



**New Classified Staff and Administrator Request Justification**

**Complete One Per Program/Area**

**Date: May 10, 2023**

**Division: Enrollment Services**

**Program/Area: Admissions and Records**

**Number of Positions Requiring New Funding (does not apply to refilling existing positions): 1**

Requested Position
Enrollment Services Specialist II
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**Guiding Principles**

De Anza College's [mission](#) and [Educational Master Plan](#) serve as guiding principles for programs to facilitate continuous development, implementation, assessment and evaluation of their program effectiveness as part of ongoing planning efforts.

De Anza identified the following areas within its educational master plan:

- *Outreach, Retention, Student-Centered Instruction and Services, Civic Capacity for Community and Social Change.*

Through its [Equity Plan Re-Imagined](#), it identified the following framework to work towards narrowing long-standing equity gaps:

- **Racial Equity:** Faculty members, classified professionals and administrators should: recognize the realities of race and ethnicity for students of color. Develop intersectional understanding of the ways in which institutional racism shapes educational access, opportunity and success for Black, Filipinx, Latinx, Native American, Pacific Islander and other disproportionately affected students.
- **Student Success Factors:** The College should ensure students: Feel connected to the college; Have a goal and know what to do to achieve it; Actively participate in class and extracurricular activities; Stay on track – keeping their eyes on the prize; Feel somebody wants them to succeed and helps them succeed; Have opportunities to contribute on campus and feel their contributions are appreciated.

**Based upon these guiding principles, please provide information for each of the following areas:**

**A. Program Information**

1. Provide a brief overview of the services the program provides and how they align with the mission of the college. How does the program facilitate continuous development, implementation, assessment, and evaluation of program effectiveness and goal attainment congruent with institutional [mission](#), the [Educational Master Plan](#) and ongoing planning efforts?

Admissions & Records (A&R) meets the college's mission to help students realize their goals by providing the direct and indirect foundational student-centered services which allow for the college to accomplish and maintain the mission and goals listed in the Educational Master Plan. It is the [charge](#) of A&R to serve our potential, incoming, new, continuing and former students, their families, and members of the public by offering both direct and indirect student services that include

- Providing [matriculation support](#) in the areas of admissions, assessment for evaluation of credits, registration, transcripts and graduation/completion awards for credit and noncredit courses and programs.
- Ensuring the successful registration of special population including student athletes, learning communities, and cohort programs (AB 540, Honors, LinC, Noncredit, etc.)
- Managing [high school dual enrollment](#) programs—Middle College, College Now, Adult Education and College AP (processing applications, student permissions, registration, reporting on student success)
- Referring students to partnering offices such as Cashiering, Outreach & High School Relations, Basic Needs & Food Pantry, Veterans Resource Center (VRC) and the International Student Program (ISP) Office, and more.

Furthermore, A&R is responsible for developing, providing, and managing technical support and training for critical business practices for the campus community's staff, faculty and administration. Business practices include residency, student fees management, census reporting, 320 enrollment reporting, academic standing, and grade collection and posting. In addition, A&R partners with Educational Technology Services (ETS) to manage and maintain critical college technology and applications including the district's Student Information System (SIS) database, Banner, DegreeWorks, Adobe Sign Forms, and more. Lastly, A&R is responsible for researching and interpreting federal and state policies relating to [A&R processes](#) (i.e. Academic Renewal, Pass/No Pass policies, etc.) so the campus can develop, implement, maintain, and evaluate compliant local administrative and board policies.

The program facilitates continuous development, implementation, assessment, and evaluation of program effectiveness and goal attainment congruent with institutional [mission](#), the [Educational Master Plan](#) and ongoing planning efforts by participating in the college's [program review processes](#).

2. How does the program respond to the needs of individuals, constituents, and populations with distinct needs to ensure equitable access for all students?

Equitable access for all populations served by A&R is offered and maintained through diverse service modalities so to ensure that all populations served receive, and have access to, direct support for the application, registration and completion. Students can receive support via phone, email, in-person and zoom so that students receive support where they are.

3. What evidence does the program use to create strategies for improving student learning, development and success?

Evidence supporting A&R strategies of improving student learning, development and success are reflected in any college report that includes [research and data](#) relating to students. Additionally, evidence is documented in the department's [program review](#). As mentioned, A&R provides foundational services, and manages the business functions, which are needed for the college to admit, register, and graduate/award degrees and certificates to students. Evidence of A&R outcomes include:

- Student admission and registration via the Enrollment Trends Reporting: <https://www.deanza.edu/ir/research/enrollment/EnrollmentComparisonReportSpring2023.pdf>
- Certifications and Degrees Reporting: [https://www.deanza.edu/ir/awards\\_2021/College.pdf](https://www.deanza.edu/ir/awards_2021/College.pdf)
- Honors Cohort Demographics Study: [https://deanza.edu/ir/deanza-research-projects/specialprograms/HonorsProgramFocus\\_5.17.21.pdf](https://deanza.edu/ir/deanza-research-projects/specialprograms/HonorsProgramFocus_5.17.21.pdf)

4. What assessment plans and processes does the program use to document progress toward achievement of its mission, goals, outcomes and objectives?

A&R's [program reviews](#) document the assessment plans and processes to track progress toward its mission, goals and objectives. In 2021, Student Services began following the [CAS Standards](#).

5. How does the program develop, adapt and improve programs and services in response to the needs of changing environments, populations served and evolving institutional priorities?

A&R's [program reviews](#) document the department's priorities. In 2021, Student Services began following the [CAS Standards](#). In addition, regulations mandated by [federal and state laws](#) determine A&R's priorities and how the program determines any changes needed.

6. What types of disaggregated data are used to address the program objectives?

Disaggregated data used to address program objectives include department productivity by direct student services offered (applications processed, transcripts processed, etc.) as documented in the department's [program review](#). Indirect A&R student services

7. What are the historical staffing patterns within the program over the last few years?

Due to the high-volume service areas that A&R is responsible for coupled with the manual nature of A&R work processes, the department continues to request additional staff positions, both temporary and permanent, to effectively and efficiently serve students. Resource needs are outlined below:

1. A&R supervisor
2. Program Coordinator II
3. Convert the part-time A&R front desk position to a full-time position to ensure prompt response to student inquiries.
4. Ongoing funding for a minimum of 2 temporary employee assignment (TEA) positions to meet the seasonal demands and special project needs.
5. Ongoing funding for at least 3 student employees to meet seasonal demands

The above staffing requests are needed to meet the growing demands of direct and indirect student matriculation needs, to ensure that the department can:

- Support the college’s growing programs within the dual enrollment arena (high school and adult school partnerships) and disproportionate impacted communities. These populations require A&R to provide high touch support to the students and their parents who are new to the community college landscape.
- Meet the growing technical demands posed by our ETS partners on projects such as the Online Education Initiative (OEI), Banner 9 testing and maintenance, fraudulent application monitoring, and more).
- Meet data reporting needs requested by our campus partners (Student Retention, MPS, Learning Communities, etc.) who rely on A&R to run enrollment reports, manually maintain student cohorts, and more.

The A&R team is composed of 5.5 positions (1 Enrollment Services Supervisor, 2 Enrollment Services Specialists II, 2 Enrollment Services Specialists I, and 1 part-time A&R assistant). In the 2022-23 academic year, A&R did receive support for TEA positions as well as student employees, but no permanent staff positions have been approved.

**B. Justification for EACH requested position, please respond in 300 words or less.**

1. Why is the position needed and how would the position contribute to the health, growth, or vitality of the program?

A&R is requesting an Enrollment Services Specialist II position to support the college’s learning communities (English Performance Success, Math Performance Success, Men of Color, UMOJA, etc.) and special population cohorts (Adult Education, Dual Enrollment, Athletics, Honors Program, etc.).

A few illustrative examples of the need for the Enrollment Services Specialist II can be found below

- Following AB 1705/705 mandates, instructional faculty developed support courses that were paired with transfer-level courses (example: EWRT1A + LART 250, MATH10 + MATH210x). To successfully register for both courses, (1) the courses must be built as paired courses in Banner; (2) students must simultaneously add matching CRNs for both courses. Unfortunately, A&R has identified course build and CRN messaging issues, and new college students do not know how to register for two CRNs at the same time; thus, De Anza students now face a chronic registration barrier that impacts essential transfer-level courses.

Note: Banner, a database utilized internationally, is aware of this registration issue and will not make any changes to the functionality of the registration set-up.

- The De Anza Honors Program requires students to be coded individually with an Honors cohort in Banner. This code allows students to be cleared to participate in Honors sections. Also, this code allows the Institutional Research & Planning (IRP) Office to track student program progress and outcomes. A&R has been identified as the department responsible for managing cohort

codes, overseeing the training for staff and faculty Banner data entry training, and partnering with IRP and instructional departments for data interpretation and data management.

2. How does this request align with the program's needs as detailed in the program review?

As detailed in the department's [program review](#), this position aligns with A&R's responsibilities to

- provide registration services;
  - interpreting, implementing and monitoring regulatory guidance from the state and federal government; and
  - meeting the college's technology needs.
3. Are there any special regulations such as law, Title 5, Education Code, student success initiative or accreditation standards, etc. for the position? Provide documentation.

The duties and responsibilities of this position will lend directly to De Anza's goals as outlined in the [Equity Plan Re-Imagined](#) and [Educational Master Plan](#), as well as support the college's [Guided Pathways](#) initiative. Finally, this position's duties ensure that the college can meet mandates as defined in [AB 705](#), [AB 1705](#), and [AB 1805](#) alongside meeting the needs of special population requirements ([SSB 554.](#))

4. Explain how the work will be accomplished if the position is not filled.

With current A&R staffing, the department cannot maintain a dedicated staff person to meet the data management of the previously mentioned cohort programs and registration needs of impacted students.

Most likely the duties will remain in programs and learning communities, A&R will NOT be able to help with cohort processing, maintain and monitoring for the following programs: EPS, MPS, HONORS, Men of Color, Puente, Umoja, etc. Additionally, we will not be able to help divisions and departments with mass registrations.

5. Other information, if any.