SUPPORT SERVICE AREA: Enrollment Services

PRACTICE EVALUATED: Initial Interview

CONTENT EXPERT: Wendi Oliveira, Director of Admissions

OVERVIEW

Admissions is a Non-Academic Department that focuses on meeting the needs of prospects who seek admissions to SJVC.   The foundation of the admissions process is the initial interview where the advisor and the student work together to establish a needs assessment and build a plan to help meet those needs.

The initial interview is guided by an interview questionnaire. The questionnaire is designed to help the advisor build a connection with the student and further explore what the student's needs are.   The interview questionnaire is completed by the advisor. The advisor asks questions in the following areas to help determine the needs of the student **Exhibit**:

Dreams & Desires – helps the student build a vision of what outcome they want their education to lead to. What do they want from their education and how will it help them achieve their personal, educational and professional goals. This helps the advisor to identify if we have what they are looking for and if our programs are a good fit for the student.

Personal Story – this allows the student to address what is currently happening in their lives, such as are they working or not, educational history, risk factors such as transportation or child care and also addresses the current support system of the student.

Barriers to Success – looks at all the items discussed up to this point, identifies road blocks or barriers and clearly identifies them. It also provides time for uncovering other barriers that may not have come up at this point.

Action Plan – in this section the advisor and the student begin to lay out the plan for addressing the barriers as well as building the plan for the next steps to help the student achieve the dreams and desire identified earlier. This may include moving forward in the admissions process or it may address the next steps outside of selecting SJVC.

Additional elements of the initial interview process include:

Program Presentation – the advisor presents program information and dialogues with the student to ensure the program not only meets the students' needs but helps them understand whether or not they are well suited for the program academically and from a career perspective. Advisors also present detailed information about SJVC including the length and rigor of the program. They also provide information on the standard hours of classroom time as well as what to the commitment to homework time. The program presentation includes presentation and discussion of consumer information as mandated by the Department of Education. Advisors use program specific one sheets, sjvc.edu and program specific PowerPoint presentations when presenting information to students.

Campus Tour – the student and advisor will tour the campus focusing on the areas of programmatic interest including classroom and labs. The tour also shows the student areas of student service such as the Learning Resource Center, student break areas and the location of student services staff offices.

Financial Aid – at the time of the initial interview students are introduced to financial aid staff that will guide them through a Net Price Calculator tool for the purposes of providing a very basic look at the cost of education and the options a student has to help them build a financial plan to pay for their education.

Entrance Assessments – once the student determines SJVC is their school of choice they must participate in admissions testing. The assessment SJVC uses is the Wonderlic SLE which is a cognitive assessment. This assessment also evaluates training potential for their chosen career field.

REVIEW FOR EFFECTIVENESS PROCESS
The initial interview is regularly reviewed for effectiveness and compliance based on SJVC policy and procedure as well as regulatory compliance.   Enrollment managers assess effectiveness and compliance through direct observation of the advisors during their presentation of school and program information.

The College invests in an outside vendor to mystery shop campus admissions teams. The shoppers provide detailed information on compliance with both accreditation standards as well as compliance with SJVC policy and procedure. Shops are performed annually on a trimester basis. The results of the shop provide not only quantitative measures, but qualitative information that is used to inform coaching and training for advisors.

Direct observation of the advisor at work with a student allows the manager the ability to provide coaching and training in as close to real time as possible.   Managers document their observations and the associated coaching or training to the advisor in a database that allows for ongoing monitoring of the improvement cycle for each advisor and the initial interview process.

The mystery shop reports provide reports on the individual advisors by campus, trimester reports that compile all campus outcomes and reporting against national norming data on an annual basis.

ANALYSIS
The most recent mystery shop results are presented on subsequent pages.   In summary, the 2015 second trimester shop revealed an increase in ratings over the first trimester shop [effectiveness of that training] and ratings higher than the national in 11 categories: salary expectation, program placement rate, tuition and fees, financial aid, accreditation, initial response time, product knowledge, people skills, sales skills, customized tour, and next steps; an increase in rating over the first trimester shop but lower than the national in one category: follow up; a decrease in rating over the first, but higher than national in two categories: transfer of credit and lobby experience; decrease in rating over the first and lower than the national in two categories: interview wait time and attitude.

This report summarizes findings from nineteen admissions assessments executed at eleven campus locations during the second trimester of this year.

For all assessments with the exception of one, evaluators initiated the process by requesting program information via the request form feature available on the San Joaquin Valley College (SJVC) home page utilizing prepared alias contact information. One evaluator was instructed to phone the Temecula campus to request an interview with a specific admissions representative. Following the request submission, all contacts made or received were tracked, including any phone calls, emails, text messages and/or web chat communications and are reported in the Admissions Assessment Report.

SALARY EXPECTATIONS

How much can I earn after completing the program?

3.00	2.92	2.65
TRI 2 AVERAGE	TRI 1 AVERAGE	2015 NATIONAL AVERAGE
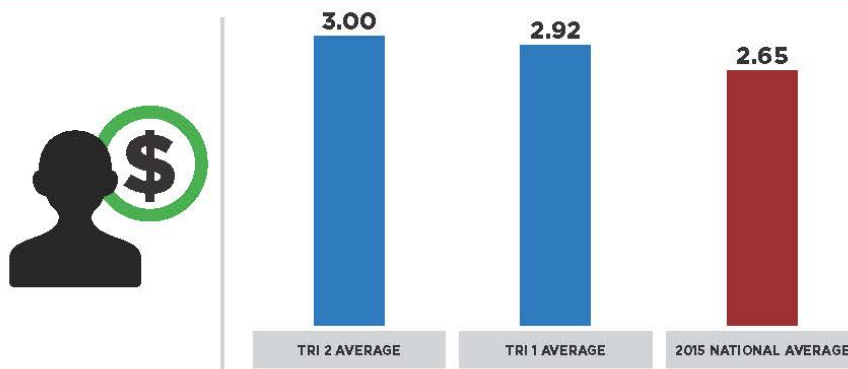
When asked about salary expectations this round, all representatives who were asked about salary offered compliant responses by referring evaluators to online resources to conduct their own research. The topic of salary did not come up organically in the interview and broaching this question would have risked discovery during six of the interviews.

PROGRAM PLACEMENT RATE

How many graduates find jobs after completing the program?

4.00	3.89	2.41
TRI 2 AVERAGE	TRI 1 AVERAGE	2015 NATIONAL AVERAGE
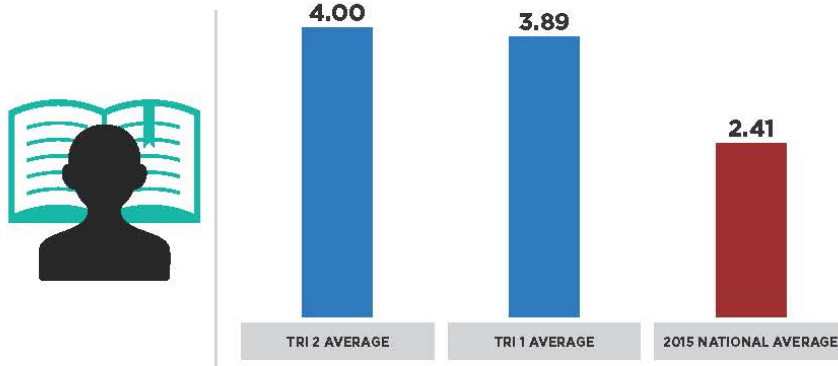
Eighteen representatives exhibited a *Best Practice* by providing a professional document containing current program placement rates. The topic of placement did not come up organically in the interview and broaching this question would have risked discovery during one of the interviews.

TUITION AND FEES

How much does the program cost and what does it include?

3.47	3.32	3.06
TRI 2 AVERAGE	TRI 1 AVERAGE	2015 NATIONAL AVERAGE
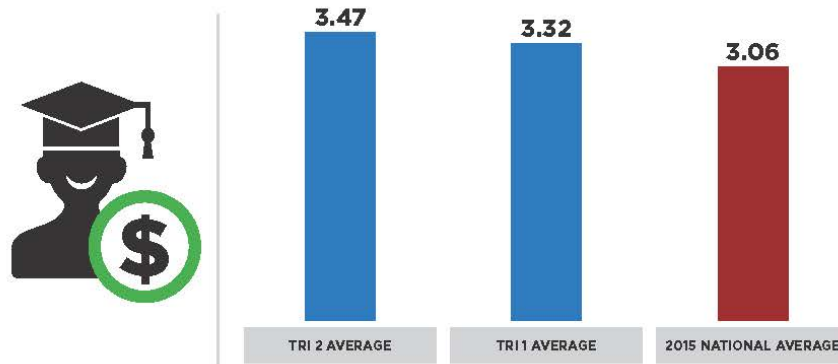
Eleven representatives exhibited a *Best Practice*. Complete tuition information was provided to evaluators in tandem with a professionally printed document. Six representatives offered compliant responses by disclosing total program costs. Two representatives offered incomplete responses as one did not explain what is included in tuition and the other did not provide tuition but scheduled an appointment for the following day to do so.

FINANCIAL AID

Will I get federal financial aid and can I speak with an advisor?

3.89	**3.05**	**2.79**
TRI 2 AVERAGE	TRI 1 AVERAGE	2015 NATIONAL AVERAGE
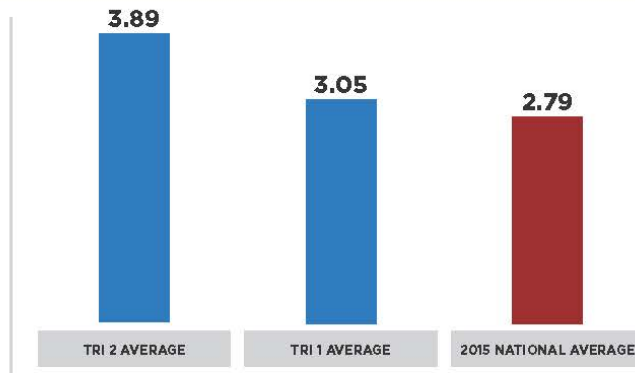
Eighteen representatives provided a *Best Practice* response by making no promise of financial aid and inviting the evaluator to meet with a financial aid advisor during the interview. All interviews included an invitation to meet with a financial aid advisor/tuition planner, which is a commendable practice. Representatives raised the subject of financial aid during the interview and scheduled a conversation with a specialist in order to provide additional aid-specific information. Meetings were generally conducted via video conference and advisors utilized the online Net Price Calculator to ask requisite questions and generate estimated tuition and financial aid packages for each evaluator. In one case, the evaluator was told that most students get financial aid *(Fresno Main – Joan Sagle – line 551)* resulting in an *Incomplete or Potentially Misleading* ranking.

ACCREDITATION

Is this an accredited school and program?

|		
2.44	**2.11**	**2.37**
TRI 2 AVERAGE	TRI1 AVERAGE	2015 NATIONAL AVERAGE
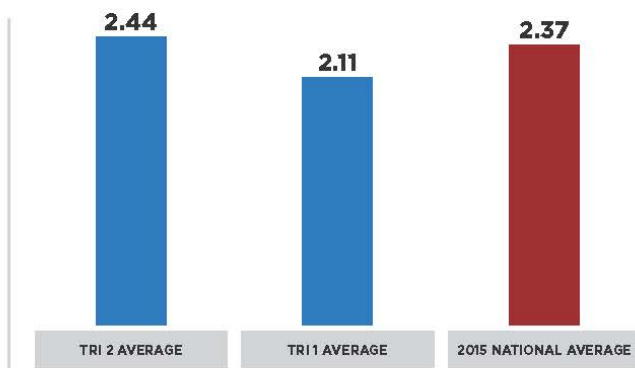
Most representatives initiated the disclosure of SJVC's accreditation information during a slideshow presentation or while reviewing a program document. One representative exhibited a *Best Practice* by thoroughly explaining the school's accreditation, the meaning of accreditation, and by pointing out the accreditor's website for further research. Five representatives offered compliant responses and ten representatives offered responses that were *Incomplete or Potentially Misleading* as they did not explain the need to meet certain standards.

TRANSFER OF CREDIT

**Can I take credits from this school to another institution?**

2.00 — TRI 2 AVERAGE
2.43 — TRI 1 AVERAGE
1.57 — 2015 NATIONAL AVERAGE
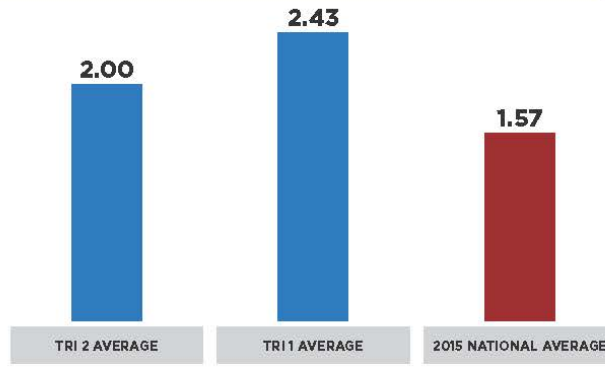
Two representatives offered responses that were *Incomplete or Potentially Misleading.* The topic of credit transfer did not come up organically in the interview and broaching this question would have risked discovery during seventeen of the interviews.

INITIAL RESPONSE TIME

Response to Initial Request for Information

5 MINUTES

3.58 — TRI 2 AVERAGE
3.42 — TRI 1 AVERAGE
2.70 — 2015 NATIONAL AVERAGE
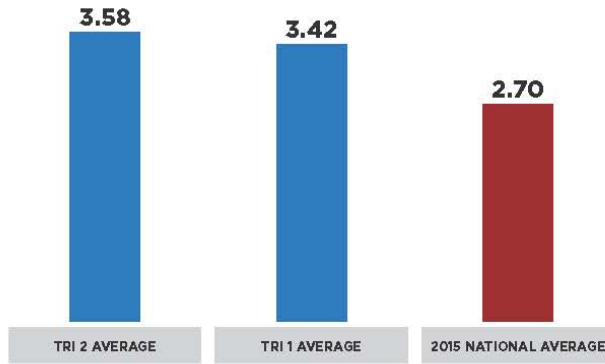
Fourteen inquiries resulted in a response time of less than five minutes, which *Exceeds Expectations.* Two inquiries resulted in a response received within one hour, which *Meets Requirements.* Three inquiries resulted in a response time of one hour to 24 hours, which is *Below Requirements.* Based on national averages, a response time of under an hour is highly recommended and a response time of less than five minutes *Exceeds Expectations.* This ensures that prospective students' questions and interests are promptly addressed and an interview is encouraged while their interest in the program and in SJVC is active.

LOBBY EXPERIENCE

Lobby Experience

3.16 — TRI 2 AVERAGE
3.37 — TRI 1 AVERAGE
3.02 — 2015 NATIONAL AVERAGE
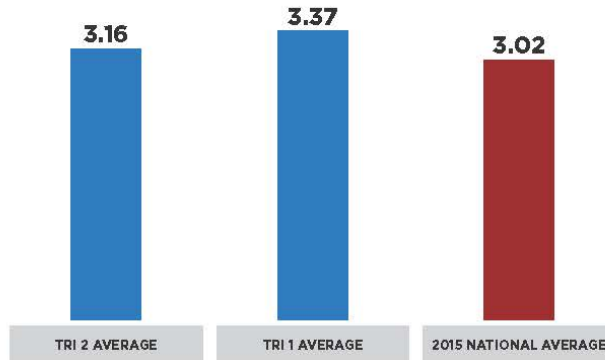
Evaluators were greeted in a friendly manner immediately upon their arrival. In addition, four evaluators were offered a beverage while waiting which *Exceeds Requirements.*

INTERVIEW WAIT TIME

Interview Wait Time

1.84 — TRI 2 AVERAGE
2.68 — TRI1 AVERAGE
2.79 — 2015 NATIONAL AVERAGE
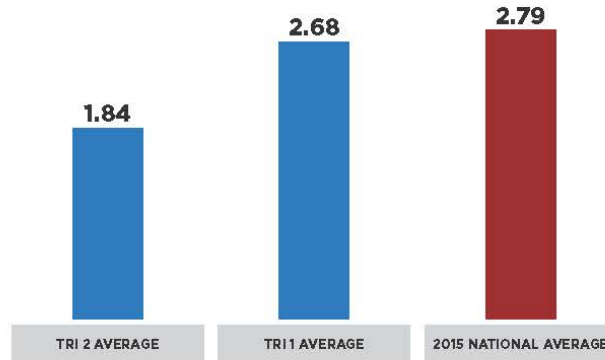
Three evaluators waited five to nine minutes before they were greeted by the representative. Ten evaluators waited for ten to fifteen minutes and six waited for over 15 minutes before their interviews were started.

PRODUCT KNOWLEDGE

Product Knowledge

2.84
TRI 2 AVERAGE

2.11
TRI 1 AVERAGE

2.26
2015 NATIONAL AVERAGE
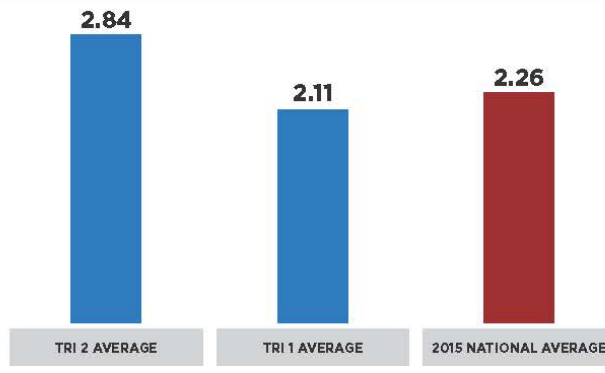
Eight representatives demonstrated product knowledge that *Exceeded Requirements*. Eleven representatives demonstrated product knowledge that was *Below Requirements*. Representatives must provide complete and accurate program information (including program length, total program cost, curriculum and consumer disclosure information) and provide answers to all questions. To *Exceed Requirements*, representatives must provide professionally printed documentation or show where consumer disclosure information can be found online. Providing answers to all questions *Meets Requirements*. Providing partial program information or answers to questions, or providing any non-compliant responses regarding compliance topics is *Below Requirements*.

PEOPLE SKILLS

People Skills

3.53
TRI 2 AVERAGE

3.26
TRI 1 AVERAGE

3.22
2015 NATIONAL AVERAGE
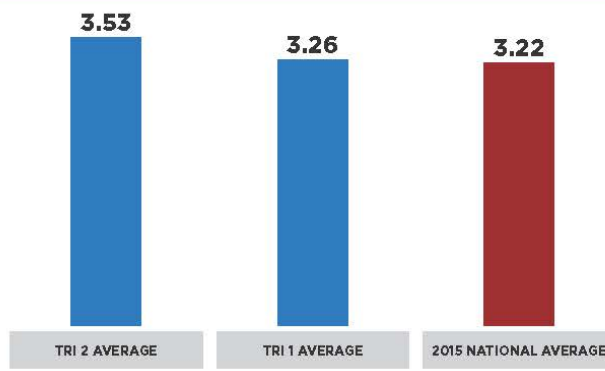
Eleven representatives exhibited listening, information gathering, and rapport-building skills that *Exceeded Requirements*. Seven representatives *Met Requirements* and one representative exhibited skills that were *Below Requirements*. Demonstrating engaged listening and inquiring about circumstances and goals as well as customizing the communication to the needs of the student throughout the entire interview *Exceeds Requirements*. Doing so during most of the interview *Meets Requirements*. Utilizing these techniques about half of the time is *Below Requirements*; not using these techniques at all *Does Not Meet Requirements*.

SALES SKILLS

Sales Skills

3.11   **2.63**   **2.65**

TRI 2 AVERAGE   TRI 1 AVERAGE   2015 NATIONAL AVERAGE
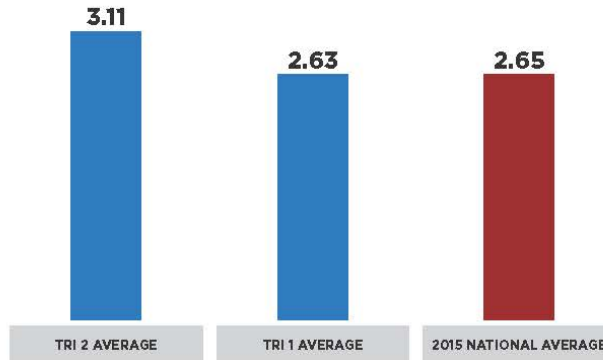
Four representatives demonstrated sales skills that *Exceeded Requirements* while thirteen representatives demonstrated sales skills that *Met Requirements*. Two representatives demonstrated sales skills that were *Below Requirements*. The role of the admissions representative includes the ability to provide attributes and benefits of the school, the ability to uncover obstacles and discuss solutions, and the ability to discuss next steps including the admissions application. During this round of assessments, seventeen of the representatives *Met* or *Exceeded Requirements* by discussing school attributes and benefits, uncovering obstacles, and encouraging completion of the enrollment application. In addition, four of the representatives provided an enrollment checklist that guided the prospective student through the application and enrollment process.

ATTITUDE

Attitude

3.16   **3.32**   **3.29**

TRI 2 AVERAGE   TRI 1 AVERAGE   2015 NATIONAL AVERAGE
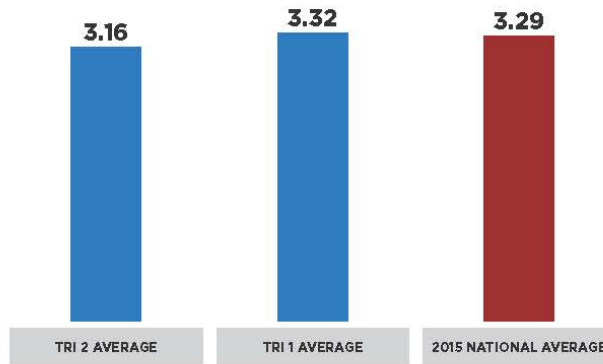
Three representatives exhibited attitudes that *Exceeded Requirements* and the other sixteen exhibited attitudes which *Met Requirements*. The attitude competency is measured by the representative's attitude about their job, college, program and/or colleagues while at the same time professionally representing the institution.
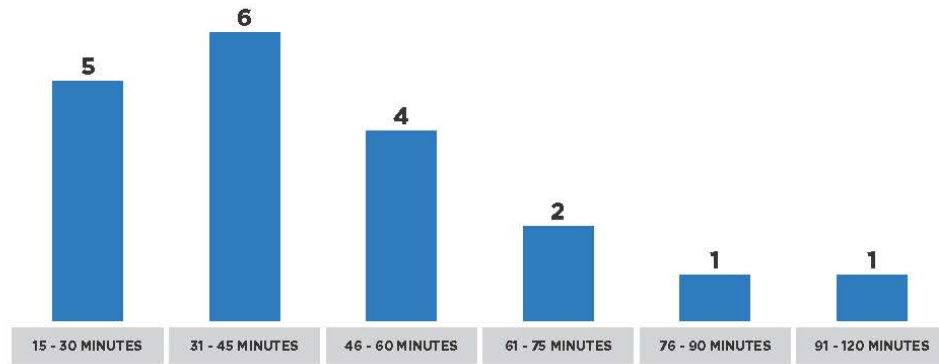
FOLLOW UP

Follow Up to Missed Appointment

	TRI 2 AVERAGE	TRI 1 AVERAGE	2015 NATIONAL AVERAGE
	2.05	1.92	2.18
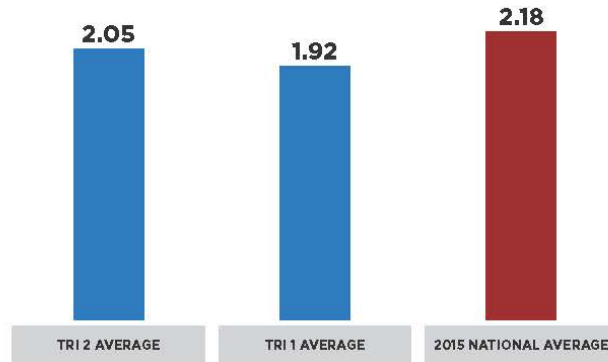
Three representatives attempted to contact the evaluators within 15 minutes of the missed appointment and three attempted to contact the evaluators within 30 minutes of the missed appointment. Five representatives attempted to contact the evaluators within 24 hours but eight evaluators received no contact attempts within 24 hours of the missed appointment. Nn encourages the broad use of ongoing communication to continue to build the individual relationship and address any remaining questions as prospective students prepare to make an enrollment decision.

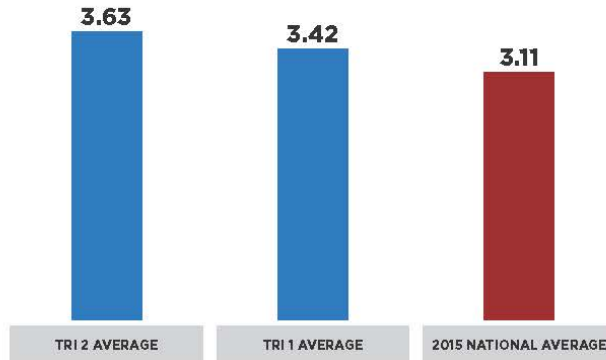# LENGTH OF INTERVIEW

Time With Admissions Representative

15 - 30 MINUTES	31 - 45 MINUTES	46 - 60 MINUTES	61 - 75 MINUTES	76 - 90 MINUTES	91 - 120 MINUTES
5	6	4	2	1	1

CUSTOMIZED TOUR

Customized Tour

3.63 — TRI 2 AVERAGE
3.42 — TRI 1 AVERAGE
3.11 — 2015 NATIONAL AVERAGE

Twelve evaluators received a tour that *Exceeded Requirements* while seven received a tour that *Met Requirements*. All evaluators received a campus tour, which is a practice highly recommended as an opportunity to build rapport and experience the learning environment firsthand.

NEXT STEPS

Second Engagement

3.21 — TRI 2 AVERAGE
2.58 — TRI 1 AVERAGE
2.68 — 2015 NATIONAL AVERAGE
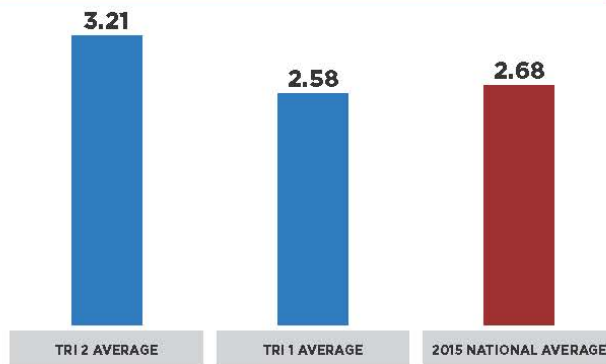
Fifteen representatives *Met Requirements* by explaining next steps and setting a specific follow-up appointment. Four representatives *Exceeded Requirements* by providing an enrollment checklist as well.

ACTION ITEMS

These reports are reviewed by the Administrative Director of Admissions and then provided to the campuses for review. Action plans are developed by the campus based on advisor scoring and in accordance with the Admissions Compliance Policy & Procedure manual.

As evidenced by the increase in second trimester ratings from the first trimester in 69% of the categories evaluated, targeted follow up training is effective and will be done in the four categories where second trimester ratings reflected in decrease from the first.

Exhibit – Initial Interview Form – Making a Connection

Exhibit – Excerpt from Admissions Compliance Policy & Procedure Manual

Exhibit

SJVC
A PRIVATE JUNIOR COLLEGE

Building a Connection

NAME:	STNU#

DREAMS & DESIRES	PERSONAL STORY

BARRIERS TO SUCCESS	ACTION PLAN

OPENING STATEMENT

I'm excited you're here today. Let me tell you what I have planned for the day.

I'm going to get to know you and understand why you're considering college and what your goals are. We are going to discuss what motivates you; and I want to see how we can help you achieve those goals. Together we'll determine if you qualify to attend SJVC.

Once we get to know each other, we'll take a look at the _____ program, and what it has to offer you. We are going to take you on a campus tour, introduce you to some key people and you'll meet with Financial Aid.

When we're done, it'll be time to make some decisions. My job is to determine if you are the right candidate for our school, and you'll decide if you think SJVC is the place where you can achieve your goals. Once we reach those decisions we'll build a plan and work together to accomplish your goals.

FINANCIAL AID

1) How much money have you set aside for your education? _____
2) Will anyone be helping you with your tuition? _____
3) What do you feel you could afford on a monthly basis? _____

ESTIMATE DEBRIEF

How does that estimate sound to you?

How do you feel it will fit with your family budget?

SUMMARY

Like I said when we got started, it's time to make decisions.

(Summarize what you've learned about the student and make a recommendation. IF education is the right choice for the student, make sure to mention the value the education will have in the students shot at meeting their goals)

Are you ready to be considered for acceptance to San Joaquin Valley College and begin to achieve your goals? (This is a yes/no question)

YES – Direct them to the next step and start moving them toward enrollment.

NO – Work to overcome obstacles and then ask again.

Exhibit

Admissions Compliance
Policy and Procedures

San Joaquin Valley College
rev. December 2014

Admissions Mystery Shops

Campus Manager Observation

Overview

Observation of advisor interaction with prospects is an effective methodology for monitoring advisors knowledge of and ability to communicate compliance related details. Observations are typically done with the manager in the advisor's office where they can directly observe the interaction. Managers may also elect to observe from the hallway, where conversations can be monitored in a more discrete manner with respect to the prospect.

Feedback from observations is provided to the advisor immediately after the prospect leaves the advisor's office. The feedback focuses on coaching opportunities, but addresses compliance concerns if identified.

Campus admissions management will directly observe the following activities:

Staff	Activity	Observations
Admissions Advisors, FC	Recorded phone call	2 per start cycle
Admissions Advisors	Applicant Interview	2 per start cycle
Admissions Advisors	Follow-up Meeting	1 per start cycle
HS Representatives	Class presentation	1 in the Fall, 1 in Spring

NOTE: Observation frequency is doubled for employees in the introductory period.

Compliance with campus admissions managements meeting of these observation standards is monitored in 5 week periods. A report is generated by the CAO DoA team and sent to the Campus Director.

Best Practices

During the advisor's meeting with the prospect the campus admissions manager is monitoring multiple areas of the interaction for regulatory compliance. The following areas of a meeting are of particular focus.

Presenting of program information
Presenting of consumer information
Presenting of tuition and financial aid
Answering questions regarding any of the following topics
- Expected Salary
- Program Placement
- Program Tuition and Fees
- Financial Aid
- Accreditation
- Transfer of Credit
- Entrance Exam

During the observation the campus admissions manager will actively intervene and provide correct information should the advisor fail to provide complete and accurate information to the prospective student.

Corrective Action

Additional corrective action may be needed after the prospect leaves the advisors office. Campus

admissions management may elect to use any or all of the following tools to provide supplemental training.

    Additional one on one coaching with the advisor
    Review of quarterly compliance training materials relevant to the area of concern
    Specialized training from the CAO DoA team

The appropriate authentic skill check will be used to check for understanding and ensure the advisor meets compliance standards.

Failure on behalf of campus admissions management to meet the observation standards is addressed using the following guidelines.

    First time failure to meet all standards results in a review of the standards with the CAO DoA, campus admissions management and campus director.
    Failure to meet all standards, with more than 75% met, results in a written request from the CAO DoA via email to address with campus admissions manager.
    Chronic failure to meet observation standards results in disciplinary action up to and including termination.

The review of campus admissions management's inability to meet observation standards might also include some consideration for variables such as the number of times standard is missed, whether it was caused by poor time management or apathy, or other subjective elements where a reasonable argument can be made on behalf of the manager. The DoA and campus director will make the final decision on the appropriate action utilizing all the information available to them.

SUPPORT SERVICE AREA: Information Technology Services

PRACTICE EVALUATED: Automated Student Account Lifecycle Provisioning

CONTENT EXPERT: Adam LeFaive, Director of Information Management

Overview

The student account provisioning process creates, modifies, and disables student accounts. The CampusVue Student Information System is utilized as a source system for determining the lifecycle status of a student's account. This system is a custom MS SQL Server routine programmed by the SJVC IS Department to create all necessary accounts, links, and permissions necessary for the entire student lifecycle at SJVC.

The automated student account lifecycle can be summarized as below.

- **CampusVue Status = Future Start**
    - Create AD Account
        - Assign Permissions
    - Create Office365 Email Account
    - Create Academic Info Account
    - Create Home Folder
    - Create MyLabs Account
    - Create LMS Account
        - Enroll In Orientation (Online)
        - Enroll in Courses

- **CampusVue Status = Active, LOA, Probation**
    - Enroll in LMS courses as necessary each start date

- **CampusVue Status = Grad, Drop, Term**
    - If AR Balance = 0
        - Grad Date OR Drop Date + 90 Days = Disable AD Account
    - IF AR Balance > 0
        - No Action on account

Analysis

To identify the possible rate of error or rate at which student accounts are effected by an error, we utilized two perspectives on the Information Services support ticket queue.

The first perspective is to identify, out of the total number of accounts that were created within a 12 month period, how many of those accounts may have experienced an error in their lifecycle as evidenced by the submission of a support ticket from that student account. During the one year period 6/15/2014 – 6/15/2015 there were 5,320 student accounts created by the provisioning process. Analysis of the Help Desk ticketing system shows that there were 308 tickets submitted during that period relating directly to account setup type issues. Compared with the number of generated accounts, that metric indicates about a 6% error rate in the account provisioning process.

The second perspective is to identify what percentage of the total volume of Information Services customer support tickets are related to student account creation issues. This will identify if student account provisioning accounts for a large or small percentage of the total support work performed by the department. There were 1,995 total student issue related support tickets submitted during the 12 month period. Of those, 1,687 were unrelated to student account provisioning. 308 tickets for the 12 month period related directly to student account issues.   Student account issues then represent 15% of the total student issue ticket volume for the period.

Please refer to next page for detailed data.

Outcome

This rate of error is decided to be acceptable. The 6% possible error rate in total volume of created accounts is higher than desired. However, after consultation with the IS Department regarding the nature of these tickets, it was noted that many single issues raise multiple tickets for a student causing an inflation in this number. It is most likely, that the rate rests under 5% of total accounts experience an issue.

Action

As the error rate is minimal and in acceptable range, no action needed at this time.

All data 6/17/2014 - 6/17/2015

Data including requests for credentials

			Possible Flag	Account Issue

Category	Sum of Cnt
Account Issue	24.8%
All Others	75.2%
Grand Total	100.00%

Category	Sum of Cnt
Account Issue	495
All Others	1500
Grand Total	1995

5,320 Accounts Created

Category	% of Tickets
Academic Info	**8.5%**
Unable to Log in	8.5%
Email	**0.2%**
Mailbox creation	0.2%
InfoZone	**4.4%**
Access Permissions	3.8%
Home Folder Access	0.4%
Login Issues	0.2%
Login	**7.1%**
Credential request	6.1%
Email	0.2%
InfoZone	0.8%
Network	**1.6%**
Home Folder issue	0.4%
Network Folders	1.2%
Office 365	**2.6%**
Email	2.6%
User Administration	**75.6%**
Create Account	5.5%
Create Home Directory	0.2%
Credential request	14.5%
Email Account error	12.5%
Login Request	17.2%
Permissions	0.8%
Unable to Log in	24.8%
Grand Total	**100.0%**

9%	Issue Rate

Data excluding requests for credentials

Category	Sum of Cnt
Account Issue	15.4%
All Others	84.6%
Grand Total	100.00%

Category	Sum of Cnt
Account Issue	308
All Others	1687
Grand Total	1995

5,320 Accounts Created

6%	Issue Rate

SUPPORT SERVICE AREA: Facilities Services

PRACTICE EVALUATED: Textbook Distribution Process

CONTENT EXPERT: Ralph Ortiz, Director of Purchasing

Overview

The textbook distribution process is an InfoZone-based reporting mechanism developed by Information Services that integrates information from CampusVUE and the ERP Approved Textbook Listing. As illustrated in the report below, Facilities Purchasing Technicians generate materials distribution reports throughout each five-week module in order to identify the textbooks and consumable supply requirements for orientation and the week-one start date.

Textbook Distribution Report

Madera Textbook Distribution Report For June 1, 2015 Start

Campus	ISBN/PN	Vendor	Amount Deliver	Census	Received Received	Room Numbe	Start Time	Section	Course	Descrip Description	Instructor
Madera	9781111579401	CENGAG	0	13	13	108	07:15:00	1M1	ACT101	Red Carpet Manual Sim for Century 21 Accting:	DaiRe, Angelo
Madera	9781285183428	CENGAG	13	13	0	108	07:15:00	1M1	ACT101	Using QuickBooks Accountant 2014	DaiRe, Angelo
Madera	9781285997629	CENGAG	0	13	13	108	07:15:00	1M1	ACT101	BUNDLE: Fundamentals of Accounting	DaiRe, Angelo
Madera	1721288	HENSCH	0	29	29	113	07:15:00	1M1	MAP105	CPR Micromask	Aminsalehi, Maziar
Madera	9781616690182	LAEDAL	0	29	29	113	07:15:00	1M1	MAP105	Heartsaver First Aid	Aminsalehi, Maziar
Madera	9781616690397	LAEDAL	0	29	29	113	07:15:00	1M1	MAP105	BLS for Healthcare Providers	Aminsalehi, Maziar
Madera	A40021	BDEDUC	0	29	29	113	07:15:00	1M1	MAP105	Blood Collection Pocket Cards Set	Aminsalehi, Maziar
Madera	1721288	HENSCH	0	15	15	113	12:30:00	1A1	MAP105	CPR Micromask	Dickson, Kym
Madera	9781616690182	LAEDAL	0	15	15	113	12:30:00	1A1	MAP105	Heartsaver First Aid	Dickson, Kym
Madera	9781616690397	LAEDAL	0	15	15	113	12:30:00	1A1	MAP105	BLS for Healthcare Providers	Dickson, Kym
Madera	A40021	BDEDUC	0	15	15	113	12:30:00	1A1	MAP105	Blood Collection Pocket Cards Set	Dickson, Kym
Madera	1721288	HENSCH	0	8	8	113	17:30:00	1E1	MAP105	CPR Micromask	Dickson, Kym
Madera	9781616690182	LAEDAL	0	8	8	113	17:30:00	1E1	MAP105	Heartsaver First Aid	Dickson, Kym
Madera	9781616690397	LAEDAL	0	8	8	113	17:30:00	1E1	MAP105	BLS for Healthcare Providers	Dickson, Kym
Madera	A40021	BDEDUC	0	8	8	113	17:30:00	1E1	MAP105	Blood Collection Pocket Cards Set	Dickson, Kym

Analysis

The error verification process for the textbook distribution report utilizes various SJVC reporting mechanisms as its data source and is dependent on these applications for its accuracy. The process of measuring error and efficiency is a continuous effort which involves a manual check and balance as illustrated below:
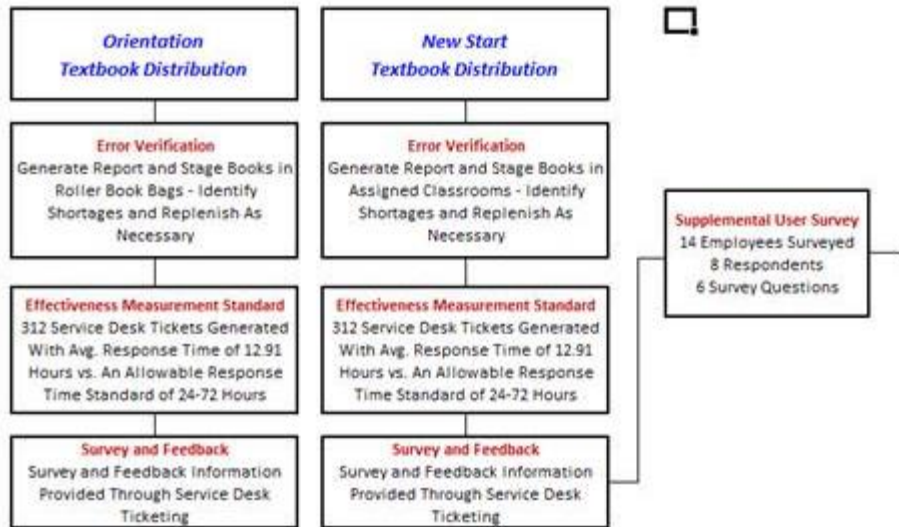
Outcome

As noted in the illustration above, a brief facilities survey was utilized to solicit employee feedback and recommendation, the results of which are presented below:

	Facilities Survey Info Zone Textbook Distribution Report			
Question Number	Survey Question	Total Number Yes	Total Number No	Total Number Sometimes
1	Do you currently use the textbook distribution report to plan week-3 automatic textbook orders	5	3	None
2	Do you currently use the textbook distribution report to plan textbook distribution	Yes 4	No 4	Sometimes None
3	Do you find the textbook distribution report to be accurate in terms of what textbooks are to be delivered	Yes 2	No 1	Sometimes 5
4	Do you know of other reporting mechanisms or processes used in place of the textbook distribution report	Yes 4	No 4	Sometimes None
5	Do instructors and program directors use the textbook distribution report	Yes None	No 4	Sometimes 2
6	Do you receive complaints from others regarding the textbook distribution report	Yes None	No 7	Sometimes 1

Additional comments from survey participants identified several areas for improvement.

Student Employee Feedback:

The Textbook Distribution reports accuracy is wholy dependent on the accuaracy of the ATL. There should be manadatory policies and procedures in place that requires regularly scheduled review in order to ensure accuaracy.

We use a carefully planned worksheet package format to determine textbook requirements and use this same package to generate the book return and book distribution lists that are sent out in advance of book return day and Day 1. The Textbook Distribution Report is the main source of information for the wirksheet package, along with Faculty Scheduling.
We have been very accurate in our delivery of ontime books, without a large back stock.

I don't distribute any books, just order and receive.
Visalia Linear Programs use other forms for ordering.

Sort of forgot about this report...Some of our classes are not showing on this.... I pull the rosters from Campus Vue to build a more tailored report.
Not sure this report takes into account students that are held back, but need the newer version of a book?
On-line exams cannot be delivered on the first day of instruction- issuance of a PO at the start would requires instructors to keep the PO open until much later in the 20-week course, as the ordering process requires the names of students to be entered on-line and names change.
Classes that do not appear: March 23, 2015 start MTH 121 ; Orientation materials/texts

The only inacuracy I have encountered is consistent inclusion of the HCP/MOA/MBS courses. I find the texts on the ATL, but they do not always always appear on the textbook distribution report and I find out about the texts needed after the instructor does not receive them for the new module start. I now confer with the instructor once her courses are assigned to be sure we have captured what will be needed via the textbook distribution report. Otherwise, I find the distribution report and great tool.

What Changes Would You Make:

I would include a feature that identifies what textbook each student receives.

I would include a feature that automaticly releives textbook inventory from MAS

I know this report reflects the ATL for each program. We used to get emails notifing us of changes done by academic affairs to our campus ATL. Please continue this process because Facilities is not privy to program reviews and book changes that materialize from these reviews.

Still the Report is only as accurate as the ATL, new student forecasts 3 weeks out by program, and Faculty Scheduling. These issues represent timing issues in accurate ordering. I love the new report and use it every time in building our ordering package each MOD.
Look at how we capture quantity for Orientation -- do we need this information by Session (?) and ATL for Orientation is not good.
Re-arrange columns --- course-start time-room-instructor-vendor-isbn-description-census
Change descriptions from "Amount Deliver" to "Needed", "Prev Received" to Inventory
Calculation of Needed should be Census + Cushion (number of ways to do this)-Whse 90-Whse 91+Return Shrink - Regular inventory

All programs would use the Texbook Distribution Report.
Instructors would review the ATL and make updates so the Textbook report is accurate.

| Survey | **Feedback** | Sheet2 | Sheet3 | ⊕ |

Action

Based on analysis, identified areas of improvement are: assurance that all courses are included on the textbook distribution report; confirm accuracy of the approved textbook distribution list, and that Facilities Technicians are notified of changes; and eliminate shadow systems at the campus level.

These changes to be implemented throughout 2016 and assessed in the Fall 2017 NAPR.

All data 6/17/2014 - 6/17/2015

Data including requests for credentials		Possible Flag	Account Issue	Data excluding requests for credentials	

Left table (Data including requests for credentials):

Category	Sum of Cnt
Account Issue	24.8%
All Others	75.2%
Grand Total	**100.00%**

Category	Sum of Cnt
Account Issue	495
All Others	1500
Grand Total	**1995**

5,320 Accounts Created

Middle table:

Category	% of Tickets
Academic Info	**8.5%**
Unable to Log in	8.5%
Email	**0.2%**
Mailbox creation	0.2%
InfoZone	**4.4%**
Access Permissions	3.8%
Home Folder Access	0.4%
Login Issues	0.2%
Login	**7.1%**
Credential request	6.1%
Email	0.2%
InfoZone	0.8%
Network	**1.6%**
Home Folder issue	0.4%
Network Folders	1.2%
Office 365	**2.6%**
Email	2.6%
User Administration	**75.6%**
Create Account	5.5%
Create Home Directory	0.2%
Credential request	14.5%
Email Account error	12.5%
Login Request	17.2%
Permissions	0.8%
Unable to Log in	24.8%
Grand Total	**100.0%**

Right table (Data excluding requests for credentials):

Category	Sum of Cnt
Account Issue	15.4%
All Others	84.6%
Grand Total	**100.00%**

Category	Sum of Cnt
Account Issue	308
All Others	1687
Grand Total	**1995**

5,320 Accounts Created

9%	Issue Rate

6%	Issue Rate