SVC | Skagit Valley College

Program Review Guide: Student Support Services
Unit Name: *Enrollment Services*

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 (%)**
BEdA & 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%
BEdA & 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%
BEdA & 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%

- Have the goals and measured outcomes you've listed in your Annual Program Effectiveness Worksheets been met?
  - If yes, explain how.
  - If no, what progress has been made toward accomplishing program goals? What will your program do to meet these goals?
- How will program goals be adjusted next year to improve increased student access and diversity?

Response to Prompts:

Data reviewed as part of the 2023-24 annual program review identifies a positive enrollment trend in both total AFTEs and in State AFTEs for the 2023-24 academic year. Notably, this corresponded with an increase in the percentage of degree seeking Hispanic/ Latino students.

The focal point of this review is to measure the impact of a new enrollment and registration implement to increase Skagit Valley College overall enrollment with a focus on key SEM target areas.

Review process (2022-23):
A gap analysis conducted in fall 2022 revealed potential issues with admissions and registration. Specifically, 1) multiple steps in the intake process created bottleneck barriers for students during the

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application process, 2) Students were not completing placement and could not register for classes, 3) students communications were not going out to matriculated students in a timely way, 4) intake services were not clearly defined and students did not know where to go for help with registration or paying for classes.

A strategic enrollment and registration redesign included reducing application stages from seven steps to two steps, implementing new student registration days effectively developing a one-stop model where students could complete placement, access funding support, and register for classes in one day. Coordination between enrollment services, advising, financial aid, and business services provides wrap around support during the intake and registration processes.

To support the roll-out, staff provided information across the campus about the process, the workflow, and the implications of the new enrollment model. Entry services and registration staff including front line, and recruitment staff participated in training where they learned about the process and completed the enrollment process themselves, so they could experience the process as students.

Staff and students were administered a survey in May 2023 and June 2023 to capture feedback used to improve the New Student Orientation process. Information gathered during surveys was analyzed during regularly scheduled steering committee meetings and changes were implemented to continuously improve upon the model.

Section 2: Operationalization (Strategies)
Please list your current Unit Strategies to achieve your stated unit goals and measured objectives.

1. Recruitment of potential students:
   - What is working well? What is not working/what can be improved?
     - Solutions
   - Briefly discuss your relationship with Marketing & Instruction.
     - Highlight successes and areas for improvement

Response to Prompts:

New Student Orientation: implemented May 2023

What worked well

Student experience: Students feel seen and welcomed by SVC staff. Their first SVC experience as new Cardinals is positive, and any fears about what to do to get ready for the quarter are calmed because we have smiling and caring staff ready to support them.
Placement: Entry Services staff check English and Math, Milestones applied in ctcLink, review Accuplacer test scores, Running Start Verification form is processed. Students without Math or English placement have support signing up for Accuplacer and BEdA students sign up for CASAS. Transfer credit from other IHL are documented and students are informed of placement.
Student Account Activation: The work of Jessica and Darcy (SVC IT staff) participate in NSR events assisting students with account activation. By ensuring that students that students have their accounts activated, we are reducing frustrations caused by hiccups along the way. Having IT presence in the room when students need assistance is a key factor in solving point-in-time issues and concerns and facilitates student registration.
Student Life—Engagement: Student life staff engage with students, but sometimes this is a bit hit and miss because students are not in the engagement room very long. Students can be pulled out at any time if an advisor is ready to meet with them to complete course registration.
Advising: Workforce grants (WFG) report having meaningful conversations about the degree's students have selected, support enrolling students in courses for 1st quarter while assessing placement, and connecting students with WFG applications, and ensuring students know what they are eligible for when they leave NSR. Students meet with advisors one-on-one to create their educational plan and enroll in classes (general advising input is address in Advising Program Review).
Marketing: A dedicated webpage provides new students with information about what to expect and has links to the NSR dates. RSVPs are linked to Target X messages and students receive multiple communications as they prepare to attend the event and following the event.

DATA
June 2024 survey
Data reviewed
https://www.sbctc.edu/colleges-staff/collegeaccess/research-data/first-time-entering-student-outcomes-dashboard

What is not working?

   A. Staffing –limited number of advisors (advising program review) available during summer months resulting in limited capacity to accommodate students at NSR events slows student's ability to register into fall classes. Establishing the appropriate number of NSR to realize SEM targets with limited staff (advisor) capacity during the months of June- September is an on-going challenge.

   B. Communication –inconsistent and inaccurate messaging to students in the high schools result in students arriving at NSR without placement. If students are not prepared with necessary documentation when they arrive at an NSR, they need to have transcripts send to enrollment via email, evaluated on the spot, or students need to take a placement test before they can register for classes. This increase wait-times and adds complexity to the support that SVC staff can provide to students who come to NSR without pre-established placement.

   C. Scheduling –Running Start registration dates need to align with high school calendars and schedules so that students attend NSR when they have their final grades on transcripts. Final grades are needed for college course placement; 3) feedback from school district partners reveals that high school graduated seniors need additional support understanding placement as part of the application process. Scheduling a "seniors" night for new SVC students could help smooth the transition for non-running start students.

Response to Prompts: What can be improved?

A: Staffing: Review advising contracts and schedule NSR around advisor availability, offer group advising sessions for specific pathway programs.

B: Communication: Review welcome message and clearly identify placement options and dates and deadlines to get documents submitted to Enrollment Services. Call students who do not have placement prior to the NSR they RSVP to attend.

C: Scheduling Offer on-site high school placement and advising sessions to better prepare students to enroll in classes during New Student Registration. Limit the number of ZOOM sessions and clearly define criteria students need to meet to be eligible to attend.

Who	What	When	Outcome	Budget request
Dual Enrollment Outreach and Intake Specialist	Oversee Running Start Admissions processes Maintain Running Start Enrollment Verification compliance	Spring	Schedule Information Sessions with all service district high schools & distribute link to HS staff, students, and families Publish RS SVC application stages of process and develop corresponding communication plan.	**Staff-**1FTEs Dual Credit outreach specialist
	Offer evening transcript review sessions in the high schools for Running Start and graduating seniors. Increase and promote high school campus visits prior to enrolling at SVC – specifically, application and registration support for exiting seniors. Follow up calls and text messages to students who have not yet provided transcripts for placement	Fall- Spring Quarterly	Running Start and graduated seniors are prepared to enroll in summer and fall classes during NSR. Increase enrollment in college programs Provide high quality customer service to district partners	
Outreach, Instruction, Marketing	Develop variety of pathways/ maps available students/ community (include certificate programs in pathways)	Planning with HS staff September – October	Enhance and strengthen support for RS and graduated HS seniors	**Mileage** to attend meetings, **Printing** Program Map materials
Outreach Director/Dual Credit Director/ HS Counselors	Establish FY25 May – Sept NSR dates for graduated seniors and fall start RS students by January 2025.	October 2024	Communications	**Staff- 1FTE Dual Credit Director**

- o Briefly discuss your relationship with Instruction.
  - ▪ Highlight successes and areas for improvement
- o Briefly list the how the unit intents to measure change/improvement/success for this strategy.
3. Student Centered Scheduling:
  - o What is working well? What is not working/what can be improved?
    - ▪ Solutions
  - o Briefly discuss your relationship with Instruction.
    - ▪ Highlight successes and areas for improvement
  - o Briefly list the how the unit intents to measure change/improvement/success for this strategy.

Response to Prompts:

Academic Affairs- what is working
Alignment of academic calendar with admission, registration and tuition payment processes supports retention of new students who complete NSR.
https://www.skagit.edu/student-resources/enrollment-services/enrollment-dates.html
Identifying indicators and process flow for students who intend to pursue a BAS degree but are not yet program ready (potential program review 2025)

What can be improved
  - **A.** Waitlist improvement – to improve function and implement policy revisions and further define procedures
  - **B.** Support scheduling of classes - to help inform academic programs of the levels of potential enrollment in classes/programs
  - **C.** Registration information for students- link Early Alert - last day to drop or withdraw and difference between drop with refund and no student refund (W) on transcript
  - **D.** Areas of Study Hub- integration into orientation and NSR

Measures
  - A. Implement focus groups with faculty and with students to measure the impact waitlists have on faculty/ programs and on student retention.
  - B. Explore potential enrollment reports that could be generated after each NSR that would assist academic deans with scheduling and program planning
  - C. Review Early Alert system as an extension of the disenrollment process
  - D. Add Integration in the Engagement Room- ORIENTATION to Areas of Study during Student Life ORIENTATION prior to start of the quarter.

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.

Response to Prompts:

- Dual Credit Staffing structure– what is needed is more planning to clearly develop process mapping for each of the three dual credit programs – CTE, CHS and Running Start. This includes reviewing reporting lines and staff for each of the three unique programs. The Dual Credit program would benefit from additional staff in the high schools to support recruitment events and enrollment workshops.

Changes to job duties
- There is an increasing demand on the director of entry services to complete closer monitoring of applications to identify fraudulent applications. The uptick in fraud requires more direct communication with Financial Aid and Advising. The Entry Services Director Job description should be reviewed to include duties related to monitoring fraudulent applications. This includes tracking applications, applying and removing service indicators, and schedule time with students to perform ID checks.

Budget related requests
- 1FTEs Dual Credit outreach specialist
- **Mileage** for staff to attend meetings, offer workshops, provide intensive placement high school sessions.
- **Printing** Program Map materials for distribution at high schools and during outreach events.
- Funding – stipends for services to provide supported bilingual and translation services at enrollment event events (High School visits, Running Start evening events…)
- Space needs in entry services – more hard spaces/offices to meet with prospective students and families

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?

Response to Prompts:

(Student Services Organization Chart – July 2024 attached as a separate document)

Potential change in reporting lines and title change
To support meeting SEM targets (included below) - add 1 FTEs outreach specialist (duties described in section 2), change (Megan Lloyd's title) to Director of Running Start and Dual Credit outreach

Execute an Enrollment Services program audit in FY 2025 to review how new policies and procedures impact overall staffing duties (maybe do a DACUM?) and identify areas for future reviews and improvement.

Areas to study in AY 2025
- Course scheduling and what is being offered (specifically in Workforce Education)

- Modalities- and impacts on enrollment (link to target populations- SEM priorities plus Veterans)
- 2-2 days scheduling impact on enrollment (cycles and quarterly)
- Guided Self-Placement – impact on communications with high school staff, prospective students, and entry services staff (updates to placement guide, milestones in ctcLink), Advising- placement processes and pre-requests.

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 in order to address the issues highlighted in the student feedback?

- *Response to Prompts:* Stakeholder Feedback taken from an NSO survey administered February 2023 (SWOT analysis)

Strengths

Dual Credit
- Great! this would help streamline the process for our HS navigation team
- Connect to SVC staff earlier in the process to help them feel like they are part of the college community (belonging)

DAS No issues
- Great opportunity to provide students with information – critical for HS students as this is a dramatically different process than in HS
- Student Life
- New life and opportunity to expose students to clubs, groups earlier in their time at the college (belonging)

CCB/HSC Dept, Chair
- Mandatory first- year experience already exists – this should be maintained

BAS – Shawna Blue (interview with SB – Sunaina – email)
- A student expresses interest in a BAS program through an advisor, through the student interest form etc. They are then sent an invitation to a faculty led program briefing session
- Once they hear the program overview and understand what the program is about, they are sent an invitation to apply.
- Their application is reviewed and if they are accepted and once, they clear all entry requirements, upon approval of the department chair, their program code is changed and they are cleared for fall quarter registration.
- Before fall quarter starts, they must attend a mandatory program onboarding with their cohort.
- All BAS courses require instructor permission, and this is handled through course registration codes that after the initial entry, are completed as a registration assignment embedded within a course. Incentivizing registration through an assignment means that we rarely must do any follow up for enrollment (nirvana). For the first quarter, once the students are cleared, they receive an email from the department chair with registration codes, textbook info and c connecting them to other useful SVC resources.
- Parts 1-6 has been in place since April 2018 and is all run through the CRM (the student interest form is linked to the CRM) and while there are the occasional hiccups and there is continual refinement and improvement, it is generally working well. Because capturing the student interest is automated, we can do targeted emails reminding students to apply etc., attend a program briefing etc.

Marketing (Marisa) – other colleges are seeing success with shortening intake and offering CTO type activities as part of intake
- WEBPAGE – updates would provide more relevant information for incoming students
- Full Measure- digital acceptance system for anyone accepted to the program – create more excitement and allows students to post admission to the college to social media, text capacity

Housing – an opportunity to communicate with students during in person events, or virtually- the web page could be updated so that students attending on-line have the same information. Griffin would be willing to work on this with Nicole as part of the inquiry process

Financial Aid – could develop a page of helpful information for CTO – no concerns with removing supplement.

International Programs – have their own process- this will have no impact on the program

Opportunities
- Student life – get involved in CTOS and list of students for current intake feedback
- can participate in CTO for access and exposure to students earlier in the process *critical for HS students
- Dual credit – could potentially be to get HS navigators proctor training to administer placement before getting to campus (get through sooner)
- BEdA faculty have already created templates for guided self-placement so there is a template for how this could go from more to most- and this is in CANVAS – Jen is willing to share
- Technology checklist for all students – this exists in BEdA and could be used for all students.
- additional workshops, advising and front-line staff need customer services (de-escalation training)
- Technology can provide instructions on troubleshooting common IT issues students experience during intake.
- training during CTO training sessions to train more individuals to solve common technology problems
- Define processes for "drop in" students interested in taking one class – not for degree. Messaging this on the website
- BAS selective entry programs- Hide BASAM in OAAP? or create another intake process. If it would be helpful, we would be happy to sit with you and others on your team to review the entire process from start to finish. If there are things that need to be adjusted to Parts 1-6, always happy to talk
- Nicole could include messaging/ information about campus housing before they get to the point of registration.
- Dept Chairs like the Resource Fair idea but want to include more services such as Disability Access, Tutoring, Library
- Be sure the Resource Fair is available on both the MV and WIC
- Opportunity to collaborate with faculty teaching first quarter experience to identify the crosswalk between what is happening at CTO vs FYE course
- The search course page is available on phones and tablets

Weaknesses
- Training for Dual credit Navigators- intake and placement
- Testing before Intake process? What testing is needed and how do we ensure that this is done prior to CTO
- We assume that everyone has technology skills- this may not be the case
- Students who want to take only one-class- would be directed to attend CTO - they may not have the time to attend and do not intend to complete at SVC degree,
- BAS students in selective entry process are receiving the same messaging and promoted to enroll in the BAS program- this is not appropriate in selective entry programs
- Unclear how students are being invited to CTO sessions? (Marissa) How are students invited to them? Marketing is generally not aware of how they need to be included/ promote the new process and CTO sessions.

- How testing is currently happening is not generally understood by faculty (how and when does it happen?)
- Technology Basics: Google Suites, Microsoft Suites, and Zoom; students do not necessarily know how to use these programs

Threats
- Workforce Grants – this group is the most impacted right now bc we are getting rid of supplemental application, and we need to identify what questions they had/need and where we can put it!
- Solution 1: put the WFG question on the OAAP
- Solution 2: ask as part of a survey at check-in table?
- This might be bad if students do not want to disclose!
- Associate faculty do not have advising as part of their contract
- Solution: this would have to be stipend
- F/T faculty would need to have SS assigned to them for admissions or self-placement:
- Solution: this would need to be in the contract
- WABERS- needs to be done for BEdA and I-BEST to comply
- Solution: we already do this and would just need to ensure it still happens smoothly
- IT- Brian Culver (resources)
- Not enough capacity in IT to support CTO sessions
- Solution: define IT Support for New CTO sessions
- Confusion – how are we supporting students with CANVAS, MY SVC account activation
- Solution: Tech Support Sessions in 1st quarter AND one-on-one support at IT Help Desk
- Do we have enough computers available (specifically for testing) to offer this as an option for all students at intake (capacity)?
- Solution: Karina ensures testing is available and Ariana/Denise
- Karina will stagger the placement test options
- Faculty are not on contract in the summer quarter
- Solution: This is looking at the CTOs that happen during the July and August (mostly August); look at offering Stipends to do this work?
- Not thinking through our online process clearly enough
- Solution: Continue offering limited remote NSO. these will have to be well advertised (website and in the welcome email)
- If we say we only have two steps in the process, but BEdA students are required to do CASAS, is this transparent process? We need to consider how this will be perceived.
- Solution: We do not say to student's "two-step" we say something general but not deceiving – "congrats and come get registered for classes...if you have transcript, please upload to speed up process"

- BAS: (not working well)
- Post CtcLink, students who select BAS in their initial SVC application. Most of these students are not bachelor degree ready and need to be advised into associate degrees. This is what Diana and Bryan have been trying to work on since December 2021. (Once they are in the associate degrees, we can reach out through targeted emails to bring them into the BAS application pool).
- Current or new students receiving incorrect or no advising to transition into a BAS program. This includes students who are in associate degree pipelines and those in the case below (new to SVC, incorrectly coded, etc.).

- Students who are in BAS programs being included in emails that don't apply (e.g., TRIO, Cardinal Takeoff, placement tests). This is getting better but still slips from time-to-time. In addition to creating work in having to explain, it also seems to be disrespectful to ask a student who has already completed their associate degree to do Accuplacer.
- Themes: students don't have the computer skills needed (BAS, BEdA, IT)
- Workforce grants/ Opportunity Grant - they use the supplement to know who qualifies for workforce grants – not being able to reach students if the supplement is no longer required.

Students Survey: Applicants who indicated Winter 2023 but did not enroll responded to the following questions via SurveyMonkey: (below)

Q2 Select the reason(s) for not completing the application process:

Answered: 52   Skipped: 0
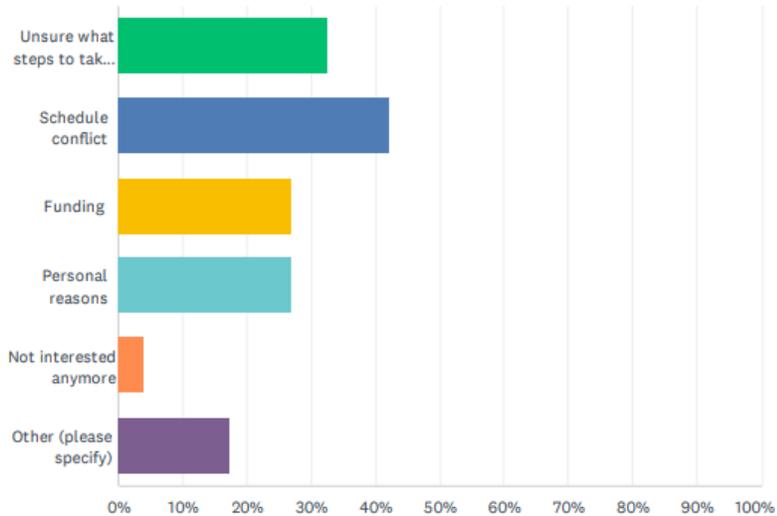
ANSWER CHOICES	RESPONSES	
Unsure what steps to take next	32.69%	17
Schedule conflict	42.31%	22
Funding	26.92%	14
Personal reasons	26.92%	14
Not interested anymore	3.85%	2
Other (please specify)	17.31%	9
Total Respondents: 52		

- **Other reasons include:**

- Visa denial
- Clicked wrong starting term
- Thought Winter 2023 started in December 2023
- Already familiar with SVC and would like to bypass Cardinal Takeoff

- **Do you have suggestions on how the process can be improved?**
- An easier way to find ctcLink
- Reduce the enrollment steps
- More Accuplacer test times
- Reply time needs to be improved. They usually respond after 4-8 days
- More assistance with obtaining transcripts
- If an advisor could directly email an incoming student so that the student is given a direct line to the advisor appointed to them, then the application process would go more smoothly. In my scenario, I do not know who my personal academic advisor is, so I got stuck on unanswered questions and locked out of my Skagit email account when I forgot my password. I'm not sure who I am supposed to be turning to, so I will be referring to general on-campus services regarding advising after struggling to figure things out on my own
- Do not require the Cardinal Takeoff for students who previously attended SVC

Section 6: Operational Planning

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

2024-25 Targets and Change

Total AFTEs: 4,956
State AFTS: 3,866

Program	AFTEs	Target FTE	Change
Bachelors	54	70	16
BEdA & IBEST	566	566	0
International	43	47	4
Running Start	533	590	57
State Tuition	1867	2028	161
Apprentice	238	400	162
College in HS	75	82	7
Other	102	102	0
Grand Total	3478	3885	

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:

Key Findings: The redesigned enrollment steps – reducing the process to two-steps increased the number of enrollees 2023-24. Placement for high school students (Running Start and graduated high school seniors) creates areas of confusion and frustration for students
New Student Registration events require adequate staffing at each station to decrease wait-times for students and meet growing SEM targets and sustain the model.

Additional Needs
New Student Registration would benefit from having a dedicated program manager to schedule team meetings, make room reservations on MV and WIC, set up rooms communicate dates and technology needs to the IT department, ensure consistent communications with cross-departmental staff (instruction, advising, financial aid, workforce grants, enrollment and registration, testing, veterans' education, TRIO), maintain a schedule to ensure adequate staffing at each event.

Budget Requests to support strategies for improvement

1 FTEs, Dual Credit Outreach and Recruitment staff, FT, supports recruitment, enrollment, and retention of Running Start, CTE, and CIHS students. (Details of the position stated in section 2)

Increase travel budgets to include mileage for staff traveling for recruitment or on-site student information sessions, registration and financial aid presentation events, and testing, for schools in SVC services district.

.5FTEs, classified program manager, support NSR facilitation of registration events, schedule sessions, create reports and provide follow up communications with students registered but who have not attended.

.5FTEs, classified program manager, develop and support campus tours for drop-in visitors, support Running Start parent events on campus, and provide scheduled group tours promoting SVC programs.