

Student Services

Admissions and Records (A&R)

2021-2025 Comprehensive Program Review

Section 1: Program Information

A. Members

- Madelynn Almaguer, Admissions and Records Transcript Evaluator
- Cinthya Arrieta, Registrar
- Adrian, Covarrubias, Admissions and Records Technician
- Jamie Edmonds, Administrative Secretary
- Jarred Farrar, Admissions and Records Transcript Evaluator
- Sheila Hatfield, Admissions and Records Technician
- Arnold Hernandez, Admissions and Records Technician
- Darlene Herrera, Admissions and Records Transcript Evaluator
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- Barry Kuan, Admissions and Records Coordinator
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- Jenifer Nerio, Admissions and Records Technician
- Michelle Perez, Admissions and Records Transcript Evaluator
- Sophia Rivera, Admissions and Records Specialist
- Gerald Sequeira, Dean of Enrollment Services
- Rose Vitz, Admissions and Records Technician

B. Organization Chart

- Dean of Enrollment Services (1 - 100%)
- Administrative Secretary (1 - 100%)
- Registrar (1 - 100%)
- Admissions and Records Coordinator (1 - 100%)
- Admissions and Records Transcript Evaluator (3 - 100%, 2- 49%)
- Admissions and Records Specialist (1 - 100%)
- Admissions and Records Technician III (5- 100%)
- Admissions and Records Technician I (1 - 100%)
- Professional expert (part-time)
- Hourly
- Student Workers

C. Briefly describe your program, including program components and function.

The Admissions and Records (A&R) program serves as the college's primary provider of admission and enrollment services and is the official custodian of student academic records. Each year, on average, the program processes approximately 20,000 applications and facilitates the enrollment of around 18,000 students. A&R is responsible for

collecting, maintaining, and processing official student data including grades, transcripts, certificates, and degrees. The program also evaluates residency re-determinations, processes transcript requests, and enforces academic policies such as course repetition, academic renewal, and enrollment priority.

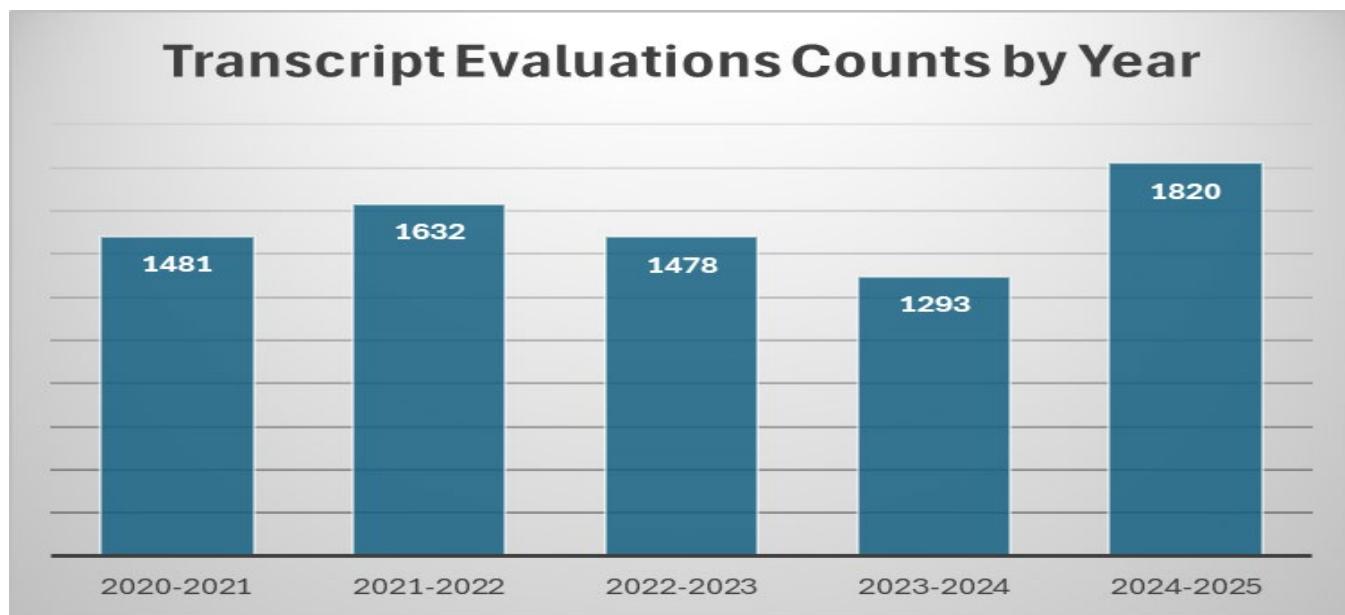
A&R plays a critical role in safeguarding the integrity of enrollment data through ongoing fraud prevention efforts targeting both student applications and course registrations. These efforts include data validation, manual review processes, and collaboration with external and internal partners to identify and mitigate fraudulent activity.

In addition to core operational functions, the program collaborates with multiple departments across campus to establish registration dates, support onboarding efforts, and coordinate timely data submissions for federal and state reporting, including the college's apportionment report.

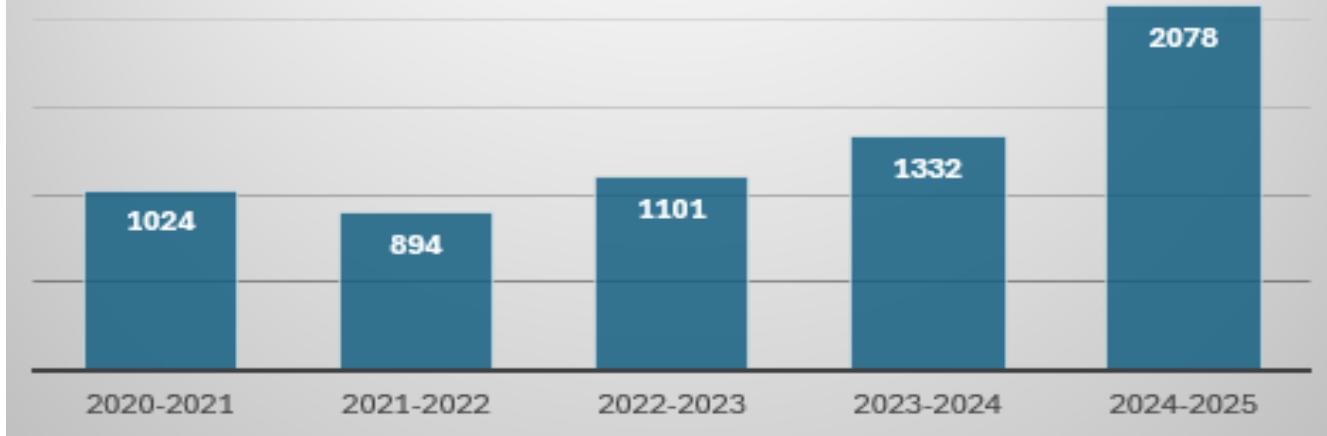
D. Describe how your program interacts or collaborates with other on- and off-campus programs.

The Admissions and Records (A&R) program collaborates extensively with a wide range of on- and off-campus partners to support student registration, academic records, and overall student success. On campus, A&R works closely with Financial Aid, Fiscal Services, School Relations and Outreach, Technology & Computer Services (TeCS), Counseling and Advisement, the Career/Transfer Center, Academic Affairs, Athletics, the College and Career Access Pathways (CCAP)/Dual Enrollment, Noncredit Program, the International Student Center, Disabled Student Programs and Services (DSPS), the Veterans Success Center, Extended Opportunities Program and Services (EOP&S), and individual faculty members. These collaborations focus on key areas such as registration, grade processing, degree processing and compliance with academic and administrative policies.

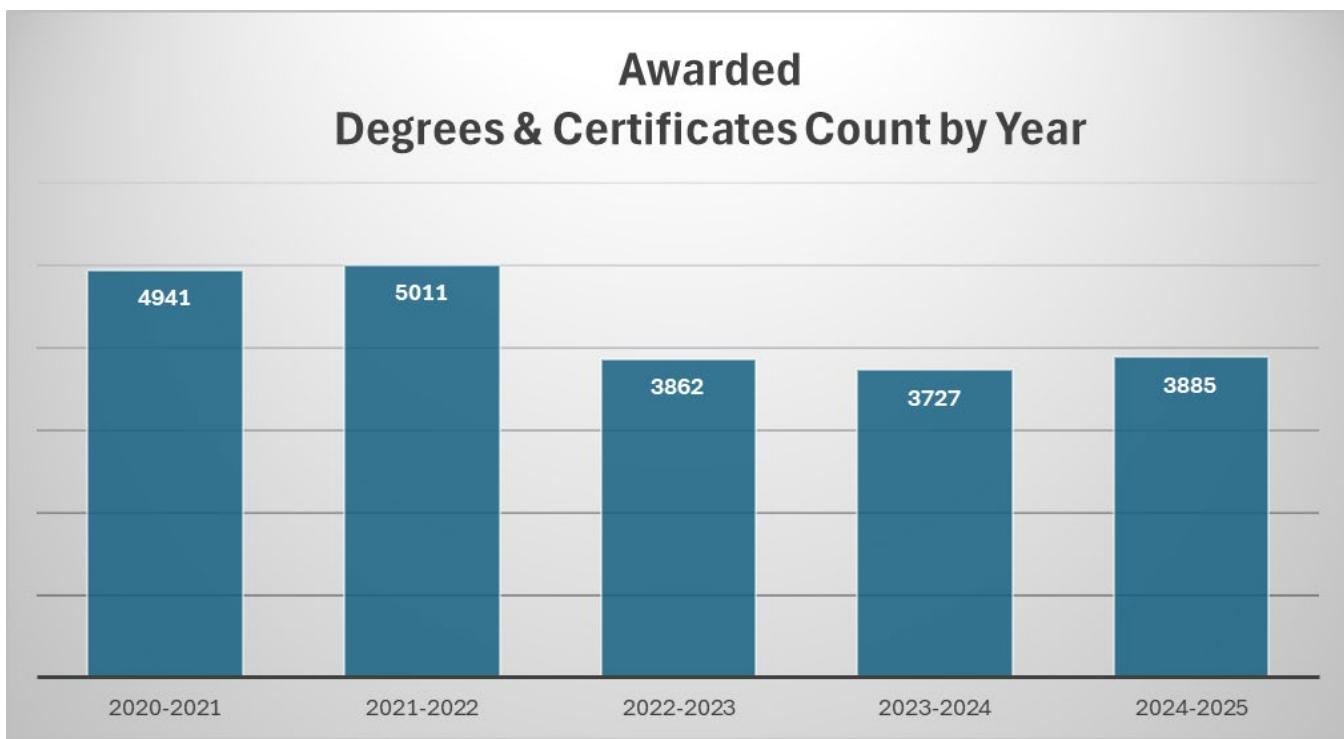
To support both Student Services and Academic Affairs, the A&R program collaborates with the Office of Institutional Research to produce key data reports. A&R is instrumental in processing registration for CCAP and Noncredit high school programs, assisting with international student enrollment, and evaluating transcripts for departments such as Counseling, Financial Aid, and Nursing. In addition, the program processes athletic eligibility and serves as a campus resource for faculty and staff on issues related to the Family Educational Rights and Privacy Act (FERPA).



Prerequisite Clearances Counts by Year



Awarded Degrees & Certificates Count by Year



Technology Services (TeCS):

A&R maintains a strong, ongoing partnership with TeCS to ensure the effective operation and enhancement of the Banner student information system. This collaboration includes managing application downloads, registration processes (such as appointment scheduling, drop for nonpayment, and waitlist handling), degree audits, student reporting (e.g., Clearinghouse and MIS reporting), and term setup. The departments also work together to

troubleshoot issues related to imaging processing (Web Extender), academic standing calculations, and student login challenges.

Recent joint initiatives between A&R and TeCS include the implementation of LexisNexis and N2N software, both of which enhance fraud prevention efforts and contribute to a more secure and efficient student information system.

Online Resources

The A&R program offers a range of online tools designed to improve student access and streamline support services. These include a service request ticketing system and self-help articles via Zendesk, and an appointment scheduling online tool through Microsoft Bookings. To keep students informed and engaged throughout the enrollment process, A&R also leverages Banner Communication Management for onboarding emails and follow-up emails as well as for text messaging. All applications, including CCCApply for credit, noncredit, and international students, are submitted and processed online. Additionally, the program provides a comprehensive suite of online forms, allowing students to complete essential tasks without the need for in-person assistance.

E. How is your program funded?

The Admissions and Records program is primarily funded through general funds, with additional support provided for evaluator positions through Student Equity and Achievement Program (SEAP) to fund one full-time evaluator position, 49% of another full-time evaluator position and another part-time evaluator position.

Section 2: Mission

A. Citrus College Mission Statement

Citrus College provides students with quality educational experiences and support services that lead to the successful completion of degrees, transfer, certificates, career/technical education and basic skills proficiency. The college fosters academic and career success through the development of critical thinking, effective communication, creativity, and cultural awareness in a safe, accessible and affordable learning environment. In meeting the needs of our demographically diverse student population, we embrace equity and accountability through measurable learning outcomes, ethical data-driven decisions and student achievement.

B. Provide your program's mission statement and purpose.

The Admissions and Records (A&R) program at Citrus College provides high quality customer service to prospective students, current students, faculty, and alumni. Staff facilitate admissions, registration, evaluation, access and maintenance of student records. The Admissions and Records program provides quality support services that lead to successful program completion.

C. How does your mission statement and purpose align with Citrus College's mission?

The mission of the Admissions and Records (A&R) program aligns with Citrus College's mission by supporting student access, success, and completion through efficient admissions, registration, and records services. By providing high-quality support to students, faculty, and alumni, the A&R program helps ensure a smooth educational journey, contributing to the college's goals of equity, accountability, and student achievement.

Section 3: Student Experience

A. Summarize the survey results from the SSPR Survey (see Appendix A). Please focus on trends and address student feedback/comments.

The 2025 Citrus College Admissions and Records (A&R) Program Survey was the first to formally gather faculty feedback about A&R services, offering valuable insights into strengths and areas for improvement. The survey was sent to 295 faculty, with 77 responses (26.1% response rate). Of the respondents, 69% were full-time and 83% teaching faculty. Notably, 83% of respondents had used A&R services in the past year, underscoring the program's central role in academic operations.

Faculty expressed strong satisfaction, averaging 85% across eight service-related areas. Ratings were highest for staff knowledge (96%) and politeness/helpfulness (92%), reflecting confidence in a professional, capable, and courteous team. Areas with comparatively lower ratings were hours of service (72%) and availability of resources/information (74%), which suggest opportunities for enhancement. Faculty recommended extended service hours, better phone availability, and faster student-related responses. Possible solutions include an AI-powered chatbot for 24/7 support and more proactive promotion of existing faculty resources through training or a centralized hub of resources such as the online A&R Faculty Handbook and the availability of one-on-one appointments via Microsoft (MS) Bookings.

Respondents also highlighted the need for clearer communication and training on systems like Banner, attendance reporting, and grading, particularly for new instructors. Enhanced clarity and usability would reduce delays and improve student support.

Awareness of MS Booking appointment for one-on-one assistance via MS Teams remains low (14%), though all users rated it positively, indicating strong potential for expansion. On communication, 81% of faculty said automated A&R emails were "just right," showing effective outreach without overload.

Overall, this first survey establishes a strong foundation for ongoing collaboration between faculty and A&R. Results affirm that faculty view A&R as a supportive and professional partner. By improving accessibility, training, and awareness of support tools, the program can further streamline processes and enhance student success through faculty support.

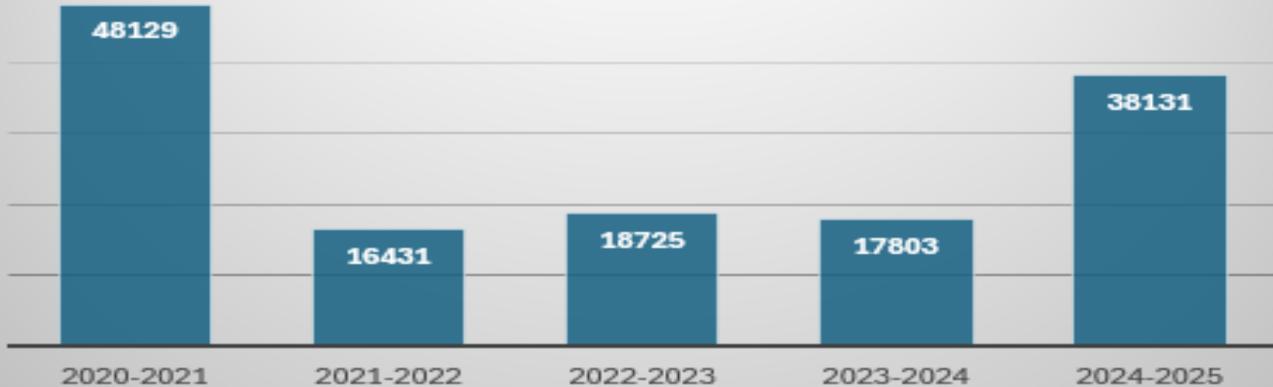
Section 4: Program Analysis and Planning

A. **Describe the population you serve and analyze the trends in enrollment, success, retention, etc.**

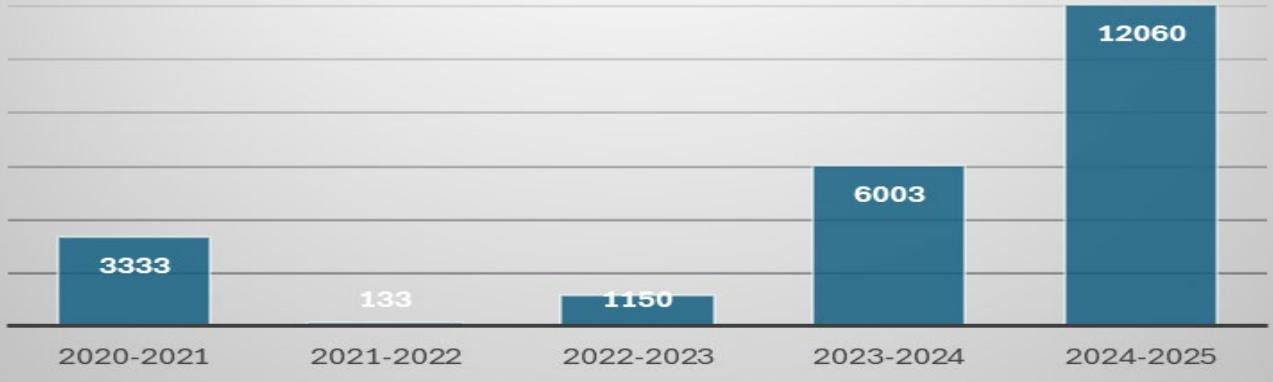
The A&R program serves all current students, faculty, and alumni. A&R plays a vital role in promoting student success by ensuring accurate records, timely transcript evaluations, and efficient graduation processing. A&R collaborates closely with faculty on grade processing and maintaining academic standing records. Additional responsibilities include record reporting such as the National Student Clearinghouse (NSCH), and processing Citrus College transcript requests, diploma and certificate requests and enrollment verifications and subpoenas. Post pandemic the A&R program has supported steady growth in applications and registrations, driven by students returning and engaging with expanded online and hybrid options, as well as continued hands-on enrollment support for programs like College and Career Access Pathways (CCAP)/Early College, Noncredit, and International Students. In addition, the A&R program has taken on the role of monitoring for fraudulent application and enrollment.

The program also processes all external transcript evaluations and posts credit for prior learning, averaging 1,474 petitions annually, clears prerequisites from external documents such as transcripts or AP scores, averaging 1,265 annually, and evaluates and posts degrees, certificates and certifications, averaging 4,172 per year.

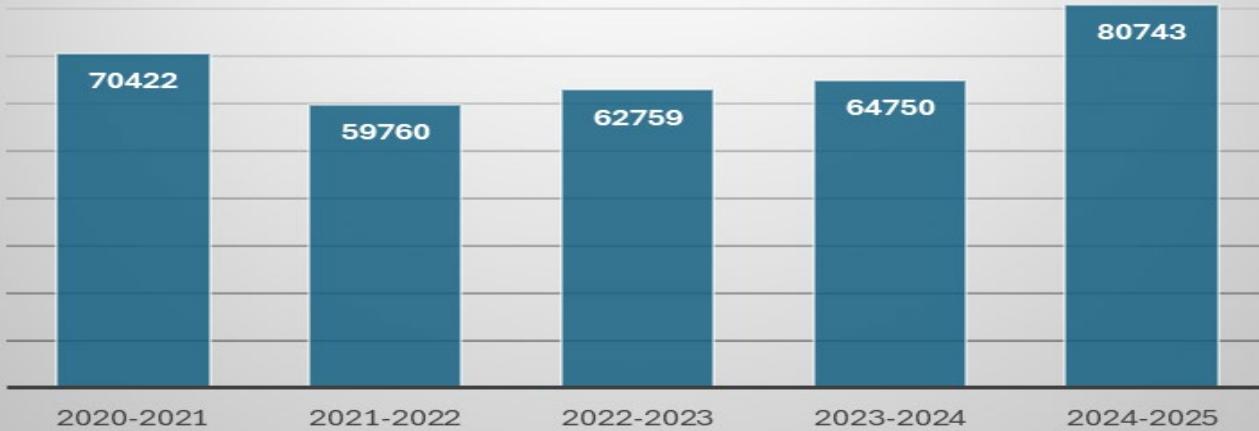
Application Counts by Year



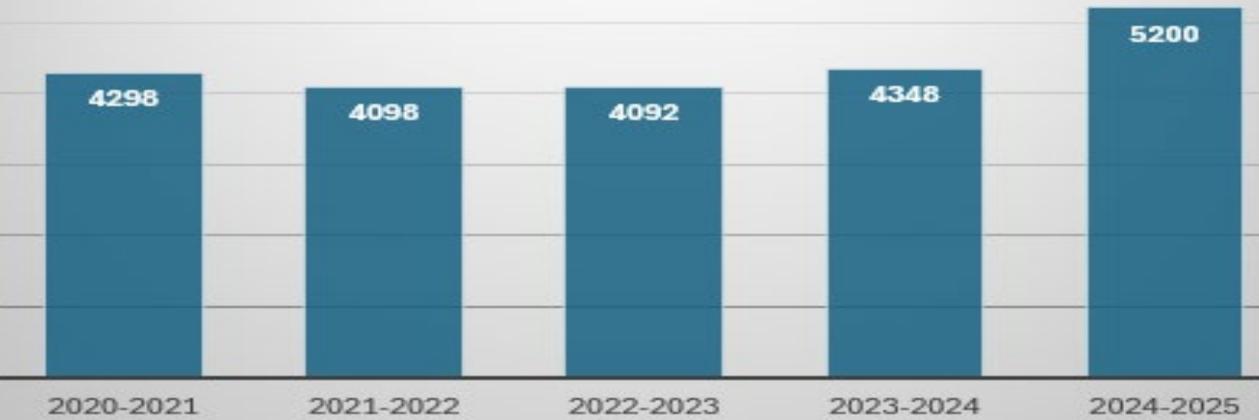
Placed Verify Identity (VI) Hold count by Year



Enrollment Counts by Year



CCAP Enrollment Count by Year



B. Based on your analysis, what is the future plan for your program?

The Admissions and Records (A&R) program is committed to enhancing security, efficiency, and data accuracy through ongoing integration of technology and continuous process improvements. As application volumes grow, strengthening fraud prevention remains a top priority, with plans to implement AI tools and develop robust error reporting systems to proactively identify fraud and data inconsistencies. A&R also aims to improve internal documentation to ensure operational consistency and support comprehensive staff training. Expanding the use of SQL-based reporting will further improve the tracking of enrollment trends and support data-informed decision-making. Additionally, the program plans to enhance communication and provide 24/7 student support through the implementation of an AI chatbot, aligning with A&R's mission to deliver secure, efficient, and student-centered services.

C. PLO/SLO Assessment: Describe how your program has assessed program learning outcomes and student learning outcomes over the last three years and what you found from these assessments. Attach any relevant reports or other evidence to substantiate your narrative analysis. Include reflections and recommendations based on your analysis of the findings.

Each year, the Admissions and Records Program selects one of the program's three Student Learning Outcomes (SLOs) to assess, ensuring that all three are evaluated within the comprehensive review cycle. The program typically focuses on new technology, updated regulations, or process changes to evaluate, ensuring that the change supports the program's missions and goals.

A&R SLO 1: Admissions and Records will provide a seamless application and registration process for students.

Assessment: In 2024-2025 academic Year, Admissions and Records measured student satisfaction with their experience using "Bookings" appointment tool for Residency Reclassification via a survey.

Criteria for Success: Students will be satisfied with their "Bookings" experience on a scale of one through 5 to a question regarding their satisfaction with Booking experience.

Findings: A total of 176 Bookings appointments were completed. After each appointment, students received an email survey. Only 16 individuals responded to the survey, giving a high 4.67 average rating.

Changes: The Bookings appointment tool proved to be very accommodating, allowing students to conveniently schedule their own appointments to discuss residency reclassification questions and receive guidance. Moving forward, the program will continue to evaluate the service to identify any necessary improvements or training opportunities that could enhance student support. Additionally, the program will revise the survey to include follow-up questions—such as: "Did you meet the residency requirement?" (Yes/No) and "Did the Staff make requirement clear (understood)??" (Yes/No). These additions will help the program better determine whether lower ratings stem from unfavorable outcomes (e.g., ineligibility for reclassification) or from the quality of customer service provided.

A&R SLO 2: Admissions and Records will provide accessible student records and data.

Assessment: During the 2023–2024 academic year, the Admissions and Records program assessed user satisfaction by surveying individuals who had submitted Zendesk tickets. A total of 11,147 individuals were randomly selected from 11,801 resolved Zendesk tickets to receive the survey.

Criteria for Success: At least 80% of survey respondents will indicate satisfaction with the resolution of their ticket.

Findings: Of the 11,147 individuals who received the survey, 1,123 completed it. Among respondents, 90.5% reported being satisfied with the resolution of their ticket.

Changes: Given the strong positive results, no changes are currently necessary. The satisfaction survey continues to be conducted regularly, and weekly email reports are reviewed. Survey findings are also discussed routinely with the team.

A&R SLO 3: The Admissions and Records Department will provide clear guidance to students through the enrollment and degree evaluation process.

Although this Student Learning Outcome (SLO) was not formally assessed during this cycle, ongoing efforts were made to support and guide students effectively through the enrollment and degree evaluation processes. For example, A&R has continued to enhance student support through several initiatives. The implementation of the Zendesk ticketing system has improved response times, streamlined communication, and allowed the program to better manage and track student inquiries. A growing library of knowledge base articles within Zendesk now offers students self-service access to clear guidance on a range of enrollment and degree-related topics. The A&R program used Banner Communication Management to target students whose degree audit showed at least 90% completion of their degree with communication encouraging the students to apply for graduation. Additionally, A&R has conducted a review and revision of internal processes to promote consistency and clarity in service delivery. This SLO is scheduled to be formally assessed during the next program review cycle, with findings to be used to support continuous improvement and alignment with institutional goals.

D. Document accomplishments and/or improvements since your last program review.

Since the last program review, the Admissions and Records (A&R) Program has made significant progress in modernizing systems, improving service delivery, and supporting the evolving needs of the students and institutional programs.

A key accomplishment was obtaining approval for upgrading a 49% part-time transcript evaluator into a full-time transcript evaluator position in 2021. The key benefit in having the full-time evaluator position has been stability in the position as there has been no turnover for that position whereas there had been significant turnover of the 49% position it replaced. The upgraded position resulted in reduced average time for transcript evaluations from six months to six weeks, enabling students to move forward with academic planning more quickly.

A&R has made several strides in expanding electronic services. The launch of electronic diplomas in 2021 and electronic AP score submissions in 2022 have reduced processing times and provided students with greater convenience. Furthermore, launching CCCApply for international and noncredit applicants simplified the application process for those students and for A&R staff. Due to increased volume, fraud prevention became a high priority. The implementation of Superglue download process with CCCApply enabled real time data uploads, streamlining the transfer of information between CCCApply and the student information system, resulting in fewer errors and faster processing times.

A major area of advancement has been in technology enhancements and system improvements. A&R transitioned in 2022 to the Zendesk ticketing system to manage student inquiries more efficiently and have since expanded its capabilities to include Zendesk Talk in 2024, which allows the program to better track and respond to phone-based support. The college's adoption of the Mongoose texting solution in 2023 has also strengthened communication with students, enabling timely updates and increased engagement. To streamline appointment scheduling for key services such as residency, the program successfully implemented Microsoft Bookings in 2023.

A total of 27 onboarding communication has been moved to Banner Communication Manager (BCM), and six different welcome letters were created including those for Credit students, Credit K-12 students, Non-Credit students, Non-Credit K-12 students, California Virtual Campus Online Education Initiative (CVC-OEI) students, and international students. Implementing BCM allowed the program to deliver consistent and targeted messages aligned with students' needs and interests, including outreach communication tailored to parents and to veteran students. In collaboration with other programs, A&R expanded Credit for Prior Learning (CPL) options, particularly for veterans, aligning with statewide initiatives that recognize prior experience and learning.

Processing academic standing, which identifies students on academic probation or dismissal, has been redesigned to provide more clarity and efficiency. At the same time, A&R has continued to provide hands-on support to high-

growth programs, including the College and Career Access Pathways (CCAP)/Early College and noncredit high school credit recovery program, by adjusting the program services to meet the specific needs of these student populations. The A&R program has also played an active role in California Virtual Campus Online Education Initiative efforts, particularly in supporting transcript exchange and enrollment verification for online learners.

E. Document program challenges/obstacles since your last program review.

Since the last program review, the Admissions and Records program has encountered a range of challenges while continuing to provide essential services and adapt to an evolving educational and technological landscape. The onset of the COVID-19 pandemic required a rapid shift from in-person services to fully online operations. While this transition has ultimately enhanced access and efficiency, it initially presented significant obstacles. Many forms and workflows were not designed for digital use, requiring urgent redesign and staff training to maintain service continuity in a remote environment.

Another major challenge has been the increase in fraudulent or “phantom” student applications and registrations, particularly through CCCApply. The growth in fraud demanded additional staff oversight, new review procedures, increased collaboration with TeCS, and adoption of new software tools to protect data integrity and ensure enrollment accuracy.

The frequent vacancies of the two remaining part-time 49% evaluators positions has placed a heavier workload on existing staff and has, at times, delayed transcripts evaluations. The program also faced persistent challenges with state and federal reporting. Meeting new and evolving requirements for Gainful Employment reporting and changes to National Student Clearinghouse (NSCH) data submissions has required extensive coordination with Financial Aid program and assistance from Institutional Research, as well as system adjustments to ensure compliance and accuracy.

The Banner student information system continues to present functional limitations that affect day-to-day operations. Banner limitations have been an ongoing challenge as well as delays in the release of important features. One specific area impacted by Banner updates is the process for faculty to submit student drops. System design and user interface issues have made this functionality less efficient and more error-prone, resulting in delays and inconsistencies that affect enrollment accuracy and reporting.

Despite these challenges, the Admissions and Records program remains focused on improving systems, strengthening internal processes, and working collaboratively with other departments and vendors to overcome these obstacles and better serve the students.

F. Summary of Past Recommendations and Goals: Describe the progress made on your recommendations and goals from the last comprehensive program review.

A&R Recommendation/Goal 1 (2021–2026): By January 2025, reduce the turnaround time for the evaluation of external transcripts to an average of less than six weeks.

The goal has been met. By hiring a second 49% evaluator, the Admissions and Records program successfully reduced the average turnaround time for external transcript evaluations to under six weeks, providing students with more timely access to transfer credit decisions that support their educational planning.

A&R Recommendation/Goal 2 (2021–2026): Implement a help desk/ticketing solution that allows staff to manage communication from all channels, including phone, email, and helpdesk.

The goal has been met. The Admissions and Records program successfully launched Zendesk Ticketing in August 2022 and Zendesk Talk in October 2024. These tools have enhanced the program's ability to serve students by consolidating communication channels and enabling more timely, proactive monitoring and responses to inquiries.

A&R Recommendation/Goal 3 (2021–2026): Implement a text messaging solution that improves communication with students.

The goal has been met. In June 2023, the college implemented the Mongoose texting solution, which has improved communication by providing timely updates, reminders, and increased engagement with students. The A&R program uses the tool through Banner Communication Management for many campaigns including notifying students when their welcome letter has been sent, of upcoming registration appointments, and when grades have been posted to their transcript.

A&R Recommendation/Goal 4 (2021–2026): Implement a process to receive electronic AP Credit scores.

The goal has been met. In December 2022, the Admissions and Records program, in collaboration with Technology Services, successfully established electronic submission of AP scores. This process has provided students with greater convenience and improved turnaround times for awarding AP credit.

A&R Recommendation/Goal 5 (2021–2026): Reconfigure counter space to provide privacy, enhance customer service, and improve security in the Admissions and Records area.

The goal is in progress. Admissions and Records is continuing to collaborate with Facilities and Financial Aid to advance the counter reconfiguration project, which is expected to go out to bid this year. Once completed, the redesigned space will provide students with more secure and private service.

Section 5: Ensuring Equity and a Commitment to DEIA+ in Student Services

A. Describe how your program addresses the needs of underrepresented student populations and delivers equitable student services.

The Admissions and Records (A&R) program is dedicated to delivering equitable, inclusive, and student-centered services that meet the needs of all students. The A&R program continuously works to identify and remove barriers to access, with an emphasis on empathy, accessibility, and cultural responsiveness.

A&R has played a role in implementing the use of chosen names in forms, in compliance with state regulations and institutional equity goals. This initiative affirms student identity, especially for transgender, nonbinary, and gender-diverse students, and ensures that their preferred name is used across key platforms and interactions.

To support student parents, A&R implemented parent priority registration, which allows students with dependent children to register early for classes. This effort acknowledges the added responsibilities many student parents face and helps them create schedules that support both their academic goals and caregiving needs. Availability for this benefit is communicated via Banner Communication Management to students.

The program commitment to serving veterans and military-connected students has been further strengthened through support of Credit for Prior Learning (CPL). By evaluating military experience and training for academic credit, the program helps veteran students advance toward degrees more efficiently, reducing time and cost while honoring their prior service and learning.

Recognizing the broader context of student well-being, A&R staff has participated in training focused on supporting Dreamers, increasing awareness of the unique legal and emotional challenges undocumented students face. Staff have also engaged in basic needs training, learning how to connect students with resources related to food insecurity, housing, and emergency aid. Additionally, staff have participated in mental health awareness training to better understand the signs of distress and how to direct students to appropriate support services. These professional development efforts are essential to creating a more compassionate and responsive environment, especially for students navigating multiple life challenges.

B. How do you serve students regardless of service location or delivery method?

The Admissions and Records (A&R) program is committed to ensuring that all students receive consistent, high-quality support, regardless of how or where they engage with services. Whether students are attending in person, online, or through off-campus programs, the A&R program has implemented a range of tools and strategies to meet students where they are.

A&R provide virtual services through Zoom and Microsoft Bookings for real-time assistance, ensuring that students who are unable to visit campus still have access to face-to-face support. Microsoft Bookings allows students to schedule one-on-one appointments with A&R staff at their convenience, making it easier to get help with their Residency reclassification process. Bookings is also available for faculty to receive one-on-one remote assistance with A&R processes such as grade submission.

To support self-service and asynchronous learning, A&R has built a robust library of Zendesk knowledge base articles and uses a ticketing system to manage inquiries efficiently. This system allows the program to track student questions and respond in a timely, organized manner, whether requests come in via email, web form, or phone. The use of Zendesk Talk also ensures that students who prefer phone communication receive the same level of service and accountability as those using online channels.

Additionally, the Mongoose texting platform enables A&R to message students directly via text, allowing for quick updates, reminders, this is especially helpful for students who may not regularly check email or portal announcements.

The program also provides tailored support for College and Career Access Pathways (CCAP)/Early College and Non-credit high school recovery students, many of whom access college services through alternative locations or partner institutions. The team ensures that these students receive the same level of guidance and service as traditional students, including help with registration, onboarding, and records processing. Through the involvement in the California Virtual Campus Online Education Initiative (CVC-OEI), the program also supports students enrolled in fully online programs across institutions, helping with transcript exchange and enrollment verification processes.

A&R has also centralized onboarding communication through Banner Communication Manager (BCM), which has allowed the program to deliver more personalized, timely, and inclusive messaging. The continued expansion of digital services such as electronic diplomas, transcript processing, AP score submissions, and CCCApply for international and noncredit students, further supports equity by increasing access and reducing delays through online access.

Section 6: New Program Goals

As the Admissions and Records (A&R) program continues to adapt to institutional growth, evolving student needs, and compliance requirements, we have identified several key goals that will guide our development in the coming three years.

Goal 1:

Enhance the integrity of the enrollment process through the exploration and implementation of advanced fraud prevention tools. In response to the increasing sophistication of fraudulent applications and registrations, the program will utilize technologies such as N2N and LexisNexis systems, with full deployment of both systems slated for completion by December 2025.

Goal 2:

By June 2026, implement Element451 to enhance student engagement and operational efficiency across the Admissions and Records functions. This all in one, AI-powered Customer Relations Management (CRM) platform will support personalized communication, streamline admissions and enrollment processes, and provide real-time assistance and support.

Goal 3:

By June 2027, streamline operational efficiency by reducing the number of digital tools and platforms in use, focusing on cost-effective solutions that maintain or enhance the quality of student services. The program aims to consolidate systems where possible, minimizing redundancies while ensuring students continue to receive timely, accurate, and accessible support.

Goal 4:

Ensure continued compliance with evolving policies related to academic renewal, probation, dismissal, and General Education (GE) requirements in alignment with institutional and accreditation standards. The program will actively monitor and implement necessary updates to processes and systems in response to regulatory and curricular changes, supporting student success and institutional accountability.

Section 7: Budget Planning

To support progress on the goals outlined in the program review, Admissions and Records has identified the following needs outlined below.

Staffing

To ensure the smooth operation and continued effectiveness of the Admissions and Records (A&R) Program, it is essential to bolster staffing in key areas that have experienced significant growth and rising complexity. Strategic additions to the team will directly support student success, improve compliance, and enhance the department's ability to serve evolving programmatic needs.

1. Admissions and Records Specialist – Full-Time

With the continued expansion of the College and Career Access Pathways (CCAP)/Early College program and increasing responsibilities related to noncredit high school summer recovery program, the demand for direct, hands-on support has grown substantially. CCAP registration remains a manual and labor-intensive process requiring individualized oversight to ensure accuracy and compliance. Additionally, new and upcoming regulations related to Academic Renewal, General Education patterns, and Progress Dismissal have created a pressing need for specialized staff support.

The addition of a full-time Admissions and Records Specialist is critical to:

- Redistribute workload during peak evaluation and registration periods
- Provide timely assistance for CCAP/Early College and noncredit high school summer recovery programs in registration, rosters, and grading
- Enhance compliance with evolving academic policies and deadlines
- Maintain service levels without overextending current staff resources

This position would ensure more sustainable operations and contribute directly to improved service delivery and student progression.

2. Evaluator – Full-Time position from combining two 49% Positions

Currently, A&R has two part-time evaluator positions (49% positions), with both focused on transcript processing and prerequisite clearances and one who is responsible for athletic eligibility evaluations. The reliance on part-time positions has increased vulnerability to turnover leads to delays that directly impact students' ability to enroll, plan, and graduate on time.

We propose the conversion of the two 49% evaluator roles into one full-time Evaluator position, which will allow for improved continuity as there will be fewer vacancies in the position.

Technology

To better support students through phone-based services, we are currently using the phone system tool Zendesk Talk. However, without continued funding, we risk losing access to this platform. Sustained financial support will be necessary either to maintain Zendesk Talk or to obtain a tool with similar functionalities. Without such a solution in place, our ability to monitor, respond to, and support student inquiries effectively may be significantly impacted.

Facilities

To improve both service quality and data security, it is critical to reconfigure the Admissions and Records front counter and cubicles. This redesign will provide students and community members with a more private, personalized, and welcoming experience. In addition to enhancing customer service, these changes are necessary to address privacy concerns and ensure compliance with standards for safeguarding sensitive student information.

Professional Development

With ongoing changes in federal and state regulations, continuous investment in staff professional development is critical to ensure compliance and maintain high-quality service. Admission and Records staff must have opportunities to attend relevant training, including conferences hosted by the California Association of Community

College Registrars and Admissions Officers (CACCRAO), Region 7/8 CACCRAO workshops, and similar events. To support full participation, both funding and operational flexibility such as adjusted office hours will be necessary.

Section 8: Program Review Involvement

The following Admissions and Records staff members played an integral role in evaluating the outcomes of the previous program review. They reviewed the document and assisted in the development of new goals for this review cycle. Throughout the process, team members participated in collaborative discussions and were encouraged to contribute ideas and recommendations.

- Madelynn Almaguer, Admissions and Records Transcript Evaluator
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APPENDIX A
2025 Citrus College Admissions and Records Program

The 2025 Citrus College Admissions and Records Program Survey was distributed to 295 faculty. The survey was intended for distribution to all faculty at Citrus College. A total of 77 faculty participated in the survey. The collection of response data spanned from 9/23/2025 to 10/7/2025, resulting in a survey response rate of 26.1%.

The majority of respondents (69%) identified themselves as full-time faculty at Citrus College.

Question: Are you a full-time or adjunct faculty member at Citrus College?

Answer Choices	Responses	
Full-time faculty	69%	53
Adjunct faculty	31%	24
Total	100%	77

A substantial majority of respondents (83%) identified themselves as teaching faculty.

Question: What is your primary role at Citrus College?

Answer Choices	Responses	
Teaching faculty	83%	64
Counselor	9%	7
Librarian	1%	1
Other (please specify)	6%	5
Total	100%	77

A total of 64 faculty (83%) indicated that they have used the services provided by the Admissions and Records Office within the past year.

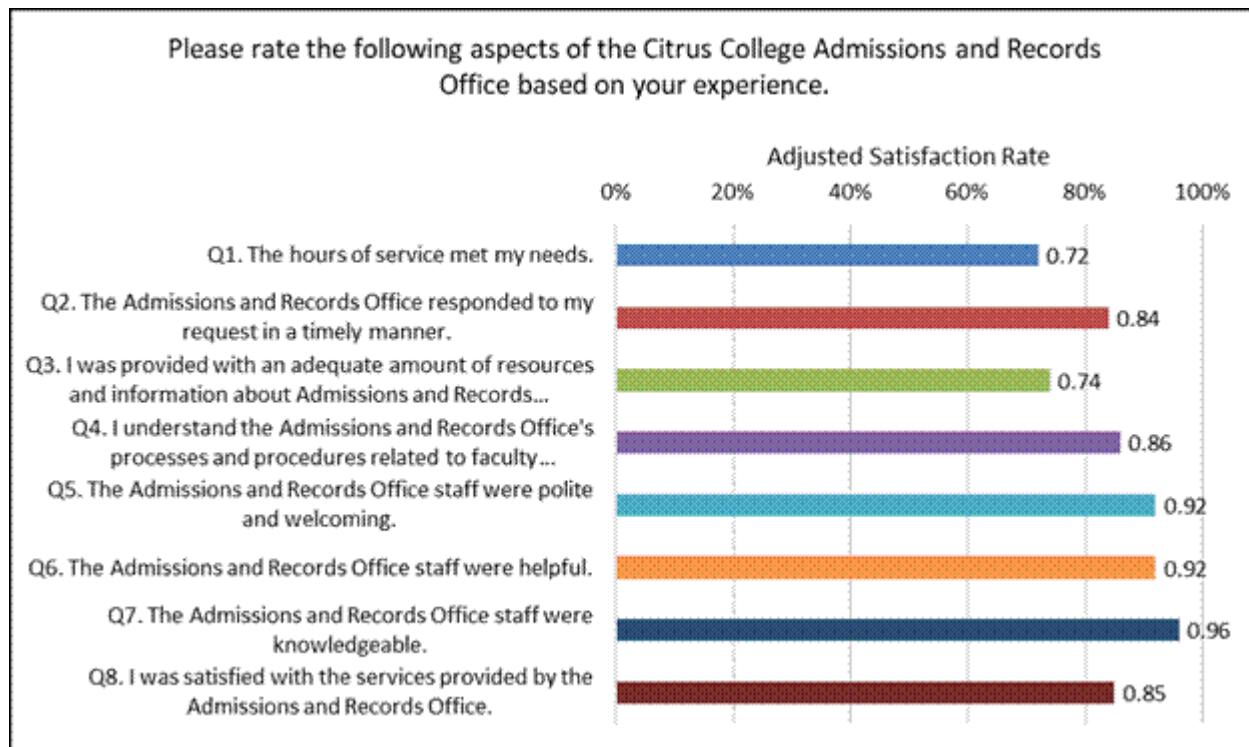
Question: Have you used the services provided by the Admissions and Records Office within the past year (e.g., course rosters; add/drop and census data; enrollment and grading services; transcript evaluation; course substitutions or external credits; training and guidance on academic policies and procedures; information on online tools for reporting)?

Answer Choices	Responses	
Yes	83%	64
No	14%	11
No Response	3%	2
Total	100%	77

Results

Section 1. Strongly Agree – Strongly Disagree Scale Questions

This section displays results for the eight Strongly agree – Strongly disagree scale questions where faculty rated aspects of the Admissions and Records Office based on their experiences. The 64 Admissions and Records Office service users were eligible to answer the scale questions.



- Survey results indicate a high level of satisfaction with the services provided by the Admissions and Records Office. Adjusted satisfaction rates ranged from **72% to 96%**.
- The average satisfaction percentage is 85% for all eight questions combined.
- Staff politeness (92%), helpfulness (92%), and knowledge (96%) are the most valued aspects. These consistently high scores highlight that faculty perceive A&R staff as both competent and professional.
- The hours of service (72%) and the adequacy of resources and information (74%) received comparatively lower satisfaction rates. Continued attention to service accessibility and resource delivery could further strengthen faculty satisfaction.

The results for each question are presented in the tables below.

Table 1. The hours of service met my needs.

Answer Choices	Responses	
Strongly agree	29%	18
Agree	29%	18
Neutral	21%	13

Disagree	0%	0
Strongly disagree	2%	1
Not applicable / I don't know	19%	12
Total	100%	62

- Adjusted satisfaction rate^[1]: **72%**
- Disagree/Strongly disagree explanations if provided (verbatim):
 - o “More night hours and pick up the phone every time”

Table 2. The Admissions and Records Office responded to my request in a timely manner.

Answer Choices	Responses	
Strongly agree	38%	23
Agree	31%	19
Neutral	7%	4
Disagree	7%	4
Strongly disagree	0%	0
Not applicable / I don't know	18%	11
Total	100%	61

- Adjusted satisfaction rate: **84%**
- Disagree/Strongly disagree explanations if provided (verbatim):
 - o “Had to have a student reinstated during Week 1 and it took over a week to process. With online courses this is especially difficult because students fall behind quickly when they don't have access to Canvas. I would have been better to just give them an add code rather than complete the re-add form, so I plan to just do that in the future.”
 - o “Not enough phone chatter”
 - o “Everytime I called no one answered the phones, regardless what time of day I called.”
 - o “Timeliness of Late add petitions and course override petitions being reviewed and responded to is lacking. Student have expressed issues with not having emails or calls returned in a timely fashion.”

Table 3. I was provided with an adequate amount of resources and information about Admissions and Records processes that support faculty (e.g., grade processing, positive attendance, census reporting).

Answer Choices	Responses	
Strongly agree	27%	16
Agree	41%	24
Neutral	20%	12
Disagree	3%	2
Strongly disagree	0%	0
Not applicable / I don't know	8%	5
Total	100%	59

- Adjusted satisfaction rate: **74%**
- Disagree/Strongly disagree explanations if provided (verbatim):

- o “It feels like the systems for rosters, grades, and add/drop change on Banner sometimes, but we never get training on how to use these systems.”
- o “Clearer instructions or guidance for new faculty on attendance would be appreciated”

Table 4. I understand the Admissions and Records Office's processes and procedures related to faculty responsibilities (e.g., dropping no show students, verifying last date of attendance, submitting grades).

Answer Choice	Responses	
Strongly agree	38%	23
Agree	47%	28
Neutral	12%	7
Disagree	2%	1
Strongly disagree	0%	0
Not applicable / I don't know	2%	1
Total	100%	60

- Adjusted satisfaction rate: **86%**
- Disagree/Strongly disagree explanations if provided (verbatim):
 - o “The drop roster sometimes works, and sometimes it does not work. The site is not intuitive and the naming for various items is also not intuitive. For example, drop roster form is really not a form, it is an online site to drop students.”

Table 5. The Admissions and Records Office staff were polite and welcoming.

Answer Choices	Responses	
Strongly agree	35%	21
Agree	38%	23
Neutral	7%	4
Disagree	0%	0
Strongly disagree	0%	0
Not applicable / I don't know	20%	12
Total	100%	60

- Adjusted satisfaction rate: **92%**

Table 6. The Admissions and Records Office staff were helpful.

Answer Choices	Responses	
Strongly agree	32%	19
Agree	42%	25
Neutral	7%	4
Disagree	0%	0
Strongly disagree	0%	0
Not applicable / I don't know	19%	11
Total	100%	59

- Adjusted satisfaction rate: **92%**

Table 7. The Admissions and Records Office staff were knowledgeable.

Answer Choices	Responses	
Strongly agree	35%	21
Agree	45%	27
Neutral	3%	2
Disagree	0%	0
Strongly disagree	0%	0
Not applicable / I don't know	17%	10
Total	100%	60

- Adjusted satisfaction rate: **96%**

Table 8. I was satisfied with the services provided by the Admissions and Records Office.

Answer Choices	Responses	
Strongly agree	33%	20
Agree	43%	26
Neutral	13%	8
Disagree	0%	0
Strongly disagree	0%	0
Not applicable / I don't know	10%	6
Total	100%	60

- Adjusted satisfaction rate: **85%**

Section 2 Additional Questions

All of the 77 faculty (both users and non-users of Admissions and Records services) were eligible to answer the four additional questions.

Table 9. Were you aware that the Admissions & Records Office offers one-on-one online appointments through Bookings for faculty needing assistance (e.g., rosters, pass/no pass, incompletes, grade changes, or other A&R services)?

Answer Choices	Responses	
Yes, I was aware	14%	10
No, I was not aware	86%	60
Total	100%	70

Table 10. Have you used the Bookings appointment service provided by the Admissions and Records Office?

Answer Choices	Responses
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Yes	4%	3
No	96%	66
Total	100%	69

Table 11. How would you rate your experience using the Bookings appointment service?

Answer Choices	Responses	
Excellent	33%	1
Good	67%	2
Fair	0%	0
Poor	0%	0
Total	100%	3

Table 12. How would you rate the amount of automated email communication you receive from the Admissions and Records Office?

Answer Choices	Responses	
Too much communication	0%	0
Slightly too much communication	10%	7
Just the right amount of communication	81%	56
Slightly too little communication	6%	4
Not enough communication	3%	2
Total	100%	69

¹¹ Adjusted satisfaction rate represents the percentage of respondents who selected “Strongly agree” or “Agree,” excluding those who responded “Not applicable / I don’t know.” This approach reflects satisfaction levels among individuals who actually used or experienced the service provided by the Admissions and Records Office.