impact on faculty behavior and continues to be successful.

3. Describe any changes or activities your program or service area has made that are not addressed in the objectives, identify the factors (e.g., licensure requirements, state or federal requirements, CCCO mandates, regulations, etc.) that triggered the changes, and indicate the expected or anticipated outcomes.

Admissions and Records:

There have been many changes at the statewide level regarding Enrollment Priorities, updates to the Student Success and Support Program (SSSP), as well as other updates from the Chancellor's Office. Our continued goal is to work collaboratively with other campus constituencies to respond to these changes so that we are in compliance with any new laws and regulations.

The Admissions and Records Office is constantly seeking ways to improve to better meet the needs of our students. However, external factors often create situations where departments must be reactive and responsive. During the last program review cycle, SMC felt the impact of state wide budget challenges which then lead to increased student demand for a smaller selection of classes. Which lead to the subsequent pendulum shift where State funding was increased (through programs like SSSP) just as student enrollment began to soften state wide. All of these were "triggers" which impacted how enrollment was handled. Thankfully, the collaborative nature of the Enrollment Management Team (which includes Academic Affairs, Enrollment Development, Student Affairs/Counseling, International Education, MIS as well as Sr. Staff leadership) provided the necessary guidance and direction to help maneuver during those difficult times. (Please see list of accomplishments for specific projects that were accomplished to address these issues.)

The changes in 2012 to the Matriculation law (now Student Success and Support Programs) created a clearer emphasis on getting students into the Community College System, appropriately assessing their education level and orienting them to high education and then helping them get an educational plan to increase their likelihood of success. These steps became mandatory and become part of an auditing formula which predicts future SSSP funding levels from the State. While this influx of SSSP funding was important to receive (and will continue) the District was required to match the funding 2:1. During difficult budget times it was difficult, but not impossible to make the match happen thanks to the strong leadership in the Chief Business Officer department. The additional funding from SSSP can only be spent on the core functions of the program: Assessment, Orientation, Counseling, Student Follow-up for At Risk students. Therefore, a majority of the functions in the Admissions Office could not be covered with this funding source. The items that could be covered included the salaries for the Student Services Specialist positions (Transcript Evaluators) which are essential components to the creation of the student's educational plans and facilitate effective counseling interactions.

4. If your program received one time funding of any kind indicate the source, how the funds were spent and the impact on the program (benefits or challenges).

Assessment Center

The Assessment Center received $4,000 of award money after being named the recipient of the 2014 Exemplary Program Award given by the California Community Colleges Board of the Governors and Academic Senate for California Community Colleges. The funds were used to purchase promotional materials for our Prep2Test program. In 2014-15, we also applied for $3,000 of SSSP funds to purchase three iPads to help Assessment Center staff monitor student testing and expedite student intake. We also applied for and received $25,000 of SSSP funds to enable us to complete the Prep2Test (assessment) app. These funds will be used to pay faculty to develop fully explained solutions for English, ESL, and math test items in the app. We will also hire a consultant to create MathML code for all the math items in order to render and make our math items fully ADA compliant.

Moving Forward

Discuss and summarize conclusions drawn from data, assessments (SLO, UO) or other evaluation measures identified in Section C and indicate responses or programmatic changes planned for the coming year(s) including:

- **how the assessment results are informing program goals and objectives, program planning, and decision-making**
- **specific changes planned or made to the program based on the assessment results**

Admissions and Records

With the stricter SSSP (formerly Matriculation) funding guidelines being implemented, a greater emphasis will be placed on quantifying the services we provide for students (i.e. assessment, counseling, educational planning efforts, etc.) With this increased information, we will be able to better evaluate our services to inform our planning efforts.

The "Completion Agenda" and "Closing the Student Equity Gap" will become increasingly important in our planning efforts as well as we know that the Chancellor's Office will be looking closely at this data.

Assessment Center

In the preceding sections, we have been describing some of the efforts undertaken by the Assessment Center and our college partners (especially, our Dean of Enrollment Services and Office of School Relations) to "drill" in students the message of preparing before taking their placement tests. The Assessment Center began this effort informally approximately 8 years ago when we first assessed our then called "student learning outcomes." At that point, 27% of students had indicated undertaking some form of review before testing. Given that, we improved our website, developed new materials, including sample tests, and began working with Outreach counselors to "disseminate the message."

This was not without controversy, especially from faculty in one of the three disciplines that bear directly on our placement tests. We were criticized for our desire for students to take the placement tests only when they are ready to do so, and once they have become familiar with how the tests work, and the kind of skills they might be tested on. While we could have stopped our efforts when we encountered resistance, we continued. Much of the current research on placement testing at community colleges and least selective institutions has found that it is indeed "high stakes;" that is, there are serious and real consequences for lacking knowledge of the tests students take. For students who place into remedial English simply because of poor preparation for the test, this could be detrimental to their progression. The literature refers to this as the "cooling out effect." Even Santa Monica College research has shown that only about one-fifth of students placed into the lowest level of math, will get to college-level math. We are in agreement with leading authors and educational think tanks that colleges have a responsibility to educate students on the consequences for not preparing for their placement tests. Similarly, we agree and do provide students with material that helps them prepare—with just the "basics." However, we do want to note that we do not and will not coach students on the placement test.

The Assessment Center will continue to emphasize the importance of placement test preparation to our incoming students and to those opting to retest. Our ongoing efforts in developing and expanding our Prep2Test program (e.g., videos, sample tests, materials) has resulted in a greater number of students reporting they prepare for their placement tests. Our Outreach counselors now conduct a Prep2Test workshop at our feeder high schools in order to prepare students for their placement test when participating in our Admitted Students Days. Thousands of students also access our study resources and play our Prep2Test videos in preparation for testing. This has resulted in an overall 8.3 percentage point increase in college-level mathematics placement from 2008 to 2014 and a 2.7% point increase in college-level English from 2011 to 2014. Just as importantly, we continue to gain ground in narrowing the performance gap between African American/Latino(a) students and White/Asian students. In fact, college-level math placement nearly doubled among African Americans and Latino/a students from 7.2% to 15%, and 10.1% to 19.5%, respectively.

We expect the Assessment Center leadership and staff will continue to collaborate with our partners in the Office of School

Relations, Enrollment Services, Management Information Systems, English, ESL, and Mathematics departments to design placement test preparation resources and targeted messaging that have the greatest probability of impacting student success outcomes in placement testing.

Given the success experienced to-date with Prep2Test and the ever-changing nature of our new students (and their expectations), the Assessment Center must also find new ways to continue to reach out to them and make them aware of resources at the College to support their success from Day 1. We will continue to push for the launching of the Prep2Test app and will also devote personnel resources to create an improved Prep2Test website characterized by rich and interactive infographics through which we educate, and hopefully reach more students. This new website has begun to take shape as seen at http://prep2test.tumblr.com.

At the time of submission of the Program Review report, the Assessment Center's Prep2Test program has been recognized by leading organizations as a model of good practice in helping students prepare for placement tests, decrease the probability of placing into remedial coursework, while increasing the probability of college-level placement. These organizations include, the Research and Planning Group for California Community Colleges, California Community Colleges Chancellor's Office, the Academic Senate for California Community Colleges, and Harvard University.

Prep2Test has also gained notoriety through several publications and public policy papers. For example, the CCC Chancellor's Office promoted Prep2Test as a means to combating disproportionate impact on placement testing in their publication "Ensuring equitable access and success: A guide to assessing and mitigating disproportionate impact in student success support programs" (2013). The nationally recognized Achieving the Dream and Jobs for the Future foundations prominently wrote about Prep2Test as promoting college-readiness for high school students in their publication titled "Where to Begin: The Evolving Role of Placement Exams for Students Starting College" (2012). The Center on Higher Education Reform and the American Enterprise Institute (Washington, DC) also wrote about Prep2Test under the heading of "Innovations in Remedial Education" in their public policy paper named "Beyond Ready, Fire, Aim: New Solutions to Old Problems in College Remediation" (2014). Other papers mentioning Prep2Test include "Changing Equations: How Community Colleges are Re-Thinking College Readiness in Math" (2013) by the Learning Works foundation; "Developmental Strategies for College Readiness and Success: What State Policymakers and Education Leaders Need to Know" (2014) by the Education Commission for the States.

Moreover, several California Community Colleges have now either launched or are interested in launching placement test preparation programs based on Pep2Test. These colleges include Merced College, College of the Canyons, Oxnard College, and Mount San Antonio College.

Bursar's Office:

The UO assessment data reveal a year-over-year increase in the percentage of student fees that are paid online. For example, in 2010-2011, approximately 63.42% of fees were paid using the online fee system vs. in person or by mail. By 2013-2014, the percentage of fees paid online increased to 85.16%. The data suggest that the Bursar's Office is meeting the UO. The data is monitored for the trend which should show an increase in usage and any downward trend would warrant investigation. Messaging to students regarding online services needs to be maintained especially in light of new students each semester.

D2: Coming year's Objectives (Moving Forward)

Objective #1
Objective: Admissions Objective 1: Work with MIS on the Salesforce/Target X migration.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

Timeline and activities to accomplish the objective:

Describe how objective will be assessed/measured:

Comments:

Objective #2
Objective: Admissions Objective 2: Launch Prep2Test App: The early assessment online app to promote greater preparation before students take their assessment tests.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

Timeline and activities to accomplish the objective:

Describe how objective will be assessed/measured:

Comments:

Objective #3
Objective: Admissions Objective 5: Work on implementing the new changes in the Matriculation standards (Student Success and Support Programs).

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

Timeline and activities to accomplish the objective:

Describe how objective will be assessed/measured:

Comments:

Objective #4
Objective: Admissions Objective 6: Work with Helen Porter to investigate creating an online Faculty Newsletter that shares information with faculty in a more digitally savvy way.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

Timeline and activities to accomplish the objective:

Describe how objective will be assessed/measured:

Comments:

Objective #5
Objective: Admissions Objective 7: Work with Helen Porter to ensure that the Admissions web pages are all highly successful.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

Timeline and activities to accomplish the objective:

Describe how objective will be assessed/measured:

Comments:

Objective #6
Objective: Admissions Objective 8: Work with the Counseling department as they implement doing Ed Plans for all students and how that will impact the pre-evaluation of student transcripts.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

Timeline and activities to accomplish the objective:

Describe how objective will be assessed/measured:

Comments:

Objective #7

Objective: Admissions Objective 9: Consider resurfacing the searchable information database, "Ask Pico."

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

Timeline and activities to accomplish the objective:

Describe how objective will be assessed/measured:

Comments:

Objective #8
Objective: Admissions Objective 11: Continue to investigate how to use technology to make pre-evaluation of student transcripts easier for Counseling/Admissions staff members.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

Timeline and activities to accomplish the objective:

Describe how objective will be assessed/measured:

Comments:

Objective #9
Objective: Admissions Objective 12: Automation of the graduation petition process.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

Timeline and activities to accomplish the objective:

Describe how objective will be assessed/measured:

Comments:

Objective #10
Objective: Admissions Objective 13: Work with Counseling to update the online orientation to respond to changes coming from the Chancellor's office.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

Timeline and activities to accomplish the objective:

Describe how objective will be assessed/measured:

Comments:

Objective #11
Objective: Admissions Objective 14: Investigate the creation of an Alumni portal, primarily so students who have been away for more than 2 semesters can access their unofficial transcripts and order transcripts more easily as well as promoting the Alumni Association.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

Timeline and activities to accomplish the objective:

Describe how objective will be assessed/measured:

Comments:

Objective #12
Objective: Admissions Objective 19: Identity Fraud Taskforce- created

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

Timeline and activities to accomplish the objective:

Describe how objective will be assessed/measured:

Comments:

Objective #13
Objective: Admissions Objective 20: Fast-Tracking of Degrees/Certificates

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

Timeline and activities to accomplish the objective:

Describe how objective will be assessed/measured:

Comments:

Objective #14
Objective: Assessment Center Objective 6: Continue our involvement in the development of the "assessment app."

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

Timeline and activities to accomplish the objective:

Describe how objective will be assessed/measured:

Comments:

Objective #15
Objective: Assessment Center Objective 7: In collaboration with MIS, and a counseling advisory committee, the faculty leader will lead the development of a new and highly innovative educational planning tool to be used by counselors and students.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:

Timeline and activities to accomplish the objective:

Describe how objective will be assessed/measured:

Comments:

Community Engagement

In the prompts that follow, please delineate the partnerships you have with the rest of the SMC community as well as those you have with external organizations.

1. If applicable, describe how your department staff members engage in institutional efforts such as committees and presentations, and departmental activities.

Admissions and Records:

Dean:

- Professional Development Committee (Vice Chair)
- Student Affairs Committee (Vice Chair)
- VIP Welcome Day (Co-Chair)
- Enrollment Management meetings (Facilitator)
- GRIT committee (Core leadership team)
- Student Success and Support Advisory Committee (Co- facilitator)
- Student Fraud Taskforce (Facilitator)
- Back-to-School planning committee (Core leadership team)
- Parking/Big Blue Bus Coordination Team (Core leadership team)
- Alumni Steering Committee
- Participation in CACCRAO conferences and trainings
- There are lots of other smaller ad-hoc committees that the Dean is also a part of which helps the department stay connected and keep lines of communication open to solve problems on campus.

SUPERVISOR:

- Chairs Petition for Special Consideration Committee
- Participation in CACCRAO conferences and trainings

SR SPECIALISTS:

- Attend curriculum committee meetings
- Attend Student Affairs committee meetings
- Attend SSSP Advisory committee meetings
- Participation in CACCRAO conferences and trainings
- All Admissions and Records Staff attend regular staff meetings.

Assessmetn Center:

Staff:

- The Assessment Center staff is primarily concerned with service delivery to our students. They are regularly involved in program discussions/decisions, and offer suggestions for program improvement. However, Assessment Center staff regularly interact with personnel from various campus offices including Admissions and Records, International Education Center, International Counseling, Transfer/Counseling Center, Welcome Center, Office of School Relations, Bursar's Office, College Police, and Student Judicial Affairs.
- None of the staff members are involved in college committees, except for Joshua Casillas who was a participant in an Identity Fraud Task Force that Dean Elliott put together to identify means of minimizing the degree to which identity fraud occurs on campus.

With respect to the Faculty Leader, Esau Tovar:

- Served as Academic Senate Executive Committee member (since 2003-14) and Senator (since 2000-14); Chair, Equity & Diversity Committee; Co-Chair, Institutional Effectiveness Committee (up to October 2012); Student Relief Fund Committee; Institutional Review Board—IRB; Counseling Department Student Success Committee; College Student Orientation Committee; Chairing a committee charged with the development of a new online student educational plan module.
- Was appointed chair of the Joint Academic Senate Student Affairs Committee under three Academic Senate presidents (approx. 2003-2007; 2013-14).
- Served previously as chair: Honor Council, Student Affairs Committee, Sabbaticals and Fellowships Committee.
- Served previously as member: DPAC, Curriculum Committee, Student Conduct Appeals, Grade Appeals Committee, Student Services Retention Task Force; various faculty and administrators hiring committees (among others).
- Is the Counseling Department's lead for the MyEdPlan project.

Bursar's Office:

The Bursar's Office is actively engaged in the Campus Community and interacts closely with many departments on campus. Aside from front line, daily face-to-face contact with our student population, examples are as follows:

- Student Services Planning sub-committee involvement , as it relates to the implementation and improvement of our current student identification cards and all related issues concerning activation and validation renewal for each new semester. Promoting the benefits of AS membership and explaining the different options available to students.

- This question is not applicable to our Department as most of our interactions are limited to departmental/inter-departmental, on campus business.

- Admissions & Records: with posting of payments related to all transcript requests, enrollment verifications and other related forms. Processing of 10-day Emergency Refunds and other multiple questions forwarded to our office concerning tuition payment & refunds.

- Auxiliary Services: concerning wire transfer activity related to payment of students' tuition & split payments, as applicable.

- Financial Aid: processing and correspondence with non-residents students concerning the disbursement of Pell/SEOG Federal Grants & Parent Plus loans. Billing of third party entities as it relates to payment of tuition by such companies as Florida Pre-Paid, Texas Guaranteed Tuition, Verizon, to name just a few.

- International Education Center: Handling of international contract billing to various embassies such as Saudi Arabia, Kuwait, United Arab Emirates and other government sponsored programs on behalf of students attending our institution.

- Veterans Resource Center: billing and processing payments for Chapter 31 & 33 federally regulated Veterans programs.

- Communication with outside vendors: as it relates to banking supplies and other supplies vital to the functioning of the Bursar's Office.

- Direct communication with Campus Police by phone or in person for parking decals related discrepancies and for escorted cash transport to our main Cash Office.

- International Education Center: close interaction concerning every aspect of international students' tuition related issues.

- Banking: as it relates to daily and monthly reconciliation of cashiers' transactions covering all fees associated with tuition payment and daily bank deposit. Daily checks scanning. Handling and resolution of all credit card disputes.

- ID Station: one of the major functions run by the Bursar's Office is that staff must positively identify every student before taking pictures and issuing SMC ID cards.

2. If applicable, discuss the engagement of program members with the local community, industry, professional groups, etc.)

Admissions and Records:

The Admissions Office is very involved in the regional professional organization (CACCRAO): California Association of Community College Registrars and Admissions Officers.

Assessment Center:

While not specific to his duties in the Assessment Center, Faculty Leader Esau Tovar is actively involved in several national organizations, including the Association for the Study of Higher Education, the American Educational Research Association, Association for Institutional Research, and the National Association of Student Personnel Administrators. Esau also presents regularly at these and other organizations' annual conferences. He also serves on the editorial boards of three peer reviewed journals: *Journal of Student Affairs Research and Practice and the Journal of College Student Retention*. He also periodically reviews for *Asia Pacific Education Review, Community College Review,* and *Measurement and Evaluation in Counseling and Development*. Most recently, Esau has published in *New Directions for Institutional Research*, the *Community College Journal of Research and Practice*, and the *Community College Review.* Esau currently serves in a workgroup for the statewide Common Assessment Initiative dedicated to developing the new testing platform.

3. Discuss the relationship among program faculty and staff, between program faculty, staff and students, and the involvement of program faculty and staff with other programs or areas.

Assessment Center:

The Assessment Center is overseen directly by the Dean of Enrollment Services and indirectly by the Faculty Leader. All classified personnel report directly to and are supervised by the Dean and are also given direction by the Faculty Leader. Relationships among Center staff may be characterized as collaborative and cordial and work together to ensure students get the best possible services. Each staff member is generally responsible for executing specific job responsibilities, but also cover for each other as needed.

One of our specialists is frequently called upon external programs such as the Bursar's Office and Student Judicial Affairs to work on matters concerning student identity fraud—impersonation.

Current Planning and Recommendations

The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Admissions and Records:

SMC has also purchased a new tool called "QLess" which allows students to virtually wait in line for offices on campus instead of physically wait in line. Student will be able to make appointments online through the SMC webpage for departments, receive reminders and updates about the status of their appointments and their contacts can be tracked for student contact reporting purposes. This tool will hopefully be implemented in the fall of 2014 and will benefit Admissions, Assessment, Financial Aid, Transfer Counseling and the Welcome Center.

Assessment Center:

During the spring/summer of 2012, 2013, and 2014, the Assessment Center was inundated with students coming to take their placement tests following an e-blast message telling students they had the opportunity to improve their enrollment priority for summer/fall if they were to complete the online orientation and the placement process by a specific deadline. For a few weeks during the above periods, the Center experienced a backlog of 3-5 hours, resulting in excessive waits and long lines. Needless to say, this situation stressed out students and staff alike. Of greatest concern is the fact that frustration on students' part likely results in a poor testing experience.

With regard to "effectiveness" and "efficiency," as suggested above, one may have differing opinions on whether or not having extensive waits is appropriate. On the one hand, the Assessment Center provides nearly all of our services for SMC students on a walk-in basis. This allows us to serve the greatest number of students possible on a single day. Moving to a testing-by-appointment system, while decreasing long lines and is favored by one staff member, would significantly reduce the number of students we test to probably around 150 students on our longest days—accounting for various elements of group testing, no shows, late arrivals, etc. On the other hand, our current drop-in system has allowed us to assess as many as 420 students on a given day; albeit this monumental number results in the kind of streff/frustration described in the paragraph above, and in the constant turn-around of students with little time spent with them explaining test results.

The likelihood for finding a balanced solution to ameliorate our long waits during peak periods will be challenging. After many months in the works, our new testing facility located at 1510 Pico Boulevard opened in September 2014. This facility will accommodate all group testing conducted on behalf of other departments such as Outreach for Admitted Students Days, International student testing, and nursing testing. We will also use this facility for overflow during the busiest months of testing (April-August). The new facility doubles the number of test stations available in the Assessment Center taking us from 52 stations to 108 stations total. However, we must now ensure that adequate staffing is available. In order to ensure that both facilities operate at capacity, it will be necessary to work with the Dean of Enrollment Services and the Admissions and Records Office supervisor to "lend" us select personnel—student services clerks/student services assistants—to accommodate our demand. As noted earlier, Dean Elliott was instrumental in championing the hire of individuals to serve a hybrid position—working primarily for the Admissions Office, and with the Assessment Center as needed. The downside of this position is that both the Assessment Center and the Admissions Office are busiest during the same periods of the year.

With the influx of new funding provided by the State through the Student Services and Support Programs (SSSP), the College will be able to purchase a line queuing system that should help manage lines better. The Assessment Center Faculty leader proposed the use of a texting system whereby students come to the Center, check-in, are placed on a waiting list (as customers in restaurants are) and then are free to go on to do something else on campus rather than wait in a 3-hour line. Once a seat becomes available, staff send a pre-worded text message to students telling them to return for testing. The advantage of this system is also that students themselves can see on the system website their place in "line" (how many students are ahead of them). With the purchase of the queuing system this should now be possible. However, we anticipate that implementation will not only be challenging but also very time consuming and may not occur in the next few months.

The Assessment Center staff also requested that our Dean of Enrollment Services stagger e-blast reminders to students as they are reminded to come and complete the placement process. Perhaps the next step is to issue students differing deadlines to complete the process. This last strategy would account for the fact that students often procrastinate and wait until the last possible moment before completing something that is mandatory—such as their placement test.

Regardless of what potential solutions are explored/instituted, they will all come at a cost; financial or otherwise. Given the number of staff members we have, testing 420 students in a single day is simply not sustainable. We must seriously consider the stress this creates for our staff and our students given such high demand.

Bursar's Office:

2) Federal law has mandated that all credit cards will have to use "chip n pin" technology by October 2015. "Chip n pin" is where the credit card must have an embedded chip within the credit card and be used in conjunction with a "pin number". While this is one year out, preparation needs to start as soon as possible getting the resources in place to plan converting to this new technology.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Bursar's Office:

In order to implement the new "chip n pin" technology, all current credit card equipment will have to be replaced and software updates in conjunction with credit card vendors must be done. Industry standards, if any, will need to be implemented if established. Setting aside capital resources must be done as soon as feasible after collecting the data that will be required to upgrade the credit card applications.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Assessment Center:

Given the number of classified personnel employed by the Assessment Center and the location of the Assessment Center, and now the additional testing lab at an off-campus facility, and the limited time the Dean of Enrollment Services is able to dedicate to direct supervision of staff, we request the College support the creation, recruitment, and hire of an Assessment Center Supervisor. The supervisor would not only provide direction and direct supervision of staff, but would also help the Dean of Enrollment Services and Assessment Center Faculty Leader in the management of the Center and initiatives such as Prep2Test. At the time of submission of the Program Review document, a request for the creation of the position had been submitted to the Personnel Commission for consideration. Funding for the position will come from SSSP.

Additional seasonal staffing during the busiest times of the year would aid in the provision of our services to our students. As new classified staff members are hired in Enrollment Services, the leadership should consider creating additional hybrid positions whereby the staff member seasonally works in the Assessment Center, and at another location at other times of the year. Dean Kiersten Elliott successfully pursued this with one of our staff positions and it has worked relatively well.

Bursar's Office:

4) Due to the resignation of one night shift staff member, the Bursars' Office has had to use an emergency person on many occasions to cover for vacation and illness. Staffing level for 2 shifts is below minimum requirements to run the requirements of a Bursar's Office.

4. List all current positions assigned to the program.

Admissions and Records:

- Dean Enrollment Services
- Admissions and Records Supervisor
- Student Services Sr. Specialist (2 positions- 1 currently vacant)
- Student Services Specialist (Evaluators-9; 2 not yet hired)
- Student Services Specialist (Residency-2)
- Student Services Assistant (4)
- Student Services Clerks (5)
- Administrative Assistant 2 (1)
- Department Secretary (1)

Assessment Center:

- Faculty leader/counselor (.5 FTE)
- Senior Student Services Specialist (1 FTE)

- Student Services Specialist (1 FTE)
- Student Services Assistant (1 FTE)
- Student Services Clerk (2 FTE; one is a hybrid position shared with Admissions and Records)

Bursar's Office:

Day shift is comprised of a full time cash receipts coordinator, a permanent cash receipts clerk, and a permanent part-time cash receipts clerk. Night shift is comprised of a full time cash receipts coordinator, a permanent cash receipts clerk, and a permanent part-time cash receipts clerk (vacant at present).

Future Planning and Recommendations

The following items are intended to help programs identify, track, and document unit planning and actions and to assist the institution in broad planning efforts.

1. Projecting toward the future, what trends could potentially impact the program? What changes does the program anticipate in 5 years; 10 years? Where does the program want to be? How is the program planning for these changes?

Admissions and Records:

New and exciting changes are in the horizon for the Enrollment Services division, including the Admissions and Records Office. Within the next few months, and as noted in this report, the College will formally launch our Salesforce/ Target X platform. Both of these systems are primarily concerned with customer relationship management (CRM) services. Using these systems, we will be able to systematically, intentionally, and purposefully communicate with our students during specific times or milestones specific to the individual student. The Admissions Office will commence our use of the Salesforce/Traget X platform with the deployment of our new "Welcome Letter," which new applicants will receive. Using the platform we will know who opens the letter, which link within the letter was clicked, etc. The platform will allow us to move many of our paper-pencil activities into an online and automated setting, which will facilitate our staff's work. Worflow integration is very much at the core of this endeavor.

Additionally, the Admissions and Records Office has begun to shift some of our services from waiting for students to show up with a graduation petition, for example, to one where we proactively investigate which students may be eligible to receive a degree and make them aware of this fact, along with the necessary steps leading to degree attainment. Using our Degree Audit system and the newly launched MyEdPlan educational planning tool, we will be able to smartly make use of the data captured by these systems to determine which courses students need to complete a degree/certificate and make them aware at the time of enrollment of the availability of an open class they still need to meet degree/certificate requirements.

In order for the above to take place, we must think through and set in place the necessary workflows and work with our partners in MIS. In establishing these, the College will be in a better place to truly address our completion agenda.

Assessment Center:

With the redesign of the Student Services building, we have gained square footage that will enable us to host approximately 100 computers. This, in combination with our yet to be purchased queuing system should enable us to serve students more efficiently. However, such large facility will also impact our staffing and staffing patterns. Moving forward, and given the volume of students tested over the course of the year, it may be necessary to once again open three nights per week instead of four nights.

Within the next year, the State of California will formally develop and launch a new common assessment/testing platform for use by all California Community Colleges. Since our college's SSSP allocation is contingent upon our use of the common assessment, it will be necessary we are ready for migration to this system as soon as it is available. In order to ensure as easy a transition as possible, Santa Monica College volunteered to serve as a pilot institution. The Assessment Center faculty leader currently serves in one of the workgroups responsible for delineating the specification for the testing platform.

The Assessment Center wishes to be the leader in developing and promoting resources dedicated to placement test preparation for the foreseeable future. With the launch of our Prep2Test app and expansion of prep resources, other colleges will continue to emulate our efforts. Our staff will continue to be involved at the College and Statewide to make this happen.

Bursar's Office:

Since technology is changes so rapidly, 5 years out could be a real stretch. With the upcoming credit cards requiring "chip n pin" in one year, will impact how electronic transactions are processed. In addition, mobile applications are being developed using RFID technology through cell phones, laptops, and other electronic devices. In order to be efficient in all

electronic payment processing, the Bursar's Office must keep up with the trends in today's technology environment. As the changes and trends occur, the Bursar's Office in conjunction with the MIS department must be able to meet these challenges and proactive plan the resources needed to accomplish the goals of having payment processes available to the college at large.

2. If applicable, list additional capital resources (facilities, technology, equipment) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Assessment Center:

In order to continue to provide adequate services to our students and meet program requirements to deliver testing, the Assessment Center must be able to continuously upgrade our copmputer systems and plan for the requisite expenses every few years. Luckily, all our computers systems are faily new--2009 to 2014, and we plan to upgrade the older computers during the 2014-2015 academic year. This expense has been approved as part of the SSSP allocation.

Additionally, as testing programs become mobile-ready, it will be important to begin to explore the need to acquire mobile devices to facilitate the proctoring and administration of placement tests. The Assessment Center will conduct a small pilot of this with the purchase of three iPads funded by SSSP. These devices will also be employed during the processing (check-in) of students. Lookign ahead, it will also be important for our MIS team to develop a long-awaited update/expansion of our checki-in system by moving it from a paper-based system to an entirely electronic system. The Assessment center faculty leader has scoped the request and we now await development and implementation. Part of the delay has been in identifying a vendor that will provide a mechanism for queuing students and text messaging them. At the time of submission of the program review report, the vendor (QLess) has been identified, but a protest by a competing vendor has delayed our purchasing of the software/service contract. Needless to say, once QLess is integrated into our check-in system and workflow, it will facilitate staff-student interactions and result in shorter lines during the busiest days of the year.

3. If applicable, list additional human resources (staffing, professional development, staff training) that will be needed to support proposed changes. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Bursar's Office:

Once the plan to put in place the required equipment and software updates for the October 2015 Federal Mandate regarding credit card processing, additional training and procedures will be needed to support services for the student population.

4. If applicable, note particular challenges the program faces including those relating to categorical funding, budget, and staffing.

Assessment Center:

Given that funding for Assessment Center staffing and resources stem entirely from our SSSP allocation, we are susceptible to problems with the State budget.

As California moves toward the release of a common assessment instrument to be used by all community colleges for placement testing, SMC will need to make a choice: use/not use this system. However, given that receiving SSSP funding is contingent upon our use of this instrument, it is very likely we will move toward adopting the new test platform just as soon as it becomes available. While we anticipate the cost to SMC will be minimal (if at all), we will need to plan for the development of cut scores relevant to our students and curriculum, train assessment personnel on the use of the platform, and revise our procedures for uploading test scores into ISIS.

5. Summarize any conclusions and long term recommendations for the program resulting from the self evaluation process.

Assessment Center

Despite initial opposition from some entities at the College, the Assessment Center has moved forward with the support of select partners in helping students prepare for placement testing. In doing so, incoming and continuing students are heeding our advice to prepare and we have begun to see fruitful outcomes whereby more students are placing directly into college-level math and English courses, while concommitantly decreasing the number placing into remedial courses. However, if we are to fully realize the promise of our Prep2Test program, we must continue to explore new and innovative means to reach students. We must continue to push for the allocation of institutional resources aimed at promoting placement test preparation, and we must work collaboratively with campus partners to make this happen. In the short-term this will entail working with MIS to finish the Prep2Test app and with the Dean of Enrollment Services to target messaging to incoming students. With the upcoming release of Salesforce/Target X customer relationship management software at

SMC, this will be possible, more than ever before.

Bursar's Office

Communication is one of the most key factors between departments in servicing our students. Getting the student to the right department the 1st time to resolve any issue that they might have becomes paramount when a student is sent from one place to another and the frustration sets in. Taking the time to resolve any issue for the student should be first and foremost and if need be, personally walk the student to the department that can meet their need.

6. Please use this field to share any information the program feels is not covered under any other questions.

Bursar's Office:

The Bursar's Office employs "seasonal temps" for the 4 semester rush periods and it has been extremely difficult to find qualified people to fill this critical need on a temporary basis for short periods and weeks of "non-work" in between semesters.

Evaluation of Process
Please comment on the effectiveness of the Program Review process in focusing program planning.

In engaging in the program review process, we have had an opportunity to highlight for the greater SMC community many of the things our respective programs achieve. The self-study has also given us an opportunity to reflect upon unaddressed issues and to figure out what is and is not working as well as it could. However, we are also reminded that our financial, human, and physical resources are limited and we must smartly decide which endeavors will be addressed at specific times so they benefit the greatest number of students.

Executive Summary
These fields to be filled out by the Program Review committee. Reports will be sent to the program and will be available on-line to populate relevant fields in the annual report and the next 6 year report.
Narrative

This report encompasses three distinct program areas: Admissions & Records, Assessment Center, and Bursar's Office, which, along with Counseling, collectively comprise the student matriculation process. Although these departments report to multiple Vice Presidents and are currently scattered across campus, they will all be housed in the new Student Services building when it is completed. Reviewing these programs together within the context of the enrollment process is intended to provide a holistic view of enrollment services.

Matriculation steps are clearly defined and designed to provide information and support to students throughout the process. In recognition of the wide access to and increased student preferences for using technology, many of the steps can be completed on-line. Helping students prepare for and increase the chances of successful enrollment and retention have been the driving forces behind the multiple and ongoing collaborative efforts between the enrollment areas and in working with other departments at the college to develop support tools. For example, Prep2Test is designed to provide information and tools to help students prepare for the placement tests. Lower placement levels in English, Math, and ESL that are due to lack of test preparation can add multiple levels of courses and increase students' time-to-degree. Therefore the Prep2Test project has been welcomed and appreciated, especially as utilization of Prep2Test has been shown to be correlated with a positive impact on student success and progress.

Another good example is the recently launched MyEdPlan. A highly collaborative effort between MIS, Counseling, the Assessment Center, and Admissions and Records, MyEdPlan is an online, interactive, wizard-driven student education plan program designed for student and counselor use. Available to students through the student portal (*Corsair Connect*) upon completion of their application, assessment, and orientation processes, MyEdPlan provides profile-specific guidance and seamlessly integrates a Degree Audit program and an innovative prerequisite engine to facilitate course planning, sequencing, and selection.

Communication is a key responsibility of all programs in enrollment services since regulations, requirements, and mandates at the local, state, and federal levels frequently impact student enrollment. E-blasts are the most frequently used method for communication with students, but information is also communicated through other modes, such as *Corsair Connect*, various institutional websites, mailings, and informational handouts. Managing enrollment is critical to institutional planning; communication of key deadlines has been a successful strategy to reduce the number of no-shows or empty seats. A typical example is the deadline for fee-payment, where students receive messages to help them understand that they will be dropped from classes for non-payment. Implementing on-line fee payment, purchase of parking permits, and other similar functions has also contributed to improving enrollment management.

With the ultimate goal of increasing retention and student success as their guiding principles, it is evident that the programs in enrollment services seek to improve the student experience starting with their first contact with the college. Collaboration among the different enrollment services areas is strong and, combined with a very student-centric

perspective, clearly drives planning and decision making. The spirit of collaboration extends to a strong partnership with the MIS team to develop and implement consistent improvements to enrollment processes and systems, such as development of a "Fast Track" program that identifies students eligible for certificates and degrees, and additionally, the development of the Prep2Test app. Also notable is strong participation in the efforts of the Enrollment Management Team (Academic Affairs, Enrollment Development, Student Affairs/Counseling, International Education, MIS) to develop strategies in response to shifts in enrollment patterns and changes in state funding and requirements. Improving enrollment services is a team effort and these areas exemplify that spirit.

Admissions and Records

In addition to managing the application and initial enrollment processes, Admissions and Records also maintains student records and transcripts, facilitates the collection of grades, handles grade appeals, and evaluates and processes degree and certificate awards. The office also coordinates educational efforts relating to the Family Educational Right to Privacy Act (FERPA). The sheer volume of activity managed by Admissions and Records staff is impressive, the largest being application processing and transcript requests. These transactions number in the tens of thousands every year. Not all students who apply attend Santa Monica College, yet all applications must be completely processed. The high transfer rates SMC enjoys also translate into a huge number of transcript requests. Recent implementation of an electronic information transfer system to participating colleges has somewhat mitigated the load and improved turnaround time. Of the degrees and certificates awarded each year about 50% include transferable work from other institutions – which are processed by the Admissions and Records evaluation team.

Assessment Center

Beyond its primary responsibility for the assessment of students' language and computational skills for the purpose of course placement, the Assessment Center provides other focused testing support for such varied areas as Financial Aid and Nursing. Recognizing that many students come ill-prepared for the assessment test – or just don't take it seriously – the office has worked diligently with IT and other areas to develop support tools such as the Prep2Test on-line video (hosted on YouTube so hits are tracked), extended on-line assessment orientation, and the soon to be launched mobile app. As not all faculty in placement test disciplines have been universally supportive of creating this program it is notable that Assessment Center staff persisted and that the data confirms their belief that this support would prove valuable. These efforts attest to staff commitment to improve student success through more appropriate course placement achieved by adequate testing preparation.

Bursars Office

The primary function of the Bursar's office is the collection of fees and the management of functions linked to fees such as the issuance of student IDs. To streamline this part of the enrollment process, and to reduce processing costs, several years ago the Bursars office implemented an on-line fee payment system. This has facilitated anytime fee payment and allows the Bursar's staff to see balances and transactions in real time. Although not all students have access to on-line payment, the success of this improvement is reflected in the steady increase in percentage of students paying on line. Currently just over 85% of fees are paid on-line.

Program Evaluation

All areas of Enrollment Services have developed and assessed outcomes, although each approaches program evaluation differently.

Admissions and Records assesses two unit outcomes (UOs), one which essentially assesses process improvement and staff output, and another which measures student satisfaction with the application and enrollment processes. Program evaluation occurs through many other measures including direct feedback from students, structured focus groups, and data collection and analysis. All of this information informs discussion on program improvement. One example of a change made as a result of evaluation was finding out in focus groups that students prefer to receive messaging by text and generally don't read e-mails. Given the number of communications sent to students this information had a significant impact on communications methods.

The Assessment Center developed 5 UOs, although Counseling 20 instructional faculty are now assessing one of these instead of the Assessment Center. This is an example of a collaborative and award winning effort between the Assessment Center and Counseling in which the Assessment Center faculty leader developed a three-pronged strategy to assess proper prerequisite sequencing based on placement results, along with other educational planning components. It is notable that several assessment measures were designed and integrated within the placement process. Self-reported measures have also been created and embedded within each of the testing platforms to track student perceptions of and readiness for the placement test. Additionally, the Assessment Center maintains logs that track student use of center services. An excellent example of multiple evaluation measures being used as a catalyst for student support improvements is the development and subsequent modifications to Prep2Test. By delivering a combination of communication and preparation tools, Prep2Test has shown results that are significantly positive and demonstrate the importance of student preparation as well as the need for students to understand the high stakes of placements tests.

The Bursars Office UOs measure the extent to which certain functions have proved effective. For example, implementation of the on-line payment system is measured by the percentage of fees paid in this manner. Data has shown an increase in this percentage, so students with on-line access clearly appreciate and use this function.

For Admissions and Records and the Assessment Center especially, the number of external issues to which they need to

respond drives many of the unit annual objectives. The Bursars Office has fewer external pressures and therefore less experience in identifying objectives. Additional training in setting and writing objectives would be helpful to ensure they are measurable as stated and achievable within a one year time frame.

Commendations

The committee acknowledges the student centered attitude of the Enrollment Services areas and commends them for:

1. Cross training employees where possible as part of collaborative efforts such as employee sharing between Admissions and Records and the Assessment Center to improve service.
2. Development of the "Fast Track" program identifying students who are eligible, or nearly eligible to receive degrees or certificates.
3. Creation of the multiple component Prep2Test program and the multiple improvements in response to data and student feedback.
4. Implementation of an on-line payment system while committing to maintaining a process by which students without access to credit cards can pay.
5. The multiple means and strategies by which the enrollment services areas solicit information and feedback to inform program improvement planning.
6. Strong collaborative efforts among enrollment services areas and with other areas of the college to improve service and respond to external mandates and requirements.
7. Proactive efforts to communicate with students.

Recommendations for Program Strengthening

The committee acknowledges the challenges and extraordinary efforts of the offices of Admissions and Records, Assessment Center, and Bursars to work collaboratively, as well as with many other areas of the college, to develop innovative strategies and to respond to frequently changing external requirements and mandates. The committee recommends consideration of the following to further strengthen the complete enrollment process:

1. Admissions and Records: Ensure annual objectives are written with sufficient specificity and with concrete measurements to be accomplishable within a one-year time frame. (*Quality vs. quantity*)
2. Bursars Office: Systematically document quality effectiveness for improvement planning to substantiate statements made in the report.
3. Assessment Center: Conduct an in depth study to more thoroughly assess Prep2Test on course placement and ultimately student retention and success.

Recommendations for Institutional Support

1. Develop a strategic plan, including resource allocations, to respond to new mandates such as the requirement for the Bursars Office to switch to a Chip-and-PIN card payment system and the Assessment Center to implement the new mandated common assessment tool.

Attached File Upload	
Attached Files	
Admissions Appendix	
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