All Fields Report

Program Overview	
Program	Enrollment Services
Does this program have a CTE component?	Yes
Academic Year	2020/2021
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 Enrollment Services: Admissions and Records, Success and Engagement Center

Enrollment Services is comprised of Admissions and Records and the Success and Engagement Center (formerly the Assessment Center), which fall under the purview of the Dean of Enrollment Services. The programs serve as entry points for students at Santa Monica College. While the programs play an important role in the student matriculation process, their scope and function are very different. Enrollment Services also extends beyond these two departments' primary responsibilities. Many of the Dean of Enrollment Services' day-to-day responsibilities impact these offices, directly and indirectly, and as result, the programs' staff are often involved as a result.

Over the past six years since the last comprehensive program review was conducted, the landscape for placement testing has changed and with it, the services characterizing each program, as will be delineated in sections below.

One of these changes is the sequencing of steps leading to successful matriculation at Santa Monica College, along with changes in programming for each of these activities. State legislation, the redesign of the student experience, and a greater emphasis on serving students from underrepresented communities, especially students of color, have been drivers of these changes, though not without objections from prominent voices of resistance at the College. Whereas, six years ago the emphasis was on helping students prepare to take the "assessment tests," that shifted in 2018, with the implementation of AB 705 and AB 1805, which focused on course placement based on high school coursework multiple measures and on guided self-placement as a means to increase the number of students who place directly into college-level math and English, as well as throughput in successful course completion. Financial Aid was promoted to step 2 given its relative importance in promoting or impeding progression toward goal completion, and the time it takes to get processed for aid.

At the time this report was written, the six matriculation steps, also known as the "steps to success" at SMC are:

1. Apply to SMC
2. Apply for Financial Aid
3. Complete Orientation
4. Review Course Placement
5. Develop Education Plan/See a Counselor
6. Enroll in Classes

While the Admissions and Records Office is primarily responsible for Step 1 (apply to SMC) and Step 6 (Enroll in Classes), and the Success and Engagement Center for Step 4 (Review Course Placement), the staff's priority in these departments is to support all students with the entire matriculation process. Staff are familiar with all steps and impart information to inquiring students to get them to complete all steps, as pertinent to the student. The Admissions and Records Communications Unit is solely responsible for communicating these enrollment steps to new applicants, immediately upon admissions and later as part of a more comprehensive communication plan. In a recent webinar hosted

by Admissions and Records during Welcome Week, which was focused on "admissions," the session was described as *"From application to enrollment; from residency to graduation; from Corsair Connect to SMC GO, Admissions does or hears it all! Come get all your questions answered by expert SMC Admissions staff!"* It is no understatement that Admissions does indeed "hears it all," and along with this comes the responsibility to "answer all" and guide the student in the right direction and answering questions from other areas when appropriate.

Admissions and Records

Admissions and Records Office Mission Statement:

The Admissions and Records Office at Santa Monica College provides comprehensive services to prospective, new, and continuing students, both in-person and online, aimed at facilitating their onboarding and progression. We support the College's mission and student success through comprehensive services that impact their admission, enrollment, progression, graduation, and transfer. Services are provided through evolving and innovative technology and communication tools and through face-to-face interactions with staff to keep students connected to the institution. In addition to providing an initial point of inquiry support, the Admissions and Records Office helps support the College's Enrollment Management Strategic Plan and adapts its services to the changing needs of students and the College. Through our partnerships with the Welcome Center, Success and Engagement Center, and Counseling, we assist students with the matriculation process to ensure the best opportunity for success.

Admissions and Records – Description

Admissions and Records is, directly and indirectly, responsible for many functional areas and processes impacting all students at Santa Monica College. Among these are the admission application process, residency determination and reclassification, enrollment, enrollment priority, maintenance of grades (grade changes, academic/progress renewals); transcript maintenance, orders, and archival; academic records evaluations (degree/certificate/general education/major/certification); grade appeals; Commencement; enrollment reporting for the National Student Clearinghouse and National Student Loan Data System; SMC Promise eligibility and data systems; enrollment verifications; subpoena and records requests processing; athletic eligibility; assistance with publication of class schedules and college catalog; communications with students and faculty; MIS data elements reporting and corrections; development and maintenance of WebISIS programs to support area functions across WebISIS, Corsair Connect, and mProfessor with the assistance of MIS; oversight of technology tools such as SMC GO—the official college app—and Pearl, the SMC chatbot; articulation rule-building for MyCAP; etc.

Effective with Fall 2020, a student communications unit was added to Enrollment Services. This unit is comprised of the Dean of Enrollment Services and a Student Communications Coordinator. The role of student communications is prominent and crucial and is embedded throughout the student journey, and in emergency conditions, using various communication platforms (email, text, telephone, college app, and more). The goal of student communications is to effectively engage the student with these communications so they may take the appropriate actions called for by these messages. Effectiveness can be measured in actual numbers, such as open rates, click-through rates, and enrollment numbers, but it can also manifest qualitatively, such as in developing a better-informed and knowledgeable student. One of the goals of the communications team is to unmask the hidden curriculum, teach them "how to college," and help them reach their goals.

Success and Engagement Center (SEC)

The Success and Engagement Center (SEC), formerly the Assessment Center, at Santa Monica College is dedicated to enhancing student learning by providing comprehensive, timely, and accessible course placement and testing services to new and continuing students. We are committed to maintaining professional standards and practices, safeguarding the confidentiality of student records and testing instruments while creating a fair environment for students who are informed of the college's honor code of conduct on honesty and integrity.

Consistent with Santa Monica College's mission, the SEC encourages and challenges students in achieving educational goals by making informed decisions for course placement. We assist students in this endeavor by co-designing and assisting MIS in the development of technology that helps place students into English, ESL, and mathematics. The Center also develops learning materials and tutorials to assist students to prepare for placement testing.

The SEC is also responsive to the needs of new students attending the College. We offer open and accessible services to all qualifying students on a walk-in basis, through pre-arranged group testing for newly arriving international students and for

Intensive English Program students. Since SMC started operating remotely, our services continue to be offered to students electronically and through supervised Zoom placement testing proctored sessions. While the Center offers proctoring services to non-SMC students on a limited basis as a form of community service for distance education students and for any students who must complete their placement tests prior to commencing their studies at another institution, these services have diminished since March 2018 given the loss of two FTE staff positions in the Center and the time-intensive task of proctoring remotely.

The SEC also assists the College and other departments with proctoring the Chemistry Challenge Exam (for the Physical Sciences Department), the Nursing program, and some Math challenge tests.

Effective Fall 2019, the SEC was also charged with serving as the initial point of contact for prospective students who express interest in SMC programs through the LA-19 initiative—a Los Angeles-based marketing initiative promoting career education programs.

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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 listing of major functions noted in Q1, the Admissions and Records Office is charged with remaining current with legislative changes enacted by the California Legislature and Governor. The Dean of Enrollment Services takes on this charge and with the area staff analyzes legislation and assesses the impact on policy, procedures, practices, and on student-, staff-, and faculty-facing technologies (i.e., WebISIS, Corsair Connect, and mProfessor systems).

Admissions assists the College with the operationalization of various legislated programs and services, including the Student Equity and Achievement Program (formerly the Student Success and Support Program), as well as compliance monitoring with state, federal, and other mandates, including the Family Educational Rights and Privacy Act (FERPA), California Education Code, California Code of Regulations Title 5, California Code of Civil Procedure (subpoenas), California Community College Athletic Association Bylaws, National Student Loan Data System, Student Attendance and Accounting Manual, Contracted District Audit Manual, etc.

Admissions and Records is also guided by dozens of local Board Policies and Administrative Regulations and by the Enrollment Management Strategic Plan.

Success and Engagement Center (SEC)

Additionally, the SEC assists other departments with the administration of the Chemistry Challenge exam (for students wanting to enter directly into Chemistry 11), Math Challenge Exams, the NLN PAX Nursing exam, and outside proctoring services.

In Fall 2019, the SEC was also tasked with assisting the College with a new prospective student communications tool stemming from the LA-19 initiative. This regional partnership spearheaded by Santa Monica College (SMC) is comprised of 19 community colleges in the greater Los Angeles area. Community Colleges of Los Angeles (CCLA.com) introduces prospective students to offerings across these colleges, especially in career technical education. The initiative accomplishes this through digital ads on social media and through web searches. Its purpose is to lead prospective students to affordable educational opportunities that increase earning potential in the workforce.

Until Fall 2019, the Success and Engagement Center's primary function was the assessment of SMC students for course placement in English, English as a Second Language (ESL), mathematics, Chemistry 11, math proficiency, and math challenge tests. This previous charge stemmed from Administrative Regulations 4111.4 and 4114, as well as the California Code of Regulations Title 5. Since early 2019, the Center's charge has evolved significantly, largely driven by major reforms enacted by the California Legislature and by the California Community Colleges Board of Governors to improve student outcomes, efficiencies, and accountability. The SEC continues to comply with local rules and regulations and with state mandates set forth by AB 705 and AB 1805. SMC became fully compliant with AB 705 and AB 1805 with the Fall 2019 class for English and math placement, but we still await full compliance for ESL. Much of the course placement today at SMC is based on self-reported high school coursework and guided self-placement, except in ESL where students still are placed in courses via an assessment test and multiple measures.

According to SMC policy, all first-time college students with a degree, certificate, and/or a transfer goal enrolling in more than 6 units their first term, or who are enrolling in a second semester must complete the full course placement process in English/ESL and mathematics. While nearly every first-time in college student has generally met these requirements within their first year of attendance, the process is less time-consuming for students given that course placement takes only a few minutes of their time and can be completed from their homes. Students complete the placement process through their Corsair Connect portal and are immediately placed into a course commensurate to their high school GPA and successful math course completion, or through guided self-placement. Students who cannot be placed in English given their educational background and screening on the guided self-placement; are referred to the SEC for placement testing.

For placement testing, the SEC adheres to the *Code of Fair Testing Practices in Education*. We utilize testing instruments and environments compliant with the *Standards, Policies, and Procedures for the Evaluation of Placement Instruments used in California Community Colleges*.

Our overarching goal is to contribute to the SMC mission and vision by providing an array of services targeted to our student population's educational goals. Among these goals, the SEC:

- Facilitates the placement needs of new and continuing students (individually and in groups) on-campus and remotely;
- Monitors and administers state-approved placement exams to determine initial course evaluation in ESL, mathematics, and chemistry;
- Administers the National League for Nursing Pre-Admission Examination for the Health Sciences Department;
- Administers the math challenge for placement into Math 2 and Math 7;
- Develops and refers students to appropriate resources for placement preparation;
- Processes requests for placement/prerequisite waivers for new and continuing students unable to request in-person services;
- Provides outstanding customer service by being friendly, courteous, responsible, informative, accurate, and supportive; and
- Serves as the primary liaison for outside testing agencies and institutions requiring proctoring assistance for their students.
- Participates in regional and state initiatives and trainings, such as the California Community College Assessment Initiative (CAI) Pilot Project (2015-2017), Chancellor's Office workgroups and committees; etc.
- Assists in the implementation of AB 705 and AB 1805;
- Serves as the primary liaison for students referred to SMC through the regional LA-19 marketing initiative.

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.

Success and Engagement Center (SEC)

Success and Engagement Center goals, objectives, and unit outcomes have been derived from select institutional learning outcomes, supporting goals, Board objectives, and strategic initiatives over the years.

For example, until the implementation of AB 705, institutional learning outcomes and strategic initiatives, [ILO 1—Personal Attributes—and ILO 2—Analytic and Communication Skills—the GRIT, and I^3 Initiative], had a direct bearing on our goals and activities. The SEC staff had developed learning materials and marketing campaigns aimed at helping students prepare for placement testing. The Prep2Test initiative focused on promoting the importance of review and preparation through a video and test prep materials. This initiative ceased shortly after the faculty leader responsible for it moved into another position at the college—and this position was not replaced. However, the SEC still maintained test prep materials.

The SEC also has and continues to promote adherence to the SMC Honor Code (even in a remote environment) and expects students participating in our services to uphold the same integrity and refrain from dishonest behavior (ILO 1, previously also GRIT initiative). We communicate this expectation to students verbally and in writing (when remote). We continue to be one of the few departments at SMC that actively authenticates students' identity before completing the testing process and we monitor student activities while taking any of our placement tests.

Since the implementation of AB 705 and AB 1805, and the loss of 75% of our permanent staffing, the SEC with the assistance of the Dean of Enrollment Services has shifted to the development of tools in Corsair Connect to complete the placement process and promoting this awareness through a communication plan developed for new students. Given the reduced staff, the Center has had little choice but to focus on direct service provision and reducing the assessment of all unit outcomes. Workload is very much an issue. Through our partnership with the Institutional Research Office, we commission and consume reports that assess the efficacy of course placement—pre and post AB705/1805.

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

The Admissions and Records Office receives most of its direct operational funding from the District. Some staff positions are supported by SEAP:

- Academic Records Evaluator (2 FTE)
- Student Communications Coordinator (1 FTE)
- Student Services Specialist (1 FTE)
- Student Services Clerk (vacant, not authorized for replacement)

Other funding from SEAP supports contractual obligations for various technology tools used by Admissions and Records, as well as other departments. Among them:

- WebXtender (document imaging and archival system for student records)
- Salesforce/TargetX CRM
- Modo Labs for SMC GO app
- GeckoEngage for Pearl Chatbot

Success and Engagement Center (SEC)

As one of the core components of the Student Equity and Achievement Program (formerly Student Success Programs and Services—SSSP—and Matriculation), staffing for the Center and small supplies and test units' budget has come from SEAP. Currently, funding is still ongoing, albeit there is conversation at the college to withdraw this funding so it may be reallocated to services specifically delineated in the Student Equity Plan.

For comparison purposes, staffing at the Center for 2014 and 2020 is provided for comparison purposes:

Position	2014	2020
Faculty Leader (faculty)	.5 FTE	0 FTE
Supervisor (classified manager)	0 FTE	1 FTE
Senior Student Services Specialist	1 FTE	0 FTE
Student Services Specialist	1 FTE	0 FTE
Student Services Assistant	1 FTE	1 FTE
Student Services Clerk	1 FTE	0 FTE
Student Services Clerk (temp)	1-2 FTE	0 FTE
Student Help	2-4 students 10-20 hours per week	0 hours

Total Permanent Staff Positions	4.5	2
Total Staff Positions	5.5-6.5	2

As may be seen above, permanent staffing has decreased by over 50% in the past 6 years, while the total staff (excluding student help), has decreased by over 60%. Vacated positions (retirement and transfers)—even in the years when placement testing was still heavy, was not

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

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.

Success and Engagement Center (SEC)

The Success and Engagement Center provides services to first-time matriculating students as well as to continuing students. We do not serve a specific population; however, given the College's mandatory placement policy, first-year college students (who recently completed high school) do represent most of the students served. These students receive targeted messaging reminding them of the need to complete the placement process prior to enrolling in their first semester. Additionally, these students are subject to a placement hold that prevents them from enrolling in no more than 6-units in their first semester until both the English/ESL and math placement process is completed. This process ensures we are serving SMC's target populations.

Total Test Takers

As may be seen in Table 1 below, the number of students served for placement **testing** has decreased over the past five years, according to data provided by the Institutional Research Office. In 2015-16, 26,745 unduplicated tests were administered, whereas only 7,966 tests were completed in 2019-20, an overall decrease of 70%. Each of these test administrations reflects one student, but the data in Table 1 should not be interpreted as either total students placed into courses at SMC, or as total students since most students take one to two placement tests. It would be correct to state, for example, that 10,740 students completed the English placement test and 13,335 students the math test, but not that 24,075 students (the sum of these two figures) completed a test.

Table 1. Tests administered in 2015-16 and 2019-20

Subject	2015-16	2019-20	Decrease
Chemistry	139	97	30%
English	10740	1881	82%
ESL	2526	1090	57%
Math	13335	4898	63%
MPT	5	0	100%

Total	26745	7966	70%

Race/Ethnicity

Demographically, the percentage of students taking these tests has also changed. According to Table 2. Looking at race/ethnicity, the most dramatic differences in testing were experienced by Latinx students who constituted 39.1% of test-takers in 15-16, but only 15.8% in 19-20, a 23 percentage point reduction. Blac and Asian students experienced an overall 5 percentage point reduction. But caution should be taken in interpreting these data as the percentage of students taking these tests who opted out of declaring their race/ethnicity (unreported) has increased—from 9.4% in 2015-16 to 46.8% in 19-20.**Race/Ethnicity**

Table 2: Ethnicity and race breakdown of students served

Students Served by Test Type by Race/Ethnicity

Year	PLC_SUBJECT	White #	%	Black #	%	Hispanic #	%	Asian #	%	Native Am. #	%	Pacific Islander #	%	Two or More #	%	Unreported #	%	Total #	Total %
2015-2016	CHEMISTRY	47	33.2%	7	5.2%	28	20.4%	37	26.9%		0.0%		0.0%	4	2.7%	16	11.6%	139	100.0%
	English	2710	25.2%	1347	11.5%	4986	46.7%	815	7.6%	21	0.2%	30	0.3%	523	4.9%	408	3.6%	10740	100.0%
	ESL	391	23.2%	30	1.1%	161	6.3%	899	35.7%		0.0%	5	0.2%	7	0.3%	833	33.2%	2526	100.0%
	Math	3213	24.1%	1307	9.7%	5231	39.5%	1717	12.9%	21	0.2%	38	0.3%	526	3.9%	1282	9.5%	13335	100.0%
	MPT	1	24.9%	1	11.6%		0.0%	1	27.6%		0.0%		0.0%		0.0%	2	36.0%	5	100.0%
2015-2016 Total		6562	24.5%	2592	9.6%	10406	39.1%	3469	13.0%	42	0.2%	73	0.3%	1060	3.9%	2541	9.4%	26745	100.0%
2016-2017	CHEMISTRY	67	39.6%	8	4.8%	25	14.9%	38	22.7%		0.0%		0.0%	8	4.7%	23	13.4%	169	100.0%
	English	2502	26.3%	1074	11.1%	4476	47.3%	712	7.5%	22	0.2%	29	0.3%	538	5.7%	160	1.6%	9513	100.0%
	ESL	449	19.2%	32	1.4%	142	6.1%	641	28.0%	1	0.0%	2	0.1%	12	0.3%	1021	44.7%	2300	100.0%
	Math	2810	24.2%	1108	9.5%	4655	40.4%	1267	11.0%	23	0.2%	28	0.2%	508	4.4%	1165	10.1%	11564	100.0%
	MPT		0.0%		0.0%		0.0%	1	53.5%	1	46.5%		0.0%		0.0%		0.0%	2	100.0%
2016-2017 Total		5828	24.7%	2222	9.3%	9298	39.6%	2659	11.4%	47	0.2%	59	0.2%	1066	4.5%	2369	10.0%	23548	100.0%
2017-2018	CHEMISTRY	54	44.5%	2	1.7%	26	21.0%	17	13.9%		0.0%		0.0%	6	4.9%	17	14.0%	122	100.0%
	English	2082	24.7%	1021	12.0%	4087	48.6%	614	7.3%	15	0.2%	13	0.2%	475	5.6%	139	1.5%	8446	100.0%
	ESL	365	18.1%	22	1.1%	136	6.7%	391	19.6%		0.0%	4	0.2%	13	0.6%	1064	53.7%	1995	100.0%
	Math	2622	23.9%	1069	9.7%	4484	40.5%	1099	10.1%	16	0.1%	15	0.1%	508	4.6%	1204	10.9%	10967	100.0%
	MPT	2	52.8%		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	2	47.2%	4	100.0%
2017-2018 Total		5125	23.8%	2114	9.7%	8683	40.4%	2121	9.9%	31	0.1%	32	0.1%	1002	4.6%	2426	11.2%	21534	100.0%
2018-2019	CHEMISTRY	44	36.9%	6	5.2%	20	18.3%	20	17.1%		0.0%		0.0%	7	5.3%	20	17.2%	119	100.0%
	English	1140	26.0%	590	13.3%	1704	38.6%	389	8.8%	11	0.2%	5	0.1%	237	5.4%	332	7.5%	4408	100.0%
	ESL	233	13.9%	22	1.3%	93	5.5%	130	7.7%	1	0.1%		0.0%	3	0.2%	1180	71.4%	1662	100.0%
	Math	1749	22.7%	731	9.4%	2453	31.8%	674	8.8%	14	0.2%	9	0.1%	322	4.2%	1724	22.8%	7676	100.0%
	MPT	1	30.6%		0.0%		0.0%	1	32.8%		0.0%		0.0%		0.0%	1	36.6%	3	100.0%
2018-2019 Total		3167	22.8%	1349	9.6%	4272	30.6%	1214	8.7%	26	0.2%	14	0.1%	569	4.1%	3257	23.9%	13868	100.0%
2019-2020	CHEMISTRY	32	32.9%		0.0%	25	14.6%	14	14.7%		0.0%		0.0%	1	1.0%	25	26.5%	97	100.0%
	English	470	24.6%	112	5.6%	260	13.1%	147	8.0%	3	0.2%	3	0.1%	55	2.8%	831	45.6%	1881	100.0%
	ESL	192	17.1%	11	1.0%	65	5.8%	75	6.8%	1	0.1%	1	0.1%	5	0.4%	740	68.7%	1090	100.0%
	Math	1074	21.5%	287	5.5%	956	19.0%	407	8.3%	7	0.1%	4	0.1%	140	2.8%	2023	42.6%	4898	100.0%
2019-2020 Total		1768	21.8%	410	4.8%	1306	15.8%	643	8.1%	11	0.1%	8	0.1%	201	2.4%	3619	46.8%	7966	100.0%
2020-2021	CHEMISTRY	9	26.8%	1	3.0%	5	14.6%	3	9.1%		0.0%		0.0%		0.0%	15	46.6%	33	100.0%
	ESL	7	4.7%		0.0%	2	1.6%	5	3.7%		0.0%		0.0%		0.0%	111	89.9%	125	100.0%
2020-2021 Total		16	9.3%	1	0.6%	7	4.3%	8	4.8%		0.0%		0.0%		0.0%	126	81.0%	158	100.0%
Grand Total		22466	23.8%	8688	9.1%	33972	36.1%	10114	10.8%	157	0.2%	186	0.2%	3898	4.1%	14338	15.7%	93819	100.0%

Differences between 2015-16 and 2019-20

Year	White #	%	Black #	%	Hispanic #	%	Asian #	%	Native Am. #	%	Pacific Islander #	%	Two or More #	%	Unreported #	%	Total #	Total %
2015-16	6562	24.5%	2592	9.6%	10406	39.1%	3469	13.0%	42	0.2%	73	0.3%	1060	3.9%	2541	9.4%	26745	100.0%
2019-20	1768	21.8%	410	4.8%	1306	15.8%	643	8.1%	11	0.1%	8	0.1%	201	2.4%	3619	46.8%	7966	100.0%
	4794	3%	2182	5%	9100	23%	2826	5%	31	0%	65	0%	859	2%	-1078	-37%	18779	

Gender

Looking at gender, the distribution among test takers has remained relatively stable at just about 50-50. The notable exception is for the year 2019-20, where the percent of males taking a test decreased to 39.3%. However, the percent of students not reporting their gender increased from 0% in 15-16 to 12% in 19-20. Some of these unreported cases likely include transgender students. In 2018, the college began collecting transgender and sexual orientation data on the application per enacted legislation. However, this data remained suppressed by order of the Chancellor's Office.

Table 3: Gender breakdown of students served

		F		M		X		Total #	Total %
	Students Served by Test Type by Gender								
Year	PLC_SUBJECT	#	%	#	%	#	%		
2015-2016	CHEMISTRY	58	41.5%	76	54.8%	5	3.7%	139	100.0%
	English	5279	49.1%	5181	48.3%	280	2.6%	10740	100.0%
	ESL	1216	48.0%	1264	50.2%	46	1.8%	2526	100.0%
	Math	6467	48.4%	6558	49.3%	310	2.3%	13335	100.0%
	MPT	4	86.3%	1	13.7%		0.0%	5	100.0%
2015-2016 Total		**13024**	**48.6%**	**13080**	**49.0%**	**641**	**2.4%**	**26745**	**100.0%**
2016-2017	CHEMISTRY	81	48.0%	84	50.2%	4	1.8%	169	100.0%
	English	4769	50.0%	4707	49.6%	37	0.4%	9513	100.0%
	ESL	1198	51.9%	1090	47.6%	12	0.5%	2300	100.0%
	Math	5724	49.4%	5797	50.2%	43	0.4%	11564	100.0%
	MPT	1	46.5%	1	53.5%		0.0%	2	100.0%
2016-2017 Total		**11773**	**49.9%**	**11679**	**49.7%**	**96**	**0.4%**	**23548**	**100.0%**
2017-2018	CHEMISTRY	46	37.7%	75	61.5%	1	0.8%	122	100.0%
	English	4220	49.9%	4121	48.9%	105	1.3%	8446	100.0%
	ESL	1094	54.6%	892	45.0%	9	0.4%	1995	100.0%
	Math	5585	50.8%	5262	48.1%	120	1.1%	10967	100.0%
	MPT	3	73.3%	1	26.7%		0.0%	4	100.0%
2017-2018 Total		**10948**	**50.7%**	**10351**	**48.2%**	**235**	**1.1%**	**21534**	**100.0%**
2018-2019	CHEMISTRY	66	55.8%	52	43.3%	1	0.9%	119	100.0%
	English	2121	47.8%	2159	49.2%	128	3.0%	4408	100.0%
	ESL	894	53.6%	761	45.9%	7	0.4%	1662	100.0%
	Math	3824	49.7%	3677	48.0%	175	2.3%	7676	100.0%
	MPT	3	100.0%		0.0%		0.0%	3	100.0%
2018-2019 Total		**6908**	**49.6%**	**6649**	**48.1%**	**311**	**2.3%**	**13868**	**100.0%**
2019-2020	CHEMISTRY	39	40.7%	49	49.5%	9	9.8%	97	100.0%
	English	873	45.2%	678	36.1%	330	18.7%	1881	100.0%
	ESL	631	57.6%	443	40.9%	16	1.5%	1090	100.0%
	Math	2389	48.1%	1953	39.9%	556	12.0%	4898	100.0%
2019-2020 Total		**3932**	**48.7%**	**3123**	**39.3%**	**911**	**12.0%**	**7966**	**100.0%**
2020-2021	CHEMISTRY	10	29.6%	10	29.9%	13	40.6%	33	100.0%
	ESL	14	10.2%	13	10.3%	98	79.5%	125	100.0%
2020-2021 Total		**24**	**14.2%**	**23**	**14.3%**	**111**	**71.5%**	**158**	**100.0%**
Grand Total		**46609**	**49.5%**	**44905**	**47.9%**	**2305**	**2.6%**	**93819**	**100.0%**

Differences between 2015-16 and 2019-20

Year		F		M		X		Total #	Total %
2015-2016 Total		13024	48.6%	13080	49.0%	641	2.4%	26745	100.0%
2019-2020 Total		3932	48.7%	3123	39.3%	911	12.0%	7966	100.0%
		9092	0%	9957	10%	-270	-10%	18779	

Age

With respect to age, even more, dramatic changes were experienced. Where the 19 and younger age group constituted 68% of test-takers in 15-16, they accounted for less than half of that (31%) in19-20. Generally speaking, as students' age increases, their representation among test takers across the years also increases. For example, a higher percentage of 30-39-year-olds took a placement test in 19-20 (12.5%) than in 15-16 (3.5%).

Table 4: Age group breakdown of students served

Students Served by Test Type by Age Group

Year	PLC_SUBJECT	19 & Younger #	%	20 to 24 #	%	25 to 29 #	%	30 to 39 #	%	40 to 49 #	%	50 & Older #	%	Unreported #	%	Total #	Total %
2015-2016	CHEMISTRY	87	63.1%	33	23.9%	7	5.0%	3	2.1%	3	1.7%	1	0.6%	5	3.7%	139	100.0%
	English	8054	75.9%	1453	13.4%	506	4.5%	280	2.4%	105	0.9%	63	0.5%	279	2.6%	10740	100.0%
	ESL	947	37.8%	938	37.4%	246	9.7%	216	8.4%	85	3.2%	48	1.7%	46	1.8%	2526	100.0%
	Math	8892	67.5%	2589	19.3%	795	5.8%	489	3.4%	160	1.1%	99	0.6%	311	2.3%	13335	100.0%
	MPT	2	47.2%	1	27.6%	1	13.7%	1	11.6%		0.0%		0.0%		0.0%	5	100.0%
2015-2016 Total		17982	68.0%	5014	18.6%	1555	5.6%	989	3.5%	353	1.2%	211	0.7%	641	2.4%	26745	100.0%
2016-2017	CHEMISTRY	126	75.3%	22	13.1%	9	5.3%	7	4.2%	2	0.8%		0.0%	3	1.2%	169	100.0%
	English	7279	77.5%	1268	13.1%	497	5.0%	285	2.7%	98	0.9%	59	0.5%	27	0.3%	9513	100.0%
	ESL	960	42.1%	731	32.0%	248	10.8%	218	9.3%	84	3.4%	47	1.9%	12	0.5%	2300	100.0%
	Math	7987	69.9%	2114	18.2%	759	6.4%	452	3.7%	135	1.0%	81	0.6%	36	0.3%	11564	100.0%
	MPT	1	53.5%		0.0%		0.0%	1	46.5%		0.0%		0.0%		0.0%	2	100.0%
2016-2017 Total		16353	70.3%	4135	17.4%	1513	6.2%	963	3.8%	319	1.2%	187	0.7%	78	0.3%	23548	100.0%
2017-2018	CHEMISTRY	81	66.8%	30	24.7%	7	5.3%	2	1.6%		0.0%	1	0.8%	1	0.8%	122	100.0%
	English	6338	75.9%	1230	14.4%	436	5.0%	276	3.0%	91	0.9%	69	0.6%	6	0.1%	8446	100.0%
	ESL	777	39.3%	669	33.8%	233	11.7%	195	9.5%	74	3.5%	40	1.7%	7	0.3%	1995	100.0%
	Math	7636	70.4%	1994	18.1%	658	5.8%	427	3.7%	152	1.2%	85	0.7%	15	0.1%	10967	100.0%
	MPT	1	26.7%	2	52.0%		0.0%		0.0%	1	21.3%		0.0%		0.0%	4	100.0%
2017-2018 Total		14833	69.6%	3925	18.2%	1334	6.0%	900	4.0%	318	1.3%	195	0.8%	29	0.1%	21534	100.0%
2018-2019	CHEMISTRY	88	74.8%	18	15.2%	6	5.1%	6	4.5%	1	0.5%		0.0%		0.0%	119	100.0%
	English	2668	61.7%	834	18.9%	364	8.0%	312	6.6%	114	2.3%	56	1.1%	60	1.4%	4408	100.0%
	ESL	697	42.2%	524	31.7%	172	10.3%	183	10.9%	53	3.0%	32	1.8%	1	0.1%	1662	100.0%
	Math	4576	60.4%	1619	21.2%	610	7.8%	517	6.4%	172	2.0%	89	1.0%	93	1.2%	7676	100.0%
	MPT		0.0%	1	36.6%		0.0%	2	63.4%		0.0%		0.0%		0.0%	3	100.0%
2018-2019 Total		8029	58.7%	2996	21.7%	1152	8.1%	1020	7.0%	340	2.2%	177	1.1%	154	1.1%	13868	100.0%
2019-2020	CHEMISTRY	66	68.4%	15	15.5%	4	4.2%	5	4.2%		0.0%		0.0%	7	7.7%	97	100.0%
	English	489	27.1%	347	18.5%	231	11.8%	330	16.7%	114	5.3%	56	2.6%	314	17.8%	1881	100.0%
	ESL	386	35.7%	353	32.7%	127	11.8%	148	13.3%	38	3.3%	23	1.7%	15	1.4%	1090	100.0%
	Math	1989	41.2%	1040	21.5%	511	10.2%	555	10.9%	186	3.3%	95	1.7%	522	11.3%	4898	100.0%
2019-2020 Total		2930	37.5%	1755	22.3%	873	10.7%	1038	12.5%	338	3.7%	174	1.9%	858	11.4%	7966	100.0%
2020-2021	CHEMISTRY	13	39.1%	5	14.2%	2	6.1%		0.0%		0.0%		0.0%	13	40.6%	33	100.0%
	ESL	10	7.8%	4	3.1%	7	5.4%	2	1.6%	2	1.6%	2	1.0%	98	79.5%	125	100.0%
2020-2021 Total		23	14.3%	9	5.4%	9	5.6%	2	1.2%	2	1.3%	2	0.8%	111	71.5%	158	100.0%
Grand Total		60150	64.7%	17834	19.0%	6436	6.7%	4912	5.0%	1670	1.6%	946	0.9%	1871	2.1%	93819	100.0%

Differences between 2015-16 and 2019-20

Year	PLC_SUBJECT	19 & Younger #	%	20 to 24 #	%	25 to 29 #	%	30 to 39 #	%	40 to 49 #	%	50 & Older #	%	Unreported #	%	Total #	Total %
2015-2016 Total		17982	68.0%	5014	18.6%	1555	5.6%	989	3.5%	353	1.2%	211	0.7%	641	2.4%	26745	100.0%
2019-2020 Total		2930	37.5%	1755	22.3%	873	10.7%	1038	12.5%	338	3.7%	174	1.9%	858	11.4%	7966	100.0%
		15052	31%	3259	-4%	682	-5%	-49	-9%	15	-3%	37	-1%	-217	-9%	18779	0

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.

Seccess and Engagement Center (SEC)

As discussed above, the Success and Engagement Center has traditionally provided assessment testing services to first-time and continuing students at SMC. Until 2019, most students completed an assessment test. The results of these tests had a one-year expiration date, thus the reason why many continuing students sought retesting services from the Center. However, given AB 705 implementation, these services are no longer needed by the vast majority of entering SMC students—or continuing students.

Race/Ethnicity

With respect to race/ethnicity, students partaking of services in the SEC largely reflected the SMC student population in 2015-16. There was, however, an overrepresentation of Latinx students (4.1 percentage point difference) and an underrepresentation of White students (7.7 percentage points) testing. By 2019-20, the landscape shifted significantly for Latinx students. There was an underrepresentation of Latinx (20.2 percentage points) and Black (3.2 percentage points) students participating in testing services. Putting it another way, and as evidenced in Table 4, testing decreased by more than half for these students.

Table 4. Ethnicity of Program Participants vs. College Annual Headcount Representation

Program Demographics	White		Black		Hispanic		Asian		Native Am.		Pacific Islander		Two or More		Unreported		Total #	Total %
Year	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
2015-16	6562	24.5%	2592	9.6%	10406	39.1%	3469	13.0%	42	0.2%	73	0.3%	1060	3.9%	2541	9.4%	26745	100.0%
2019-20	1768	21.8%	410	4.8%	1306	15.8%	643	8.1%	11	0.1%	8	0.1%	201	2.4%	3619	46.8%	7966	100.0%
Difference	4794	3%	2182	5%	9100	23%	2826	5%	31	0%	65	0%	859	2%	-1078	-37%	18779	
College Demographics - Annual Headcount	White		Black		Hispanic		Asian		Native Am.		Pacific Islander		Two or More		Unreported		Total #	Total %
Year	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
2015-16	14624	32%	3982	9.0%	15814	35.0%	6189	14.0%	79	0.0%	116	0.0%			2307	5.0%	45474	100.0%
2019-20	12236	29.0%	3183	8.0%	14897	36.0%	3884	9.0%	77	0.0%	85	0.0%			4887	12.0%	41628	100.0%
Difference	2388	3%	799	1%	917	-1%	2305	5%	2	0%	31	0%	0	0%	-2580	-7%	3846	
2015-16 Headcount - Program Difference	-7.7%		0.6%		4.1%		-1.0%		0.2%		0.3%		3.9%		4.4%			0.0%
2019-20 Headcount - Program Difference	-7.2%		-3.2%		-20.2%		-0.9%		0.1%		0.1%		2.4%		34.8%			0.0%

Age Group

Contrasting program participation against college representation by age group, it may be noted on Table 5 that by far, the largest overrepresentation of students testing was among those 19 years of age and younger (39.7 percentage points), and an underrepresentation for all other age groups (ranging from 2.5 to 18 percentage points). This is to be expected, however, given the mandatory placement testing policy in place for first-time college students who tend to be recent high school graduates. By 2019-20, the overrepresentation of

Table 5. Age Group of Program Participants vs. College Annual Headcount Representation

SEC Students Served vs. SMC Student Population

Program Demographics	19 & Younger		20 to 24		25 to 29		30 to 39		40 to 49		50 & Older		Unreported		Total #	Total %
Year PLC_SUBJECT	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
2015-2016 Total	17982	68.0%	5014	18.6%	1555	5.6%	989	3.5%	353	1.2%	211	0.7%	641	2.4%	26745	100.0%
2019-2020 Total	2930	37.5%	1755	22.3%	873	10.7%	1038	12.5%	338	3.7%	174	1.9%	858	11.4%	7966	100.0%
	15052	31%	3259	-4%	682	-5%	-49	-9%	15	-3%	37	-1%	-217	-9%	18779	0
College Demographics - Annual Headcount	19 & Younger		20 to 24		25 to 29		30 to 39		40 to 49		50 & Older		Unreported		Total #	Total %
Year PLC_SUBJECT	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
2015-2016 Total	12870	28.3%	16642	36.6%	5684	12.5%	4002	8.8%	1691	3.7%	4585	10.1%			45474	100.0%
2019-2020 Total	12481	30.0%	13383	32.1%	5476	13.2%	4071	9.8%	1574	3.8%	4642	11.2%	1	0.0%	41628	100.0%
	389	-2%	3259	5%	208	-1%	-69	-1%	117	0%	-57	-1%	-1	0%	3846	0
2015-16 Headcount - Program Diffe	39.7%		-18.0%		-6.9%		-5.3%		-2.5%		-9.4%		2.4%			0.0%
2019-20 Headcount - Program Diffe	7.5%		-9.8%		-2.5%		2.7%		-0.1%		-9.3%		11.4%			0.0%

Gender

As for gender, males were underrepresented in both 2015-16 and 2019-20 in program participation by 6.6 and 7.3 percentage points, respectively.

Table 6. Gender of Program Participants vs. College Annual Headcount Representation

SEC Students Served vs. SMC Student Population

Program Demographics

Year	PLC_SUBJECT	F #	%	M #	%	X #	%	Total #	Total %
2015-2016 Total		13024	48.6%	13080	49.0%	641	2.4%	26745	100.0%
2019-2020 Total		3932	48.7%	3123	39.3%	911	12.0%	7966	100.0%
		9092	0%	9957	10%	-270	-10%	18779	

College Demographics - Annual Headcount

Year	PLC_SUBJECT	F #	%	M #	%	X #	%	Total #	Total %
2015-2016 Total		25112	55.2%	20362	44.8%	0	0.0%	45474	100.0%
2019-2020 Total		23296	56.0%	17691	42.5%	641	1.5%	41628	100.0%
		1816	-1%	2671	2%	-641	-2%	3846	
2015-16 Headcount - Program Diffe		-6.6%		4.2%		2.4%			0.0%
2019-20 Headcount - Program Diffe		-7.3%		-3.2%		10.5%			0.0%

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).

Success and Engagement Center (SEC)

The Success and Engagement Center has gone through significant changes due to slowing enrollment, the conclusion of the Common Assessment Initiative (CAI), as well as the implementation of AB 705 and AB 1805 for English and Math. Due to AB 705, we are no longer administering the English and Math placement tests, but we do continue to proctor the ESL placement test, the math challenge test, and the chemistry challenge test. These now account for approximately 30% of the tests we administered in 2015-16.

While the representation of Black and Latinx students remained fairly stable between 2014-15 and 2017-18 (around 9% and 39%, respectively), a dramatic drop was observed commencing in 2018-2019. This was largely the result of AB 705 implementation. Concomitantly, the percentage of younger students (< 20 years old) now get placed through self-declared high school coursework and GPA or through guided self-placement. Those younger students constituted about 38% of test-takers in 2019-20 should come as no surprise given the reforms enacted by AB 705 and AB 1805 were designed to benefit younger students –those coming out of high school. Hence the reason why older students were overrepresented. However, these findings strictly look at direct testing services provided by the SEC—not at overall course placement.

Of interest, too, is the finding that students taking the chemistry challenge test are mostly white students (as a single group). Relatively few Black and Latinx students take it—an underrepresentation of about 50% in any given year in comparison to their representation at SMC (Table 2). Reasons for this are unknown, but it is plausible these students are generally unaware that the challenge test is available, or perhaps students lack the confidence to take the test. An opportunity exists to promote the availability of this test among students through the Counseling and Physical Sciences departments.

Lastly, the COVID-19 crisis had a significant and deleterious impact on the number of students that could be served by SEC staff. Given testing companies licensing restrictions and logistics, proctoring can only be offered one-on-one; that is, one staff member administers and supervises form 1-2 hours each test taker. The staff hours required to administer tests has grown immensely. While it is true that the SEC is staffed by a Supervisor and an Assistant, the Supervisor has been tasked to co-lead the Starfish/GPS implementation, thus her availability for proctoring was also limited some weeks. We did, however, get assistance in the months of May-July from a couple of staff members at the International Education Center for a few hours per week. This enabled us to at least get closed to actual student demand for testing services. One test we simply could not offer was the nursing test which requires in-person administration. Several attempts were made by outside staff to administer this test in-person, however, the risk for being exposed to COVID-19 was deemed too high.

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. Since Admissions and Records is responsible for many areas as noted above, and these areas employ different staff members to assist students, but we lack a centralized student tracking system, quantification of all students served is difficult—especially when figuring out demographics characteristics. Data for 5 areas we can at least track the overall number of students assisted will be reported below.

Application

As noted in Table 1 below, the number of admission applications received by Admissions and Records in 2014-15, the year of the last six-year program review, reached 98,201 according to WebISIS data. From that year, until 2017-18 the number of applications declined from 1-3% each year. In 2018-19, we saw a 67% increase in applications, followed by another 54% increase in 2019-20, for an all-time high of 231,409 applications. Unfortunately, these numbers are not a true representation of prospective student interest in SMC. Far from it.

In May 2017, the Admissions and Records Office transitioned to the California Community Colleges' CCCApply application used by 112 community colleges in the system. However, with this application came unwanted applications from questionable sources. Since we adopted CCCApply, Admissions has received tens of thousands of fraudulent applications, which, unfortunately, still require processing and often, manual intervention, because these applications made it through the CCCApply spam filters.

As may be observed in Table 1, the percentage of fraudulent applications that we *caught* has ranged from 2-23%, but there are undoubtedly thousands more that we could not detect through our internal fraud blocking algorithms. These fraudulent applications are caught by studying applications that staff believe are fraudulent, recognizing unusual patterns in how questions are answered on the application, use of sequential social security numbers, email accounts, and phone numbers, non-existing mailing, and permanent addresses, etc. We also investigate and block applications that submitted an email account generated from temporary email account providers and from providers known to known to send spam. The task of identifying fraudulent applications is exhausting but not exhaustive. When the Dean of Enrollment Services and the lead MIS programmer for the application (Fai Fong) institute changes, spammers soon figure out our blocking algorithms and more applications get through our systems.

All in all, while we would like to report that SMC is a popular destination for students—which for many thousands it is —SMC has also been the target of spammers and of individuals seeking to exploit the added benefits that an SMC student email account affords to students. Among these, the ability to use Office 365 and other software at no cost, and the ability to purchase software and other services through vendors that provide heavy student discounts. As a result of these tens of thousands of fraudulent apps, SMC changed its policy on how student email accounts may be used, and they are now restricted from sending and receiving emails externally until the student enrolls and pays for classes.

While demographics can be provided for all applications received by SMC since we adopted CCCApply, we opted not to provide them given the unreliability of data based on the excessive number of applications received.

Table 1. Admission Applications Processed

Year	Summer/ Fall	Winter/ Spring	Total	Percent Change Over Previous Year	Fraudulent	% Fraudulent
2014-15	67,282	30,919	98,201	-		0
2015-16	67,133	29,668	96,801	-1%		0
2016-17	64,286	28,425	92,711	-4%		0
2017-18	60,528	29,389	89,917	-3%	1,428	2%

2018-19			150,256	67%		7,287	5%
	94,522	55,734					
2019-20			231,409	54%		35,073	15%
	144,743	86,666					
2020-21*			75,453	-		17,287	23%
	71,803	3,650					
*Through 9/22/20							

Students Entered in Admissions and Records QLess Queue

According to QLess data, there were 35,239 contacts made through the QLess system in 2019-2020. All of the visits recorded from July 2019 to about March 15 were for students walking-in to Admissions in-person. Since about March 18, these "visits" have been for students who have added themselves to the queue on the Admissions website and a staff member calls them back when their turn on the queue arrives. This number does not reflect the thousands of phone calls we get and respond to immediately or once we return a voice message. Per this limited dataset, the busiest months of the year were August 2019, followed by February and January 2020, leading to the start of the Fall and Spring semesters. The month of July is traditionally very busy for Admissions. However, Admissions began to use the QLess system around the third week of the month. Thus, the reduced count for that month.

Table 2. QLess Contacts for Admissions and Records

Month	Total in Queue	Percent
Jul	1,831	5%
Aug	5,839	17%
Sep	3,257	9%
Oct	2,185	6%
Nov	2,930	8%
Dec	1,815	5%
Jan	3,716	11%
Feb	4,510	13%
Mar	1,858	5%
Apr	1,649	5%
May	2,985	8%

Jun	2,664	8%
Grand Total	35,239	100%

Since QLess does not require the use of a student ID number, demographic information for these students can only be reported for whom an ID was available and the ID was valid. The demographics below, thus, are only for the matching records. But they nonetheless provide a good summary of the diverse student population that Admissions works with. (Comparisons against the general college population are made in the section that follows).

- **Enrollment Status (Table 4):** 67.7% continuing, 10.2% first-time to college, 9.2% first-time at SMC (transfer), 7.9% returning, 5.1% special admit.
- **Race/Ethnicity (Table 5):** 35% Latinx; 29% White; 11% Asian; 10% Black, 5% multiracial, and 9% unreported/unknown.
- **Gender (Table 6):** 55.7% female; 43.9 male
- **Age Group (Table 7):** 27.1% 19 and younger; 40.1% 20-24; 14.4% 25-29; 11.1% 30-39; 3.6% 40-49; 3.7% 50 and older.
- **Citizenship (Table 8):** 78.7% US citizen, 7.3% Permanent Resident, 6.7% international, 7% other.

Other Student Contacts Not Counted in QLess System

<u>Student Transcripts and Verifications</u>

It is well known that SMC has a very large rate of students transferring to other colleges and universities. Therefore, it is no surprise that the Admissions Office processes a large volume of transcript requests. As may be seen, over 30,000 transcripts are processed every year through our partner Credentials Solutions' platform. This does not include approximately, 12,000 transcripts processed through WebISIS. Table 3 shows the number of transcripts processed by month and year. Approximately, 40% of these transcripts require manual intervention by a staff member so the order may be completed. The reasons for manual intervention are varied and include student holds, older transcripts that are not digitized ("vault" transcripts), transcripts necessitating the completion of a form/attachment by college personnel, etc.).

As evident in Table 3, the busiest times when transcripts are processed are June and January, followed by February, August, and March. These are the months when transfer students are generally required to submit transcripts to the colleges they applied and later were admitted to.

Table 3. Transcripts Processed Through Credentials System: 2016-2020

Month	2016	2017	2018	2019	2020	Total
Jan	3,776	4,256	4,547	4,174	4,307	21,060
Feb	2,972	2,999	3,546	3,583	3,372	16,472
Mar	2,908	2,882	3,306	3,249	2,834	15,179
Apr	2,038	2,197	2,056	2,086	1,965	10,342
May	2,167	2,475	2,544	2,499	2,600	12,285
Jun	4,353	4,138	3,946	3,940	4,818	21,195
Jul	2,233	2,596	2,503	2,732	3,432	13,496
Aug	2,858	2,970	2,954	2,902	4,054	15,738
Sep	1,986	1,972	1,809	1,923		7,690
Oct	1,946	1,979	2,085	2,042		8,052
Nov	1,902	1,875	1,893	1,705		7,375
Dec	1,336	1,273	1,348	1,434		5,391
Total	32,491	33,629	34,555	34,288	30,627	165,590

Petitions for Graduation

The number of spring petitions rose from 1,167 in 2012 to 4,295 in June 2020. That is the highest number of petitions reviewed in any given Spring. Petitions are evaluated manually and students are notified throughout the review process advising them on missing transcripts, coursework that can and cannot be used, eligibility for degree or certificate, etc. This increase is primarily attributed to a greater effort on the Admissions Office communication unit, in collaboration with the Senior Academic Records Evaluator, who have crafted a drip campaign encouraging students to apply for graduation.

Certifications Processed

The Evaluation Unit in Admissions and Records is responsible for processing hundreds of IGETC and CSUGE Breadth certification requests every year. Students transferring to the UC or CSU systems are required to submit the relevant certification form to the university they ultimately transfer to. The Certification form is used by Santa Monica College to indicate to the four-year institution that the student has completed their lower-division general education requirements so that students do not have to take any additional lower-division courses upon transfer. Partial certifications may also be issued in instances when the student is missing one or two courses. Certifications are processed upon petition by the student. Admissions and Records conducts a review of coursework and then mails or emails the certification form, along with a transcript, to the university. In the past 5 years, 14,505 certifications have been conducted.

Term	CSU General Education	IGETC General Education	Total
20201	322	970	1292
20193	805	907	1712
20192	108	647	755
20191	355	378	733
20183	1890	1915	3805
20182	66	378	444
20181	120	571	691
20173	41	210	251
20172	127	834	961
20171	65	84	149
20163	47	192	239
20162	92	677	769
20161	72	145	217
20153	39	201	240
20152	87	659	746

20151	87	160	247
20143	39	184	223
20142	126	671	797
20141	84	150	234
Grand Total	**4572**	**9933**	**14505**

Email-Based Transactions Have Become the Norm

Although students have been sending email requests to Admissions and Records for a long time, it appears that students are exercising this option to solicit assistance with greater frequency. In the past year alone, we have responded to tens of thousands of email requests, on top of the in-person, queue line, and phone calls. Some of our services had to move to an email-based system given the COVID-19 pandemic.

- **Admissions Mailbox:** between July 1, 2019, and June 30, 2020, we answered 30,868 email queries, including the processing of petitions and various other individual requests.
- **Concurrent Enrollment Mailbox:** between March 18 and June 30, 2020, we answered 5,673 email queries, including the processing of high school concurrent enrollment applications.
- **Residency Enrollment Mailbox:** between March 18 and June 30, 2020, we answered 934 email queries, including the processing of residency reclassification requests, but excluding requests submitted directly to the residency specialists.
- **Enrollment Verifications Mailbox:** between March 18 and June 30, 2020, we answered 913 email queries, including the processing of residency reclassification requests, but excluding requests submitted directly to the residency specialists.

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.

In reviewing Tables 4 through 8, Admissions and Records appears to be serving students reflective of the general student population—with some notable exceptions.

- **Enrollment Status:** Admissions served more continuing (11.1 percentage point difference-PPD)and Special Admit (K-12; 2.8 PPD) students than their overall representation at SMC. But fewer first-time to college students (9.3 PPD), in particular.
- **Race/Ethnicity:** Admissions generally served students in proportion to their representation at the College.
- **Gender:** Admissions generally served students in proportion to their representation at the College.
- **Age Group:** Admissions served more 20-24-year-olds (8.0 PPD) but fewer 50+-year-olds (7.5 PPD) than their overall representation at SMC.
- **Citizenship:** Admissions generally served students in proportion to their representation at the College.

Table 4. Enrollment Status of 2019-20 Admissions and Records QLess Contacts and SMC Fall 2019 Counts

Enrollment Status	A&R N	A&R %	SMC % (Fall 2019)	% Difference
1st time college	1235	10.2%	19.5%	-9.3%
1st time at SMC (transfer)	1118	9.2%	11.7%	-2.5%
Returning	957	7.9%	10.0%	-2.1%

Continuing	8231	67.7%	56.6%	11.1%
Special Admit, K-12	626	5.1%	2.4%	2.8%
Not Available	5751			
Total	12167			

Table 5. Race/Ethnicity of 2019-20 Admissions and Records QLess Contacts and SMC Annual Counts

Ethnicity	A&R %	SMC %	% Difference
African American/Black	10%	8%	2%
American Indian/Alaskan Native	0%	0%	0%
Asian	11%	9%	2%
Hispanic/Latino	35%	36%	-1%
Pacific Islander	0%	0%	0%
Multi-racial	5%	4%	1%
Unreported or Unknown	9%	12%	-3%
White	29%	29%	0%

Table 6. Gender of 2019-20 Admissions and Records QLess Contacts and SMC Annual Counts

Gender	A&R %	SMC %	% Difference
Female	55.7%	56.0%	-0.3%
Male	43.9%	42.5%	1.4%
Not Available			
Total	100		

Table 7. Age Group of 2019-20 Admissions and Records QLess Contacts and SMC Annual Counts

Age Group	A&R %	SMC %	% Difference
19 & Younger	27.1%	30%	-2.9%

20-24	40.1%	32%	8.0%
25-29	14.4%	13%	1.2%
30-39	11.1%	10%	1.3%
40-49	3.6%	4%	-0.2%
50 & Older	3.7%	11%	-7.5%
Not Available			
Total			

Table 8. Citizenship Status of 2019-20 Admissions and Records QLess Contacts and SMC Fall 2019 Counts

Citizenship	A&R %	SMC % (Fall 2019)	% Difference
AB540	2.3%		
Conditional Resident	0.5%	0.4%	0.0%
Foreign student - Online class	1.0%		
Other Status	2.4%	2.0%	0.4%
Out-of-Status	0.0%		
Refugee/Asylee	1.0%	0.6%	0.4%
Permanent Resident	7.3%	5.9%	1.5%
Status Unknown	0.0%	2.3%	-2.2%
Student Visa (F-1)	6.7%	8.8%	-2.1%
U.S. Citizen	78.7%	80.1%	-1.4%
Not Available			
Total			

Based on the data above, it appears that Admissions and Records is assisting most student groups in proportion to their representation at SMC. That we directly serve more continuing students than first-time college students makes sense.

Most new students have their initial contacts with the Welcome Center where they prepare them for their first semester and help them troubleshoot, often through counselors contacting Admissions personnel directly—rather than sending them to Admissions. On the other hand, continuing students often encounter issues with records, holds, probation, require transcripts, etc., thus necessitating staff intervention. The finding that we serve fewer older adults makes sense, too, since so many of these students are enrolled in noncredit Emeritus courses—which the Admissions and Records Office does not oversee. The contacts we have are primarily with credit students.

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).

At the last annual program review, the actual student population assisted by Admissions and Records was not described, rather, the then Dean of Enrollment Services described the general SMC population.

Program Evaluation

In this section programs/units are to identify how, using what tools, and when program evaluation takes place. Evaluation must include outcomes assessment as well 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 method of responding, begin by selecting a discipline/function from the drop down, answer the set of questions and click "Save", your answers will be added to the bottom of page. Do this for each discipline/function. If you would like to answer the questions once, choose "Answer Once" from the drop down.

How would you like to answer these questions?

Saved Information For Program Evaluation

Area/Discipline Information Pertains To

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 sequence of activities. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction or program activity.

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*

Success and Engagement Center (SEC)

In keeping with effective practices, the Success and Engagement Center's unit outcomes (UO) have been reflective of institutional learning outcomes or institutional initiatives.

- UO 1: Students will recognize the importance and impact of assessment in language and computational skills prior to testing. [ILO 1]
- UO 2: Students will demonstrate an understanding of, and adherence to, the SMC Honor Code and the Center's Academic Integrity and Conduct Notice by conducting themselves honorably and by adhering to proctor instructions while in the Center. [ILO 1; GRIT]
- UO 3: As a result of adequate placement test preparation, fewer students will require retesting services. In turn, a higher percentage of students undergoing retesting in a subject area will report preparing for the tests and will generally place into a higher-level course. [ILO 1, GRIT]
- UO 4: Students partaking of our testing services will characterize their interactions with our staff as friendly and helpful and will express a high level of satisfaction with our services [Supportive Goal: Supportive Learning Environment].
- UO 5: Students will understand and effectively use the process by which to place into English and math classes [ILO 1, BOT Priority 1, 2, 5, GRIT].

Several measures reflective of the unit outcomes above have been designed and integrated within the placement process itself, yet others are directly observed in course placement outcomes.

Given some data collection methods to assess UO effectiveness were designed for in-person placement processes, we will need to review our UOs and realign with a remote environment.

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**

Success and Engagement Center (SEC)

The assessment of UO #1 and #3 was ongoing until March, 26 of 2019 (English and math) when SMC fully implemented the placement provisions of AB 705 and 1805. This assessment continues with ESL for the time being. A "challenge" quiz assessing general understanding of the placement testing "basics" (e.g., required placement testing, type of tests, timing) was included on the Prep2Test website. Self-reported measures have also been created and embedded within our testing platform to inform us of students' perceptions of, and readiness for the placement test. Every student who completed English and math testing (prior to March 26, 2019) completed these measures. Likewise, those who currently complete the ESL test (first-time and retesting) also complete these measures. The main focus on these measures started with the development of materials to help students prepare for exams, albeit, in the end, students are responsible for their preparation given the Center has not been able to provide direct instruction and neither the English, Math, or ESL departments provide refresher sessions to help students prepare.

UO #2 and #4 are assessed during select periods of the year, generally sometime between the months of May and August following the completion of a 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 devoted to issues related to academic integrity and our Honor Code. Another section assesses student experiences with our SEC staff to address customer service-related questions. Given the time students take to complete the placement tests (1.5-3 hours each), this survey has not been regularly administered in the past few years.

With UO 5, the SEC partnered with Enrollment Services to promote the placement process requirement and assisted in devising the platform in Corsair Connect where the placement process is now completed. Every student admitted to SMC is advised of this process and explicitly notifies students for whom it is an actual requirement. Consistent with previous practice and outcomes, nearly 100% of students undergo this process in their first year. Very few students go to the SEC or to a counselor to challenge the results of the placement. Those who challenge have generally been students who reported selecting a wrong response or clicking on the wrong button. These cases get fixed by presenting a high school transcript, for example.

Data for UO placement is generally reviewed and analyzed annually as part of the Success and Engagement Center's annual report prepared by the SEC Supervisor, though these data are also used to provide context to other measures—such as placement levels, that are not directly impacted by SEC staff assistance to the student. Results are discussed with our department staff, the Dean of Enrollment Services, and other departments when needed.

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

Success and Engagement Center (SEC)

In addition to the Unit Outcomes above, the Success and Engagement Center maintains several logs tracking the use of our services by students. These include yearly test-takers statistics, number of placement tests administered in English, ESL, mathematics, chemistry, student placements into transfer-level courses, requests for remote testing services, placement/prerequisite waivers solicited, and independent proctoring requests. Except for requests for independent proctoring, which require an appointment, all other services are provided "on-demand," and we do not establish specific targets. Testing services transitioned to a remote environment while the campus is closed to students due to COVID-19.

As may be noted in Tables 5, 6, and 7, we have seen a systematic change in students placing and enrolling in transfer-level courses for English, ESL, and math in the past few years. This significant change is due to the

implementation of AB 705 (March 2019). Tables 5-7 present a summary of English, mathematics, and English as a Second Language placement data by race/ethnicity and year. As you may recall, the SMC student equity goals explicitly call for the reduction of the achievement gap and to increase the completion rates for Black and Latinx. The SEC and AB 705's primary interest is in increasing student success indicators, which in the case of the placement process is to increase the number of students entering transfer-level courses and completing them within one calendar year of enrollment.

Examining **Table 5** (English placement based on ethnicity/race), we can see that from 2015/16 (our baseline year) compared to 2019/20, the overall percentage of students enrolling in transfer-level English courses increased from 36.0% to 99.9%, representing a 63.9 percentage point increase. Particularly noteworthy is that for Black students the corresponding percentages increased from 18.9% to 100%, an 81.1 percentage point increase. For Latinx students, the percentages increased from 24% to 100%, a 76-percentage point difference.

Turning to **Table 6** (Math placement based on ethnicity/race), we can see that from 2015-16 compared to 2019/20, the overall percentage of students enrolling in transfer-level math courses increased from 33.6% to 64.6%, representing a 31-percentage point increase. It is in this discipline that we can particularly appreciate the impact of placement reforms. For many decades, students completing the math assessment tests were significantly under-placed or wrongly placed. AB 705 has made it possible for more students to directly enter college-level math. For Black students, the percentage entering college-level math jumped from 13.8% to 61.9%, a 48.1 percentage point increase. For Latinx students, the percentage increased from 21.3% to 62.2%, a 40.9-percentage point difference. It is true we have a long way to go. However, what could not happen in years of standardized testing, high school coursework multiple measures, and guided self-placement are making it possible for students to enter directly into college courses rather than remedial courses that stagnate progression.

Now to **Table 7** (ESL placement based on ethnicity/race), we can see that from 2015-16 compared to 2019/20, the overall percentage of students enrolling in transfer-level English as a result of completing the ESL placement test decreased from 83.0% to 62.6%, representing a 20.4-percentage point decrease. A likely explanation for this decrease is that most students previously assigned to the ESL assessment are now placing straight into transfer-level English courses based on the high school coursework multiple measures or the Guided Self-Placement.

Tracking and evaluating below transfer-level placements have been a concern of Santa Monica College, especially for our students of color. Placing into below transfer-level courses significantly impacts student's progression and completion rates. **We note that the implementation of AB 705 has maximized the ability for all SMC students to be placed into transfer-level English and math courses. This process helps support our students and SMC's "Vision for Success."**

We will continue to monitor student enrollment in transfer-level courses, as well as observe successful completion rates based on AB 705 standards. SEC Supervisor and the Dean of Enrollment Services will continue to work with English, ESL, and Math to adjust processes based on student need and success rates. Additional modifications to the placement rules may also need to be made once these rules are locally validated. A report must be submitted at the end of the year to the Chancellor's Office. To close equity gaps, we will focus on our Black and Latinx students to ensure they are receiving the support needed to be successful.

A note on the tables below: Tables 5-7 present information for students who completed the placement process. This was the research question posed: Of the students who received a placement, what percentage of them enrolled in at least one credit course, and of them, how many received a college-level placement?

Table 5: English Placement Level by Enrollment Status and Ethnicity

Year	Enrolled	College Level	White	Black	Hispanic	Asian	Native Am.	Pacific Islander	Two or More	Unreported	Grand Total
					Students Who Received a English Placement by Placement Level and Enrollment Status						
2015-2016	No	No	45.1%	84.3%	84.7%	59.7%	66.3%	100.0%	51.4%	78.3%	73.5%
		Yes	54.9%	15.7%	15.3%	40.3%	33.7%	0.0%	48.6%	21.7%	26.5%
	No Total		19.6%	26.5%	26.3%	21.5%	42.3%	29.6%	21.5%	79.4%	26.0%
	Yes	No	42.5%	81.1%	76.0%	54.6%	58.4%	75.9%	50.1%	46.3%	64.0%
		Yes	57.5%	18.9%	24.0%	45.4%	41.6%	24.1%	49.9%	53.7%	36.0%
	Yes Total		80.4%	73.5%	73.7%	78.5%	57.7%	70.4%	78.5%	20.6%	74.0%
2015-2016 Total			29.6%	30.0%	31.5%	29.6%	28.5%	37.3%	27.8%	20.2%	29.9%
2016-2017	No	No	48.5%	86.7%	84.9%	65.7%	24.3%	58.2%	58.2%	58.4%	74.2%
		Yes	51.5%	13.3%	15.1%	34.3%	75.7%	41.8%	41.8%	41.6%	25.8%
	No Total		18.5%	25.4%	25.4%	18.3%	17.8%	22.9%	17.7%	23.6%	22.5%
	Yes	No	41.6%	79.5%	74.2%	52.9%	55.5%	76.9%	52.2%	59.5%	62.4%
		Yes	58.4%	20.5%	25.8%	47.1%	44.5%	23.1%	47.8%	40.5%	37.6%
	Yes Total		81.5%	74.6%	74.6%	81.7%	82.2%	77.1%	82.3%	76.4%	77.5%
2016-2017 Total			27.9%	26.3%	28.8%	26.4%	30.2%	36.3%	29.4%	7.8%	27.0%
2017-2018	No	No	43.0%	77.5%	76.6%	48.6%	57.3%	100.0%	55.0%	58.4%	67.4%
		Yes	57.0%	22.5%	23.4%	51.4%	42.7%	0.0%	45.0%	41.6%	32.6%
	No Total		16.0%	28.4%	22.7%	16.1%	46.6%	7.8%	20.5%	27.7%	21.2%
	Yes	No	29.1%	64.8%	58.9%	44.1%	24.9%	66.8%	39.9%	43.8%	49.3%
		Yes	70.9%	35.2%	41.1%	55.9%	75.1%	33.2%	60.1%	56.2%	50.7%
	Yes Total		84.0%	71.6%	77.3%	83.9%	53.4%	92.2%	79.5%	72.3%	78.8%
2017-2018 Total			23.8%	25.8%	26.9%	23.3%	21.6%	16.8%	26.4%	6.9%	24.5%
2018-2019	No	No	10.3%	34.0%	38.6%	18.4%	100.0%	0.0%	20.8%	5.3%	24.7%
		Yes	89.7%	66.0%	61.4%	81.6%	0.0%	100.0%	79.2%	94.7%	75.3%
	No Total		17.6%	21.4%	19.5%	19.8%	15.0%	33.9%	23.9%	35.6%	20.7%
	Yes	No	10.4%	33.7%	26.3%	12.0%	34.5%	66.5%	15.3%	6.5%	20.0%
		Yes	89.6%	66.3%	73.7%	88.0%	65.5%	33.5%	84.7%	93.5%	80.0%
	Yes Total		82.4%	78.6%	80.5%	80.2%	85.0%	66.1%	76.1%	64.4%	79.3%
2018-2019 Total			13.2%	15.1%	11.3%	14.9%	15.2%	6.2%	13.4%	18.0%	13.0%
2019-2020	No	Yes	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	No Total		45.5%	43.5%	50.5%	42.5%	35.4%	60.9%	32.7%	56.1%	50.3%
	Yes	No	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%	0.1%
		Yes	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	99.7%	99.9%
	Yes Total		54.5%	56.5%	49.5%	57.5%	64.6%	39.1%	67.3%	43.9%	49.7%
2019-2020 Total			5.4%	2.7%	1.6%	5.8%	4.5%	3.4%	3.0%	47.1%	5.6%
Grand Total			100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 6: Math Placement Level by Enrollment Status and Ethnicity.

Students Who Received a Math Placement by Placement Level and Enrollment Status										
Year	Enrolled	College Level	White	Black	Hispanic	Asian	Native Am.	Pacific Islander	Two or More	Unreported	Grand Total
2015-2016	No	No	61.5%	88.3%	85.7%	41.5%	100.0%	75.6%	70.6%	78.9%	75.3%
		Yes	38.5%	11.7%	14.3%	58.5%	0.0%	24.4%	29.4%	21.1%	24.7%
	No Total		23.3%	28.2%	27.9%	18.7%	55.4%	30.9%	23.2%	35.6%	26.2%
	Yes	No	62.9%	86.2%	78.7%	34.4%	100.0%	61.5%	62.2%	54.3%	66.4%
		Yes	37.1%	13.8%	21.3%	65.6%	0.0%	38.5%	37.8%	45.7%	33.6%
	Yes Total		76.7%	71.8%	72.1%	81.3%	44.6%	69.1%	76.8%	64.4%	73.8%
2015-2016 Total			27.2%	28.2%	28.8%	32.3%	24.7%	40.2%	25.4%	16.2%	26.6%
2016-2017	No	No	70.5%	91.2%	89.4%	56.5%	100.0%	74.5%	77.9%	65.8%	81.0%
		Yes	29.5%	8.8%	10.6%	43.5%	0.0%	25.5%	22.1%	34.2%	19.0%
	No Total		19.6%	25.7%	25.7%	15.9%	16.6%	27.2%	20.4%	9.9%	21.3%
	Yes	No	62.2%	86.7%	81.4%	39.6%	78.8%	69.8%	68.7%	47.7%	67.7%
		Yes	37.8%	13.3%	18.6%	60.4%	21.2%	30.2%	31.3%	52.3%	32.3%
	Yes Total		80.4%	74.3%	74.3%	84.1%	83.4%	72.8%	79.6%	90.1%	78.7%
2016-2017 Total			24.3%	24.4%	26.1%	24.4%	28.1%	29.9%	25.2%	15.2%	23.6%
2017-2018	No	No	73.1%	94.1%	89.9%	58.6%	89.3%	100.0%	80.3%	78.2%	83.5%
		Yes	26.9%	5.9%	10.1%	41.4%	10.7%	0.0%	19.7%	21.8%	16.5%
	No Total		17.1%	28.6%	22.6%	15.9%	55.7%	13.4%	20.8%	6.4%	19.4%
	Yes	No	64.2%	89.0%	84.3%	45.8%	85.6%	85.0%	71.3%	46.9%	70.4%
		Yes	35.8%	11.0%	15.7%	54.2%	14.4%	15.0%	28.7%	53.1%	29.6%
	Yes Total		82.9%	71.4%	77.4%	84.1%	44.3%	86.6%	79.2%	93.6%	80.6%
2017-2018 Total			23.2%	24.3%	25.4%	21.6%	20.3%	16.6%	25.7%	16.1%	22.9%
2018-2019	No	No	67.2%	83.3%	83.1%	53.0%	100.0%	65.5%	82.4%	57.1%	72.5%
		Yes	32.8%	16.7%	16.9%	47.0%	0.0%	34.5%	17.6%	42.9%	27.5%
	No Total		16.0%	20.2%	16.8%	15.6%	19.3%	18.6%	19.9%	11.6%	15.8%
	Yes	No	56.9%	79.5%	71.0%	35.9%	63.5%	58.4%	66.4%	46.3%	59.3%
		Yes	43.1%	20.5%	29.0%	64.1%	36.5%	41.6%	33.6%	53.7%	40.7%
	Yes Total		84.0%	79.8%	83.2%	84.4%	80.7%	81.4%	80.1%	88.4%	84.2%
2018-2019 Total			15.7%	16.8%	14.2%	13.4%	17.6%	9.7%	16.5%	23.8%	16.3%
2019-2020	No	No	50.0%	61.3%	63.6%	47.9%	69.6%	64.0%	45.6%	48.7%	51.9%
		Yes	50.0%	38.7%	36.4%	52.1%	30.4%	36.0%	54.4%	51.3%	48.1%
	No Total		31.5%	32.3%	29.2%	30.7%	43.1%	69.1%	23.9%	40.4%	34.7%
	Yes	No	33.4%	38.1%	37.8%	26.8%	51.2%	0.0%	28.0%	37.5%	35.4%
		Yes	66.6%	61.9%	62.2%	73.2%	48.8%	100.0%	72.0%	62.5%	64.6%
	Yes Total		68.5%	67.7%	70.8%	69.3%	56.9%	30.9%	76.1%	59.6%	65.3%
2019-2020 Total			9.7%	6.4%	5.5%	8.3%	9.3%	3.7%	7.1%	28.8%	10.6%
Grand Total			100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 7: English as a Second Language Placement Level by Enrollment Status and Ethnicity.

			Students Who Received an ESL Placement by Placement Level and Enrollment Status
Year	Enrolled	College Level	White	Black	Hispanic	Asian	Native Am.	Pacific Islander	Two or More	Unreported	Grand Total
2015-2016	No	No	14.7%	29.1%	13.2%	20.1%			48.9%	16.6%	17.0%
		Yes	85.3%	70.9%	86.8%	79.9%			51.1%	83.4%	83.0%
	No Total		18.5%	24.5%	22.1%	9.4%		0.0%	28.6%	10.3%	12.8%
	Yes	No	11.3%	18.2%	12.2%	18.5%		39.7%	19.5%	19.5%	17.0%
		Yes	88.7%	81.8%	87.8%	81.5%		60.3%	80.5%	80.5%	83.0%
	Yes Total		81.5%	75.5%	77.9%	90.6%		100.0%	71.4%	89.7%	87.2%
2015-2016 Total			31.2%	24.0%	25.8%	41.2%	0.0%	40.9%	17.6%	16.0%	25.0%
2016-2017	No	No	16.3%	31.7%	16.6%	12.6%	0.0%	0.0%	0.0%	20.5%	16.7%
		Yes	83.7%	68.3%	83.4%	87.4%	100.0%	100.0%	100.0%	79.5%	83.3%
	No Total		20.9%	18.8%	30.4%	9.9%	100.0%	51.2%	16.0%	6.9%	12.1%
	Yes	No	14.6%	29.0%	13.4%	19.1%		0.0%	0.0%	16.4%	16.8%
		Yes	85.4%	71.0%	86.6%	80.9%		100.0%	100.0%	83.6%	83.2%
	Yes Total		79.1%	81.2%	69.6%	90.1%	0.0%	48.8%	84.0%	93.1%	87.9%
2016-2017 Total			24.0%	27.0%	23.4%	30.0%	31.9%	16.4%	30.6%	19.9%	23.2%
2017-2018	No	No	24.2%	18.7%	27.5%	26.6%		0.0%	0.0%	20.1%	24.2%
		Yes	75.8%	81.3%	72.5%	73.4%		100.0%	100.0%	79.9%	75.8%
	No Total		24.4%	24.2%	29.8%	14.3%		24.6%	16.4%	3.7%	11.6%
	Yes	No	17.0%	31.3%	21.2%	28.1%		33.8%	29.7%	17.8%	20.1%
		Yes	83.0%	68.7%	78.8%	71.9%		66.2%	70.3%	82.2%	79.9%
	Yes Total		75.6%	75.8%	70.2%	85.7%		75.4%	83.6%	96.3%	88.4%
2017-2018 Total			20.0%	18.8%	22.8%	18.6%	0.0%	34.2%	32.4%	21.3%	20.6%
2018-2019	No	No	58.8%	55.6%	48.4%	44.0%			100.0%	50.6%	52.7%
		Yes	41.2%	44.4%	51.6%	56.0%			0.0%	49.4%	47.3%
	No Total		25.3%	31.4%	37.4%	18.2%	0.0%		33.9%	3.1%	9.7%
	Yes	No	46.5%	66.1%	31.7%	46.3%	100.0%		50.3%	32.4%	35.4%
		Yes	53.5%	33.9%	68.3%	53.7%	0.0%		49.7%	67.6%	64.6%
	Yes Total		74.7%	68.6%	62.6%	81.8%	100.0%		66.1%	96.9%	90.3%
2018-2019 Total			13.2%	19.7%	16.1%	6.3%	34.0%	0.0%	8.1%	24.3%	17.7%
2019-2020	No	No	64.0%	85.9%	62.4%	74.1%		0.0%	100.0%	76.0%	71.0%
		Yes	36.0%	14.1%	37.6%	25.9%		100.0%	0.0%	24.0%	29.0%
	No Total		41.7%	63.1%	50.7%	42.5%	0.0%	100.0%	26.2%	17.1%	25.5%
	Yes	No	54.3%	75.9%	30.4%	48.4%	100.0%		0.0%	33.8%	37.4%
		Yes	45.7%	24.1%	69.6%	51.6%	0.0%		100.0%	66.2%	62.6%
	Yes Total		58.3%	36.9%	49.3%	57.5%	100.0%	0.0%	73.8%	82.9%	74.5%
2019-2020 Total			11.2%	10.6%	11.6%	3.8%	34.0%	8.4%	11.3%	16.0%	12.1%
2020-2021	No	No	38.2%		0.0%	100.0%				79.4%	76.8%
		Yes	61.8%		100.0%	0.0%				20.6%	23.2%
	No Total		84.7%		100.0%	61.7%				96.7%	94.9%
	Yes	No	100.0%			100.0%				25.2%	56.5%
		Yes	0.0%			0.0%				74.8%	43.5%
	Yes Total		15.3%		0.0%	38.3%				3.3%	5.1%
2020-2021 Total			0.4%	0.0%	0.4%	0.2%	0.0%	0.0%	0.0%	2.5%	1.4%
Grand Total			100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

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 sequence of activities. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction or program activity.

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*

The Admissions and Records Office has adopted unit outcomes to assess some of our services and responsibilities. These unit outcomes include:

- **Unit Outcome 1:**
  As a result of the ongoing implementation and expansion of the auto-award degree initiative, the number of auto-awarded degrees/certificates will increase by 5% per year.

- *Unit Outcome 2:*
  As a result of strategic and timely communication, faculty members will submit final grades on time.

- *Unit Outcome 3:*
  To expedite transmittal of official transcripts to a specific destination, the number of students requesting these through the online ordering system will increase by a minimum of 5 percent yearly.

- *Unit Outcome 4:*
  Prospective and current students will locate and utilize self-service mechanisms as evidenced by the use of the online admission application and the student portal, Corsair Connect.

- *Unit Outcome 5:*
  Students interacting with an Admissions and Records staff member will characterize the staff member as knowledgeable and courteous, answered all questions posed, and conclude that the issue presented was resolved.

- *Unit Outcome 6:*
  Admissions and Records will process applications, residency requests, and enrollment transactions in a manner consistent with California Education Code, Title 5, and the Student Attendance and Accounting Manual, thereby having a "clean" audit from the State every year.

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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 periodically assesses unit outcomes and uses outcome data to inform planning and decision-making. Given the type of unit outcomes, some are assessed through data collected in various Admissions and Records systems and others through direct data collection.

The results of these outcomes are reviewed mostly around the Annual Program Review time. Data collected for Unit Outcome 5 is reviewed weekly by the Dean of Enrollment Services, the Admissions and Records Supervisor, and the Senior Enrollment Services Specialist. Every student who reports a negative interaction with a staff member receives a call from the A&R Supervisor to find out how they were not assisted and attempt to rectify—if appropriate.

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

Enrollment and Admissions and Records procedures are heavily structured by Education Code, Title 5, and the Chancellor's Office. Thus, much of what we do is driven by these—whether we agree or not.

By working collaboratively on campus with our Enrollment Development, Academic Affairs, MIS, Counseling, Outreach and Recruitment, and the Welcome Center, we try to remain in touch with the enrollment issues and 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 is received directly from students through emails, phone calls, comments at the counter, and our Admissions "visit" survey. Feedback is also received through the Enrollment Management meetings which are collaborations with Academic Affairs, Outreach, Counseling, IEC, MIS, Distance Education, Academic Senate reps, Admissions, etc. In these meetings, specific concerns are addressed (e.g., setting the enrollment calendar, payment policies).

It is through these sources that we frequently make changes to SMC systems, including Corsair Connect and mProfessor. Though the Admissions Office does not "owe" these portals, Admissions does have a high stake in them as most enrollment transactions take place on Corsair Connect and reflected on mProfessor. As will be seen later, many features have been introduced or revised in these portals, generally after study by the Dean of Enrollment Services who tends to be the point-person to develop a scope and function request that is then transmitted to MIS for development. Once

prototypes are developed, the Dean and Admissions personnel perform situational/conditional/functionals testing of these features to ensure that once rolled to production there will be relatively few problems.

Other measures of evaluation

Led by the Dean of Enrollment Services and the Admissions and Records Supervisor, in collaboration with the Senior Enrollment Services Specialist, and the Senior Academic Records Evaluator, projects beyond the normal course of business are set and thereby outcomes evaluated. Some are discussed below.

Awards Without Petition Initiative

We are most proud of our students' achievements, particularly when it comes to reaching their goals—whether it enables them to meet employment, transfer, or degree/certificate goals. Concerning degree and certificate completion, SMC students have been graduating at increased numbers every year. Students are indeed the ones that "do the work" but they are also assisted by instructional and counseling faculty and by college staff throughout their journey. Everyone at SMC contributes in one way or another to student success. Accordingly, we would like to elaborate on how the Evaluation Unit in Admissions and Records contributes to this success—beyond their regular duties and also differently from like-staff at other California Community Colleges.

The Evaluation team has done an outstanding job in helping the college achieve and increase the number of degrees and certificates awarded to students. We have experienced record-breaking years in degree-awarding. While other factors are surely at play, much of this success comes from our department's Awards Without Petition Initiative, which was instituted by the then-new Dean of Enrollment Services in 2014. The initiative was originally called Auto-Award Degree Initiative. However, there is nothing "auto-awarded" about this initiative. The project entails the running of automated regressive degree audits based on SMC coursework to identify students who stopped attending SMC over the previous two years who might be eligible for an associate degree or certificate of achievement and new in 2020-21, a certificate of completion. Once potentially eligible students are identified, evaluators review student transcripts to ensure students are indeed qualified to receive the degree/certificate, and then they contact students to inform them and mail them their diplomas.

As noted in Table 9, since the 2014-15 academic year, a total of 36,450 degrees and certificates have been awarded at SMC. Of these, 62% (22,631) were awarded based on a petition submitted by the student. The remaining 38% (13,819) were awarded through the Awards Without Petition Initiative. This is a significant achievement for the evaluators, Admissions and Records, and the College. And, of course, our students. Noteworthy is also the fact that while the number of degrees awarded through petition has increased by 87% during the past six years, but those awarded without petition have increased by 269% (when 2019-20 is used as the end year). Clearly, the Initiative is working. Our added efforts in promoting and supporting student completion have resulted in more students receiving their earned degrees. This initiative has the potential to continue to expand if supported adequately through staffing, or be a setback if we must sustain multiple vacant evaluator positions.

The large number of petitions received by Admissions and Records can also be attributed to a comprehensive drip campaign that was started in Fall 2019 and expanded significantly in Spring 2020 informing potentially eligible students to apply for graduation. This was a collaborative effort by the Student Communications Coordinator, the Senior Academic Records Evaluator, and the Dean of Enrollment Services.

Table 9. Degrees and Certificates Awarded: 2014-2020

Academic Year	Petitioned	Not Petitioned	Total

2014 - 2015	2,818	917	3,735
2015 - 2016	3,049	1,818	4,867
2016 - 2017	3,183	920	4,103
2017 - 2018	4,204	2,023	6,227
2018 - 2019	4,115	4,758	8,873
2019 - 2020	5,262	3,383	8,645
Grand Total	22,631	13,819	36,450
Pct.	62%	38%	

Of interest is also the number of Black and Latinx students who have completed a degree or certificate in the past few years. Based on the Degrees and Certificates Awarded dashboard created by Institutional Research (Table 10 and Figures 1 and 2), the number of Black students completing a degree or certificate increased by 136%, from 203 in 2014-15 to 480 in 2018-19. A much higher percentage increase was observed with Latinx students. The percentage completing a degree or certificate increased by 209%, from 1,152 in 2014-15 to 3,560 in 2018-19. Data for 2019-20 was not provided as the Degree dashboard had not been updated to reflect the last degree count submitted to the Chancellor's Office.

Table 10. Degrees and Certificates Completed by Race/Ethnicity (by number)

Year	Asian	Black	F1	Latinx	Nat Amer	Pac Isl	2+ Races	Unkn	White
2018-19	903	480	1,112	3,560	11	20	337	180	2,270
2014-15	501	203	649	1,152	3	12	108	94	1,013
Net Increase	402	277	463	2,408	8	8	229	86	1,257
Net Percent Increase	80%	136%	71%	209%	267%	67%	212%	91%	124%

Table 11 presents another view for degree and certificate achievement by race/ethnicity. It can be observed that representation in a given academic year has shifted significantly among some groups. Comparing 2014-15 to 2018-19, it is clear that Latinx students have increased their overall representation in graduating classes by 9.3 percentage points. However, no change has been observed with Black students.

Table 11. Percentage of Racial/Ethnic Group Completing a Degrees or Certificate in 2014-15 and 2018-19

Year	Asian	Black	F1	Latinx	Nat Amer	Pac Isl	2+ Races	Unkn	White
2018-19	10.2	5.4	12.5	40.1	0.1	0.2	3.9	2	25.6
2014-15	13.4	5.4	17.4	30.8	0.1	0.3	2.9	2.5	27.1
Percentage Point Increase or Decrease									
2014-15 to 2018-19	-3.2	0	-4.9	**9.3**	0	-0.1	1	-0.5	-1.5

While we still have a ways to go in closing degree gaps, it is great to see that many more of our students are fulfilling their goals, reflected in part in degree and certificate completion. As for how Admissions and Records can continue to assist in closing this gap, we are yet again expanding our drip campaigns, and also plan to reach out directly to students who have already met degree and certificate requirements staring this fall. Since it may not be possible to contact every one of the identified students beyond an email, we do plan to prioritize phone interactions with Black and Latinx students. We also plan to conduct a full evaluation of our Awards Without Petition Initiative to determine which student populations benefit the most from it, and if necessary, how we might be more proactive in continuing to increase completions by Black and Latinx students.

Figure 1. Degrees and Certificates Completed in 2014-15

Figure 2. Degrees and Certificates Completed in 2018-19

Award by Race/Ethnicity

CTE Status
All

Top Code
All

Degree Type

2019 - 2020	Certificate of Achievement
2018 - 2019	Certificate of Achievement / Associate of Arts
2017 - 2018	Associate of Arts
2016 - 2017	
2015 - 2016	Associate of Arts
2014 - 2015	

Count

3,735
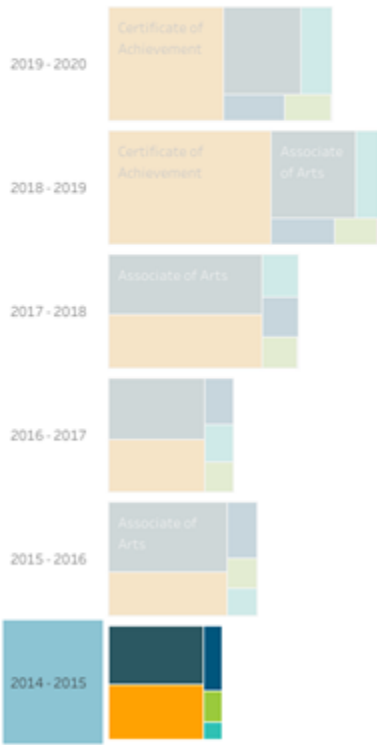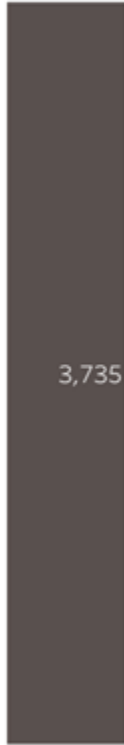
Disaggregated by Race/Ethnicity

	Asian	Black	F1-Inter.S..	LatinX	Native Ame.	Pacific Isl.	Two or More	Unreported	White
%	13.4%	5.4%	17.4%	30.8%	0.1%	0.3%	2.9%	2.5%	27.1%
Count	501	203	649	1,152	3	12	108	94	1,013

Award by Race/Ethnicity

CTE Status
All

Top Code
All
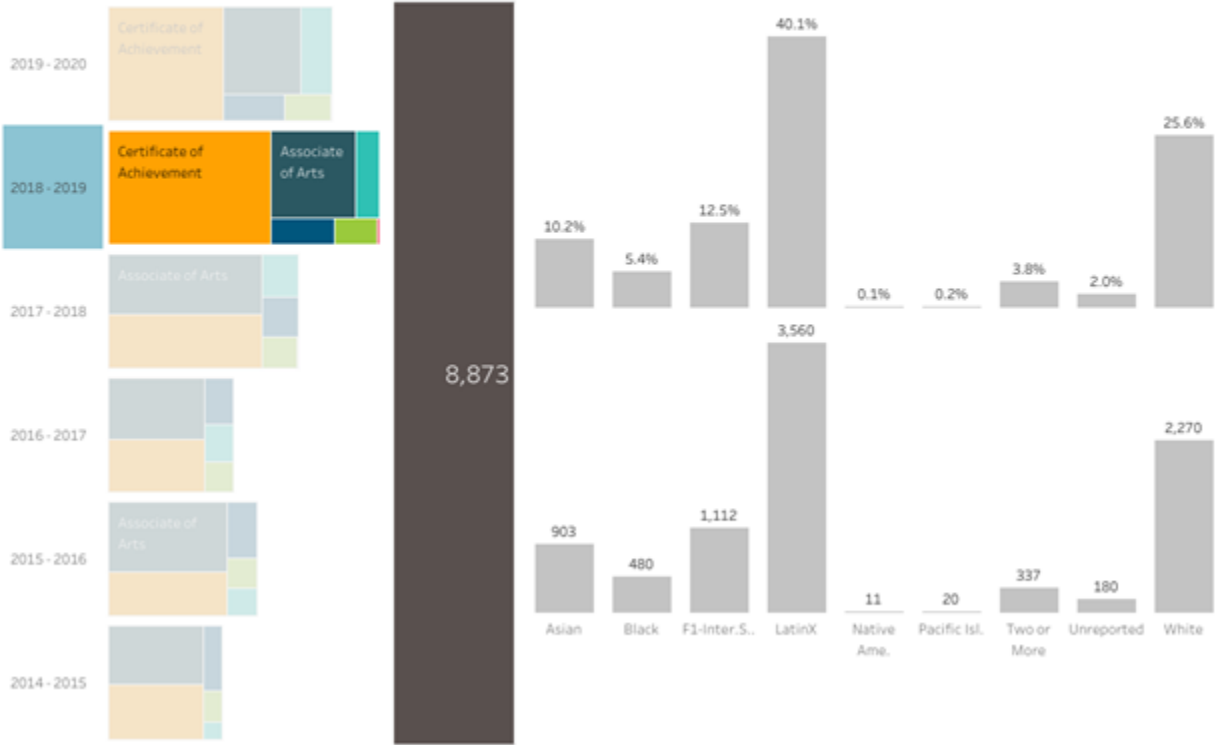
Left out of the statistics above is the number of petitions reviewed by evaluators resulting in degree ineligibility. These typically amount to 300-1,300 per year. But they nonetheless require a full review of records.

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: Success and Engagement Center Objective 1: Participated in the creation, evaluation, and implementation of the Statewide Common Assessment Initiative. Status: Eliminated Comments: Status: Fall 2015-June 2017 Terminated SMC personnel, including the Dean of Enrollment Services, SEC Supervisor, Dean of Institutional Research, MIS Director, and ESL Department Chair formally participated as members of the Statewide Common Assessment Initiative (CAI). However, the CAI was terminated by the California Community College Chancellor's Office (CCCCO) in June 2017 due to a change in direction regarding statewide placement processes.	
Objective:	

Success and Engagement Center Objective 2: Participated in the creation, evaluation, and implementation of AB 705 and AB 1805 initiatives.

Status: Completed

Comments:
Status: Completed for English and Math on March 26, 2019.

The SEC successfully implement the placement of students based on CCCApply Multiple Measures Questions and Guide Self-Placements processes. This effort required several departments' input to implement, including English, ESL, Math, MIS, Enrollment Services, Institutional Research, Counseling, and a campus-wide push to promote these new placement processes.

Objective:
2019-20 Admissions Objective: Develop and implement policy and related technology to identify and block fraudulent admission applications.

Status: Completed

Comments:
In conjunction with MIS and Network Services. (1) Updates now prevent the processing of applications lacking valid permanent and/or mailing address (manual processing for homeless status apps). (2) Removed ready access to ".edu" email account for new applicants, which was the main reason for application submission (individually and through bots. SMC email addresses were being sold in the black market). Applicant can now only email and receive email from another "smc.edu" account. Access is expanded upon enrollment, 2-weeks prior to start of term. This change resulted in the elimination of tens of thousands of fraudulent apps.

Objective:
2019-20 Admissions Objective: Update and implement policy on student access to Office 365.

Status: Completed

Comments:
In conjunction with MIS and Network Services, developed and institutionalized a policy that restricts access to Office 365 to officially enrolled credit and noncredit students. Policy went into effect in Fall 2019. Access is automatically activated for students who are officially enrolled two weeks before the term begins; lasts through Monday of Week 3 of the next regular semester (i.e., fall or spring); once student enrolls in classes in the next major term, their access will continue; will be disabled anytime students drop all courses—they are no longer actively enrolled.

Objective:
2019-20 Admissions Objective: Develop policy and subsequently implement the use of preferred/affirmed first name in Corsair Connect and other administrative systems.

Status: Completed

Comments:
Dean of Enrollment Services authored policy in consultation with faculty, administrators, and students. The preferred/affirmed name has been integrated in Corsair Connect, Canvas, and class rosters available to faculty on mProfessor. Systems used by College staff in their interactions and communications with students will integrate the preferred or affirmed name as these systems are updated. The "Student Record" WebISIS program, available to Admissions, was updated to include preferred first name and to make changes when needed. Students may update their preferred name in Corsair Connect once per term and request notification of change to their instructors. The student's legal first name will continue to be used where required by law, industry standard, or strong business need.

Objective:
2019-20 Admissions Objective: Implement Gecko Chat and Geckobot Technology to Replace Ask SMC Platform.

Status: Completed

Comments:
Access to information is important, particularly useful information. For this purpose, a new chat bot was launched. It required collaboration across the campus and a week of intense initial effort, but even then, there was much work to be done. The chat bot launched with Pearl as the avatar and was instantly a success. Our website search has notoriously been a challenge, and now there was a way to instantly get information and links through a positive exchange. The chat bot can be accessed anytime through many different mediums, including the website, SMC Go app, Twitter, Facebook, and even through a text. Things change, and with COVID-19 every part of the bot needed to be combed through. Words like "visit" suddenly were a red flag as the campus shut down. It was a giant effort, aided by a team of student workers and then again with staff from various departments across the campus, but the chat bot was able to be updated, meaning students could get updates in real time. It is also worth mentioning that on numerous occasions our chat bot and the innovative ways in which we created responses and interactions was set as the example by Gecko (the company behind the bot) for their other accounts to follow. We have received much praise from Gecko for being a trailblazer in this regard. Pearl's knowledgebase is expanding as students ask questions that Pearl cannot answer. Areas of greater emphasis have been Admissions, Financial Aid, Counseling, and technology resources. Launching the live chat aspect on SMC's Pearl chat bot, was an early sign during the beginning of COVID-19 to our students that SMC is still here and SMC cares. For some students it meant a place to express their frustrations, but for most it was a voice on the other end that listened and assisted during a time when we were all forced into isolation. Our staff and especially our student workers are to be commended for their efforts in assisting their peers. Launched in mid-February 2020, and now in its second version, Pearl has answered over 19,000 messages in the past three months alone with a success rate of 73% and has saved approximately 328 hours of staff time that would have been required to answer those questions. The first version of Pearl, which covered the months of February through early April, answered over 8,500 messages with a 72% success rate and saved 129 hours of staff time.

Objective:
2019-20 Admissions Objective: Develop and deploy Student Connections Survey.

Status: Completed

Comments:
As part of the college's Redesign Team's efforts, the Dean of Enrollment Services authored the Student Connections Survey for first-time college students entering fall 2019 and beyond. The survey is deployed in Salesforce/TargetX. A Student Connections communication plan was also created to advise students of pertinent resources at SMC to help their transition and success. The communication plan was deployed over 7 weeks after the Fall and Spring terms started. Direct outreach to students with housing and food insecurity workflow was developed, in partnership with the Center for Wellness and Wellbeing.

Objective:
2019-20 Admissions Objective: Add a feature on mProfessor to batch-email waitlisted students.

Status: Completed

Comments:
In conjunction with MIS. Upon faculty request, added an option to batch-email students on a class waitlist on mProfessor for instructor use.

Objective:
2019-20 Admissions Objective: Consolidate versioning of the SMC transcript to minimize maintenance. Update formatting and content of official and unofficial transcripts.

Status: Completed

Comments:
The official and unofficial SMC transcripts were revamped significantly. Prior to this update, four versions of the unofficial transcript were maintained by MIS, resulting in more

work and sometimes content discrepancies occurred. A single version of the unofficial transcript was created to accommodate the needs of staff, counselors, and students. The new transcript versions (official and unofficial) now have the same content, albeit not layout (for security reasons). Major changes included the addition of general education certifications, general education areas for each course, in-progress/enrolled coursework for up to two consecutive upcoming terms, noncredit certificates and coursework, and grades/progress indicators for noncredit courses. A separate report containing only noncredit coursework was created and made available to department chairs and other programs so they may expedite the processing of noncredit certificates.

Objective:
2019-20 Admissions Objective: As mandated by law, implement AB 1278 in Corsair Connect, the student portal.

Status: Completed

Comments:
In conjunction with the Director of Wellness and Wellbeing, implemented AB 1278--Public postsecondary educational institutions: public services and programs: internet website notification. Updated the Health and Wellbeing webpage to include resources mandated by AB 1278, among them information pertaining to the CalFresh program, county or local housing resources, and county or local mental health services. As mandated by the bill, a link called "Food, Housing, and Mental Health" was also added to Corsair Connect's Quick Links section.

Objective:
2019-20 Admissions Objective: Develop policy and plan for implementation of AB 1504—Student Representation Fee .

Status: Completed

Comments:
This project implemented AB 1504 that required California Community Colleges with a student body association to collect a student representation fee of $2 at the time of registration. The new fee was created in WebISIS and a process was created in Corsair Connect to permit a student to opt-out of paying the fee. Of the $2 collected, $1 goes to the SMC Associated Students and $1 to the Chancellor's Office for distribution to the statewide student association.

Objective:
2019-20 Admissions Objective: Develop a mechanism in Salesforce/TargetX CRM to allow unsubscribed students to re-opt-in to email subscriptions.

Status: Completed

Comments:
By law, any email communication from an entity has to give the option to the recipient to no longer receive those emails. This has long been a burden and challenge for SMC. One "bad" message from any department could cause large amounts of students to opt-out from future messages from ALL departments, causing students to not receive important updates such as graduation, deadlines, and more. While it has been easy for a student to choose not to receive messages, the opposite was not so easy, until now. Student communications created several solutions for students, as well as a dedicated website with instructions and a unique campaign to inform potentially impacted students, resulting with their return and reinstatement to receive messages. The Dean of Enrollment Services devised a mechanism to allow students who unsubscribe from SMC emails sent through Salesforce/TargetX to opt back in by completing a FormAssembly form, which when matched to the Salesforce student record displays a listing of all email subscription lists. Once the student opts back in to any or all subscription lists, they immediately can begin to receive notifications.

Objective:
2019-20 Admissions Objective: Develop policy and process in WebISIS to reverse fee credits and allow for refunds.

Status: Completed

Comments:
In conjunction with MIS, the Dean of Enrollment Services devised a mechanism for WebISIS to allow Cashier's Office staff to reverse a refund credit that is auto-applied toward a future term, so that students may instead get a refund. Process may be requested by student or Admissions personnel but is enacted by Cashier's Office staff only.

Objective:
2019-20 Admissions Objective: Develop and implement a process to apply multiple contracts to student fees.

Status: Completed

Comments:
The Dean of Enrollment Services collaborated with MIS to develop and test a mechanism to allow for charging of student enrollment fees to multiple sources—contracts. WebISIS was originally designed to allow a single contract to always pay student fees. However, currently some students qualify for both a Veteran Administration contract and the SMC Promise contract. This conflict caused several WebISIS processes to "break." A new "z" (lower case) contract payment process was developed and after extensive testing, it appears to be working successfully.

Objective:
2019-20 Admissions Objective: Develop a Pass/No Pass grading-contracts rescission program in WebISIS.

Status: Completed

Comments:
Developed a mechanism in the Credit/No Credit Grade Processing WebISIS program to rescind Pass/No Pass contracts after a grade for the class has been submitted and revert the P/NP to the original grade assigned by the instructor. Grade posts to transcript immediately upon processing.

Objective:
2019-20 Admissions Objective: Develop a SMC Promise Deadlines Module in WebISIS to streamline reporting and transactions.

Status: Completed

Comments:
Developed a Dates and Deadlines module in the SMC Promise WebISIS program to derive applicable SMC Promise deadlines based on term specific Census 1 dates. These formula-driven deadlines are now available to SMC Promise program administrators, Bookstore staff, Accounting, etc. Derived deadlines include Opt-In, Award Date, Voucher Starts-Ends, Voucher Billing, Voucher Payment, and "z" Payment Contract Applied. The Dean of Enrollment Services sets up these deadlines as part of the Admissions and Records Production Schedule and SMC Calendar setup processes.

Objective:
2019-20 Admissions Objective: Develop a dynamic SMC Promise Eligibility dashboard in Corsair Connect to keep students informed of program eligibility status.

Status: Completed

Comments:
Given many complaints from students who were uncertain of their ongoing eligibility for the SMCP, an eligibility dashboard that displays student's current standing and eligibility in SMCP is displayed in Corsair Connect. Deadlines for eligibility and pertinent messaging is shown.

Objective:
2019-20 Admissions Objective: Continue to support the ESL department in the ongoing implementation of AB705.

Status: Completed

Comments:

The ESL Department held internal discussions on the development of a Guided Self-Placement. Feedback from Institutional Research personnel, Stacey Jones, and Esau Tovar over how the GSP was crafted, its length, and the logic over how items on the GSP were to be presented to students, how it was scored, etc., was provided, albeit largely disregarded. Data was collected in Winter 2020 so we could determine how to proceed. Subsequent analysis by the IR staff determined that none of the 18 background questions (not counting the GSP itself) had predictive value on a recommended placement decision. It was also noted that cut scores could not be established on the basis of performance on the GSP and the course placement recommended by the department faculty. Work was stopped when the college decided to move to remote operations given that we no longer had adequate time to refine the GSP in time for summer/fall enrollment.

Direct aid was provided by the Dean of Enrollment Services to implement two new courses the ESL Department developed to better align with AB 705 requirements. These two courses (ESL 19A and 19B) replaced three ESL courses (ESL 11B, 21A, 21B). The Dean developed prerequisite sequencing and course repetition slashing rules in time for summer 2020 enrollment—when the new courses started being offered. Stacey Jones worked with MIS to also revise the course placement report.

Discussions have also continued over concern that the ESL Department is bleeding enrollment because students are opting to take the English guided self-placement. Revisions to screening questions were recently made and will be proposed to a larger group in the coming weeks for consideration. Once approved, the Dean of Enrollment Services and SEC Supervisor, Stacey Jones, will work with MIS to implement the new screening questions, which the ESL department chair hopes will lead more students to test in ESL.

Objective:
2019-20 Admissions Objective: Communications Unit:
Assist in the coordination, planning and implementation of student on-boarding activities, and enrollment plans to enhance participation.

Status: Completed

Comments:
For years, and even still, an internal SMC criticism has been that we work in silos, meaning each department does their own thing going straight to the student in a 'line'. In the program description above is stated how student communications focuses on being a circle, and not a line. The idea of gathering and collaborating is one of the major goals of student communications, which includes create bridges and channels within the institution. Much of this began with the start of the SMC GO Opt-in channels. It brought awareness that new and unique communication efforts were being made and drew in many enthusiastic responses. Establishing student communications has given a focal point, a role that should always be included when planning and discussing about getting information to students. The results have been positive, with purpose, and dare to state, with hope. Hope that these kinds of exchanges will continue and will improve. Some example highlights include: messaging from our President regarding COVID-19 and other social events that have upturned the year, messages on behalf of other departments such as Financial Aid, Black Collegians, EOPS, Welcome Center, IEC, CARES, Scholarships, Transportation, and many more, as well as a solid foundation being established with Marketing to echo each others' goals and purpose, which started with the Start@SMC campaign, and the huge undertaking of launching our automated chat bot which required many departments to be trained and then provide important information from their areas for students to then access at any time.

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.

Admissions and Records

Accomplishments for Admissions and Records—2019-20

Second Largest Graduating Class in SMC History & Virtual Commencement

The work conducted by Admissions and Records personnel in evaluating academic records, especially through the ongoing implementation of the "Awards Without Petition Initiative," has directly impacted the volume of degrees and certificates awarded.

Notwithstanding the many challenges that the coronavirus pandemic brought before the College and our students, Santa Monica College graduated the second largest class, with nearly 8,873 degrees and certificates awarded to some 5,500 students. Given the pandemic, the traditional in-person commencement ceremony was replaced with a virtual event. Thanks to Enrollment Services, Admissions and Records, Marketing, DSPS, Bookstore, and Events, the ceremony was by all accounts a success. The ceremony's content was pre-recorded and watched on nearly 6,000 devices on the date of the event (June 26, 2020), and by hundreds more in the days that followed.

New components were introduced to Commencement, particularly in the form of digital assets; among these were a personalized tribute video that graduates could download to commemorate their graduation. Students had the opportunity to upload a personal message, photo, and video to include in the tribute video. A Snapchat filter, 15 graduation-themed digital stickers for use on Instagram and Facebook, digital backgrounds for Zoom, Teams, and other platforms where students and college staff hosted watch parties were available for download from the Commencement website. Thanks to Associated Students, 950 "graduation in a box" kits were also sent to graduates residing in the U.S. The kit included a cap, tassel, an "I did it" sign, and a Commencement program.

Special thanks go to the Admissions and Records evaluation team for their hard work in processing thousands of graduation petitions and posting thousands of degrees and certificates to student transcripts.

Highlights from the graduating class include: first-class where students earning a noncredit certificate of completion were invited to participate; 1,840 students graduated with honors, 661 with high honors, and 178 with highest honors; the youngest graduate was 16 years old and graduated with an Associate degree in Liberal Arts; three graduates were 17 years old and graduated with Certificates of Achievement or with an Associate Degree for Transfer. The oldest graduate was 85 and graduated with an Associate degree in Music.   The graduating class included 840 international students, 445 students with disabilities, 157 EOPS students, 86 undocumented students, and 2 foster youths.

The Top 10 Associate Degree Programs were:

• 1. AA in Liberal Arts – Social and Behavioral Science

• 2. AA in Liberal Arts – Arts and Humanities

• 3. AA in General Science

• 4. AST in Business Administration

• 5. AAT in Communication Studies

• 6. AAT Psychology

• 7. AAT Political Science

• 8. AS Business

• 9. AAT Sociology

• 10. AAT in Economics/AS Registered Nursing (tied)

Awards Without Petition Initiative

For the sixth year in a row, the number of degrees and certificates has continued to grow thanks to the efforts of MIS who assists Admissions and Records in identifying candidates, and to evaluators who perform graduation eligibility checks for each identified candidate—without students having to petition. As noted in a preceding section, nearly 14,000 additional degrees and certificates have been awarded to students. This represents 38% of all awards given in the past six years. Notably, in 2018-19, awards without petition accounted for 54%!

Moved Admissions and Records to QLess Line Management System

Effective July 20, 2019, the Admissions and Records Office was placed on the QLess system to facilitate access to the Office by students. Students can join the line remotely through the office's website and the QLess kiosk outside the office. Records show that 35,220 visits were recorded between July 20, 2019, and June 30, 2020, among 19,188 unique students. Having transitioned to QLess, Admissions and Records was in a better position to assist students when the college had to move to remote operations on March 18, 2020, since students could still join a line from the comfort of their home or through a mobile device.

Admissions Visit Student Feedback

As part of our unit outcomes assessment, Admissions and Records implemented a survey soliciting feedback from students. All students joining the Admissions QLess line get a message asking for their feedback. Since approximately, August 2019 and September 2020, students have completed the online survey using a star-rating system (1 to 5 stars). In describing their experience with the Admissions Office staff, students largely expressed favorable opinions when asked "How was your visit today?" as noted below:

- The issue or problem I discussed was resolved: an average of 4.6 stars
- The Admissions staff answered all my questions: average 4.7 stars
- The Admissions staff was knowledgeable: average 4.7 stars
- The Admissions staff was courteous: average 4.7 star7

Hire and train Student Success Communications Coordinator

After a three-year wait, an eligibility list for the Student Communications Coordinator position was established by the Personnel Commission following an interim working out of a class assignment in fall 2020. As a result, the Communications Unit in Admissions and Records has been more proactive in expanding our communication plan and assisting other departments with their messages—including coaching them on how to craft messages or better use their opt-in channels in SMC GO, the college app.

Continued to Expand and Implement a Communication Plan for Admissions and Records and Other Services

Revisions were made to the Admissions and Records communication plan. We expanded, for example, the number of messages leading to the nonpayment drop deadline. We also were proactive throughout the year in advising students of policy changes (e.g., no more postponements, student representation fee implementation). We also edited and instituted a seven-message drip campaign for students completing a newly designed Request for Information form captured in Gecko Forms and synced to Salesforce from where it deploys daily, although we focused only on two populations—first-time in college and out-of-state. Additional campaigns still must be developed for other populations. We also implemented a dip campaign for high school concurrent enrollment students who take classes in the summer. This was part of a collaborative effort with counselor Aimee Lem.

Continue to Support the ESL department in the Implementation of AB705

The ESL Department held internal discussions on the development of a Guided Self-Placement. Feedback from Institutional Research personnel, Stacey Jones, and Esau Tovar over how the GSP was crafted, its length, and the logic over how items on the GSP were to be presented to students, how it was scored, etc., was provided to the department, albeit the GSP implementation ceased when the college moved to remote operation due to COVID-19.

Direct aid was provided by the Dean of Enrollment Services to implement two new courses the ESL Department developed to better align with AB 705 requirements. These two courses (ESL 19A and 19B) replaced three ESL courses (ESL 11B, 21A, 21B). The Dean developed prerequisite sequencing and course repetition slashing rules in time for the summer 2020 enrollment—when the new courses started being offered. Stacey Jones worked with MIS to also revise the course placement report.

Discussions have also continued over concern that the ESL Department is bleeding enrollment because students are opting to take the English guided self-placement. Revisions to screening questions were just made and will be proposed to a larger group in the coming weeks for consideration. Once approved, the Dean of Enrollment Services and SEC Supervisor, Stacey Jones, will work with MIS to implement the new screening questions, which the ESL department chair hopes will lead more students to test in ESL.

Student Communications Impact and Equity

One of the major points of interest in student communications has been equity, to change student assumptions into student guidance. "Students don't read…students are entitled…they should know…" are not excuses for effective communications. Internally we know and understand the role of departments, the steps involved, and the significance of deadlines. Student communications is an opportunity to lend a hand (referenced earlier) and show the way, rather than telling the way. For example, Residency.

Residency is something that is not intuitive. A student goes to SMC for over a year, rents an apartment, and 'lives' here, and yet their fees never change. The burden is on the student to change this, but how, why, and shouldn't there be a better way. Student communications have allowed us to reach out to students early on to inform and assist them, be on their side, and show that we understand their challenges. Another example is COVID-19 shutting our doors, which could have greatly hindered our spring graduation petitions. Through effective student communications, our new workflow was relayed to students in such a positive way that even during an epidemic we still saw our second largest group of graduates in history.

Pearl's Debut

Pearl started as an experimental idea, and although simple in premise, Pearl has already shown success by expanding rapidly and growing into SMC culture. The premise and purpose of Pearl are for students to connect to the institution in a way that did not feel institutional. Also, as a communication tool, the goal was again to equitize this medium by avoiding things like race, status, and bias while still finding a positive and logical connection to SMC. Pearl's debut was as the name and face of our automated chatbot (more below). Right from the start, Pearl had a positive response. Pearl has become part of Marketing designs and is now common vocabulary around campus. The fact that Pearl is a communication tool, but many would not instantly associate it as such, means that the experiment of Pearl is successfully meeting the goal.

Pearl's World

This is an achievement in progress. As mentioned, the goal of Pearl is to connect and communicate with students in a way that doesn't seem institutional. By taking a step to the side and letting the same kind of information come from another voice is very positive. It is like a second opinion, hearing it from a friend, and finding a different way to connect. This ties in with equity goals and is an opportunity to inform and guide students through a 'peer'. Once launched, Pearl's World will be a part of SMC GO, and will have two goals. The first is to be an essential digest of information and resources for students. If students only check one place, and that place was Pearl's World, they would be very well informed. The other goal is to draw students to SMC GO and all its other resources, such as Opt-in channels, chatting, Marketplace, and more.

SMC GO Opt-In Channels

Letting go is never easy but giving access and trusting in collaboration can either find success or failure. Opt-in channels were one such venture and have already shown enormous promise. SMC GO and its 25K+ users deserve to be engaged, and that engagement cannot always come from one channel. Opt-in channels give access to departments and programs to communicate to students directly through the app in their way. Also, students have control over their messaging. This is truly unique as a collaboration as both the sender and receiver have given agency to the communication. To be honest, COVID-19 did halt a lot of the progress that was made. Many messages revolved around events, which were suddenly canceled. Yet, some of the programs with an Opt-In channel quickly shifted messaging to promote services they provided to students, albeit remotely. The pandemic also required focus and resources to go elsewhere, taking away from the ability to truly use the channels for engagement. However, as we now better understand the challenges and needs of students moving forward, so will we be able to adapt the use of our opt-in channels. Look for a revival this fall!

Established Food Bell

One of the campus-wide initiatives that emerged with a greater voice in 2019-2020 is food security, and Food Bell was one of the early resources spearheaded by the Admissions and Records Communications team. The idea was that any student that opted-in to this channel could receive an instant message anytime there was food available for free on campus, and any staff member could send the notice through a simple web link. While invisible to the staff member posting a message, several technologies had to be used to make direct messaging possible without having to have an account to the developer

platform we use to manage SMC GO. Along with SMC's zero waste goals, Food Bell allows food to go to hungry students rather than being sent to waste. Highlighting both the popularity as well as the student need for such a resource, Food Bell is the #1 Opt-in channel with over 500 students. There is still a ways to go, and food security has unique challenges due to COVID-19, but the goals and functions have been established for Food Bell, and the potentials are still something to be very excited about. Though not exclusively related to Food Bell, the Communications team has partnered with the Foundation and the Center for Wellness and Wellbeing to promote food drives through and homelessness resources both through SMC GO and email.

Collaborations in Student Communication

 Effective communications and engagement involve planning, good planning. It can occur where those brought together are merely there to assist the visions of others, which has its place. But there are also times when a collaboration of goals not only brings about better results but also a sense of trust and community within the institution. These are the bridges and channels that student communications strive to create to unite visions, to strengthen and support each other, and to align the student experience. This kind of planning has a profoundly positive impact on students, as the messages they receive are resonated across departments and mediums. For example, the creation of Pearl. Pearl started as an idea from student communications, including designs, possible placements, and beyond. To truly make Pearl a part of the institution, student communications reached out to Marketing very early on with the project. But, not just as a one-way ticket for design, which is often the case, but as a full collaboration so that Pearl could meet the needs of student communications as well as future Marketing efforts. What you see today looks quite simple, but even something simple can have complex reasoning and development, such is true with Pearl. The results speak for themselves as Pearl is now seamlessly used in various places to meet multiple and future goals and is shared amongst the institution. Other examples of collaborations include Start@SMC (a campaign to promote SMC across the county), Summer Success (a specific set of messages for high school students to improve their experience at SMC—an often neglected student body now getting direct resources and guidance), FAQ videos (visual guides to some of the most common student frustrations—including a video on how to apply to SMC), design student collaborations (giving SMC students agency in the resources offered to them and welcoming their input— such as with SMC Go), and many more. All of these were a true collaboration where every stakeholder had a voice to meet our mutual goals, together.

Development of Business Continuity Plan

At the request of the Emergency Operations Team, the Admissions and Records leadership team (Dean, Supervisor, Senior Enrollment Services Specialist, and Senior Academic Records Evaluator, Success and Engagement Center Supervisor) developed a comprehensive Business Continuity Plan for Admissions and Records as part of our response to the coronavirus (COVID-19) pandemic. Per said plan, and once the College ordered personnel to work remotely, staff were trained of technologies available to us, such as Microsoft Teams and Outlook, to fully transition our services online. While the process was not easy, and we only had a few days, the Admissions staff have aided thousands of students since—even when not having all the equipment they need at home.

Student Workers in the Communications Unit

Normally having student workers would be considered part of the norm, but during COVID-19 it can be considered an achievement. For student workers to work, they must check-in, use SMC computers, be logged into special accounts, use SMC phones, and the list goes on. In a remote environment, they cannot log in or use almost all of the normal functions they were hired to assist with in the first place. Their work is not only essential to our offices but also their livelihood and personal sense of purpose. To ensure that our student workers still had tasks that could be completed while remote, both assisting our functions as well as still being able to be employed to make their ends meet, the Student Communications Coordinator took on all of Enrollment Services (Admissions and Success and Engagement Center) student workers and together forged through the uncharted waters of working together remotely during a pandemic. Sixteen students in total, more than in some offices, found ways to be of purpose and course production. Many of their efforts have been mentioned, such as updating the chatbot and exchanging in live chat. They also helped lay much of the design and content for the future deployment of Pearl's World. Examples such as these are part of our dedication to our students, as we stand side by side through adversity. While the Enrollment Services areas had these student workers in Admissions and Records, Communications, and Success and Engagement Center, we now have zero student workers to assist since we have not been approved to hire any of them. This is likely one of the reasons why mailboxes such as the admissions@smc.edu mailbox are constantly flooded, oftentimes with 600-800 messages per day—a figure we cannot keep up with current staffing that is involved in direct service provisioning through phones, emails, and remote line queues on QLess.

Student Communications and Increased Workload

One of the unique paradoxes to communications is as they improve, so do the expectations. Particularly with our younger student body, there is an assumption that some things exist, and frustration when they don't. Being able to do EVERYTHING through phone and through a secure portal that both saves and can be optimized would be one example. Some of these expectations can be met, in theory, but they require resources and time to establish and then maintain.

Increased workload came in several forms, all of which were understandably unexpected. The crafting and disseminating of messages dramatically increased, as there was a constant need to inform and update students regarding circumstances and resources. There were updates, surveys, letters, reminders, and more from multiple departments across campus that relied on student communications to meet these needs. Senior staff requested emails to be sent to students late at night, for a prolonged period even though, in some cases, decisions had been made early in the day and sometimes the day prior. The urgency of messages was paramount, consuming all hours of any day. Last-minute changes and edits became commonplace, and once a green light was given there wasn't a moment to delay in getting information to our students. The Communications team (Dean and Coordinator) had to be available late at night to lend assistance, yet this effort was invisible to the SMC community.

Other challenges related to the lack of access to technology. Much, if not all, of communications, is tech-driven. Sometimes the needs are not met due to lack of funds to acquire and/or maintain these tech resources; sometimes the restrictions are internal, such as not being able to grant student workers access to Teams, having an SSO (Sign Sign-On for login and authentication) to various platforms such as Marketplace; and sometimes the technology just needs more human support (in the form of staff and/or student workers) in order live chat, provide graphics and content, maintain databases, and progress whatever needs an objective requires. Yet, we have zero support at this juncture to hire student workers to help us help their peers.

Remote Training

There is no substitute for hands-on or having someone right there to guide you. However, being remote took those advantages away. Several trainings for staff and students needed to be conducted (Gecko Engage, TargetX, ModoLabs, Teams), and like many others, Zoom was one of the go-to resources. However, Zoom can only do so much. To supplement these trainings, shared documents were created which pre-contained instructions, links, and more, as well as pre-recorded training sessions which were available at any time. Users could watch a video, have a resource, and then join a live Zoom session for their questions, and then follow-up at any time. A lot of time and effort went into preparing these kinds of resources, but the positive results show their effectiveness in a remote setting. Yet, some staff members not only expected but demanded, that they be trained one-on-one and put in writing every aspect of training conducted on Zoom. This was unreasonable given the timing between Senior Staff giving the order to move to remote operations and having to identify and implement systems that would allow us to shift operations to a remote environment.

Select accomplishments for Admissions and Records—2018-19

Implementation of AB705 Multiple Measures and Guided Self-Placement Technology and Communications

(Corsair Connect, WebISIS, and Salesforce addition)

With MIS's assistance, designed a Corsair Connect "Placement" module using state-imposed placement models and faculty-developed guided self-placement tools for SMC students to place into math and English courses. From Fall 2018 until May 209, over 16,000 students completed the AB705-compliant placement process via the Assessment Center and/or Corsair Connect, including 52% first-time in college, 29% reverse-transfers, 11% returning, 6% continuing, and 3% concurrent enrollment students.

Statistics showed that 93% placed in math via multiple measures and 7% via guided self-placement. If students qualify for multiple measures placement, they get two placements: (1) Liberal Arts math and (2) Business, Science, Technology, and Math (math). Records show that 87% placed in college-level math via the Liberal Arts math path, and 96% placed in college-level math via the BSTEM path. In the Liberal Arts math path, 59% placed in college-level (Math 21 and 54), 26% in college-level with required support course (Math 21 + 21C and Math 54 + 54C), and 12% placed below transfer-level (Math 18 or 50). In the BSTEM math path, 38% placed in college-level (Math 2, 3, or 4), 32% in college-level with required support course (Math 2 + 2C, Math 3 + Math 3C and Math 4 + 4C), and 25% placed below transfer-level (Math 1 or 20). Thus, nearly all students are eligible to enroll in college math in their first semester.

Concerning English, 76% placed directly in college-level (English 1) and 22% in college-level with required corequisite (English 1 + 28). The rollout has gone relatively well, albeit Stacey Jones and Esau Tovar continued to make improvements to the placement rules designed in our systems to address specific issues that arise, including wrong placements, no placements. Some students, especially F1 students, appear to be intentionally providing dishonest information and are placing in college-level English with the English Guided Self-Placement. Individual cases are reviewed and resolved as they come up.

Under the leadership of the Dean of Enrollment Services, we have begun conversations with the ESL Department to develop a guided self-placement process. We also await further guidance from the Chancellor's Office on the potential use of a yet to be determined assessment tool.

Related to these AB705 changes was the need to modify all communications with first-time and returning students given the focus is no longer on "assessment" but on "placement." Changes were made to the "Your Admissions Tasks" email, the Enrollment Steps, and Salesforce fields.

Implementation of SMC Promise: Technology and Communication

(Corsair Connect, WebISIS, and Salesforce addition)

Designed a Corsair Connect module so eligible students can learn of their eligibility for the SMC Promise (SMCP) and to opt-in to participate. Following the opt-in process, several workflows were created to enter students into a communication plan outlining how enrollment fees and book vouchers are awarded to students.

Admissions staff serve as the point people overseeing student eligibility determination and troubleshooting, including the handling of discrepancies in WebISIS. Work with MIS, Bookstore, and Fiscal Services staff to resolve issues on eligibility, payment, etc.

Accomplishments for Admissions and Records—2017-18

AB 705 Compliant Corequisite Enrollment

In collaboration with MIS and Academic Affairs, a mechanism to enable automatic enrollment in corequisite courses of AB 705 compliant class sections was devised. Thus, students whose multiple measure placement placed them into English 1 + English 28 corequisite are auto-enrolled and auto-dropped. Hundreds of test cases were created and then tested by the Assessment Center Supervisor and the Dean of Enrollment Services to ensure the new policy worked as intended.

SMCGO Launched

SMCGO is the official mobile "app" for Santa Monica College available for iOS and Android devices. The app has been download by over 14,000 users. Many features are available, including a mobile version of the Schedule of Classes (the most popular feature), a campus tour, campus maps (outdoor/indoor), events and student success workshops, social media, modules for academics, admissions and enrollment, Ask SMC, athletics, dining, employee directory, Library, student life, student services, transit, etc. Special modules are launched at the time of enrollment (Enrollment Guide), as a major term starts (Welcome to SMC Guide), and graduation (Commencement Guide). Other seasonal modules are being considered for events such as VIP Welcome Day and the Career Fair.

SMCGO was designed with content for two personas: current student and prospective student. Students are also sent push notifications on select enrollment-related deadlines via the app. Plans are in the works to incorporate student directory and affinity information to enable select program leaders to send notifications to students in their programs via the app.

CCCApply Implemented

SMC is now using the statewide admission application in use at all, but 5 community colleges. The local implementation required a full redesign of the admission processing workflow and WebISIS programs. Admissions also updated its application/admission communication plan as a result of the implementation. Over 54,000 applications were submitted through mid-May 2018.

Multiple Measures and Placement Adjustments

Multiple changes have been made to the assessment and placement process for English and mathematics in response to Assembly Bill 705. The result is that the vast majority of incoming students--about 95%--will have the opportunity to start with English 1 with or without an accompanying support course (English 28).

In the case of math, students who would typically place into the lowest 3-4 math levels (arithmetic, pre-algebra, elementary algebra, intermediate algebra) will be able to enter into Math 50 (pre-statistics), complete it in one term, and then enter into Math 54 or 21. Other students will be able to enroll in a Bridge to College Math class that uses adaptive learning technology. Students will have the opportunity to complete 1-3 classes within one semester. Those completing the intermediate algebra portion of the course could then enroll in a college-level math class the following term. Yet others will be able to enroll in Math 3 and 4 (to new courses) to meet the Math 7 prerequisite instead of taking a single 5-unit precalculus class.

Corsair Connect Guide Created

A Corsair Connect Guide was created by Admissions personnel to assist students and college staff/faculty navigate its various features. Emphasis is placed on "Enrollment" features. The guide is posted on the Admissions & Records website (several locations), on the login page for Corsair Connect (look for CC Guide), and inside the Corsair Connect top navigation bar.

Former Students May Pay Owed Fees Online

Former students in need of transcripts who left the college owing fees may now log in to Corsair Connect and pay the fees without having to first reapply to the college to regain access to Corsair Connect, or having to come in-person to pay.

Searchable Class Schedule Updated

In collaboration with MIS, Academic Affairs, and Marketing, the online searchable class schedule was updated with a new "look and feel" and several features have been added. It uses responsive design and is fully compatible with desktop, tablet, and mobile phones. It is accessible. It includes an "Advanced Search" option to filter down the class list; a filter to identify classes with OER resources was added. It integrates an "i" (or "Information") icon on select section numbers to display a "Class Note." It integrates a link to the campus and building where the class is taught (for SMC campuses only); a feature borrowed from the SMC app, SMCGO.

Enrollment Sprints

Paralleling the very successful Super Saturday events hosted by the Outreach and Recruitment Office, Enrollment Services hosted an Enrollment Sprint event on Saturday, February 3, 2018—two Saturdays before the start of Spring—in collaboration with the Assessment Center, Outreach and Recruitment, the Welcome Center, and Financial Aid. The main goal of the event was to provide "just in time" admissions, assessment, enrollment, counseling, and financial aid services to students attending. Education planning and enrollment assistance workshops were also held to guide students in course selection and enrollment, albeit the number of students attending these was not tracked. A total of 170 unduplicated students were checked-in, often accompanied by parents and other family members. As evident in the chart below, it is clear that a significant number of students (46%) needed multiple services. Many students shared their appreciation with SMC for opening our doors this Saturday and having these services in one location. Counseling services were used by 60% of attendees followed by Assessment (42%), and Financial Aid (27%).

Given the success of this program, Enrollment Sprints are planned for July and August 2018, in preparation for Fall 2018.

Incomplete Grades Notifications to Students & Retrieval of Incomplete Grade Petitions

Once instructors assign an Incomplete grade to a student, an automated email will be sent to their SMC email (bcc to instructor) specifying how to retrieve an auto-generated Incomplete Grade Petition to review the conditions leading to a grade change from "I" to another grade. The email will also caution students that failing to act by the prescribed deadline will result in the issuance of the default grade noted on the petition.

Students may access a copy of the petition at any time by login into Corsair Connect; then clicking the "Enrollment Services" button; then click the "Student Records" option on the left side navigation bar; and finally, clicking the "Incomplete Grade Petitions" link.

Students will also be prevented from re-enrolling in the class where they currently have an Incomplete grade.

Unofficial Grades Report for a Term

Final grades issued to students are now available for viewing in an "Unofficial Grades" report accessed through Corsair Connect. Grades will be posted to this report as soon as instructors submit them via their portal, mProfessor. The

Unofficial Transcript will be updated once final grades for all courses in which the student is enrolled have been submitted. Students may access the Unofficial Grades report by login into Corsair Connect; then clicking the "Enrollment Services" button; then click the "Student Records" option on the left side navigation bar; and finally, clicking the "Unofficial Grades" link.

Consecutive Enrollment in Prerequisite-Enforced Courses (New Feature Added to Corsair Connect)

The purpose of this new feature is to allow students to enroll in up to two consecutive courses in a prerequisite-enforced course sequence, such as English, ESL, or math, even if the student is currently enrolled in the prerequisite course at SMC. Please note that students who are currently taking the prerequisite course elsewhere must have the final grade posted on their transcript before being issued a prerequisite waiver.

Immediate Access to Corsair Connect to High School Concurrent Enrollment Students

High School Concurrent Enrollment Students now have access to Corsair Connect once they submit their admission application, receive their SMC ID number, and activate their network account (SSO account). They no longer need to first be prescribed courses.

Admissions and Records Accomplishments—2016-17

"Swap a Class" Feature Added to Corsair Connect

"Swap a Class" allows students to "swap" a class currently enrolled in for another class (does not have to be the same course number). Swapping allows students to add and drop the two classes at the same time. All requirements for the new course are enforced when the swap is attempted, including prerequisites, time conflicts, and maximum unit limitations.

Re-Enrollment In Course With Failing Midterm Placement

Students may now re-enroll in the same prerequisite-enforced class (one that has a midterm placement roster) in a future term if they have earned a failing midterm placement grade, while still enrolled in the class. This enrollment is subject to all course repetition limitations.

Once final grades are available, students who were allowed to re-enroll in the same class based on a failing midterm placement, but who then passed the class, will be identified and dropped from the re-enrolled class section.

Re-Enrollment in Course Based on a "W" Earned in the Current Term

Students may now re-enroll in a class from which they officially withdrew (or were dropped by the instructor) despite the term not having officially ended. This enrollment is subject to all course repetition limitations.

Changes to Class Wait Pool/Wait List

The wait pool was replaced with the **OPEN SEAT NOTIFICATION LIST** described below. Students interested in adding themselves to a class "waitlist" (the prioritized list instructors get at the beginning of the term) will be able to do so starting two (2) weeks before the start of a term. The waitlist continues to be capped at 25% of the class seat capacity. The waitlist is ordered in chronological order, with the name of the student joining the list the earliest included at the top (#1). Students can join any waitlist, subject to course/section eligibility requirements (e.g., prerequisites, time conflicts). Since a "wait pool" is no longer available, students do not need to confirm their spot on the "waitlist." The waitlist is updated as students enroll in the class or remove themselves from it. Students can see their position on the waitlist ("Wait List Rank") in Corsair Connect.

Open Seat Notification List

Instead of adding themselves to a "wait pool," students may now join the OPEN SEAT NOTIFICATION LIST for a class section as soon as the section closes. The open seat notification list has the same validation and email notification functionalities as the "old" Class Wait Pool. The notification list is not capped. All students in the list for a list receives an email alerting them of an open seat as one becomes available. Being in a notification list does not guarantee an actual seat to anyone. Enrollment for the open seat is on a "first-come, first to enroll" basis. The class open seat notification list is available to students until the "Wait List" option is activated (2 weeks before the start of the term). Students interested in joining the "Waitlist" must do so directly through Corsair Connect once it becomes available two weeks before the start of the term. Students will not be moved from the notification list to the waitlist. Students may remove themselves from the

notification list at any time through their Corsair Connect account.

Request a New Class Section

Domestic and F1 students are now able to request that a new section for a given course be created. Students may request the class by course name and preferred schedule (morning, afternoon, evening, online, no preference). Students are allowed to request up to 4 courses per term. There are no validations when requesting the class, but the student must be eligible to enroll for the term to see the "Request a Class" option.

Notification of New Section Created to Students in Notification List, Wait for List and Request a Class Section List

Academic Affairs now can email students in the Open Seat Notification List, Wait for List, and Request a Class Section list whenever a new section for a given course is created. The email's purpose is simply to alert them that the new section was created.

Accomplishments for Admissions and Records—2015-16

Implementation of Perceptive Intelligent Capture for Transcripts & Development of Course Articulation Application

Throughout the Winter and Spring 2016, the Interim Dean of Enrollment Services, led a team of Admissions & Records, MIS, and Network Services staff to plan, execute, test, and institutionalize the Perceptive Intelligent Capture for Transcripts, two weeks ahead of schedule and under budget. Using Perceptive the Admissions & Records Office will be able to automatically sort (classify) all incoming transcripts, regardless of type and format; capture specific data such as institution name, course taken, and the grade received; reconcile captured data against SMC's student information system and course articulation database (see below) to ensure consistency, accuracy, and completeness; and speed the input cycle to facilitate faster decision-making and increase student satisfaction and progression. Simply put, course evaluations will be automatically conducted as transcripts are imaged, and decisions on the applicability of coursework for given requirements will be automatically recorded for use by the degree audit system and MyEdPlan upon validation against the course articulation application. database. The articulation database will be built as staff scan and evaluate new coursework. At the writing of this report in early June 2016, the Perceptive solution has been in place for two weeks and hundreds of transcripts have been imaged and OCR'd to capture the course-level data needed to input into the articulation application.

Development of Articulation Application

Counselors and evaluators, and to a lesser extent department chairs, regularly engage in transcript/course evaluations to determine students' eligibility for a course (prerequisite check), a degree, certificate, or general education. Internal records show that 40-50% of students have coursework from other institutions. Transcript/course evaluations have been conducted manually at SMC for decades, and to-date, there is not a single repository where all such decisions are recorded so that evaluations are not repeated student-by-student.   The development of an internal course articulation database at SMC will not only improve the evaluation process, but will bring many benefits to students, counselors, evaluators, and department chairs, especially given its integration with the Perceptive Intelligent Capture for Transcripts system. The course articulation application is approximately 50% complete. Its development has been led by our talented MIS staff (Yongjian Yan), in consultation with a core team composed of the articulation officer, a senior counselor, a senior evaluator, and the Interim Dean of Enrollment Services. It currently has over 5,000-course articulation rules built-in from hundreds of colleges and universities across the U.S. based on the inclusion of courses from the College's Transcript Evaluation Log maintained by the articulation officer, and from coursework captured through Perceptive. The articulation rules created are primarily for general education applicability for SMC CSUGE, and IGETC, but the application also records how credits from other institutions are applied (e.g., number of units, type of credit) at SMC for degree/certificates, including major applicability (as relevant). The application requires additional development to ensure that students' coursework from other institutions is accounted for by the degree audit system and MyEdPlan. We expect the remaining 50% of the development will be completed by October or November 2016.

Success and Engagement

Success and Engagement (SEC) added objectives in this category due to uploading issues with CurricUNET. CurricUNET only allowed me to add 2 objected.

Success and Engagement Center Objective 1: Participated in the creation, evaluation, and implementation of the Statewide Common Ass
Initiative.

Status: Fall 2015-June 2017 Terminated

Comments:

SMC personnel, including the Dean of Enrollment Services, SEC Supervisor, Dean of Institutional Research, MIS Director, and ESL De
Chair formally participated as members of the Statewide Common Assessment Initiative (CAI). However, the CAI was terminated by the
Community College Chancellor's Office (CCCCO) in June 2017 due to a change in direction regarding statewide placement processes.

Success and Engagement Center Objective 2: Participated in the creation, evaluation, and implementation of AB 705 and AB 1805 initia

Status: Completed for English and Math on March 26, 2019.

Comments:

The SEC successfully implement the placement of students based on CCCApply Multiple Measures Questions and Guide Self-Placemen
processes. This effort required several departments' input to implement, including English, ESL, Math, MIS, Enrollment Services, Institu
Research, Counseling, and a campus-wide push to promote these new placement processes.

Success and Engagement Center Objective 3: Creation of a Guided Self-Placement for English as a Second Language placement process

Status: In Progress

Comments:

The Chancellor's Office postponed the implementation of ESL until 2020/2021. Several departments are providing input regarding the cr
completion of an ESL GSP process. These departments include ESL, English, Enrollment Services, Institutional Research, and the Intern
Education Center.

Success and Engagement Center Objective 4: Move into the new Student Services Building

Status: Completed

Comments:

After years of planning and building, the new Student Services Center was completed and our program, like so many others, moved in in
2019. With this move, the Assessment Center received a new name, the Success and Engagement Center.

Success and Engagement Center Objective 5: Monitor and manage the utilization of the Success and Engagement Center space for altern
Departments use.

Status: Ongoing

Comments:

Because placement testing is slowing, we are now able to share this space with other SMC Departments when needing a larger meeting s

as an onboarding, transfer, and various other student-oriented workshops. The space has also been used for in-person program orientation
staff trainings.

Success and Engagement Center Objective 6: Serve as the lead contact for prospective students identified by the LA-19 Initiative

Status: Ongoing

Comments:

In Fall 2019, the SEC was tasked with assisting the College with select prospective student communications stemming from the LA-19 i
This regional partnership spearheaded by SMC is comprised of 19 community colleges in the greater Los Angeles. CCLA introduces pro
students to offerings across these colleges, especially in career technical education. The initiative accomplishes this through digital ads s
social media and web searches. Its purpose is to lead prospective students to affordable educational opportunities that increase earning po
the workforce.

Success and Engagement Center Objective 7: In collaboration with the Vice President of Enrollment Development and the Dean of Enro
Services, redefine the scope and function of the Student and Engagement Center and its limited staffing positions.

Status: New for 2020-21

Comments:

Program positions will be re-examined and redefined. This will entail a review and revision of job descriptions based on the new scope a
for the Center. The Personnel Commission has been advised that this effort is underway. They are awaiting final decisions in order to sta
of personnel duty revisions.

Success and Engagement Center (SEC)

- Prior to AB 705, multiple measure questions (MMQ) that were part of the placement process were reassessed for
  math (March 2017) for Summer/Fall 2017 placements. This reevaluation was based on research showing that
  allowing students to skip multiple course levels based on multiple measures over their assessment test placement
  result was, in fact, detrimental to student success. The new model allowed students who met the multiple measures
  criteria to skip only one level above their assessment test-derived placement

  Institutional Research evaluated the transfer level multiple measure process for English and math MMQ's. Data from
  2015-17 showed an increase in pass rates at the transfer level. English course completions increased by 3.8 percentage
  points in English 1—from 33.4% in 2015/2016 to 37.2% in 2016/2017. Transfer level math course completions
  increased by 1.2 percentage points increase from 10.9% in 2015/2016 to 12.1% in 2016/2017.

- During the implementation of AB 705 and AB 1805, the SEC Supervisor and Dean of Enrollment Services rolled-
  out a comprehensive campaign for SMC counselors, staff, and students designed to inform them of the new English
  and mathematics placement process. In-person department meetings were held with Counseling to also answer any
  questions. Students who had completed an assessment test prior to the implementation of AB 1705 were informed of
  the option to complete the new placement process. New SMC students were given instructions on how to complete
  the new process directly on Corsair Connect. The SEC staff assisted hundreds of students with basic questions on the
  new process and has aided them in correcting information they submitted on the high school coursework multiple
  measures questions leading to placement.

Transitioned All Testing Operations to an Online Environment

- The SEC successfully developed a Business Continuity Plan at the request of the Emergency Operations Team.
- The SEC successfully transitioned to remote operations and a virtual proctoring environment precipitated by the
  COVID-19 pandemic and the closure of SMC. The SEC is committed to supporting students in a remote
  environment until the campus reopens.

**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.**

Admissions and Records

Admissions and Records received a single recommendation; namely, prioritize quality over quantity of objectives provided in program review. This recommendation was deemed appropriate and not. Appropriate, in ensuring that objectives are crafted with "specificity;" inappropriate, in that the recommendation completely failed to understand the very nature of how Admissions and Records operate, having to answer to state and federal requirements, as well as ever-changing demands from the institution through its various initiatives and plans, and of course, ever-changing student populations and needs for updated or new technology and innovations. Thus, the Enrollment Services and Admissions and Records leadership continues as best as possible to respond to demands, while also emphasizing the betterment of the student experience through our internal initiatives, irrespective of program review. Many of our objectives are developed in the year given how much things change in just a short span.

Success and Engagement Center (SEC)

The Success and Engagement Center's (formally the Assessment Center), 6-year program was conducted in 2014/2015. At the time of review, our only recommendation was to conduct an in-depth study to more thoroughly assess the Prep2Test process on course placement and ultimately on student retention and success.

In 2016-17, the then Assessment Center set as one of its student learning outcomes to increase student awareness and recognition of the importance and impact of assessment in language and computational skills. Based on a survey conducted from July 1, 2016-March 14, 2017 to assess progress in achieving this outcome for students taking the assessments, we found that 90.2% of participating students agreed or strongly agreed they understood the purpose and impact of the assessment. However, only 46.8% of students felt adequate or very well-prepared prior to assessing. This percentage dropped to 36.8% when asked the same question after taking the assessment. Only 34.6% of students reported accessing and reviewing the Santa Monica College Assessment Center's Prep2Test Guide.

Based on that finding, the Dean of Enrollment Services, in conjunction with the MIS Director, engaged in discussions to create a formal Prep2Test app so students could prepare for the placement process. It was expected that in designing this app, the Assessment Center would be better suited to undertake a formal study of the Prepr2Test "program." However, while content for Math, English, and ESL was developed and a prototype of the Prep2Test app was created, we never got to launch given that the California Assessment Initiative was launched by the Chancellor's Office, which had stated that test prep resources would be part of the placement tests the System would create. After months that SMC staff spent working on the CAI through various advisory committees and workgroups, the Chancellor canceled the initiative altogether. Immediately following that, the Board of Governors announced the launch of the Multiple Measures Initiative, and a few months after, legislation was announced which prohibited the use of testing instruments to use in student placement. Thus, there was not an opportunity to assess the effectiveness of Prep2Test as had been envisioned by the then Assessment Center Faculty Leader, now Dean of Enrollment Services.

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

Any important changes made in response to the above are documented in our objectives or elsewhere in this report.

Success and Engagement Center (SEC)

N/A

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).

Admissions and Records

The Admissions and Records Office has periodically received a one-time finding from SSSP/SEAP to support the hire of temporary Student Services Clerks (3 years ago) and some student workers (last and this year). This funding allowed Admissions to be more responsive to students calling the office during the heaviest months of the year. Since the program has not received these funds in the last two years, and Admissions has experienced a decrease in staff, it has become much more challenging to respond to students quickly. It is not unusual that in the May to August months that we simply cannot keep up with phone lines and emails, sometimes it takes 7-10 days to respond to an email, especially when the office receives 500-1,000 emails in a given day.

Success and Engagement Center (SEC)

N/A

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

One thing that has become very clear in crafting this report is that even though Admissions and Records is "owner" to much of the student information collected through the admission application and enrollment programs, we are not the best at being able to track the number and type of contacts we have with students, not to mention faculty and staff. While we have attempted to track contacts as much as possible, it was not until July 2019 that we began to use QLess to assist with line management but a byproduct of that was tracking visits. This has been of tremendous help. Before that time, Admissions had been using a tally sheet that recorded with "sticks" of five the number of visits per day—to the counter. However, what QLess and the paper tally leave out the tens of thousands of touchpoints with students that take place virtually—the line that no one sees. We reported earlier on the over 40,000 emails that we answered through two mailboxes, but Admissions has six mailboxes. Not all staff responsible for these mailboxes have adhered to requests from the Dean and the Admissions Supervisor to blind copy the same mailbox whenever they respond to an inquiry coming on that mailbox. This has prevented us from getting a firmer grasp on just how many students we work within the year. In an attempt to be more accessible to students, perhaps we have overextended ourselves by customizing mailboxes to fit the nature of generic and specialized student inquiries, albeit that was done primarily to route emails to the staff members with expertise in the area. QLess, the tally sheet, and the mailboxes also fail to account for the thousands of paper transactions and individual staff member transactions conducted on behalf of a student although the student is not present. This may be for requests for free transcripts, enrollment verifications, subpoenas, residency reclassification requests, etc. So, why are we focusing on this area? The simple answer is because we are in dire need of a unified tracking system—not only to provide a better accounting of actual students we serve, but to also allow us to analyze where we are succeeding and where we are failing in assisting students, especially first-generation/low income, Black, and Latinx students given these are priority populations in the redesign of the student experience. But Admissions cannot do it alone—paper and Excel only go so far. While Admissions staff and the leadership are pretty sharp, we do not have access to tools, nor the expertise to

develop such a system—especially one that is connected to WebISIS. As much as we would like to ask for MIS's assistance, we fully realize MIS programmers are tasked heavily with priority projects and we are sensitive to the kinds of requests we can make and those that "would be nice" for them to assist us with. As much as we would like to conclude that by the end of 2021-22 we will have a comprehensive tracking system, we fear this will not be the case. However, we will strive to improve our existing systems.

On another front, the program review has made it clear that some of our initiatives need to be studied better so we can decide how to improve upon them—staffing permitted. We will focus on two examples here.

The first is for the Awards Without Petition Initiative. While one of our unit outcomes set the bar at increasing degrees and certificates granted through this initiative by 5% per year—based on the first year of implementation—that goal perhaps is inappropriate given there is a limited student population at SMC in any given year who is eligible for the award. Nonetheless, compared to the 919 degrees granted through the Initiative in 2014-16, we exceeded 5% long ago. In fact, by 2019-20, it had grown by 269%. While we are very proud of the outcome of this initiative, especially since this was not part of the regular day-to-day work for evaluators, we have not yet learned which groups of students benefit the most. We would thus like to partner with Institutional Research in the coming year to help us conduct an evaluation and disaggregate data for populations of interest to the college, and especially how the initiative may be aiding in closing the achievement gap for students, and also the impact it now has on the funding formula.

The next example involves student communications. Since we implemented our Salesforce/TargetX, we could send hundreds of thousands of emails to students in a given year—many on behalf of Admissions and Records, but others for may other areas on campus, including Counseling, Cashier's, Sustainability, Financial Aid/Scholarships, the Foundation (albeit for very limited purposes), and now with greater frequency, on behalf of the President's Office. We would like to undertake a study on the effectiveness of these communications and systematically track the performance of these campaigns on the very calls to action delineated in the campaign. This could be in the form of open and click-through rates or on actual enrollment, payment, etc.

Unit Outcomes such as the one calling on faculty to submit grades on time will be retired. As much as the Admissions and Records Supervisor and the Dean of Enrollment Services communicate deadlines to faculty and send multiple reminders leading to and after the deadline, some faculty are simply non-responsive. Worst of all, it is not unusual that the same faculty submit grades late—this although department chairs and Academic Affairs are notified. Most instructors submitting late are adjuncts. While last spring was a stressful semester for all, there is no excuse for example, for a handful of instructors to fail to submit grades for students one to nearly three months after the semester started. We do not assign blame to department chairs given they do what they can to communicate with their faculty, but sometimes faculty are just nonresponsive—not often due to serious life circumstances that would have prevented them from grading or submitting grades. It is not that we are giving up on this—far from it—but we believe our time and services are best suited to assessing interactions with students, including communicating externally to Admissions directors at dozens of institutions and employers to make them aware the students are not at fault for not being able to provide a full transcript.

Success and Engagement Center (SEC)

In the preceding sections, we have been describing some of the efforts undertaken by the Success and Engagement Center and related departments across campus to implement new initiatives that better support student success and close racial and equity gaps at our college. Most significant are the dramatic changes we have seen over the percentage of students who now place directly into college-level math and English. It is particularly noteworthy to note that more Black and Latinx students place higher—outpacing by far the general student population in college-level placement. Of course, that is only part of the success story. The AB 705 reforms are allowing more students to enter college-level, albeit some studies from Institutional Research have pointed out that overall success rates have decreased a few percentage point, but more students are getting through the course sequence (most likely with a lower grade than students in the past who were placed with the tests). Another related area of interest concerns completions. According to CalPass data (Student Success Metrics), the proportion of students who completed transfer-level English in their first academic year of credit enrollment within the

district in 2018-19, the first year of AB 705 implementation roll-out, was 34%, but well above the 26% in 2017-18. The corresponding percentages for math were 11% and 10%, respectively—not a significant difference. However, SMC had not yet fully implemented AB 705 that year. More recent data was not available at the time this report was written.

While the SEC is not responsible for addressing student progression and success—especially as it relates to English and math—we can and will do what we can to promote progression and success. We can partner with other departments to develop campaigns to reinforce the importance of completing English and math in the first year. This serves two purposes: the achievement of momentum points, and meeting demands for the funding formula.

One thing that has become clear to the SEC Supervisor and Dean of Enrollment Services is that there is no one position or department at SMC that is responsible for spearheading evaluation of AB 705/1805 reforms. Some departments request confined reports to the area of interest, but there does not seem to be an overarching goal. It is not unusual that research studies conducted on the subject are not disseminated widely—or at the very least to all individuals that in one way or another have some responsibility for programming and instruction.

D2: Coming year's Objectives (Moving Forward)

Objective #1
Objective:

Success and Engagement Center Objective 1: Continue to collaborate with the English as a Second Language Department to develop a Guide Self-Placement tool for ESL.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:
 Other data or observed trends
 Data has been collected from select administrations of the Guided Self-Placement guide. However, much of the content has not yet proven usability when it comes to placement decisions. The content needs to be revised by the ESL content experts. SEC supervisor, Dean of Enrollment Services, and others stand ready to assist the department as and when needed.

External Factors:
 Other Factors
 Chancellor's Office Guidance, AB 705, AB 1805

Timeline and activities to accomplish the objective: End of Spring 2021

Describe how objective will be assessed/measured: We will evaluate the ESL placement process and how students transition to transfer-level English courses.

Comments: N/A

Objective #2
Objective:

Success and Engagement Center Objective 2: Clarify the scope and function of the Success and Engagement Center and staff positions, and then determine how to best assist SMC in meeting our local "Vision for Success" effort.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:
 Other data or observed trends

External Factors:
 Other Factors
 AB 705 and AB 1805

Timeline and activities to accomplish the objective: Fall 2021

Describe how objective will be assessed/measured: By developing a scope and function document; developing a plan for how the SEC and its limited personnel will assist in meeting SMC's "Vision for Success" goals and objectives.

Comments: N/A

Objective #3
Objective: 2019-20 Admissions Objective: Collaborate with Network Services to integrate Student Directory Information to SMCGO to avail select student and academic services programs the opportunity to directly message program participants via the 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 #4
Objective: 2019-20 Admissions Objective: Communications Unit:
Gain proficiency in the various communication platforms utilized by Enrollment Services to communicate information to prospective, new, and continuing students. Among these platforms are: Salesforce, TargetX, SMS Magic, SMC Go, Blackboard Connect, Gecko Engage.

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: 2019-20 Admissions Objective: Communications Unit:
Oversee the development and day-to-day operation of the Student Success Ambassador Call Center, which includes the supervising and directing of student workers in order to establish a "call center" to reach students of interest.

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: 2019-20 Admissions Objective: Communications Unit:
Coordinate and maintain priorities and processes to ensure consistent, thoughtful, and timely messaging of communications, including writing, editing, producing, monitoring, updating, and collaborating in such communications.

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: 2019-20 Admissions Objective: Communications Unit:
Expand adoption of and sustained communications with SMC Go, including content, interface, integration, personas, opt-in channels.

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:

2020-21 Objective: Complete the 6-year program review report for Enrollment Services, including Admissions and Records and Success and Engagement Center.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:
 Other Factors
  Program Review required

Timeline and activities to accomplish the objective: September 2020

Describe how objective will be assessed/measured: Program Review report prepared and submitted

Comments: None

Objective #9
Objective:

2020-21 Admissions Objective: Implement NextGen Dynamic Forms with SSO authentication over Summer and Fall 2020. Implement student forms portal system.

Area/ Discipline/ Function Responsible: Admissions

Assessment Data and Other Observations:

External Factors:
 Other Factors
  Departmental need

Timeline and activities to accomplish the objective: Summer/Early Fall 2020

Describe how objective will be assessed/measured: Software completely configures and integrated with SSO authentication and with WebXtender. Forms developed and launched.

Comments: None

Objective #10
Objective:

2020-21 Admissions Objective: Over the course of the fiscal year, recreate all Admissions and Records and Success and Engagement PDF forms (estimated at 40) on the NextGen Dynamic Forms web forms platform. Devise and implement associated workflows and validations to increase likelihood of proper form completion. Prioritize Residency Questionnaire, High School Concurrent Enrollment, and Petition for Special Consideration Forms.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:
Other Factors
 Departmental needs

Timeline and activities to accomplish the objective: June 2021

Describe how objective will be assessed/measured: Appropriate forms created, launched, and used by students.

Comments: none

Objective #11
Objective:

2020-21 Admissions Objective: Redesign SMC GO to keep user engagement up and current. Develop and implement a new module along with the Student Communications Coordinator, tentatively called "Pearl's World." Work with MIS to integrate student directory information to SMC GO to avail select student and academic services programs the opportunity to directly message program participants via the app.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:
Other Factors
 Departmental objective

Timeline and activities to accomplish the objective: February 2021

Describe how objective will be assessed/measured: Hire student helpers in Communications units to assist in redesign. Implement redesign and release a new version on the App Store and Play Store.

Comments: None

Objective #12
Objective:

2020-21 Admissions Objective: Develop an internal system to better address the long list of unanswered questions that users pose to "Pearl," the chatbot.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:
Other Factors
 Departmental need

Timeline and activities to accomplish the objective: Ongoing. Train another Admissions staff member to assist-- dependent on availability.

Describe how objective will be assessed/measured: Decrease from 12,000 training opportunities currently in Pearl to less that 1,000, while developing and updating content as required.

Comments: none

Objective #13
Objective:

2020-21 Admissions Objective: Continue to assist the ESL department in the implementation of AB705, including finalization and integration of a guided self-placement on Corsair Connect and WebISIS.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:
 Other Factors
  State requirements

Timeline and activities to accomplish the objective: June 2021

Describe how objective will be assessed/measured: Dependent upon the development of a Guided Self-Placement process by the ESL Department. With SEC Supervisor and MIS, assist the ESL department in implementing new GSP in Corsair COnnect and WebISIS.

Comments: none

Objective #14
Objective:

2020-21 Admissions Objective: Integrate "areas of interest" and related programs in CCCApply and WebISIS to facilitate communication between students and Student Care Teams personnel.

Area/ Discipline/ Function Responsible: Admissions

Assessment Data and Other Observations:

External Factors:
 SMC Strategic Initiative
  Guided Pathways - Redesign

Timeline and activities to accomplish the objective: June 2021

Describe how objective will be assessed/measured: Pending availability of MIS personnel

Comments: None

Objective #15
Objective:

2020-21 Admissions Objective: Conduct an evaluation of the Degrees Without Petition Initiative with a particular focus on student equity, and its effect on the funding formula and on the Vision for Success.

Area/ Discipline/ Function Responsible: All

Assessment Data and Other Observations:

External Factors:
 Other Factors
  Departmental need, Vision for Success

Timeline and activities to accomplish the objective: June 2021

Describe how objective will be assessed/measured: The evaluation will help determine how and which students have benefitted from the initiative since is was implemented in 2014. Depending on outcomes, the implementation may be altered .

Comments: None

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:

- Student Affairs Committee (Vice-Chair)
- Redesign Implementation Team
- Enrollment Management
- Curriculum Committee
- Student Conduct Appeals Committee
- Student Grade Appeals Committee (facilitator)
- EOT Marketing/Information/Communication Subcommittee
- Student Success and Support Programs Committee
- Student Equity and Achievement Programs committee
- Back-to-School Planning Committee
- Integrated Redesign Team
- Redesign Team – Student Needs Assessment Work Team
- Participation in CACCRAO conferences and training
- Many other ad-hoc committees

Supervisor:

- Chairs Petition for Special Consideration Committee
- Classified Personnel Professional Development Committee
- Participation in CACCRAO conferences and training

Senior Academic Records Evaluator:

- Classified Professional Development Committee
- Guided Pathways-Building Community
- Guided Pathways-Student Services Inquiry Team

Student Communications Coordinator

- EOT Marketing/Information/Communication Subcommittee
- Building Community Committee
- First-Year Experience Committee
- Marketing Team
- Video FAQ Team
- Welcome Week/VIP Week
- Summer Institute
- LGBTQ+ Advisory Group/Pride Center Subcommittee
- SMC GO Training and Mentoring
- TargetX Training and Mentoring
- Chatbot Training and Mentoring
- Design Collaborations (SMC GO, Building Community, Corsair Connect)
- Enrollment Sprint
- Collaboration with Dean of Instructional Services

Success and Engagement Center (SEC):

Success and Engagement Center Supervisor, Stacey Jones:

- Lead for the SMC Common Assessment Initiative (CAI) Committee (2015-2017)
- Pilot testing for statewide CAI (2016-2017)
- Served on the AB 705/1805 Committee regarding the implementation of the new placement process (2017-ongoing).

      ESL is still pending
- LA-19 Initiative
- Participated in Student Sprint Events, High School Enrollment events, and Super Saturdays
- Co-lead for the Starfish Implementation Early Alert and Retention Tool (July 2019-2020). Campus-wide implementation campus-wide Fall 2020. Ongoing efforts to continue until 2023.
- Starting in Fall 2020, she has been appointed to the Institutional Effectiveness Committee.

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

Admissions and Records:

The Dean, Supervisor, and select Admissions and Records Office actively participates in the California Association of Community College Registrars and Admissions Officers professional organization, attending state and regional events.

The Dean and Supervisor are now actively meeting with Region 7 Admissions Directors/Deans to attempt to standardize practices on issues related to admissions, residency, concurrent enrollment, etc. The idea is to streamline and assist each other as matters come up and to also assist in the "hand-off" of students to a sister institution when that need arises by helping the student navigate and also put them in touch we someone we know will assist them.

The Dean of Enrollment Services has also participated in several state initiatives, including the California Assessment Initiative. He also participates in regional meetings about AB 705.

Given the increasing availability of regional and statewide meetings and conferences hosted by professional organizations and by other institutions, more and more of the Admissions staff participate in these through webinars.

Success and Engagement Center:

The Success and Engagement Center Supervisor, Stacey Jones has been and continues to be actively involved in several California Community Colleges Chancellor's Office (CCCCO) committees and workgroups, including the Student Equity and Achievement Program (SEAP) Workgroup (formally the Student Success and Support Programs), committee to develop Statewide Guide Self-Placement Standards, CCCCO Placement (previously known as Assessment) Committee, as well as the California Community College Assessment Association (CCCAA)—where she has served as Vice President.

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.

Admissions and Records

Given the nature of the work performed in the Admissions and Records Office, program personnel not only interact with students daily, but they do that, too, with college staff and faculty. Admissions have oversight responsibility for student grades, course enrollments, and drops, census, etc. This means that we are regularly interacting with professors to ensure they complete the required tasks promptly and to remind them to do so when late. We frequently interact with them on matters concerning grade changes and course drops given input must be received by a faculty member when considering late withdrawals, for example.

We collaborate with most student services programs such as Counseling, Financial Aid, Success, and Engagement Center, Welcome Center, the Cashier's Office, etc. Admissions frequently are the first point of contact when students face difficulties, whether or not they are admissions-related. Thus, we assist them by investigating the problem and then work with the appropriate programs to resolve the issues.

Given the COVID-19 crisis, Admissions has increasingly taken on more and more as other programs have been nonresponsive to students. This, unfortunately, has impacted morale among department staff—not because we do not want to assist, but because we are not able to take on the additional influx. This has "cooled-out" the working relationship we have had with Financial Aid, in particular.

Enrollment Services and Admissions and Records are very grateful for the work that our colleagues in the MIS Department do to support our operations. They are quick to respond to requests to fix something that is broken and to implement programs driven by legislation, often with little notice. In the past, they have assisted us in updating many of our old WebISIS programs to the current APEX platform. They have involved the Admissions staff in testing, but oftentimes, too, in recreating these programs given the old workflows no longer work. They have also fixed several old programs that have stopped functioning years ago. We are particularly grateful to Fai Fong, Yongjian (Jane) Yan, and Arnel Reyes who have been our primary contacts. They have taken upon rebuilding systems designed in the 80s and 90s which were very consequential, among these our CCCApply program, Student Record, Duplicate Student Maintenance, Enrollment, MyCAP, Prerequisite Ineligibility Rosters, regressive degree audit algorithms to assist with the Awards Without Petition Initiative, among others. We are grateful to MIS Director Wendy Liu and Chief IT Director Marc Drescher for their support. As has been noted in this report—Admissions alone is responsible for much of the work assigned to MIS programmers.

Success and Engagement Center:

The Success and Engagement Center is overseen by the SEC Supervisor and all classified personnel reporting directly to the SEC Supervisor. Relationships among Center staff are characterized as collaborative and cordial and work together to ensure students get the best possible services. Each staff member has been responsible for executing specific job responsibilities, but also cover for each other as needed. Since the loss of three full-time staff positions, it has become increasingly more difficult to delegate tasks to others on days, for example, that the sole staff member is out.

The SEC Supervisor works closely with English, ESL, and Math department chairs, as well as with Institutional Research, MIS, and the Dean of Enrollment Services on matters pertaining to proctoring and the technical implementation of AB 705 and 1805.

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:

The Impact of the COVID-19 Crisis and Diminished Staffing on Admissions

The last few months presented a major challenge in dealing with the coronavirus epidemic to SMC in general, and certainly to Admissions and Records. The office was not well equipped to move to remote operations when the College gave such orders. Admissions had never provided services to students remotely—other than phone and email.

While a Business Continuity Plan was developed, operationalizing and implementing the plan was a major challenge. Staff was not properly set up at home to work remotely and about half lacked the hardware to perform their jobs adequately. While the College in the end provided a Chromebook to those who needed a device, and laptops were borrowed from other departments when possible to lend to staff, these devices have proven difficult for remote work for extended hours and often prevent proper access to resources that Admissions staff need to perform their job well. These resources must be accessed through remote desktop using Citrix, but things like transferring files from the work desktop to a home desktop PC is not possible. Using our imaging technology also comes with many limitations. This has delayed the upload of student documents to the imaging system.

Either because of equipment, lack of effort, or capacity (in limited cases), some staff in Admissions and Records fell behind in their work when operations moved remotely. Some staff's performance and direct assistance to students has suffered significantly. This was especially the case in the Evaluation and Residency units. Given the extensive paperwork that these units deal with, doing the work on a 12" Chromebook is nearly impossible. Flipping through dozens of pages with forms, transcripts, student taxes, etc., on the tiny screens while at the same time completing internal forms and making annotations on WebISIS screens has been very difficult. Given this, four evaluators were recalled to work in the office part of the week—exercising social distancing. However, the graduation evaluation deadline given to evaluators in

preparation for Commencement was not met, even after extending the deadline by an additional eight days. On the residency side, one staff member experienced many issues with access to broadband and was using her cell phone initially to try to work with students. The Chromebook was just not working for her once one was secured for her use. The college finally ordered laptops for staff, and one was provided to this staff member in early September—it took the college this long to get one, likely because of supply chains.

The staff has also legitimately cited a lack of access to the software they generally use at work but do not have at home. This has been the most common problem with Adobe DC. While the leadership asked for software to be installed on staff's PCs, IT noted they could not since this software license is restricted to on-campus use only. The leadership could not require an employee to purchase software costing hundreds of dollars to enable them to do their job better. Thus, those who need to, use remote needed desktop connect whenever Adobe DC is required. Sometimes there are interruptions.

In the case of Residency, one of the specialists has fallen severely behind her work—to such a degree that the Dean and Supervisor frequently receive complaints from students, parents, staff, etc., over the lack of timely response and decisions on residency. While efforts have been made to provide assistance and training on key software, not to mention assisting her directly with her caseload, improvements have not been achieved. Some concerns expressed by staff over having to work remotely are certainly valid, and the management team and area VP have gone through lengths to provide support and resources, but these efforts sometimes have no impact. Working with Human Resources, we have attempted to resolve staff productivity, albeit that has not borne significant improvements yet. The result of this is another area staff must step in and do more than their fair share. In the end, these staff members do it because it benefits students.

The coronavirus crisis did not uniquely challenge Admissions and Records. All departments have been impacted—perhaps some more than others. Notably, Financial Aid who leading to and during the crisis lost several staff positions. This loss, however, has placed a major burden on Admissions and Records as students who do not receive a response from Financial Aid promptly, or cannot figure out how to speak to a real person, are quick to join our QLess line or email us hoping Admissions will be able to resolve their problem. In many cases, the staff can assist, but in most, they simply cannot. Admissions do not have expertise in financial aid matters and lack access to financial aid systems. But given the highly regulated nature of Financial Aid, the Admissions leadership does not want to take on this charge. The last thing we want is to provide the wrong information and hurt students in the process. The problem with Admissions taking on much of the work meant for Financial Aid is such that staff morale, particularly among our "front-line" student services clerks, is very low. The Admissions Supervisor has done all that he can to address the problem and to have conversations with our staff, and make them aware of the dire situation Financial Aid is in. When we have raised the issue to the Financial Aid Associate Dean and Director, and the VP of Enrollment Development we have been informed that recruitment is underway for a couple of positions and that once hired, Financial Aid will be more responsive. But that cannot come soon enough.

Admissions staff also have grown concerned over how many departments—student services and academic departments alike—have willfully neglected to exclude their contact information from their department webpages. Thus, too many students contact Admissions to get information on how to reach these. This is such an institutional problem that Senior Staff should direct all programs to make their contact information available. This neglect prevents students to access campus resources. If the student happens to "know how to college," they will navigate the system and figure out how to make contacts, but too many of our underrepresented communities lack the knowledge when starting at SMC. Our fear or concern is that they will give up simply because departments do not want students to contact them directly. Admissions leadership has also requested that the college directory available on the website include the titles for SMC employees. This would allow students to make contact with individuals most likely able to assist them. Alas, the request has gone nowhere.

The examples above have been provided simply to illustrate problems impacting Admissions—directly and indirectly. Consider, too, how the department continues to operate at diminished capacity yet expectations from Senior Staff and the SMC community to continue to provide the same or higher level of service to students given the COVID-19 crisis. Entering the 2019-20 fiscal year, we were down 6 full-time positions. The promotion of one of our evaluators to the Student Communications Coordinator left yet another evaluator position open. A request to fill the position permanently was placed on hold citing the need for a probationary period. In the end, the position continues to not be addressed. In mid-September, another PBAR was submitted to replace one of our retiring evaluators, and luckily, it was approved. But this still leaves us three evaluator positions down.

A Student Services Assistant who had been on extended medical and unpaid leaves for three years—without authorization to replace him while on leave—returned from leave for a few weeks, but given some specific circumstances he was finally placed on a 36-month re-employment list by HR. However, this position remains vacant, as are two Student Services Clerk positions, and an Administrative Assistant I position. Following a two-year medical leave, the Dean of Enrollment Services' Administrative Assistant II returned to work well into our remote working environment. This has assisted us to a degree, though retraining and relearning have been top goals for this employee since much changed in the two years she was away.

In response to the challenges above, the department's leadership (Supervisor and Dean) has had to assume a greater role in resolving issues that students, parents, faculty and staff, and even Board members bring to our attention—on top of daily

responsibilities.

The plea here is for the college to ensure that it provides adequate technology resources to staff working remotely. The unspoken expectation is that staff should have the equipment that can enable them to do the work adequately—as in the office—or to use until recently, sub-par equipment. However, our staff does not always have the means to purchase equipment or software. The Admissions leadership has requested several times that select employees be permitted to take their work PC and monitor home so they can work as optimally as possible. However, our requests have and continue to be denied. This ultimately bears on how fast employees can access materials to make decisions on requests submitted by students.

Related to personnel challenges, too, is the prohibition from using district dollars to hire student workers when we most need them. While we cannot speak about how students are employed in other departments, those in Admissions have directly assisted students. Leading to and during the first two months of the pandemic, students answered phones, returned emails, responded to inquiries coming through Pearl—our chatbot—whenever Pearl did not have a correct response.

They truly assisted the office and their fellow students. However, once the district indicated that Financial Aid no longer had student help funds, they also decided to not allow departments to use Fund 1 resources to continue to employ students. Soon after this, the Admissions general mailbox exploded to thousands of unresponded emails since staff could not keep up with volume—on top of phone messages, QLess visits, individual emails sent by students to staff, etc. Recall, too, that during this time Admissions and Records were receiving more inquiries on Financial Aid. The leadership received so many emails directly from students as a result—thinking that in complaining about a lack of timely response their concerns or queries would be answered faster. For the student who knows "how to college," this works. But for those who do not, they give up. We realize SMC faces tremendous fiscal challenges, but there are departments that when staffed inadequately student attendance suffers.

One other area we would like to discuss is the Communications Unit in Admissions and Records. It was stated earlier that this "unit" is composed of the Student Communications Coordinator and the Dean of Enrollment Services. We are grateful that the college, after a three-year wait, the position was finally established. This position has proven most useful and the individual in the position has brought up so much more to the position that was expected. As a result of this position, we have had an opportunity to expand our communication plan significantly. We are more proactive in sending communications around deadlines and milestones; we also implemented our Pearl Chatbot the week before the Communications Coordinator officially started his position; we have created venues for special programs and student services programs to reach out to students via SMC GO—the college app—especially through the use of opt-in channels, which the programs manage. All of this takes a lot of time and effort. But as was stated earlier, this expanded access to programs comes with additional responsibilities and sometimes, with expectations that we must do work on behalf of departments. We are happy to assist when we can, but we cannot take on all demands that sometimes come. That we can message students by email, text, robocalls, SMC GO, etc., does not mean we should or have the human resources to do so, especially when "this has to go out now."

During the beginning of the COVID crisis at SMC and the first few weeks of remote operations, we were asked to assist with messaging students. We were glad to do so and saw it as our responsibility in assisting the college and keep students informed. Given the decisions made, it was not unusual that we were asked to send emails late int the night—multiple times. We understood this initially and assisted. This persists now—not the midnight messages—but the last minute requests to send institutional messages "now". While some of this is expected, we have grown concerned over its frequency and the impact this has on the unit's employees, their work, etc. This is, however, characteristic of the SMC culture—especially the culture of indecision that permeates at SMC.

One way the college can support the increasing work of the communications unit staff is by providing direct support to hire student workers—beyond the now permitted 10 hours of Student Help. The students would assist is preparing digital assets that are often needed in student communications—email, SMC GO, and to also assist their peers on the Pearl Chatbot. These students can be trained not only to assist in these areas but also directly in Admissions and Records so that they may respond to basic email inquiries.

We want to highlight some of the challenges that Enrollment Services and Admissions and Records faced, directly the result of emergency declarations concerning COVID-19. Given the pandemic and the suspension of regulations by the California Community Colleges Chancellor's Office, the Dean of Enrollment Services was tasked multiple times with developing policy (in concert with others) and then work with MIS to spec out changes for WebISIS, Corsair Connect, and mProfessor systems to implement policies related to enrollment, withdrawals, fees, grading options, etc. Procedures and forms were developed to facilitate student withdrawals and communicated to students, only to "take it back" and replace with yet new requirements communicated by the Chancellor's Office. When informed that students should be dropped without petition, and quickly working with our outstanding MIS team to make changes to our systems, we quickly communicated updated processes to students, faculty, and staff. When grading options such as extended deadlines to petition for Pass/No Pass grading or to withdraw late from a course or retroactively withdraw after the end of the term, we were happy to assist students and the college. However, all this came at a cost. The rapidity of these changes caused a bit

of chaos in the office as policies and procedures were frequently changing. One good thing that was taking place at this time was having daily meetings with the staff. Since policies were changing and sometimes these changes could have benefitted students who the staff assisted only days prior, many staff took it upon themselves to reach out to those students to advise them of revised policies and walked them through the new process, or sometimes worked with the Admissions Supervisor or the Dean of Enrollment Services to make necessary adjustments to benefit those students. By our estimates, Admissions and Records staff directly helped some 3,500 students in processing excused withdrawals and grade changes stemming from the COVID crisis. Records show that in the end, over 17,717 section drops were processed using the systems developed by the Dean and MIS for this crisis, which equated to 2,158 FTES. On a happy note, and despite the tremendous loss in FTES, the Dean of Institutional Research reported to the Vice President of Enrollment Development on May 11, 2020, that no one racial/ethnic group, age group, or gender has disproportionately impacted the drops.

This crisis has truly tested us, and despite the challenges we faced and the many things we had to learn so we could continue to serve students as efficiently as possible, we are in a better state today. It is not yet clear how our operations will change when the time comes to go back to campus. But we believe, most of what we have implemented to date, will serve us better.

The Need to Help Us Support Guided Pathways and the Vision for Success

Given the uncertainty surrounding the implementation of a new ERP and our need to make significant progress with the implementation of Guided Pathways, we would like to request institutional support to move forward with the development of MyCAP (My Course Articulation System), including its integration with Degree Audit and MyEdPlan.

We recognize that much has occurred since MyCAP was last worked on by MIS, including efforts related to the redesign of the student experience and using Guided Pathways as a framework to make this happen. MyCAP would make it possible to use thousands of articulation rules that have been built in this system to facilitate the evaluation of external coursework.

At present, counselors and evaluators must manually input external coursework in Degree Audit repeatedly for each student with transcripts from other institutions. This is time-consuming, especially when students have varied goals that require several degree audits for different general education pattern and major. Overrides for external coursework must be done for each goal and plan. If a student changes their mind, the evaluation does not transfer. Another evaluation must be conducted and then manually input decisions yet again.

MyCAP, among other things, was envisioned to automatically integrate evaluation decisions into Degree Audit based on the articulation rules that are created in the system by two counselors and the Dean of Enrollment Services and by matching coursework that enrollment Specialists populate in the system after imaging external transcripts and extracting institution, student, and course-level information, electronically. Unfortunately, MyCAP currently serves primarily as a repository to tens of thousands of student-level, course-level, and institution-level records and articulation rules in a counselor-view report. The data is used by counselors when manually evaluating transcripts and they need to know how a course may be applied at SMC. There is no integration with Degree Audit or MyEdPlan. We would like to change that, particularly now that student progression and completion is at the cornerstone of Guided Pathways, SEAP, Vision for Success goals, and the new funding formula. We strongly believe that the addition of coursework included in MyCAP with Degree Audit will make a big impact on efficiency, as well as on student progression and credential attainment.

Given the above, we would like to ask that the MIS programmer wh designed MyCAP be permitted to re-engage in the project. Among the things to consider with MyCAP development and integration are changes to Degree Audit to automatically import course evaluation decisions from MyCAP, how these changes impact MyEdPlan, how program maps developed by faculty as part of Guided Pathways impact MyEdPlan, Degree Audit, and MyCAP.

Counselors and evaluators spend thousands of hours per year evaluating courses and entering these manually in degree audit. They evaluate and input the same course from the same institution every single time a student requires a degree audit. It is an unnecessary waste of valuable time. Counselors and evaluators could instead use the wasted time in inputting data on actually guiding the student and speak to them about resources and other matters, to help prepare them, and so on.

The Dean of Enrollment Services, who was the primary non-MIS-developer for MyEdPlan and lead MyCAP program sponsor stands ready to further this project that has the potential to redefine how degree audits are conducted to better guide students toward degree completion—not to mention the potential for expanding self-serve opportunities for students who can use the decisions already populated in MyCAP.

<u>Success and Engagement Center</u>

The Success and Engagement Center has seen a downturn in placement testing; therefore, we are working the Vice President of Enrollment Development and the Dean of Enrollment Services to redefine the scope and function for the department and duties for its personnel. While testing is not expected to fully go away, it is likely that the department will continue to serve as the initial point of contact for students on matters concerning course placement. It is likely the program will also assist in the recruitment or processing of students to participate in SMC's High School Concurrent Enrollment program.

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].

Admissions and Records

Provide adequate equipment (desktop PCs) for select staff in Admissions and Records to do their job at home. The college regularly decommissions older equipment and either recycle or gives away to community organizations, why not lend these staff—if a newer PC or staff's work PCs and monitors cannot be lent out?

Success and Engagement (SEC)

N/A

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].

Admissions and Records

Replace Academic Records Evaluator position vacated in February 2020. Replace open Student Services Clerk and Student Services Assistant positions. Not all positions need to be hired at once. At this juncture, we are desperately in need of personnel to handle student inquiries—the clerk and assistant positions are needed. While an Administrative Assistant 1 has been vacant since 2016, the Dean is willing to let go of that position in favor of hiring a student services clerk. We would also like to rehire student workers. They have been an invaluable part of the team and provide direct support to students. They assist in managing incoming calls and emails.

Admissions and Records cannot provide adequate and timely service to students given our current staffing and many demands. Our staff has decreased by 5 full-time positions, yet we are seeing more students, providing more services—increasing access. If positions are not replaced, complaints will continue to mount for a lack of timely response.

Success and Engagement Center (SEC)

Given the implementation of AB 705, the Success and Engagement Center will continue to evolve to support student success. When determinations are made regarding the department's direction, training opportunities and support from the Institution will be needed to ensure resources are available to meet the program's new needs.

4. List all current positions assigned to the program.

Admissions and Records

Listed below are the current positions assigned to Admissions and Records. Six vacancies currently exist, of which only one has been authorized for replacement. Admissions and Records have been operating with this decreased number since

2014-15, with the percent of vacancies ranging from 45% to 25% in any given year.

Position	Currently Filled—FTE	Vacant--FTE
Admissions and Records Supervisor	1	
Senior Enrollment Services Specialist	1	
Senior Academic Records Evaluator	1	
Academic Records Evaluator	4	3
Enrollment Services Specialist	4	
Student Services Assistant	1	1
Student Services Clerk	5 (one on WOC)	1
Administrative Assistant 1		1
Total	17	6
		26%

Enrollment Services (not Admissions):

- Dean of Enrollment Services (1 FTE)
- Administrative Assistant II (1 FTE)

Success and Engagement Center

Position	2020
Supervisor (classified manager)	1 FTE
Senior Student Services Specialist	Vacant. Position will be eliminated.
Student Services Specialist	Vacant
Student Services Assistant	1 FTE

Student Services Clerk	Vacant

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

Admissions and Records has experienced many changes in the past five years. Enrollment declines have been ongoing for the past few years, likely the result of several factors, including demographic changes, the economy, overall cost of education, increased competition and access at 4-year colleges, etc. Some studies (i.e., American Association of Community Colleges, 2019) predict that enrollment will continue to decline until at least 2026-27, when a slight increase in enrollment is expected, but not one that matches the all-time high experienced in 2011-12. The increased difficulty that international students have in entering the U.S. due to immigration restrictions imposed by the Trump Administration, prior to and during the COVID-19 crisis, have made it very hard for students to get visas. For the foreseeable future, enrollment declines will likely continue--although we are doing all we can to attempt to level-off those losses through direct outreach to prospective students and to applicants.

Staffing continues to be a concern. The college's budget woes are making it very difficult to fill vacancies, notwithstanding how critical some of these positions may be for the department. In the past 5 years, Admissions and Records has experienced the loss of 5-8 full-time classified professionals in a given year, accounting for 25% to 45% of the total full-time positions in the department during those years. It is expected that the vacancies will continue. The department will likely need to reassign responsibilities to an already overextended staff--one whose morale has been diminishing given the extra work they must to to help students, especially when other departments have been dessimated by staff losses, too, case in point--Financial Aid.

It is expected that the college will move to a new ERP system in the coming years. The budget crisis has made it very difficult for the institution to make much progress on this end, but WebISIS will likely not "live" for more than a few more years. Once the decision to move forward to identify a replacement, Admissions and Records will be among the most impacted departments. A previous study commissioned by SMC in preparation for an eventual ERP/SIS implementation noted that 1-2 full-time employees in the area would need to be reallocated for 1-2 years to assist with the implementation. Given the college's practice of not releasing employees (other than faculty) to work on projects, this will be challenging for Admissions.

Success and Engagement Center (SEC)

Given the many changes precipitated by AB 705 and AB1805, the very function of the Success and Engagement Center has shifted from testing to placement. While the Center continues to assess students in ESL, chemistry, and select math challenge exams, it is likely that ESL testing (like math and English) will cease altogether is a year's time. Thus, proctoring as we have known it for 20+ years will stop. However, students are still responsible for completing the math and English placement process and many questions arise directly from students whenever they do not understand the placement requirements or when they state they incorrectly reported some information that led to the incorrect placement into a course. Thus, aspects of the placement process must be overseen by a department—but most likely only part of the time.

It is not yet known how specifically the SEC will change. The program "or department cannot simply be erased, and its personnel cannot simply be reassigned. As has been noted elsewhere in this report, the Personnel Commission has been advised that changes to the two remaining staff positions (Supervisor and Assistant) will need to be made. It is the goal of the Dean of Enrollment Services to come to a conclusion on the department's scope and function in Fall 2021. Whatever proposal is developed in concert with the VP of Enrollment Development, such a proposal will likely need to be approved by Senior Staff as well.

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].

Admissions and Records

We would like to request assistance with setting up a comprehensive student tracking program to enable us to better account for students served and to maintain notes whenever we assist them.

Success and Engagement Center (SEC)

N/A

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].

Admissions and Records

As noted above, we are requesting approval to hire 2-3 of the currently 6 positions vacated. Specifically, the Student Services Clerk, the Student Services Assistant, and Administrative Assistant 1 (or replace it with a Clerk position). We need more "front-line" staff to assist students.

Success and Engagement Center (SEC)

N/A

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

Admissions and Records

As noted above, Admissions is experiencing a 26% vacancy rate this year and we cannot cover student demand adequately. Although some of these positions have been budgeted, filling vacancies has not been an option. Positions have been denied or placed on hold repeatedly.

Success and Engagement Center (SEC)

Given the implementation of AB 705, the Success and Engagement Center will continue to administer placements for English as a Second Language, math proficiency, Chemistry 11, math challenge, nursing, outside proctoring services (if possible), as well as monitor and evaluate the new state-mandated placement process for English and math. These new processes will be monitored closely by the SEC Supervisor, Dean of Enrollment, Institutional Research, and English, ESL, and Math Departments. Re-evaluation of these processes may be needed periodically to ensure they align with the Chancellor's Office's "Vision of Success" and SMC equity goals. With this transition from assessment testing to student-driven placement, the SEC will adapt and develop new avenues to support SMC's Student Services. Additionally, such future changes will require the SEC Department to re-assess priorities and funding requirements.

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

Admissions and Records

Admissions and Records have experienced significant growth in the number of students served over the past few years. We have expanded how students may contact Admissions personnel, especially by email. Depending on the nature of their request and in an attempt to revolve faster, we have created these mailboxes, which different staff members monitor: General Inquiries, Residency, Enrollment Verifications, Transcripts, Transcript Evaluator Students, Concurrent Enrollment, Grade Change, and Stay Connected. However, email is not the best means to track and monitor student inquiries. The Admissions and Records Office would benefit from using a ticketing system such as Freshdesk if only to ensure that all tickets are responded to—emails sometimes get lost or deleted. Such a system could also be programmed to auto-reply to common inquiries, saving valuable time for staff to address more complicated matters that students bring to our attention.

The availability of Pearl and SMC GO has made it possible to reach students differently. But these, too, require ongoing development. The Student Communications Coordinator and the Dean of Enrollment Services cannot handle it alone. Building content on Pear, for example, is never-ending as students, staff, and faculty ask many questions. Given these tend to be asked many times and drag our success rate down, content is created though it would be best if content area experts from other departments assisted. We have attempted to recruit them to no avail. A decision will need to be made at some point if our small team cannot keep up and if that is the case we may opt to not renew contracts for these technologies— especially if we continue to have high degrees of vacancies or are not permitted to hire student workers.

One request coming directly from the various statistics cited in this report is a desire for the institution to recognize that we serve students beyond our capacity. That Senior Staff and others do not see a line, a line is ever-present and exists in electronic queues, email mailboxes, forms submitted, chats, voice mails, etc. The general Admissions mailbox (admissions@smc.edu) receives 500-800 emails per day during our busiest times, which is when the mailbox reaches 2,000-2,5000 messages that must be returned. This not only overwhelms our staff but deleteriously impacts students given we cannot respond fast enough, especially when we are not allowed to hire even student workers. We too serve underrepresented students who deserve support. But we cannot do so without proper resources.

One other thing to highlight is the Awards Without Petition Initiative. As a result of this effort—our evaluators' effort— SMC would be granting 26% to 54% fewer degrees any given year. Yet, there has not been institutional recognition for this effort. In departmental program reviews, academic departments are recognized for increased completions, yet they fail to account for the large number of awards given through our Initiative. While getting a little recognition would be nice, we do not cite it here with the expectation that it will happen. But, we would like to get additional support in the form of another evaluator position being approved to help support this initiative better and to also being to allow us to shift evaluation to the front—rather than the end of the student's journey. Algorithms that have been developed can be repurposed in a WebISIS query to help evaluators identify students who are at a given stage in their degree and periodically check in on their progress, especially when they are taking courses at other institutions concurrently. This Initiative could also be supported by the development of MyCAP as described earlier, and ultimately, it would allow us to advance the college's efforts on the Vision for Success.

Success and Engagement Center (SEC)

The SEC Supervisor and the Dean of Enrollment Services recommend that the College assign a single staff position or department to coordinate college responses to regulatory requirements stemming from AB 705 and 1805. This will ensure that processes developed in response can be assessed—in coordination—with all involved departments. Someone or some department needs to take ownership or the lead to ensure we comply and plan for the evaluation of programming and processes. Additionally, this will also aid us in determining who is responsible for developing or updating the technology needed to fully institutionalize requirements. This part has defaulted to the SEC Supervisor and the Dean of Enrollment Services. However, it would be best if the responsibility is formally assigned.

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

N/A

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 allowed us 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.

The program review process does not in itself result in focused program planning. Internal and external events, decreased staffing, etc., very much impact the functioning of the departments and whether plans get implemented in the manner written on any program review report.

This is not to say that all is bad. The annual reviews allow us to report on events impacting the department's function, whether we met objectives we set for the following year, etc.

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

Program Evaluation

Commendations

Recommendations for Program Strengthening

Recommendations for Institutional Support

Attached File Upload

Attached Files