ENROLLMENT SERVICES &
STUDENT RECORDS

Program Review & Strategic Plan

2014

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INTRODUCTION

While it may look quite different from the role today, the Registrar position dates back to medieval times when a bedel or beadle would proclaim messages, execute mandates, collect fines and escort "evil-doers" to prison. In 1446, the title of "Registrar" was used for this function at Oxford. Later, at Harvard, the role was assigned to a faculty member who was responsible for keeping academic records and rosters. In the late 1800s, at many higher education institutions, the role of Registrar transitioned from a part-time faculty assignment into a full-time administrative role. In 1891, Stanford hired its first full-time Registrar; the only other administrator was the president. By 1880, 10% of colleges and universities had full-time Registrars and by 1920 that rose to over 90%. [1]

Today, the key role of the Registrar is to create and maintain academic records. At Portland Community College (PCC), the Office of Enrollment Services is responsible for creating enrollment (admission and registration) records and the Office of Student Records is responsible for the maintenance and integrity of these records. These two offices work in concert to fulfill the responsibilities of a traditional Registrar's Office and to also ensure that professional standards undergird the work being done across the two offices, at five different locations. These standards, provided by the American Association of Collegiate Registrars and Admission Officers, the American Council on Education, and the Council for the Advancement of Standards in Higher Education, can be found in appendix A.

While the key responsibilities of a Registrar haven't changed, the way in which functions are carried out have changed considerably since the early years, and continue to change rapidly. With a great demand for lightning speed service and impeccable accuracy, a Registrar's Office that was once clerical in nature is no longer; today the Registrar's Office must be strategic, tech-savvy, highly analytical, and provide high-touch service to help students and faculty navigate complex institutions. Also, the expectation for high-level service and record integrity does not waver in the face of spiking enrollments and limited resources.

Portland Community College has seen continued increases in enrollment (see figure 1) from 2009 until 2013, with the most dramatic increases occurring in the credit-seeking population. As the pipeline of credit students swelled between 2009 and 2013, the demands on the Offices of Enrollment Services and Student Records (ES/SR) increased as well, with more and more students seeking admission and registration, increasing needs for transfer credit evaluations, and significant increases in graduation numbers for both degrees and certificates.

The drastic enrollment changes led to a re-envisioning of how the ES/SR Offices serve students with limited fiscal resources. Significant system improvements were made during this time and included paperless admission and registration, online transfer credit request, automated communications, institutional degree and certificate awarding, and the implementation of two Answer Centers at Sylvania and Southeast Campuses. These efforts moved the ES/SR Offices toward what is considered a "high tech-high touch" approach to student service, a service approach that may have contributed to steady retention rates during the time of the highest credit enrollment (Fall 2011 – Summer 2012). The Fall 2010 to Fall 2011 retention rate was 45.8%, an increase over the previous year's rate of 44.6%. While

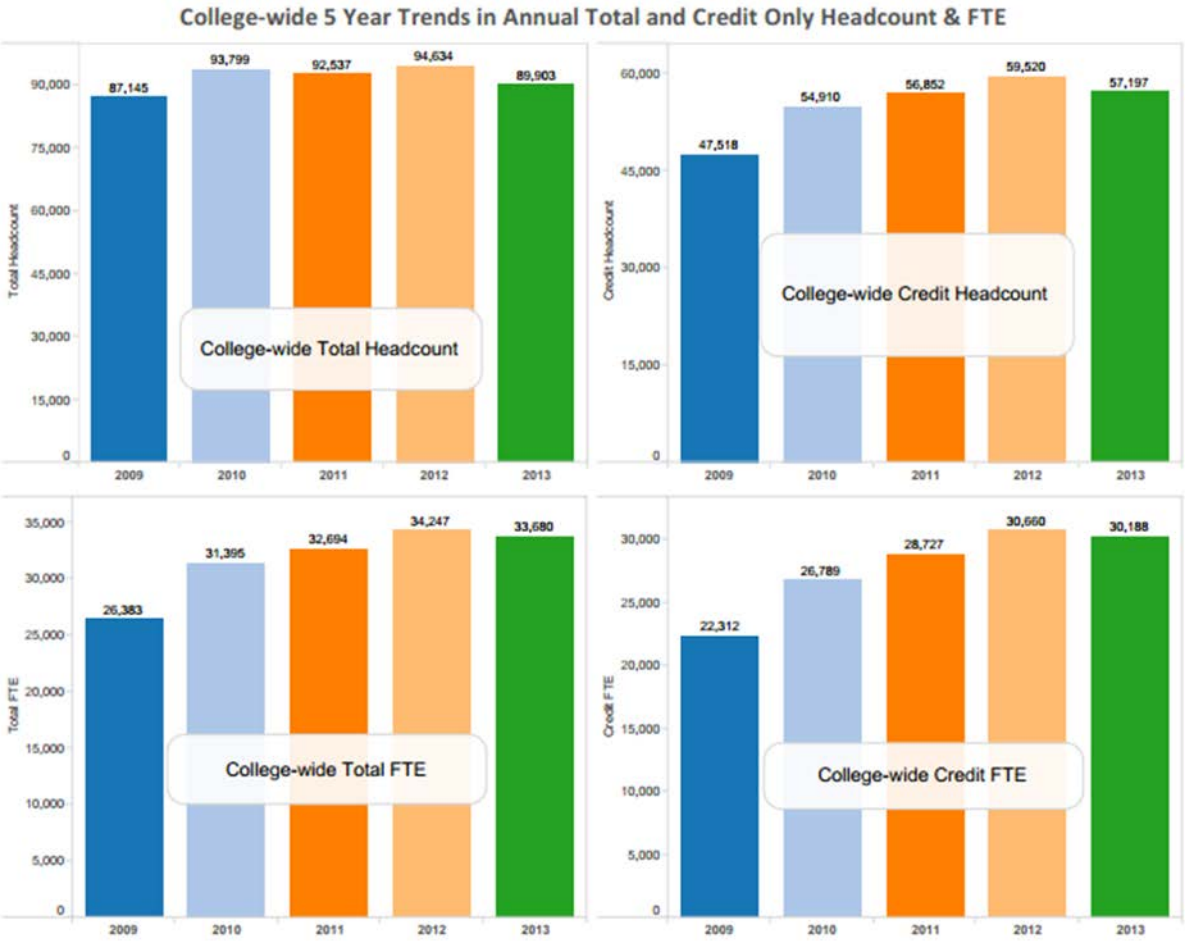


Figure 1

the Fall 2011 to Fall 2012 rate dipped to 45.2%, the Fall-to-Winter retention rates during this time steadily increased from 69.7% in Winter 2009 to 72.8% in Winter 2011.

Due to improvements in the economy, students began heading to work, enrollments began to decline, and the credit headcount for the 2013-14 academic year dropped to 57,197 students.

Though jobs and tasks all change and technology is harnessed to a great degree, the foundational principles that ground these offices are unchanging: a) integrity of academic records and credentials and b) dedicated service to students, faculty, staff, the institution, and the public. Whether the Enrollment and Student Records Offices are serving 900 students or 90,000 students, the work must be done; records must be maintained accurately, and all done with a smile.

With all of this change, it is incumbent upon the Enrollment Services and Student Records managers to not only communicate effectively about the role of the 21st century "Registrar's office" but to also develop staff members to implement and serve in their role. According to Dr. Reid Kisling, "A shift must occur where Registrar staff see themselves as peers of academics and partners in the delivery of educational programs. This may mean changes to job descriptions and tasks, and may require that relationships with faculty and programs be intentionally fostered." [2] The program review process served as a means to show ES/SR staff how complex and important their jobs are within the college. Hopefully, this document will highlight their critical role and their past and future efforts to become 21st century partners in the education of students at Portland Community College.

1. http://www.pacrao.org/docs/conferences/2011/presentations/J4HistoryOfRegistrar.pdf, August 12, 2014

2. http://consulting.aacrao.org/publications-events/the-strategic-role-of-the-Registrar/, August 12, 2014

DEPARTMENTAL OVERVIEW

DEPARTMENTAL OVERVIEW

At Portland Community College, the functions of a traditional Registrar's Office are carried out by the Offices of Enrollment Services and Student Records (ES/SR). These two offices work collaboratively to serve the college community.

The Office of Enrollment Services

The Office of Enrollment Services encompasses the admissions and registration functions of the college. The core responsibility is to assist prospective students, current students, faculty and staff, as well as the general Portland community in understanding and navigating the admissions process and registration procedures. Prior to 2006, Enrollment Services was functioning as two separate departments: Admissions (run by the campus) and Registration (run by the district). New leadership in Academic Affairs recognized the need for these two departments to serve as one cohesive unit. In 2007, the two separate departments began the process of cross-training all staff on both admissions and registrations procedures. Also, at this time, there was a shift in the availability of services. Before the merger, the Admissions Office was opened and available for student traffic every business day. However, the Registration Office was only available the first two weeks of the term at each campus. After the peak registration period passed, campus presence and availability would be limited to one or two days a week. The merger not only married two critical functions but this allowed for a constant presence to better serve the needs of the college-wide community.

The Office of Enrollment Services has four Senior Enrollment Services Specialists who serve as the team lead at each campus for 12 full time and four part-time staff who are divided up among the campuses. The Office of Enrollment Services is led by the Associate Registrar.

The Office of Student Records

The Office of Student Records upholds the integrity of students' academic records by ensuring that all students are held to the same college policies and procedures. From the posting of transfer credit, to the maintenance of the academic record and transcript, to degree conferral and commencement, the Office of Student Records engages with students in various avenues along their academic journey. The core responsibility of the Office of Student Records is to ensure the integrity of students' academic records and, therefore, the integrity of the degrees and certificates awarded by the college. This is achieved not only through accurate maintenance of historical academic data and by holding all students to the policies and standards put forth by the college. The Office of Student Records office has 11 staff members, with an Interim Registrar who oversees this area. There is one Student Records Assistant, one Office Assistant II, and eight Graduation/Transcript Evaluators.

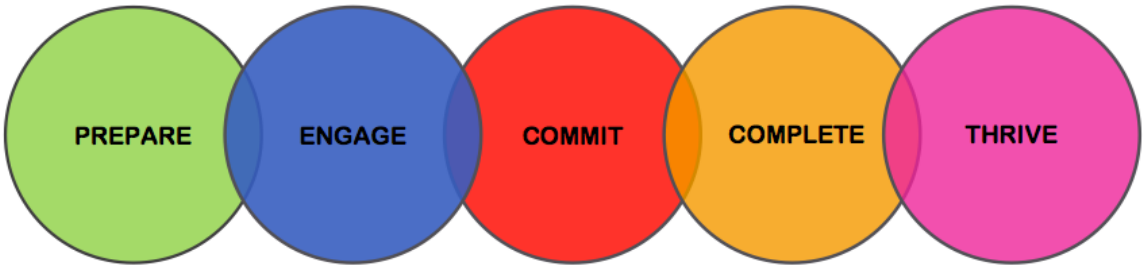
The Office serves students, faculty, fellow staff members, the institution, and external stakeholders such as employers, institutions of higher education, and governmental agencies. Services, including record maintenance and integrity, degree/certificate conferral, and confidentiality training, are provided primarily online via the MyPCC portal or through PCC email. Services are also provided via phone and in-person (in conjunction with the Office of Enrollment Services). Services surrounding

degree/certificate conferral are largely data-driven and intrusive so that students are awarded credentials as they earn them without unnecessary barriers (e.g., application for graduation).

The Enrollment Services and Student Records Offices work together to provide customer service and support via phone, in-person, MyPCC portal and through PCC email accounts to serve the needs of the college. This division is highly dedicated in utilizing technology to streamline processes for maximum output while encouraging a high level of customer service from all staff.

In keeping with the spirit of the Panther Path, the Enrollment Service and Student Records mission statements are aligned with this path as well as the stated outcomes.

PANTHER PATH



ENROLLMENT SERVICES AND STUDENT RECORDS MISSION

To prepare our diverse student body for success by engaging them in the enrollment process and guiding them to commit and complete their educational goals and thrive in their community. We also work to ensure the integrity and accuracy of academic records as well as support the services and programs throughout the district.

Student Records Mission Statement

The mission of the Office of Student Records is to serve a diverse population of students, as well as the college and community, by maintaining student academic records with integrity and accuracy and complying with federal, state, and institutional regulations.

Enrollment Services Mission

The Portland Community College Enrollment Services Department provides exemplary services by assisting, educating and empowering our current students and prospective students to achieve their educational goals. We are committed to providing admissions and registration information and support in a professional, caring and equitable manner for all students, staff and faculty. We strive to be knowledgeable and in compliance with state and federal regulations as well as Portland Community College policies and procedures.

ORGANIZATIONAL STRUCTURE – Reporting to the Interim Dean of Student Affairs

Office of Student Records
Interim Registrar
Kristin Benson

Office of Enrollment Services
Associate Registrar
Darilis Garcia-McMillian

DOWNTOWN

Student Records Assistant
Jared Forell

Graduation/Evaluator
Emily Biskey

Graduation/Evaluator
Jennifer Bowers

Graduation/Evaluator
Anita Gibson-Carrie

Graduation/Evaluator
Mark Goldhammer

Graduation/Evaluator
Louise Herr

Graduation/Evaluator
Maria Hill

Graduation/Evaluator
Timothy McLaughlin

Graduation/Evaluator
Lynn Reese

Graduation/Evaluator
VACANT

Office Assistant Student Records

Teresa Moore

SYLVANIA

Senior Enrollment Specialist
Delores King

Enrollment Specialist
Dante Baca

Enrollment Specialist
Andrew Chandler

Enrollment Specialist
Phatthavong Navong

Enrollment Specialist
Kathleen Roundtree

Enrollment Specialist
Andrew Searcy

Enrollment Specialist
Susan Swarens

Enrollment Specialist
*Danielle Crump**

ROCK CREEK

Senior Enrollment Specialist
Anna Tannehill

Enrollment Specialist
Diane Dorn

Enrollment Specialist
Sarah Singh

Enrollment Specialist
*Adam Singh**

CASCADE

Senior Enrollment Specialist
Kathy Glankler

Enrollment Specialist
Sarah Bridger

Enrollment Specialist
Rodrigo Diaz

Enrollment Specialist
Catherine Claridge*

SOUTHEAST

Senior Enrollment Specialist
Nikki Patterson

Enrollment Specialist
Druscilla Kight

Enrollment Specialist
Jera Hoefert

Enrollment Specialist
Richard Withers*

FUNCTIONAL ORGANIZATIONAL CHART

ENROLLMENT SERVICES & STUDENT RECORDS (LEADERSHIP TEAM as of 6/13/14)
Director of Enrollment Services & Registrar – (Shasta Buchanan)
Associate Registrar – Enrollment Services (Darilis Garcia-McMillian)
Interim Manager – Student Records (Kristin Benson)
Student Records Assistant – (Jared Forell)

Extended Leadership Team Members (as of 6/13/14)
Louise Herr – Student Records (Downtown Center)
Jennifer Bowers – Student Records (Downtown Center)
Anna Tannehill – Enrollment Services (Rock Creek)
Delores King – Enrollment Services (Sylvania)
Kathy Glankler – Enrollment Services (Cascade)
M. Nichoel Patterson – Enrollment Services (Southeast Center)

OFFICE OF STUDENT RECORDS
Interim Registrar

- Responsible for managing all aspects of the Office of Student Records including transfer credit evaluation, degree/certificate conferral, and maintenance of the academic record
- Supervise 8 Transcript/Graduation Evaluators, 1 Student Records Assistant and 1 Office Assistant
- Oversee the academic record appeal process
- Support FERPA compliance throughout the district

Office Assistant

- Process and image all incoming transcripts
- Responsible for the Student Records main line (x7100)
- Supports diploma processing
- Responsible for Child Support verifications

Graduation / Transcript Evaluator

- Responsible for transfer credit evaluations
- Responsible for graduation evaluations
- Responsible for substitution processing
- Responsible for additional duties (e.g., grade changes, EDI transcripts, records@pcc.edu email account, duplicate corrections, preparing reports, investigating records issues, and supporting diploma process, reverse transfer, Project Win-Win, liaisons to Advisors)

Student Records Assistant

- Organize and coordinate the college's commencement ceremony
- Manage and maintain the calendars and schedules related to the Student Records office (Registrar, Office and Operational calendars)
- Respond to record requests from third-parties and subpoenaed records
- Supports technical aspects of the registration and student records system by running SIS processes (e.g. time-ticketing, communications, term set-up)

OFFICE OF ENROLLMENT SERVICES

Associate Registrar

- Supervise, evaluate and manage labor relations for Enrollment Services offices college-wide.
- Oversee department operations for credit and non-credit students, which include the department's call center, data entry, official transcripts, enrollment verifications and student ID cards.
- Ensure that federal and state regulations, college policies, and departmental practices are being followed through faculty and staff trainings.
- Manage department's budget.

Senior Enrollment Service Specialists

- Provides oversight for enrollment services activities at the campus level. Functions as the technical resource and provides complex problem resolution on issues related to admission, registration and student records.
- Serves in a lead capacity and provides day-to-day direction and support for enrollment services staff at an assigned campus. Trains, guides, assigns, distributes and monitors the work of staff; provides input to manager on employee performance. Mentors new staff and provides ongoing guidance. Coordinates with manager to create and maintain staff training manuals.
- Researches issues and determines course of action; makes independent determinations, decisions and recommendations. Refers issues to appropriate college resource when necessary.
- Makes decisions based on Banner documentation and external documentation for determining enrollment status, college performance and provides appropriate academic record information when necessary.

Enrollment Service Specialists

- Interprets and responds to student inquiries in-person, via the telephone and electronically regarding admissions and registration and general college policies and procedures. Provides information to students regarding the availability of classes (Credit, CEU, ABE & ESOL)
- Processes registration applications, class additions and/or withdrawals from students via the telephone, internet and U.S. mail or in person.
- Process transcripts requests
- Generates and processes student, staff and faculty identification cards.

HISTORICAL DATA OF OPERATIONS

	2009-10	2010-11	2011-12	2012-13	2013-14
Service					
Admissions	56,936	54,255	60,235	58,257	56,004
Headcount*	93,799	92,537	94,634	89,903	88,179
Transcripts Sent	43,850	45,558	46,163	47,285	46,420
Transcripts Received	8,558	8,333	9,563	8,204	7,788
Transcripts Evaluated	4,773	5,157	7,302	6,359	5,716
Degrees/Certificates Awarded	3,656	4,046	4,731	5,783	~5,400

**Unduplicated headcount (credit and non-credit) is reported in lieu of registration numbers since registration data is purged after three years and no longer available for earlier years.*

GOALS & IMPLEMENTATION 2009-2014

Program Review 2009

In the past, the Enrollment Services and Student Records Offices were slated to conduct separate Program Reviews instead of a joint review. The Office of Student Records conducted a review in 2009; the Office of Enrollment Services had not done a review prior to 2014.

In an effort to develop the Office of Student Records into a department that functions as comparable to other institutions, outside consultants were hired prior to the 2009 Office of Student Records Program Review. The results of their investigations brought forth an extensive list of recommendations to better align these services with other institutions, to further develop the relationship between Student Records and Enrollment Services, and to create the appropriate support expected of a Registrar's office.

In the table below, each consultant recommendation has been organized into one of three categories to reflect progress towards completion. The categories used to organize the recommendations are: Fully Implemented, In Progress, and Not Implemented (still needed or discarded). Brief explanations of the actions taken towards the implementation of each recommendation have been provided. Italicized text represents the action items recommended via internal review to further develop the specific recommendation.

- **Implemented**: 58% of recommended items have been successfully implemented
- **In Progress**: 30% of recommended items have begun implementation and are currently "In Progress"
- **Not Implemented (needed)**: 3%
- **Not Implemented (discarded)**: 9%

Recommendations from 2009 Program Review

Recommendations evaluated as "*Fully Implemented*" (58%)

Recommendation	Response	Implemented?	Next Steps
Develop the Registrar's role as a resource for advisors and students for the college	Communicates via "advise" list-serv and Quarterly Advising Meetings	Yes	*Reporting from both types of outreach*
	Evaluators meet with Perkins advisors, as needed; Advising Liaison Group created, linking advisors, evaluators, and Senior Enrollment Services Specialists (SESS)	Yes	

Communicate the Role of the Registrar to the College (including organizational structure)	Regular email communications to students, faculty, staff; Faculty Guide to Enrollment Services & Student Records (ES/SR); Record Amendment Guidelines	Yes	*Audit all communications and develop comprehensive communication plan*
Join the National Association of Commencement Officers (NAACO) for resources on commencement	Active NAACO member for five years. A representative was sent to the 2012 conference.	Yes	*Become more actively engaged with the organization in the most cost-effective manner (webinars, newsletter, etc.)*
Develop procedure manuals that can be kept in-house and used for future development when TSS can support it	Enrollment Services (ES): Procedure documents developed inside Google Docs; fully searchable Student Records (SR): Training materials are a collection of procedural documents housed in a shared folder (h:drive)	Yes	*Develop a schedule to review procedure manuals for Enrollment Services and Student Records on an annual basis*
Develop a comprehensive training program for FERPA and other privacy and security regulations	Online FERPA training has been developed and launched	Yes	*Work with Technical Support and Human Resources Departments to develop a training that is required of all new employees and can be managed and tracked using Banner.*
Train staff so comments are used appropriately and are suitable for student/judicial inspection	Comment sections used in ES/SR are used for dates, brief explanations of the action taken and staff initials/date	Yes	*Utilize FERPA trainings to inform staff that student records can be viewed through judicial or student inspection.*

Ensure that anyone authorized to do name changes is properly trained and is collecting appropriate documentation and works in student records	Process has been assigned to the Senior Enrollment Services Specialists. Limiting the process to four individuals has increased efficiency and consistency.	Yes	*Revise name change form and process, as necessary*
Have the Registrar establish regular meetings with the Records Office leads and staff	Meetings with staff take place on a bi-weekly basis	Yes	*Continue meeting using established schedule*
Establish a plan for rolling out transfer articulation and work with departments on campus so everyone understands their role and the timeframe	The transfer articulation process has been improved so that requests are done online and turn-around time on evaluation has moved from 12-weeks to 3-days	Yes	*Begin folding Non-Traditional Credit into the online process, research (and implement) auto-articulation and streamline timely data for Health Admissions.*
Registrar should meet regularly with Associate Registrar, Institutional Effectiveness and the Curriculum Support Director - Effective	Associate Registrar: weekly meetings and as needed Curriculum Support Director: bi-weekly meetings and as-needed Institutional Effectiveness (IE): as-needed (Data has become available through Banner and Argos Reporting that reduces the amount of face-to-face support needed from IE)	Yes	*Establish and maintain (at minimum) bi-weekly meetings with Student Systems Support manager.*
Involve the data custodian in decisions to change data to avoid even the appearance of data tampering	The Registrar is involved in the decision making and oversight of academic record appeals and changes. A Records Amendment Committee has been established	Yes	*Further align the appeals process across departments (Student Records, Student Account Services, etc.)* *Develop an online appeal form using the Student Account Services prototype*

Meet with leads to review all office job duties and to ensure staff understand their new responsibilities	Responsibilities were assigned and carried out. As new responsibilities arise, appropriate staff are trained and documentation is created	Yes	*Audit staff responsibilities and cross-train to ensure appropriate backups are in place*
Review job descriptions of all records staff to ensure coverage for responsibilities needed for new initiatives and for core responsibilities of records	All responsibilities have the appropriate coverage and staff are cross-trained to support areas of need	Yes	*Audit job descriptions to ensure they align with current work and responsibilities*
Conduct desk audits to find excess work capacity	Each year, Office of Student Records (SR) reviews current workload and redistributes accordingly (number of degree candidates per program, other work assignments/responsibilities, committee participation, etc.)	Yes	*Continue cross-training to allow for continued distribution of work, responsibilities and assignments amongst staff*
Develop back-up for all functions in Registrar's Office so tasks can be shared and there is a brain trust to ensure continuity during absences	SR responsibilities are reassigned on an annual basis to ensure evaluators are cross-trained and back-up is available Enrollment Services staff is cross-trained to perform registration and admission processes. All Senior Enrollment Services Specialists are cross-trained on their specialty processing tasks	Yes	*Continue to develop cross-training, procedural documentation and back-up responsibilities*
Develop athletic eligibility policies and procedures	Reporting calendar and procedures developed with the Athletic Director	Yes	*Create comprehensive documentation*
Update retention schedule and then inventory and implement	A records retention "cheat sheet" was created in 2012	Yes	*Continue to provide support to district in this area*

Recommendations evaluated as "*In Progress*" (30%)

Recommendation	Response	Implemented?	Next Steps
Work with current student, advisor and faculty groups to collect and share information about system changes	Communications are developed for stakeholder groups with the introduction or change of policies	In Progress	*Strategize and communicate the timeframe for implementation of new initiatives*
Allow professional development for the Registrar & Records staff	Limited budget has hindered the number of staff able to attend conferences, seminars, workshops and trainings that require travel Online or local events (webinars, OrACRAO workshops) are encouraged and have been made available to staff	In Progress	*Investigate ways to supplement the professional development budget (scholarships, staff development funds provided by the college, etc.) and identifying professional development that is available at a minimal cost (online trainings)*
Develop well-defined expectations for student record lead positions	Student Records (SR) no longer has staff with the "lead" title as positions have moved, changed or been dissolved – tasks are now evenly distributed amongst staff	In Progress	Identify "experts" in specific areas to act as a resource for training new staff
Develop better systems for identifying and correcting duplicates PIDMs	This responsibility has been transitioned to the Senior Enrollment Services Specialists. Issues are now addressed and resolved at a quicker rate than in the past	In Progress	*Develop an electronic form that staff can complete to submit corrections* when *duplicate PIDMs are identified*
Develop a data dictionary	Enrollment Services (ES) has created a fully searchable training document that defines Banner terms and outlines procedures Other forms of "data dictionaries" exist within the documentation on the shared drives	In Progress	*Determine what, if any, data still needs to be defined. Define new terms as they arise using the methods already established*

Review how records services are provided across the college	A formal review has not taken place (outside of the surveys delivered to Faculty Department Chairs and Advisors in 2008 and 2013)	In Progress	*Continue to develop the services we provide and leverage technology to better serve diverse student populations we support (paperless, BanWeb options, fillable PDFs, email, etc.)*
Learn the rules for athletic certification and develop a procedure manual for athletic compliance	The rules for athletic certification are reviewed on an annual basis in conjunction with the Athletic Department	In Progress	*Utilize the calendar that has been created to track reporting dates and responsibilities. Develop a procedure manual to supplement the calendar*
Clearly define the records retention practice and provide training for all of the impacted departments, especially those that maintain program specific applications	Support is provided for departments that have questions or those in need of guidance about records retention	In Progress	*Audit records retention questions and provide a summarized view of retention guidelines for staff, faculty, departments that are impacted by these retention timeframes*
Develop better use of student self-service and provide training guides for advisors	A number of key functions have been provided (or removed) in order to better serve students inside the student portal or on our standard webpages	In Progress	*Provide sufficient detail and instruction on the webpages and inside the portal for advisors and students to refer during self-serve*
Activate the advisor/faculty menu in self-service and use in place of Banner	Faculty can now provide overrides for student registration using their Faculty tab	In Progress	*Continue to refine in order to streamline the process and take into account faculty suggestions*

Recommendations evaluated as "*Not Implemented (Needed)*" (3%)

Recommendation	Response	Implemented?	Next Steps
Develop business continuity and disaster recovery plans		No	*e-transcripts and full imaging of all student records*

Recommendations evaluated as "*Not Implemented (Discarded)*" (9%)

Recommendation	Response	Implemented?	Next Steps
Work with the state archivists and with other Oregon registrars to update and simplify state record retention schedule	To our knowledge, the PCC Registrar's Office has not worked with the state archivists to update and simplify the state record retention schedule	No	*The Oregon Association of Collegiate Registrars and Admissions Officers (OrACRAO) and Oregon Community College Admissions and Registration Directors (OCCARD) are used for retention input, guidance or answers as needed*
Registrar's Newsletter	Issue No. 1 started in Winter 2009 and continued for two more terms, at which point it was no longer published due to lack of time and resources	No	*Determine if the time and resources needed to successfully execute a regular newsletter will be valuable to the department and to others across the college* (explore alternative options: electronic newsletter, updates sent via email, social media)
Involve Advisors in Transfer Articulation Planning		No	

Recommendations from the 2009 Program Review represented changes that were considered necessary for the immediate and long-term success of the Office of Student Records. Over the course of the past five years, nearly 90% of the recommendations from the outside consultants have either been fully or partially implemented.

Additionally, these recommendations came at a time when the Enrollment Services and Student Records (ES/SR) Offices were undergoing enormous changes at multiple levels (organizational restructuring, changes in leadership and staffing, relocation, etc.) and were seen as vital to the development and success of the new structure of the department and its relationship with the college, the state, and all stakeholders it served. In addition to responding to the recommendations, the ES/SR Offices played key roles as contributors or leaders in a number of initiatives, policy changes, and system changes that enhanced services to students.

These additional accomplishments are listed below.

<u>Accomplishments:</u>

GRAD Plan (Degree Audit)

- In 2010, the college launched GRAD Plan and soon after the Office of Student Records began to use the tool to determine eligibility for graduation. In 2012, the Office began using the data stored in GRAD Plan to run data reports and determine which students are close to completion so that they could be "auto-awarded" (see institutional awarding below).

Upfront Transcript Evaluation

- The transcript evaluation process has been overhauled and dramatically improved since 2009. Prior to 2009, credit was only transferred at the point of graduation to fulfill outstanding degree requirements. After launching an "upfront" transfer credit process in 2009, students could submit a form to request an evaluation. The evaluation could take up to 12 weeks from the time the request was made. Starting in 2011, students were able submit an evaluation request via their MyPCC account. Today, students are able to see the results of their transfer credit evaluation within 3-7 business days.

Prerequisite Deletion

- In 2011, the Office of Student Records began running a program that deleted students from course rosters when the students did not meet the prerequisite due to the prior term's grades.

Institutional Awarding

- Beginning fall term 2012, the evaluation and awarding of degrees and certificates moved to an institutional (auto) awarding standard. Students are no longer required to submit a paper form in order to apply for graduation. Processes were put in place inside Banner to capture the appropriate program of study for degree-seeking students, allowing the Office of Student Records to track, evaluate, and award degrees and certificates as they are earned.
- The following fall term, in 2013, the Office began auto-awarding degrees and certificates related to a student's declared program of study, even if a related credential was not declared. This allows students to receive the milestones certificates and degrees within their program of study while on their way to completing their declared degree.

Degree/Major Confirmation

- In order to confirm with degree-seeking students the primary degree or certificate they are pursuing, a hold is placed on the student's record annually requiring the student to confirm or change their program of study prior to winter term registration.

Paperless Course Substitution Form

- Faculty Department Chairs complete fillable PDFs and email them directly to the degree evaluator for processing. This process has eliminated the delay cause by inter-campus mailing the hard copy and has reduced the number of forms that are incomplete upon receipt.

Reverse Transfer

- Through a memorandum of understanding with Portland State University (PSU), the Office of Student Records evaluates co-admitted students between both institutions to determine if PSU credit can be "reverse transferred" in order to complete and award a credential at PCC.

Academic Fresh-Start

- By recommendation from the Student Development Committee, an Academic Fresh Start policy was approved by the Educational Advisory Council. Academic Fresh Start is intended for the student who has been unenrolled from PCC for seven or more years to remove an entire period of poor academic performance at PCC from the credits earned and Grade Point Average (GPA) calculation.

Commencement

- The commencement ceremony has seen growth in a number of areas, including:
    - Participation (students and volunteers)
        - RSVP: 911 (2012), 972 (2013), 941 (2014)
        - Volunteer: 80 (2012), 80 (2013), 85 (2014)
    - Back-end functions
        - Online RSVP: Previously, students would submit an online RSVP that sent an automated email w/ student details to the Student Records/Graduation office. This required manually transferring data and an inefficient use of time. Today, students submit their RSVP which feeds directly into an electronic report that allows for searching, sorting and much cleaner data.
        - Printing names in program: The commencement program now consists of students who have provided consent (electronically) to print and have RSVP'd to the ceremony. This has created a program that better reflects the ceremony and while limiting paper and total costs.
    - Event Details
        - Confetti cannons: (2012) As a way to enhance the 50th celebration, confetti cannons were rented and used at the conclusion of the recessional – they are still used after each ceremony.
        - Live video feed: (2012) Families and friends who are not able to attend can now view the entire ceremony live on our commencement webpage.

        - Live Twitter feed: (2014) Using a designated hashtag (#PCCGraduation), students, friends and families are now able to tweet messages and photos that are played before and after the ceremony.
    - Cost (to Office of Student Records)
        - 2012: $35,069.61
        - 2013: $39,352.73
        - 2014: $44,847.59
    - Planning Committee
        - A commencement planning committee has been developed to include a number of component departments across the district. Along with the Student Records/Graduation office, the following departments are now partners in our commencement planning committee and the execution of the event: Marketing, Media Services, Performing Arts, Parking & Transportation, Auxiliary Services, Bookstore and the Alumni Foundation.

No Show Option

- In 2010, the college offered instructors the ability to remove a student from the course roster in cases where the student did not attend the first class session. This reduced the amount of money that had to be returned to Title IV and also allowed for the seat to be given to another student ready to attend.

Deletion for Non-Payment (DNP)

- The Registrar and Bursar worked closely with the Title III Director to develop the Deletion for Non-Payment (DNP) process that deletes the course schedules for students who fail to have payment arrangements in place by the payment deadline.

Answer Center

- Enrollment Services, Financial Aid and Student Accounts departments worked to create the Answer Center. A “one-stop self-help computer area,” where students can get assistance on issues related to these departments. At the center’s computers, students can login into the college portal and complete any phase of their enrollment and receive over-the-shoulder assistance at any time to help build and promote student self-service.

Paperless Registration

- Beginning Summer Term 2013, the college adopted paperless registration. Students registering for both credit and non-credit courses now complete these processes through their MyPCC account. The elimination of paper registration forms has helped decrease the costs associated with printing paper registration forms enhancing record keeping since all information is stored electronically.

Credit Admissions Application

- Prior to Summer 2014, credit admission applications were processed manually by Enrollment Services staff. The manual process created a delay in the timing from the submission of the application to the processing and acceptance of the application (approximately 2 weeks). Now, students receive a more immediate response to their application, gaining access to their MyPCC account and the ability to conduct college business much earlier.

Electronic Registration Overrides

- Paperless registration provided an opportunity to complete faculty overrides online. This change now ensures students register themselves via the portal versus faculty adding a student in a class, as had been done in previous years. This requires the student to take ownership for adding/dropping classes, thus ultimately ensuring the accuracy of the academic record.

INTERNAL / EXTERNAL DATA & ANALYSIS 2014

INTERNAL / EXTERNAL DATA & ANALYSIS 2014

In order to assess the progress of goals set in 2009, and to determine future goals for the Enrollment Services and Student Records (ES/SR) Offices, internal and external assessments were conducted and analyzed. The results of each of these assessments were reviewed and combined to identify core themes that could be used to develop strategic goals for ES/SR for 2014-2018.

Internal Assessment

In April of 2013, the ES/SR Offices met together for a day-long retreat. The retreat was a rare chance to gather as an entire department and participate in teambuilding exercises, learn about upcoming changes within the offices, and begin to work on the Program Review. A SWOT (Strengths, Weaknesses, Opportunities, and Threats) Analysis was utilized to conduct an internal assessment, which informed the themes and strategic goals. The SWOT Analysis is a self-reflective structured planning activity to help those participating look strategically at an organization or product. Through this activity, an organized strategy for the future is developed. During the SWOT Analysis, those participating are asked to think of the internal factors (Strengths and Weaknesses) as well as external factors (Opportunities and Threats) affecting the organization or department.

The Enrollment Services and Student Records SWOT Analysis was accomplished by arranging the staff into small groups containing a mixture of Enrollment Services and Student Records staff. A member of the ES/SR Leadership Team served as the facilitator for each of the small groups. As the SWOT Analysis is a self-reflective activity, members of the team were encouraged to contribute their views of the strengths, weaknesses, opportunities and threats present for each of the departments. The responses were recorded by the facilitator of each group. After a designated amount of time had passed, and each area had been discussed in small groups, the large group was reconvened. Representatives from each smaller group presented their analyses. Results were analyzed at an ES/SR Extended Leadership Team meeting and key themes were extrapolated.

During the retreat, the ES/SR Offices also worked together to review the recommendations from the 2009 Student Records Program Review. In small groups, notes were made about which recommendations were implemented. Again, small groups reported out and the large group worked by consensus to determine progress made on each of the 2009 recommendations.

External Assessment

The ES/SR Offices are areas where strong customer service is essential for the success of constituents and staff. In September of 2013, a survey was distributed to key internal customers of the ES/SR Offices – Faculty Department Chairs and Advisors – asking them to rate the ES/SR teams on various services provided. The survey asked the recipients to rate ES/SR on communication, policy implementation, processes and procedures, and overall customer service. The eighteen question survey dedicated nine questions for the Office of Student Records and asked the same nine about the Office of Enrollment

Services. Faculty Department Chairs and Advisors were asked to respond using a six-point scale; Strongly Agree, Somewhat Agree, Neutral, Somewhat Disagree, Strongly Disagree and Not Applicable. Space was also included for comments after each question. The survey was available for three weeks and a total of 112 Advisors and Faculty Department Chairs participated. While the response rate was fairly low, the information from the survey was very helpful and some common themes were identified. Upon review of the results, it was found that at least 80% of the respondents indicated "Somewhat Agree/Strongly Agree" to 11 of the 18 questions provided. This shows that while the ES/SR Offices do well in many areas, there is still room for improvement. The questions with the lowest positive response rate were focused on communication between the ES/SR Offices and other institutional departments, and access for those who may have special needs (evening students, commuting students, married students, single parents, students with disabilities, students of non-traditional age, students from various racial/ethnic and cultural groups, and students from other groups). These results were very informative and helped inform future goals for ES/SR. External Survey results can be found in Appendix B.

Analysis

In addition to the full ES/SR SWOT Analysis, the ES/SR Leadership Team completed a preliminary SWOT Analysis in March of 2013. The results of both analyses can be found in Appendix C. After reviewing the results of both, the Leadership Team found similar leanings. Using the results of the external survey and both SWOT Analyses, the ES/SR Leadership Team identified, discussed, and honed in on three key themes for their 2014-18 strategic plan. The emergent themes were: Communication, Access & Success, and Project Management. These themes and, in turn, corresponding strategies and action plans, represent the most crucial areas that needed to be addressed in the coming years for the ES/SR Offices.

EMERGING THEMES

EMERGING THEMES

COMMUNICATION

Expressed Goal: Increase Effective Communication
We will increase effective, visible, and timely communication to students, staff, and faculty regarding all policies and processes, including the rollout of new policies and processes.

Strategy	Strategic Priority
Virtual Presence	Revise Web Pages
	Chat (current students)
	Enhance Commencement Experience
Communication Plan for Students, Staff, and Faculty	Improved/Targeted Student Comm. (Identify Communication)
	Comprehensive Comm Plan (faculty/staff)
	Phone Routing System
	Enhance Commencement Experience
	Revise/Enhance Email content
Training & Documentation	Comprehensive Training Manual
	Comprehensive FERPA Training plan (HR/TSS)
	More Development for Lead Staff
	Training MyPCC portal to assist with training for students, staff/faculty
Customer Service & Loyalty	Annual Customer Service Training
	Annual Diversity Training
	Comprehensive Operational Training
	SAT/ACT Records
	Digital Archiving
	Admissions App Enhancements (data collection or target populations)
	How to Videos for Students
	Overrides/Late Add Block
ES/SR Outreach	Field Report from ES/SR (outreach)
	Template for field reports

ACCESS & SUCCESS

Expressed Goal: Increase Student Access and Success
We will increase student access and success by providing a 21st Century student service experience and by providing high touch service for students who need help navigating processes.

Strategy	**Strategic Priority**
Streamline and automated functionality	Auto Evaluation of Transcripts
	Online Non-Traditional Credit Process
	Online Appeals Process
	Auto Reports (all depts.)
	Data & System Clean-Up (Catalog yr, equiv., etc.)
	Electronic Transcripts (Receiving)
	E-Transcripts (sending)
Customer Service & Loyalty	Annual Customer Service Training
	Annual Diversity Training
	Chat (current students)
Collaborate with stakeholders who represent special student populations	Identify Special Student Populations
	Enhance Commencement Experience
	Admissions App Enhancements (data collection or target populations)
Coaching & Mentoring	Annual Diversity Training
	Identify Enrollment Services/Student Records Staff for Mentor Program (Staff Dev.)
	More Development for Lead Staff
	SAT/ACT Records
	Digital Archiving
	E-Transcripts (sending)
	Admissions App Enhancements (data collection or target populations)
	Overrides/Late Add Block
ES/SR Outreach	Field Report from ES/SR (outreach)
	Template for field reports

PROJECT MANAGEMENT

Expressed Goal: Manage Projects More Effectively
We will develop, communicate, and implement projects through increased collaboration, with respect for varying viewpoints from stakeholders, using realistic and relevant timelines and thoughtful decision-making.

Strategy	**Strategic Priority**
Systematic development and implementation of new projects	Project Template
Timely and effective communication	ES/SR Project Calendar
Increased collaboration	Comprehensive Comm Plan (faculty/staff)
	Identify Special Student Populations (to better serve and communicate with those populations)

<u>YEAR ONE (2014-15) ACTION PLANS</u>

Communication

Action	**Champion**	**Start Term**	**Delivery Term**	**Budget Implications**
Communication Team: Revise Web Pages	Jared	SP15	SU15	N/A
Communication Team: Audit Emails/Forms	Jared	SP15	SU15	Possible funding from Title III for casual position
"How to" Videos	Darilis	SU14	FA14	Funds from Title III for video production
Advisor Liaison Meetings	Tim	SU14	Quarterly	$200 (snacks for meetings)
Review of Call Center	Darilis	FA14	WI15	N/A
Comprehensive FERPA Training	Kristin	SU14	SP15	N/A

Access/Success

Action	Champion	Start Term	Delivery Term	Budget Implications
Admissions Application Enhancement	Darilis	SU14	FA14	N/A
Diversity Training/Student Records	Kristin	SU14	On-going, bi-weekly meetings	$300 (resources/speakers)
Automated Reports	Kristin	FA14	WI15	N/A
Electronic Transcripts	Kristin	SU14	SU15	$5000 annually (receive XML data)
Enhanced Commencement Experience	Emily	SU14	SP15	$50, 000 annually
Overrides/Late Add Block	Darilis	WI15	SP15	N/A
Non-Traditional Credit Standard	Kristin	SU14	SU15	N/A

Project Management

Action	Champion	Start Term	Delivery Term	Budget Implications
Projects Calendar	Jared	SU14	SU14	N/A
Project Management Template	Kristin	SU14	SU14	N/A
Oregon Coast Community College On-Board	Kristin	SU14	FA14	N/A

Summary

The assessments conducted in 2013 revealed that the Enrollment Services and Student Records (ES/SR) Offices have worked hard to respond to recommendations made in 2009 and to also accomplish a number of initiatives that enhance service to multiple stakeholders. Successes were found in equitable treatments of students, consistent enforcement of policy, and using technology and data to streamline processes and better maintain accurate records.

Areas for improvement are reflected in the strategic themes and goals surrounding communication, access and success, and project management. Specifically, the ES/SR Offices would do well to continue

strong programs focused on academic integrity while better managing and communicating implementation timelines for new initiatives or system changes. Also, the Offices must partner better with special programs and student populations to better serve without compromising the integrity of academic records or the credentials awarded by the college.

In order to sustain continuous improvements, the Enrollment Services and Student Records (ES/SR) Office will submit annual outcomes assessment plans that outline both learning and service outcomes for the Offices. The assessment plan for 2014-15 has been submitted to the District Student Services Leadership Council (DSSL) and can be found in Appendix D. In addition to annual assessments, the ES/SR Offices will also conduct a more qualitative survey two to three years before the 2018 program review.

Appendix A

American Council on Education, Military Guide: http://www.acenet.edu/higher-education/topics/Pages/College-Credit-for-Military-Service.aspx

American Association of Collegiate Registrars and Admission Offices, Standards of Professional Practice: http://www.aacrao.org/home/about/ethics-and-practice

Council for the Advancement of Standards in Higher Education, General Standards: http://www.cas.edu/generalstandards

CAS Professional Standards for Higher Education, Council for the Advancement of Standards in Higher Education, 2006

Appendix B

1. PCC Student Records and its Graduation Office effectively interpret policies and procedures about PCC courses and programs.		
Strongly Agree	27	*42.9%*
Somewhat Agree	28	*44.4%*
Somewhat Disagree	8	*12.7%*
Strongly Disagree	0	*0.0%*
Total	**63**	***100.0%***
2. PCC Student Records is effective in communicating with other individuals and departments at PCC.		
Strongly Agree	22	*29.3%*
Somewhat Agree	38	*50.7%*
Somewhat Disagree	11	*14.7%*
Strongly Disagree	4	*5.3%*
Total	**75**	***100.0%***
3. PCC Student Records provides accurate information (for example, regarding graduation process, transfer credit, and commencement).		
Strongly Agree	27	*39.1%*
Somewhat Agree	37	*53.6%*
Somewhat Disagree	5	*7.2%*
Strongly Disagree	0	*0.0%*
Total	**69**	***100.0%***

4. PCC Student Records provides timely services (for example, regarding graduation and transfer credit).		
Strongly Agree	24	*38.7%*
Somewhat Agree	28	*45.2%*
Somewhat Disagree	8	*12.9%*
Strongly Disagree	2	*3.2%*
Total	**62**	***100.0%***
5. PCC Student Records ensure that its policies surrounding transfer credit, graduation, and honors are applied equitably and fairly toward all students.		
Strongly Agree	35	*59.3%*
Somewhat Agree	21	*35.6%*
Somewhat Disagree	2	*3.4%*
Strongly Disagree	1	*1.7%*
Total	**59**	***100.0%***
6. PCC Student Records properly adheres to and enforces policies, for example, regarding transfer credit, graduation, and honors.		
Strongly Agree	37	*68.5%*
Somewhat Agree	14	*25.9%*
Somewhat Disagree	3	*5.6%*
Strongly Disagree	0	*0.0%*
Total	**54**	***100.0%***

7. PCC Student Records initiates collaborative interaction between the Student Records/Graduation Office and other individuals /departments at PCC.		
Strongly Agree	11	*18.6%*
Somewhat Agree	34	*57.6%*
Somewhat Disagree	6	*10.2%*
Strongly Disagree	8	*13.6%*
Total	**59**	***100.0%***
8. PCC Student Records develops processes and protocols that are aligned with institutional policies.		
Strongly Agree	20	*42.6%*
Somewhat Agree	23	*48.9%*
Somewhat Disagree	3	*6.4%*
Strongly Disagree	1	*2.1%*
Total	**47**	***100.0%***
9. The PCC Student Records/Graduation Office is sensitive to the special needs of all students (for example, evening students, commuting students, married students, single parents, students with disabilities, students of non-traditional age, students from various racial/ethnic and cultural groups, and students from other groups).		
Strongly Agree	11	*25.6%*
Somewhat Agree	20	*46.5%*
Somewhat Disagree	11	*25.6%*
Strongly Disagree	1	*2.3%*
Total	**43**	***100.0%***

10. The PCC Enrollment Services Office effectively interprets policies and procedures about PCC courses and programs.		
Strongly Agree	20	*29.9%*
Somewhat Agree	35	*52.2%*
Somewhat Disagree	5	*7.5%*
Strongly Disagree	7	*10.4%*
Total	**67**	***100.0%***
11. The PCC Enrollment Services Office is effective in communicating with other individuals and departments at PCC.		
Strongly Agree	19	*22.9%*
Somewhat Agree	42	*50.6%*
Somewhat Disagree	12	*14.5%*
Strongly Disagree	10	*12.0%*
Total	**83**	***100.0%***
12. The PCC Enrollment Services Office provides accurate information (for example, regarding the admission process and registration).		
Strongly Agree	31	*40.3%*
Somewhat Agree	36	*46.8%*
Somewhat Disagree	6	*7.8%*
Strongly Disagree	4	*5.2%*
Total	**77**	***100.0%***

13. The PCC Enrollment Services Office provides timely services (for example, regarding the admission process and registration).		
Strongly Agree	21	*26.6%*
Somewhat Agree	38	*48.1%*
Somewhat Disagree	10	*12.7%*
Strongly Disagree	10	*12.7%*
Total	**79**	***100.0%***
14. The PCC Enrollment Services Office ensures that its policies surrounding the admission process and registration are applied equitably and fairly toward all students.		
Strongly Agree	27	*40.9%*
Somewhat Agree	23	*34.8%*
Somewhat Disagree	8	*12.1%*
Strongly Disagree	8	*12.1%*
Total	**66**	***100.0%***
15. The PCC Enrollment Services Office properly adheres to and enforces policies, for example, regarding the admissions process and registration.		
Strongly Agree	34	*52.3%*
Somewhat Agree	28	*43.1%*
Somewhat Disagree	2	*3.1%*
Strongly Disagree	1	*1.5%*
Total	**65**	***100.0%***

16. The PCC Enrollment Services Office initiates collaborative interaction between the Enrollment Services Office and other individuals /departments at PCC.		
Strongly Agree	15	*23.4%*
Somewhat Agree	25	*39.1%*
Somewhat Disagree	12	*18.8%*
Strongly Disagree	12	*18.8%*
Total	**64**	***100.0%***
17. The PCC Enrollment Services Office develops processes and protocols that are aligned with institutional policies.		
Strongly Agree	19	*32.8%*
Somewhat Agree	30	*51.7%*
Somewhat Disagree	5	*8.6%*
Strongly Disagree	4	*6.9%*
Total	**58**	***100.0%***
18. The PCC Enrollment Services Office is sensitive to the special needs of all students (for example, evening students, commuting students, married students, single parents, students with disabilities, students of non-traditional age, students from various racial/ethnic and cultural groups, and students from other groups).		
Strongly Agree	13	*19.1%*
Somewhat Agree	27	*39.7%*
Somewhat Disagree	13	*19.1%*
Strongly Disagree	15	*22.1%*
Total	**68**	***100.0%***

Appendix C
SWOT Analysis – Leadership Team

STRENGTHS	WEAKNESSES
• Assisting Students • Dedicated Staff • Protocols for records/academic integrity • Creative customer service • Good relationships with Deans Advantages: • Largest Institution • Resources • Understanding roles/cross-training	• Paper Heavy • Outdated Processes • Communication – internal/external, not transparent • Access Overload • Admission Process • External Criticisms- Changes Vulnerable: • Staff Morale • Absences cause vulnerability • FERPA breaches • HS partnerships
OPPORTUNITIES	**THREATS**
• Technology/Automation data • Known for access • Credit for Prior Learning • Partnerships with other institutions (e.g. HS, 4 years) • Communication venues • Partnering with advising • More creative budgeting • Creative professional development & newsletter	• Volume • Own-collaboration • Bad/missing data • Performance-based funding initiatives • Cemented culture (difficult to change)

SWOT Analysis – ES/SR Teams

STRENGTHS	WEAKNESSES
• Detail-oriented • Versatile/adaptable • Knowledgeable/ Experienced • Self-aware • Banner Knowledge • Creative • Quick Processing • Student oriented • Resourceful (work with what we have) • Committed • People skills • Good website • Basic core skills are consistent • Determined to meet goals • Efficient • Flexible • Respectful • Communicate well with students	• Using technology • Cross training (other depts too) • Lack of consistency (process training) • Lack of documentation of process and procedures • Loss of student focus (especially non-native speakers) • Lack of communication (all stakeholders) • Don't know the "why" from management • Lack of online training • Less authority • Less flexibility • Not included in decision making • Lack of trust • Don't value institutional memory • Inconsistency across departments • Can't navigate website • Phone tree and transferring process • Lack of email aliases • Misinformation/Misunderstanding
OPPORTUNITIES	**THREATS**
• Less fax/more email • Standardizing forms/more accessible • Redistribute work (inter-campus/intra-department) • Marketing to high school students CG students/orientation • Enrollment/Graduation Dashboard • Consistent procedures (utilize Google docs) • Analyze processes and create training • Online flow for different types of students • Outreach to other departments • More effective use of technology • Taking ownership of student issues (one point person for students) • Cross training • Policies online (H-drive/Google docs) • Abandon deep freeze • Better dynamic new student checklist	• Deadlines from external departments • Overwhelming feeling • Funding and budgets • Leveling of enrollment • Web server and network issues • Phone efficiencies (lack) • Uncertainty of new president • Lack of faculty knowledge and respect • Automation (lose purpose) • Low completion rate • Innovation of competition • Divergent philosophies • Job security • Personal safety • Clear authoritative roles • Too much top-down direction

Appendix D

Student and Enrollment Services Assessment Plan 2014-15

Program/Department: Enrollment Services and Student Records

DSSL Liaison: Veronica Garcia

Department/Program Contact: Shasta Buchanan

MISSION

To prepare our diverse student body for success by engaging them in the enrollment process and guiding them to commit and complete their educational goals and thrive in their community.

We also work to ensure the integrity and accuracy of academic records as well as support the services and programs throughout the district.

GOALS

Expressed Goal: Increase Effective Communication

We will increase effective, visible, and timely communication to students, staff, and faculty regarding all policies and processes, including the rollout of new policies and processes.

Expressed Goal: Increase Student Access and Success

We will increase student access and success by providing a 21st Century student service experience and by providing high touch service for students who need help navigating processes.

Expressed Goal: Manage Projects More Effectively

We will develop, communicate, and implement projects through increased collaboration, with respect for varying viewpoints from stakeholders, using realistic and relevant timelines and thoughtful decision-making.

ASSESSMENT ACTIVITIES 2014-15

Learning Outcome 1 / Service Outcome 1 / Question to be answered **Access and Success** ***Student Learning Outcome:*** Increase student computer and online usage for basic enrollment transactions ***Service Outcome:*** Enrollment Service staff will reduce admissions process time to 48 hours or less. ***Question to be answered:*** **SLO:** Will students use online services to complete college business related to Enrollment Services? **SO:** Can the admissions process be further automated to complete applications within 48 hours?
Methods and Measures (How and when will you collect data or measure results?) **SLO:** Data will be collected through AdivsorTrac queuing system, student surveys, Answer Center data and phone traffic **SO:** Analyzing Banner data
Learning Outcome 2 / Service Outcome 2 / Question to be answered **Communication** ***Student Learning Outcome:*** Students will learn how to self-serve through virtual communication tools to increase understanding of Enrollment Services and Student Records and processes. ***Service Outcome:*** ESSR will increase structured outreach to meet with various partner departments across the district more than once per year.
Question to be answered: **SLO:** Will students learn to access information from ESSR's virtual presence? **SO:** Is ESSR meeting quarterly with partner departments?

Methods and Measures (How and when will you collect data or measure results?) **SLO:** Chat data analysis, pcc.edu analytics **SO:** We will track the number of meetings with partner departments
Learning Outcome 3 / Service Outcome 3 / Question to be answered **Project Management** ***Faculty/Staff Learning Outcome:*** 75% of faculty and staff will complete FERPA training ***Service Outcome:*** ESSR will improve roll-out processes with consideration of student, staff, faculty needs ***Question to be answered:*** **F/SLO:** Have 75% of faculty and staff completed FERPA training? **SO:** Is ESSR Leadership team communicating with partners before, throughout and after the implementation process?
Methods and Measures (How and when will you collect data or measure results?) **F/SLO:** FERPA training results, FERPA training tracking **SO:** Review all project implementation plans and annual survey results

SUPPORTING DOCUMENTS

Include additional relevant information and/or links to material if needed.

Appendix E

Strategy Mapping

The strategies have been mapped to the Panther Path and the PCC's Core Themes.

Strategy	PP Prepare	PP Engage	PP Commmit	PP Complete	PP Thrive
Communication					
C1: Virtual Presence	X	X	X	X	
C2: Communication Plan for Students, Staff, and Faculty	X	X	X	X	
C3: Training & Documentation	X	X	X	X	X
C4: Customer Service & Loyalty	X	X	X	X	
C5: ES/SR Outreach		X	X	X	
Access & Success					
AS1: Streamline and automated functionality	X	X	X	X	X
AS2: Customer Service & Loyalty	X	X	X	X	X
AS3: Collaborate with stakeholders who represent special student populations	X	X	X	X	
AS4: Coaching & Mentoring	X	X	X	X	X
Project Management					
PM1: Systematic development and implementation of new projects	X	X	X	X	
PM2: Timely and effective communication	X	X	X	X	
PM3: Increased collaboration	X	X	X	X	

Strategy	CT Access & Diversity	CT Quality Education	CT Student Success	CT Economic Development & Sustainability
Communication				
C1: Virtual Presence	X	X	X	X
C2: Communication Plan for Students, Staff, and Faculty	X	X	X	X
C3: Training & Documentation	X	X	X	X
C4: Customer Service & Loyalty	X	X	X	X
C5: ES/SR Outreach			X	
Access & Success				
AS1: Streamline and automated functionality	X		X	X
AS2: Customer Service & Loyalty	X	X	X	
AS3: Collaborate with stakeholders who represent special student populations	X		X	
AS4: Coaching & Mentoring	X	X	X	
Project Management				
PM1: Systematic development and implementation of new projects	X	X	X	X
PM2: Timely and effective communication	X		X	
PM3: Increased collaboration	X	X	X	X