

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Lorenzo, Susan

Response Types: All Responses Types

I. Section I: Program Profile

I.A. Program Purpose

Describe the purpose of the program and how it contributes to the mission of Skyline College.

Response Detail

No Response Information to Display

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 application process and they access our services multiple times as they register for classes, explore possibilities, progress through their educational goals, and seek opportunities beyond Skyline College.

Each student experience is unique and our staff and processes have to be flexible, organic and fluid, yet uphold to the integrity of the rules and regulations for which we are accredited, in order to deliver the very 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, including the use of technology, while remaining available for the face-to-face high touch experience.

When considering how Admissions and Records contributes to the college's Mission, Vision and Values, we realized that our services naturally aligned 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.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

Associated Objectives

Planning Unit

No Associated Objectives to Display

Associated Outcomes

Planning Unit

No Associated Outcomes to Display

Internet Links

Link	URL
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No Internet Links to Display

Documents

File Name	File Type	File Size	File Date
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No Documents to Display

I.B. Program Student Learning Outcomes

List the current program student learning outcomes (PSLOs).

Response Detail

Narrative

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 we need from High school students attending Skyline through the Concurrent Enrollment Program. Little did we know how successful the process would be!

Some background first...Concurrent 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. The process looked something like this:

The District printed thousands of Course Request Form packets to distribute to the three colleges.

Students picked up the paper Course Request Form from Admissions.

They then obtained the required signatures.

Students returned to Skyline to submit the form to Admissions staff for processing.

Front desk staff would call up the student record (sometimes finding that the student did not apply – they thought the Course Request Form WAS the application).

If the student did apply, several fields in BANNER were annotated to ID the student as concurrent and allow for registration access.

The student was handed a letter, containing information and steps to register and a copy of the Course Request Form for referencing when they registered.

Staff then scanned and indexed the Course Request Form to the student record.

Now, a fillable Course Request Form is available online, 24-7. Students still need to print the form and obtain the required signatures, however from this point on, everything is different:

The student uploads the Course Request Form through their WEBSMART account.

The form lands in a queue that is accessed by Admissions staff daily.

The form is approved or denied, depending on completeness.

Once it is approved, the workflow “system” codes all appropriate screens in BANNER and sends the image to the student record. If the form is denied, we message the student then and there, with information and advice and the form is returned to the student for resubmission when complete.

Since we started this process in March of 2017, our processing numbers are a little skewed, as we had to change the culture and thinking of how the forms were submitted and we were running both the paper and online option at the same time.

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 can be measured by the type and amount of forms we process.

In this PSLO, we take a critical look at our processes to get to the reason why a student could not resolve their registration roadblock with the self-service tools provided. We started with a comparison of the high-volume areas of manual assistance from 2016 to 2017 to gauge where we need to concentrate our efforts to improve the registration experience:

MANUAL FORM	2016	2017
Manual Add/Drop	2,756	2,988
Extenuating Circumstance Requests	893	687
Miscellaneous Registration Documents	275	424
Residency Reclassification	538	541

As you can see in the chart, the number of Add/Drops and Miscellaneous registration documents has increased from 2016 to 2017. The reasons vary, some of which we, as an institution, have created. These instances have provided an opportunity between Student Services and Instruction to collaborate for a best possible solution for the student. This might be a Late Add, linked class conflict, cohort restriction, prerequisite restriction, class section change, expired Authorization Code, disabled PIN, a misunderstanding of critical dates, the list varies. The point being that students are unable to resolve their issue through self-service and the number of manual registration events is increasing.

Our objective was to decrease the number of manual registration-related forms by 5% and while we hit that goal in Extenuating Circumstance Requests with a decrease of 20%, we missed the target in the other registration documents and flat-lined in Residency Reclassification.

In registration roadblocks that are a product of something our institution is generating, we work with the various constituencies on campus or within the district to rectify the cause. The flat-line for Residency Reclassification is an expected outcome, as we must adhere to strict rules and regulations set at both the state and federal levels. Our application was designed by a branch of the California State Chancellor's Office in a way that collects the information needed for reporting purposes. The "filters" applied by our District when the application downloads from CCCApply to BANNER, pick up on the registration anomalies, which are then review by our staff for resolution. The fact that 2016 and 2017 are almost identical supports the integrity of our review process.

In the case of Extenuating Circumstance requests, the decrease in petitions supports the changes we have made to the form to include clear instruction and information regarding supporting documentation. The highest number of requests are for Late Withdrawals (some with refund) and are approved only with supporting documentation.

It is evident that clear, concise information needs to be available to not only students, but faculty and staff as well. Admissions has currently modified our website and forms to present a more intuitive user-friendly tool, with the intention of a positive outcome.

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 would be able to 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, supporting our intention to become paperless. This need for an application workflow was prompted by a good cause – the number of degrees and certificates we award has been steadily increasing, also increasing our processing time. The need to have a scalable, sustainable application and awarding system was urgent.

In May of 2016, district members of Enrollment Services started extensive work on an online application, utilizing the technology and systems we had in place. There were numerous hurdles to overcome - the three colleges had different processes for application, with Counselor sign-off required for two of the three colleges. The work teams consisted of staff and faculty from Admissions, Counseling and ITS and through commitment, collaboration and working through all of the variables, we were ready to go live at the end of August 2017.

Students, staff and faculty had access to both the paper and online applications to make a gentle transition towards our goal of eliminating the paper application by the end of Fall 2017. Since we have not completed a full cycle to date, we do not yet have results regarding the success of this process.

In this time of discovery and data collecting, we have realized the following:
 The student-facing application in WEBSMART needs additional instruction and information
 The workflow at the staff level is not producing results or performing as expected
 In this first cycle, the amount of manual processing has doubled until we can determine the adjustments needed to make this an exceptional tool
 We need to change our assessment method(s) to reflect a realistic measurement

Suggested Follow Ups	
Date	Suggested Follow Up
No Suggested Follow Ups to Display	

Associated Objectives	Planning Unit
No Associated Objectives to Display	

Associated Outcomes	Planning Unit
No Associated Outcomes to Display	

Internet Links	
Link	URL
No Internet Links to Display	

Documents			
File Name	File Type	File Size	File Date
No Documents to Display			

I.C. Profile: Program Review Team

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Lorenzo, Susan

Response Types: All Responses Types

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

Response Detail

No Response Information to Display

Narrative

ADMISSIONS PLANNING TEAM

Will Minnich, Dean of Enrollment Services

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.

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

Gretel Barreto, Admissions Asst. III: Residency Committee

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

Steve Trinh, Admissions Asst. III: Veteran's Accreditation Certification Team (CSAAVE), Veteran's Certifying Official, Credentials Team, Residency Committee, PSLO Committee, New Faculty Orientation Presenter

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

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

Associated Objectives

Planning Unit

No Associated Objectives to Display

Associated Outcomes

Planning Unit

No Associated Outcomes to Display

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No Internet Links to Display

Documents

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No Documents to Display

II. Section II: Assessment, Analysis, and Findings

II.A. Program Effectiveness

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Lorenzo, Susan

Response Types: All Responses Types

Review data related to the program and assess the program's effectiveness at meeting its described purpose. Consider using college-wide data for comparison purposes. Program data may include:

- Standard program review reports from PRIE including indicators of success, retention, and equity
- Program-specific data such as labor market data, surveys, and custom reports
- Program Student Learning Outcome (PSLO) reports from TracDat
- Prior CPR/APPs
- Feedback from the program's administrator, advisory committees, and/or other stakeholders
- Course outlines of record and offering history (instructional programs only)
- Professional development received
- Other relevant data
- Additional data may be requested from PRIE by completing the Research Request Form available at <http://www.skylinecollege.edu/prie/request.php>

Based on the data reviewed, describe the overall effectiveness of the program and any conclusions drawn from the data.

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Response Types: All Responses Types

Response Detail

No Response Information to Display

Narrative

Admissions and Records has taken steps to address areas of service in which we can make improvements by introducing online, fillable forms and process workflows.

With the workflows, success is measured by the number of students using the self-help tools successfully. As stated earlier in this report, we have found success with the workflow designed for Concurrent Enrollment Form submission:

Since we started the process in March of 2017, our processing numbers are a little skewed, as we had to change the culture and thinking of how the forms were submitted and we were running both the paper and online option at the same time.

In 2018, with enrollment trending up for Concurrent Enrollment, we expect a successful, sustainable workflow process and to exceed our goal of 80% approved forms.

The workflow designed for Degree and Certificate application is still in the discover phase and has produced the following outcomes:

The student-facing application in WEBSMART needs additional instruction and information
 The workflow at the staff level is not producing results or performing as expected
 In this first cycle, the amount of manual processing has doubled until we can determine the adjustments needed to make this an exceptional tool

We need to change our assessment method(s) to reflect a realistic measurement

Another area of measurement can be assessed in the number of paper forms we are manually processing in admissions. Our areas of focus have been Registration roadblocks:

We took a critical look at our processes to get to the reason why a student could not resolve their registration roadblock with the self-service tools provided. We started with a comparison of the high-volume areas of manual assistance from 2016 to 2017 to gauge where we need to concentrate our efforts to improve the registration experience:

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As you can see in the chart, the number of Add/Drops and Miscellaneous registration documents has increased from 2016 to 2017. The reasons vary, some of which we, as an institution, have created. These instances have provided an opportunity between Student Services and Instruction to collaborate for a best possible solution for the student. This might be a Late Add, linked class conflict, cohort restriction, prerequisite restriction, class section change, expired Authorization Code, disabled PIN, a misunderstanding of critical dates, the list varies. The point being that students are unable to resolve their issue through self-service and the number of manual registration events is increasing.

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In registration roadblocks that are a product of something our institution is generating, we work with the various constituencies on campus or within the district to rectify the cause. The flat-line for Residency Reclassification is an expected outcome, as we must adhere to strict rules and regulations set at both the state and federal levels. Our application was designed by a branch of the California State Chancellor's Office in a way that collects the information needed for reporting purposes. The "filters" applied by our District when the application downloads from CCCApply to BANNER, pick up on the registration anomalies, which are then review by our staff for resolution. The fact that 2016 and 2017 are almost identical supports the integrity of our review process.

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Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

Associated Objectives

Planning Unit

No Associated Objectives to Display

Associated Outcomes

Planning Unit

No Associated Outcomes to Display

Internet Links

Link	URL
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No Internet Links to Display

Documents

File Name	File Type	File Size	File Date
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No Documents to Display

II.A.1 Progress on Prior Program Objectives (Goals)

Describe the progress made on prior CPR/APP objectives including identification of achievements or areas in which further effort is needed. If the program is new with no prior CPR/APP, comment on new program implementation.

Below the narrative box, use the Associate Objectives feature to select the related objectives. Once associated, you may also view each objective. If appropriate, edit the status to Completed or Discontinued.

Response Detail

No Response Information to Display

Narrative

Prior objectives for Admissions and Records included:

Support student learning objectives by providing self-services tools, online access to forms, online submission of forms and documents

Transition to paperless processes

Creation of workflows to replace paper submission of forms

Obtain technology to support changing trends of delivery of information and services

Provide staff with training to support changes in technology and processes

The data we collect to review and analyze our PSLO's also provides Admissions and Records with a snapshot of whether or not we are reaching our objectives. We have launched two significant self-help work tools for students and to also sustain growth in high-volume, high paper-processing service areas. A side-by-side comparison of the results of these two processes paints a different picture for each:

Concurrent Enrollment Form Submission: The creation of this workflow was necessary to sustain the high volume of permission forms we receive from high school students attending college, as we peak during the period right before the Summer term. Staff was involved in the creation of the workflow, which provided ongoing training as the process was developed and fine-tuned. The process removed the need to print thousands of permission forms and made the submission process accessible to high school students at any time of the day or night. The form drops into a queue maintained daily by Admissions staff, and once a student is approved or denied, the workflow processes the request, annotates the student record, sends out messaging to the students and provides registration access. As noted in the data below, the transition to a workflow was a success for this pilot.

In 2016 (pre-workflow), we manually processed 1,979 paper Course Request Forms, through the original, cumbersome process.

In 2017, we processed 2,781 Course Request Forms, 850 of those were submitted via the workflow process. By Fall of 2017, the paper forms were no longer made available and the shift definitely began. Our objective was that 60% of the online forms we received would be complete and approved. At the end of the reporting cycle, the actual number was 77%, so we have set a new goal of 80% for our next reporting cycle.

In 2018, with enrollment trending up for Concurrent Enrollment, we expect a successful, sustainable workflow process and to exceed our goal of 80% approved forms.

Degree and Certificate Workflow: Our initial intent was to develop a set of self-service tools in which a student would be able to 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, supporting our intention to become paperless. This need for an application workflow was prompted by a good cause – the number of degrees and certificates we award has been steadily increasing, also increasing our processing time. The need to have a scalable, sustainable application and awarding system was urgent.

In May of 2016, district members of Enrollment Services started extensive work on an online application, utilizing the technology and systems we had in place. There were numerous hurdles to overcome - the three colleges had different processes for application, with Counselor sign-off required for two of the three colleges. The work teams consisted of staff and faculty from Admissions, Counseling and ITS and through commitment, collaboration and working through all of the variables, we were ready to go live at the end of August 2017.

Students, staff and faculty had access to both the paper and online applications to make a gentle transition towards our goal of eliminating the paper application by the end of Fall 2017. Since we have not completed a full cycle to date, we do not yet have results regarding the success of this process.

While the student-facing process is accessible and simplified for students, the behind the scenes processing for staff has been complicated and is in desperate need of fine-tuning. Technology does not currently support the vision we had for the workflow. However, the pilot period of this process is providing us with critical data needed to improve the process. Admissions teams from all three SMCCD campuses need this critical tool and will be working collaboratively to create a seamless process, much like the Concurrent Enrollment workflow.

In this time of discovery and data collecting, we have realized the following:

The student-facing application in WEBSMART needs additional instruction and information

The workflow at the staff level is not producing results or performing as expected

In this first cycle, the amount of manual processing has doubled until we can determine the adjustments needed to make this an exceptional tool

We need to change our assessment method(s) to reflect a realistic measurement

The two pilot workflows are the first steps towards a completely paperless process. All other forms used by students and Admissions are available online, are fillable and ADA compliant. At this time, students still print forms and submit to Admissions and Records for processing, which provides us with annual data in the area of manual processing.

For example, data collected in the area of manual processing for Registration conflicts shows an increase in the number of Add/Drops and other miscellaneous registration issues, from 2,756 in 2016 to 2,988 in 2017. Our original objective was to decrease the number of manual registrations by 5%. The reasons for the increase varies, some of which we, as an institution, have created. These instances have provided an opportunity between Student Services and Instruction to collaborate for a best possible solution for the student. This might be a Late Add, linked class conflict, cohort restriction, prerequisite restriction, class section change, expired Authorization Code, disabled PIN, a misunderstanding of critical dates, the list varies. The point being that students are unable to resolve their issue through self-service and the number of manual registration events is increasing.

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User Name: Lorenzo, Susan

Response Types: All Responses Types

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

Associated Objectives

Planning Unit

No Associated Objectives to Display

Associated Outcomes

Planning Unit

No Associated Outcomes to Display

Internet Links

Link	URL
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No Internet Links to Display

Documents

File Name	File Type	File Size	File Date
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No Documents to Display

II.A.3.a. Program Personnel

Describe the current staffing structure of the program and how it aligns with achieving the purpose of the program.

Response Detail

No Response Information to Display

Narrative

Will Minnich - Dean, Enrollment Services
Susan Lorenzo, Registrar

Adriana Johnston, PSC - Degree Audit

Degree and Certificate Evaluation, Degreeworks Programmer, CSU Reporting, Commencement Committee, Curriculum Committee, Accreditation Writing Team, General Admissions Processing

Gretel Barreto, Admissions Asst. III

Application Resolution, Residency Committee, National Student Clearinghouse, General Admissions Processing

Martin Marquez, Admissions Asst. III

Concurrent Enrollment Liason, PSLO Team, Extenuating Circumstance Committee, New Faculty Orientation, Academic Renewal, Credentials Transcript Team, Dream Center Task Force, Raza Youth Committee, Promise Team, General Admissions Processing

Steven Trinh, Admissions Asst. III

Veterans Accreditation Certification (CSAAVE), Veterans Certifying Official, Credentials Transcript Team, Residency Committee, New Faculty Orientation, PSLO Team, General Admissions Processing

Minerva Velasquez, Admissions Asst. III

Veterans Certifying Official

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

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Source: CPR

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User Name: Lorenzo, Susan

Response Types: All Responses Types

Associated Objectives	Planning Unit
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No Associated Objectives to Display

Associated Outcomes	Planning Unit
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No Associated Outcomes to Display

Internet Links

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No Internet Links to Display

Documents

File Name	File Type	File Size	File Date
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No Documents to Display

Search Standards By User

Source: CPR

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Response Types: All Responses Types

II.A.3.b. Personnel FTE

Provide the current FTE of each category of personnel.

- FT Faculty FTE:
- Adjunct Faculty FTE:
- Classified Staff FTE:
- Administrator FTE:

Response Detail

No Response Information to Display

Narrative

FTE:

- 1.0 Registrar (Supervisory)
- 1.0 Program Services Coordinator - Degree Audit (Classified)
- 4.0 Admissions Assistant III (Classified)
- 2.4 Admissions Assistant III - Short Term Temporary (3@80% - Classified)

- 1.0 Total FTE Supervisory
- 7.4 Total FTE Classified

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

Associated Objectives

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No Internet Links to Display

Documents

File Name	File Type	File Size	File Date
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No Documents to Display

II.A.4. Program Access

Describe matters of access relevant to your program such as offering patterns, service hours, F2F vs. DE offerings, availability of services to online students, on-campus vs. off-campus locations, unaddressed needs, and/or highly effective practices.

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Lorenzo, Susan

Response Types: All Responses Types

Response Detail

No Response Information to Display

Narrative

Admissions and Records has scheduled office hours to meet the needs of day, evening and online students. The website has been improved and revised. Online, fillable forms are available at all times. Two pilot workflows have been created, with more to come, to provide 24/7 ability to submit forms and applications. Admissions has 4 separate email accounts for students to leave detailed messages during off-hours and Admissions staff have been returning messages and calls the next business day.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

Associated Objectives

Planning Unit

No Associated Objectives to Display

Associated Outcomes

Planning Unit

No Associated Outcomes to Display

Internet Links

Link	URL
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No Internet Links to Display

Documents

File Name	File Type	File Size	File Date
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No Documents to Display

II.A.5. Program Environment

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

Response Detail

No Response Information to Display

Narrative

Admission and Records must adhere to all Rules and Regulations set by State and Federal Agencies, as interpreted by SMCCCD deciding bodies and the SMCCCD Board, to which we are accountable for accreditation compliance. Adherence must be current and support an audit by said agencies. Admissions and Records participates in committees and college and district initiatives that impact processes, the delivery of services and student success.

Suggested Follow Ups

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No Suggested Follow Ups to Display

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No Associated Objectives to Display

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No Associated Outcomes to Display

Internet Links

Link	URL
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No Internet Links to Display

Documents

File Name	File Type	File Size	File Date
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No Documents to Display

II.A.6. Program Equity

Based on the data reviewed, highlight any progress and/or effective practices employed in the program to address identified student equity gaps and minimize disproportionate impact. Describe any pre-existing or anticipate program barriers in making progress. If you intend to request resources for objectives related to equity, explain any connections between barriers described and the support/resource(s) requested.

Response Detail

No Response Information to Display

Narrative

The types of services provided by Admissions and Records impact all students at several points during their academic journey and beyond. Services are structured around Equity - providing students with the tools that they need to be successful.

It is the driving force behind the improvements being made to the full-time availability of forms and the workflows designed to be able to accept those forms at any time.

The following services are available 24/7:

Admissions Website Information

Application for Admission

Student Portal

Concurrent Form Submission

Registration (during designated periods)

Access to all forms online at skylinecollege.edu

Access to Academic Transcript - Credentials Transcript Service and unofficial via email

Transcript Evaluation Service Request

Enrollment Verification

Degreeworks - Degree/Certificate/Transfer monitoring

Application for Degree/Certificate

Application for Transfer

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

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III. Section III: Program Curriculum (Programs With Course Offerings Only)

III.A. Curriculum Review

There are four steps to program review of curriculum:

- (1) Request your program's Course Offering Report from PRIE. Based on that report, take action to bank, delete, and/or reactivate courses. PLEASE SEE THE CPR WEBSITE (DIRECTIONS AND FORMS) FOR DETAILED INSTRUCTIONS. <http://www.skylinecollege.edu/comprehensiveprogramreview/directionsforms.php>
- (2) Review and update all course outlines on CurricUNET. PLEASE SEE THE CPR WEBSITE (DIRECTIONS AND FORMS) FOR DETAILED INSTRUCTIONS. <http://www.skylinecollege.edu/comprehensiveprogramreview/directionsforms.php>
- (3) Complete the Course Outline and Prerequisite Checklist Table. Upload the file to the SPOL document repository in the Program Review folder for the current academic year (Program Uploads).
- (4) Verify and document the two-year cycle of curriculum offering to ensure that students have access to courses necessary to complete certificates, degrees, and transfer in a timely manner. Review the sequencing of prerequisites.

Response Detail

No Response Information to Display

Narrative

Not Applicable

Suggested Follow Ups

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No Documents to Display

IV. Section IV: Reflection

IV.A.1. Considering Key Findings

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Response Types: All Responses Types

Considering the results of CPR assessment, identify program strengths, challenges, opportunities, concerns, and areas in which further research is needed. Describe how the key findings can be used to improve program effectiveness in order to promote student learning and achievement.

Response Detail

No Response Information to Display

Narrative

The strength of Admissions and lies in the collective knowledge and honorable work ethic of our staff.

The Admissions and Records team has developed a mission within the college mission: "To provide exceptional service in a respectful and welcoming environment, while assisting students, staff, faculty and the community, in fulfilling their personal and academic goals".

This commitment is at the core of all services we provide, it drives professional development, trainings, committee and workgroup participation. As a result, the Admissions team is a collective group of enthusiastic, creative minds, who continue to evolve and develop through personal and professional growth.

Challenges for the department would be to acquire, and keep up with, technology tools and trends to help grow our student population, and then support that population in a means that is both sustainable and scalable.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

Associated Objectives

Planning Unit

No Associated Objectives to Display

Associated Outcomes

Planning Unit

No Associated Outcomes to Display

Internet Links

Link

URL

No Internet Links to Display

Documents

File Name

File Type

File Size

File Date

No Documents to Display

IV.A.2. Aspirations

The key findings and program aspirations will be used as the foundation to build a strategy for program enhancement.

- What is the ideal future of the program?
- What long-term results does the program want to achieve?
- How do the key findings prompt or inform the program's aspirations?

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Lorenzo, Susan

Response Types: All Responses Types

Response Detail

No Response Information to Display

Narrative

Admissions strives to create a seamless process for students to access and utilize services that are easy to understand and navigate. Also to break down all roadblocks that hinder student success at every point of service. The ideal future would be to have a system in place that was technologically advanced that would benefit students and staff in all processes relating to the delivery of services, all while maintaining the integrity of compliance with State and Federal agencies for which we are accountable to, and receive accreditation from. Our key findings support the need for systems that can handle scale, provide access to students and staff and are sustainable.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

Associated Objectives

Planning Unit

No Associated Objectives to Display

Associated Outcomes

Planning Unit

No Associated Outcomes to Display

Internet Links

Link	URL
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No Internet Links to Display

Documents

File Name	File Type	File Size	File Date
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No Documents to Display

V. Section V: Strategy for Program Enhancement

V.A. Program Strategy

Based on the key findings and aspirations, develop a plan designed to enhance the quality of the program. Describe the strategy (or strategies) to be implemented over the next six years. Strategies could include intended changes or areas of inquiry to pursue. [NOTE: In the next item, objectives will be created with action steps and resource requests to support each strategy identified here. Each objective will also be tied to an Institutional Goal.]

Response Detail

No Response Information to Display

Narrative

There is no Narrative Entered.

Suggested Follow Ups

Date	Suggested Follow Up
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No Suggested Follow Ups to Display

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Lorenzo, Susan

Response Types: All Responses Types

Associated Objectives

Planning Unit

No Associated Objectives to Display

Associated Outcomes

Planning Unit

No Associated Outcomes to Display

Internet Links

Link

URL

No Internet Links to Display

Documents

File Name

File Type

File Size

File Date

No Documents to Display

V.B. Action Plan and Resource Requests

Develop one of more measurable objectives (goals) to begin in the next year. Each objective will include action steps and any related resource requests. No narrative response will be entered in this section, but the objectives you create will be printed automatically in the CPR 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 CPR and link each objective to one or more Institutional Goals. Need help? Contact the PRIE Office for further instructions.

Response Detail

No Response Information to Display

Narrative

There is no Narrative Entered.

Suggested Follow Ups

Date

Suggested Follow Up

No Suggested Follow Ups to Display

Associated Objectives

Planning Unit

No Associated Objectives to Display

Associated Outcomes

Planning Unit

No Associated Outcomes to Display

Search Standards By User

Source: CPR

Cycle: CPR (2017-18 Cycle)

User Name: Lorenzo, Susan

Response Types: All Responses Types

Internet Links

Link	URL
No Internet Links to Display	

Documents

File Name	File Type	File Size	File Date
No Documents to Display			

Objectives by Planning Unit and Status

Planning Year: 2018-2019

Planning Year: 2018-2019

Unit Code	Planning Unit	Unit Manager
2333ADMR00	Admissions and Records	Lorenzo, Susan

Objective Status: New/In Progress

301	Acquire technology that will support effectiveness, growth, user trends Acquire programs and tools that support effectiveness, growth and technology trends; look at CRM such as Salesforce and Q & A tools for students to self-serve; maintain and/or replace computers as needed.
302	Staff Development and Training Continue the training and cross-training of staff; attend conferences, workshops, site visits to develop opportunities that will generate creative ideas for improving services and practices with the use of current technology tools and trends.
389	Acquire Technology Capable of Supporting Seamless, Timely Delivery of Service The current needs for the department would be to acquire technology to help grow our student population, and then support that population in a means that is both sustainable and scalable, such as a CRM, workflows and replacement of computers, as needed.
