

STUDENT SERVICES COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR)

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle (i.e. every two or five years).

Program: Student Services **Planning Year:** 2018/2019 **Last Year CPPR Completed:** 14/15

Unit: Admissions & Records **Cluster:** Student Services

NARRATIVE: STUDENT SERVICES CPPR

Please use the following narrative outline:

I. GENERAL PROGRAM INFORMATION

A. Program mission (optional).

The mission of the Admissions & Records Office is to serve and educate students and the community on admissions, enrollment, and records. We strive to provide information with accuracy and consistency on policies and services available to ensure student success in achieving their educational goals.

The Admissions and Records Office supports the mission of the college to provide “access, success and excellence” when serving our students, faculty, and staff. By creating electronic email to all students who apply to Cuesta College, we engage student access to the myCuesta Student Portal to successfully matriculate and register in a timely manner. Admissions & Records staff collaborate to streamline our processes, using technology when processing admission applications, including International Student and Nursing/Allied Health program admissions, and official transcripts. Additionally, we administer registration services, maintain academic records, and verify completion to award certificates and associate degrees.

The department recognizes the need to help students understand the importance of their academic achievement and their academic record that reflects that achievement. We strive to educate the campus community on regulatory policy under the guidelines of laws established for the California Community College.

We are using technology to provide greater student access to information and participate in continual staff development and education to keep informed of new technologies and upgrades. We continue to promote service “excellence” to our campus community with professionalism, fairness, and kindness.

B. Brief history of the program.

Admissions and Records is widely involved in many aspects to ensure eligibility

requirements for admissions, residency, registration, academic records, Veterans, and International Students, to graduating with a degree toward student's participation in commencement to celebrate their achievement. However, today, we now have technology to help us process transactions accurately and efficiently.

Since the last program review, the most notable change is in staffing and upgrading technology. We were able to resume full-staffing in our department with new employees to professionally serve our students and campus community. Our two new employees embrace "customer service" into their jobs. We strive to ensure our students feel "welcome" as the first point of contact to Cuesta, to those that return for services, and to those that are graduating or transferring. Our service hours were maintained for the past 5 years without change; however, we do see a reduction in the need of evening hours during non-peak admissions and registration.

Technology has improved tremendously within the last 5 years with Degree Works (myCuesta Pathway), E-Transcripts, E-Student Educational Plan, eduCheck for enrollment/degree verification and now, Transfer Articulation. These applications tremendously help our Counselors and Evaluators to do their jobs more efficiently, in addition to providing students their progress report on where they are in obtaining a degree/certificate and developing a more comprehensive student educational plan.

Our methods of serving students is (hands-on) showing them how and what myCuesta and CCCApply can do for them. Our unit opened two additional windows at the Student Services Center to allow us to serve students better in-person. This allows staff to show students how to navigate the web, especially those that are not tech-savvy navigating online services, by providing one-on-one service on how to use myCuesta web services in their student portal. Though students still come in-person to order their transcripts, we guide students to order transcripts online for an easy, quick delivery electronically.

Transfer Articulation started in 2017 and is still in the implementation stages. We continue to work closely with Academic Affairs to ensure data integrity is in place to help with the articulation project. The articulation project will help clear prerequisites at the same time for both registration and myCuesta Pathway coursework validation. We are currently (2018) piloting Transfer Articulation with 5 counselors to articulate non-native coursework into our degree audit to ensure the system is producing results as expected with General Education attributes codes.

Prerequisites/Co-Corequisites must be reviewed to ensure data integrity and alignment with the transfer articulation project. A taskforce has been developed to review the prerequisite and regulations, including updating board and administrative procedures policies.

Admissions & Records participates on the District Calendar Committee to develop the academic calendar for the college. The committee is exploring the 16-week condensed calendar system.

- C. Include the broad history of the program and significant changes/improvements since the last Program Review.

Student Records System – Banner - Luminis

Admissions & Records Office continues to undergo upgrades with Banner, which requires modifications to our reports and myCuesta channels. As Banner software is integrated with all campus departments, Admissions and Records must coordinate with Information Technology when upgrades and modifications are implemented. Under FERPA, Admissions and Records controls access to “student” data, which includes general student records, registration and academic records for the Student Services programs. With more institutional reports being developed and required for employees to do their jobs, the Argos reporting tool has been expanded to retrieve data easily from Banner. However, access to student data must be released by Admissions & Records if allowed under FERPA; therefore, not all departments may have access to this data.

Coming summer 2018, Banner 9 will have a new look and layout. Banner 9 utilizes a web-based format to integrate and enhance daily operations with seamless communication across applications. This could prove challenging to some staff using the system since 2008, who are familiarized with short-cut codes and data location that will change in Banner 9 upgrade.

A Banner 9 Self-Service portal upgrade will also provide challenges when assisting students remotely via phone or email as it allows personal customization of the layout of their own student portal.

Degree Works (myCuesta Pathway)

Since implementation in 2014, Admissions & Records continues to evaluate myCuesta Pathway to ensure data integrity is accurate. We have started working on transfer articulation (2017) to implement the pilot program for transfer articulation to include non-native coursework as part of the student’s pathway. With assistance by SIG consultants, the project now has mappings tables from other top feeder schools in our system. We are currently piloting Transfer Articulation with 5 counselors to obtain feedback and ensure the system is producing results as expected with General Education attributes codes.

Creation of SEPs was implemented in 2015 to allow counselors to start mapping the student’s pathway.

Awarding our degrees/certificates continues to improve over the years with myCuesta Pathway.

Waitlist

The waitlist has been working well for our students and faculty after summer 2012 implementation. One of the benefits of using the waitlist was to identify impacted classes to open more sections of the course when it meets the 75% threshold, which is now currently being reviewed by Academic Affairs. We continue to face the challenge of turning off the waitlist during upgrades. If not done properly, the waitlist ceases to function causing students to lose their waitlisted reservation. We are working with Information Technology to automate this process during both planned and unplanned outages (i.e. power failure).

Website Upgrade with New Look

In 2017, the district updated the college website with a new mobile-friendly look and layout. We had some challenges when the new web site launched due to relocation of departments and forms causing many broken links. Staff and students have had to refamiliarize where to find information. Admissions & Records web pages are continually reviewed and updated with real-time information to better serve students and the community.

Drop Rosters (Census) for Faculty

California Community Colleges are required to clear class rolls prior to census dates to ensure that students who never attended or who have stopped attending a class are not counted in census enrollment. For Census method classes, colleges may not claim apportionment credit for any student who is not actively enrolled as of the census date, even if that student participated in one or more class sessions.

We continue to use the Census Drop Roster in Banner Self-Service which allows faculty to efficiently submit online in a timely manner. When we went live for spring 2013, it took time for faculty to adhere to the required deadline of online submission. Once the deadline passes, online submission is closed, and faculty must submit printed Census rosters with their signature. Today, we have a handful of missing census rosters not submitted electronically by the deadline. Future enhancements with Banner 9 will allow confirmation to faculty of their submission.

E- Transcripts with Credentials, Inc.

The California Community College Chancellor's Office (CCCCO) has established California Electronic Transcript Standards that support the intent of AB 1056 by establishing the data format for transmitting California specific student transfer data. Credentials Solutions is aware of the standards the CCCCCO specify for transcripts. Since implementation of the electronic transcript in 2013, we have had up to 90% submission rate from our students. We have benefited from more efficient processing and reduced cost of paper, postage, and labor. We have noticed a seamless, faster submission to allow other institutions to determine their admissions acceptance.

Credentials has been very accommodating and listening to our needs as a community college. We are a pilot school for eduCheck which is their online enrollment/degree

verification for our students. We are very excited to launch this soon to have our students extract their data when necessary.

Veterans Resource Center (VRC)

The VRC continues to grow with 362 veterans identified by admissions and serving 186 students with their benefits. We desperately need a new home for the San Luis Obispo campus Veterans Resource Center. The current VRC does not meet our spacing needs since the move from the modular buildings in 2012 to our current space. We need to expand our walls due to the number of veterans using the center.

As for North County Campus – VRC, we are looking forward to utilizing this center housed in the new North County Student Services building in the summer 2018. We did receive a grant for the ongoing funding allocations from the Chancellor's Office in January 2018 to help the NCC Veterans receive their services.

The VRC does not have a budget to provide basic needs to our Veterans and is not a categorical funded program. We must rely on funding from other sources, grants, ASCC or Foundation funds. These basic needs, that are provided to categorically funded programs, can go a long way to help our Veterans such as gas cards, bus passes, flash drives, backpacks, calculator, etc. The Veterans served us, thus we need to return services for them to succeed.

Board Policy and Administrative Procedures

The staff is challenged with continual changes in legislative regulations, including the Community College League of California (CCLC). We continue to update our board policies each semester. At this time, we have completed forty (40) with many still work-in progress through shared governance. Many of these policies identified under Academic Affairs are administered, in conjunction with Student Services, by mainly the Admissions & Records Office.

Department Staff

In fall 2017, we had full staffing to support students and staff since budget reductions in fall 2008. When the new Director of Admissions & Records was hired in December 2011, staffing had been reduced due to retirement, resignations, and a change of organization structure.

We replaced two (2) Evaluators since 2014, and two (2) A&R Technicians since 2016. The prerequisite staff was reassigned to Admissions & Records by direction of the President's Cluster in 2016. Then when this employee retired, we restructured job functions to an evaluator to allow us to focus on the incoming Transfer Articulation project, in addition to prerequisite clearance for registration.

Today, the Admissions & Records Staff are top-notch and strive to serve students with their professionalism and excellence.

Current Staff:

Kristin Pimentel – Admissions & Records, Director

Lori Yoshiyama – Admissions & Records, Coordinator

Lynn Maul – Admissions & Records, Academic Records Specialist

William Wooster – Admissions & Records, Evaluator Analyst (Commencement)

Adrienne Smith – Admissions & Records, Evaluator Coordinator (RN, LVN, Paramedics)

Rebecca Carter – Admissions & Records, Evaluator Analyst (Athletic Eligibility)

Karen Garza – Admissions & Records, Evaluator Analyst (Prerequisite/Transfer Articulation)

Karen Andrews – Admissions & Records, Veterans Coordinator

Sarah Lattimer – Admissions & Records, Technician (International, Residency)

Lynda Agens – Admissions & Records, Technician (International, Residency)

- D. Describe how the Program Review was conducted and who was involved.

All staff participated in our SLOs development during our winter retreat. We focused on how we can incorporate our SLOs into the Institutional Goals, Education Master Plan, Technology Plan, Facilities Plan, Equal Employment Opportunity Plan, Student Success and Support Plan and Strategic Plan. Every February, we meet to review the entire CPPR or IPPR and Resource Unit Plan priorities allowing open communication among each other. We developed an assessment cycle for our unit to show how measurement is accomplished.

Current Admissions & Records staff is listed above.

II. PROGRAM SUPPORT OF DISTRICT'S [MISSION STATEMENT](#), [INSTITUTIONAL GOALS](#), [INSTITUTIONAL OBJECTIVES](#), AND/OR [INSTITUTIONAL LEARNING OUTCOMES](#)

- A. Identify how your program addresses or helps to achieve the [District's Mission Statement](#).

Admissions & Records will continue to support the college's mission, vision and values by supporting the Institutional Goals/Objectives, Education Master Plan, Facilities Master Plan, Technology Master Plan, Student Success and Support Plan, Equal Employment Opportunity Plan and Strategic Plan. We supported the Self-Study Standards IIB project in relations to the catalog, class schedule and FERPA.

- B. Identify how your program addresses or helps the District to achieve its Institutional Goals and Objectives, and/or operational planning initiatives.

Institutional Goal 1 - San Luis Obispo County Community College District will increase the rates of completion for degrees, certificates, and transfer-readiness overall for all students.

The Admissions & Records Department must facilitate and evaluate the student's academic records for Associate Degree for Transfer (ADT) as with all other degrees and certificates. Evaluator analysts will continue to participate with the college curriculum committee to confirm degree requirements and change of regulations as well as keeping abreast of CSU/UC system policies. Degree Audit along with non-

native transfer articulation will continue to play a critical role to help students obtain their degrees/certificates.

The following lists the number of degrees/certificates awarded per year according to Program Awards in Data Mart (MIS):

- **2016/2017 = 1,484 (418 ADT degrees)**
- 2015/2016 = 1,315 (442 ADT degrees)
- 2014/2015 = 1,175 (321 ADT degrees)
- 2013/2014 = 1,128 (145 ADT degrees)
- 2012/2013 = 1,156 (24 ADT degrees)
- 2011/2012 = 1,212
- 2010/2011 = 1,100
- 2009/2010 = 1,135
- 2008/2009 = 1,376 (This is high due to the AA/AS General Studies and Transfer Studies degrees)

In 2016/2017 year, we awarded 418 ADT degrees with 30 ADT degrees available. We expected this to level off or be lower than the previous years. During the 2015/2016 year, we awarded 442 ADT degrees, this small jump compared to 2013/2014 year (25 ADTs available) occurred with a 45% increase due to an almost doubling increased number of ADT degrees available.

Today, with help from myCuesta Pathway, we can identify who is close to graduating but have not submitted an associate degree application. Addressing this has not been discussed as it will help our numbers by alerting students their eligibility to obtain and apply for degree. We will continue to look at technology, such as myCuesta Pathway, to strive for students to achieve access and success.

Institutional Goal 2 - San Luis Obispo County Community College District will increase student access to higher education.

One of the primary goals for the Admissions & Records department was to focus on removing institutional barriers to allow enrollment with the effectiveness of allowing “access” to higher education.

Admissions & Records department is focusing on the use of technology to serve our student populations to meet student expectations outside the classroom. The pool of students with typical college-bound ages of 18-25 will use technology; however, we need to educate and continue one-on-one services with the older population of students as this is projected to increase. The Admissions & Records department continues to improve processes that require institutional effectiveness to allow “access” to myCuesta and personal services.

- *Continue to help students navigate the myCuesta Student Portal for a successful outcome on their educational needs.*

- *Continue to brainstorm our processes to allow better access for student success.*
- *Continue to provide services for Cuesta Promise students.*
- *Established Non-Credit transcripts for their certificate programs.*
- *Implemented non-native transcripts email notification to notify students if their transcripts have arrived.*
- *Continue to meet the needs of incarcerated students; we are facilitating the processing of applications and registration toward completion of certificates and degrees.*
- *Continue to collaborate with academic affairs support and student support services provide services to students and ensuring data integrity is accurate for registration, transfer articulation and degree/certificate awarding.*
- *Continue to explore Transfer Articulation project, with the projection of serving all counseling appointments.*
- *Explore auto degree conferral.*
- *Explore multiple majors/degrees or certificates.*

The Student Support and Success Act (SSSP) plays a major role with degree audit to help students succeed in completing their transfer and degree requirements. The electronic Student Education Plan (SEP) will increase sustainable enrollment and pave the way to what courses are needed to build a projected class schedule for our students.

Enrollment priorities were restructured to meet the needs of our continuing students to access courses needed complete their education. The priorities were organized for student success in mind by enforcing completion of a comprehensive student educational plan prior to completing 15 credits at Cuesta to maintain early priority.

Institutional Goal 3 - San Luis Obispo County Community College District will develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, businesses, and industries.

Admissions & Records partners with several businesses to allow us to be successful in serving our students. For one, Credentials Inc. provides e-transcripts to other institutions and to the student. Today, we are in the implementation phase of e-enrollment verification for enrollment and degree/certificates. The California Community College Chancellor's Office provides our online OPEN CCCApply admission application.

Our commencement staff has strengthened partnership with local vendors, such as Got-U-Covered, SLO Nursery, SLO Sheriff Honor Guard, Albertson's, Sonrisa Photography, and Wilder Flowers. All local community businesses supporting our commencement ceremony for Cuesta graduates. We will continue to partner with these vendors, as we have done for many years, and appreciate their services to the College.

The Veterans' Resource Center received the Military Friendly Award in five consecutive

years and received this award for the 6th time in 2018. We continue to look at veteran's services to ensure we are serving and educating our Veterans. We are look forward to serving our Veterans at the new North County Campus Service Center in summer 2018. Collaborating with other veteran services programs, Cuesta College and Veterans' Resource Center agreed to host the San Luis Obispo Resource Fair – Stand Down in April 2018.

Cuesta has partnered with American Job Corps and other agencies to help their students obtain a degree/certificate and streamlined the connection for verifying their training/enrollment at Cuesta College. This ensures we are expanding our student work-based and experiential-based learning opportunities.

Admissions & Records staff participants in a variety of events by making connections with the community for our students. Some of these events are:

- Work with Veterans outside agencies to participate at the Cuesta Veterans Resource Center Agency Workshop to help assist the Veterans needs
- Military Stand Down held at SLO Veterans Hall
- Continue to work with local business to provide services for Cuesta Commencement Ceremony (Got-U-Covered, SLO Nursery, Albertsons, Sonrisa Photography and Wilder Flowers)
- Continue to work with our electronic transcript partners for successful transmitting (Credentials and E-Trans)
- Continue to work with Open CCCApply representatives to improve the online admission application, especially residency algorithm due to homeschool
- Military Friendly School distinction has been awarded for five straight years – 2014, 2015, 2016, 2017, 2018
- Continue to work with the high school administration to allow enrichment students to enroll at Cuesta with limited barriers
- Continue to collaborate with California Men's Colony, Grizzly Academy, Promise program to ensure students are accepted and registered
- Continue to collaborate with the Psychiatric Technician Program Office of the Department of State Hospitals-Atascadero for the psychiatric technician program as a taskforce member
- Collaborating with Cal Poly Associated Students regarding Veterans Services
- Collaborating with Cal Poly International Student Program to provide program for the English in a Second Language

Institutional Goal 4 - San Luis Obispo County Community College District will integrate and improve facilities and technology to support student learning and the innovations needed to serve its diverse communities.

Admissions & Records continues to have goals to support student learning and the innovations needed to serve our community. These resources are not currently in place to allow better use of technology to achieve our goals. Using third party software is only a "short term solution" not permanent. Listed below are some goals to focus on or

implement:

- *A solution for myCuesta Password Resets without staff intervention*
- *Degree Audit – Financial Aid and Athletic Eligibility*
- *myCuesta Pathway – Registration + SEP connection*
- *Online Degree Application via Luminis*
- *Online Allied Health Program application within Banner*
- *Online Drop Survey*
- *Upgrade myCuesta Pathway to 5.0*
- *IGETC audit layout and printable from myCuesta Pathway*
- *Luminis SSB function for grading/census for faculty*
- *Luminis SSB Student applications – add Pass/No Pass Option, Credit by Exam and Independent Study, possibility auditing*
- *Automate non-native transcripts into document imaging and store information with date received to trigger an email to student of arrival*
- *Utilize myCuesta Pathway to its capacity*
- *Utilize Argos reports to develop future courses based on SEPs in Pathway*
- *Training for all evaluators for Pathway scribing*
- *Increase number of our forms to be submitted online*
- *Streamline NSLC (Clearinghouse) reporting to avoid manually fixing errors*

Institutional Goal 5 - San Luis Obispo County Community College District will build a sustainable and stable fiscal base.

Admissions & Records relies on General Funding for conferences, commencement, and purchase of office equipment. The director continues to oversee department funds and does make requests to other departments for funding when necessary; this should not be the case. We also do not have the ability to hire student/hourly employees to help us offset the workload due to lack of funding in the budget. We have come to rely on Federal Work-Study employees or some other source to continue to support the permanent staffing workload.

Our office could use some fiscal stability to support professional development for employees and funding for student/hourly workers during our peak periods.

The Veterans Resource Center does not have a budget and are not categorically funded. This has put a strain on the Admissions & Records budget when an unexpected need arises to replace equipment or to fulfill basic needs.

- C. Identify how your program helps students achieve Institutional Learning Outcomes, if applicable.

ILO 1. Personal, Academic, and Professional Development

Admissions and Records promotes professional development for all employees to allow them to be educated in their job duties. Regulatory requirements are explained more in-depth towards a better understanding of changes occurring in policy and technology. Employees attend the OpenCCC workshops, CACCRAO workshops/annual conference, 3CBG Conference, Athletic Eligibility Workshop, Evaluator Workshops, CSU/UC Workshops, Veterans Summit, College Source Conference, National Veterans Conference, Clearinghouse, Degree Works and Ellucian (Banner) conferences. All workshops or conferences enhance their knowledge to perform their jobs effectively and efficiently.

ILO 2. Critical Thinking and Communication

Communication is critical with Admissions & Records due to the integration of Banner throughout departments. For registration to be successful, courses need to be established by Academic Affairs; for courses to be developed, a system date calendar needs to be established by the district calendar committee. Therefore, collaboration with Academic Affairs, Admissions & Records, and other Student Services departments is critical in providing a seamless process and avoiding system issues.

All employees are required to analyze and evaluate using critical thinking when an issue arises. Any complex issues needing clarification are addressed with the Director of Admissions & Records or Admissions & Records Coordinator. All employees utilize critical-thinking skills regarding their processes. If in doubt, they consult with the Director of Admissions & Records.

ILO 3. Scientific and Environmental Understanding

ILO 4. Social, Historical, and Global Knowledge and Engagement

The district is exploring to expand our International Student population to develop diversity of our world students, societies and histories. We are in the process to become an English Language school to capture more International Students, including working with our CSU Cal Poly San Luis Obispo counterparts whose students may not qualify due to their lack of English proficiency.

ILO 5. Artistic and Cultural Knowledge and Engagement

Admissions & Records is engaged in supporting off-campus programs (i.e. CMC, Dual Enrollment – CCAP) to ensure admission requirements are met and residency determination is accurate. This group is diverse due to their cultural background and learning goals.

ILO 6. Technical and Informational Fluency

Admissions & Records uses technology to maintain the efficiency of our processes with electronic transcripts, document imaging, sharing templates, online catalog, myCuesta student portal, Self-Service Banner (student and faculty) and the class finder. We use electronic resources every day to accomplish our work with ease and we continue to find ways to improve on our processes. All staff is well informed of resources available to them to perform their duties in serving the district.

PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

This should be an update on the data analysis from the last CPPR

Program data is available on the [SLOCCCD Institutional Research and Assessment website](#).

A. [Enrollment](#)

Please review the data and provide analysis of the factors affecting your program's overall enrollment, paying particular attention to recent changes. Please also comment on your program's data and how it compares to the overall college data.

Admissions & Records has seen an increase of CMC enrollment from 698 to 995 students. Our Cuesta liaison for the program has been a key factor to ensure enrollment paperwork is collected and coordinates with the A&R Coordinator weekly to ensure students are enrolled. As this program's student number increases, the challenge is manually entering data for each student admissions application and registration in a timely manner scheduled with the Census date as on-campus semester classes.

Dual Enrollment (CCAP) program has jumped dramatically to almost 3,000 students. With collaboration with the CCAP program coordinator, staff assist students to use CCCApply for admissions application. We streamlined the registration process by training staff to utilize Banner's mass data entry registration process. Admissions & Records continues to work with CCAP staff closely on policies, residency, and registration issues to ensure their program to be successful.

Overall enrollment has been increasing slightly over the past two years.

B. [Student Demand \(Fill Rate\)](#)

Please review the data and provide analysis of the factors affecting your program's overall fill rate, paying particular attention to recent changes. Please also comment on your program's data and how it compares to the overall college data.

The CMC fill rate is 100.87% compared to others. Since, the program started, students are committed to be in class due to CMC requirements and incarcerated status.

C. [Efficiency \(FTES/FTEF\)](#)

Please review the data and provide analysis of the factors affecting your program's - FTES/FTEF, paying particular attention to recent changes. Please also comment on your program's data related to the overall college data.

Admissions & Records staff is committed to promoting enrollment and increasing FTES. However, particular attention needs to be addressed with the waitlist numbers, which has been in operation since 2012. When the threshold meets 75% capacity, we need to create new classes to meet student demand. This should not be a challenge and could potentially have allows enrollment growth in past years.

Academic Affairs needs to utilize reports built for them when we implemented myCuesta Pathways in 2014/2015 to expand the course data analysis to focus on more structured class schedule and student's needs from their SEPs.

D. [Student Success – Course Completion \(Insert Data\)](#)

Please review the data and provide analysis of the factors affecting your program's overall successful course completion percentage, paying particular attention to recent changes. Please also comment on your program's data and how it compares to the overall college data.

The success rates for Admissions & Records look at student's third repetition attempt for a course submitted by petition to be cleared to enroll. In the past, we projected 70% of the students will understand the regulation and pass the course with standard academic work. Our statistics have shown they were just below the mark or they did pass above the 70% projection.

Based on the chart below, Admissions & Records started collecting third repetition policy data in spring 2012 through fall 2017. We continue to monitor this assessment as measuring success by educating our students. These percentages indicate students are striving to do well in their courses knowing that this is the last opportunity to repeat their course. During 2017, the students are in 66% - 73% range, these numbers are stronger compared to the past. Depending on the student course load and other obligations this will affect their success rate in passing the course.

The fourth repetition appeal is not part of our student-learning outcome; however, the success of students passing the course after meeting with the Director of Admissions and Records showed a passing rate of 70 - 80% in 2016; while 2017 shows 100% with other students deciding not to enroll. The higher percentage of success may be a result of having a personal meeting or contact with the Director of Admissions & Records to educate the student on their options which will continue. The director advises students if policy does not allow a 4th or more repeat and/or provides alternatives enrollment options.

Term	Total 3rd Repeat	Passed	Not Passing	NE or w/o W	Percentage of Passing
Spring 2012	221 – 30 191	128	63	30	67%
Fall 2012	255 – 51 204	131	73	51	64%
Spring 2013	288 – 79 209	154	55	79	73%
Fall 2013	253 – 49 204	120	84	49	58%

Spring 2014	259 – 79 180	135	45	79	75%
Fall 2014	242 – 68 174	134	40	68	77%
Spring 2015	267 – 78 189	136	53	78	72%
Fall 2015	289 – 50 239	150	89	50	63%
Spring 2016	256 – 47 209	132	77	47	63%
Fall 2016	249 – 52 197	117	80	52	59%
Spring 2017	226 – 39 187	123	64	39	66%
Fall 2017	238 – 86 152	111	41	86	73%
Term	Total 4th Repeat	Passed	Not Passing	NE or w/o W	Percentage of Passing
Spring 2012	33 – 10 23	13	10	10	56%
Fall 2012	26 – 6 20	13	7	6	65%
Spring 2013	16 – 10 6	5	1	10	83%
Fall 2013	14 – 8 6	4	2	8	66%
Spring 2014	15 – 7 8	7	1	7	88%
Fall 2014	12 – 9 3	2	1	9	88%
Spring 2015	13 – 6 7	3	4	6	43%
Fall 2015	11 – 5 6	1	5	5	17%
Spring 2016	9 – 4 5	4	1	4	80%
Fall 2016	11 – 4 7	5	2	4	71%
Spring 2017	5 – 2 3	0	3	2	0%
Fall 2017	7 – 5 2	2	0	5	100%

E. [Degrees and Certificates Awarded \(Insert Data\)](#)

Please review the data and provide analysis on the number of degrees and/or certificates awarded, paying particular attention to recent changes.

In effort to support Institutional Goal 1 to increase degrees awarded, Admissions & Records tracks the number of degrees confirmed. For the 2016/2017 year, we had an increase of degree applications and awarded 39 more with a decrease of denied applications. We did have several new ADT degrees for 2016/2017 and since fall 2015 they are a popular choice by our students. We currently have 30 ADT degrees available for the 2017/2018 year with more coming.

We will continue to see these steady numbers of our degree completion, which includes an increase when new programs are offered by the college. We had a slight increase for 2016/2017 year, with 77% with 49 more degree awarded. Meanwhile, we maintained in the 76% awarded category in both 2015/2016 and 2014/2015 years; 75% awarded for the 2013/2014 academic year. Certificates are not tracked as we were focusing on degrees for this outcome.

Statistics tracked by Argos reporting for commencement year:

▪ 2016/2017 Degree Applications: 1,423 Awarded = 1,092; Denied = 317	77 % Degrees Awarded
▪ 2015/2016 Degree Applications: 1,374 Awarded = 1,053; Denied = 321	76 % Degrees Awarded
▪ 2014/2015 Degree Applications: 1,372 Awarded = 1,049; Denied = 323	76 % Degrees Awarded
▪ 2013/2014 Degree Applications: 1,282 Awarded = 957; Denied = 325	75% Degrees Awarded
▪ 2012/2013 Degree Applications: 1,229 Awarded = 872; Denied = 357	71% Degrees Awarded
▪ 2011/2012 Degree Applications: 1,182 Awarded = 858; Denied = 324	73% Degrees Awarded
▪ 2010/2011 Degree Applications: 1,158 Awarded = 830; Denied = 328	72% Degrees Awarded

F. Other Relevant Program Data (optional)

Please provide any other data you think is relevant to your program such as State or National certification exam results, or other data unique to your program.

Track number of admissions applications per semester to assess how the online application is being used versus paper. Maintain a goal of online percentage greater than 80%.

Cuesta's online admissions application (Open CCCApply), provided by the Chancellor's Office, plays a critical role in admitting students. We have consistently been in the 90% range for our online admission applications. Summer data is within the 80% mark, due to the HSD-High School Diploma courses process with paper applications. We continue to work with our internal departments to use CCCApply for admissions to streamline the process and provide quicker response for our students, especially with Multiple Measures available only through the CCCApply online application.

With CCCApply determining residency, the number of non-residents continues to show an increase affecting enrollment of our students. However, this year 2017, with the new AB540 criteria and SB68 Nonresident Tuition Exemption helped dual enrollment program enrollment decrease the number of non-residents, which increases our FTES numbers. The historical number of non-resident students goes back to 2012 with a non-resident range of 200-300 students, which is reasonable; we have increased to 800 range or higher as of today. We had over 11,000 applications for fall 2017 and 12,000 applications for fall 2016, as more students are applying to Cuesta influenced by the Cuesta Promise Scholarship. We will continue to implement new legislative residency policies as they are approved through the State that address our students with non-residency barriers. Admissions & Records is committed to alerting students regarding non-residency issues upfront before the student registers. Based on the student's application information, we are able to notify students when citizenship documentation, residency reclassification request, or non-resident tuition exemption request eligibility is available but requires student to follow-up.

Statistics tracked by Argos reporting for term of admission applications.

Terms	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017
TOTALS	5,307	3,423	8,507	5,166	3,268	9,455	7,047	3,666	12,008	6,028	2,972	11,076
% ONLINE	92%	85%	96%	95%	85%	97%	80%	75%	82%	92%	84%	94%
Web Apps	4,870	2,913	8,143	4,883	2,793	9,186	5,615	2,760	9,813	5,533	2,495	10,432
Paper Apps	437	510	364	283	475	269	370	544	619	495	477	644
Non-Resident	522	320	896	728	381	734	1,055	361	1,533	322	109	320
International Students	21	9	49	26	33	37	5	0	11	16	7	34

Veterans Services – Number of Students Served

The number of Veterans served are tracked Veterans designation according to the CCCCCO MIS in the respective academic years and who were enrolled in at least one course at census of that respective academic year. The chart shows duplicated headcount; students who received Veteran Services at more than one SLOCCCD site are counted for each service.

The 2016-2017 has shown an increase of 65% (112 students) for this year and the projection of this number will grow. This shows we need additional space to serve our Veterans on the San Luis Obispo campus.

Institutional Research Data

Students Served	2012 – 2013	2014 – 2015	2015-2016	2016-2017
District-wide	231	209	213	325
- North County	80	67	181	235
- SLO	202	183	65	82
- South County	10	10	7	8

Track number of outgoing transcripts with and without Credentials.

Our goal was to provide “access and services” to our students as in “do it yourself” with online web applications. The number of paper transcript requests continues to decline with online ordering steady at the 13,000 ordering mark. Collaborating with Credentials Inc. has made a tremendous positive service impact for our students and the delivery of student’s transcript is exceptional. Credentials notifies student by either text or email on the status of their order or if a hold is blocking processing.

In fall 2015, we collaborated with eTranscript California, as they are a statewide electronic transcript exchange supporting unique requests and delivery of electronic transcripts across all of California’s postsecondary systems. We continue to have success with both vendors, as they are efficient and understand the California Community College systems with the different types of student information systems.

- **2017 Year: Credentials = 12,857 Regular = 652**
- *2016 Year: Credentials = 13,703 Regular = 761*
- *2015 Year: Credentials = 14,055 Regular = 1,058*
- *2014 Year: Credentials = 13,611 Regular = 1,252*
- *2013 Year: Credentials = 14,249 Regular = 1,743*
- *2012 Year: Credentials = 13,419 Regular = 2,393*
- *2011 Year: Credentials = 13,626 Regular = 3,245*

Track number of student late/add drop appeal policy form.

Student appeals have continued to decline since spring 2011, however, in spring 2014 and fall 2014 the numbers went up slightly. More “drop appeals” for medical withdrawal have been submitted. There is no legislative allowance for a drop based on medical circumstances for the removal of a W symbol on the student’s record.

For the 2017 year, the numbers of appeals continue to hold steady with continual education of all Student Services Staff and Faculty of the deadlines.

However, we do need continued support from faculty, counselors and other campus departments to educate our students on deadlines when to add or drop.

Student Appeals:

- Spring 2011 – 509
- Fall 2011 – 310
- Spring 2012 – 389
- Fall 2012 – 331
- Spring 2013 – 295
- Fall 2013 – 198
- Spring 2014 – 232
- Fall 2014 – 212
- Spring 2015 – 202
- Fall 2015 – 196
- Spring 2016 – 213
- Fall 2016 – 129
- **Spring 2017 – 138**
- **Fall 2017 - 132**

Track number of Associated Degree for Transfer (ADT) with CSU Mentor.

As a result of evaluating all Associate Degree for Transfer (ADT) degree applications, students are informed of outstanding coursework that is required to meet successful transfer or graduation. The results are evidenced by a higher percentage of students' on-target to transfer or graduate.

The Associate Degree for Transfer (ADT) applications for CSU Mentor have stabilized with a little over 500 students indicating they are obtaining an ADT degree with us. We currently have 30 ADT degrees being offered to our students.

Term – ADT Admissions	CSU Mentor Report	Degree Application Submitted	Percent Submitted
Fall 2017 – as of February 2017	509	351	70%
Spring 2017	51	39	76%
Fall 2016 – as of February 2016	504	341	68%
Spring 2016	38	24	63%
Fall 2015 – as of February 2015	419	261	62%
Spring 2015	25	11	44%
Fall 2014 = as of February 2014	202	90	45%
Spring 2014	9	2	22%
Fall 2013 – as of February 2013	20	11	55%
Spring 2013	4	3	75%
Fall 2012 – as of February 2012	7	1	14%

The Transfer Center and evaluators continue to collaborate on ADT issues. Many students do not apply for their degree at Cuesta after indicating they are obtaining

one via CSU Mentor admissions. We need to improve on the number of degree applications to allow us to confirm their degree for CSU admissions. One mechanism is to provide degree applications for those applying to CSUs during the enrollment period; or allow the Transfer Center access to our forms to check on the student's application status.

The Evaluators will continue to use myCuesta Pathway, degree-awarding program (Banner), and commencement Argos report to determine who has met the ADT degree requirements. The outcome of their ADT degrees are emailed to each student informing them of their status.

III. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS: NARRATIVE

A. Summarize assessment results for program outcomes.

Admissions & Records Office recognizes our outcomes and need for collaboration with Academic Affairs to ensure the catalog and curriculum are accurate. This is critical to successfully ensure myCuesta Pathway is supporting student success and to allow proper awarding of degrees.

Increase the presence of other Admissions & Records staff at the North County Campus, in addition to the Veterans Certifying Official and Director of Admissions & Records, on a monthly basis for cross-training and support needs.

The Admissions & Records department recognizes the need for services at other locations. However, it is a challenge to provide those services at other locations without depleting the SLO campus services as the greatest numbers of students are at the SLO campus.

B. Describe improvement efforts that have resulted from SLO assessment.

Admissions & Records saw improvements based on what we measure in our Student Learning Outcomes.

- *Appeals numbers continue to be in the 150 range even though many promotional emails, headlines and announcements were announced in myCuesta. The appeals remain steady as we continue to educate our faculty and student services staff.*
- *Installing the informational TV monitor may have decreased some of our appeals by posting deadlines, in addition to promoting college programs and events.*
- *Admission applications continues to climb with over 11,000 for fall 2017 still meeting our 90% submission rate.*
- *Electronic transcripts continue to be the popular choice with paper requests dropping by 70%.*
- *By requiring meeting with the director, students petitioning to repeat a course for*

the 4th time with extenuating circumstances improves student's completion of their coursework range between 70%-80% passing rate for 2017.

- *Students are using online transcript ordering system*
- *Staff using myCuesta Pathway to award degree/certificates efficiently*
- *Educating students on repeating courses for the 3rd time to ensure success*
- *More students applying for admissions online for its convenient*
- *Automation of our Welcome Letter (myCuesta username and password) allow students to enroll during the break or weekend without our intervention, including notification of non-resident, California Promise eligibility, etc.*

- C. Recommend additional improvements to the program based on assessment of outcomes and progress towards Institutional Goals and Objectives and/or Institutional Learning Outcomes.

Admissions and Records recommends improvements based on our outcomes and the technology we learn about while at conferences to help us overall and the college as a whole.

- *In-Progress to automate enrollment/degree verification online*
- *Automate degree awarding using degree audit program*
- *Continue to support local high school students*
- *Increase the number of International Students including brochures*
- *Re-evaluate probation/dismissal process for student success rates*
- *Re-evaluate prerequisite / co-requisites regulations to ensure student success*
- *Implement drop reason when a student withdraws from school and/or course*

- D. Recommend changes and updates to program funding based on assessment of program outcomes.

- For elements that require funding, complete Section D – [Resource Plan](#) Funding Requests.
- For faculty hiring needs, see Section H – Faculty Prioritization Process.

Admissions and Record resource plan is attached.

- E. Identify and describe any budget requests that are related to student learning outcomes assessment results or institutional/programmatic objectives.

As the data shows, the number of Veteran we serve is increasing with no categorical or general funding to support the Veterans Resource Center with basic needs.

IV. ANTICIPATED SERVICE CHALLENGES/CHANGES

Suggested Elements:

- A. Regulatory changes

- *Education Code or Title 5 changes related to Admissions & Records such as grading (EW-excused withdrawal), repeats, curriculum, prerequisites and non-resident exemptions*
- *Updates on Community College League of California (CCLC)*
- *Completion of a Comprehensive SEP by 15 credits completed is included as a priority registration requirement for continuing students.*
- *California Community College Athletic Association by-laws changes for athletic eligibility, allow eligibility specialist to stay consistent with eligibility.*
- *Expansion on the AB540 regulations for non-residents*
- *Increase the paper transcript fee to match online*
- *Explore the Audit process with Banner*

B. Internal and external organizational changes

- *Administrative Procedure must be written to incorporate International Student policies along with non-resident and fee structure. This policy will help solidify the requirements with our International Students and their responsibilities.*
- *All policies need to be reviewed to ensure accuracy with Community College League of California (CCLC) required education code language.*
- *The bylaws of the Commission on Athletics are followed, and requirements are strictly checked for athletic eligibility. The recent bylaws changes have doubled the time needed to check athlete's eligibility, with stricter requirements for the number of units/credits completed and grade point average.*
- *The Allied Health Banner bolt-on program is still needed to allow better reports to serve students with secured data for these high caliber programs at Cuesta. The bolt-on program is a web-based program that interacts with Banner.*
- *Some services are not meeting our standards due to the amount of manual data entry. This takes up employee's time away from other work and delays students access to other needs and services; therefore, we need more electronic solutions.*
 - *Automate Student Password Reset*
 - *National Clearinghouse – enrollment verification and degrees*
 - *Online Degree Application*
 - *Import non-native transcripts into BSDM automatically via PDF, EDI and to notify the student when it arrived without manual intervention*

C. Student demographic changes

Admissions & Records will continue to assess services related to student demographics (evening-only, online-only) to ensure that we are meeting the needs of our students (i.e., evening hours, online chat).

The number of veterans applying for their benefits (GI Bill) is stabilizing but there is still a need to increase space to support their connection among other veterans to help each other with issues.

- **2017/2018 = 362 (stats end of February 2018)**
- 2016/2017 = 304 (stats end of February 2017)
- 2015/2016 = 363
- 2014/2015 = 340
- 2013/2014 = 377

D. Community economic changes – workforce demands

NA

E. Role of technology for information, service delivery and data retrieval

Admissions & Records utilizes technology to better serve our students, faculty and the community. We have the ability to utilize more services by providing the staffing of Information Technology is increased to fulfill existing IT work orders.

- *Integrating new technologies with current ones to make any application process intuitive and seamless for students.*
- *Admissions & Records utilizes technology to serve students, faculty and the community efficiently and effectively.*
- *Provide a mechanism for Admissions & Records to create a web-based application that uploads into Banner for more accurate entry of MIS elements and residency determination.*
- *Implementation of a variety of student portal programs is needed to allow the student to obtain information 24/7, i.e. enrollment verification, graduation application, online allied health programs, and degree verification.*

F. Distance Education impact on services

Admissions & Records continues to monitor the Distance Education program. One issue is myCuesta password resets as students cannot come to campus to get their password reset with a photo ID. We accommodate them via email or fax; however, some students are in a remote area and there is no fax capability. The college needs to develop a web-based password reset retrieval system as other institutions have accomplished.

Distance education impacts residency for those students who are non-resident and taking online-only classes as they are not eligible for Non-Resident Tuition Fee Exemption (AB540).

G. Providing service to multiple off-campus sites

Admissions & Records will continue to schedule employees at the North County Campus for to provide service.

- *The Veterans' Office is open to support students twice a month at the North County Campus (second and fourth Wednesday). Expansion will occur in the summer 2018.*
- *The Director of Admissions and Records supports the North County*

Campus by providing training and education for staff. The director is at North County once or twice a month.

- *Continue to help program coordinators achieve results with Banner training and data collection for their programs (i.e., ZOOM).*
- *Explore an Evaluator to be at the North County campus to help with Degree Audit/Transfer Articulation and general evaluations.*
- *Explore other employees to be scheduled to ensure cross-training at North County campus.*

H. Anticipated staffing changes/retirements

Admissions & Records has restored our full-time employees. We are at solid capacity to allow us to continue with our Mission Statement of Values – Access, Success and Excellence to serve students.

- *There is a possibility of retirement of one-three employees within the next five years.*
- *North County Campus Student Services - we would need a full-time Veterans Coordinator (Certifying Official) to serve the North population.*
- *Allied Health Program eligibility admissions requirements needs to be moved out of Admissions & Records OR provide a position with Nursing Grant funding.*

V. **PROGRAM DEVELOPMENT FORECAST**

Suggested Elements:

A. Description of forecasted program development and objectives, based on information collected in I-IV

With a potential increase of degrees to be evaluated, from increasing numbers of Associate Degree for Transfer applicants, means we will need to maintain accuracy of myCuesta Pathway to help offset the workload.

Transfer Articulation will increase with the number of comprehensive student educational plan requirements for enrollment priority. This will increase the need for available counseling appointments. Therefore, we need to develop a plan with Counseling and Admissions & Records to ensure myCuesta Pathway is successful for the counselors and the student for their educational pathway.

Non-resident students should continue to decline with the ability to collect more FTES with today's legislative policy to help colleges.

B. Plans for improvement

The Admissions Office is the "first" point of contact for many Student Services programs.

International student eligibility is determined by the Admissions Office. We need to incorporate an online International Application and all the components that are required to avoid lost or misplaced paperwork. We are also exploring the expansion of our

International Program with our counterpart CSU Cal Poly San Luis Obispo.

The Academic Records/Transcript Office is continually looking for ways to use technology to streamline processes. The document imaging system is used to its maximum capacity daily to ensure student records are viewable by other Student Services programs. We do need to implement other offices to start their own imaging systems to ease the workload as the scanning is done by an hourly employee. We will consider hiring a full-time employee just to oversee all imaging documents related to student academic records.

The Evaluations Office changed rapidly due to the increased numbers of Associate Degree for Transfer degree applications. This change will affect our current timeline in processing degrees in relation to the strict requirements posted by the California State University Chancellor's Office. myCuesta Pathway offsets this challenge and reduces the workload in the office, which previously required manual evaluation by evaluator. Today, all graduation/certificate evaluations are reviewed in myCuesta Pathway. The pilot group for Transfer Articulation will improve the process in the future. Each evaluator is assigned specific programs to support, which are Athletic Eligibility, Allied Health program admission, and Commencement, in addition to general evaluation of certificates/degrees.

Athletic eligibility processing ensures the Commission on Athletics Bylaws are followed and we are meeting the requirements. We need to be more proactive in participating in team meetings to review with athlete's proper completion of forms required to ensure accuracy for processing. We continually need to educate athletes on the early completion of their SEP requirements as many are waiting until last minute. Plus, obtaining an SEP requires an in-person contact by appointment with a counselor. Appointments may be booked so far in advance jeopardizing their playing time.

Allied Health programs continue to be consolidated under one evaluator to ensure quality control of program requirements. We continue to improve on program applications and instructions for conciseness and consistency throughout the Allied Health programs. One item we need to change is how we record applicant information in our third-party database. The third-party database is not campus standard software; therefore, we have no support from Information Technology. We must implement the Allied Health bolt-on program into Banner to allow better reporting and secured data for these high caliber programs at Cuesta to best serve students. We also need to create a new position to support Allied Health programs and move assignment from the evaluator coordinator position, who is also assigned myCuesta Pathway support. If this is accomplished, it will maximize our capabilities with myCuesta Pathways.

The Veterans' Office will be impacted within a few years due to increased number of military service persons reaching the end of their service contract. Increased number of Veterans correlates to increasing our space to accommodate the usage of the Veterans' Resource Center. Today, we have over 200 Veterans using their VA benefits and about 100 that receive other services. This number is high for only "one" employee to serving

all Veterans for all campuses. We need another staff member, possibly another certifying official, to assist with an expected increasing volume of Veterans.

Program improvements and maintain existing services will ensure continuously educating and assessing the campus community needs.

- *Continue to maintain evening services to ESL during their registration priority, walk-in and during the first two weeks of the term.*
- *Continue to assess the residency determination with status of a 2 (non-residence); it continues to be problematic and numbers reduced, as this barrier discourages students enrolling due to cost of non-resident tuition.*
- *Continue to be proactive in assuring students are enrolled by census date.*
- *Continue to educate the faculty to drop “no-show” students by census date.*
- *Continue to improve the online drop roster for faculty to ensure students are dropped by census date.*
- *Continue to provide e-transcripts for quicker submission of transcripts sent to admissions at 4-year school to allow quicker decisions for the student.*
- *Continue to work with Non-Credit programs to ensure their student certificates and transcripts are being recorded and provided.*
- *Continue to update and revise the RN/LVN/Paramedic program application to ensure all materials are clear and understandable.*
- *Continue to promote Commencement and increase student participation.*
- *Continue to improve Student Services portion of the class schedule and catalog to ensure it meets accreditation standards.*
- *Improve on the myCuesta password reset with Information Technology by creating “how to do” website. This is still a problematic area as there is no mechanism to allow online password reset within the student information system if students fail to answer secret questions.*
- *Continue the presence of the Director of Admissions & Records at North County Campus once a month to help train the staff and support them on changes within our office.*

C. Support for Institutional Goals and Objectives and Objectives

Admissions & Records will continue to develop and implement processes to support the College Institutional Goals and Objectives.

Admissions & Records budget has forced the department to look for ways to incorporate technology (email, transcripts, and forms) and online services to save the operating budget.

Full-time staff are performing clerical duties, typically handled by part-time assistants, such as password resets, filing, answering student questions, processing transcript requests, imaging documents and assisting with commencement. The staff has felt the impact of higher level work to be backlogged which includes evaluating degrees and/certificates, athletic eligibility, veteran’s certifications, upgrade system testing,

outgoing transcripts, registration processing, which has an impact on the student's enrollment and achievement of educational goals.

Increase myCuesta/Banner Self-Service to maximize availability of online services for faculty/students (i.e., Degree Online Application, Enrollment Verification).

Implemented myCuesta Pathway for comprehensive academic advising, program planning, transfer articulation, and degree audit solution that helps students and advisors negotiate an institution's curriculum requirements.

Improve services for our students by increasing our turnaround time for admissions residency, password resets, Veterans certifications, grade changes, outgoing transcripts, degrees/certificates and petition processing.

D. Student and program outcomes evaluation

Admissions & Records student learning outcomes support the Institutional Goals, Educational Master Plan, Facilities Master Plan, Technology Plan, Student Success and Support Plan, Equal Employment Opportunity Plan and Strategic Plan. We continually assess the Student Learning Outcomes developed to ensure students are understanding the needs of regulations change and making improvements to our communication.

E. Recommendations from external agencies

NA

F. New service coordination and collaboration – internal and external programs

Veterans' Resource Center serves Cuesta Veterans on program benefits eligibility administered by the Veterans Affairs Office. We made contact to outside programs, such as homeless organizations, SLO Vets, and Stand Down Workshop group, in San Luis Obispo County to connect our Veterans with services. These workshops and free services are valuable to our Veterans to provide support when returning to civilian life.

G. Anticipated job description revisions based on program changes

Reorganization of job descriptions on program eligibility requirements currently being performed by evaluators. Associate Degree for Transfer and myCuesta Pathway changes will impact program outcomes and services.

Develop a job description for the Allied Health Programs to ensure data integrity and remove the coordinator from this responsibility.

H. Staff training/professional development needs

Admissions & Records is a high caliber department which needs funding to support staff training to maintain high level of service to fulfil legislative requirements. The department will continue to support professional development for educational growth in Student Services.

VI. OVERALL BUDGET IMPLICATIONS

Will be reflected in district planning and budget process

Elements:

A. Personnel

The Admissions & Records department is a critical component operating at all sites. We are the primary contact for faculty, staff, students, administration and community. Our services encompass admissions, registration (adds/drops/waitlist), grades, graduation eligibility, athletic eligibility, veterans, international students, transcripts/academic records and Commencement ceremony. We need all nine (9) full-time classified permanent staff, plus the director to adequately serve the campus and community.

The number of Veterans is increasing rapidly. We require an additional part-time employee to certify VA requirements of all veterans before the start of each term and to provide support/service to the new NCC Veterans Center. To maintain the "8-Keys to Success" support plan for student-veterans, we must be able to collaborate with local communities and organizations for services for our Veterans. This requires attendance at meetings or conferences off-campus and leaves the SLO and soon to be NCC Veterans Center un-staffed. To ensure this program continues to be successful, we need to hire an additional employee to meet VA requirements of certifications for benefits, continue collaboration with local groups, and staff the upcoming NCC Veterans Center.

We need to maximize online services for students, faculty and community available through the myCuesta student portal. To do so, requires support from Information Technology. The degree audit, online enrollment verification, degree online application cannot be implemented without programming staff assistance from Information Technology collaborating with Admissions & Records.

B. Equipment/furniture (other than technology)

Admissions & Records furniture is sound; however, lighting adjustments can be assessed as some offices have too bright lighting in a small space.

C. Technology

We have been fortunate to purchase computers through Foundation and SSSP funding. In the future, we may need to allocate funding to replace front office staff and student wing computers to be compatible with latest technology for both students and staff.

D. Facilities

Restructure/reconfigure the Student Service Center; there is no privacy with students when it comes to confidential information at the counter. We need to be attentive to the FERPA privacy and confidentiality policies with student educational records. The Student Services Center needs to be restructured for SAFETY! There is only "one exit door" and this concerns employees who work in this section in an emergency. We need a side emergency exit door for reasons such as fire, threat, or active shooter on campus.

Current emergency postings direct staff to go to the Cashier interior door, which is locked and only accessible to Cashier staff if present. The vertical sliding single-pane windows in the Student Services Center are kept permanently open, using the shades to close. Daily closing of the windows caused arm and shoulder issues with staff and an alternative window closure needs to be considered.

Restructure/reconfigured the Admissions & Records / Financial Aid office sharing area. Financial Aid counter privacy needs to be addressed to adhere to FERPA policies. Conversations with students being served by financial aid staff can heard by other staff and students at both the Student Services Center and Financial Aid office counter. The Financial Aid/Admissions & Records Office's need a separating wall to between departments to reduce the noise barrier and provide improved student confidential privacy needs.

Recommendation for Institutional Improvements

The former Vice President of Student Services and College Centers had addressed the backlog of Student Services work orders to be a primary concern district-wide. If work orders had been fulfilled, hundreds of hours of manual processes would have been eliminated or reduced and greatly improve the timely serving of our students and the campus community. Existing work orders remain unfulfilled, while others are addressed immediately that have no regulatory requirements. Specifically, in Admissions & Records, faster service and more comprehensive information to our students is an example such as the success of our electronic transcript and online registration. We have seen no improvements in completion of existing work orders submitted to support Banner; many of us are still waiting for results.

Some of the critical services we would like to implement:

- 1. myCuesta Password Resets – students need to be able to reset their own password online if unable to answer secret questions*
- 2. Waitlist Alert System via Text Messages – students are not reading their myCuesta waitlist notification emails, which requires a 24-hour response. Setting up a text alert will prompt the student to enroll in an available seat if one opens from the waitlist. Text alerts can also be used for cancelled classes or newly added classes to improve enrollment.*
- 3. Improve language on academic transcripts in SSB and INB to identify academic standing codes.*
- 4. Automate grade roll by part of term or daily for short courses that end within the term.*
- 5. Faculty Roster needs FERPA flag – class attendance roster*
- 6. Identifying “preferred name” for transgender students on faculty roster, in myCuesta, and reports.*
- 7. Census Roster – submission notice for faculty*

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form.

Kristin Pimentel, Director of Admissions & Records	Signature	Date
--	-----------	------

Lori Yoshiyama, A&R Coordinator	Signature	Date
---------------------------------	-----------	------

Adrienne Smith, Evaluations Coordinator	Signature	Date
---	-----------	------

Karen Andrews, Veterans Coordinator	Signature	Date
-------------------------------------	-----------	------

Lynn Maul, A&R Academic Records Specialist	Signature	Date
--	-----------	------

William Wooster, A&R Evaluator Analyst	Signature	Date
--	-----------	------

Rebecca Carter, A&R Evaluator Analyst	Signature	Date
---------------------------------------	-----------	------

Karen Garza, A&R Evaluator Analyst	Signature	Date
------------------------------------	-----------	------

Sarah Lattimer, A&R Technician

Signature

Date

Lynda Agens, A&R Technician

Signature

Date

DEAN'S/MANAGER'S ANALYSIS OF COMPREHENSIVE PROGRAM PLANNING & REVIEW (CPPR)

Program: **Planning Year:** **Last Year CPPR Completed:**

Unit: **Cluster:**

A. CPPR Pre-Meeting

It is strongly recommended that the Vice President and/or Dean meet with Division Chair/Director/designee and the program faculty and/or staff involved in preparing the CPPR prior to the completion of the review documents. The discussion should include an overview of the CPPR document and expectations of what should be considered and focused on when developing the CPPR.

If a Pre-CPPR meeting occurred, please list those in attendance, when the meeting occurred and a summary of what was discussed.

B. Narrative Analysis of CPPR Sections

Please provide an analysis and comments of programmatic information for each of the CPPR sections below.

- **General Information and Program Outcomes (Required for Instruction/Student Services/Administrative Services):**

- **Program Support of Institutional Goals and Objectives, and/or Institutional Learning Outcomes (Required for Instruction/Student Services/Administrative Services):**

- **Program Data Analysis and Program-Specific Measurements (Required for Instruction/Student Services/Administrative Services):**

- **Curriculum Review (Required for Instruction and may be Applicable to Student Services):**

- **Program Support of Institutional Goals and Objectives and Student Learning Outcomes (Required for Instruction/Student Services/Administrative Services):**

- **Program Data Analysis, Assessment and Improvements (Required for Student Services/Administrative Services):**

- **Program Outcomes, Assessments and Improvements (Required for Instruction/Student Services/Administrative Services):**

- **Anticipated Service Challenges/Changes (Required for Student Services/Administrative Services):**

- **Program Development Forecast (Required for Instruction/Student Services/Administrative Services):**

- **Overall Budget Implications (Required for Student Services/Administrative Services):**

- **End Notes/Additional Comments (Required for Instruction/Student Services/Administrative Services):**

C. Commendations/Considerations:

Please provide a list of commendations and considerations based on the CPPR.

Commendations:

Comments in this area summarize how the program has demonstrated its effectiveness.

Considerations:

Comments in this area constitute advice to help the program meet or surpass expectations for effectiveness.

D. Applicable Signatures:

Vice President/Dean

Date

Division Chair/Director/Designee

Date

Other (when applicable)

Date

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/Dean’s narrative analysis. The signatures do not necessarily signify agreement.

SURVEY

Please take 15 minutes to complete the IPPR Survey. Your assessment will serve to help us make the form and process better.

Thanks,

The IPPR Committee

Survey Link: <https://www.surveymonkey.com/r/9JXNBQD>