

Program Review Guide: Student Support Services

Unit Name: *Enrollment Services / Admissions*

Welcome to Program Review

During this process, you will:

1. Analyze annual effectiveness data for measured outcomes related to you Unit Goal(s);
2. Analyze effectiveness of highlighted strategies in place for your unit to achieve its stated goals and measured outcomes;
3. Analyze your Unit's staffing and resource needs;
4. Revise Unit structure and organization, including relationships with other Units in Student Support Services;
5. Formulate a list of needs to achieve your unit goal and measured outcomes (e.g. staffing, budget, resource allocation) for operational planning in the upcoming academic year.

Please respond to all prompts in the boxes provided for each section.

Section 1: Unit Overview

Strategic Priority/Core Theme: Enrollment/Access

Overall Unit Goal(s): Increased student enrollment and diversity

Measured Outcomes:

1. Achieve enrollment (AFTE) targets in four targeted tuition bearing programs:

Targeted Student Groups	Target (AFTEs)	Achieved (ATEs)	% of Target	Increase from prev. year (%)
Bachelors	71	54	77%	4%
International	52	42	81%	-25%
Running Start	550	539	98%	10%
State Tuition	1833	1884	103%	11%
Total	2506	2519	100%	10%
Additional Student Groups	Target (AFTEs)	Achieved (ATEs)	% of Target	Increase from prev. year (%)
BE&A & IBEST	557	579	104%	16%
CiHS	82	83	101%	0%

2. Achieve an overall 8% enrollment increase in AFTEs for the 2023-204 academic year:

**2023-2024 Overall
Total AFTEs**

Category	AFTE	% diff last year
Academic/Transfer	1,763	8%
Bachelors	54	5%
BEEdA & IBEST	578	16%
Workforce	713	13%
Other	161	22%
Total	3,269	11%

State AFTEs

Category	AFTE	% diff last year
Academic/Transfer	1,213	8%
Bachelors	54	5%
BEEdA & IBEST	575	16%
Workforce	647	11%
Other	54	-6%
Total	2,544	10%

3. Increase the percentage of degree seeking Hispanic/Latino students:

Year (Fall Quarter)	Percentage Degree Seeking Hispanic/Latino Students	Increase/Decrease from Previous Year
2022	25.8%	8%
2023	27.1%	5%

Data reviewed as part of the 2023-24 annual program review identified a positive enrollment trend in both total AFTEs and in State AFTEs for the 2023-24 academic year. This trend continues as we see growth in overall enrollments in all target areas for the 2024-25 academic year as of winter 2025.

As FTES have increased during the past two years, so have the number of applications to Skagit Valley College (see table below).

Applications processed by year and quarter

Quarter	2023 (# of applications)	2024 (# of applications)	2025 (# of applications)
Summer	775	1,032	13 (as of 1/24/25)
Fall	2,753	2,749	41 (as of 1/24/25)
Winter	1,606	1,902	1,875
Spring	1,227	1,312	708
Totals	=6,361	=6,995	=2,637

Skagit Valley College entry services staff have been under pressure to adapt to the challenges of reviewing each individual application prior to matriculating and identifying potentially fraudulent student applications.

Entry Services staff started tracking fraudulent applications January 2, 2024. Since that time, 1061 were selected for identity verification and of those, 33 were verified and matriculated.

SBCTC memorandum (April 24,2023), states “The past three years have presented numerous challenges as staff have continued supporting admissions, enrollment, and general student services throughout the pandemic. The increase in remote course delivery has, unfortunately, contributed to an increase in external efforts by bad actors to undermine cyber integrity and has led to an increase in fraudulent activity.”

<https://dev2.sbctc.edu/colleges-staff/it-support/erp-support/report-fraud/>

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The Problem

The increased number of fraudulent applications requires more time for application processing during the busy time leading up to the start of each quarter. Entry Services is understaffed to manage this demand and current staff are overwhelmed.

SVC’s current practice is to record student information on a locally developed spreadsheet while suspicious applications are under investigation. This is becoming increasingly time consuming as the number of fraudulent applications continues to increase quarter over quarter. Each student is contacted via email at regular intervals (2-3 messages, spaced 2 weeks apart) to request additional information. Ultimately, the number of applications that can be reviewed each quarter will be reduced due to capacity.

The director of entry services schedules in-person or ZOOM meetings with students to verify identity and then documents and reports on the outcomes to the state board so that indicators remain on student’s accounts or are removed. This takes time away from other critical tasks.

The impact to SVC

- Admitting fraudulent students could artificially inflate the enrollment numbers while simultaneously impacting individual faculty rosters, college retention and college completions. It also opens the door for potential financial aid fraud.
- Denying applications that other colleges have identified as fraudulent without an investigation could result in limiting admissions/access for students who simply made mistakes in their applications and could be enrolled.
- This current admissions practice is not sustainable given the amount of time entry services staff need to take to review each application before it is matriculated. This takes away from customer services provided at the front-counter and response time for on-line and phone communications with both prospective and matriculated students.

- The director of entry services Job description does not include duties related to tracking fraudulent applications, applying and removing service indicators applied by other colleges in the system, and scheduling time with students to perform ID checks with each student identified in the system as having a fraudulent application to confirm identity.

Section 2: Operationalization (Strategies)

Please list your current Unit Strategies to achieve your stated unit goals and measured objectives.

1. Follow recommendations to implement a **Student-Centered Approach to Fraud Detection**: What is working well?

The entry services director is part of a state-wide committee working on strategies to support colleges in managing fraudulent activity.

The process for verifying identity is established.

Communications between entry services and financial aid have been consistently effective in managing students who have been identified as fraudulent but are eligible for SVC admissions.

What is not working/what can be improved?

Staff time is limited and it is becoming increasingly challenging to offer front-desk customer services during peak times in the quarter.

The Entry Services Director is not being supported in managing the additional workload associated with scheduling interviews with suspicious fraudulent applicants.

2. The Admissions and Application Review Process:

What is working well?

Staff have been able to identify common markers in student applications as each application is reviewed by entry services staff prior to being matriculated. This early detection is preventing students from being admitted into the college, accessing financial aid, and enrolling in classes.

The system for identity verification contributes to the number of students (33) identified by other colleges as fraudulent applicants who have since been verified and admitted at SVC.

The multiple check points in the admissions process, early detection, mandatory new student registration, mandatory advising, and disenrollment processes are effective in dramatically reducing fraudulent admission to SVC.

What is not working/what can be improved?

Strategies with the Early Warning process could be developed to support detection of fraudulent applicant who enroll in fully on-line classes.

Efficiency in early detection can be improved by adding staff to support application processing and other customer services aspects of Entry Services.

Briefly discuss your relationship with Instruction.

Briefly list the how the unit intends to measure change/improvement/success for this strategy.

Proposal based on SBCTC recommendation for a Student-Centered Approach to Fraud Detection:

Briefly list the how the unit intends to measure change/improvement/success for this strategy.

Monitoring of students in fully on-line programs. There is a notable correlation between fraudulent applications and those applying to take fully on-line programs.

Solutions: taken from SBCTC recommendations:

- Hold and encourage early attendance in virtual office hours.
- Review, at least briefly, any work submitted prior to 10-day census to ensure it matches the subject matter being taught or relates in other ways to the assignment the student was to complete.
- Review student engagement and login frequency data in Canvas for online courses.
- For larger online classes, consider activities that are harder to automate responses to, including those that are separate from the course delivery platform, e.g., incorporating

polling questions or using options within your local Learning Management System, such as a Canvas quiz.

Proposed data points to measure outcome of intervention: Number of No Shows within the first 2-weeks of classes, number of submitted assignments.

Section 3: Program Resources and Staffing

- Describe any challenges over the last assessment cycle related to staffing and/or budgets related to achieving the stated goals of your unit.
- Are there any unrealized efficiencies (e.g. changes in job position duties and/or focus areas) that would improve the effectiveness of achieving your stated unit goals and objectives?
- Are there other needs in your unit apart from resources or staffing that would improve student enrollment and/or diversity at SVC? Describe those needs and how they would potentially improve your outcomes.

While enrollment is a function of multiple departments, all transactions, whether petition approvals, removal of holds, or directing students to other departments, impact the daily work of enrollment services staff. Staff have been covering for vacancies since fall quarter and additional responsibilities for International programs have increased workloads in entry services.

The increase in Karina's workload with reviewing and screening students flagged with fraudulent applications and the increased demands of her PDSO position are not insignificant. There have also been many requests for Karina's team to translate for other departments, pulling them away from their tasks. The ES team is highly efficient and has responded to the demands to increase enrollment. Additional staff is needed to maintain the level of customer service provided during critical times during the quarter for students, stakeholders, and colleagues across campus.

Section 4: Unit Organizational Structure

- Review the Unit's structure and staffing in relation to its goals and measured outcomes.
- Review the Unit's relationship with other Units inside your area (e.g. Student Support Services).
- Are there potential changes to organizational structure that could improve the achievement of the unit's stated goals and objectives within student support services? For example, are there other units that also focus on student recruitment and/or enrollment? What is your relationship with those units and areas? Is there duplication or roles and or duties?

Entry Services Staff
Director (1FTE)

Program Coordinator 2FTE MV, 1FTE WIC
Program Supervisor 1FTE

General Duties: Admissions and Enrollment, Placement & Testing, Enrollment Verification, Residency verification, Running Start Verification support, tuition waivers, international and dual credit admissions

Section 5: Student Feedback/Customer Service

- Review feedback from the Noel Levitz student satisfaction survey targeted questions.
- Review feedback from focus groups on enrollment processes, course scheduling, and new student orientation.
- What changes need to be implemented to address the issues highlighted in the student feedback?

N/A

Section 6: Operational Planning

Please list next year's measured outcomes (with targets) and strategies to achieve these outcomes.

Based on your analysis in this annual effectiveness worksheet, please list operational planning needs for both 1) improvement where previous goals were not met and/or 2) additional needs to achieve next year's stated goals and objectives.

Response to Prompt:

Entry Services coordinator, 1 FTE- Primary responsibility would be to handle increase fraudulent application processing, increase monitoring of scheduling ID verification appointments, collecting documentation, applying coding, and supporting director in implementing SBCTC recommendations.

Bilingual Front Desk Support, 1FTE (.5FTEs Entry Services and .5FTEs Outreach and Recruitment)- Primary responsibility to manage and respond to phones, emails, and requests from staff and students and prospective students at the front counter. Coverage is essential during critical times of the quarter, and provides coverage for staff vacations and illness. Additional duties would include coordinating campus tour schedules, providing application assistance for students walking-in to Lewis Hall to apply, processing add/drop forms at the front counter, and providing front desk coverage on the Whidbey Island campus as needed.

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