2018-19 Administrative Leadership Unit Review of
Enrollment Services Division

I.A. Profile: Unit Purpose

What is the purpose of the unit and how does it contribute to the mission of Skyline College?

Narrative

The purpose of Enrollment Services is to support students so they can successfully get in, get through, and complete their program on time at Skyline College. At a high level we…

- Recruit students.
- Support students in applying and registering for classes.
- Process and maintain student records and financial aid in accordance with all local, state, and federal regulations.
- Process all incoming and outgoing transcripts.
- Confer all degree and certificates.
- Process all student financial aid.
- Educate students on how to obtain various financial resources to support their education as well as how to manage those resources to complete their education program.
- Certify Veterans benefits in VA-ONCE
- Provide dedicated support for Veterans from application to graduation.
- And much more

Enrollment Services directly supports Skyline College's Mission as without the services provided by Enrollment Services no student would be able to enter Skyline College, register for class, or complete their program.

I.B. Profile: Programs
Which programs or functions are contained within the unit?

Narrative
- Admissions & Records
- Financial Aid
- Outreach/ Recruitment
- Veterans Resource Center

I.C. Profile: Service Area Outcomes
List the current service area outcomes for the unit.

Narrative
Admissions & Records:

1. High school students in the Concurrent Enrollment Program will be able to successfully complete the admissions process.
2. Students will be able to self-assess their degree/certificate progress.
3. Students are able to successfully navigate and resolve registration conflicts.

Financial Aid:

1. Students will be able to identify financial aid resources for which they may qualify, submit applications and meet deadlines.
2. Students who receive financial aid will demonstrate knowledge and understanding of the Satisfactory Academic Progress "SAP" Policy for financial aid purposes.
3. Students will gain understanding of the requirements, rights and responsibilities, and repayment obligations associated with acquiring a federal student loan.

Outreach/ Recruitment:

1. After interacting with the Outreach Office, prospective students will learn about the available Skyline College resources and the steps for successful matriculation.
2. Through strategic recruitment efforts, we will see an increase of student enrollment from targeted feeder schools.

Veterans Resource Center:

1. Student veterans who access the Veterans Resource Center will persist from Fall to Spring.

II.A. **Analysis: Unit Effectiveness**

Review data related to the administrative unit and assess the unit's effectiveness at meeting its described purpose. Data should include, but is not limited to, the CPRs/APPs submitted within the last year by programs within the administrative unit.

Describe the unit's effectiveness including identification of achievements and/or areas in which further effort is needed. Comment on progress made towards previously established unit objectives.

Narrative

Admissions & Records:

During the last planning cycle, our focus was to address roadblocks students are experiencing by analyzing the paper documents received and recorded (from students). Most appeals come to Admissions in paper form and now, with creation and implementation of online tools, we also have online data. In the past, students had to come to Admissions during open office hours to pick up forms, which limited access. During the 2017/2018 planning cycle, we completed the conversion of having all student forms available online, fillable and ADA compliant. Most forms need to be printed to be processed, however, with the implementation the workflows – one for processing Concurrent Enrollment Course Request Forms and one for Degree and Certificate application, we are making forward progress towards a paperless environment, while discovering where we need to make improvements. We had aligned our SLO's with the Skyline Promise of Get In, Get Through and Graduate on Time. The Concurrent Enrollment upload tool naturally aligned with the first step of the Skyline Promise – "Get In".

GET IN

Program Student Learning Outcome: "*High School Students in the Concurrent Enrollment Program will be able to successfully complete the admission process*"

Our first PSLO was designed to take advantage of the workflow potential, while at the same time empowering students and measuring their success. It addresses the additional documentation needed from High School students attending Skyline through the Concurrent Enrollment Program, the Dual Enrollment Program, Middle College and Jumpstart.

As part of the compliance requirements for having High School students attend college courses, students must submit both the CCCApply College Application and a Concurrent Enrollment Course Request Form, with approvals from their parent or guardian and their High School designee. Both items must be applied to the student record before registration access is granted. The workflow created for Concurrent Enrollment allows for a seamless process:

1. Students access the form online, fill it in, print and obtain their parent/guardian signature and the signature from their high school "designee".
2. The student uploads the signed Course Request Form through their WEBSMART account.
3. The form lands in a queue that is accessed by Admissions staff daily.
4. The form is approved or denied, depending on completeness.
5. Once it is approved, the workflow "system" codes all appropriate screens in BANNER and sends the image to the student record. Registration access is granted. If the form is denied, the student is immediately messaged with information and advice, and the form is returned to the student for resubmission when complete.

In 2018, **1,907** Course Request Forms were processed through the workflow tool. This workflow has been an overwhelming success, with one exception – the lack of communication between departments.

In Fall 2018 the Dual Enrollment Program was initiated just a few weeks before the start of the term. This new program was not communicated to Admissions and Records in time to introduce students to the Course Request Form upload tool in Websmart (parent and high school permissions). Admissions and Records had to step in and manually process, code, scan and provide registration access to 468 Dual Enrollment students by Fall Census. Admissions dedicated two full-time staff to reconciling the forms to meet compliance. They were pulled from their regular assignments and the process took months to complete.

The positive outcome was introducing a large number of high school students to Skyline, collaboration between departments and a solid plan for the next term that would provide time for students to use the upload tool and let the workflow process the forms.

GET THROUGH
Program Student Learning Outcome: "*Students are able to successfully navigate and resolve registration conflicts*"

Through the course of a student's academic journey here at Skyline, they may experience issues or roadblocks that hinder a smooth registration process, caused by various factors, both systematic and unintentional. Admissions is alerted to these roadblocks when we hear from the student and the issues can be measured by the type and amount of forms we process.

In this PSLO, we continue to look at our processes to get to the reason why a student might not resolve their registration roadblock with the self-service tools provided. We have been progressively comparing the number of forms we manually process to gauge where we need to concentrate our efforts to improve the registration experience. In 2018, we made improvements to the information we provide on our website, we provided detailed information to faculty and staff, and we improved the messaging that goes out to students when we receive their

application. Our effort to decrease some of the registration roadblocks that students experience has been successful as reflected in the percentages below.

Manual Form	2016	2017	2018	% Change
Manual Add/Drop	2,756	2,988	1,779	Decrease of 40%
Extenuating Circumstance Requests	893	687	570	Decrease of 17%
Miscellaneous Registration Documents	275	424	50	Decrease of 88%
Residency Reclassification	538	541	303	Decrease of 44%

AND GRADUATE, ON TIME!
Program Student Learning Outcome: "*Students will be able to self-assess their degree/certificate progress*"

Our initial intent for this PSLO was to develop a set of self-service tools in which a student could easily explore and monitor their progress towards their academic goal, whether it be degree, certificate or transfer, and know how to apply for that goal online. We developed an internal workflow to manage application volume and the intense evaluation, data management and processing required to determine commencement eligibility, confer degrees and meet both internal and external deadlines.

Our findings:
1. Data is not available to determine when students are "looking at" their progress through Degreeworks and using the information to apply for their degree or certificate. This may be possible in the future, with the implementation of the student relations management system, but at this time, with nothing to inform the current SLO, adjustments will be made to the SLO in order to record a measurable outcome.
2. Although the online application is easy to use at the student end, the internal process is extremely complicated and manual.
   a. Skyline requires counselor sign-off on degrees, but not certificates, however the application was designed to require sign-off for both, blocking certificate students from self-service. This created manual processing for certificate-seeking students for Fall 2018 and part of Spring 2019. It has since been repaired.
   b. The online application informs Admissions of the applicant, the goal they are seeking and their personal information, but ends there. It does not have the capability to evaluate progress or determine eligibility for transfer or commencement.
   c. The online application does not address the staffing and processing complexities for Transfer Students.

Financial Aid:

The Financial Aid Office will meet this year's strategic priorities by continuing to improve upon its services by:

– Participating in the Skyline College Promise Scholars- serving on the Skyline College Promise Scholars Task Force and working closely with the Director of the Promise Scholars Program, attend District wide Promise meetings for planning and implementation, creating outreach emails to students meeting eligibility by cross referencing Promise Scholars applications who have not submitted a Financial Aid application, extracting expenditure reports, conflict resolution with non-resident students, automation of posting awards, working with PRIE to better resolve Financial Aid eligibility criteria for reports, etc.

– Default Management (purchase of Borrower Connect in 1516, notifying students on delinquency payments, and starting 1718 participating in the Experimental Direct Loan in person Counseling sessions)

– Business Process Analysis (BPA) - Participated in the Foundations BPA (2017) to better serve our Scholarship students, identifying manual process and replacing with automation, identifying overlap in workloads.

– Improving upon Student Learning Outcomes (SLO) and tracking data to measure accurate outcomes.

– Collaborating more with SparkPoint on Financial Wellness - determining how to better outreach to our students to encourage them to apply for Public Benefits and incorporating Financial Wellness into the 1718 In Person Loan Counseling. Also have SparkPoint include Direct Loan information in Financial Wellness workshops of what it means to be a responsible borrower and rights and responsibilities. In addition, collaborating to assist the Homeless Student Liaison in better serving the student population, collecting documentation to apply priority enrollment with A&R, creating an emergency guide with housing/food resources and getting them connected to additional services for successful completion.

– Promoting awareness of Financial Aid programs and resources on campus and off. Reaching out to students that are registered and have not submitted Financial Aid applications as well as personal touch follow ups for students who have not completed their Financial Aid files and may be eligible for Federal Grants.

– Providing fully disclosed consumer information on our website so that student can make informed decisions.

– Monitoring the successful completion rate of our student population while maintaining fiscal and regulatory integrity of Federal and State funded programs.

– Implementing better processing and utilization of technology to simplify the Financial Aid completion of files so that students can receive the assistance in which they are applying for and for successful completion.

Outreach:

In order to support our program goals, we continued to build on the momentum created in the 16-17AY to support student transition to Skyline College.

– Counselor Liaison Program - this program was implemented across 8 schools within our feeder schools. Through this program we have been able to support the full matriculation process of students intending to attend Skyline College in the 2018-2019AY. Working collaboratively with the high schools and Skyline's counseling division to confirm logistics, manage processes, and provide clear communications to students, faculty, and staff, has been an essential component in the success of the program.

– Concurrent enrollment - during the 2016-2017 school year, we hosted three concurrent enrollment information sessions with over 200 total attendees. For the 2017-2018AY two information sessions were conducted Fall 2017 and two additional sessions are planned for Spring 2018. This event provides guidance as to the benefits and the process of concurrent enrollment.

– PEP days - PEP Days were restructured this year to provide an opportunity for peer leadership, ease counseling stress, provide additional support for new students, and really engage new students regarding the topics that they most need assistance with. In the future there will be an opportunity to engage parents as well.

– Matriculation Process (SSSP) - in working with the counseling department, students that participate in the Counselor Liaison Program or PEP were thoroughly tracked to ensure completion of the SSSP steps. Through consistent follow up, students were much more likely to complete their SSSP steps and enroll in their recommended classes.

All of these components also included intentional information and education for the Promise Scholars Program in order to increase applications and enrollment.

Veterans Resource Center:

Data Collection in Support of PSLO:
• Data to support measurement of the PSLO is collected on a semester basis and submitted to PRIE to run reports.

We have begun reviewing initial baseline with comparison of persistence data. Strategies for further consideration are in the process of being discussed/developed along with a list of action items.

Space/ Facilities:
• New state of the art furnishings that support/ enhance learning were purchased and installed for half of the VRC. Quote for the remaining

space has been created and the goal is to purchase the remaining furnishings for the rest of the center by Summer 2019.

Technology:
- Current technology including computers, printer, fax/copier are functioning appropriately. Continuing to monitor function and address areas where there additional needs.
- Purchased a new desktop computer meet the needs of SFVA Medical Center Representatives and other campus/ community partners like the San Mateo County Veterans Service office, Financial Aid, DRC, SparkPoint, Counselors, etc.

Peer Support:
- Student veteran VA Work Study students serve in roles as informal peer mentors.
- Additional support/ work needed to create veterans peer mentor/ ambassador model program.

Recruitment/ Outreach Initiatives:
- Create more pathways to recruit and retain veterans and military affiliated students by collaborating with Outreach Department. Goal is to form a direct pipeline for this population to access Skyline College and persist to achieve their educational goals by working closely with the Outreach Department. This area needs further focus for the upcoming year in addition to additional work on outreach to faculty and staff re: promoting veterans resource center services to student veterans as well as resources/ services to best assist faculty/staff serving veterans.
- Work still needed around researching, establishing and funding a Veterans Student Ambassador to serve as point for communication between counseling and outreach ambassadors, attend campus events on behalf of the Veterans Resource Center, and also serve as peer mentor lead.
- Funding resources secured to create veterans specific marketing materials and advertising to use on campus and within the veterans support community (i.e. community partners). Next steps are to work with Marketing to create updated materials.
- Addition of office space and computer set up allows for increased opportunities for veterans certifying officials, counselors, and community partners to have a continual presence in the Veterans Resource Center spare office.
- Based on student veteran feedback, the Veterans Resource Program that has been previously funded through PIF has been modified to include multiple smaller events throughout the year to increase opportunities for access to resources and to highlight specific resource categories (i.e. Health Care, Education, Benefits, Career, etc).

II.B. **Analysis: Progress on Outcomes**
Describe the progress on service area outcomes, conclusions drawn, and expected use of results.

Narrative
Admissions & Records:

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In 2018, **1,907** Course Request Forms were processed through the workflow tool.

In Fall 2018 the Dual Enrollment Program was initiated just a few weeks before the start of the term. There was not enough time for this first cohort of students to take advantage of the upload feature to submit their Course Request Forms. Admissions and Records manually processed, coded, scanned and provided registration access to 465 Dual Enrollment students by Census. The positive outcome was introducing a large number of high school students to Skyline, collaboration between departments and a solid plan for the next term that would provide time for students to use the upload tool and let the workflow process the forms.

The goal of our SLO for 2018 was to have 60% Course Request Forms successfully uploaded via Websmart. With the issues we encountered processing the first cohort of Dual Enrollment, we were still able to meet our benchmark, however, expect to see better results in the following review cycles.

GET THROUGH

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tools provided. We have been progressively comparing the number of forms we manually process to gauge where we need to concentrate our efforts to improve the registration experience. In 2018, we made improvements to the information we provide on our website, we provided detailed information to faculty and staff and we improved the messaging that goes out to students when we receive their application. Our efforts to decrease some of the registration roadblocks that students experience is reflected in the data (below), as all areas of registration conflict have decreased.

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Our findings:

1. Data is not available to determine when students are "looking at" their progress through Degreeworks and using the information to apply for their degree or certificate. This may be possible in the future, with the implementation of the student relations management system, but at this time, with nothing to inform the current SLO, adjustments will be made to record a measurable outcome.

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   a. Skyline requires counselor sign-off on degrees, but not certificates, however the application was designed to require sign-off for both, blocking certificate students from self-service. This created manual processing for certificate-seeking students

for Fall 2018 and part of Spring 2019. It has since been repaired.

b. The online application informs Admissions of the applicant, the goal they are seeking and their personal information, but ends there. It does not have the capability to evaluate progress or determine eligibility for commencement.

c. The volume of degree and certificate applicants has not been thoroughly addressed and because the online tool is not as efficient as intended and does not alleviate the internal process, Admissions staff has been pulled away from their daily operations to support the one Program Services Coordinator – Degree Audit to manage the applicants, assist with creating a database, producing materials to evaluate transfer eligibility, meet transfer deadlines, final evaluations and commencement eligibility.

Financial Aid:

SLO No. 1: Students will be able to identify financial aid resources for which they may qualify, submit applications and meet deadlines.

The process of applying for Federal and State financial assistance in theory should be easy for college students in general. The following SLO has been retired because there are no longer any paper applications from the Federal Government or State. There are now two open door workshops to assist students in submitting or correcting their online applications.

Beginning 1819, Financial Aid is extracting data using SAP and extracting information of all students currently registered and have not applied for Financial Aid and reaching out to them to encourage them to apply. In addition, Financial Aid is trying to reach students were they are by changing the forms needed for file completion so that students can come on their mobile devices and submit via email with and electronic signature.

SLO No. 2: Students who receive financial aid will demonstrate knowledge and understanding of the Satisfactory Academic Progress "SAP" Policy for financial aid purposes.

Satisfactory Academic Progress (SAP) is one of the most challenging policies for students to understand. Federal regulations state that the institution is required to measure the progress of students receiving aid, qualitatively and quantitatively. A student who fails to meet SAP standards may be placed on warning, disqualification, or termination, and may be prevented from receiving his/her financial aid award. To help students better understand the SAP Policy the financial aid staff provides one-on-one assistance and workshops covering the SAP Process and assists students in submitting an appeal

correctly. In addition, students placed on Warning are sent emails encouraging them to meet with our Academic Counselor to advise getting them back on track and connecting them to additional services provided on campus to help.

SLO No. 3: Students will gain understanding of the requirements, rights and responsibilities, and repayment obligations associated with acquiring a federal student loan.

Beginning the 1516 aid year, the Financial Aid Department signed a contract with Borrower Connect to import Direct Loan Delinquency Reports, in grace or deferment from the various lenders. Students will then be notified from Skyline College through Borrower Connect with helpful information on repayment options, information on forbearance and deferments; late stage delinquency notification includes information on the effect of defaulted loans on the borrower's credit. Within Borrower Connect, these emails are tracked for individual borrower. This method has proven to be a proactive approach in lowering our Default Rates. Data results from these efforts and constant communication from District Reconciliation Specialist, Luanne Canestro when students go into delinquency can be accredited to our low Cohort Default Rates (Report Attached).

Beginning in the 2017-2018 academic year, the SMCCCD Financial Aid Offices are participating in an experimental site initiative with the Department of Education related to loan counseling. If students are a repeat borrower **and** their Social Security Number ends in an **even number or 0**, they **must** attend an SMCCCD Loan Counseling Workshop before funds will be disbursed. They can attend a workshop at any of the three colleges. With this experimental initiative community colleges are hoping to give students more in depth knowledge on being a responsible borrower, repayment options, financial literacy, knowing their rights, lowering requested borrowed amounts, in hopes default rates will go down and students will become better consumers.

Outreach:

Outreach Office PSLO's

1. After interacting with the Outreach Office, prospective students will learn about the available Skyline College resources and the steps for successful matriculation.

Method: Conduct surveys after tours and presentations in order to assess students' knowledge.

Success Criterion: The matriculation process and at least one Skyline College resource are identified on at least 90% of surveys collected after each Outreach Interaction.

Result: All survey results meet the success criterion above.

2. Through strategic recruitment efforts, we will see an increase of student enrollment from targeted feeder schools.

Method: Review PRIE report indicating application data based on high school attendance. Compare data to previous years and semesters.

Success Criterion: In comparison to previous semesters, there will be an increase in student enrollment from each feeder high school.

Result: There has been an increase in most feeder high schools, with a few staying at the same levels as previous. One potential reason, the enrollment at some high schools has been declining, which means we have a smaller pool of high school students to recruit.

Veterans Resource Center:

Data to support measurement of the PSLO is collected on a semester basis and submitted to PRIE to run reports. We have begun reviewing initial baseline data of veterans who access the VRC compared to the general student veteran population in areas of access, persistence, and withdrawal rates. Upon review of all data, points for further discussion have been identified.

Areas where further effort is needed:

Based on the reports run, three populations have been identified with lower access numbers to the VRC resources that we would like to work on engagement strategies for. The three populations are Female Veterans, Veterans Aged 50-59 and part-time student veterans.

Follow-up steps:

Conduct further assessment on what methods/ strategies have high success rates in getting these populations connected with VRC resources at other campuses.

Further assessment on persistence and withdrawal rates and strategies for increased support for these three populations in addition to veterans identifying as Filipino and Hispanic Race/Ethnicity and Black/Non-Hispanic Race/Ethnicity.

II.C. Analysis: Unit Environment

Describe key factors and changes impacting the unit such as college initiatives, industry needs, regulatory changes, state mandates, grant requirements, personnel changes, demand for classes/services, and other issues.

Narrative

Admissions and Records:

In 2018, the services offered by Admissions and Records have been directly impacted by the growing number of transfer students and the introduction of new state initiatives, such as Dual Enrollment.

TRANSFER STUDENTS: Transfer requirements for students to the CSU system are complex. Students apply to the CSU system through Cal State Apply and also apply for transfer and transfer degrees through Skyline College. The application process occurs 2 times a year and runs parallel to processing local degrees and certificates.

The impact of CSU Verification is processing timelines/deadlines and staff.

1. Admissions receives a list of students who have applied for transfer through Cal State Apply.
2. There is approximately a 5-6 week window to:
    1. Verify that the student is following a transfer plan
    2. Pre-evaluate and verify the student qualifies for transfer
    3. Register those findings in the Cal State Apply system
    4. Research and outreach to students who applied to Cal State Apply, but not Skyline and accommodate a counseling appointment to submit the Skyline Transfer Degree Application so that verification to CSA is complete.
    5. Research and outreach to student who applied through Skyline, but not CSA. (This is about 60%. In Spring 2019, Skyline had 700 applicants for Transfer, but only 286 applied through CSA).
    6. Submit form SB1440 to CSA for the late/missing applicants
    7. Send verification communication
3. The final evaluation of Transfer students takes place after the final grade roll.
    - The PSC-DA has an immediate deadline to the CSU's to submit the final evaluation.
    - Student records must immediately reflect the degree on their academic record for transfer.

During the last CSU Transfer cycle and with the short deadlines for CSU Evaluation, the PSC-DA had to enlist the help of 4 Admissions staff and 1 staff and 2 counselors from the Transfer Center to outreach to students who applied through one system, but not the other, and assist them with submitting needed documents to complete the Transfer eligibility process, to run degree audits for initial evaluation and to research and run external transcripts and credit.

This process was also complicated by a Degree and Certificate application process that is efficient for students, but not for internal office processing.

Our processes for conferring ALL degrees, whether transfer or local, must be sustainable, scalable and have the staff and technology to support growth and ever-changing deadlines.

NEW INITIATIVES: Another high-impact program has been the introduction of the Dual Enrollment Initiative. This program is a partnership between the college and our local high schools, which offers high school students up to 15 units of tuition-free registration.

At Skyline, Dual Enrollment was introduced late into the registration period for Fall 2018. Too late for a scalable system to be established that would allow students to use the upload and self-registration tools designed especially to capture compliance information. Admissions was not included in the development of this beneficial program, but stepped in to support the registration process for the first cohort of 465 students. All process were manual and it took 2 full-time Admissions staff almost 4 months to fully reconcile the Fall students, which was not going to be sustainable for the future.

Through group meetings, email communication and collaboration with the Dual Enrollment Program, we were able to work out the roadblocks and develop strategies to onboard students much earlier in the cycle. This allows for students to use their Websmart account to upload their permission to attend and gain access to self-registration tools.

The impact regarding manual processing for next year should decrease, however, the Admissions Workflow for processing the "uploaded" Course Request Form (permissions to attend) has, and will, increase with the growing program. This workflow is maintained and processed by Admissions staff. In addition to the workflow, 16% of all applications to the college (which will include a portion of Dual Enrollment applicants) fall into a problem queue that is also researched and reconciled by Admissions staff.

Financial Aid:

The economic downturn in California is not expected to improve significantly in the near future. The upcoming years will most likely continue to see increased need for financial aid, institutional aid and processing. Better communication tools are needed to keep up with the following demands based on all of the following:

- **Community College Success Grant (new 1819)**

  Student Eligibility:

- Students enrolled in 12-14.99 units - may receive an additional $649 per semester
- Students enrolled in 15 or more units - may receive an additional $2,000 per semester (max of $4,000 per year)
- Recommended - Comprehensive SEP
- Must maintain a minimum cumulative GPA of 2.0

Reporting:

- Reports must be created and uploaded throughout the semester in the CCCCO software SSARCC

- **Skyline College Promise Scholars** (new 1617) The Financial Aid Department was fully instrumental in the development of the application process and set up, working with District Finance to create fund codes, ITS to create awarding and outreach to students utilizing Banner and AcademicWorks. During the 1718 aid year, we switched over to NoviSurvey as part of the application process and need to work with PRIE to develop an extract of specific information from Banner to determine eligibility for students. During the 1920 aid year we switched over to WebSMART and this helped simplify the application process by only asking 2 questions. The work with PRIE will be significant to create smarter extract reports filtering out students based on their CCCApply data that are not eligible. There are still manual processes and we will need to become fully automated and need to search for software that is fully integrated with Banner in order to sustainable if the populations are to grow. During the 1819 aid year we started testing the ability to automate posting PROME and PROMF codes to students awards. In 1718 a new Director was hired to oversee the Skyline College Promise Scholars Program but Financial Aid is still very involved with the Task Force team, District implementation meetings, outreach efforts, resolution efforts for non-resident students and working with A&R, YTD expenditure reports, PRIE, automation of old manual awarding but posting resources on the students Financial Aid awards such as books/Gas and Clipper cards is still manual, etc.

- In addition, The Financial Aid Office has been impacted due to the implementation of Program Integrity rules. These new Federal and State regulations have added increased responsibilities such as, but not limited to:
  - Pell Lifetime Eligibility
  - Satisfactory Academic Progress (SAP)
  - California Dream Act Application
  - Direct Loan Eligibility (SULA)
  - Loss of BOGFW/Priority Enrollment (new 1617)-appeal process needs to be reviewed with Counseling and A&R soon.

o As of January 1, 2017, AB 801, the Success of Homeless Youth Act, adds "homeless youth" as an eligible group of students for a few waiver. A "homeless youth" under this section is a student under 25 years of age, who has been verified at any time during the 24 months immediately preceding their application for admission as a homeless youth, as defined in the federal McKinney-Vento Homeless Assistance Act.

A student who is verified as a homeless youth as defined above will retain that status for up to six years or age of 25. Financial Aid is working with the SparkPoint Center Homeless Student Liaison on outreach efforts, collecting documentation for A&R priority enrollment and connecting students to additional resources for successful college completion.

Other items that can impact serving students are:

- BS in Respiratory Care Program-manual processes and as the cohort populations increases, not sustainable.
- Skyline NOW (1920) Program for returning working adults-manual processes and as the cohort population increases, not sustainable.
- Significant challenge in managing existing staff to keep up the demands in reviewing eligibility for new grants and scholarships, while keeping up with their regular workload.
- Lead Financial Aid Technician faces challenges in keeping up with working the daily reports from the
- California Dream Act Application
- Direct Loan Eligibility (SULA)
- Loss of CCPG/Priority Enrollment (new 1617)
- Banner 9 - Financial Aid will be the first department to go live in Banner 9 by April 27, 2018. Banner 9 has posed a lot of issues such as not carrying over student G#'s when going from screen to screen, slower navigation, not having the capability to use Quick Scan Pro barcoding on documents and new system extremely slow, A&R screens not fully functional, etc.
- Additional Scholarships - Skyline College Promise Scholars Program and College Completion Grant monitoring/reportings multiple times throughout the semester to the CCCCO, more External Scholarships/Crestmoor Scholarship

Outreach:

− Outreach was provided with a student ambassador budget of $30k at the beginning of the 2016-2017AY, this budget has carried over to the 2017-2018AY. The addition of campus ambassadors has greatly increased the ability for more exposure for Skyline College within the community. However, due an increased request for presence at community events, the 2017-2018

student ambassador budget is expected to only last through March 2018. There is still a need for additional funding in order to support all of the requests and supports provided by the Outreach Office.

− Local economic factors resulting in a demographic change in neighborhood impacts the ability to recruit specific populations (ie. African-American students)

− Identifying potential adult learners is also a challenge for Outreach. Adult learners have a variety of reasons why they attend college or return to college "later in life." Because there is often not one centralized location for adult learners, identifying them and conducting traditional outreach activities with them is a challenge.

− The implementation of the campus redesign has also caused for the campus recruiter to reallocate time in the office or community. Serving on several committees to ensure that the transition of new students is being incorporated into the redesign has required Lauren to depend heavily on the student ambassadors to manage email requests and off-site presentations more than in the past. While the ambassadors can complete such tasks, without consistent schedules it is likely that not all requests can be fulfilled.

Veterans Resource Center:

Recent internal/external changes impacting the Veterans Resource Center include:

Space/ Facilities:

- Furnishings in the Veterans Resource Center lounge area and kitchen are becoming antiquated. There is a significant noticeable decrease since the Spring 2017 semester in the appearance and functionality of the couches and study chairs in the lounge area of the VRC. There is a need for updated, clean and functioning chairs/couches in the lounge area to promote an inviting, welcome, warm environment and increase access to the Veterans Resource Center. The goal is also to match the study space and front desk area updated this winter that is state of the art and encourages learning/ studying to support persistence to educational goals.

Technology:

- Power charging stations for laptops/ cell phones are needed to support current needs of student veterans as well as additional laptop study space. This is in direct correlation with the need to update the lounge area.

Peer Support:

- Student Veterans of American chapter has been established on campus in January 2017. Serves as the voice of student veterans with a purpose of advocacy and community integration. Student veteran leaders are providing vital feedback to the VRC to enhance the services we provide.
- There is a voiced need from students (through verbal comments and survey responses) for more peer-to-peer support and integration of student workers into mentors. This will not only help students persist, but will also support outreach/in-reach efforts to grow awareness of and access to VRC.

Recruitment/ Outreach Initiatives:

- As we see the number of veterans using and accessing the center increasing, we desire to reach more veterans and their family members to help increase their access to college and support retention and persistence of educational goals with the veteran and military affiliated population.

There is also an increased need voiced from faculty/ staff for additional resources related to supporting student veterans. Therefore, there is a need for faculty/staff training resources around encouraging student awareness and access to VRC resources as well as tools and resources to support student veterans in the classroom/ office.

II.D.   Analysis: Unit Personnel

Describe the current staffing structure of the unit and how it aligns with achieving the purpose of the unit. Attach the current organizational chart (an image of the org chart can be inserted in the box). Provide staffing FTE by category (FT/PT faculty, permanent staff, temporary staff, student workers, administrators).

HINT: To display the information in a table, it is easiest to create the table in Word and paste into the narrative box.

Narrative
Enrollment Services
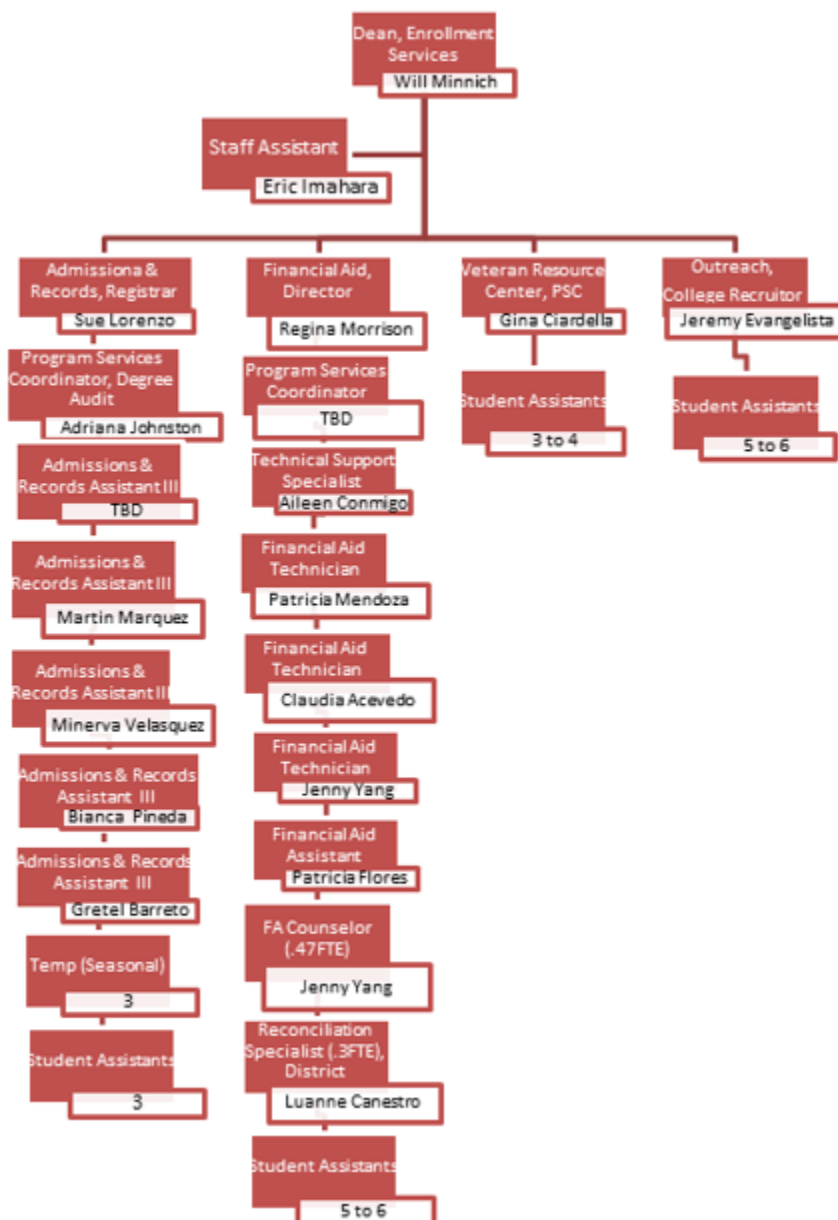
III.A. Reflection: Considering Key Findings

Consider the previous analysis, identify unit strengths, challenges, opportunities, concerns, and areas in which further research is needed. Describe how the conclusions drawn can be used to improve the unit's effectiveness in order to promote student learning and achievement.

Narrative
Admissions and Records:

The effectiveness of services provided by the Admissions and Records Office will be dependent on three key factors: having access to current and supporting technology, having adequate staffing to support the volume of services provided (mandated and other) and providing those staff with training as services and technology transform to meet the needs of each new generation of students.

Although we did experience a rough start with the implementation of the Dual Enrollment State Initiative, this population of concurrently enrolled students were included in our SLO regarding "Getting In". Even though they were unable to use the technology or self-help tools to complete the admission process and the processing of their permission to attend, and their registration to the college was manually performed by the Admissions team, there has been successful collaboration and improvements to the program that will correct the roadblocks and issues experienced by the first cohort of students. Admissions will still need to address the growth and increase to processing the permission upload workflow for every high school student, each term.

With the increase in CSU Transfer applicants and the complex processes surrounding the evaluation, verification and conferring of the degree, it is clear that Admissions does not have the proper technological tools, nor enough staffing to sustain this growing area. There is currently one staff "officially" supporting the process, the Program Services Coordinator – Degree Audit, and most of the staff-facing processes are still manual, with paper printing.

In this last cycle, the PSC-DA had to recruit the assistance of staff from the Transfer Center and two Counselors to outreach and reconcile the missing CSU applicants. Three and sometimes four Admissions Staff were also pulled off of their regular assignments to assist in meeting the application, evaluation and verification deadlines set by the CSU system, as well as document, evaluate and process Skyline's Transfer Degrees, Local Degrees and Certificates.

Financial Aid:

The Financial Aid office is an active player in helping Skyline reach its mission and goals. Its purpose is to provide access to funding and resources to students who need financial assistance to meet the basic costs of pursuing their educational goals. The office is well connected to the institution, at large, and it

interacts and affects a range of offices and programs. A trend covering the last three years shows an increase in the number of students served by all types of aid offered, federal, state, and institutional (scholarships), and the offering of counseling services and the Financial Aid Ambassador program have lent to the office's success. In order to better our in-reach efforts in helping students complete their Financial Aid files, we need a better tool for communication. Currently the emails going to students my.smccd.edu are going out and not all students meeting eligibility are responding. We have started reaching out as a follow up sending paper letters (manual process) and calling students trying to encourage them to complete their files. We have also started running reports identifying students that are currently enrolled at Skyline College and have not submitted any Financial Aid applications and sending them emails to their personal email address instead of school email. In addition, Financial Aid is trying to reach students were they are by changing the forms needed for file completion so that students can come on their mobile devices and submit via email with and electronic signature. We follow up with a paper letter 2 weeks after the email in hopes that they will follow up and apply.   The end results will increase in the number of students served, however, is taxing the staff. A need to also cross collaborate between departments/programs/faculty for student support is evident, along with the need to have the counselor become full-time to meet student demand of maintaining SAP. A need to streamline and standardize services with the BPA is continuous; also, SLO data collection is a best practice for bettering our services, tracking trends and addressing student need.

Outreach:

Increase in enrollment:

In reviewing PRIE data, the Outreach Office was able to see an increase in Fall 2017 enrollment from feeder schools in comparison to previous academic years. Much of this work was based on the amount of involvement with local feeder schools regarding the application and matriculation process. We set up specific dates with each school to assist students with their application, counseling, and registration. By taking students through this intentional process, enrollment from these schools significantly increased. There are future staffing implications involved with this intensive enrollment support.

Understanding of Matriculation Steps:

Unfortunately, based on the survey questions presented to students during the 2016-2017AY, we were unable to garner a sense as to whether or not students understood the steps to enrollment. For the 2017-2018AY the survey questions were changed to allow students to describe the enrollment steps with their own words in order for the outreach team to evaluate and determine a level of understanding. This helps us make updates to the outreach presentation and

materials that we share when speaking with prospective students and community members.

Veterans Resource Center:

Technology:

- Replaced antiquated technology and added computer to second office space, computers and printers are functioning sufficiently. Data collection is running smoothly. There is an increase in use of student computers in the VRC and thus an increased use in printing needs. Community partners are able to use an updated laptop to perform their tasks while in the VRC.
- More students are noting use of Veterans Resource Center for computer/ printer use than previously.
- Voiced need for more power outlets/ charging station for laptops/ cell phones.
- Helps support students' persistence and access. Will be monitoring functionality of equipment.

Facilities/ Space:

- Further opportunities to grow and expand outreach activities in the VRC (campus and community partner engagement in the VRC) with upgrade of furniture to half of the VRC space and offices. This has grown/ enhanced the work that the Program Coordinator can do.
- There is an identified need to purchase new state of the art furniture that creates an engaging study space for the VRC lounge area and kitchen space to match that of the rest of the space that support our goal of increasing access to the VRC and increasing persistence rates.

Peer Support/ Outreach:

- Requests from students and community partners to establish mentorship program using student assistants and volunteers.
- Requests from faculty/staff for additional resources related to supporting student veterans.

Data Collection in Support of PSLO:

- Data collection is in progress with reports have been created with PRIE. Data to support measurement of the PSLO is collected on a semester basis and submitted to PRIE to run reports.
- Based on the reports run, three populations have been identified with with lower access numbers to the VRC resources that we would like to work on engagement strategies for. The three populations are Female Veterans, Veterans Aged 50-59 and part-time student veterans. Lower persistence

and higher withdrawal rates noted in addition for veterans identifying as Filipino and Hispanic Race/Ethnicity and Black/Non-Hispanic Race/Ethnicity.

III.B. Reflection: Synergy
Based on the CPRs/APPs for programs within the unit, identify any potential areas of synergy across unit and program activities that may not be easily recognized from within individual programs.

Narrative
All of the programs/ departments in Enrollment Services communicate well together, given our current systems and practices. There would be a tremendous opportunity for synergies with the implementation of a Customer Relationship Management (CRM) tool, such as Salesforce.

III.C. Reflection: Aspirations

Describe the aspirations of the unit. What is the preferred future of the unit? What long-term results does the unit want to achieve? Strategically thinking about the next 2-5 years, how can resources be leveraged and programs work together to achieve those long-term results?

Narrative

The departments in Enrollment Services would like to operate much more efficiently so that they can have a much greater impact on student success. Most of the needs are connected to enhanced technology;

Admissions & Records
- Modernize processes for both staff and Students, empowering each entity to succeed with very few hurdles. This would also allow services to scale. Some examples are CRM, enhanced online work flows, smooth application process, ability for Students to easily get answers to their questions, and for student to easily know what course work they need to complete their program.

Outreach/ Recruitment
- Enhance service for recruitment in prospective students with the use of technology. A CRM will allow Skyline to proactively recruit students into its programs and to remain connected with them from inquiry to graduation.

Veterans Resource Center
- You'll be catching a theme at this point:). Continue to modernize the center and services for our Veteran students. Use the CRM to better connect with Veterans and connect them to individualized services that will help them achieve their educational goals.

Financial Aid
- Modernize processes were possible. While this is difficult given the local, state, and federal regulations to must be adhered to, there is opportunity to modernize for staff and students. One area to focus on is online work flow for students when submitting financial aid paper work.

IV.A. Strategy for Unit Enhancement: Action Plan and Resource Requests

Based on the reflection, develop an annual action plan with related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the ALUR report under this item.

(1) To begin, click on PLANNING at the top of the page, then CREATE A NEW OBJECTIVE. To view previously created objectives, click PLANNING at the top of the page, then VIEW MY OBJECTIVE.

(2) IMPORTANT! Make sure to associate each objective to this standard in the ALUR and link each objective to one or more institutional goals.

Need help? Contact the PRIE Office for further instructions.

Narrative
Admissions and Records:

Degree and Certificate Process:

June 2018   Analyze the current workflow for Degree and Certificate application. Look at the Business Process and timeline of determining eligible candidates for annual commencement ceremony and how that is driven by deadlines (both internal and external).

October 2018   Have improvements made to the application process and workflow to meet student and staff needs.

December 2018   Determine the impact of the changes for the Fall 2018 cycle.

Professional Development:

July 2018   Assess professional development needs of Admissions Staff in the areas of:

- Communication/collaboration with other staff and teams
- Leadership: Empower staff to take responsibility for, and to share and implement new ideas.

Technology:

BANNER Conversion: Have staff trained over the Summer 2018 term, as implementation and migration to BANNER 9 must be in place by the end of Fall 2018.

WORKFLOW: Have the Degree/Certificate workflow sound by the Fall 2018 cycle

Financial Aid:

In the FAO action plan, we will continue to focus on the following:

(1) Business Process Analysis:

Continue to work as a team district wide to ensure we are consistent in our policies and procedures, streamlining our services provided to students, utilization of technology and standardization of documentation required of students. This year the Financial Aid Workgroup had all of our standardized forms set up to be ADA compliant and the workgroup is attending a training on May 18, 2017 to learn the process so that this is sustainable moving forward. FAO is currently looking at a better way to create the ADA compliant forms using Formstack that is fully integrated with the CRM software purchased for the future.

Acquiring data will be done through ARGOs reports that interfaces with data stored in Banner. The Financial Aid Department will run customized reports to track students understanding of following policies and procedures through Satisfactory Academic Progress Special Exception approvals and successful completion of semester granted. Tabulating data and analyzing data can be done yearly to provide additional information for Annual Plan and next Program Review.

Financial Aid Technician (FAT)-The justification for an additional FAT is based on the need to meet the student demand for services, staff support, additional reporting to the Department of Education and State, new programs administered, reports needing to be worked regularly for ensure compliance and replace the FAT position lost when the Financial Aid Technical Support Specialist position was created from the BPA. A new FAT was hired during the 1819 aid year. Moving into the 1920 aid year the focus is Technology and communication tools.

(2) Improve upon Student Learning Outcomes (SLO) and surveying students.

Continue to track responses from surveys to help better our services provided to student and address needs.

Based upon the data collected from SLOs, our department will continue to build upon services provided to students, formulate new SLOs and provide new methods of in-reach workshops tailored based on assessments.

Acquiring data will be done through Pre and Post student surveys and reviewing in staff meetings for discussions on findings. Tabulating data and analyzing data can be done yearly to provide additional information for Annual Plan and next Program Review.

Student Service departments currently closed out the 1617 and working on closing out 1718 SLO using Surveys and has not been an accurate source for

collecting data. How can the Student Service Departments better collect data in our main operating system to use as a more accurate form of measurement? How can we encourage other Programs/Learning Communities to centralize their student participation to track collaborations for student success? During the 1819 aid year 6 tablets were purchased to best collect the survey data given at outreach and in reach events so that we know if our efforts are reaching the students and areas for improvement. There is no longer a manual process and we are reading accurate data on-time. The student voice on improving our services is constant and will be forever continuing as demographics and socioeconomic needs are changing.

Outreach:

Resources Needed

In order to effectively implement the Recruitment Plan and support the needs of the Outreach Office with community connection, the following support is being requested.

HR Needs: In order to support the administrative needs of the Outreach Office, it would be beneficial to have at minimum a .5 OAII. In this role, the OAII would assist with administrative record keeping, external and internal communication, program/event support, and provide guidance in managing the student ambassador schedule.

Technology: An effective and easy to use CRM (Client Relationship Management) tool will need to be in place to properly track prospective students that are interested in the Skyline College. Having proper technology in place to track students while in the program could aid in their transition to the College as well as offer the College to adequately track the effectiveness of the program.

Veterans Resource Center:

Goal:

Our goal is to combine the strong external partner relationships that the Veterans Resource Program has helped establish with internal campus relationships to create customized support for student veterans that leads to increased retention rates.

How:

We will focus on a customized approach inclusive of both the internal and external support communities rather than casting a wide net to impact the success of our student veterans. The enhanced Veterans Resource Program will focus on a customized approach to supporting student veteran success at the student level and throughout the internal campus community.

The tailored approach for student veteran success includes opportunities for 1:1 interaction on a regular basis with support resources from the external veteran service community as well as the campus community in the newly designed office space in the VRC. An example of this approach is to provide individualized 1:1 services for veterans and their family members from the San Mateo County Veterans Service Office in the Veterans Resource Center on a monthly basis.

An example of an internal campus community approach is to create training resources (both in person and online) to assist faculty with supporting student veteran success.

Goal:

Our goal is also to create a space that is inclusive of state of the art furniture and learning space that supports persistence to educational goals.

Purpose:

The current furnishings in the Veterans Resource Center lounge and kitchen area are dirty, outdated and not functioning properly. They also do not match the rest of the newly designed and furnished space. There is also need for new furniture in the two private office spaces in the center and new technology for office space as well. This objective provides updated, clean and functioning furniture/ technology in the lounge and kitchen area to promote an inviting, welcome, up to date environment and increases access to the Veterans Resource Center. This is in direct alignment with our PSLO.