De Anza College

Program Review – Annual Update Form – Fall 2025

1. Department/Area Name

   Enrollment Services

2. Name of individual(s) completing the form:
   Kim Te

3. Briefly describe how your area has used the feedback from the Comprehensive Program Review and Annual Program Review Update provided by RAPP members over the past two years (if unsure, request the feedback form from your dean/manager).

   Feedback from RAPP is used to do the followings:
   - When the Comprehensive Program Review is due, we will update our mission statement to include these new areas of services/support:
     - **New programs** - Specialized scheduling, application, registration support, and fee assessment for incarcerated (i.e. Elmwood) and Automotive Technologies Bachelor of Science Degree programs.
     - **Credit for Prior Learning** - Development, implementation, and expansion of Credit for Prior Learning (CPL) to recognize and award credit to students for previous academic achievements, military services, professional skills, and work experience.
     - **Non-Credit Program** – Development of new sustainable and scalable infrastructure to allow for expansion of non-credit program in alignment with college strategic initiatives.

   - Include a flowchart illustrating all services and support provided by the Enrollment Services Unit (see attached document). Serving approximately 16,000–18,000 students each quarter, the flowchart highlights the extensive range and diversity of our functions and the programs we support.

   - Refine and amend our OKR's for 2025-2026.

   - Provide clarifications and detailed responses to our Student Learning Outcomes (SLOs).

4. Describe any changes or updates that have occurred since your last submitted program review (program review submissions).

A. **Personnel – Temporary Employees**

Two additional TEA positions have been added to Enrollment Services, we now have a total of four temporary staff members, to continue addressing fraud, increased operational demands, and support the college's mission and strategic initiatives:

1) Application Processing and Fraud Prevention – Strengthening efforts to detect and mitigate fraudulent applications and registrations.
2) Residency and Dual Enrollment – Managing residency determination and other essential Admissions & records functions to expand and support access for dual enrollment CCAP, Middle College, adult educations, general high school students, and underserved populations.
3) Student Services Operations – Provides front-office and virtual support, processing transcripts, enrollment and degree verifications, and ensuring timely service for student progression and success.
4) Program Development – Supports expansion of non-credit program and implementation of Credit for Prior Learning.

B. **Work Changes:**

1) **Fraudulent students** – Although implementation of our fraud AI program has been effective in reducing fraudulent applications. It remains an ongoing and constantly evolving issue that continues to demand additional time and resources. Efforts include:
   - Ongoing System Checks – Regular monitoring to ensure systems function correctly and remain updated in alignment with CCCApply changes and requirements.
   - Evaluate Effectiveness & Enhance Tools – Review fraud detection tools and processes to ensure they are working as intended. Update and improve systems to address new and emerging fraud trends.
   - Investigate and Resolve Specialized Fraud Cases – Handle incidents involving stolen identities or compromised student information by interviewing affected students, taking appropriate corrective actions, and reporting the impact to the relevant authorities.
   - Trend Awareness – Stay informed on evolving fraud tactics; research, collaborate with vendors and ETS to develop product enhancement.

2) **System Upgrades and Technology Changes** – Persistent Challenge. With implementation of new software/technology (i.e. CRM) and frequent Banner system updates (2–3 times per quarter), this continues to create continuous strain on resources to handle the followings:
   - Extensive Testing and Debugging - Required after each upgrade to ensure Banner and related systems function properly.
   - Recurring Issues and Bugs - impacting registration processes and customized A&R jobs (e.g., transcripts, waitlist roll, class rosters) following new releases.

3) **Increase In Residency Reclassification Requests** – Frequent changes in state regulations, complex immigration rules, and a highly diverse student population have led to a rise in residency reclassification requests. Many cases are intricate, requiring detailed research on regulations, consultation with subject matter experts, and extensive communication with students to make accurate determinations.

C. **Legislative Mandates:**

1) **Assembly Bill 1111 (Common Course Numbering) – Outstanding Issues**
AB 1111 was successfully implemented in fall 2025, but lingering issues remain due to Banner system limitations and software bugs. These unresolved problems affect critical A&R functions such as transcripts, registrations, and evaluations. Addressing these issues requires ongoing investigation, troubleshooting, and collaboration with ETS and third-party vendors to develop solutions and ensure compliance.

2) **New Standardize Attendance Accounting Reg. (FS 24-08) – Ongoing Challenges**
Implementation was successful, and the CCFS-320 recalculation report for 2024–2025 was completed and resubmitted. However, persistent challenges remain due to Banner system limitations and configuration that conflicts with the state's mandate.

3) **Assembly Bill 2315 (Affirmed or Preferred Name) Implementation**
Admissions & Records must implement processes and system changes to allow students the option to use affirmed names on all records, such as transcripts and diplomas, where a legal name is not required. This requires system configuration, workflow development, policy creation, and training.

D. **Implementation of College Strategic Goals and Initiatives**

1) **Development of Sustainable Infrastructure for Non-credit Program Expansion**
Develop a sustainable and scalable infrastructure that enhances student access, supports long-term growth and expansion, and streamlines critical admissions and records processes—including applications, transcripts, degree audits, and diplomas. This is a large and complex project. Given our limited knowledge, it will require time for extensive research and strong collaboration to successfully initiate.

2) **Development of Processes and Procedures for Credit for Prior Learning (CPL)**
Develop a comprehensive, transparent framework for evaluating and awarding academic credit for college-level learning acquired outside traditional coursework. In Fall 2025, we successfully implemented CPL processes for veterans, industry licenses, and

portfolio-based assessments, creating pathways for students to receive credit for prior learning in these areas and accelerate degree completion. We are currently in the initial implementation phase, and further refinement and additional work are still required.

3) **New Programs – BS Automotive Technology & Incarcerated Students Program**
   In Fall 2025, we assisted with the launches of two specialized programs: the BS Degree in Automotive Technology and the Incarcerated Student Program. Implementing this program required extensive coordination across multiple college departments—including divisions, curriculum, scheduling, financial aid, and Cashier's Office—to ensure proper system setup for applications, enrollment, and accurate fee assessment. Ongoing support from enrollment services to the program is needed to ensure success and further growth.

5. Provide a summary of the progress you have made on the goals (i.e., OKRs for Student Services) identified in your last program review (as included in the comprehensive program review or annual program review update).

Goal title	Goal description	Responsible parties	Collaboration with….	What evidence have you used to monitor progress?	How have you assessed your goal?	What changes have been made based on the assessment?
Reduce fraudulent applications and registrations	Reduce the # of fraud app, reserve class space for legitimate students.	A&R	ETS, vendor	If the # of accounts cleared is a fraction (1/4) of all the accounts placed on hold; and if the number of fraud checks requests from division is less than 10 per quarter.	Data from Banner and number of emails received from divisions on fraud check for their classes.	Our fraud program has been working effectively since implementation back in August 2024. For fall 2025, we experienced a technical glitch with the program due to the transition of Banner to Oracle Cloud. Consequently, for a short period of time, all applications identified as fraud were not placed on Hold. It allowed fraudulent students to enroll in classes; we received 20+ requests from divisions to check their class roster for fraudulent students. We collaborated with ETS to implement a safeguard program to be alerted on future

						technical glitches. We also collaborated with ETS and the vendor weekly to review fraud trends and update AI program to improve fraud prevention efficacy.
Reduce fraud hold for legitimate students	Our fraud program should be effective in weeding out legitimate students from fraudulent ones.	A&R	ETS, vendor	If the # of legitimate students visiting A&R to clear Holds on their accounts is low (less than 5 per day), it means our fraud program is working effectively to allow legitimate students through.	Banner data on the # of fraud holds removed, # of students visiting A&R to clear holds.	Due to the complex fraud algorithm and diverse student data, it is challenging for our fraud program to effectively filter out fraudulent students from legitimate ones. This is proven by the number of legitimate students who contacted A&R to clear their holds. We are collaborating with ETS and the vendor weekly to modify the algorithm, and at the same time we are working on a solution that would be convenient for legitimate students to clear their account fraud holds.
Redesign the Residency Reclassification Process	Streamline and expedite the residency reclassification process to improve efficiency, reduce processing times, and enhance the student experience.	A&R	Collaboration with the De Anza Financial Aid Office to evaluate potential student forms vendor	The average turnaround time on residency reclassification request should be 2 weeks or less.	Date of request received and date of review/approval to measure processing time and evaluate whether the goal is being met.	Our residency reclassification committee and residency guidelines help ensure consistency in residency determinations. They also provide a framework for consultation and feedback on complex cases. As a result, the review process for reclassification cases has been expedited; the average turnaround time of residency requests is less than 2 weeks. However, due to the complexity of certain cases, some requests may take longer to process depending on the student's response time and the

						completeness of the documentation provided.
Develop residency reciprocity agreement with Foothill College.	Can we save time by accepting residency determination between FH and DA?	A&R	FH A&R	This goal cannot be met at this time because the residency determination processes for Foothill and De Anza differ significantly in scope and rigor.	This goal cannot be met at this time because the residency determination processes for Foothill and De Anza differ significantly in scope and rigor.	This goal cannot be met at this time because the residency determination processes for Foothill and De Anza differ significantly in scope and rigor.
Develop better communication and collaborative culture in A&R	Stay up-to-date and informed, maintain collaboration and teamwork.	A&R	All enrollment service division	The number of A&R staff who knows about changes and updates.	The number of questions received from A&R staff on changes and updates.	We created an internal division website to share changes and updates affecting A&R, but it didn't receive much traffic, so we'll be retiring it. Our dean's monthly division meetings have proven to be a better way to connect with colleagues and share updates. However, we still need a solution to improve communication and knowledge-sharing within the division, and we're exploring additional options to achieve this goal.

6. If your goals (i.e., OKRs for Student Services) are changing or you are adding a new goal(s), please include them below. If new goals require resources, please list requested resources that were not included in your last program review.

Make the following amendments to last year's OKR:
- Remove the OKR for residency reciprocity agreement with FH
- Consolidate the fraud OKR's into this one below for 2025-2026:

Goal title	Goal description	Responsible parties	Collaboration with….	What evidence will you use to monitor progress?	How will you assess achievement of the goal?

| Enhance fraud program efficacy and implement technological solution for id verification. | Monitor fraud program efficacy to continue catching fraudulent applications, and find a convenient, yet effective, technological solution for id verification. | A&R | ETS, vendor | Number of legitimate students contacting A&R to clear holds should be minimal, less than 10 per week.

Number of fraud check inquiries from division per quarter should be minimal, less than 10 per qtr. | A reduction in false positives (legitimate students are not incorrectly placed on hold), and a decrease in fraudulent registrations. Student has another option for clearing hold besides contacting A&R. |

7. Describe the impact to date of previously requested resources (personnel and instructional equipment, facilities/upgrades) including both requests that were approved and were not approved. For example, what impact have these resources had on your program/department/office and measures of student success or client satisfaction and what have you been able to and unable to accomplish due to resource requests that were approved or not approved?

Impact of Retention and Approval of TEAs
Retention of two TEAs and the approval of two additional TEAs this year have:
- Strengthened fraud prevention through dedicated review, identity verification, and investigation of special cases.
- Reduced delays and improved processing times during deadlines and peak periods.
- Enabled time to focus on strategic initiatives, specifically:
  - Growth and expansion of Credit for Prior Learning (CPL).
  - Development of non-credit programs to increase access and equity.

Overall Impact:
- Sustained service quality and compliance.
- Enhanced student satisfaction during high-demand periods.
- Advanced institutional goals for student success and program growth.
- Reduced staff stress and burnout, promoted work-life balance, and boosted morale.

8. How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients? If you have not requested or received resources, still describe how your area has been able to serve disproportionately impacted students/clients.

Impact on Disproportionately Impacted Students

De Anza serves approximately 18,000 students per quarter, with additional TEAs support, we now have more staff to provide services and assistance, allowing us to:

- Give hands-on help to students who need extra guidance.
- Offer language translation for students facing language barriers.
- Better support first-time college or older adult students who may feel lost or confused with application or enrollment process.

This increased capacity directly supports equity goals by reducing barriers for disproportionately impacted students, ensuring they receive timely, individualized attention and have equal access to enrollment and academic success.

9. Refer back to your Comprehensive Program Review and Annual Program Review Update from the past two years under the section titled Assessment Cycle or the SLO website (https://www.deanza.edu/slo/. In the table below, provide a brief summary of one learning outcome, the method of assessment used to assess the outcome, a summary of the assessment results, a reflection on the assessment results, and strategies your area has or plans to implement to improve student success and equity. If your area has not undergone an assessment cycle, please do so before completing the table below.

Table 1. Reflection on Learning Outcomes (SLO, AUO, SSLO)

Learning Outcome (SLO, AUO, SSLO)	Continuing to provide and improve enrollment services/support in-person, on Zoom, and by emails. Current support operations: In-person: MTWR, 9am-5pm, F 9am-1pm; Zoom: MTWR, 2 hours per day, and emails. Outcome: Increasing support options and access, reduce in-person and Zoom wait time (under 10 minutes), and quick turnaround time on email inquiries, preferably 1-2 days.
Method of Assessment of Learning Outcome (please elaborate)	Tracking is conducted using spreadsheets and Zoom data to monitor the following metrics: the number of students served in person and on Zoom, as well as their corresponding wait times.

Summary of Assessment Results	Peak periods with high volume and extended wait times typically occur during the following intervals: two weeks prior to priority registration, throughout the priority registration period, and during the first three weeks of the quarter.
Reflection on Results	Our knowledge of peak periods allows us to prepare and implement staffing schedule to ensure adequate and high-quality of services and support for students. The addition of temporary employees provides extra help with in-person and zoom support, which allows us to provide effective assistance without rushing, ensuring a positive experience for students.
Strategies Implemented or Plan to be Implemented (aka: enhancements)	Secure funding to maintain ongoing staffing support and invest in advanced technologies—such as Customer Relationship Management (CRM) systems or AI solutions—to streamline responses to general student inquiries. Continue delivering routine workshops and training to ensure Admissions and Records (A&R) staff maintain comprehensive knowledge of enrollment services and state regulations, enabling resolution of most inquiries during a single visit. For complex cases, a supervisor should be available during operational hours for prompt consultation or one-on-one meetings with students.

Please email this form to your dean/manager.

10. Dean Manager Comments:

The Enrollment Services Annual Update is an exceptionally detailed and robust report that highlights the department's critical role as the college's operational backbone. The report effectively articulates the increasing complexity of Admissions & Records work—ranging from the sophisticated mitigation of evolving fraud trends and the implementation of state mandates like AB 1111, to the launch of high-impact initiatives like the Automotive Technology BS degree and Credit for Prior Learning. The team's data-driven approach to evaluating OKRs, particularly the transparency regarding the challenges of residency reclassification and fraud detection "false positives," demonstrates a high level of professional integrity and commitment to service excellence. Most notably, the report provides a clear, evidence-based justification for the retention and expansion of temporary staff, illustrating how these human resources directly reduce barriers for disproportionately impacted students through personalized guidance and language support.

11. Vice President/Associate Vice President Comments:

Enrollment Services is one of the most complex areas within Student Services. With a plethora of new state initiatives, regulatory requirements and legislation, Enrollment Services faces constant challenges with maintaining adequate staffing to meet their operational requirements. This

department team is focused, diligent, and hardworking and has met every challenge despite limited staffing and technical systems to fully support their work. The current Enrollment Services Student Learning Outcomes are focused on increasing/improving customer service. I recommend that Enrollment Services draft SLOs to assess students' learning and development.

Email the form to RAPP tri-chairs.