

# ADMINISTRATIVE SERVICES, STUDENT SERVICES AND PRESIDENT'S CLUSTER ANNUAL PROGRAM PLAN WORKSHEET FOR 2020

**Program:** Financial and Records **Planning Year:** 2021-22 **Last Year CPPR Completed:** 2019-20

**Unit:** Records and Evaluations

**Cluster:** Student Success and Support Program

**Please complete the following information. Please note that responses are not required for all elements of this document.**

## I. GENERAL PROGRAM INFORMATION

A. Describe changes to program mission, if applicable.

*The Records and Evaluations team offers services to students through the evaluation of coursework, the assessment and proctoring process, secure maintenance of records, and confirmation of degrees and certificates. We strive to provide this information accurately, efficiently and consistently to ensure all students are receiving exceptional student service that meets their educational needs.*

*This area understands the importance of maintaining academic records that reflect the students academic achievement. Our objective is to continue updating and educating the campus community with changes in administrative and regulatory policy established by Cuesta College and for the California Community College system.*

*Due to the recent global pandemic, we are now relying on technology more than ever. Students are now expected to access a wealth of information remotely. It is imperative that staff participate in staff development workshops and training to stay abreast of technology. This will ensure equitable processes that directly align with the Pillars of Guided Pathways and Cuesta College's Equity Plan.*

B. Describe any changes in primary relationships, internal and external, to the District.

*Since the last program review there has been significant changes in primary relationships as a result of the Student Services reorganization, hiring and resignations.*

- *Kristin Pimentel, Director of Admissions & Records, resigned in 2019*
- *Lori Yoshiyama, Admissions & Records Coordinator, reports to the Director of Outreach & Enrollment Services*
- *Adrienne Smith, Student Service Technology Coordinator, reports to Dr. Elizabeth Coria, Interim Assistant Superintendent/VPSS*
- *Associate Dean, Financial Aid and Records, began June 2020*
- *Vicky Almaguer, Student Success Technician, retired December 2020*

- *Former Superintendent/VPSS resigned in February 2021, Dr. Elizabeth Coria, Interim Assistant Superintendent/VPSS began March 2021*

C. List any changes to program service, including changes and improvements, since last year, if applicable.

- *In response to the emergence of COVID-19, executive orders along with public health guidelines and Cuesta College policies stressed the importance of practicing social distancing and thorough cleaning of public spaces. This is to ensure safety for the entire college community. The test proctoring waiting area and labs have been reorganized to accommodate these guidelines and coordination with Custodial Services has been established to regularly clean the testing facilities after each use*
- *Transfer articulation of official transcripts prior to counseling appointments continues*
- *Evaluation of RN official transcripts for program applicants*
- *COVID-19 has significantly impacted the Athletics departments, fall athletics programs were cancelled and moved to Spring and are now known as Spring I: Fall 2020 and Spring II: Spring 2021*
- *The Spring and Fall Commencement ceremonies were cancelled due to the pandemic and public health social distancing recommendations. The Spring 2021 ceremony will include graduates from fall 2019, spring 2020, summer 2020, fall 2020 and spring 2021*
- *Dynamic Forms are being used to streamline processes, (e.g. grade changes, academic renewals, course substitution waivers and athletic eligibility), thus ensuring acceptable e-signatures are acquired, per Title V regulations, and improved tracking of documents from submission to imaging*
- *Email channels have been created for specific requests in relation to evaluation of transcripts, records and assessment*

D. List changes to program in the last year in reference to relevant statutory authority/program regulation and related compliance issues, if any.

- *Executive Order 2020-02 was issued pursuant to Resolution of the California Community Colleges Board of Governors No. 2020-21 and title, 5 section 52020, of the California Code of Regulations allowing for the continued education of students during the declared pandemic and the temporary suspension of specified grade-related regulations*
- *AP 5040 Student Records FERPA regulations language was updated that provides the definition of student Education Records.*

- *AP 4235 Credit for Prior Learning Initiative is for students through approved alternative methods that demonstrate proficiency in a course may be eligible to earn credit. If eligible it will be annotated on the academic record. This may include students who served in the military or possess industry recognized credentials. \$1 million was awarded by the Lumina Foundation to the Success Center at the Foundation for California Community Colleges to develop an infrastructure to support this program. The ultimate goal is for students to achieve academic and educational success within a shorter timeframe. The college has established a committee to pilot the program to support the CCCCO's goal to offer credit by spring 2020*
- *Amended 2020-21 CCCAA Constitution and Bylaws (updated 2/19/21) pertaining to student-athlete eligibility and impact of COVID-19 on competitions*
- *Dynamic Forms are being used for grade changes, academic renewals, course substitution waivers and athletic eligibility, to ensure acceptable e-signatures are acquired, per title V regulations*
- *Implementation of Banner SSB 9 self-service portal upgrade has a new user-friendly format designed to assist faculty with seamless processes and communication with students (e.g. attendance reporting, grading, add codes email, etc.). It has been challenging for some faculty that are familiar with the previous version; however, updated step-by-step and video instructions have been created to minimize confusion*

**II. ANNUAL PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES**

- A. Provide updates, if any, in how your program addresses or helps to achieve the District's Mission Statement in the last year.

Cuesta College Mission Statement

Cuesta College is an inclusive institution that inspires a diverse student population to achieve their educational goals.

We effectively support students in their efforts to improve foundational skills, earn certificates or associate degrees, transfer to four-year institutions, and advance in the workforce.

Through innovative and challenging learning opportunities, Cuesta College enhances lives by promoting cultural, intellectual, personal, and professional growth. We prepare students to become engaged citizens in our increasingly complex communities and world.

- *In December 2020, all staff participated in a Cluster Retreat Workshop titled “Stronger Together: Building An Effective Team Through the Lens of Equity”, which focused on incorporating and maintaining an equity mind set when working with students, peers and various policies and Plans. The goal is to continue these workshops quarterly and end with development of our SLO’s during the winter retreat. Then in February, review the CPPR or IPPR and Resource Plan priorities for the current academic year*
- *Utilizing technology such as, myCuesta Pathway, Degree Works, Dynamic Forms to streamline processes; making it easier for students to request grade changes, submit course substitution waivers, audit and petition for degrees and certificates.*
- *Continue expanding transfer-articulation for students*
- *We continue to promote team building and professional growth through bi-weekly staff meetings, participation in shared governance committees, trainings and webinars at local and Statewide conferences to keep us abreast of current trends and legislation*

*Conferences and workshops attended:*

*Athletic Eligibility*

*Banner - Luminis*

*CACCRAO*

*California Community College Assessment Association (CCCCA)*

*Guided Pathways*

*New Directors Training*

*Region 6 Meeting – Athletics*

*Stronger Together: Building An Effective Team Through the Lens of Equity*

*WINtensive Workshop (ACCES)*

- B. Provide updates, if any, to how your program addresses or helps to achieve the District’s Institutional Goals and Objectives, and/or operational planning initiatives in the last year.

**Institutional Goal 1: Access - Increase student access to higher education**

**Institutional Objective 1A: Increase enrollment of low-income and underrepresented students through intentional program development and targeted outreach efforts**

*In the past, the Student Support and Success Act (SSSP), was designed to support access and transfer to higher education. Now, with the Guided Pathways Pillars implementation and intentionally utilizing technology and tools to educate students to self-evaluate and*

*audit their academic records for Associate Degree for Transfer (AD-T), as well as all other degrees and certificates empowers them to succeed.*

*Our goal is to continue with equitable practices for proctoring exams and ensuring all accommodations are being met.*

**Institutional Goal 2: Completion - Increase the number of students earning an Associate Degree or Associate Degree for Transfer, credential, certificates, or specific job-oriented skill sets access to higher education**

**Intitutional Objective 2A: Increase in the number of students who earn an Associate Degree or Associate Degree for Transfer, credential, certificated, or specific job-oriented skill sets**

*In addition, utilizing myCuesta Pathway can assist with identifying students who are near degree completion and have not petitioned for a degree or certificate. In the future, the intention is to notify students via email that are within a few units of completing their degree and encourage them to enroll at Cuesta College.*

*We will continue to participate in shared governance committees to assist in the development of policies that will promote equitable practices for all student and increase retention, persistence and completion rates. Striving to continue seeking equity -minded professional development and actively support inclusive activities (Cougar Welcome Days, targeted population events, workshops, conferences, etc.), both virtually and on campus.*

**Institutional Goal 3: Transfer - Increase the number of students who transfer annually to a California State University (CSU) or University of California (UC)**

**Intitutional Objective 3A: Increase the annual number of students transferring to a CSU or UC**

*We will continue to evaluate student's academic records for Associate Degree for Transfer (AD-T), as well as all other degrees and certificates. A soft phase of auto degree awarding has been implemented to assist with streamlining the evaluation and awarding of degrees and certificates and increasing production. The Evaluators are committed to actively participate with conferences, trainings and committees to ensure all degree requirements and regulations are being adhered, and maintaining alignment with the CSU/UC transfer policies.*

**Institutional Goal 4: Unit Accumulation – Decrease the average number of units accumulated by Cuesta College students**

**Intitutional Objective 4A: Decrease the average number of units accumulated by Cuesta College students**

*With the implementation of the external transcript email notification, students are notified when their transcript has arrived and received. The Records department makes every effort*

*to accurately and expeditiously receive and process external transcripts; subsequently, the Evaluators will evaluate them, College Board AP scores, review and process prerequisite/co-corequisite requirements and course substitution waivers, which may decrease the number of units accumulated by Cuesta College students. The Policy and Procedure Taskforce was created to review regulations pertaining to prerequisites and updating board and administrative policies and procedures to assist with the reduction of accumulated units.*

**Institutional Goal 5: Workforce – Increase the proportion of exiting students who report being employed in their field of study**

**Intuitional Objective 5A: Increase medial annual earnings of all students**

*Offering test proctoring for Cuesta College programs (e.g. LVN and RN), posting grades, evaluating degrees/certificates and mailing diplomas will support the increase of students needing credentialed documentation to either continue their educational goal, or to use as verification for course or program completion for employment in their field of study.*

**Institutional Goal 6: Integrate and improve facilities and technology to support student learning and the innovations needed to serve our diverse communities**

**Intuitional Objective 6A: Align facilities and technology in accordance with the district's Facilities Master Plan and the District's technology Plan**

*Currently, we are using software from a third party that is not guaranteed for long term purposes, and does not interface with other programs. This is problematic and can lead to loss of data due to cancellation of services or data transfer to a new program. A solution is to invest in software for long term use that interfaces with our current programs.*

*We have significantly increased the number of forms submitted online and continue to seek innovative solutions to streamline our processes. Including, the submission of NSLC (Clearinghouse) reporting to eliminate manually resolving errors.*

*Recently, the staff was relocated to building 3400 after the Student Services reorganization that occurred during 2018-19. Now a physical distance exists between Enrollment Services and Financial Aid. Having a central location would grow interdepartmental relationships; further enhancing communication and coordination of shared tasks and goals.*

## Institutional Goal 7: Fiscal

*General Funding is allocated for commencement, office supplies and equipment, and conferences for professional development (Ellucian and/or College Source). With a limited budget, staff have expressed the challenges faced when considering attending conferences and trainings hosted throughout the state, prior to the COVID-19 pandemic. Currently, these events are offered virtually; however, the concern is this budget constraint will play a significant role once all travel restrictions are lifted. Having a healthy budget would offer fiscal stability and support professional development activities for staff. This would allow us to hire a student/hourly worker to support the department during peak seasons.*

*Additionally, it is challenging to hire student/hourly employees to assist our department with daily tasks to offset the workload. In the past, the department relied on Federal Work-Study employees, unfortunately, because of the pandemic, many students are unavailable to work.*

### III. ANNUAL MEASUREMENTS, ANALYSIS AND IMPROVEMENTS

Programs are often impacted by institutional or other organizational change. Please review program-relevant institutional data sources, such as institutional enrollment trends, which along with some other relevant program data, is available on the [SLOCCCD Institutional Research and Assessment website](#). Other organizational or departmental measurements may provide useful information for planning in your program; please describe those measurements and the data below.

#### A. Data Summary

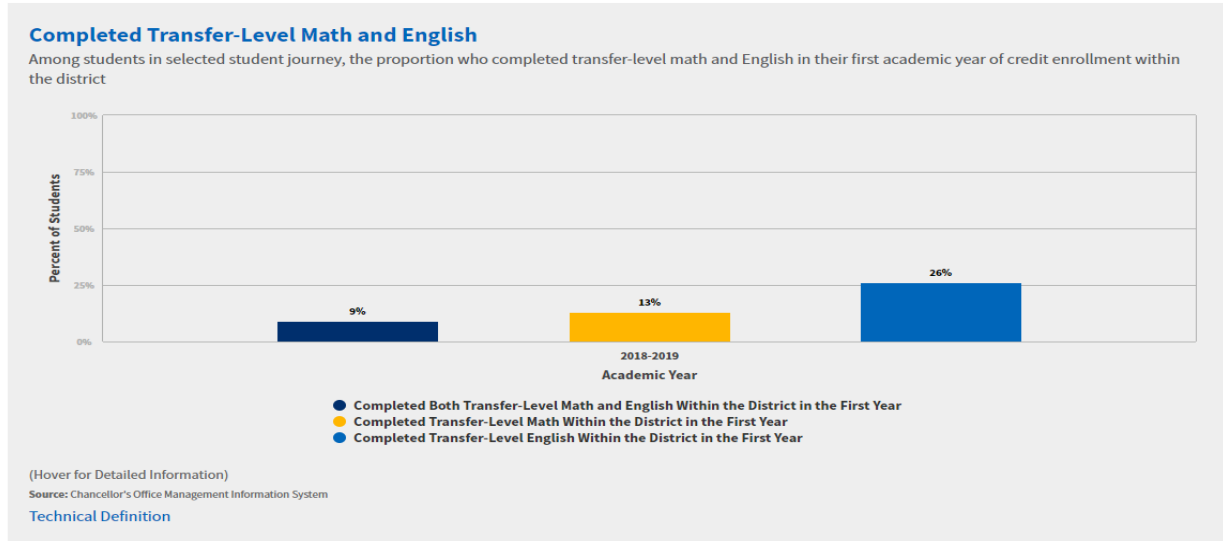
- Describe data collection tool(s) used.

*Here are the number of degrees/certificates awarded per academic year from 2012 – 2020 according to the Program Awards Summary in CCCC MIS Data Mart:*

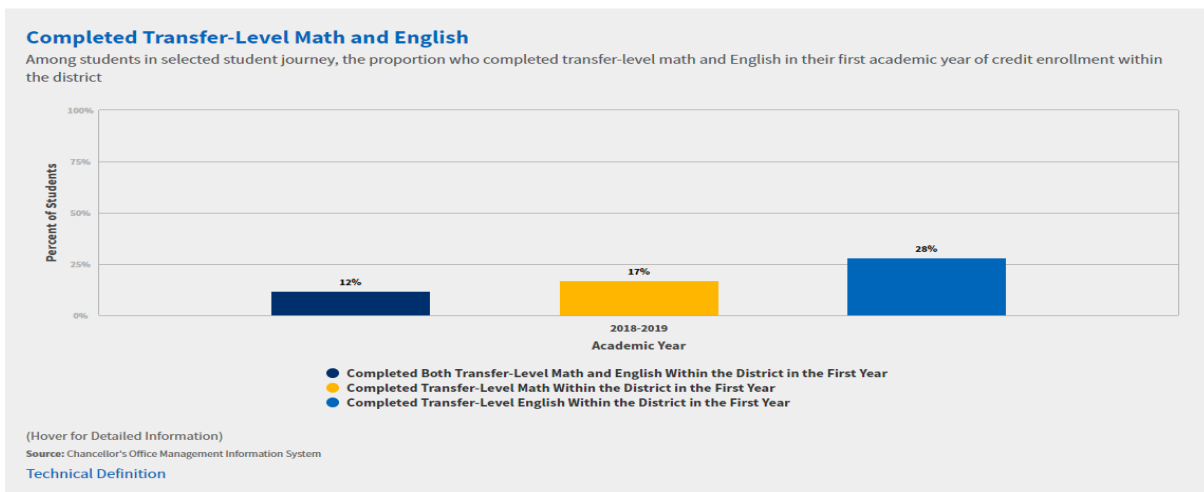
<b>Year</b>	<b>Total</b>	<b>AD-T</b>
2019-20	2,688	583
2018-19	3,776	472
2017-18	2,065	445
2016-17	1,484	418
2015-16	1,315	442
2014-15	1,175	321
2013-14	1,128	145
2012-13	1,156	24

*Despite the implications of the COVID-19 pandemic, there was a 24% increase in AD-T degrees awarded from 2018-19 to 2019-20. Because the impact of the pandemic and the transition to online instruction did not occur until March 2020, this may have enabled students to successfully complete their courses and graduate at the end of spring 2020.*

*Previously, the Student Success Team analyzed program data via the Student Services common data elements. The goal was to collaborate with Institutional Research for collection of these data points. Here are the updated findings from the Chancellor’s Office Management Information System.*



*Cuesta College’s completion rate for transfer-level math and English continues to be slightly higher than the statewide average. In fall 2017, the Multiple Measure Placement Project (MMAP) was launched and subsequently, AB 705 was implemented in fall 2019, which may explain why the trend continues.*





B. Data Interpretation:

Describe results from previous improvement efforts to the program based on institutional or departmental changes.

Students Served

*We will continue to define the metrics used from the previous report to survey enhancements for supporting student service and increasing degree/certificate awarding and transfer.*

*Evaluations*

*Students w/external transcripts*

*Students submitting degree/certificate applications*

*Students who submit prerequisite/co-corequisite APS college requests*

*Placement*

*Students who received a math/English placement in prior years*

- Identify areas if any that may need improvement for program quality and growth.

*Auto Degree Awarding with new Student-Centered Funding Formula*

*Expansion of proctoring services*

*Academic standing codes and processes*

*Clearinghouse reporting and manual error cleanup*

- Recommend any changes and updates to program based on the analysis above. For elements that require funding, complete the [Resource Plan Worksheets](#).

*Explore use of new technology to streamline processes*

*Contact other institutions that may need proctoring services*

**IV. ANNUAL PROGRAM OUTCOMES (ASOs AND SSOs), ASSESSMENT AND IMPROVEMENTS**

Your program has established either Administrative Service Outcomes or Student Service Outcomes. Those outcomes are assessed and tracked in the Course or Program Assessment Summary. Review CPAS documents for ASO or SSO assessment results for program outcomes.

- A. Describe any results from improvement efforts arising from ASO or SSO assessment in the last year.

*Being new to the team, we will use a few of the Student Success Outcomes from the previous year, aligning them with the goals of Guided Pathways, and Student Equity Plan 2019-2022.*

- B. Recommend changes and updates to program based on assessment of program outcomes. For elements that require funding, complete the [Resource Plan Worksheets](#) and review the Resource Allocation Rubric.

**Student Services Outcome 1:**

*The plan is to increase the number of degrees and certificates awarded by implementing strategies to reduce the number of excessive units*

Strategies:

- By analyzing effective processes, increase the number of transfer articulations completed
- Continue to simplify student access to their educational data

**Student Services Outcome 2:**

*Continue to help students achieve the educational and academic goals through supportive services and equitable practices.*

Strategy:

- *Explore new technology and processes to increase efficiency and productivity*

**Student Services Outcome 3:**

*Increase proctoring services to institutions needing testing for students*

Strategy:

- *Contact intuitions and advertise available proctoring services*

**V. ANTICIPATED SERVICE CHALLENGES/CHANGES**

Provide a brief description of challenges or changes anticipated in the next year and any needs that have emerged as a consequence.

**Suggested Elements:**

**A. Regulatory changes**

- *Changes to athletic eligibility due to the declared pandemic has impact on timely processing of documents and eligibility requirements. Participating in team meetings is vital to ensuring complying with the Commission on Athletics Bylaws and fulfilling requirements. Virtual team meetings have helped with educating athletes on the importance of meeting with a*

*counselor to endure timely submission of non-native transcripts and completion of an SEP.*

**B. Internal and external organizational changes**

- *COVID-19 has impeded timely grade submission for CMC courses*
- *Increased number of online submission of forms and transcripts*
- *Increased number in receipt of electronic transcripts*

**C. Student and staff demographic changes**

- *Staff demographics are diverse. Overall, student demographics shows no significant change. Enrollment has declined due to the impact of the pandemic and increase in virtual instruction.*
- *Deficient in staff due to a retirement in December 2020*

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

- *Collaborating with IT to declutter the academic standing codes may increase/decrease the number of students on probation or dismissed*
- *Implementation of Auto Degree Awarding may increase the number of degree/certificates awarded. Potentially purchasing more transcript and diploma paper can significantly impact the budget*
- *CPoS implemented a soft launch spring 2021 by the Financial Aid Office may improve reduction in enrollment for nonrequired courses and conversely impact enrollment. Official launch is tentatively scheduled fall 2021*

**E. Anticipated staffing changes/retirements**

- *Hiring of permanent VPSS will possibly be another personnel change*
- *Hiring a replacement for an absent position may assist with supporting staff and current workload.*
- *Lack of support staff may increase workload*

**VI. OVERALL BUDGET IMPLICATIONS**

Provide a brief description of the immediate budget request(s) made in your [Resource Plan](#) (formerly called the Unit Plan). These elements will be reflected in the District planning and budget process.

**Elements:**

- Personnel
  - *Student Services Technician (currently vacant)*
  - *Clerical Assistant II for Evaluations and Records*
  - *Evaluations Coordinator*
  - *Student Assistant/Hourly Employee*

- Equipment/furniture (other than technology)
  - *Professional development*
  - *MFD copier*
- Supplies
  - *Outsource printing and mailing degrees*
- Technology
  - *Monitors (1 each) for Evaluations staff*
  - *Headsets*
- Facilities
  - *Staff was relocated in the Student Services area temporarily and prefer returning to previous location for access to other team members and equipment.*
  - *Wall, window, and door/Student Services*

### **Top Ten Prioritized Requests**

- 1.** *Student Services Technician (vacancy)*
- 2.** *Clerical Assistant II*
- 3.** *Professional Development*
- 4.** *3 Monitors*
- 5.** *3 Headsets*
- 6.** *Student assistant - PT*
- 7.** *Relocate or wall, window, and door/Student Success*
- 8.** *Associate Director/Student Success*
- 9.** *MFD Copier*
- 10.** *Outsource printing - mailing of degrees*