

Admissions & Records

Admissions and Records Program Review 2020

A. Program Information

1. Program Mission Statement

Please enter your mission statement here.

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

2. Program Level Student Learning Outcomes

Please list the program level student learning outcomes.

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

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

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

B. Students Completing CCC Apply (Step 1)

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

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

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

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

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

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

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

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

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

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

- Yes
- No

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

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

C. Students Meet Assessment Requirements (Step 2)

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

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

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

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

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

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

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

- Yes

No

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

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

D. Students Complete Orientation (Step 3)

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

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

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

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

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

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

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

- Yes
- No

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

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

E. Students Create An Ed Plan (Step 4)

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

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

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

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

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

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

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

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

- Yes
- No

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

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

F. Students Register For Classes (Step 5)

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

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

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

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

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

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

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

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

- Yes
- No

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

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

G. Students Completing Enrollment Steps By Ethnicity

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

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

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

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

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

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

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

Ed Plan (Step 4)

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

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

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

Enrolled (Step 5)

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

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

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

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

African American

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

Asian

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

Filipinx

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

Latinx

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

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

Native American

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

Pacific Islander

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

White

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

Decline to State

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

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

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

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

- Yes
- No

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

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

H. Students Completing Enrollment Steps By First Gen

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Yes

No

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

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

I. Students Completing Enrollment By Gender

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

CCC Apply (Step 1)

Note: Student type determined from application data.

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

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

Assessment Req (Step 2)

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

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

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

Orientation (Step 3)

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

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

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

Ed Plan (Step 4)

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

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

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

Enrolled (Step 5)

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

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

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

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

Females

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

Male

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

Non-binary

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

Decline to State

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

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

- Ed Plan

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

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

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

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

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

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

J. Service Area Outcomes Addendum

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

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

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

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

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

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

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

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

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

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

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

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

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

Self-Study Checklist

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

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

This form is completed and ready for acceptance.