2026-27 Comprehensive Program Review

Program: Admissions & Records

Division: Enrollment Services

Writers: Elizabeth Mayo/Tania Torres

SLO/SAO Point-Person: Tamica Ward

Email your completed form to Karin Spirn and your dean by November 2, 2026.

Helpful Links:

- ★ Tools for Writers - with contacts and info for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Discipline Data Packets – institutional research about disciplines and student services
- ★ Course Success Rates Dashboard – allows you to research your program's success rates

Detailed information and instructions appear at the end of this form. For help, please contact Karin Spirn at kspirn@laspositascollege.edu.

Section 1: Program Reflection and Planning

These questions appear on all Program Reviews including comprehensive and updates.

1. Please describe your program's most important **achievements** in year 25-26.

During 2025–26, Admissions & Records supported continued enrollment growth while implementing significant improvements to technology, workflows, student services, and cross-campus collaboration. Key achievements included:

- **Supporting Enrollment Growth and Expanded Access:**
  - Fall student headcounts from 2023 to 2025 increased by **18%.**
    - Total course enrollments increased even faster, **about 21%.**
  - Spring student headcounts from 2023 to 2026 increased by **nearly 30%**
    - Total course enrollments grew by **about 37%**.
  - A&R supported enrollment while managing increased activity across Concurrent Enrollment, Apprenticeship Programs, Rising Scholars, Special Programs, CVC-OEI, Certificate & Degree Awards and the College's 1st Winter Intersession.
- **Modernizing and Streamlining A&R Processes:** The department implemented structured application processing, expanded batch registration for apprentices, streamlined apprenticeship billing processes, and transitioned four commonly used student forms to InformedK12 to improve communication, transparency and processing efficiency.

- **Strengthening Technology, Reporting, and Data Integrity:** In collaboration with District ITS, A&R improved duplicate ID processing, MIS reporting, SSB9 application processing, DegreeWorks/Banner data reconciliation, and fraud-prevention practices while continuing to support increased enrollment.
- **Expanding Concurrent Enrollment and Apprenticeship Support:** A&R processed a growing number of high school student applications, supported CCAP Dual Enrollment implementation, improved Concurrent Enrollment guides and resources, conducted student record reviews and reporting, and participated in regional Apprenticeship MIS coding and data workshops.
- **Improving the Student Experience:** The department updated residency resources and forms to provide clearer documentation requirements, expanded staff knowledge of complex residency cases, and doubled ID card production capacity in the Registration Support Center to help reduce wait times during peak enrollment periods.
- **Refining Degree, Certificate, and Credit for Prior Learning Processes:** A&R expanded proactive degree and certificate awarding efforts and collaborated across departments to improve the CPL workflow, including new electronic forms, billing processes, and Banner processing procedures.
- **Enhancing Institutional Collaboration:** A&R worked closely with Academic Services, Counseling, Enrollment Services, District ITS, faculty, special programs, and other campus partners to support new initiatives, improve processes, and maintain responsive services during significant system and operational changes.

2. Please describe your most important **challenges** in year 25-26

During 2025–26, Admissions & Records experienced significant growth in service demand while simultaneously navigating major technology, workflow, and enrollment changes. These conditions increased the amount and complexity of manual work required of the department and highlighted limitations within existing systems, processes, and staffing capacity.

- **Increasing Workload and Service Capacity:** Increased enrollment, application processing, fraud prevention, residency requests, concurrent enrollment, and other student service demands placed significant pressure on existing staffing and service models. During peak enrollment periods, this contributed to substantial email backlogs and longer student response times. Limited phone and Zoom capacity also meant that in-person service sometimes became the most reliable option for receiving timely assistance, creating additional barriers for students unable to easily come to campus.
- **SSB9 and MyPortal Transition:** The transition to SSB9 required significant adaptation by staff, students, and faculty. Changes affected application processing, registration, add codes, re-enrollment, prerequisites, faculty processes, and other A&R functions. Continuing system and procedural changes throughout the year required staff to troubleshoot issues while simultaneously learning and supporting new processes.

- **Concurrent Enrollment and CCAP Processes:** Continued growth in concurrent enrollment occurred alongside implementation of DualEnroll.com and new CCAP processes. Limitations in integration between DualEnroll.com and Banner continue to require manual intervention for prerequisites, waitlists, student attributes, program identification, and fee-waiver processing.
- **Reliance on Manual Processes:** Several high-volume functions continue to require significant manual processing, including fraud review, proactive awarding, residency evaluation, concurrent enrollment, and student record maintenance. As enrollment and service demand increase, these processes create challenges for scalability and timely service delivery. A data point that demonstrates the actual operational and student impact is the general Admissions inbox. The number of emails exceeded 1,000 unanswered messages for roughly two months, sometimes surpassing 1,600, and students sometimes waiting up to a month for a response even with 2 individuals staffing the email account.
- **Cross-Departmental Coordination and Technical Dependencies:** A&R relies on collaboration with multiple departments for processes involving graduation, commencement, prerequisites, DegreeWorks, technology, enrollment, and student services. In some cases, unclear workflows, changing procedures, or delays in receiving technical information have affected A&R's ability to move projects forward or provide students with timely information.
- **Student Navigation and Process Complexity:** Students continued to have trouble navigating registration, MyPortal, concurrent enrollment, graduation, prerequisites, waitlists, and other college processes. These challenges increase the amount of individualized assistance and troubleshooting required from A&R staff.

Overall, the experience of 2025–26 demonstrated that enrollment and service demand are increasingly outgrowing some of the department's existing processes, technology, and service capacity. Addressing these challenges will require continued process improvement, increased automation and system integration, stronger cross-departmental coordination, and evaluation of the resources necessary to provide timely and accessible student support.

3. What are your upcoming **plans**? Please note any ways that these support student achievement and equity.

Admissions & Records' upcoming plans focus on reducing administrative barriers, improving access to student services, strengthening technology and processes, and providing students with clearer and more proactive support throughout their enrollment and completion journey.

- **Expand Proactive Application and Registration Support:** A&R plans to offer regular Application and Registration Workshops beginning in Spring 2027 and develop additional step-by-step materials and potentially video resources to help students navigate the registration process. The department will also continue participating in the MyPortal CARDS group and collaborating with District ITS to identify and address application and registration challenges. Providing multiple ways to access clear registration assistance can particularly benefit students

who are unfamiliar with college processes or who need additional support in navigating technology.

- **Improve Concurrent Enrollment and CCAP Processes:** A&R will continue developing and testing DualEnroll.com with the goal of transitioning existing processes to a more automated workflow. The department will also develop student-friendly guides and video tutorials and continue strengthening Concurrent Enrollment reporting and student record review. These improvements are intended to reduce administrative barriers for high school students seeking access to college coursework and ensure students are accurately identified within their respective programs.
- **Optimizing Proactive Awarding:** A&R plans to continue strengthening the Proactive Awarding process and exploring improvements involving DegreeWorks. Proactively identifying students who have satisfied degree or certificate requirements reduces reliance on students knowing when and how to apply for graduation and helps ensure students receive recognition for credentials they have earned.
- **Elevating Student-Facing Resources and Residency Support:** The department plans to update existing how-to guides with clearer instructions and additional visuals and develop an updated Residency how-to video. A&R also plans to explore greater collaboration between the Residency Liaison and the Undocumented Student Support Center. These efforts are intended to make complex requirements easier to understand and provide more targeted support to students navigating residency-related processes.
- **Strengthen Technology, Systems, and Cross-Departmental Collaboration:** A&R will continue working with District ITS and other partners to identify system issues, improve application and registration processes, participate in technology discussions and trainings, and advocate for regular opportunities to troubleshoot recurring system concerns. Improving the reliability and usability of these systems supports more consistent and timely access to enrollment services.
- **Support Enrollment Integrity and Course Access:** A&R will continue adapting its fraud-prevention processes, including implementation of statewide identity-verification requirements for admission applications. These efforts are intended to reduce fraudulent enrollment activity and help preserve course availability and institutional resources for legitimate students.

Collectively, these plans support student achievement and equity by reducing unnecessary administrative barriers at critical points in the student journey. By making processes easier to understand, expanding proactive assistance, improving technology and automation, and strengthening targeted support, A&R aims to help more students successfully move from application to enrollment and ultimately toward degree and certificate completion.

Section 2: SLOs/SAOs

This section is completed every three years as part of the Comprehensive Program Review, with brief annual check-ins on the Program Review Updates. The following resources will be useful when completing this section:

- Three-Year Assessment Template
- Aggregated and Disaggregated Data from the following sources:
  - ELumen (if saved--no longer available online)
  - CurrIQunet
  - Student Success Dashboard

1. During the 2023-2026 three-year assessment cycle that just concluded, what did your program set out to learn through your PSLO/CSLO/SAO assessments?

- We selected the SAO below because it reflects one of the most important and continuous challenges that Admissions and Records faces, and that is to provide caring comprehensive customer support to students in multiple modalities with limited resources. We also selected this SAO because several college priorities can help us to improve in this area such as the Caring Campus Initiative and we hope that during assessment, we will find workable solutions that will help us contribute to and improve student success.
- After interacting with Admissions and Records, students will continue to report high rates of satisfaction with their interactions with Admissions and Records throughout service occurring in different modalities.

2. Based on your analysis of your PSLO/CSLO/SAO assessment data, what conclusions did you draw about student outcomes and equity in your program?

- **Admissions & Records Satisfaction Survey Response Summary:** Students frequently praise the kindness and effectiveness of staff once they receive assistance.
- The primary areas for improvement are access to live assistance, response times, clearer and simpler enrollment/registration instructions, more reliable technology and online information, and consistent communication across service channels.
- There are also several comments involving potentially higher-impact consequences—missed registration opportunities, unresolved applications, delayed degree posting, and difficulties with concurrent enrollment.

3. Explain potential plans to improve student outcomes and close equity gaps.

- Potential plans include improving student surveys, so results can be disaggregated and used to identify specific service barriers and equity gaps. Survey revisions could include structured questions about the service requested, relevant demographic information developed with R-PIE, checkboxes rather than primarily open-ended responses, and an option for students to request follow-up.

- Additional improvements include addressing Zoom service issues through improving waiting-room messaging to provide expected wait-time information to discourage students from leaving and rejoining the queue.
- Admissions and Records can also review turnaround times for Associate Degree for Transfer (ADT) concerns and explore whether transcript orders awaiting final grades can be reviewed for eligibility earlier in the process.
- Together, these efforts would provide better data for decision-making while improving access, communication, and timely service for students.

4. Describe any obstacles that you encountered in your assessment process and any supports that would be helpful.

- It would be helpful to have institutional student data from the Summer Term as our population shifts demographics, and we get a large influx of people who are brand new to the campus for just that term. Knowing who those students are could help us serve them best.

Section 3: Data Discussion

This section is completed every three years as part of the Comprehensive Program Review. Workshops and office hours will be offered in Fall 2026 to support Program Review writers.

1. RPIE Data Review: Discuss any significant trends in the data provided by the Office of Research, Planning, and Institutional Effectiveness (or any other data you use for decision-making and planning).

*(**Note**: Not all Programs have RPIE data available; if your program does not have a data packet or dashboard data, you may note that in the response box and reach out to the RPIE team.)*

Data may come from:

- RPIE Data Packets
- Transfer data
- Succes Rates Dashboard (scroll down on page)
- Requested data from the Office of Research, Planning, and Institutional Effectiveness (RPIE)
- SLO/SAO data
- Data from program-created surveys or investigations
- Any other relevant source of quantitative or qualitative data

- **Strong Enrollment Growth:**
  - Fall student headcounts from 2023 to 2025 increased by roughly **18%**.
    - Total course enrollments increased even faster, about **21%.**
  - Spring headcounts from 2023 to 2026 grew nearly **30%.**
    - Total course enrollments grew by about **37%**.
- **Student Population Trending Younger:**

    - In Fall, students age 19 or younger increased from **41%** in 2023 to **46%** in 2025.
        - Students under 25 increased from **70% to 72%**.
    - Spring shows a similar shift, with students under 25 increasing from **69%** in 2023 to **72%** in 2026
- **Concurrent Enrollment is Growing Particularly Quickly:**
    - Fall to Fall Concurrent Enrollment Growth rate from 2023 to 2025 increased roughly **49%.**
    - Spring to Spring Enrollment Growth increased by about **85%.**
- **Students are Increasingly Combining Online and Face-to-Face Instruction:**
    - From Fall 2023 to Fall 2025, the distribution stabilized at roughly **42% taking both face-to-face and Distance Education (DE)**, 35% DE-only, and 23% face-to-face only.
        - This is significant due to the ID verification process. For students taking any DE classes they still need to show up in person to verify with A&R staff to prevent fraud but may account for the increase in foot traffic.
    - Spring shows a clearer movement toward campus: DE-only enrollment declined from **46% in 2023 to 32% in 2026**, while face-to-face-only increased from 19% to **27%** and mixed enrollment increased from **35% to 40%**

Definitions: Student Headcount is the unduplicated count of students enrolled in all courses within the discipline. Total Course Enrollments is the sum of all course enrollments (filled seats) within the discipline https://www.laspositascollege.edu/research/progrev.php

2. Equity: Did your data reveal any patterns of inequity? If so, please explain those patterns and any actions that should be taken at the program or college level.

- At the program level, Admissions & Records can improve the collection of student feedback and service-use data, so results can be disaggregated, and potential barriers identified.
- At the college level, this data could be reviewed alongside institutional equity and student-success measures to determine whether particular populations experience barriers at key points in the enrollment process.
- Findings could then be used to target process improvements, communication, and student support where disparities are identified.

3. Course Modality (Instructional Programs Only): In reviewing your program's data packet and Succes Rates Dashboard, are there differences in success rates by modality (i.e. face-to-face, asynchronous, synchronous, hybrid, or hyflex)? If so, reflect on what might account for differences and any actions that should be taken. (Non-instructional programs may also choose to reflect on online vs. in-person services if applicable).

- Not Applicable

4. Program-Set Standard (Instructional Programs Only): The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly below 95% of the rolling 5-year average. There is no punishment for not meeting the standard, and many valid reasons this may occur. When a program does

not meet this standard, they are asked to examine possible reasons and note any actions that should be taken, if appropriate. | Program-set standard data can be found on this page

- Not Applicable

5a. Did your program meet its program-set standard for successful course completion in AY25-26?

Yes____ No____

5b. If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests. Success rates for individual courses can be found on the Success Rates Dashboard.

- Not Applicable

Section 4: Special Topics

These questions have been chosen for this year's Comprehensive Program Review to meet reporting mandates (for accreditation, Ed. Code, or other sources).

1. Mission: Describe 1-3 examples of how your program's work has aligned with the college's mission, vision, values, and/or educational master plan over the past three years. (Possibilities might include new initiatives, resource allocation/use, program improvements, or other activities).

- Mission, Vision, and Values
- Educational Master Plan

- **Improving Access to Admissions & Records.**
  - Admissions & Records has continued to provide students with multiple ways to receive assistance, including in-person and virtual services.
  - Maintaining flexible service options supports the college's commitment to an inclusive, learning-centered environment by helping students navigate admissions, registration, records, and other enrollment processes regardless of how they access the college.
- **Responding to Enrollment Growth and Changing Student Needs.**
  - As enrollment has increased, including growth among younger and concurrently enrolled students, Admissions & Records has adapted its processes and communications to support a changing student population. Staff continue to identify areas where instructions, forms, communications, and registration processes can be made clearer and more efficient.

- This work aligns with the college's value of responding to the needs of an ever-changing community and supports students in progressing toward their transfer, degree, and career-technical goals.

- **Using Student Feedback and Process Improvement to Reduce Barriers.**
  - Admissions & Records has examined student feedback and service processes to identify opportunities for improvement, including virtual waiting-room communication, service wait times, survey design, and turnaround times for student requests. Current efforts to improve data collection and develop more useful survey questions will help the program better identify which students are using services and where barriers may exist.
  - This work supports the college's commitments to equity, respect, collaboration, and continuous improvement.

2. Regular Substantive Interaction (Instructional Programs Only)

To meet our college, ACCJC, state, and federal standards, **all online instructors** must demonstrate "**regular and substantive interaction**" (RSI) with students. That is, we must be clearly providing instruction and interacting with our online students, just like we would in an on-campus class. The following reflection questions allow us to capture how RSI is occurring in our classes.

The following documents explain requirements and best practices for RSI:

- ACCJC Quality Continuum Rubric for Distance Education
- Regular and Substantive Interaction (RSI) requirements

2a. If your program offers DE courses, how are Regular and Substantive Interaction (RSI) requirements met in your area? Examples appear on the DE addendums of your Course Outlines of Record. Place an X next to each method used in your courses.	
	Course materials make clear to students how often and when the instructor will interact with students (e.g. syllabus/home page lists email/office hours/other ways to communicate and typical response times)
	Provides direct instruction over Zoom (e.g. regularly scheduled live online class sessions in synchronous/hybrid/hyflex courses)
	Provides direct instruction through instructor-created videos (e.g. lecture videos created using Studio in asynchronous courses)
	Provides additional information from various sources/mediums to engage students with course content (e.g. instructor-curated content in Canvas pages that help deepen students understanding of course content)
	Facilitates discussions (e.g. through Canvas discussion boards, Pronto, Studio, or Hypothesis)
	Provides feedback on students' coursework (e.g. through detailed rubrics and/or assignment comments in Speedgrader; note: a grade alone does not quality as RSI, nor does auto-graded feedback students may get through completing publisher content)

	Responds to students' questions (e.g. through timely responses to student messages in Canvas Inbox, discussion boards, social annotation assignments)
	Facilitates student success through ongoing outreach (e.g. posts announcements; uses "Message Students Who" to encourage struggling students to attend office hours or access free tutoring)
	Other [explain]:

2b. What challenges if any have you faced in implementing RSI? What additional training or resources might instructors in your program need to increase the quality of RSI in online courses?

- *Not Applicable*

Section 5: Program Review Feedback

What questions or suggestions do you have about this year's Program Review forms or process?

- *None*

Detailed Instructions

Instructions

1. Send an electronic copy of this form to Program Review chair, Karin Spirn, and your Dean by Monday, November 2.
2. Please respond to questions with enough detail to present your information; it doesn't have to be long.
3. If the requested information does not apply to your program, write "Not Applicable."
4. Even if you don't have much to report, we want to hear from you, so your voice is part of the college planning process.
5. Optional/suggested: Communicate with your dean while completing this document.

Sections: There are five sections to the document:

1. Program Reflection and Planning
2. SLO/SAO Review
3. Data analysis
4. Special topics
5. Feedback on the PR template and process

Time Frame: This Program Review should reflect your program status during the 25-26 academic year. It should describe plans starting now and continuing through 2026-27. It is fine to discuss topics beyond these time frames, but please specify the time frame in your responses.

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will inform the audience about your program. It is also used in creating division summaries, determining college planning priorities, and determining the allocation of resources. The final use is to document the fulfillment of accreditation requirements.

Equity: Here is the LPC definition of equity, which is a guiding principle in reviewing programs: "Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus."

Please note: Program Review is NOT a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your dean or supervisor.

Helpful Links:

- ★ Tools for Writers - with contacts for help with specific sections.
- ★ Program Review Glossary - defines key terms you can review when writing.
- ★ Fall 2023 Program Reviews
- ★ Program Review FAQs

For help with your program review, please contact Karin Spirn at kspirn@laspositascollege.edu