



C U Y A M A C A
· C O L L E G E ·

Annual Update Report

SIS - Admissions and Records

Improve internal and external communication (Goal 2)

Program Goal: Improve internal and external communication related to service processes.

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Equitable Access:** Improve internal and external communication related to service processes. (X)
- **Increase Completion and Eliminate Equity Gaps:** Improve internal and external communication related to service processes. (X)

Summary of Progress or Results

Summary Date: 01/11/2026

Summary of Progress or Results: During the 2024–2025 review period, the Admissions & Records department made significant strides in improving communication both internally and with students. The successful implementation of SARS has allowed the department to quantify the work performed, track student interactions, and identify areas where process improvements are needed. This data driven approach informs decision-making and ensures that departmental processes remain efficient and responsive to student needs.

Additionally, the department created and implemented new communication templates for student-facing correspondence, including residency and petition processes. These templates set a new standard for clarity and actionability, removing overly wordy explanations and emphasizing the steps students need to take to achieve their intended goals. This has improved consistency, reduced confusion, and strengthened the overall student experience.

Reporting Period: 2025 - 2026

Status: In Progress - will carry forward into next year

Action steps for this academic year.:

1. Expand Use of SARS Data:

- Regularly analyze SARS interaction data to identify trends, service gaps, and areas needing process updates.
- Share findings with staff during team meetings to ensure informed, data-driven improvements.

2. Refine and Standardize Templates:

- Review all student-facing communication templates annually to ensure clarity, consistency, and alignment with updated processes.
- Develop additional templates for high-frequency inquiries or processes not yet covered.

3. Increase Internal Communication Effectiveness:

- Implement structured check-ins and feedback loops to share updates and process changes with all A&R staff.
- Encourage staff to provide input on communication tools and strategies to improve workflow and consistency.

4. Enhance Student Engagement and Feedback:

- Explore current feedback mechanism

Summary of Progress or Results

- Use student feedback to continuously refine messaging, templates, and processes.

5. Training and Professional Development:

- Provide ongoing training for staff on effective communication strategies, including clear, actionable language and best practices for email, phone, and virtual interactions.
- Encourage staff to share successful communication strategies during team meetings to build collective expertise.

Implement regular professional opportunities learning for the A&R team (Goal 3)

Program Goal: Implement regular professional opportunities learning for the A&R team

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Equitable Access:** Implement regular professional opportunities learning for the A&R team (X)
- **Increase Hiring and Retention of Diverse Employees:** Implement regular professional opportunities learning for the A&R team (X)

Summary of Progress or Results

Summary Date: 01/11/2026

Summary of Progress or Results: During the 2024–2025 review period, the Admissions & Records department prioritized professional development to enhance staff knowledge, service delivery, and well-being. Two A&R staff members attended the CACCRAO conference, gaining insights on best practices in admissions, records, and student services. Attendance at this conference resulted in shared knowledge for the department. Additionally, the Dual Enrollment Coordinator attended the CCEMC Dual Enrollment Annual Conference, learning strategies to further improve our dual enrollment offerings, engaging with peers across the state, and observing programs demonstrating successful practices.

To support ongoing professional growth and staff well-being, the department is also utilizing the VEBA Resource Center. This resource provides structured professional development opportunities while ensuring a focus on mental health and resilience, helping staff manage workload demands and mitigate burnout. These combined efforts aim to strengthen the team's expertise, improve student service delivery, and maintain a healthy, sustainable work environment.

Reporting Period: 2025 - 2026

Status: In Progress - will carry forward into next year

Action steps for this academic year.:

1. Conference Participation:

- Identify relevant state and national conferences (e.g., CACCRAO, CCEMC) that align with Admissions & Records and dual enrollment services.
- Send additional A&R staff to attend these conferences each year.
- Require staff to share key takeaways, best practices, and actionable strategies with the rest of the department through team meetings

Summary of Progress or Results

or written summaries.

2. Encourage Ongoing Training:

- Create dedicated time and space within the workweek for staff to pursue professional development opportunities.
- Actively encourage staff to identify and participate in workshops, webinars, and other training opportunities relevant to their roles.
- Incorporate professional development goals into individual work plans and performance discussions.
- Leverage Resources for Well-Being:

- Continue using the VEBA Resource Center to provide professional development that includes mental health and resilience support.
- Promote awareness of available VEBA programs and encourage staff participation to balance workload demands and prevent burnout.

3. Knowledge Sharing & Continuous Improvement:

- Establish a structured process for staff who attend training or conferences to present findings, recommendations, or improved processes to the department.
- Integrate new knowledge into daily operations, student services, and dual enrollment initiatives to improve service delivery.

Service Area Overview and Update

Lead Author

Tashaurie Rogers

Collaborator(s)

Vanessa Saenz, Benjamin Khamis, Lisa DiBella, Tenille Venard, Monica Blando, Rebecca Emadian, Victoria Marron, and Katie Cabral

Please briefly share the ways in which you collaborated with colleagues within and outside of your department to gather input to inform your program review.

To inform the program review, I collaborated with colleagues both within and outside of my department to gather comprehensive input and supporting data. Vanessa Saenz, Benjamin Khamis, Lisa DiBella, Tenille Venard, Monica Blando, and Rebecca Emadian were each asked to assess the work they completed during the review period and to provide relevant data documenting outcomes, progress, and challenges. Their contributions helped articulate areas of growth as well as opportunities for improvement.

Katie Cabral provided high-level data analysis and developed the survey that was distributed to students who utilized Admissions and Records services, offering valuable insight into student experiences and service effectiveness. Additionally, Victoria Marron, my Vice President, supported and advocated for programmatic needs and priorities.

Dean/Manager(s)

VPSS - Victoria Marron

Please briefly share the ways in which you collaborated with your Dean on your program review to discuss your vision, goals, and resource needs/requests.

Throughout the program review process, I collaborated closely with the Vice President of Student Services, Dr. Victoria Marron, through ongoing 1:1 meetings focused on reviewing current department workload, identifying areas of strain, and clarifying both short-term and long-term goals for the Admissions and Records Department. These conversations provided space to discuss operational challenges, prioritize competing demands, and align our shared vision for improving service delivery and student experience.

A significant focus of these discussions centered on the growing dual enrollment program. We reviewed issues impacting high school partner support, enrollment and registration processes, including feedback and complaints from high school partners, delays in processing, student information system shortfalls, and inconsistencies that negatively affected the student experience. These challenges were examined in the context of system capabilities, staffing capacity and the increasing volume and complexity of the dual enrollment program.

Together, we assessed opportunities for improvement and resource needs, particularly related to personnel support, technology options, process refinement, and cross-departmental and district coordination. We also engaged in brainstorming to elevate expressed needs, explore potential solutions, and ensure alignment with division-level priorities.

As part of this collaborative approach, we jointly sought information from other colleges in the region to better understand how peer institutions are addressing similar dual enrollment challenges. These conversations helped inform potential strategies to mitigate current issues, improve operational efficiency, and support sustainable program growth.

In addition to our collaboration on Cuyamaca's dual enrollment program, Dr. Marron and I regularly met regarding admissions and records as a department. Throughout the review period, Dr. Marron sought insight and provided support on projects, policy updates, and various department related topics. Dr. Marron also regularly provided guidance and followed up on goal-related progress.

This collaborative process ensured that this program review accurately reflects current conditions, identifies actionable improvement areas, and aligns resource requests with institutional priorities and student success goals.

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Please summarize the significant changes and achievements that have occurred in your service area since the last program review.

As this is the second annual program review completed since the Director of Admissions and Records was hired, the department intentionally used this cycle to build on the limited data presented in the prior review in order to provide a more in-depth and accurate representation of Cuyamaca College's Admissions and Records (A&R) service area. This approach directly aligns with the college's mission and values by promoting accountability, continuous improvement, and data-informed decision-making in support of student success.

Admissions and Records provides the core administrative services that ensure students can successfully access, progress through, and complete their educational goals at Cuyamaca College, including admissions processing, enrollment and registration support, dual enrollment support, records maintenance, evaluations, residency determination, and graduation certification. These services support the college's mission by prioritizing equity, data integrity, regulatory compliance, and a student-centered approach while adapting to increasing enrollment complexity, system changes, and expanded programs such as dual enrollment.

Rather than relying solely on high-level metrics, each Admissions and Records staff member conducted a detailed analysis of their specific service responsibilities. This inclusive and collaborative process reflects Cuyamaca's commitment to excellence, equity, and student-centered service, ensuring that operational decisions are grounded in an authentic understanding of both staff workload and student needs.

As a result, the department achieved more accurate workload data, clearer identification of service trends, and corrections to previously underreported or approximated activity. The attached documents reflect this expanded, evidence-based methodology and support a more comprehensive depiction of departmental operations, reinforcing Cuyamaca's institutional values of transparency, integrity, and continuous improvement.

Since the last program review, the (A&R) service area has made significant progress in implementing prior recommendations, strengthening staffing and infrastructure, improving student-facing processes, and enhancing data visibility. At the same time, the department has navigated significant challenges related to fraud, system updates, district-wide implementations, and increased compliance-related workload.

In follow-up on a key Program Review Steering Committee recommendation to implement SARS and leverage the resulting data to better inform service area outcomes, A&R made great strides. SARS was successfully implemented during the Spring 2025 term, and is now used to track in-person service contacts. Since implementation through November 5, 2025, A&R has provided in-person service to 9,034 students and community members. There is still a need for more detailed data points related to individuals served, and inclusion of email and phone service data. However, despite data gaps, SARS has improved visibility into student demand, service volume, and staffing capacity, enabling more data-informed planning and clearer documentation of workload trends. While SARS currently captures in-person contacts, it establishes an essential baseline for future service outcome assessment.

In addition to implementing SARS, to further advance department goals related to improving the student experience, A&R has been successful in transitioning many student forms to NextGen forms reducing manual processing, improving transparency, and supporting continued progress toward streamlined, student-centered services.

During this review period, similar to many other California Community Colleges, the department identified an increase in fraudulent activity, prompting revisions to hold removal and identity verification processes. These changes were necessary to protect student records and institutional integrity while ensuring legitimate students continued to receive appropriate support. Despite the focus on mitigating fraud-related issues, staff-maintained focus on supporting our students and community.

Core Services

As a result of Admissions and Records staff dedication to serving the Cuyamaca College community, the department experienced measurable growth across nearly all core service areas during the review period. Detailed service data and trend analysis are provided in the attachment titled "Final Program Review_2025_Data_Transcripts_Records_Updates_Major Changes."

For example, transcript processing has demonstrated a sustained upward trend since 2020, with significant increases beginning in 2022 and continuing through 2025. As of October 10, 2025, approximately 1,700 transcripts had been received, with year-end projections ranging from 1,850 to 1,900. Comparable growth was also observed in evaluation requests, personal data updates, and major changes, including the processing of 2/2/2026

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over 2,000 major changes since late 2024 following the transition to NextGen forms. The implementation of NextGen forms improved accessibility and tracking while eliminating duplicate work and manual inefficiencies.

These trends are particularly evident in the areas of Evaluations and Degree Audit Services, where increased student demand, significant catalog and curriculum changes, and system-wide implementations have substantially expanded workload and complexity.

Evaluations and Degree Audit Services

During the review period, the Evaluations unit managed a high volume of degree and certificate activity across multiple terms while simultaneously implementing significant system and curriculum changes. In Fall 2024, the department processed 93 degree and certificate applications, resulting in 294 final awards (175 degrees and 119 certificates). Activity increased substantially in Spring 2025, with 1,531 applications submitted and 1,266 final awards conferred (793 degrees and 473 certificates). Additional awards were processed in Summer 2025, including 118 applications and 202 final awards (130 degrees and 72 certificates). As of Fall 2025, 141 applications had already been received at the time of reporting.

In addition to award processing, the Evaluations team received 240 student-initiated transcript evaluation requests through October 8, 2025, reflecting sustained demand for individualized academic review and advising support.

This period was also marked by the largest volume of degree audit programming changes implemented within a single catalog year (2025–2026). These updates affected every academic program and included the first round of Common Course Numbering (CCN) conversions, implementation of a new local general education package, adoption of the Cal-GETC transfer pattern, and Title V curriculum changes. Despite the scope and complexity of these changes, the department successfully programmed and launched the updated catalog.

Key successes during this cycle included the successful onboarding of a new Evaluations Advisor, completion of training and transition activities while meeting all workload deadlines, and the timely implementation of extensive degree audit and curriculum updates.

Looking ahead, A&R has identified resource needs to sustain service quality and compliance. These include dedicated in-person support from a College Source (DARS) consultant to address complex programming issues, and filling a second evaluator position vacated by an upcoming retirement in December 2025. The process to fill the evaluator vacancy is currently in progress.

Residency: Data Correction, Volume Growth, and Workload Impact

As part of this program review, Admissions and Records conducted a more in-depth audit of residency processing data, which corrected discrepancies in the residency figures reported in the prior cycle. The attached document, “Residency Totals – 5 Years (Updated)”, provides a clearer view of residency volume trends and confirms sustained growth over time.

Residency volume increased from 259 students in 2021 to 567 students in 2024. 2025 residency activity from January through September totals 506 students, with three additional months remaining (October, November, and half of December). Based on current trends, the department anticipates exceeding 600 residency files cleared in 2025, surpassing last year’s total.

This data correction provides a more accurate representation of workload growth and demonstrates that residency volume had been previously underreported due to limited system visibility and evolving processes.

Residency processing has been particularly challenging since going live with the new residency process in Fall 2024. The current process requires: Manual assignment of residency codes and classification updates in Colleague

Monitoring and updating statuses within Cognito (a form solution)

Reviewing documents submitted through student Self-Service uploads

This multi-system workflow significantly increased processing time and complexity. Staff must now check multiple systems to determine a student’s status within the residency reclassification process, increasing both effort and risk of delay.

While the self-service model has improved process-related visibility, it also introduced a substantial increase in manual workload. The business process is expected to improve upon completion of the ongoing district SuperGlue project.

To address continuous challenges in the residency service area, A&R successfully pursued an organizational modification. As a result, A&R was able to hire a second Admissions and Records Specialist. This staffing enhancement allowed for more balanced workload distribution and mitigated strain across the department caused by prior position limitations, personnel changes, and growing residency demands.

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System, District, and State-Level Challenges

In addition to residency challenges, the department faced significant challenges related to system updates. Districtwide implementation of single sign-on (SSO) and multi-factor authentication (MFA) created substantial access barriers during peak enrollment and registration periods, increasing service demand.

At the state level, stricter fraud detection filters resulted in increased legitimate student applications being flagged, introducing additional barriers and requiring manual intervention to support enrollment. Changes to district security protocols also removed A&R staff's ability to reset student passwords, requiring students to seek assistance from the campus Help Desk or district IT. This limitation reduced the department's ability to resolve issues at the point of service and extended resolution timelines for students.

The department further encountered ongoing challenges related to district MIS and 320 reporting processes, including recurring errors involving students enrolling in summer courses without valid summer applications due to system programming and course scheduling structures. To avoid MIS and 320 exclusions, and resulting apportionment loss, staff are required to contact students individually and reopen previously closed application terms. This issue has been raised in ongoing districtwide discussions related to reporting requirements.

Admissions and Records also assumed new responsibility for NSC and MIS data cleanup. Initially, resolving NSC errors was difficult due to the absence of job aids, but this improved through collaboration with district Educational Support Services (ESS) and Grossmont College Admissions and Records. MIS cleanup also posed challenges due to urgent requests without clear timelines; the district's development of a reporting calendar has since improved planning and workload management.

Additional Operational Observations

Grade processing, roster management, and instructional coordination required increased attention during this cycle. In Spring 2025, grades for four sections were not fully posted until June 12 despite a June 6 deadline, delaying transcript issuance and Financial Aid processing. In contrast to Fall 2024 when grade issues were resolved within one day, grade processing delays reflect the continued need for improvement; collaboration with department deans has been critical in A&Rs ability to close the loop on outstanding grades and rosters. Persistent issues remain when instructors do not drop inactive students before census, necessitating backdated drops and delaying accurate MIS reporting despite mitigation efforts.

International student enrollment remained limited in volume. During the review period, the department supported five continuing international students, processed graduates returning abroad, and managed visa denials for prospective students. In addition to supporting traditional international students, A&R invested a great deal of time assisting in the implementation of AB 91 to support F-1 Visa Border-Commuter Students within our district; unfortunately, Cuyamaca has not enrolled any students since its implementation. This work remains resource-intensive despite modest enrollment numbers.

Dual Enrollment

Dual Enrollment has become one of the most rapidly expanding, and operationally complex, service areas within Admissions and Records. Cuyamaca College currently serves ten CCAP partner high schools in addition to adult education partners, incarcerated students, and a significant number of concurrently enrolled students. Collectively, these populations represent 3,165 unduplicated dual enrollment students, reflecting the college's strong commitment to expanding access and early college opportunities.

Similar to the previous review period, Cuyamaca's dual enrollment program continued to expand, prompting increased on-site support at partner high school campuses. While this growth strengthens partnerships and improves student access, it has also intensified both internal and external focus on operational challenges related to enrollment, registration, data sharing, and student account access. System-wide changes have required additional staff intervention and have, at times, disrupted instructional continuity for high school students.

As the program continues to grow, it has become clear that current Admissions and Records staffing levels are not sufficient to meet the service demands of dual enrollment, making it increasingly difficult to effectively support institutional partners and participating students while also maintaining core supervisory and operational responsibilities within A&R. Addressing these capacity gaps is essential to continuous improvement in Cuyamaca's dual enrollment.

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During this review period, research was conducted to gain more understanding of Full-Time Equivalent Students (FTES) generated by dual enrollment, and how those FTES translate into apportionment and revenue for the college. When strategically reinvested, these resources can help sustain and enhance services for this growing population, ensuring that program expansion remains aligned with institutional values and supports long-term student success. To further convey our current service shortfalls and needs in this area, it's important to understand the current state of Cuyamaca's Dual Enrollment program.

Dual Enrollment Current Structure

Dual Enrollment Coordinator / Admissions & Records Supervisor (Combined Position)

This position currently serves a dual function, managing both Dual Enrollment operations and Admissions & Records supervisory responsibilities.

Key Responsibilities:

- Oversee dual enrollment operations, compliance, and coordination with high school partners and the district.
- Process all dual enrollment related forms.
- Manages daily office operations, including staff training, supervision, and hiring of student workers.
- Serves as backup to the A&R Director and lead in the Director's absence.
- Assists in the development and implementation of departmental procedures, technology improvements, and policies.
- Provides expert guidance to staff, students, and campus departments on admissions and student records.

Dual Program Growth and Workload

The Dual Enrollment program's expansion has resulted in an increasingly complex and high-volume workload. Servicing this population requires substantial coordination, including planning and conducting workshops, guiding students through the application process, and managing enrollment processing. At present, the non-exempt dual enrollment coordinator is responsible for performing supervisory duties within A&R, attending district dual enrollment-related meetings, facilitating workshops, and processing all dual enrollment forms. The volume of administrative work, combined with our commitment to be present on high school campuses and non-exempt employment constraints has resulted in comp time accrual and processing delays.

Fall 2025 Dual Enrollment Administrative Workload:

- High School Workshops: 35
- Virtual Workshops: 8
- CCAP Forms Processed: 803
- Concurrent Enrollments: 907
- Articulated Credit Awards: 616

The table below reflects the consistent growth of Dual Enrollment participation at Cuyamaca over the past five years.

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Cuyamaca Student Headcount by Race and Ethnicity: Dual Enrollment (CCAP and Special Admit)

Race and Ethnicity	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025					
African American/Black	208	13%	227	11%	191	9%	174	7%	202	6%
Asian	95	6%	119	6%	100	5%	138	5%	190	6%
Hispanic/Latiné	750	48%	990	50%	988	45%	1,089	42%	1,537	49%
Indigenous	*	1%	*	<1%	11	1%	19	1%	17	1%
Middle Eastern	134	9%	186	9%	284	13%	419	16%	423	13%
Pacific Islander	*	<1%	*	<1%	*	<1%	*	<1%	*	<1%
White	256	16%	310	16%	394	18%	507	19%	546	17%
Two or More	90	6%	102	5%	135	6%	175	7%	172	5%
Unknown/Other	27	2%	48	2%	78	4%	87	3%	74	2%
<i>Total</i>	<i>1,570</i>	<i>100%</i>	<i>1,994</i>	<i>100%</i>	<i>2,185</i>	<i>100%</i>	<i>2,610</i>	<i>100%</i>	<i>3,165</i>	<i>100%</i>

Source: GCCCD Information System; groups with fewer than 10 students are masked

Cuyamaca Student Headcount by Gender: Dual Enrollment (CCAP and Special Admit)

Gender	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025					
Female	1,066	68%	1,222	61%	1,286	59%	1,449	56%	1,809	57%
Male	479	31%	745	37%	871	40%	1,115	43%	1,303	41%
Unknown/Other	25	2%	27	1%	28	1%	46	2%	53	2%
<i>Total</i>	<i>1,570</i>	<i>100%</i>	<i>1,994</i>	<i>100%</i>	<i>2,185</i>	<i>100%</i>	<i>2,610</i>	<i>100%</i>	<i>3,165</i>	<i>100%</i>

Source: GCCCD Information System

Need for Additional Staffing

Given the growing program and workload currently managed by the Dual Enrollment Coordinator, alongside the extensive responsibilities outlined in the position description, additional classified staff and exploration of dual enrollment technology is needed in order to maintain appropriate service levels and operational efficiency.

To ensure timely, accurate, service and allow the dual enrollment coordinator to focus on program development and compliance, the following additions to the current A&R organizational structure are proposed.

Position Title	Primary Responsibilities
A&R Specialist, Dual Enrollment (This job description does not currently exist within GCCCD)	Manage CCAP and concurrent applications, dual residency determinations, and enrollment workshop facilitation and processing.

This position will provide essential operational support for dual enrollment, improving processing efficiency and responsiveness to both students and partner schools.

Dual Enrollment Technology and Innovation: Data Sharing, Visibility, and Process Improvement

As dual enrollment participation has grown, partner high schools have increasingly expressed concerns regarding limited visibility into student application status, enrollment progress, and registration outcomes. Currently, much of this information is managed internally within Admissions & Records systems that are not accessible to high school partners, requiring frequent manual follow-up via email and phone. This lack of real time data sharing has contributed to delays, duplicated effort, and frustration among partner schools, counselors, and site coordinators who are supporting students through the enrollment process.

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To address these challenges and evaluate opportunities for operational improvement, Cuyamaca College should consider a one-year pilot implementation of DualEnroll.com in partnership with Mount Miguel Early College High School. The purpose of the pilot would be to assess whether an online dual enrollment management platform can streamline application submission, approvals, and registration while improving transparency and coordination between the college and high school partners. A centralized system could reduce manual processing, minimize errors, and provide shared visibility into student progress for students, counselors, and A&R staff.

The pilot contingency based upon funding and technical evaluation. At the conclusion of the pilot, the campus/district could conduct a data-informed review to determine whether broader adoption of DualEnroll.com would improve efficiency, accuracy, staff workload, and satisfaction among students and high school partners.

Summary

Overall, Admissions and Records has made demonstrable progress since the last program review by implementing prior recommendations, strengthening staffing, modernizing processes, expanding dual enrollment and residency support, and significantly improving data accuracy through deeper staff-level analysis. At the same time, the department continues to operate within an increasingly complex system environment shaped by system updates, service-level increases, and evolving compliance needs. Sustained collaboration, system refinement, staffing increases and institutional investment will be essential to ensure equitable student access, regulatory compliance, and long-term operational effectiveness.

Attach Related Documents - Service Area Overview and Update

[Final Program Review 2025_DATA_TRANSCRIPTS_RECORD UPDATES_MAJOR CHANGES.pdf](#);

[Residency Totals – 5 years updated.pdf](#);

[SARS -SERVICE RENDERED REPORT_2025.CSV](#)

Student Learning Outcome/Service Area Outcome Assessment and Student Success

Student Access, Learning, and Achievement

Student Services areas collect data in many different ways. This may include the number of students, employees, or community members served, survey results, or other reports prepared by the department and external organizations. Which data was used for your service area? Admissions and Records utilizes multiple data sources to assess service delivery, demand, workload, and outcomes. These sources include, enrollment data provided by the Institutional effectiveness department and college reports generated based on data entered into Cuyamaca's student information system, Colleague. Most processing data is captured in NextGen, Cognito forms, and tracking logs maintained by A&R staff. Combined data from each source is essential illustrating A&R's ability to deliver services and meet the needs of Cuyamaca students and community.

Please discuss any equity gaps in access or success the data revealed. What action will the department or discipline take to address these equity gaps? If equity gaps have been reduced or eliminated, please share what the program did to achieve this. If equity gaps still exist, consider the specific steps your department will take to address equity gaps.

Admissions and Records reviewed multiple sources to assess equity in access and student experience, but relied heavily results from the 2024–2025 Admissions & Records Point-of-Service Student Survey, disaggregated service usage patterns, and qualitative student feedback with support of Katie Cabral in the office of Institutional Effectiveness. While the data reflects generally positive outcomes, it also reveals equity gaps related to access, information clarity, and process complexity, particularly for students navigating residency, petitions, system access, and language barriers.

Survey results indicate that students access Admissions and Records services through multiple modalities, with in-person (36%), email (31%), and phone (25%) being the most frequently used. Only 8% of students accessed services virtually via Zoom. This aligns with current departmental practice, as Zoom is not offered as a standard service modality and is reserved exclusively for students with extenuating circumstances, typically

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related to resolving time sensitive holds. As such, this data point does not indicate an access gap, but rather reflects the department's intentional service design and controlled use of virtual appointments.

Overall satisfaction with A&R services was strong, with 82% of students reporting satisfaction. Students largely reported feeling welcome (77%) and valued (77%) by staff, which reflects the department's commitment to respectful, student-centered service. However, one area that fell below the established 75% success threshold was students' understanding of where to find information about important deadlines, with only 68% reporting confidence in this area. This gap suggests that while point-of-service interactions are effective, systemic clarity and consistency of information dissemination remain a challenge, particularly for students unfamiliar with college processes.

Equity gaps were most pronounced for students navigating complex processes, particularly residency and petitions. Although 75% of students engaged in residency services reported increased understanding of the process, qualitative comments indicate some frustration with documentation requirements, timelines, and affordability impacts. This suggests that students, especially those from multilingual, immigrant, or low-income backgrounds may experience residency reclassification as confusing and burdensome, which can directly affect access to in-state tuition and enrollment persistence.

With respect to the petitions process, the survey response pool was too limited to draw meaningful conclusions about student understanding or experience. Only one response was recorded, which reported no increased understanding following the interaction. Rather than indicating an equity gap within the process itself, this result highlights the need to identify more effective and intentional methods for capturing student feedback related to petitions, particularly given the high stakes nature of these requests. Improving the way feedback is collected will allow the department to better assess student experience, identify potential equity concerns, and make informed improvements where needed.

Language equity also surfaced in the data. Survey respondents identified Spanish (30%), Arabic (18%), and other languages as their primary languages, indicating that a substantial portion of the students served may experience language-related access barriers. While satisfaction remains high overall, the data suggests opportunities to further support multilingual students through clearer written guidance, translated resources, and plain language explanations of complex processes.

Actions to Address Identified Equity Gaps

To address these equity gaps, Admissions and Records will take the following actions:

- Improve clarity and visibility of deadline-related information, including enhancing website content, printed materials, and consistent messaging across service modalities.
- Continue transitioning processes to dynamic forms and structured workflows, which provide greater transparency and reduce reliance on informal or email based communication that can disadvantage some student groups.
- Explore developing clearer guides and visual resources for high impact processes such as residency and petitions, with an emphasis on student-friendly language.
- Streamlined communication, something A&R has already begun to support students navigating the residency reclassification process.
- Continue monitoring satisfaction and understanding outcomes for residency and petitions as additional data becomes available, with targeted interventions as needed.

Progress and Ongoing Work

Despite these gaps, the data also reflects progress toward equity goals. High overall satisfaction rates, strong perceptions of staff support, and positive outcomes for most service interactions demonstrate meaningful progress toward a welcoming and inclusive service environment.

Continued refinement of systems, communication, and access points will be essential to further reduce equity gaps and ensure all students can successfully access and benefit from Admissions and Records services.

Related Documents - Student Access, Learning, and Achievement

<cuyamaca-2024-2025-admissions-records-survey-results-20250918.pdf>;

<cuyamaca-2024-2025-admissions-records-survey-results-petitions-20250918.pdf>;

<cuyamaca-2024-2025-admissions-records-survey-results-residency-20250918.pdf>

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Service Area Assessment

Did your program complete and submit SLO/SAO assessment in the last year?

Yes

Which SLO/SAOs did you assess in the last year?

SAOs Assessed:

- Students will feel welcome and valued in the Admissions & Records Office.
- Students will be able to successfully navigate Admissions & Records processes after receiving services.
- Students will feel they were connected with beneficial resources.

Please share any outcomes assessment projects your service area has completed in the last year and how the service area used the results for improvement.

During the review period, Admissions & Records assessed the following Service Area Outcomes using a student self-report survey:

SAOs:

Students will feel welcome and valued in the Admissions & Records Office.

Students will be able to successfully navigate Admissions & Records processes after receiving services.

Students will feel they were connected with beneficial resources.

Method of Assessment:

Point of Service Student Survey

Criteria for Success:

- At least 75% of students will:
- Report being satisfied with the A&R services they received.
- Say the staff made them feel welcome in A&R.
- Report feeling valued by A&R staff.
- Be able to find the information they need on the A&R website.
- Report knowing where to find information about important deadlines after receiving A&R services.
- Report increased understanding of A&R processes after receiving services.
- Engaging in the residency process will report an increased understanding of the process after receiving services.
- Engaging in the petitions process will report an increased understanding of the process after receiving services.

Summary:

Most SAO criteria were met or exceeded for overall satisfaction, feeling welcomed/valued, connection to resources, and understanding of processes based on attached survey results. Feedback from the survey prompted a review of residency and petition student communication, which revealed that instructions were often unclear and required revision. As a result, streamlined communication templates that included space for student-specific action items were created for each area, removing wordy explanations and focusing on clear action items needed for students to achieve their intended goals. Areas for improvement include overall survey engagement and understanding of department processes, which will be targeted in future assessment cycles.

Annual Update

Related Documents - Service Area Assessment

[cuyamaca-2024-2025-admissions-records-survey-results-20250918.pdf](#);
[cuyamaca-2024-2025-admissions-records-survey-results-petitions-20250918.pdf](#);
[cuyamaca-2024-2025-admissions-records-survey-results-residency-20250918.pdf](#)

Program Goals

Program Goals Status

I have updated the progress on my previous goals.

Program Goals Mapping

Mapping for all active Program Goals complete.

Submission

Program Review response is complete and ready for review.

Yes - Response is complete and ready for review

