

2019-20 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:

With each planning cycle, our focus is to address roadblocks our students are experiencing by analyzing the documents we receive, process and index to the student record. Historically, most appeals would come to Admissions in paper form, either in the mail or in person. All forms were converted to an online format, fillable and ADA compliant. Students would fill in the document, then print it and submit with corresponding documentation and/or signatures and although students could "technically" submit forms to staff through email, the automation would stop there. Staff would print and work with most documents, then scan to the student record, with few workflows to utilize technology. There were still gaps in being able to process online.

With the growth of distance learning and the recent experience of having to move to 100% online service delivery, the gaps in our technology and capabilities have become glaringly clear. New roadblocks and inequities have surfaced, challenging the Skyline Promise of "Get In, Get Through and Graduate on Time".

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.

One of the compliance requirements for having High School students attend college courses, is that 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. Two signatures of approval are required:

one from the parent or guardian and one from the high school designee, providing approval for the student to attend.

Participation in the High School programs has gradually increased each year. To make this process sustainable, a workflow was developed in 2018 that allowed for remote submission of the form. Once approved the workflow process would apply coding, grant registration approval and automatically index the form to the student record.

From 2018 to 2019, we experienced an 18% increase in High School student participation, which was most likely due to the focused efforts of the Dual Enrollment Program. The gap in service delivery, however, has been, and is still, providing an online process for collecting official signatures – a compliance requirement. Technology is still lacking in this area. Recent explorations in programs such as “Formstack” and “Adobe Sign” may soon close that gap. With this added technology, we should see improvements in the onboarding or “Getting In” process for High School Students.

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. As a result, we have made improvements to the information we provide on our website, we have continued to provide detailed information to faculty and staff, and we have 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 areas below.

RESIDENCY RECLASSIFICATION

Residency classification occurs when a student submits their application through CCCApply. Applications with Residency Information that is not

clear are redirected to a queue that is reviewed by Admissions Staff, sometimes prompting the need for a Residency Reclassification Request Form. As a result of last year's success in decreasing the number of Residency reclassifications we received, we have continued to study and improve residency evaluation, decreasing reclassifications by 54% in 2019.

2017	541	Residency Reclassifications
2018	303	Residency Reclassifications
2019	140	Residency Reclassifications

MANUAL REGISTRATION: ADD/DROPS

As tools improve for students to control their own registration issues, we have seen a steady decrease in manual registration issues. In 2019, manual forms decreased by 25%, going from 1,779 form in 2018, to 1,343 in 2019

There was, however, a slight increase of 5% in Extenuating Circumstance Petitions, as students continue to work through personal challenges.

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 and/or transfer, and know how to apply for that goal online.

The district Degree Audit teams 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 from 2018 to 2019 supported the need for an additional Program Services Coordinator – Degree Audit, which was awarded.

For this cycle, the challenge is a positive one – volume. The number of Degree and Certificate applicants from 2018 to 2019 has increased by 66%, going from 1,245 applicants to 2,071.

The need to have technology do more than just collect data is critical.

- Once an application is received, processes need to perform an initial evaluation and notify the student of their status.
- Degreeworks needs to be dependable and accurate.
- Final evaluations need to be built-in.

Another technological challenge is the actual printing and sending of the Degrees and Certificates. Skyline prints their Degrees and Certificates “in-house”.

A database is created once the final evaluations have been performed, which is months after the grades roll from the previous term.

The process from evaluation to printing can take up to 4 months, depending on the volume for the term.

It requires a printer that can handle the volume; manual posting of honors; manual creation of mailing labels; manual packaging of the degrees.

Financial Aid:

The economic downturn in California is not expected to improve significantly in the near future. Low-income California Community College students are facing crises, and unfortunately, our students live in some of the most expensive markets in the country. In addition, there has been an increase in serving homeless students and students facing food insecurities.

The upcoming years will most likely continue to see increased need for financial aid, institutional aid, and processing. The impact on the current Financial Aid staffing trying to keep up with these demands has been significant. In addition, better communication tools and utilization of new Technologies are needed to keep up with the following demands and additional funding sources based on all of the following:

Student Success Completion 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)
- Follow a Comprehensive SEP
- Must maintain a minimum cumulative GPA of 2.0

Reporting:

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

Regulatory Rules:

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)

Changes to the CalGrant Program: Students with Dependents

Loss of CCPG FW/Priority Enrollment -appeal process is reviewed with Counseling and A&R. If approved, Financial Aid needs to manually post the CCPG.

As of January 1, 2017, AB 801, the Success of Homeless Youth Act, adds “homeless youth” as an eligible group of students for a fee 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 Michelle Batista, Homeless Student Liaison on outreach efforts, collecting documentation for A&R priority enrollment, and connecting students to additional resources for successful college completion.

Food Grant:

The Food Grant was established by SMCCCD in Spring 2020 to address students experiencing Food Insecurities. Students submit an electronic application, it is reviewed by a POC to determine eligibility, forwarded to Financial Aid to review if there is an impact to student and Financial Aid, and posted in Banner. The Bookstore will review the Smartsheet notes from POC and Financial Aid and if approved will notify the student to come in for the Food Voucher. Although the process does not sound time

consuming, it is a lot of additional work, and to date, there are over 418 Skyline College students receiving this additional assistance, and more to come.

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:

California Dream Act Application

Direct Loan Eligibility (SULA)

Loss of CCPG/Priority Enrollment

Multiple Reporting Reports

Appworx and ARGOS reports

Additional Scholarships - Skyline College Promise Scholars Program and Student Success Completion Grant monitoring/reportings multiple times throughout the semester to the CCCCCO, more External Scholarships/Crestmoor Scholarship/Pister

Outreach:

In order to support our program goals, the Outreach Office continued to build on existing outreach efforts established in the 18-19AY to support student transition and to promote Skyline College.

Counseling Liaison Program - this program was implemented across seven comprehensive high school schools within our feeder schools. Through this program, we have been able to support the full matriculation process of students attending Skyline College in the 20-21AY. Working collaboratively with high school partners and our counseling division to confirm logistics, manage processes, and provide clear communications to incoming students has been an essential component in the success of the

program. We continue to build and strengthen this program at other sites; particularly at our feeder continuation high schools.

Concurrent Enrollment - during the 19-20AY, the Outreach Office hosted four concurrent enrollment information sessions with over 200 total attendees. For the 2019-2020AY, two sessions were conducted in fall and two additional sessions in spring. This event provides guidance as to the benefits and the process of Skyline College's concurrent enrollment program. The Middle College and Jump Start programs were highlighted during these sessions to promote additional opportunities for high school students.

Priority Enrollment Program (PEP) Days – PEP days are hosted once a year during the spring term prior to summer and fall registration. This year, PEP will be hosted virtually and will support incoming students with fully matriculating to Skyline College. The event is a collaborative effort with student services to offer: orientation, counseling and help students with registering for classes. Informational webinars will be embedded as part of the event to provide awareness of other college programs and resources.

Discover Days - During the 19-20AY, with Punte and ASTEP learning communities, the Outreach Office hosted close to 100 high school students within our feeder schools. Students were immersed in a diverse college setting, sat in on engaging classes and were exposed to culturally relevant topics to encourage enrollment to Skyline College.

Connect to College – This year, the Outreach Office plans to host a Connect to College event. A virtual open house will be offered and information about Skyline College will be shared with the community and prospective students. The event will highlight some of the robust programs and on-campus resources.

All of these components include 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 continued 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 in 2 phases for the VRC which is now complete. Quotes for any remaining items to enhance VRC swing space will be requested as needed.

Technology:

- Current technology including computers, printer, fax/copier are functioning appropriately. Continuing to monitor function and address areas where there additional needs.
- Purchased laptops, new printer for student use and new copier, scanner, fax combo for center use with grant funding that was obtained. (VRC Grant through the Chancellor's Office).

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 is 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 video 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.
- 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.

- The Veterans Resource Program previously funded through PIF continues in its modified format 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.). Funding secured through Chancellor's office (ongoing funding allocations) to support these activities.

II.B. Analysis: Progress on Outcomes

Describe the progress on service area outcomes, conclusions drawn, and expected use of results.

Narrative

Admissions & Records:

During every planning cycle, the focus of Admissions and Records is to analyze our service delivery. We look at where students are having issues and address those roadblocks. Our Student Learning Outcomes are crafted to measure services at several points in the student journey: from the time they apply, through registration and as they reach their goals and/or transfer.

We have identified the need to catch up to current technology. Technologies change quickly in the world outside of Admissions and Records. There is an expectation of quicker turn-around times and deadlines are set with those expectations.

We can see gaps in our technologies through our Student Learning Outcomes:

GET IN

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Our first PSLO was designed to take advantage of the workflow potential, while at the same time empowering students and measuring their success and while the workflow has been extremely successful, students are still limited to obtaining a physical signature from their parent/guardian and their high school designee.

Technology is needed to allow for the entire high school student permission process to be completed online, never having to print a document and carry it to the different parties to sign.

From 2018 to 2019, we experienced an 18% increase in high school student participation. Our Dual Enrollment Program expects thousands more in the coming year(s). We will need a fully automated system to support the entire process, from students obtaining permissions, to submission to the college for coding and processing to the student record.

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There was, however, a slight increase of 5% in Extenuating Circumstance Petitions, as students continue to work through personal challenges. This process can be viewed through a positive lens, as we personally assist

students through the petition process, looking for any outcome that will benefit the student in a positive way.

AND GRADUATE, ON TIME!

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The district Degree Audit teams 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.

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For this cycle, the challenge is a positive one – volume. The number of Degree and Certificate applicants from 2018 to 2019 has increased by 66%, going from 1,245 applicants to 2,071.

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- Once an application is received, processes need to perform an initial evaluation and notify the student of their status.
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A database is created once the final evaluations have been performed, which is months after the grades roll from the previous term.

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It requires a printer that can handle the volume; manual posting of honors; manual creation of mailing labels; manual packaging of the degrees.

Financial Aid:

SLO No. 1: Students will be able to identify financial aid resources for which they may qualify, submit applications, and meet deadlines. (ISLO: Critical Thinking and Information Literacy)

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.

Hands-on assistance is provided for:

- FAFSA/CADAA/ CCPG applications and corrections
- IRS Data Retrieval and ordering of IRS Tax Transcripts
- Sign-up for direct deposit using BankMobile
- Checking financial aid status via student portal (i.e. WebSmart)
- Completion of necessary forms (i.e. appeals, verification worksheets, professional judgments)
- Check their Cal Grant Award status by creating a WebGrants for Students account

Beginning 1819, Financial Aid started 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. Financial Aid works with MCPR to send emails encouraging students to apply and information on the workshops we offer. In 1920, not only will Financial Aid be sending emails to the student population, but will be utilizing VoiceBot in hopes to reach more students. In addition, Financial Aid is trying to reach students where they are by changing the forms needed for file completion so that students can complete on their mobile devices and submit via email with an electronic signature. This process has been taking more time than we like because of the security/single sign-on feature but will have this fully up and running by 20/21 aid year.

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

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. Beginning 19/20 a new tracking code was set up to notify students that have attempted 60 units of the 90 unit Financial Aid policy and encourage them to meet with the Financial Aid Counselor to ensure they are on track with their academic goal for successful completion.

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

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 borrowers. 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 attributed to our low Cohort Default Rates.

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.

1920 will be the last year for the SMCCCD Financial Aid department's participation in this pilot program and we are hoping to see positive results in the years to come with the student borrowers. Skyline College remains to have a low Cohort Default Rate because of all of these efforts.

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.

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.

Veterans Resource Center:

While we are currently not in an assessment cycle, data to support measurement of the PSLO is continuously collected on a semester basis and submitted to PRIE to run reports.

We continue to review 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 data from previous semesters (Fall 2018, Spring 2019, Fall 2020), 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 40+ 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 2019, the services offered by Admissions and Records have been directly impacted by the need for technology that supports distance learning, current trends and (internal and external) expectations and deadlines, especially in the areas of online document/signature submission and conferring and producing degrees and certificates.

HIGH SCHOOL STUDENTS

For compliance reasons, high school students must submit documents that contain signatures. Our current technology does not support e-signatures and and/or a routing process.

INCOMING TRANSCRIPTS AND DOCUMENTS

There is a need for a safe, confidential online “drop-box for students to submit sensitive documents.

DEGREE/CERTIFICATE APPLICATION

The only process supported by technology is the degree and certificate application. When submitted, data is added to an excel spreadsheet and the student record is notated as “applied, however, the process ends there. No automatic progress assessment or progress notification.

CSU VERIFICATION

The CSU system has shortened our reporting time for Transfer candidates. Pre-evaluations for Transfer Degrees must be performed at the start of a student’s last term and reported through Cal State Apply.

In January of 2019, there were 880 Transfer candidates, with a pre-evaluation and reporting deadline of March 6. During the month of June 2019, it took 8 staff (the Program Services Coordinator – Degree Audit, the Registrar, 2 Admissions Staff, 2 Counselors and 1 Transfer Coordinator) 15 days to process all 880 Transfer candidates, in order to meet the CSU and UC expectations and deadlines.

DEGREE AND CERTIFICATE PRODUCTION

Final evaluations for Degree and Certificate candidates are performed when Final Grades are posted for a term. Degrees and Certificates are printed “In-house” manually, depending on physical presence, using office printers and mailing materials.

Printing of Degrees and Certificates can take up to 4 months after the end of a term.

Financial Aid:

The economic downturn in California is not expected to improve significantly in the near future. Low-income California Community College students are facing crises and unfortunately, our students live in some of the most expensive markets in the country. In addition, there has been an increase in serving homeless students and students facing food insecurities.

The upcoming years will most likely continue to see increased need for financial aid, institutional aid, and processing. The impact on the current Financial Aid staffing trying to keep up with these demands has been significant. This has created the need to utilize technology more in assisting students electronically to allow for more processing and reporting time. In addition, better communication tools and utilization of new Technologies are needed to keep up with the following demands and additional funding sources. 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: Students are limited to 6 years (12 full-time semesters) of federal Pell Grant funding. This requires the financial aid staff to not only educate students of the new regulation, but also counsel students on their remaining Pell Grant eligibility. The advisement of Pell Grant eligibility requires review of the student’s overall educational objectives; both at Skyline College and other educational institutions.
- Satisfactory Academic Progress (SAP): The Financial Aid Office is required to check every student’s SAP at the end of each term. Students must continue to meet SAP in order to continue to receive federal and some state funds. Students who do not meet SAP have the right to appeal. This has increased the number of appeals submitted and reviewed by the financial aid staff.

Beginning in 17/18, Skyline College developed a 2nd and Final appeal process with Dean Minnich and later incorporated students meeting with the Director of Student Support, Michelle Batista, for additional guidance. This process has removed the barrier for students to successfully continue eligibility by giving them an additional chance to be successful in their SAP and completion.

IRS Data Retrieval Tool (DRT): Beginning with the 2011-2012 academic year, students were no longer able to submit a copy of their tax returns. Students were required to either submit a tax transcript that is received directly from the IRS or use the IRS Data Retrieval Tool directly on the FAFSA application. The Data Retrieval Tool links the student or the student's parents directly to the IRS website. The income information that is used and entered manually is electronically transferred to the FAFSA from the IRS. This eliminates manual data entry for the student. The financial aid staff has been encouraging students to use this helpful tool to expedite the verification process. The DRT has had its problems and FSA guidelines now allow Financial Aid to accept tax return filings. If a student has not filed taxes and has been unable to obtain documentation from the IRS, Skyline College now accepts a self-certification from the student to expedite review of the file.

Outreach:

The Outreach Office was provided with a budget of \$26,470 at the beginning of the 19-20AY to support campus ambassadors' payroll for the year. The departments seeks to hire and maximize federal work-study students to leverage other monies given the allotted budget cannot sustain ambassadors' payroll alone. This past year, Outreach was challenged with identifying FWS eligible students.

Outreach and recruitment efforts have greatly increased over the last few years, particularly at the high schools to promote community colleges. The opportunity of having campus ambassadors has greatly increased the ability for more exposure within the community.

However, due to the increased requests at community events, campus ambassadors are limited to working 20 hours a week and does not include some of the administrative work necessary in the office. Ongoing projects require great attention to detail and productivity is interrupted due to inconsistent schedules, skill set among the ambassadors are varied affecting the completion of projects.

The Outreach Office is exploring strategic and innovative ways to continue effective recruitment. Given the circumstances of working remote, the college recruiter will face challenges with hiring a new team of campus

ambassadors in time to fulfill ongoing and new recruitment activities. Additionally, the outreach team will be unable to conduct campus tours and physically promote Skyline College and its' programs to further recruit students.

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 remains 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 college 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 the campus recruiter to depend heavily on the student ambassadors to manage email requests and off-site presentations more than in the past.

Veterans Resource Center:

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

Space/ Facilities:

- Furnishings in the Veterans Resource Center lounge area, offices and kitchen have been updated. Funding was secured previously to address the need for updated state of the art furniture. Our goal is to continue to improve future VRC space (as we move into Swing Space for the next academic year and beyond) we will continued to provide a space that promotes an inviting, welcome, warm environment, increase access to the Veterans Resource Center and encourages learning/ studying to support persistence to educational goals.
- As the location of our center changes during construction, our goal is to continue to have resources that are located across campus and within the local veterans support community into our space to support easy access to and connection to resources for the student veteran and military affiliated population.

Technology:

- As the footprint of our space changes and more functions are being done remotely, there is an increased need for additional technology- laptops, chromebooks, etc. To use both in the VRC as extra computer and printing access and as part of a potential loan program if needed to support remote learning.

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 or ambassadors who can provide student veterans and military affiliated students with orientation to the campus and local community and connection to support resources. This will not only help students persist, but will also support outreach/in-reach efforts to grow awareness of and access to VRC.
- There is expressed need for a veteran specific orientation supported by peer mentors/ambassadors (online and in person that would be supplemental in addition to the college's already established orientation).

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.

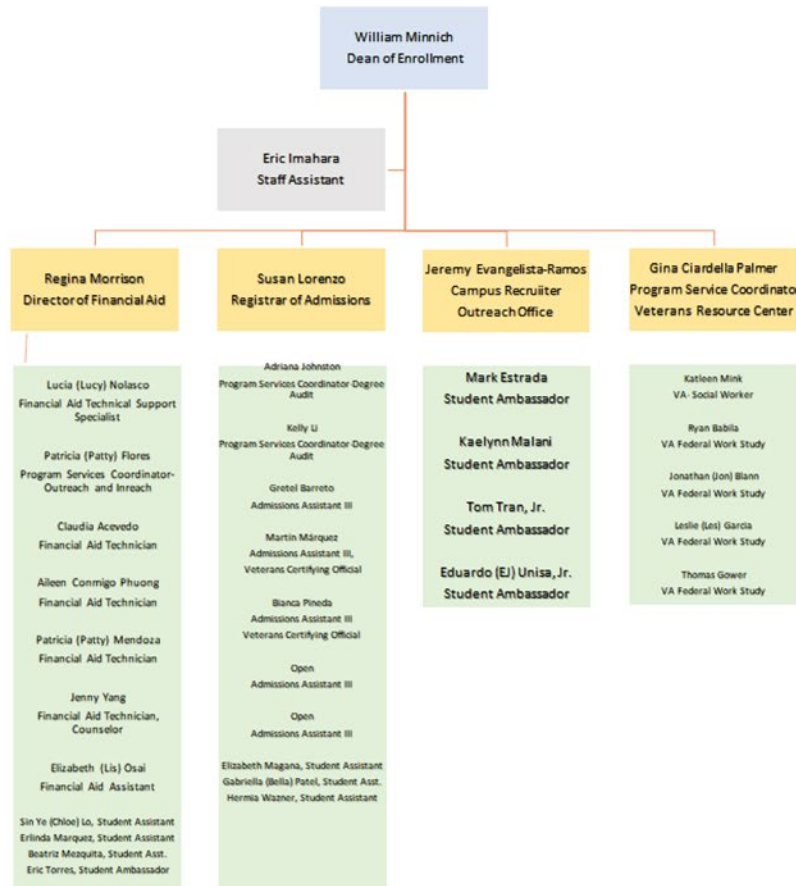
There is also an increased need voiced from faculty/ staff for additional resources related to supporting student veterans. Therefore, there is a need for continued work on faculty/staff training resources around encouraging student awareness and access to VRC resources as well as tools and resources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



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 transformative technology; having those technologies support a variety of services delivery models, including distance education; providing staff with training as services and technology transform to meet needs and expectations.

The move towards current, effective technology has been a slow one, as so many factors have to be taken into consideration before implementation and technologies change so quickly.

WORKFLOWS

Most services provided by Admissions are static, manual processes. An example of a successful workflow is the submission of the high school permission to attend.

- The form is fillable and once students obtain the required signatures, they upload the form through their student portal.
- The form drops into a queue that is accessed by Admissions staff.
- The staff reviews and if approved, a series of processes takes place automatically to code the student and then form is then uploaded to their academic file.

This is currently the only workflow that has been successful. There has been an attempt to create a Degree/Certificate application workflow, but it currently creates a database only.

No other workflows or routing abilities are available for Admissions, due to the work being done to implement the CRM.

Also, all forms need to have online signature ability.

DEGREE/CERTIFICATE PRODUCTION

The entire degree/certificate awarding process, from the time students apply, through transfer standards, to final evaluation and then the actual

printing of the degrees is currently under review, as each step is a manual process.

Students have the ability to check their progress in Degreeworks, and as they near their goal, they can apply for their degree with their counselor. The process at the student-facing end is online.

From that point on, however, every step moves to a manual process. Procedures are stacked up on each other, as deadlines intersect processing schedules and everything peaks at the same time.

Final evaluations can take weeks, delaying the printing of degrees and certificates, which also take weeks. It can take months for a student to receive their actual (paper) degree or certificate.

There is a product – Parchment – that can support the receipt of degrees and certificates in a more immediate format. Students receive their degree/certificate online immediately, followed up by a printed document in the mail. Parchment owns Credentials, which is our outgoing transcript delivery service.

Financial Aid:

Three Financial Aid Strengths:

Strength No. 1: Meet the District and Skyline College Mission – “Student first” philosophy

- The financial aid office embodies and executes a "student first" philosophy by offering a range of services for all students, regardless of their economic resources.

Strength No. 2: Increasing Student Access, Success and Equity

- Comprehensive outreach (off campus) and in-reach (on campus) efforts
- Community partnerships with and collaborations with services to better serve underrepresented populations
- Collaborate with numerous programs, resources, and services on campus (EOPS, TRiO, Guardian Scholars Program, Promise Scholars Program, SparkPoint, BACC, Counseling, CARE, A&R, SMCCCFoundation, Instructional Programs, Dream Center, EYH, Transfer Center, Workforce development, Career Center, DSPS, etc.
- Offer weekly workshops to assist students in submitting their FAFSA/CADAA/CCPG applications

- Offer specialized workshops: Scholarships, CalGrant, Federal Work Study, In-person Entrance Counseling for Direct Loans
- Continuously reviewing our policies and procedures to ensure we are not placing any barriers upon students so that they can apply and complete their Financial Aid applications

Strength No. 3: Becoming a Student Ready College through the utilization of new technologies, we can expedite services and free up staff time for quicker processing, effectively communicate information 24/7 to students and community by utilizing the following:

- ChatBot - Engaging students with Technology, 24/7, conversational interface, mobile friendly
- FormStack - electronic forms, single sign-on and can submit to safe site, no need to come to financial aid department
- VoiceBot - electronic voicemails to students that have not applied to financial aid, encouraging them to apply and offering assistance
- Canvas - Coming in 20/21- better way to communicate to students and connect to other campus resources

Some of the challenges over the years in Financial Aid has been doing more with less. Even though our head count in students we are serving is going down, the amount of work we put into having students complete their files has become more time consuming. In addition the reporting of new grants and student populations has become very laborious to staff. (Attachment F1_2018-2019 Data Summary)

The forms of communications the SMCCCD has been using for years is out dated and not reaching all of our students. By better utilization of Technologies, we are learning how to communicate better with our students by way of the internet, social media, interactive Chatbot, and customized video (both mobile friendly), but not all students are the same, so we do also still send emails as well, cold call students, and we even notify students by printing and sending them letters. We are also in the developing stages of electronic forms with a single sign on using Formstack so that students will be able to complete their file via mobile device, sign and submit their file to a secure site instead of coming to our department. In 19/20 we tested this with our College Completion Promise Grant (CCPG) fee waiver and it was successful. In 20/21 we will be going live with all of the Verification documents and tax returns for faster file completion.

Financial Aid is currently meeting the needs of its students in a variety of ways, some of which are currently handled manually, but these will eventually be replaced by the highly anticipated CRM. With the development of the CRM, we will be well ahead of the curveball – and

having built our ChatBot catalog of Q&A already, as well as the utilization of Formstack that is compatible with Salesforce – we are in great shape, as this will further assist with meeting the needs of our students.

Outreach:

Increase in Enrollment:

In 2018-2019 school year, the Outreach Office served a total of 671 seniors from feeder high schools through the Counseling Liaison Program (this accounts for students who completed one or more enrollment steps). Of those students, 562 registered for at least .5 units at Skyline College for the subsequent fall.

84% of feeder high school students were likely to enroll to Skyline College due to amount of work and involvement at the high schools. Through strong partnerships with the high schools, students were intentionally supported through the matriculation process.

The counseling liaison program requires intensive support from outreach and counseling to achieve successful outcomes. In addition to the college recruiter, a staff member from the counseling division is necessary to coordinate and assign counselors to school sites. The college recruiter and campus ambassadors are responsible to track high school participants and ensure missing enrollment steps are communicated and encourage completion resulting in students' ability to register for subsequent semester(s). The counseling liaison program continues to expand and support more students every year.

Resources and Steps for Matriculation:

Based on the interest forms conducted during high school fairs and community events during the 19-20AY, 95% of participants indicated they were interested in at least one of Skyline College's programs and resources (ie. Promise Scholars Program). The outreach team included brief descriptions about programs and resources on interest forms to provide prospective students insight on types of services offered from a particular program.

Unfortunately, based on the survey questions presented to students during the 2019-2020AY, we were unable to garner a sense as to whether or not students understood the steps to enrollment. However, using data from the counseling liaison program shows 84% of feeder high school students were likely to enroll to Skyline College provided understanding of the matriculation steps to enroll at Skyline College.

For the 20-21AY, we revised interest form questions to reflect their knowledge of enrollment steps 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 (student printer and fax, copy, scan combo) and added laptops to the VRC space. Current 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, copy, scan and fax needs.
- 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 in new space.
- 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 VRC space and offices. This has grown/ enhanced the work that the Program Coordinator can do.
- There is an identified need to maintain state of the art furniture and flexible learning space in the new space that the Veterans Resource Center occupies and increase technology despite decreased footprint.

Peer Support/ Outreach:

- Requests from students and community partners to establish mentorship program using student assistants and volunteers.
- Request from students for veteran specific orientation.
- 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 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 40+ 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 continued implementation of the Customer Relationship Management (CRM) tool, 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. The 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:

PRODUCTION OF DEGREES AND CERTIFICATES

Improve processing time of Degrees and Certificates by enlisting an outside vendor such as Parchment. SMCCD uses Parchment for outgoing transcript processing. May be opportunity for a package contract.

Estimated cost of Parchment Degree and Certificate production: \$10,000.

INCREASE FLEXIBILITY OF SERVICE DELIVERY

Improve service delivery by setting up all forms and procedures to function for both in-person and distance learning environments.

Create online signature and routing capabilities

Create workflows that systematically process forms, from routing, to loading a queue, to approval, to indexing to the student record.

Financial Aid:

The Financial Aid Department must comply with Federal and State regulatory programs, and the laws are constantly changing. In order for staff to keep up with the regulatory changes to uphold the integrity of our programs, there are constant training sessions and webinars that are being offered. Approval to memberships for such organizations to have access to the training and webinars is a crucial need of our department. Memberships include the National Association of Student Financial Aid Administrators (NASFAA), the California Community Colleges Student Financial Aid Administrators Association (CCCSFAAA), and the California Association of Student Financial Aid Administrators (CASFAA).

Continuous support and approval from the Dean of Enrollment Services, Vice President of Student Services, and the President of Skyline College is extremely valued and appreciated in the Financial Aid Office.

For the next six years, Financial Aid will continue building on these opportunities and attending the next cycle of conferences and workshops. In addition, the department will identify other means of learning and professional development activities that will challenge and strengthen the knowledge base of staff while meeting the academic needs of the students.

The Financial Aid department will also do self-assessments of policies and procedures to ensure that we are serving our students adequately and not putting up any barriers of students accessing their Financial Aid in a timely manner to ensure successful completion and Equitable processes. In addition, Financial Aid will become a Student Ready College through the utilization of new technologies, and we can then expedite services and free up staff time for quicker processing and effective communication.

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 OAll. In this role, the OAll would assist with administrative record keeping, external and internal communication, program/event support, and provide guidance in managing the student ambassador schedule.

Budget Needs: An increase of student assistant salary budget to help support Skyline College's presence at all outreach events.

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 enhance the Veterans Resource Center 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 have been updated with the use of one time funding. This objective provides continued updated, and functioning furniture/ technology in the new swing space that the VRC is moving to during construction of B2. This will allow the VRC to continue to provide a welcome, up to date environment and increase access to the Veterans Resource Center. This is in direct alignment with our PSLO.