

# #18

**COMPLETE**

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**First Name:** Greg  
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**Custom Data:** Admissions and Records  
**IP Address:** 160.227.129.168

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## Page 1: I. Service Area Overview and Update

**Q1** Department(s) Reviewed:

Admissions & Records

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**Q2** Lead Author and Collaborators:

Gregory Vega w/ support from Ariane Ahmadian, Lisa Di Bella, Paulina Downing, and Vanessa Saenz

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**Q3** Dean/Manager:

Respondent skipped this question

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## Page 2: II. Service Area Reflection and Description

**Q4** Provide your service area's mission statement:

The Admissions & Records department provides student-centered services that assist students to enter, move through, and complete their educational goals throughout their time at Cuyamaca College in accordance with local, state, and federal policy.

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**Q5** Describe how your service area supports the College's mission:

The Admissions & Records department provides a variety of services to the diverse community of students that attend Cuyamaca College.

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**Q6** Is the service area description in the current college catalog up to date and accurate? **Yes**

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## Page 3: III. Curriculum Review, Assessment, and Student Success

**Q7** Does your service area offer any credit courses? **No**

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Page 4: III. Curriculum Review, Assessment, and Student Success

**Q8** Access the Five Year Curriculum Review Cycle. Have all of your active course outlines been reviewed within the last five years? **Respondent skipped this question**

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Page 5: III. Course Curriculum, Assessment, and Student Success

**Q9** Do you have a course Student Learning Outcomes (SLO) assessment plan on file with Student Learning Outcomes & Assessment Committee (SLOAC)? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at [tania.jabour@gcccd.edu](mailto:tania.jabour@gcccd.edu). **Respondent skipped this question**

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**Q10** OPTIONAL: You may upload a copy of your SLO assessment plan for SLOAC here. If you have an Excel sheet, please convert to one of the supported files listed below before submission. **Respondent skipped this question**

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**Q11** Please provide an analysis of your SLO findings and what changes, if any, were made as a result. **Respondent skipped this question**

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**Q12** What student learning-related successes and challenges have SLO results revealed for your department? Note: If SLO data are not offering useful feedback regarding student learning, and are not currently informing program improvements, please instead discuss the specific steps you plan to take to make learning outcomes and assessments more meaningful. **Respondent skipped this question**

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Page 6: III. Course Curriculum, Assessment, and Student Success

**Q13** How has the department or discipline's success rate across all courses changed over the past 5 years? **Respondent skipped this question**

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**Q14** The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade of A, B, C, or P out of those enrolled at census) for the College as a whole. Consider how your department or discipline will help the College reach its long-term goal of increasing the course success rate to 77%. What is your department or discipline's one year (2020-21) goal for success rate across all courses in the department or discipline? **Respondent skipped this question**

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**Q15** Please describe any equity gaps, in which specific groups (e.g., by gender and ethnicity) have success rates lower than that of the department or discipline overall?

Respondent skipped this question

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**Q16** What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students?

Respondent skipped this question

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**Q17** What specific steps will the department or discipline take to address these equity gaps in the 2020/21 academic year?

Respondent skipped this question

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**Q18** How do these steps inform the long-term department of discipline goals that you are setting in this comprehensive program review?

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Respondent skipped this question

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Page 7: III. Course Curriculum, Assessment, and Student Success

**Q19** Does your service area/program have distance education (online) courses?

Respondent skipped this question

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Page 8: III. Course Curriculum, Assessment, and Student Success

**Q20** Are there differences in success rates for distance education (online) versus in-person sections?

Respondent skipped this question

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Page 9: III. Course Curriculum, Assessment, and Student Success

**Q21** If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities?

Respondent skipped this question

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**Q22** What mechanisms are in place to ensure regular and effective contact within online courses across the discipline or department?

Respondent skipped this question

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Page 10: IV. Degree and Certificate Programs

**Q23** Does your service area offer any degree/certificate programs?

No, and it does not have PLOs

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Page 11: IV. Degree and Certificate Programs

**Q24** For each degree and certificate, indicate how many awards were conferred in the past five years? Please upload a summary document. If you have an Excel spreadsheet, please convert to the supported files listed below before submission.

Respondent skipped this question

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Page 12: IV. Degree and Certificate Programs

**Q25** Degree/certificate #1:

Respondent skipped this question

**Q26** Degree/certificate #2:

Respondent skipped this question

**Q27** Degree/certificate #3:

Respondent skipped this question

**Q28** Degree/certificate #4:

Respondent skipped this question

**Q29** Do you need to include more degrees and/or certificates?

Respondent skipped this question

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Page 13: IV. Degree and Certificate Programs

**Q30** Degree/certificate #5:

Respondent skipped this question

**Q31** Degree/certificate #6:

Respondent skipped this question

**Q32** Degree/certificate #7:

Respondent skipped this question

**Q33** Degree/certificate #8:

Respondent skipped this question

**Q34** Do you need to include more degrees and/or certificates?

Respondent skipped this question

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Page 14: IV. Degree and Certificate Programs

**Q35** Degree/certificate #9:

Respondent skipped this question

**Q36** Degree/certificate #10:

Respondent skipped this question

**Q37** Degree/certificate #11:

Respondent skipped this question

**Q38** Degree/certificate #12:

Respondent skipped this question

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Page 15: IV. Degree and Certificate Programs

**Q39** How are these degrees/certificates meeting the needs of students, and/or articulation with four-year institutions?

Respondent skipped this question

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**Q40** Are there any changes planned if the degrees/certificates are not meeting these needs?

Respondent skipped this question

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**Q41** Can students complete the degree/certificate requirements within a two-year period? \*\*requirement of Title 5, California Code of Regulations

Respondent skipped this question

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Page 16: IV. Degree and Certificate Programs

**Q42** How are you currently assessing you PLOs within a 4-year cycle?

Respondent skipped this question

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**Q43** Are the PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives?

Respondent skipped this question

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**Q44** Are the PLOs mapped to the course SLOs? If you require assistance, please contact Madison Harding in the IESE Office at [madison.harding@gcccd.edu](mailto:madison.harding@gcccd.edu)

Respondent skipped this question

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Page 17: IV. Degree and Certificate Programs

**Q45** Does your service area directly serve students?

Yes

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Page 18: V. Student Service Area Assessment & Data Analysis

**Q46** How does the service area student population differ from the College's overall student population, if at all?

The Admissions & Records department at Cuyamaca College provides services to the entire student population. Admissions & Records manages the colleges use of the California Community College Chancellor's Office sponsored application, CCCApply, for all students that apply to the college. In addition, all students that register for classes at Cuyamca College utilize the Self-Service registration platform, which is also managed by Admissions & Records.

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**Q47** How does the service area ensure it is addressing the needs of its student population?

The Admissions & Records department provides services throughout the year in cycles that support students in the application, registration, evaluations, and graduation processes. In support of the diversity of the student population, Admissions & Records is staffed with personnel that can assist in communicating and providing informal translation services for our Arabic and Spanish speaking populations. Information is available to students online and in the Admissions & Records office, and limited information is now available via telephone as well.

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**Q48** Service areas are collecting data in many different ways. Please discuss the access, success, and/or other data relevant to your service area.

Admissions & Records has access to numerous reports that provide insight on many technical aspects of the departments processes. These reports are frequently used to analyze trends in the currently enrolled student population, course enrollment and registration, student demographic information, program and section level information, residency status, AB19 eligibility, AB540 status, and many other areas that contain relevant student information.

Admissions & Records has worked in partnership with the office of Institutional Effectiveness, Success, & Equity to develop a point of service student survey. However, in order to generate more robust feedback more time will be needed to gather feedback from a larger sample of respondents.

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**Q49** What steps is your service area taking to advance the college's student success and equity goals?

The Admissions & Records department supports a number of processes and provides services that align with the college's mission, which include student success and equity goals that are accessible to the entire student population. Recently, Admissions & Records assisted in producing several videos intended for student use that provide step by step instructions on the add a course, drop a course, and the new add authorization process. These videos are available in English, Spanish, and Arabic.

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**Q50** OPTIONAL Upload 1: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

Respondent skipped this question

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**Q51** OPTIONAL Upload 2: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

Respondent skipped this question

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**Q52** OPTIONAL Upload 3: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

Respondent skipped this question

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**Q53** OPTIONAL Upload 4: Please upload any supporting documentation related to this section. Note that you can combine multiple documents into one PDF.

Respondent skipped this question

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**Q54** Does your service area have a SLO/SSO\* assessment plan on file with SLOAC?\*Student Learning Outcome/Student Services Outcome **No**

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Page 20: VI. Service Area Assessment and Institutional Effectiveness

**Q55** In what way does your service area work across the college to advance the college's student success & equity goals? Please contact the Institutional Effectiveness & Student Equity Office (brianna.hays@gcccd.edu or 619-660-4060) for assistance in collecting data to inform your program review.

The Admissions & Records department continues to engage in a number of campus and district wide activities that support the college's student success & equity goals. Content from the monthly Student Services Leadership Advisory Team (SSLAT) meeting is regularly shared out with the entire department, and is heavily focused on issues of student success and equity. Admissions & Records has also been involved with groups such as CC Impact, Caring Campus, Guided Pathways, and our local AB19 Promise Program efforts. Additional examples of work to advance the college's equity goals include participation in the planning of the Encuentros Leadership Conference, the partnership with Kumeyaay Community College (KCC), work with the Juvenile Court and Community Schools, and the partnership with Pathway Academy.

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**Q56** Please review any research data and/or reports for your service area and summarize the findings and implications for practice. Please use the "choose file" button below to upload any supporting documentation for this question. **Respondent skipped this question**

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Page 21: VI. Service Area Assessment and Institutional Effectiveness

**Q57** Please describe your service area strengths.

Admissions & Records has a dedicated team of classified professionals, which is far and above the biggest departmental strength. Many processes are streamlined and intentionally designed to be student-centered. The college application, evaluations, and graduation processes. The institutional knowledge of Evaluators and Specialists. Detailed processes to ensure the integrity of student records at the college wide level. Ensuring compliance with legislation such as AB19 and AB288, and working with other departments within Student Services to develop processes such as the new multiple measures assessment tool.

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**Q58** Please describe your service area challenges.

Challenges in Admissions & Records include difficulties in the course registration and drop process for students, getting important projects completed in a timely manner when IT support is required, the need for A&R staff to "clean up" data when major issues occur with student data at the district IT level, the current Dual Enrollment structure and the lack of a full time (1.0) person dedicated to support the work of Dual enrollment within the department, and dealing with the transition of personnel to different positions within the office. Admissions & Records also lacks administrative support (either in the form of a Supervisor or an Administrative Assistant). Whereas most other departments within the division of Student Services have one or both of these positions, Admissions & Records has neither.

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**Q59** Please describe external influences that affect your service area (both positively and negatively).

Positive factors include strong leadership from the VPSS and the development of Student Services as an identity within the college. VPSS cabinet meetings where departmental leads have an opportunity to come together and plan, coordinate, and align our services and efforts. Guided Pathways efforts that are intended to streamline aspects of the onboarding process that include Admissions & Records.

Negative factors include the lack of transparency when it comes to district IT and how projects are prioritized, time spent out of the office in meetings and on councils, committees, and workgroups, time spent travelling back and forth to the district, the volatility of last minute changes to Dual Enrollment sections.

**Q60** Given these factors, what opportunities exist for the service area to advance student success and institutional effectiveness in the next 4 years?

Opportunities exist as it relates to initiatives such as Guided Pathways and the work that is being done throughout the division with CC Impact. Engaging in work to identify needs and have those needs advocated for by the VPSS is a strategy that Admissions & Records will utilize to leverage momentum on important projects. Engaging in a robust discussion with various stakeholders regarding the structure of Dual Enrollment to determine what changes would be appropriate in order to ensure that the process is efficient and accounts for the role of all individuals involved in the process. Working to identify areas where IT support can allow for improved processes.

Page 22: VII. Previous Goals: Update (If Applicable)

**Q61** Would you like to provide an update for your previous program review goal(s)? **No**

Page 23: VII. Previous Goals: Update (If Applicable)

**Q62** Previous Goal 1: **Respondent skipped this question**

**Q63** Which College Strategic Goal does your service area most directly support? **Respondent skipped this question**

**Q64** Please describe how this goal advances the college strategic goal identified above. **Respondent skipped this question**

**Q65** Goal status: **Respondent skipped this question**

Page 24: VII. Previous Goals: Update (If Applicable)

**Q66** Please describe the results or explain the reason for the deletion/completion of the goal: **Respondent skipped this question**

**Q67** Do you have another goal to update? **Respondent skipped this question**



Page 25: VII. Previous Goals: Update (If Applicable)

**Q68** Please describe action steps for the year: Respondent skipped this question

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**Q69** How will this goal be evaluated? Respondent skipped this question

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**Q70** Do you have another goal to update? Respondent skipped this question

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Page 26: VII. Previous Goals: Update (If Applicable)

**Q71** Previous Goal 2: Respondent skipped this question

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**Q72** Which College Strategic Goal does your service area most directly support? Respondent skipped this question

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**Q73** Please describe how this goal advances the college strategic goal identified above. Respondent skipped this question

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**Q74** Goal status: Respondent skipped this question

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Page 27: VII. Previous Goals: Update (If Applicable)

**Q75** Please describe the results or explain the reason for the deletion/completion of the goal: Respondent skipped this question

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**Q76** Do you have another goal to update? Respondent skipped this question

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Page 28: VII. Previous Goals: Update (If Applicable)

**Q77** Please describe action steps for the year: Respondent skipped this question

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**Q78** How will this goal be evaluated? Respondent skipped this question

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**Q79** Do you have another goal to update? Respondent skipped this question

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Page 29: VII. Previous Goals: Update (If Applicable)

**Q80** Previous Goal 3: Respondent skipped this question

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**Q81** Which College Strategic Goal does your service area most directly support? **Respondent skipped this question**

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**Q82** Please describe how this goal advances the college strategic goal identified above. **Respondent skipped this question**

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**Q83** Goal status: **Respondent skipped this question**

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Page 30: VII. Previous Goals: Update (If Applicable)

**Q84** Please describe the results or explain the reason for the deletion/completion of the goal: **Respondent skipped this question**

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**Q85** Do you have another goal to update? **Respondent skipped this question**

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Page 31: VII. Previous Goals: Update (If Applicable)

**Q86** Please describe action steps for the year: **Respondent skipped this question**

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**Q87** How will this goal be evaluated? **Respondent skipped this question**

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**Q88** Do you have another goal to update? **Respondent skipped this question**

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Page 32: VII. Previous Goals: Update (If Applicable)

**Q89** Previous Goal 4: **Respondent skipped this question**

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**Q90** Which College Strategic Goal does your service area most directly support? **Respondent skipped this question**

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**Q91** Please describe how this goal advances the college strategic goal identified above. **Respondent skipped this question**

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**Q92** Goal status: **Respondent skipped this question**

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Page 33: VII. Previous Goals: Update (If Applicable)

**Q93** Please describe the results or explain the reason for the deletion/completion of the goal: **Respondent skipped this question**

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Page 34: VII. Previous Goals: Update (If Applicable)

**Q94** Please describe action steps for the year: **Respondent skipped this question**

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**Q95** How will this goal be evaluated? **Respondent skipped this question**

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Page 35: VIII. New Goals

**Q96** Would you like to propose any new goal(s)? **Yes**

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Page 36: VIII. New Goals

**Q97** New Goal 1:

Decrease the number of students that apply but do not enroll through continuous efforts to streamline communication through the onboarding process.

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**Q98** Which College Strategic Goal does this service area goal most directly support? **Guided Student Pathways**

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**Q99** Please describe how this goal advances the college strategic goal identified above:

In 2019 Cuyamaca College had a total of 6,934 new applicants (SP19 2,131; SU19 1,684; FA19 3,119). Of these applicants, a total of 2,307 did not ever enroll in courses (SP19 647; SU19 679; FA19 981). Every student that applies to Cuyamaca College receives an automated email from Admissions & Records, and is followed up with a phone call. These efforts will be leveraged in an effort to reduce the number of students that do not enroll after having completed their CCCApply application, which aligns with the onboarding components of Guided Student Pathways.

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**Q100** Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

The aforementioned enrollment figures were used to inform this goal.

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**Q101** Action steps for this year:

Continue the outreach to new students that complete the college application.

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**Q102** How will this goal be evaluated?

By reviewing the number of applicants and those students that applied but did not enroll for the 2020 year.

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**Q103** Do you have another new goal? **Yes**

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Page 37: VIII. New Goals

**Q104** New Goal 2:

Gather feedback from students to assess program outcomes and provide responsive services.

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**Q105** Which College Strategic Goal does this service area goal most directly support?

**Student Validation and Engagement**

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**Q106** Please describe how this goal advances the college strategic goal identified above:

Direct student feedback, in addition to data that is currently available to Admissions & Records, will provide insight to the student experience that will allow for an assessment of existing services and possible modifications within the department.

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**Q107** Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

N/A

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**Q108** Action steps for this year:

Review the implementation of the Point of Service student survey that was developed with the office of Institutional Effectiveness, Success, & Equity and determine how to generate more responses.

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**Q109** How will this goal be evaluated?

Review the number of respondents in the 2020 calendar year and compare against the current number of respondents.

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**Q110** Do you have another new goal?

**Yes**

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Page 38: VIII. New Goals

**Q111** New Goal 3:

Increase the number of distance services available to students via the department website.

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**Q112** Which College Strategic Goal does this service area goal most directly support?

**Organizational Health**

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**Q113** Please describe how this goal advances the college strategic goal identified above:

Increasing the number of distance services that are available online allows for students to complete required activities without taking a trip to the Admissions & Records office.

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**Q114** Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

N/A

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**Q115** Action steps for this year:

Take inventory of the services that are currently available online and identify possible services that could be added to the website.

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**Q116** How will this goal be evaluated?

Identify the current services that are available online and compare against the services that are added in the 2020 calendar year.

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**Q117** Do you have another new goal?

**No**

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Page 39: VIII. New Goals

**Q118** New Goal 4:

**Respondent skipped this question**

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**Q119** Which College Strategic Goal does this service area goal most directly support?

**Respondent skipped this question**

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**Q120** Please describe how this goal advances the college strategic goal identified above:

**Respondent skipped this question**

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**Q121** Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other data:

**Respondent skipped this question**

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**Q122** Action steps for this year:

**Respondent skipped this question**

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**Q123** How will this goal be evaluated?

**Respondent skipped this question**

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Page 40: IX. Executive Summary

**Q124** One-page summary:

The Admissions & Records department provides a variety of student-centered services in the areas of the college application, registration process, evaluations, and graduation. The entire student population at Cuyamaca College is served by Admissions & Records for a variety of needs. The department is staffed by one Director, two Evaluations Advisors, one Senior Specialist, two Specialists, one Senior Assistant, one Assistant, and a handful of hourly student workers.

The Admissions & Records Director oversees the daily operations of the office and represents the needs of the department on a number of college and district wide councils, committees, and workgroups, including serving as the co-chair of the Petitions Committee.

The Evaluations Advisors oversee the evaluation of external transcripts, apply transfer work from outside institutions, and determine graduation eligibility for all Cuyamca College students pursuing a degree or certificate. In 2019, there were 1,061 degrees and certificates conferred in the spring, 150 degrees and certificates conferred in the summer, and 234 degrees and certificates conferred in the fall.

The Admissions & Records Specialist, Senior oversees the international student population at Cuyamca College and serves as the faculty liaison. In 2019, there were 24 international students enrolled in the spring term and 17 in the fall. This position is responsible for end of term processing, processing grade changes, incomplete grade requests, instructor reinstatement requests, late add petitions, pass/no pass requests, section level changes, and independent study requests. The Assistant, Senior also serves as the Colleague systems specialist and is involved with all aspects of the Student Information System and registration process.

One of the two department Specialists is responsible for Dual Enrollment and Title V (Pathway Academy). These duties entail the coordination of all high school paperwork and the manual registration of all high school students. In the 2018/2019 academic year there were 48 CCAP sections of Dual Enrollment courses at multiple high school sites within the local service area. The work associated with Title V (Pathway Academy) entails the manual registration of hundreds of students and tracking their progress and success in courses.

The other Specialist primarily oversees Residency for the college, but has a handful of secondary duties assigned to the position as well. In 2019, there were 218 students flagged as non-resident in the spring semester, 115 students flagged as non-resident in the summer, and 213 students flagged as non-resident in the fall. This position is also responsible for posting Tech Prep units and Phi Theta Kappa to student records.

The Admissions & Records Assistant, Senior oversees the imaging of all incoming transcripts, student forms, and internally generated documents such as petitions.

The Admissions & Records Assistant oversees the processing of all outgoing official transcripts and enrollment verifications. In addition, various forms such as address changes, name change, social security number, and date of birth changes are the responsibility of this position.

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**Q125** OPTIONAL: Select the "choose file" button if you wish to upload your one-page summary rather than utilizing the text box above.

**Respondent skipped this question**

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**Q126** OPTIONAL: Please upload any additional documentation for your program review using the "Choose File" button below.

**Respondent skipped this question**

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**Q127** Is the program requesting resources this year to achieve your service area goal(s)? (Faculty Resource Needs, Classified Staff Resource Needs, Technology Resource Needs, Supplies, Equipment & Other Resource Needs, Facilities Resource Needs) **Yes**

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Page 42: XI. Faculty Resource Needs

**Q128** Are you requesting one or more faculty positions to achieve this goal(s)? **No**

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Page 44: XIII. Classified Staff Resource Needs

**Q129** Are you requesting one or more classified positions to achieve your service area's goal(s)? **Yes**

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Page 46: XV. Technology Resource Needs

**Q130** Are you requesting technology resources to achieve your service area's goal(s)? **Yes**

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Page 48: XVII. Supplies, Equipment, & Other Resource Needs

**Q131** Are you requesting supplies and/or equipment resources to achieve your service area's goal(s)? **No**

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Page 50: XIX. Facilities Resource Needs

**Q132** Are you requesting facilities resources to achieve your service area's goal(s)? **No**

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Page 52: Final Check

**Q133** If you would like to go back and review parts of your program review, select a section and click "Next." **I am ready to submit my program review**

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