CAN Student Service - Admissions & Records

2022 - 2023

Program Context

Mission
What is your program's mission statement?

It is the mission and commitment of Admissions & Records (A&R) to promote our student first philosophy and provide high-quality services to support all students in achieving their educational and/or career goals. By applying advanced technology, we effectively guide students through the application, registration, and degree/certificate application processes, while adhering to Title V, California Education Code, and SMCCD Board Policy standards, all while promoting an equitable enrollment process & learning environment for the diverse community of students, faculty, staff, and community in which we serve.

How does your program align with the division, college and district mission?

The Admissions & Records team is highly trained and works diligently in assuring that students have a clear and equitable pathway to our services by identifying and reducing the roadblocks they may experience in achieving their individual goals. Admissions & Records honors the division, college, and District missions of transformational education and student equity and economic justice by serving our marginalized, underserved, underrepresented, and disproportionately impacted student population – thus empowering and transforming their lives as they, in turn, strengthen their communities.

Program Description
Who does your program serve? How do we serve our student populations as a whole?

A&R Office serves the following:
- Students, Staff, Faculty, Administrators
- Including CSM & Skyline when needed
- Student Services Programs
- Instructional Programs
- District
- CRM, SSL, DegreeWorks, TES
- Community

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- Local high schools:

- Dual Enrollment, Middle College, Concurrent Enrollment

A&R does more than just admitting, enrolling, and maintaining student records. The A&R Office is the first point of contact and integral part of both Student Services and Instruction. In addition, A&R helps students meet their educational/career goals, from when they first apply, enroll, graduate, transfer, and begin their career, and even as they progress as lifelong learners. Furthermore, the A&R team goes through professional development and extensive training to assure compliance with Title V, the California Education Code, higher education federal Laws, the National Student Clearinghouse, VA-ONCE, and District regulations when serving our students.

What does your program do for students in helping them reach their goals?

A&R serves our students by providing and administering the following services which are necessary to reach their goals:

- Applying and Registration

- ·Priority Registration

- ·Outgoing and Incoming Transcripts

- ·IGETC/CSU Certifications

- ·Awarding credit of the following external exams: AP/IB/CLEP/Credit-by-Exam

- ·Military Educational Benefits

- ·Evaluate and confirm degrees/certificates

- Maintain MIS reporting

- ·Grade Changes

- Enrollment/degree verifications

What are your on and off campus community partnerships?

The Admissions & Records campus community partnerships are:
- ·High school districts in our service area (example: Sequoia Unified School District)

- ·Sequoia Adult School

- ·Menlo Park Workforce Development

- ·Upward Scholars

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- ·The Admissions and Records offices at Skyline College and CSM

- All departments and divisions within Cañada College The Admissions and Records offices at Skyline Collge and CSM

How does your program contribute to anti-racism at Cañada College?

Through staff development trainings, the A&R team reflects a shared departmental culture of anti-racism by cultivating a deeper understanding of student and community perspectives, values, attitudes, beliefs, and ways of life. Importantly, A&R fosters an environment of respect in all interactions with students, community members, campus stakeholders, and colleagues.

<u>Equity and Access</u>
Describe how your program assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to all students.

A&R provides excellent services to ensure equitable access for all students, especially those who are marginalized and hyper-marginalized. Moreover, A&R practices a culturally relevant model of service by utilizing technology to promote equitable access for all students, as reflected in English/Spanish videos posted on the departmental website. In collaboration with other departments, the A&R videos include a student welcome, steps to success primer, residency reclassification guide, ESL program welcome, VROC guide, and Dream Center welcome. From a student equity perspective, A&R acknowledges that not all students have access to technology. Therefore, A&R provides reliable in-person services to all students in the form of extended Tuesday/Wednesday hours (8 am until 7 pm) and regular hours (8 am until 4:30 pm) on Monday/Thursday. In addition, the A&R office is open from 8 am until noon on Fridays. The schedule reflects a comprehensive and reliable approach to student access. A&R also offers students a comprehensive array of options to access services, including phone, email, in-person services, mail, and fax. A&R also offers English/Spanish bilingual service to students to support educational access.

To ensure that A&R provides appropriate services, A&R team members are trained in safeguarding student privacy while participating in continued professional development. To ensure implementation of current regulations and best practices, we attend District and campus meetings, other appropriate training opportunities for A&R professionals, and utilize resources from the State Chancellor's Office.

The Registrar provides equity minded-leadership and strives to meet the highest college standards. The A&R team believes it is our responsibility to offer the best services possible to support students in meeting their educational goals. Students will carry their experiences at Cañada College with them into their future as they become a part of the workforce.

The Admissions and Records Office is more than a place of business – we are the first point of contact for students and the community. We strive to represent Cañada College's excellence as an institution through our resources, support, and excellent customer service.

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How does your program work towards eliminating equity gaps? How does your program support marginalized populations? (ie. BIPOC, LGBTQIA+, 1st Gen, Foster, Homeless, Undocumented, Veteran, Low-Income, etc.) How does your program support Cañada College as an HSI and ANAPISI designated institution? How does your program take into account location (access and awareness)?

A&R reflects the District's Student First philosophy by promoting educational access for our marginalized student populations. In practicing principles of communication, empathy, and respect, the A&R team works with students on understanding forms, processes, and guidelines from a place of respect. We strive to practice transformative education by making the Admissions process informative, accessible, inclusive, and supportive. The student is always first. In aligning the department toward the campus and district wide effort at eliminating equity gaps, A&R also supports programs in Student Services like the Promise Scholars, EOPS, CARE, CalWORKs & FFYSI, TRIO, the DRC, and VROC, regularly collaborating with program staff and leadership. The A&R team members make timely and accurate student referrals to departments on campus, highlighted by a "warm referral" model of service where A&R either walks a student to another department or calls that department informing them that the student is on the way. Finally, A&R will follow up with the department to make sure the student received assistance.

A&R supports Cañada College as an HSI and AANAPISI designated institution by staffing team members bilingual in English/Spanish and English/Vietnamese. Location is also a key consideration as A&R maintains in-person services while also offering access via phone, email, mail, and fax. The department also maintains an online presence on its website where students have open access to staff contact information, including the contact information for the Registrar. Initiatives that highlight our commitment to eliminating equity gaps and supporting marginalized students:

The implementation of the non-resident tuition fee waiver for undocumented students: A&R led the implementation of this policy to support undocumented students enrolled in six of fewer units at one or more District colleges. This policy will make college more accessible and provide an opportunity for undocumented students to pay resident tuition.

Making registration easier for all students: This initiative will improve student access and the matriculation process by eliminating unnecessary registration steps. In addition, it will improve the way we communicate with students by providing translated message to support the ESL and immigrant communities.

How does your program take into account delivery method(s) to best serve students? (ie. marginalized, underserved, underrepresented, disproportionately impacted, etc.)

A&R provides in-person and virtual services to our day and evening students. In addition, beginning in Fall 2022, we extended our evening office hours one week before the start of the semester in addition to the two weeks of late

registration. We found that adding the additional two evening days allowed the students to submit any registration petitions needed to officially register prior to the term starting, thus assuring a successful registration process.

Our regular office hours:

- Monday & Thursday:
- 8:00 am to 4:30 pm
- Tuesday & Wednesday:
- 8:00 am to 7:00 pm
- Fridays:
- 8:00 to noon

Our Pre/Late Reg office hours:

- Monday through Thursday:
- 8:00 am to 7:00 pm
- Fridays:
- 8:00 to 4:00 pm

In the "rebranding" of A&R, the following services were implemented and updated:

- Redesigned our website with feedback from staff, faculty, and students: The website is now easier to navigate after a redesign with a student-centered approach to ensure easy access and navigation.

- Created six 30-second Spanish/English Videos with feedback from staff, faculty, and students. The videos include: Admissions & Records Welcome, English & Spanish, Steps to Success, English & Spanish, Residency Reclassification, English & Spanish, ESL Program Welcome Spanish, VROC Welcome English, Dream Center Welcome English & Spanish.

- Implemented an improved process for contacting our office via the "ContactUs" assistance Formstack form, located in our "Contact Us" homepage. Instead of a general email, students and employees are directed to submit the "ContactUs" form to ensure basic information is provided at the onset, reducing the number of follow-up emails required. The "ContactUs" form will also help A&R sort and classify questions from students and employees, thus shortening the turnaround time to reply to inquiries.

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- Updated our FAQ (posted on our homepage).

- Implemented a new diploma printing/mailing service through Parchment, which offers the following advantages over our former process:

  o Paper Diploma/Certificate (high quality)

  o Much shorter time to ship diplomas/certificates once officially conferred (10-15 days)

  o Shipment tracking and notification

  o Electronic (secure) Diploma/Certificate:

    o Ability to automatically connect to LinkedIn/social media

    o Ability to instantly send to employers and family members

    o Secure from tampering

    o Instant access once degree/certificate has been conferred

    o No cost to students

    o Access to Electronic Diploma/Certificate in perpetuity

    o Dedicated account support

- Worked with the SalesForce CRM team, VA PSC's, certifying officials and Registrars in creating a "VA" student support SSL.

- Implemented the "6 unit or less" Non-Residency fee waiver policy for our undocumented students.

- Implemented a "Warm Referral" for students

  o Instead of impersonally referring a student to another department (such as   Financial Aid or EOPS), we walk the student to the department. If we cannot walk them over, we call ahead and inform the department that the student (by name) will stop by. Crucially, we follow up with the department to make sure the student received assistance.

Looking Back

Major Accomplishments and Challenges (500 word limit)
Describe major accomplishments and challenges since the last program review cycle.

CHALLENGES:

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During the 2019-2020 & 2020-2021 academic years, A&R successfully worked remotely due to the COVID 19 pandemic. Automating the majority of A&R services allowed us to continue to provide full services to our students. Students ultimately appreciated the opportunity to communicate with us via phone or Zoom appointments. The virtual format had limitations despite our efforts at connecting with our students; it clearly was no substitute for in-person services. The delay in obtaining office technology equipment and the slow home internet connection posed a significant challenge in completing A&R tasks in a timely manner. For instance, the turnaround time for reviewing and processing petitions regrettably increased. The delays ultimately increased the work volume for A&R. Working remotely also caused a backlog to our A&R main email account, hampering our ability to quickly reply to emails. A&R also saw significant staff changes that required training. Moreover, the office also experienced periodic staff shortages during an already difficult time.

Other Challenges:

- New regulation changes related to A&R functions require more time and research.

- The implementation of the CRM requires extensive involvement from the Registrar, which may impact or delay other projects. The CRM is an important project that will improve student experiences with A&R and other departments, therefore, it is important to hire additional staffing to support the A&R operation.

- External factors like the increase in statewide fraudulent applications in CCCapply require extensive time and review from A&R staff.

ACOMPLISHMENTS:

Fall 2021:

o A&R returned to campus and offered student services both in person and virtually. We resumed to our pre-COVID regular hours. Although the in-person format started slowly, student foot-traffic has picked up.

o Admissions & Records Contact Us communication request via FormStack.

o We received 1600 submissions from October/November 2021 to September 2022

o Submitted a student survey to these students for customer service feedback (results attached)

Spring 2022:

o Parchment Diploma Services: Implemented printing and mailing of diplomas/certificates for the Fall 2021.

o A&R successfully began the "rebranding" by implementing the following projects to better assist our students, staff and faculty:

o Complete A&R website overhaul/update (more student friendly/easier to navigate)

o Rebranding A&R

o A&R How to videos

· 5 in English

· 5 in Spanish

o Chatbot (in progress)

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    o FAQ's

Fall 2022

  o We increased our "registration" hours one week prior to the start of the term and saw a huge difference in benefiting our students by having all of their needs met before the term began.

    o Implemented an "In-person" login via FormStack for data

    o Implemented the SMCCD 6 unit or less Non-Resident Waiver Petition

    o 48 petitions approved for Cañada

    o Implementing the SMCCD SB 893 SOP (Pending)

    o Currently working on Cañada EMP Goal 1.1 Make Registration Easier

<u>Impact of Resource Allocations Process</u>
Describe the impact to date of previously requested resources (staff, non-instructional assignment, equipment, facilities, research, funding) including both resource requests that were approved and were not approved. What impact have these resources had on your program/department/office and measures of student success or client satisfaction? What have you been unable to accomplish due to resource requests that were not approved?

Last year we requested an A&R III to support the A&R operations. Unfortunately, the request was not supported. If filled this position was going to:

o Help our marginalized students and communities by providing services in a timely manner which will help us remove barriers.

o Support our students more efficiently.

o Less student and staff complaints about the slow response time.

o Strengthen our relationship with students, faculty staff and other community members.

o Ensure that the college is compliant with Title 5, the California Education Code and all state regulations and federal laws related to the functions of the A&R office.

o Improve the A&R website, create more how-to visuals, and keep our social media up-to-date

o Support dual enrollment and other college initiatives.

The fact that this position was not filled impacted our service level and student satisfaction with A&R. We asked students if they were satisfied with the overall quality of services they received from the Admissions and Records Office at Cañada College (see below chart). Almost 30% of the survey participants were either unsatisfied or very unsatisfied. This is a huge concern and we strongly believe the staffing shortage is the main contributor to this outcome.

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SERVICE SATISFACTION LEVE

■ Neutral ■ Satisfied ■ Unsatisfied ■ Very satisfied ■

- 11%
- 14%
- 16%
- 45%
- 14%
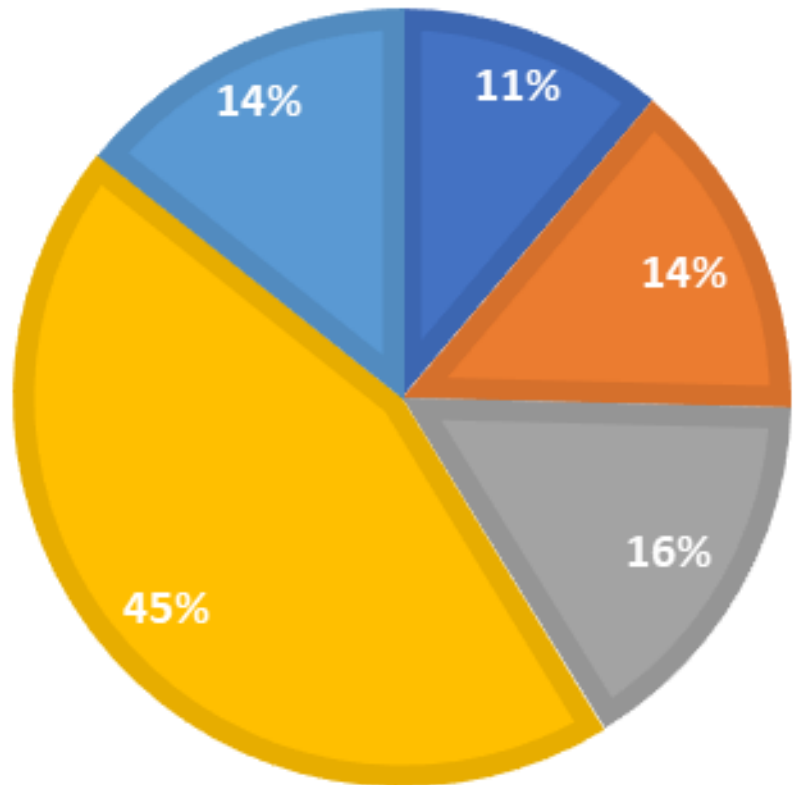
How have these resources (or lack of resources) specifically affected disproportionately impacted students/clients?

If filled this position was going to:

o Help our marginalized students and communities by providing services in a timely manner which will help us remove barriers.

o Support our students more efficiently.

o Less student and staff complaints about the slow response time.

o Strengthen our relationship with students, faculty, staff and other community members.

o Ensure that the college is compliant with Title 5, the California Education Code, and all state regulations and federal laws related to the functions of the A&R office.

o Improve the A&R Website, create more how-to visuals, and keep our social media up-to-date.

o Support dual enrollment and other college initiatives.

SAOs and SLOs

State your Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).

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As a result of the implementation of "ContactUS form" students will be aware of the services provided by A&R. By using the "ContactUS" form, students will be more satisfied with A&R services.

Prior to to this Program Review cyle, the Registration section of Admissions Office was combined with Assesment and Orientation (Welcome Center). However, in 2020 Admissions & Records was seperated from the Welcome Center to stand on its own as a Student Services Program. Operating from a student equity lens – especially during the moment of historical emergency in the COVID-19 pandemic – A&R sought to increase student access and boost student satisfaction with A&R services.

Describe how your program assessed your SAOs and/or SLOs.

As a direct response to the pandemic, the "ContactUs" student online customer service request went live on November 2021. From November 2021 to September 2022, exactly 1,323 student inquiries filtered through the "ContactUs" form. Since the "ContactUs" form is a Formstack product, we had the necessary student information to send out a student survey.
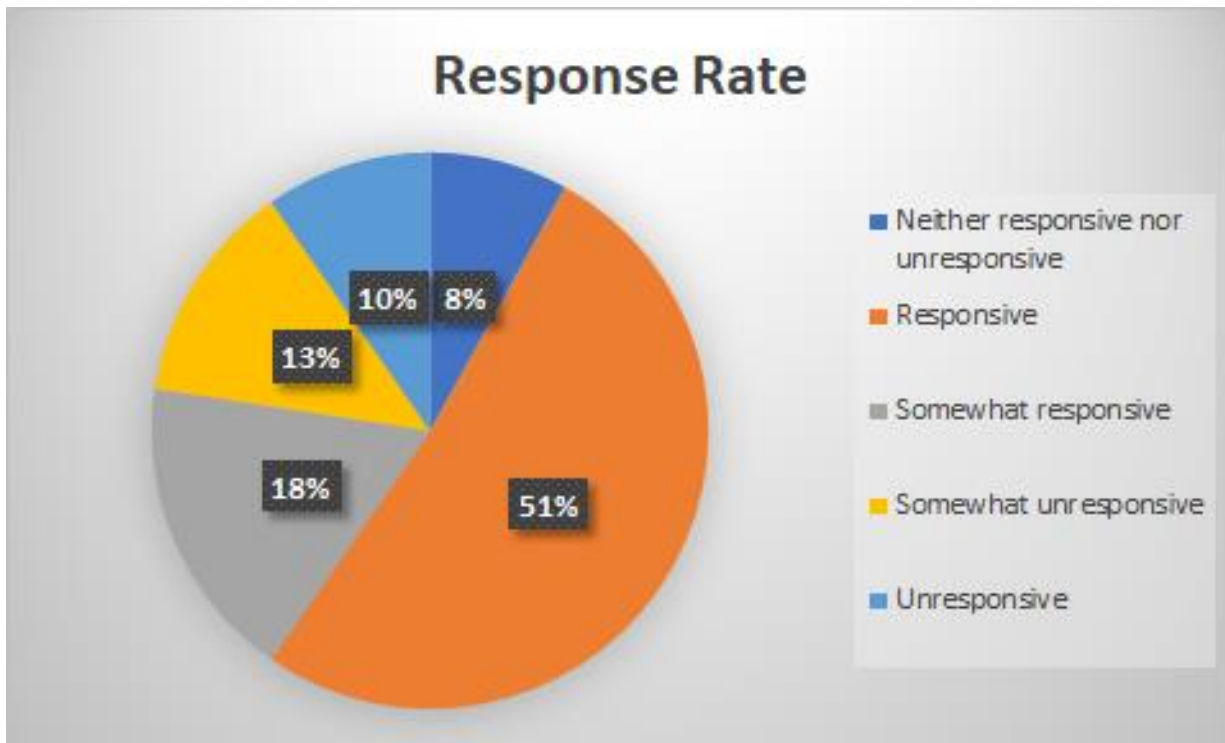
With the assistance of our PRIE department, we emailed a survey to the 1,323 students who originally submitted inquiries. We had 66 respondents to the survey. The survey therefore represented an immediate assessment of our SAO designed to increase student satisfaction with A&R services via implementation of the "ContactUs" form. The survey results proved instrumental in allowing us to assess our SAO and reflect on our departmental practices.

SAO/SLO Assessment Results and Impact
Summarize the findings of your program's SAO/SLO Assessments. What are some improvements that have been, or can be, implemented as a result of SAO/SLO Assessment?

The purpose of the survey is to help us evaluate the satisfaction of our students with the overall quality of services offered by A&R at Cañada College. Almost 30% of respondents reported feeling either unsatisfied or very unsatisfied – a concerning number that we believe reflects a need for immediate actions. We strongly believe that hiring more staff would improve student satisfaction. Additional staffing will allow us to respond in a timely way to student requests and implement an efficient and student-centered communication process. Please see the response rate chart for current reponse level:

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Response Rate

- Neither responsive nor unresponsive
- Responsive
- Somewhat responsive
- Somewhat unresponsive
- Unresponsive

8% / 51% / 18% / 13% / 10%

Beyond increasing staffing, we consider operational improvements designed at meeting our SAO of increasing student satisfaction with A&R services.

First, A&R will foster inter-departmental collaboration on forms and procedures by hosting two workshops per semester to streamline and improve the turnaround time on student petitions – with the ultimate goal of increasing the student satisfaction rate. In an increasingly interconnected Student Services world, it is important for A&R to facilitate dialogue with departments involved in A&R forms and processes.

Second, we will implement a process to ensure that A&R staff will check the "ContactUs" form more frequently, which will significantly improve response time to inquiries.

Third, A&R will send a student satisfaction survey on a regular basis. The survey will not only go to "ContactUs" participants but also to students who accessed in-person services as recorded by our in-person tracking form. The survey will include an open-ended question where students can clarify or contextualize their responses. The feedback is crucial in monitoring the student satisfaction rate and inviting students into the wider discussion on how to improve services.

Looking Ahead

SAOs and SLOs for the Next Review Cycle
State your SAOs and SLOs for the next review cycle. Describe how you will address identified opportunities for improvement. Discussion how you will address anti-racism in the next program review cycle. Discuss how you will address equity in the next program review cycle.

Admissions and Records SAOs for the next review cycle include:

SAO 1: Students will identify registration and other A&R deadline information.

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A&R successfully helps students identify and understand the deadlines for the various A&R related functions. The ultimate result should be fewer Late Add petitions. The assessment will compare the number of Late Add petitions from one semester to the next.

SAO 2:

Students will be familiar with the CCCapply application process to Cañada College.

A&R will participate in outreach events to support students with CCCAPPY submissions. In addition, A&R will support students with CCCapply questions throughout the semester. The assessment method will compare application yield rates and the participant-to-applicant conversion rate at outreach events.

SAO 3:

A&R will provide guidance to veteran students to accurately navigate the new VA student support link via their student portal. As a result, veteran students will be familiar with the requirements to receive the VA Education Benefits in a timely manner.

To assess the SAO, A&R will run a report comparing the number of petitions submitted versus completed.

The SAOs collectively represent an opportunity to improve services for students. The first SAO – raising student awareness of deadlines – contributes to student success by helping students meet deadlines and thus avoid disruptions to their education. Especially in a high-stress pandemic milieu, helping students meet deadlines is a positive step toward encouraging positive outcomes like retention, persistence, and completion. In addition, the second SAO of familiarizing students with the application process similarly reflects a mission of increasing educational access for all students, while the third SAO reflects our departmental equity ethos by assisting our veteran students. In addition to implementing and assessing the SAOs, A&R will also seek to participate in equity and anti-racism trainings.

Program Improvement Initiatives/Resource Requests
What change could be implemented to improve your program? How might an anti-racism lens be considered in the proposed changes? How might an equity lens be considered in the proposed changes?

A&R has identified changes to improve our program:

- Increase opportunities that enable students to access college classes and services prior to high school graduation.

- Hire a Program Services Coordinator to assist with Degree Audit process and ultimately increase degrees and certificates by processing the "What-If" function on the automated degree platform DegreeWorks.

- Raise student awareness of the degree/certification process. Students are not always aware they have to petition for degrees/certificate or that they might qualify for multiple degrees and/or certificates.

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- Meet the ADT confirming degrees.

- Award the ADT degrees to meet the CSU/UC deadlines.

- Meet the IGETC/CSU certification UC/CSU submission deadline.

- Assist the Dual Enrollment program, which has been mandated to increase the program.

- Assist the College Recruiter by attending campus recruiting activities.

The changes reflect a student equity lens by striving to increase educational access and student success for all students in our community. The outreach component is especially important as A&R reaches students at local feeder high schools, resulting in an opportunity to help students from underserved communities apply to college and connect with A&R staff to review next steps in the admissions process. The outreach is an attempt to positively impact our community from an equity lens. Crucially, assisting the College Recruiter with outreach allows A&R to connect applicants to programs and services deeply rooted in anti-racism and student equity practice: the Promise Scholars, EOPS, CARE, CalWORKs & FFYSI, TRIO, the DRC, and VROC. Finally, prioritizing the degree/certificate process reflects an equity lens as we encourage student outcomes like persistence and completion. The student-centered approach to timely A&R form processing and raising student awareness of deadlines also shares the deeper commitment in higher education to student mental health and self-care in a stressful pandemic environment.

How will you address the opportunities for improvement that you identified throughout the prior sections of this Program Review? What additional Anti-Racism training do you/your program need in the upcoming year? What research or training will you need to accomplish these plans? What supplies, equipment, or facilities improvements do you need?

Action items to address opportunities for improvement include participating in college outreach efforts to high school students before they apply to the college; hiring a Program Services Coordinator to work with the Degree Audit process; and assisting with the Dual Enrollment program. In the spirit of improving student outcomes, A&R will also continue to prioritize the intentional and efficient use of technology for student educational access and awareness of A&R procedures. This will involve continued collaboration with IT and other Student Services departments involved in A&R forms and processes. The student survey – sent to both "ContactUS" users and in-person visitors to the office – is also a key data-driven step toward listening to students and engaging in self-assessment as we strive to improve services. In addition, as we reflect a strong departmental commitment to equity and anti-racism, the Admissions & Records team would like to participate in the SMCCD IDEAL (Initiative in Diversity, Antiracism & Leadership) professional development to encourage transformative change and growth. IDEAL (Initiative in Diversity, Equity, Antiracism and Leadership) is a suite of sequential equity-advancing professional development experiences for SMCCCD executive administrators. The IDEAL Program was conceptualized in 2017. It took almost five years for this program to come to fruition, but we

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are all hopeful that IDEAL will support and encourage transformative change and growth amongst all employees within the San Mateo Community College District (SMCCD).

Supporting Information

General Supporting Documents

[Admissions and Records SAO survey response data F22 without student email 10 14 22.xlsx](#)