

## 2018-19 Admissions and Records Annual Program Plan

### I.A. Program Profile: Purpose

Describe the program(s) to be reviewed. What is the purpose of the program and how does it contribute to the mission of Skyline College?

#### **Narrative**

The Admissions and Records Office is responsible for the integrity and safe-keeping of a student's academic record. Students begin their journey with us through the pre-application and application process. They access our services multiple times as they register for classes, explore possibilities, progress and meet their educational goals, and seek opportunities beyond Skyline College. Each student experience is unique and our staff, processes and technology have to be current, flexible, organic and fluid, yet uphold to the integrity of the rules and regulations for which we are accredited, in order to deliver the services that lead to student success.

Our philosophy has always been "Students First". This philosophy is built into everything we do. It drives our search for better ways to deliver services, it is the underlying gauge when new programs and initiatives are introduced, it supports our need for staffing and technological service solutions, all while we make ourselves available for the face-to-face "high-touch" personal encounter.

When considering how Admissions and Records contributes to the college's Mission, Vision and Values and the current college re-design, our services naturally align with the intention of the Skyline Promise of "Get In, Get Through and Graduate on Time". Our interpretation of the Promise is to create a clear pathway to our services by identifying and reducing the roadblocks that students may experience on their road to success. To maintain this commitment, we are constantly analyzing our efficiency and processes, while also reviewing the types of requests we receive from our students.

## I.B. Program Planning Team

Annual program planning is intended to be a collaborative process which promotes dialogue and reflection. Please identify all individuals who contributed to or shaped the narrative. Include names and the title or role of each person.

### Narrative

#### **ADMISSIONS PLANNING TEAM**

**Sue Lorenzo, Registrar:** Responsible for all areas of service provided by Admissions and Records and for the management of the Admissions and Records team. Committee participation, District: Enrollment Services, District Registrar's, California Association of Community College Registrar's and Admissions Officers, District Managers, Credentials Services, District Internal Audit Group, District Forms Group. Committee participation Campus: Accreditation Writing Team, Management Council, Student Services Leadership Team, Accreditation, Guided Pathways - "Get In", Commencement, Bachelor's Steering Committee, New Faculty Orientation, Veteran's Accreditation Certification Team (CSAAVE)

**Adriana Johnston, Program Services Coordinator** - Degree Audit: District Degree Audit Group, Curriculum Committee, Bachelor's Steering Committee, Guided Pathways - "Get In", Accreditation Writing Team

**Minerva Velasquez, Admissions Asst. III:** Veteran's Certifying Official

**Gretel Barreto, Admissions Asst. III:** Application Resolution, Residency Committee

**Martin Marquez, Admissions Asst. III:** Credentials Team, New Faculty Orientation Presenter, Dream Center Task Force, High School Presenter Night, Raza Youth Committee, Skyline Promise Team, PSLO Committee, Extenuating Circumstance Committee

**Bianca Pineda:** Dual Enrollment, Concurrent Enrollment, High School Presenter, Extenuating Circumstance Committee

## II.A. Analysis: Progress on Prior Program Objectives (Goals) and Activities

Describe the progress made on previously established program objectives (goals) including identification of achievements or areas in which further effort is needed. New programs which have not yet established CPR/APP objectives should discuss progress on program implementation or activities.

### Narrative

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.

<b>MANUAL FORM</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>% Change</b>
Manual Add/Drop	2,756	2,988	1,779	Decrease of 40%
Extenuating Circumstance Requests	893	687	570	Decrease of 17%
Miscellaneous Registration Document	275	424	50	Decrease of 88%
Residency Reclassification	530	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.
3. The online application does not address the staffing and processing complexities for Transfer Students.

## II.B. Analysis: Program Environment

Describe any recent external or internal changes impacting the program or which are expected to impact the program in the next year. Please include when the specified changes occurred or are expected to occur.

### Narrative

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:
  - a. Verify that the student is following a transfer plan
  - b. Pre-evaluate and verify the student qualifies for transfer
  - c. Register those findings in the Cal State Apply system
  - d. 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.
  - e. 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).
  - f. Submit form SB1440 to CSA for the late/missing applicants
  - g. 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.



## II.C. Analysis: Student Learning Outcomes (SLOs and PSLOs)

- (1) Instructional Programs Only: Describe what was learned from the assessment of course SLOs for the current and past year.
- (2) Student Service Programs Only: If PSLOs are being assessed this year (3-year cycle), describe what was learned. If no assessment was done because this is an off-cycle year, please state that this item is not applicable.

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### III.A. Reflection: Considering Key Findings

Consider the previous analysis of progress achieved, program environment, and course-level SLOs or PSLOs (if applicable). What are the key findings and/or conclusions drawn? Discuss how what was learned can be used to improve the program's effectiveness.

#### **Narrative**

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.

### III.B. Reflection: ISLOs

If your program participated in assessment of ISLOs this year:

- (1) What are the findings and/or conclusions drawn?
- (2) Does the program intend to make any changes or investigate further based on the findings? If so, briefly describe what the program intends to do.

#### **Narrative**

It is critical that Admissions and Records be included when new initiatives are being developed to secure staff and technology needed to support and sustain program success. As stated in the PSLO's, with the proper technology, workflows can be utilized to control volume and growth, while empowering students through self-help tools, leading to their success.

With the growth in the area of Transfer and local degree processing, it is clear that high-level staff is needed to support the Program Services Coordinator – Degree Audit in several areas of the degree processing cycle.

First and foremost is the reliability of the degree audit self-assessing tool – Degreeworks. The integrity of the information housed in the Degreeworks tool is dependent on several factors:

- **Data entry:** The data going into the program must be accurate. This includes the programming or “scribing” of the catalog into Degreeworks; the application of external credit and the articulation and application of credit from external institutions (transcripts). Not only do students depend on the accuracy and real-time information pulled up from Degreeworks, but so do Counselors as they advise regarding Meta Majors, develop Student Ed Plans, assess transfer eligibility and sign-off on degree applications.
- **Staffing:** At present, the only position at a high enough level to scribe the catalog into Degreeworks is the PSC-DA. One person. There is not a second position high enough to support this complex, detailed programming of the system. A second, high-level position would not only guarantee catalog scribing support, but would also support the processing and growth of the Transfer process.
- **Technology:** The online application for degrees and certificates is not efficient. The student-facing side is clear and easy to use and the data does load into an Excel spreadsheet and does annotate BANNER that a student has applied, but that is the extent of the current tool and even those small tasks are not sound. The processing side does not exist. The application does not have the ability to pull up an assessment of the student's progress via Degreeworks – that is still done manually. There is desperate need for a reliable assessment tool that can evaluate student degree/certificate/transfer eligibility. Until there is, we are dependent on well-trained, high-level staff to assess.

#### **IV.A. Strategy for Program Enhancement: Continuation/Modification**

Indicate whether the program is continuing implementation of the last CPR strategy or revising the strategy. Please describe the modifications if revisions are intended.

Note: Any new strategies should be linked to Institutional Goals through creation of objectives in the next section. If the program has not yet participated in comprehensive program review, an annual or multi-year strategy can be defined in this item.

##### **Narrative**

In support of the Skyline Promise of “Get In, Get Through and Graduate On Time” and the Skyline College Re-design effort, Admissions and Records will continue to work with other departments to develop an open line of communication to encourage participation during the creation of new programs or initiatives to analyze efficiency, the delivery of services and the impact to students and processing.

Admissions and Records will work with District ITS and our District Colleges to analyze the Degree and Certificate application process to determine what technology can be utilized to create an application process that is not only easy for students to use, but will also alleviate some of the manual processing, addressing compliance, volume and deadlines.

Admissions and Records will also address and campaign the need for additional high-level staff to address the growing CSU Transfer process and provide a second, knowledgeable, staff to program and “scribe” the college catalog into the degree audit system.

Admissions will analyze and address the integrity of the data entered into Degreeworks (external transcripts and credit) by working with the articulation staff and Counseling. This will improve the student self-assessment experience.

#### **IV.B. Strategy for Program Enhancement: Action Plan and Resource Requests**

Based on the most recent CPR and any desired modifications, 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 APP 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 APP. Need help? Contact the PRIE Office for further instructions. Institutional Goals. Need help? Contact the PRIE Office for further instructions.

#### **Narrative**

##### **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

##### **Associated Objectives**

[823-Develop and Staff the CSU Transfer Verification Process](#)

[824-Expand the Function of the Online Degree and Certificate Application Workflow](#)

[825-Improve the Integrity of the Data Within the Degreeworks Degree Audit Tool](#)

##### **Enhanced Budget with Objectives and Tasks**

[Enhanced Budget with Objectives of Admissions and Records unit](#)