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EXECUTIVE SUMMARY (COMPLETE THIS SECTION LAST)

Briefly summarize the topics that are addressed in this Service Unit Review, including areas of strengths and areas of concern.

The following report is an analysis and evaluation of the current services, strengths, and weakness of District Office Admissions, as well as the progress made since the 2019 Admissions and Registration review. When the last review was initiated, the Admissions and Registrar functions were a single unit. In 2022, admissions and registrar functions were separated, leading to separate reviews for Admissions and Registrar areas for this 2025 submission. The two major items from the previous CIP align with admissions functionality, and are therefore discussed in this summary, were outcome 1 (expanding the district-wide financial aid call center to include admissions and registration) and outcome 2 (developing an in-house application process).

There are numerous core functions within District Office Admissions, all of which are critical to the operation of the College. The institutional decision to transition to Workday for our Student Information System created a natural opportunity to evaluate existing processes and procedures in terms of best practice, necessity of the requirement, ease of completion by the student, and overall data integrity and security of the student record.

The primary sources of data come from Institutional Reporting, peer institution benchmarking, Workday, Cisco, O365, Apply Texas, SEVIS, and the Ruffalo Noel-Levitz Student Satisfaction Inventory. Results of data analyzed highlight several overall improvements:

- Shifting all students to apply through our state mandated application eliminated the need for an in-house domestic student application and the in-house F-1 international student application. This eliminated duplicative processes and allowed the College to reallocate staff and financial resources used to create and maintain all three applications.
- More students are applying, completing the full admissions process, and registering for courses. While the greatest growth has been among F-1 and Dual Credit students since 2022, noticeable growth has also been seen among First-Time Freshman, First-Time Transfer, and Re-Admits.
- The international student process in Workday has provided more transparent processing, better management of documents/eligibility requirements, and enhanced communication with both F-1 and non F-1 applicants.
- Call volume at the campuses has reduced with the expansion of the district-wide call center to include admissions and registration.
- There is improved consistency in communication between the admissions processing team and admissions call center now with the reporting line changes. We anticipate this will continue to improve as we evaluate access and training needs across the entire team.

There are two major areas that need additional focus. First, there is a need to enhance proactive, and forward-facing, communication for applicants. While steps have been made to create a common communication experience for applicants through engagements in Workday, there are still identifiable gaps in that communication to be addressed, particularly as it relates to F-1 international applicants. Further defining proactive communication to include defined text campaigns, mailers, etc. should also be explored. Additionally, effort is needed to enhance website content and improve the Robo-chat experience with regards to domestic and international admissions. Secondly, several inefficiencies have been identified related to Workday functionality, which in turn impacts response and processing time. Specific attention is needed to determine possible resolutions regarding the existing duplicate record management process, duplicate assignment of action items/tasks, and the number of steps and time needed to process admissions applications.

I. UNIT AND ITS CONTEXT

A. Describe the unit, its relationship to the college, and the community it serves.

Collin College is a community centered institution serving Collin County, with program offerings that align with the Texas Education Code, Section 130.003(e) and completing admissions is the first step for prospective students to gain access to these options. The procedures and requirements for admissions are developed to align with state (Texas Higher Education Coordinating Board, Texas Administrative Code) and federal law (United States Customs and Immigration Services, Student and Exchange Visitor Program, Department of Education), institutional board policy, and best practices in relationship to our peer institutions and state and national organizations (Texas Association of Collegiate Registrar and Admissions Officers, American Association of Collegiate Registrar and Admissions Officers, National Association of Foreign Student Affairs). The processes and procedures facilitated by this department are foundational for the student record, as well as the onboarding experience for prospective students. Each step of the admissions process requires business process development, operational maintenance and operation, as well as regular review to ensure data quality and technology is functioning as intended. Specific requirements include the admissions application, bacterial meningitis requirement, campus safety training, new student orientation, high school/college transcript requirement, and various international student tasks. These tasks are managed in part, through integrations between our institutional Student Information System (Workday) and relevant third-party vendors (Apply Texas, SPEEDE, Med+Proctor, COMEVO, Student Exchange and Visitor Information System, etc.).

B. Describe the following points as applicable:

1. Unit's purpose

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The purpose of District Office Admissions is to facilitate the admissions and onboarding experience for all applicants. The team seeks to do this through efficient processes, elimination of unnecessary barriers, and ensuring data integrity and security of documents and data. Additionally, since the International Student Office reports through Admissions, the team also supports the ongoing regulatory requirements beyond admissions for F-1 international students.

If unit has a purpose/mission statement, upload it in section I.B.1. of the Appendix.

2. **Services and products unit provides**

District Office Admissions achieves its purpose through the development of business processes and procedures to facilitate, and manage compliance with regulations, for the admissions and onboarding experience for new and returning students, as well as continuing international students. The team is responsible for all backend processes of the admissions process and ensuring they are operating as intended. Specifically, the team manages:

Admissions Application

Responsible for the content creation for Collin specific programs, institutional questions, and Collin specific messages within Apply Texas. Manage the date controls for when each semester is available to applicants. Inform the file mapping for all data points received from the admissions application and where they are stored within Workday. Manage the application data load through the matriculation process, which includes several audits for data integrity. Collaborate with institutional partners to ensure data needed as a part of the admissions process is collected.

Pre-Admissions Tasks

Create and manage the Applicant Portal used to facilitate the completion of additional information and document gathering to determine international students' eligibility to enroll at Collin College. This includes the creation of nine tasks, managing the Workday business process(es) to assign those tasks, receipt and processing of tasks/documents submitted by students, and communication related to the portal and assigned tasks. Additionally, when applicants have access issues related to the portal, the admissions team troubleshoots and provides resolution.

Admissions Onboarding

Build and maintain tasks in Workday to facilitate each of the admissions onboarding requirements. Manage the data feed between Workday and external vendors as applicable. Current onboarding tasks include: Bacterial Meningitis Requirement, Campus Safety Training, College Transcripts, High School Transcripts, New Student Orientation, TSI Testing, F-1 Local Address, F-1 Visa, and Form I-94. Each item requires the set up of technology in Workday to manage the task, a data feed with an external vendor that is monitored by the team to receive/update completion data for the various tasks, and language development to communicate to students and staff the purpose of the task and how to complete the task.

Inbound Emails/Calls

Subject matter experts and resources for admissions and enrollment include content management of relevant webpage(s). Manage the admissions@collin.edu and ISO@collin.edu inboxes, responding to all inquiries. This includes the development of standardized responses, organization of response plans, and monitoring response timeframe and email volume.

Website/Student Engagements

District Office Admissions owns the content management of the admissions and international student webpages. Primarily these are used to outline the admissions application and onboarding process. Additionally, a student engagement plan was built using Workday functionality to walk applicants through the onboarding process.

International Student Processes

International admissions requirements and processes, as well as all F-1 student regulatory requirements, are also supported by this team. This is done through onboarding tasks, the request framework, reports, and engagements in Workday. Within SEVIS students' records are updated with updates to student information and certified each semester to show compliance of enrollment in courses or practical training.

3. **Constituents unit serves**

District Office Admissions serves both domestic and international student applicants, returning students, continuing F1 students, staff, and faculty.

4. **Regulatory standards unit must meet, if applicable**

Maintain knowledge of federal, state, and institution regulations, provided by board policy, Department of Education, Student and Exchange Visitor Program, U.S. Citizenship and Immigration Services, Texas Higher Education Coordinating Board, Texas Veterans Commission, Code of Federal Regulations, Texas Administrative Code, etc. See Admissions and International Student Regulatory Standards document for a summary of existing regulatory requirements that influence the admissions and onboarding process at Collin College.

II. UNIT RELATIONSHIP TO COLLEGE MISSION AND STRATEGIC PLAN

A. **Explain with unit-specific evidence how the unit supports the College's mission statement: "Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect."**

The admissions area is the front door to Collin College for all new applicants and returning students, both domestic and international. This department provides the critical onboarding functions for applicants to the College, enable us to admit and enroll students. Through the onboarding process a *student and community-centered* approach is taken to provide students with the knowledge needed to participate in the College's educational opportunities. This is completed through interaction, collaboration, and essential partnerships with all facets of the district as well as with the community at large. Many enhancements were made that align with the strategic plan. To that end, District Office Admissions has processed over 307,319 since 2020 application opened on September 1, 2019.

Applications Processed & Matriculated Term					
	2020	**2021**	**2022**	**2023**	**2024**
Spring	11,111	15,246	16,103	12,535	14,058
Summer	12,790	14,237	16,808	14,343	16,205
Fall	30,148	30,489	33,400	32,567	37,279
Total	54,049	59,972	66,311	59,445	67,542

*2021 and 2022 Data Not Adjusted Adjusted to Include Removal of Fake Apps

B. **Explain with unit-specific evidence how the unit supports the College's strategic plan (2020–2025 Strategic Plan).**

1) *Strategic Goal #3 Create and implement comprehensive pathways to enrich the student experience and support student completions The District Office Admissions will provide a gateway for educational access to the college's workforce and academic programs.*

In the transition to using Apply Texas as the sole admissions application in Spring 2022, District Office Admissions began focused improvements to existing processes. First, the elimination of the institutional application led to improved operational efficiencies by eliminating duplicated processes previously used to manage multiple applications. This change also led to the improvement of the overall file mapping between Apply Texas and our Student Information System. As a result, students who used the Apply Texas application had their data shared, such as residency information, reason for attending, F-1 international student data, etc., with us as expected, which previously was not occurring. Furthermore, this led to more accurate data for state reporting. For example, IRO noticed a large increase in the number of students identifying as American Indian or Alaska Native for Fall 2022 (Fall 2020 - 383, Fall 2021 - 390, Fall 2022 - 583). Fall 2022 was the first semester where the majority of applications submitted were from Apply Texas. When pulling the same data from Apply Texas for the Spring term, we had fairly stable year-over-year numbers for all categories (see chart below). We also confirmed that the data was accurately mapped from Apply Texas to Banner, so IRO then reviewed their process for how they were pulling the data to ensure they were accounting for when applicants selected multiple race categories.

Spring Applicants from Apply Texas by Ethnicity & Race Categories

	SP22		SP23	
Ethnicity/Race Indicated on APTX	#	% of Total	#	% of Total
Hispanic (Y)	544	19.5%	618	21.5%
American Indian or Alaska Native	132	4.7%	570	4.7%
Asian	315	11.3%	1,841	15.2%
Black or African American	641	23.0%	2,776	23.0%
Native Hawaiian or Other Pacific Island	47	1.7%	66	0.5%
White	1634	58.5%	6,101	50.5%
	2,791		12,080	

Note: 4.3% of SP22 and 5.3% of SP23 applicants selected multiple race categories.

Since the 2020 application cycle we have seen an increase in total applications submitted reaching nearly 68,000 applications, which represents a twenty-five percent growth over the past five years. We believe the steps taken regarding the next two points have all

contributed to that growth. First, having only one application reduces confusion among applicants and staff in terms of what application to use. This single application is now used for all applicants and within the application there are branching questions as relevant for the applicant. Better yet, using the state application serves as a major benefit to applicants who may start their college experience with Collin, but then transfer to another Texas public institution. This is because all state funded institutions are required by law to use the Apply Texas application and the applicant's bio-demographical and educational background is carried forward across all applications. Since our international students now use the same application as all other students, this streamlines their transfer to a 4-year institution experience as well.

Second, with the opening of the 2023 application cycle, the application was updated to display all programs and degrees by Statewide and Regionally recognized career cluster, formerly these were an alphabetical list of all programs. The career clusters are heavily used in Texas middle and high schools, so organizing them on admission application this way improved the ease in which applicants can find the academic and workforce program they were interested in. At this time, we also built Dual Credit program options to improve their ability to select a program that would help support Texas Core completion if they were interested in that path.

2) *Strategic Goal 2 - Develop and implement strategies to become a national exemplar in program and student outcomes.*
The District Office Admissions will be a leader in best practices for a 2-year, open access college for domestic and international student admissions.
In 2022, intentional efforts were put into place to help resolve an ongoing security issue related to fraudulent applications. At that time, Collin was highlighted, through a highly trafficked YouTube video, as an easy way to submit invalid information a receive a college email address. At Collin, these fake applicants not only received their student email, but also access to college resources such as O365 (Microsoft products). This issue is particularly pervasive across Texas community colleges who do not typically require an admissions application fee.

To address the ongoing security issue, a report was created to review student application data points that are common indicators of fake data. Once applications are loaded into the student information system, District Office Admissions runs a report to review application data for new applicants, looking for any outlaying discrepancies, such as incorrect graduation dates, address from outside the state, age at graduation, email domains and patterns, etc. Any applications identified as potentially fraudulent are then withdrawn preventing any credentials from being issued. Once this process was implemented in late spring of 2022, we also reviewed all applications submitted/matriculated and retroactively discontinued 10,749 applications identified as fraudulent. This accounted for over 16% of the total applications submitted in 2022. While we did not include 2021 applications in our data clean-up effort, we know the YouTube video promoting the submission of fake application to Collin College was active/published in 2021 and certainly

contributed to a large volume of submitted fake applications. With these additional steps in place, we have seen a reduction in fraudulent applications being admitted and receiving credentials. In fact, in 2023 and 2024, we had no reported fake applications admitted. At the 2024 annual TACRAO meeting, the Director of Admissions at Collin College partnered with Lone Star College to facilitate a best practice program session regarding the steps we have put into place to prevent matriculation of fraudulent applications, attached in Service Unit Review Appendix, optional section II: documentation. (TACRAO 2024 - Eddy-ing Through Lies: Streeting Through the Waters of Fake Applications).

Fraudulent Applications by Year			
	2022	2023	2024
Identified Post-Admit & Cancelled	10,749	NA	NA
Identified Pre-Admit & Not Matriculated	NA	260	1,346
Total	10,749	260	1,346

3) *Master Plan 1 Ensure maximum utilization of college facilities, programs, and resources.*
The District Office Admissions will maximize utilization of student information system to 1) support best practices in secure document submission, 2) enable student-initiated processes 3) enable timely communications to students regarding their student record and track student interactions for transparency between departments.

1) *Secure Document Submission and Improved Transparency*
One of the key benefits for Workday students was the ability for applicants/students to upload documents directly to Workday, in a secure platform, prior to being admitted to the college. This enhancement contributed to an important change in practice for Collin College regarding international student admissions. Before Fall 2024, F-1 students submitted their required documents almost exclusively through email. While many non F-1 international students turned their documents in at a campus location, these documents were also sent via email to team members. In addition to not being a secure method to share personal documents, receiving materials in this way led to difficulties in managing the review status of documents and limited campus staff's ability to support students through the international process. Specifically, prior to Fall 2024 only registrar team members were trained, and had access to, document management for non F-1 students. F-1 students, had all of their documents managed through the International Student Office. Since this team consisted of two team members, and the documents were in paper files, this was very limiting in terms of providing support to these students outside of that single unit.

With the implementation of Workday, a business process was developed to assign pre-admissions action item(s) requesting required documentation from all international students prior to admittance to the college. The pre-applicant is provided with access to the student external site (Collin Applicant Portal) to securely log in and upload required documents. International applicants can access this portal anytime to see detailed instructions of what documents are required and upload their data securely. They can also see the review status for each task as well. In addition to this improved transparency between the student and Collin, staff across the district can now view the status of these action items, document processing, and admissions application. Another benefit of implementing this new process for all international students is that we now determine if non F-1 international students are on a valid visa that permitted credit enrollment prior to admitting them to the college.

2) *Student Initiated Processes and Improved Transparency*
Another way we have embraced technology is the use of student-initiated tasks in Workday. These tasks replaced all forms that were submitted in the past via email to the International Student Office. Receiving them via email was not the most secure means to receive those documents and just as with the former application process, led to confusion about what documents had been received and processed for each student. With the student-initiated tasks, we can gather the same information formerly on the forms, but more easily match the request to the student, track statuses, prioritize tasks based on upcoming deadlines, and students and district staff can monitor the progress of review on those tasks within the student record. Better yet, F-1 international students can access all relevant tasks through the international student dashboard, where detailed instructions are provided. Since deploying the international student dashboard in November 2024, we have processed 191 requests from 149 different students. On average, these requests were processed within 4 days. Prior to this framework being established, this data was not tracked.

Request Types	
Request Types	**Total**
F-1 Student: Change of Level	24
F-1 Student: Completion of I-20	2
F-1 Student: Concurrent Enrollment (Outbound)	1
F-1 Student: Curriculum Practical Training (CPT) I-20 Request	4
F-1 Student: I-20 Extension	8
F-1 Student: Post-Completion Optional Practical Training (OPT) I-20 Request	6
F-1 Student: Reduced Course Load - Academic Reasons	27
F-1 Student: Reduced Course Load - Medical Reasons	4
F-1 Student: Status Letter	11
F-1 Student: Termination of I-20	9
F-1 Student: Transfer Out	22
F-1 Student: Travel Endorsement Request	73
Grand Total	191

*Unique Users - 149

3) Timely Communication to Students and Transparency on the Student Record
As we developed each step of the admissions and onboarding process in Workday, careful attention was paid to developing student engagements that would trigger timely messages to applicants. This communication plan included general content relevant to all applicants, as well as specialized messaging to international and dual credit applicants. Another benefit to the student engagement functionality in Workday is that any messages sent to the student are also viewable on the student record by staff members.

 The Admissions Dashboard that was developed includes summary reports on applications and onboarding tasks that staff can filter in a variety of ways including: international/domestic, applicant type, campus of interest, etc. These reports also link to detailed information about the applicants who meet the defined criteria. We have successfully used these reports to begin looking at barriers to enrollment in the admissions process and initiate texting and social media campaigns. These reports are also foundational to identifying the target audience for the Workday emails sent to applicants.

III. NECESSITY OF UNIT'S PRIMARY FUNCTIONS OR SERVICES

A. Describe with evidence that the unit's <u>primary</u> functions or services are necessary as they are, should be modified, or should be eliminated.

The Admissions area is interconnected with many other departments, including Academic Affairs, Registrar & Student Records, and Institutional Research. The data we receive on the front end, through the application and onboarding tasks, directly impacts our institutional partners. District Office Admissions' primary functions are to receive and process credit applications (including the review of international documents), facilitate the student onboarding process, verify compliance (international student regulation, bacterial meningitis requirements), run/monitor inbound data processes (applications, test scores, compliance campus safety/orientation, etc.), serve as content experts and provide district-wide training, as well as monitor and control security access for admissions related functionality. It is easy to identify the necessity of the various functions, but also various areas for improvement and automation.

Credit Application Process

The credit admissions application is the first step to being admitted to the college. Since the institution is mandated by state law to accept applications from Apply Texas, it is also imperative to ensure this process is effectively facilitated. In general, the application is critical in terms of gathering bio-demographic data, education background and history of applications, data points related to mandated state reporting, and program selection of the applicant. The District Office Admissions team builds the Collin College specific content in Apply Texas including identifying and collecting any institutional specific data points, opening/closing the application terms, and ensuring the programs listed on the application align with available credentials at Collin. This team also informs the file mapping between Apply Texas and our Student Information System, collaborating with institutional partners to ensure the data needed as a part of the admissions process is collected.

The institution receives a file of application data each business day, for applications submitted through Apply Texas the previous day(s). Once the application data is loaded into Workday, the District Office Admissions team reviews the data for errors, accuracy, etc. and resolves those issues as soon as possible. Common errors include invalid school codes, inaccurate graduation dates, and admit type mismatches, and non-approved programs for F-1 and Dual Credit applicants. Additionally, staff review the application data to identify and purge fraudulent applications. Once all data has been reviewed, a historical record search process syncs data for records of students who have not been active in the last seven years. Next is the duplicate management process where the team manually

reviews any potential matches between existing data in Workday and the new application files. Typically, a single daily application file includes 100-200 individual admissions applications, with that increasing to 250-350 during our peak windows. Of those, approximately 40% require this manual review process in duplicate management and that volume has grown exponentially since launching the Workday platform.

Duplicate Management Totals			
Month	**2023**	**2024**	*% Change*
January	1,465	1,915	*31%*
February	1,478	661	*-55%*
March	2,084	4,363	*109%*
April	1,973	6,684	*239%*
May	2,005	4,430	*121%*
June	1,272	1,814	*43%*
July	1,359	2,474	*82%*
August	1,476	3,406	*131%*
September	783	1,041	*33%*
October	1,054	1,622	*54%*
November	1,460	1,273	*-13%*
December	1,084	993	*-8%*
Total	17,493	30,676	*75%*

Within this application process, there are sixteen steps that must be completed before a student's record can be matriculated and their admissions onboarding process started. Reports already exist to help the District Admissions teams manually update admit types and invalid program of studies for F-1 and Dual Credit applicants. In Banner these updates happened automatically through processes. We are collaborating with Technology Services to explore options to create a more automated process to update these data points, with the goal of reducing the number of manual steps and amount of time needed to process applications. The chart below summarizes the volume of manual intervention that occurred in 2024, which would hopefully be eliminated if an automated process was implemented.

Admit Type Reconciliation Totals	
Month	**2024**
January	319
February	665
March	410
April	725
May	946
June	757
July	2,306
August	1,412
September	1,061
October	1,959
November	1,664
December	1,636
Total	13,860

Processing the Apply Texas application is a state mandate and cannot be eliminated. With a 25% increase in applications received over the past 5 years and 157% increase in F-1 applicants between 2024 and 2025, finding ways to automate as much as possible is crucial to our operational efficiency.

International Applicant and On-Going Student Compliance & Document Review

With regards to international students, the primary functions are to 1) review the documents submitted as a part of the pre-admissions & on-boarding process, 2) prepare their initial I-20, 3) monitor Student and Exchange Visitor Program compliance, 4) process F-1 student requests related to their I-20. Many of these processes have been improved to eliminate forms and emailing of documents. Specifically, the documents and information gathered as a part of the pre-admission decision process are now collected through the Applicant Portal in Workday. This eliminated five different document receipt and process tasks student formerly sent via email and transitioned to a secure and transparent platform to share documents and facilitate the collection of the data needed to determine if the international applicant is eligible to enroll at Collin College. It has also reduced confusion and improved transparency about what documents have been received and processed for each student.

For admitted F-1 applicants, we have also eliminated sixteen paper processes that formerly required a student to visit a campus to request a change in their status or send forms and other documents via email. F-1 international students now access all relevant tasks through the international student dashboard. Here, students have access to detailed instructions on how to request changes/updates to their I-20, via the request framework in Workday. This not only eliminated the paper driven request, but also the need for students to sign the various forms since they have signed into their Workday student account to submit the request. Student initiated tasks include requests for travel endorsement, Curricular Practical Training (CPT), Optional Practical Training (OPT), change of contact information, etc.

The District Office Admissions team monitors F-1 students' registration to verify they comply with registration requirements (full-time, 9 credit hours face-to-face, enrolled in at least one face-to-face course for the full duration of the term) and maintain good academic standing. For Fall 2024, we provided this support to 619 F-1 international students, which was an increase of 11% over Fall 2023. New reports were also created to help the District Admissions team review and certify F-1 records in mass (ISO – F1 Registration – Part of Term – Collin and ISO – F1 ESL Registration). These reports eliminate the need for staff to manually review each individual F-1 student record to verify registration requirements are met. We can now also certify student records within SEVIS in mass. Both processes reduce processing time and allow the team to focus on other areas of need.

Applicant Onboarding Process & Compliance Monitoring

Campus Safety Training

The federal Campus Sexual Violence Act ("SaVE Act") requires institutions of higher education to provide prevention programming on the subjects of sexual assault, domestic violence, dating violence, and stalking. The District Office Admissions team facilitates the assignment of the appropriate Campus Safety task through the student onboarding business processes in Workday. One challenge with the existing process is related to the assignment of the task. Students are reassigned the task each time they submit a new application, even if their record in Workday shows they have previously completed the task. This is a Workday functionality issue that has been reported. To mitigate the issue, we made an institutional decision that anyone required to submit a new application to have an active student record could complete the task again. Another challenge with the task being assigned again is that if the link to the module is not a different link than the one they previously completed, they will not have access to complete the task again. To help address this issue a new version of the module in COMEVO is created each application year, so that students who apply again will have access to a new version to complete. Ideally, Workday would be able to recognize that an applicant has previously completed a task and not reassign the task if desired.

Since this is a federally mandated program, Collin College must offer the training to new students. As previously identified with several other functions, this is an area that could be modified once Workday functionality is fully optimized.

New Student Orientation

While Student Engagement and the First Year Experience teams jointly own the New Student Orientation requirement, the assignment of the New Student Orientation task to First Time in College applicants is facilitated through the student onboarding business processes in Workday, which is managed by District Office Admissions. The same issue presented above with regards to the duplicate assignment of the task also exists for Orientation. The same steps have been made to improve the process, but if Workday could recognize that an applicant has previously completed a task and not reassign the task if desired, it would be a huge improvement. As part of Collin College's SACSCOC reaffirmation process, our Quality Enhancement Plan focuses on the First Year Experience and New Student Orientation. Providing support for this service area remains necessary and could be modified.

Bacterial Meningitis Requirement

District Office Admissions owns the assignment and compliance monitoring of the Bacterial Meningitis Requirement. Because this is a state mandate, this is a critical institutional function. In addition to managing the action item assignment through the onboarding business process, the team is responsible for managing the data feed between our compliance review partner (Med+Proctor), the assignment of the appropriate note category, and placement in the meningitis student cohort. Cohort membership gives students access to enroll in course sections with a face-to-face component. The team manages compliance with the requirement, using a report to identify students who were able to register in face-to-face sections (typically because staff have overridden the course section requirement), communication with students via student engagements in Workday and text messaging, as well as follow up and additional training provided to team members who override the requirement. Students who are not in compliance by the first day of class are dropped from any course sections that include face-to-face instruction taught on a Collin College campus. Additionally, the same issue presented above with regards to the duplicate assignment of the task also exists for Meningitis.

Total Bacterial Meningitis Records Cleared by Term				
	2021	**2022**	**2023**	**2024**
Spring	924	1,625	2,082	2,321
Summer	2,722	3,563	4,865	4,220
Fall	5,734	3,844	5,003	8,475
Total	9,380	9,032	11,950	15,016

Test Scores Loads, TSI, and Tasks

While we do not assign a specific Action Item in Workday to students who need to complete the TSI, the District Office Admissions team facilitates the assignment of a task that appears in the student's Workday inbox. District Office Admission runs all mass data loads for test scores, including the associated duplicate management processes. The loads that are more automated result in that data being available on the student record more quickly and efficiently. Currently challenges exist in terms of getting data with errors scrubbed and reloaded. While Technology Services has provided us with an error report, we have bandwidth limitations. We have been working with our partners in Testing and P-12 to identify solutions. Additionally, although there are some Workday delivered processes for Test loads, the third-party vendors (College Board, ACT, AP, IELTS, TOEFL) provide the files via an email notification, which requires someone to access and drop the file into a designated file location, rather than the vendor dropping it directly to a designated, secure server. While we cannot require those vendors to do file sharing in this more automated way, we can continue to push those vendors to consider less manual alternatives. This function is essential for students to be able register for classes and should only be modified for efficiency.

Incoming transcripts:

The transcript requirement(s) are critical for ensuring applicants have the most accurate data related to their educational background. The educational data provided through the admissions application impacts a student's admit type and relevant action items/tasks they need to complete. With the separation of admissions and registrar functions, the processing of incoming transcripts became the sole function of the registrar area, however District Office Admissions does facilitate the assignment of the appropriate transcript task through the student onboarding business processes in Workday. One area for improvement with this process is giving access to the District Office Admissions team to update educational institutions on the applicant record. While overall these errors are indicators of potential file mapping issues between Apply Texas and Workday, often time students' data entry errors result in the system not being able to identify and update the educational institution. The recent decision to grant the team access to manually update the record will speed up application processing and ensure students have the most accurate educational institution on their academic record.

Additional training is needed before this change is fully in place. The same issue presented above with regards to the duplicate assignment of the task also exists for transcripts that are not already received.

Residency documentation and reclassification:

District Office Admissions collects data on the admissions application, including the initial residency determination by Apply Texas, for all applications submitted. District Office Admissions is responsible for verifying data is uploaded accurately as submitted via the application. Currently residency is updated within Workday, based on the date of application rather than date of the admit term. This has created some challenges in residency for students who apply after the term starts, specifically impacting billing and state reporting.

Student Engagements in Workday:

The District Office Admissions team is responsible for developing a communication plan for applicants, that is facilitated primarily through the Workday student engagements. The intent of these messages is to facilitate the admissions and onboarding process for new applicants and create a common experience among all applicants. There is a more detailed description of this communication plan outlined in Section V - Effectiveness of Unit Communications (page 27).

Email and Other Administrative Tasks:

In addition to the various functions described earlier, District Office Admissions manages the admissions@collin.edu and ISO@collin.edu email accounts, as well as phone traffic to the main ISO line. All functions occur continuously throughout the year, although there are peak times when the volume of applications, administrative tasks, emails, and phone calls surge. Even with the addition of portal access and the ability for students to upload documents straight into Workday, the volume of email communication by students has not decreased and this will remain a necessary function.

1. **What are the purpose and reason for the services?**

   The admissions team provides services to assist students in the application and onboarding process, as well as assist F-1 students in maintaining their status and processing student requests via USCIS and SEVIS. As discussed in the previous section, the data collected through the application and onboarding process also supports the institution's compliance with state and federal law regarding who can be admitted, registration regulations, as well as institutional goals.

All essential services identified are needed to maintain the college's ability to admit new students and permit class registration. Without these processes, the college would not have the ability to remain in operation.

2. **How has the unit evolved during the 5-year cycle? How have the reasons for services changed over time?**

Admissions and Records was a single unit in the previous Program Review. In 2022 (year 2 of the previous CIP), we transitioned to separate reporting lines for the registrar and admissions functions. Shortly thereafter in 2022, Apply Texas became the sole admissions application for the College. This was initially triggered because of a security breach within the institutional application, but due to the cost savings and enhanced operational efficiencies of having a single application, it ultimately made sound business sense. The admissions@collin.edu account also shifted to be managed by this team, so that campus team members could focus on face-to-face interactions with students who were onsite. Later that summer, the Workday student project launched. Focused efforts were made to evaluate existing processes and procedures with the goal of enhancing the student onboarding experience.

In the summer of 2023, high school transcripts were no longer required for students who had successfully completed college level work. The most significant impact of this change was for students who completed dual enrollment while in high school. The institutional international student application was also turned off, for Apply Texas to become the only application for both domestic and international applicants at Collin College. The International Student Office began reporting through the admissions team the Summer of 2023 as well. This led to a deep dive into the existing International Student processes at Collin and working to capitalize on Workday functionality to enhance that experience. Much of what has been developed in Workday for the international student experience came after we went live with general Admissions in September 2023. At that time, Fall 2024 applicants forward were loaded into Workday, while Spring and Summer 2024 continued to be processed in Banner. This also meant duplicate efforts in two separate Student Information Systems for approximately 11 months while the College completed the transition to Workday for the rest of the student functionality. This was also true for test score loads, which transitioned to be completed by the District Office Admissions team when we went live with Workday.

In 2024, THECB made the decisions to cover the costs associated with the Apply Texas application. The institutional funds previously used to cover this cost were reallocated to support Outreach and Recruitment efforts. Additionally, Apply Texas switched to a new application provider, implementing a new application platform that required all new file mapping and the rebuilding of the Collin College specific pieces of the application from scratch over the course of the summer. An evaluation of the staffing model and administrative support was needed to manage the international student processes, resulting in the reallocation of staff resources within the existing admissions team. The current structure includes the International Student Office and Admissions Operations team members directly reporting through the Director of Admissions, who reports to the AVP for Internal Communications. This change increased the total team members trained and responsible for international student onboarding tasks from two to five, but also split attention between international and domestic application processing. To address the challenges created with the expansion of services provided, the Outreach and Recruitment team members, who also report through the AVP for Internal Communications, have been cross trained to support email responses for admissions@collin.edu during their non-peak times. In 2024, the Call Center team members dedicated to admissions and registration call lines transferred departments to report through the AVP for Internal Communications as well. This transition has allowed the team to expand training and access related to admissions functions.

3. **What would happen if the unit no longer provided the services and/or the services were outsourced?**

Without these services, students would not exist at the institution. Additionally, District Office Admissions ensures compliance with state and federal regulations regarding who can be admitted and enforcing registration regulations related to international students. There are some components that can, and are, outsourced. For example, the review of meningitis documentation is outsourced to a third-party vendor. However, the management of the integration with that platform and overall compliance and business process are managed institutionally through District Office Admissions.

4. **Which unit services require the most resources, including staff time? Which services add the biggest value to the college? If the services that require the most resources are different from the services that add the biggest value to the college, discuss the discrepancy.**

All of the aforementioned primary functions of the District Office Admissions process are critical to the admissions and onboarding process for the institution, as well as adding value. The majority of our staff resources are focused on the application process and action items/tasks. First, the application process includes a series of sixteen steps that must be completed to matriculate a student applicant. Most of these steps require manual action by staff members. The centralized management of the application and onboarding tasks is a huge value added to Collin College. This improves our ability to have trained team members focused on the technology facilitating those processes, improving data and task management. As a result of our direct leadership in the Workday implementation project, District Office Admissions helped build the infrastructure to support best practices in facilitating the

onboarding experience for new students. This has improved management and transparency of these processes, as well as our institutional compliance with state and federal laws.

In terms of the international student experience, students now have the ability to initiate changes to their I-20 via the International Student Dashboard, which are then reviewed by District Office Admissions. This request framework allows students to submit, and view the status of, requests anytime through their Workday student portal. Staff have the same view access as students, which means they are more informed and empowered to help students who are on-site. This was a huge value added to students and staff, but the processing lift on District Office Admissions in terms of amount of time spent on tasks is significant. For example, international students have a variety of action items and documents to submit before their application can be processed. F-1 students are required to complete four action items and provide up to eight different documents. Non F-1 students are required to complete a single action item, which can include two documents. Each action item and document requires manual review and frequently leads to back and forth exchanges between the staff and applicant to ensure correct documentation is provided. As provided in the chart below, this has resulted in over 2,076 individual tasks processed without factoring in each time the document was submitted, sent back, and then received and processed again. With 24% growth in admitted F-1 international students last year, the volume of documents to review increased exponentially. This also means more post admissions task management regarding changes of status requests initiated by enrolled F-1 international students through the request framework in Workday and additional staff time focused on managing F-1 student records in SEVIS. In fact, there are 47% more F-1 students for Spring 2025 than Spring 2024. For each active F-1 student, the team must certify and record enrollment, any change of status, or updates to bio demographical information in SEVIS.

Reviewed & Completed Action Items	
Action Item	**Total**
F-1 Applicant Eligibility Questionnaire	187
F-1 Applicants TOEFL Scores or IELTS Scores Required	83
F-1 Financial Information Required	141
F-1 Foreign Address Required	179
F-1 Local Address Required	220
F-1 Transfer Verification Form	5
F-1 Visa Required	79
I-94 Required	200
Proof of Eligibility to Enroll	783
Review External Account Credentials	199
Grand Total	2,076
Total since 11/20/2024*	

Onboarding action items for all admitted students have some technology challenges due to Workday functionality, which has also consumed a large portion of staff time. For example, if students submit multiple admissions applications, they receive duplicated onboarding tasks even if they have previously completed them. We also continue to see issues with the meningitis cohort being updated to include students who turn 22 (these students are exempt). These Workday limitations result in an additional four reports we run and use to conduct manual clean-up of those records. The time spent on these is important, to the overall student experience, but automating these in the future would be more timely for the students and reduce work volume for the team.

Onboarding Action Item Data Clean Up	
Task Processed	**Total**
Duplicate Assigned Action Items	991
Completed Action Items Reassigned	1,098
Transcript Requested Already Received	2,200
Meningitis Cohort Action Item Assigned	250

Finally, email consumes a large majority of staff resources, to the extent we have had to expand who has access to respond to student inquiries to include Outreach and Recruitment, as well as the Call Center admissions and registration team members. Between 2023 and 2024 the total email volume grew twenty-nine percent, leading the District Office Admissions team to fall behind on the 24-hour response goal for student emails. This quick turnaround time is critical to students' experience with the admissions and onboarding process. Adding additional staff support has helped improve response time but consumes a significant amount of staff resources to that end.

Total Emails Responded To		
	2023	**2024**
Admissions@collin.edu	24,119	27,987
ISO@collin.edu	7,478	12,880
Total	31,597	40,867

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The International Student Office (ISO) phone line also has substantial traffic, such that one out of five of the team members uses nearly 100% of their time answering calls during peak windows. In 2024, the ISO phone line received 14,272 inbound calls, an average of 275 calls per week. The peak period of calls occurred the weeks surrounding the F-1 application deadline.

The management of admissions@collin.edu and ISO@collin.edu, as well as phone inquiries, enables our team to hear directly from applicants/students what challenges they are having, what information they cannot find for themselves, and when our processes are working as desired. This knowledge in turn results in process improvements, updates to delivered messages and website content, or swift resolution of technology issues. It also enables our campus team members to focus on face-to-face support for students on-site. This is key to overall process improvement and adds significant value to the institution.

5. **Describe the unit's lines of communication with other units involved in or supporting each of these services. If any of these lines are not clear, explain why.**

District Office Admissions has several lines of communications with other units and team members to support the admissions and onboarding experience of students. First, updates and feedback are shared in a bi-monthly meeting with the Call Center manager and admissions team members. Recently, the Director of Admissions has also spent time in the Call Center, providing training and support to team members related to admissions and international student processes. Routinely, updates are also sent out to include the Outreach and Recruitment team since they help respond to emails for admissions@collin.edu.

General updates and announcements are shared with Student Enrollment Servies (SES) through email updates, First Friday division-wide meetings, the Tri-Annual Student and Enrollment Services meeting, and Deans meetings. Many workshops and training sessions were provided to district team members over the last two years to support the transition into Workday student. Training materials and recordings are available through Canvas in the Workday Training and SES Training Modules. Additionally, as we have updated student help guides, canned signatures, or other resources, we routinely share those via email with all stakeholder groups.

In terms of ongoing technology support and enhancements, Admissions is represented by the AVP for Internal Communications at bi-weekly meetings between SES and Technology Services. As needs are identified, team members submit Help Desk tickets and work directly with Technology Services team members for a resolution.

Each year, prior to the new admission application going live, we work with Academic Affairs on program updates, Institutional Research and Grants for input on data collected for state reporting and grant opportunities, and SES team members who manage the Campus Safety and Orientation training modules, to ensure we have updated links for the new year.

6. **Describe the alternate ways in which the unit or college provides any of these services.**

Overall, applicant/student tasks are designed to be completed using a specific path. This intentional streamlined approach capitalizes on technology to improve overall efficiency and transparency in processing. Specifically:

1) We have a single admissions application that must be completed through Apply Texas. There is not a paper version of the application, nor an additional electronic application to manage. The only challenge we have seen is when someone who does not have access to their own email account, such as an inmate, wants to apply. In that case, we have worked directly with the institution to provide options.

2) Pre-admissions tasks for international students must be completed through the Applicant Portal. This is the most transparent way to easily track task processing. We have seen some students having access challenges to the Applicant Portal where we have made an exception and received their documents via email. This is not preferred in terms of security of documents, but we are able to upload the documents within Workday to still support transparency in document processing.

3) With regards to the student onboarding tasks, each one lists the options for how a student can complete the task or submit their exemption. Some tasks have options for completion. For example, new student orientation can be completed using the online link available in the Workday student portal, or in-person. Transcripts can be mailed or brought into a campus in-person, but the preferred method is electronic transmissions from the institution to Collin.

4) F-1 international students can submit changes to their status, contact information, etc. through Workday. The preferred method is to use this electronic process, but students can still come onto a campus for assistance in submitting these types of requests.

7. **Does the unit offer or conduct the services as efficiently as possible? If not, explain why.**

Operational efficiency is an overall desired goal as we review existing processes and implement new enhancements. While the implementation of Workday has allowed us to improve the overall admissions and onboarding experience, there have also been some limitations and challenges.

Admissions Application

There have been technological challenges related to limitations of Workday functionality. The team has developed processes to help improve proactive resolution and overall data integrity of the student record. This has led to a large volume of additional steps in the admissions application process, as well as action items/holds on students' records. Team members seek to prioritize these tasks to improve timely communication with students, but we continue to see large email and phone volume for all new students, particularly related to international students. The email and phone volume, coupled with the additional Workday tasks/steps to conduct admissions processes has stretched the overall bandwidth of the team, and at times leads to delayed response times, which in turn results in the same students sending multiple emails about the same issue(s).

Duplicate Management

When new student data files are loaded into Workday (Apply Texas applications, Financial Aid ISIR data, Test Scores, etc.) the duplicate management process is triggered to help prevent the creation of duplicate records. While most records that require human intervention are quickly reviewed/processed, overall, approximately 40% of our credit application files require human intervention. Since transitioning to Workday with fall 2024 applications forward, we have seen nearly a 70% increase in the volume of records requiring human intervention. Much of this is related to the data conversion from Banner to Workday (see April and May), but overall volume is still more than 30% higher month over month for 2024 (see data table to the right).

Duplicate Management Totals			
Month	2023	2024	% Change
January	1,465	1,915	31%
February	1,478	661	-55%
March	2,084	4,363	109%
April	1,973	6,684	239%
May	2,005	4,430	121%
June	1,272	1,814	43%
July	1,359	2,474	82%
August	1,476	3,406	131%
September	783	1,041	33%
October	1,054	1,622	54%
November	1,460	1,273	-13%
December	1,084	993	-8%
Total	17,493	30,676	75%

An additional challenge with our ability to efficiently manage this process is a result of Workday functionality not including a way to parse out the different data sources, (Apply Texas applications, Financial Aid ISIR data, Test Scores, etc.). As a result, prospect records in duplicate management must be resolved daily in order for the credit applications to be processed that day. In the future, we anticipate we will be loading additional data sets (transcripts and CE application data) which will further tax our resources and create additional challenges for the admissions team to fully complete application processing daily.

B. **Benchmarking: Review two or three comparable colleges for the way they accomplish these services. Discuss what was learned and what new ideas for service improvement were gained.**

Over the last several years, we have begun reviewing how other institutions manage their admissions, onboarding, and international student processes. This has resulted in a summary document (Institutional Research on Other TXCC Admissions) that we consult to inform changes in our practice and update as we identify new opportunities to improve. This existence of this resource is a measure of best practice as we routinely review peer institutions' processes to determine best practice for implementation at Collin College. A review of this research has informed decisions like replacing the high school transcript requirement for all students, with only requiring it from those without existing earned college credit. In addition, we intend to spend more time reviewing best practices for F-1 students regarding foreign transcripts, F-1 international student application deadlines, the English proficiency requirement, and the ESL path for F-1 credit seeking applicants for future enhancements.

IV. UNIT'S IMPACT ON STUDENT OUTCOMES

A. **If the unit influences the student experience, environment, and/or safety, describe how.**

District Office Admissions plays a huge role in influencing the front end of the student experience into Collin College. As an institution, we have an open doors policy, admitting students once they submit the initial application (and supplemental application materials required for international students). Once admitted, there are several onboarding tasks that must be completed prior to enrollment.

In addition to managing the admissions application and onboarding tasks, the team is responsible for communicating the processes to students. The less support a student needs to complete each step, the better we are doing with each component, and likely leading to an overall better experience and greater satisfaction with the admissions and registration process.

The Ruffalo Noel-Levitz Student Satisfaction Inventory evaluates student satisfaction in several areas, including admissions and registration. While the data presented does not distinguish between satisfaction with District Office Admissions and front line campus team members, this measure is still useful for two reasons. First, the team oversees all the technology that facilitates the process for students, as well as the communication efforts to students. The team seeks to ensure any onboarding requirements are absolutely necessary and actively seeks to remove barriers to enrollment. Additionally, District Office Admissions is focused on creating processes that are streamlined, efficient, and easy to use, so that new students feel positive about starting or continuing their education at Collin College. Second, District Office Admissions provides training and support to campus team members, so they are best equipped to support students who visit campus. The

better the training that is provided, the more that team member can positively influence the student experience. Responses to the admissions and registration questions asked on the Ruffalo Noel-Levitz Student Satisfaction Inventory indicate students are satisfied with the service they receive. Overall satisfaction has also steadily increased since 2016 from 15-20% for each of the three questions.

Student Satisfaction with Admissions & Registration	2016	2018	2020	2022
The personnel involved in registration are helpful	53%	63%	71%	73%
Admissions staff are knowledgeable	60%	70%	73%	78%
Admissions counselors respond to prospective students' unique needs and requests	55%	66%	67%	70%

B. If the unit impacts funding for student activities, describe how.

District Office Admissions does not directly influence funding for student activities, although the more students who are admitted and go on to enroll result in an increase to the total student population contributing to the overall tuition budget and Student Activity fees.

C. If the unit influences student enrollment, retention, persistence, and/or completion, describe how.

The ease students experience as a part of the admission process directly influences student enrollment. When students encounter barriers, they may give up and pursue options elsewhere. Collin College has seen a 25% in total applications processed and matriculated between 2020 and 2024. Among just F-1 applicants in that same period, there has been a 47% Increase. Not only are more students applying, but more are also completing the full admissions process, and registering in courses each year. Since 2022, 13% more first time freshman, 28% more first time transfer, and 31% more F-1 students enrolled at Collin College. We have also seen an increase in the number of readmits enrolling, but the Fall 2024 data was not available at the time of this report.

Total Registered F-1 Students by Term					
	2020	**2021**	**2022**	**2023**	**2024**
Spring	471	469	478	552	621
Summer	216	209	223	213	289
Fall	479	484	510	552	619
Total	1,166	1,162	1,211	1,317	1,529

D. **If the unit provides services for a diverse student population, describe how.**

We provide services for all applicants, which certainly represent a diverse demographic. Additionally, District Office Admissions provides additional support for F-1 international applicants once they are admitted to the college in terms of monitoring their compliance with their F-1 international requirements.

E. **Analyze the evidence you provide. What does it show about the unit?**

As demonstrated above, District Office Admissions influences the student experience which will directly impact the College's ability to generate tuition revenue. Year-to-year enrollment trends have increased, especially with our F-1 International student population. Even the results of the Ruffalo Noel-Levitz Student Satisfaction Inventory show marked gains in every service area. The District Office Admissions continually evaluates departmental operations for process improvement and service to our students.

V. EFFECTIVENESS OF UNIT COMMUNICATIONS

A. **Describe with evidence how the unit literature and electronic sites are current, including accurately representing the unit and supporting the college's recruitment plan, retention plan, and completion plan.**

The primary means of communicating the literature to students is through our website and email communications to students.

Website

When the new website launched in 2023, the Admissions area built a central landing page with a streamlined and easy to remember URL (www.collin.edu/apply). This central landing page serves as the wheel hub, with several spokes, to help prospective students navigate the admissions process. An intentional effort was made to ensure all links were functional from this page, each onboarding task had its own

landing page which included detailed information explaining the requirement, how to complete the task, and any possible exemptions. The language used on these pages mirrors the language used in the Workday action item/task. Efforts have been made to streamline the URLs for these pages as well, in order to improve marketing and ease of recall. With a new web team starting in 2024, we anticipate some of the outstanding requests will be addressed, including the elimination of the www.collin.edu/admissions site. Additionally, recently attention has been given to providing improved chatbot experience with regards to domestic and international admissions. Since the chatbot is largely informed by website content, ensuring the information provided in that platform is accurate and easy to digest is critical.

Student Engagements & Emails

As a part of the onboarding process, a student communication engagement was developed to help applicants navigate each step. Utilizing this functionality in Workday, not only enhances operational efficiencies through automation, but it also serves to document those efforts on the student record. The Communication Plan Summary for Admissions document is a summary of the admissions and international student communication plan and includes sample messages that represent the admissions and international student processes. Each message sent has a scheduled review that is facilitated by the Coordinator for Outreach and Engagement who reports through the AVP for Internal Communications.

The District Office Admissions team is also responsible for managing the admissions and international email accounts. Canned signatures (i.e. general responses) for our most asked questions have been developed and distributed in alignment with messaging on our website and within the student action items in Workday. These are reviewed at minimum annually, with the last major review taking place Fall 2024. The canned signatures improve our ability to efficiently respond to inquiries, while also enhancing messaging and reducing typos. All team members are trained and respond to both email accounts. The Call Center and Outreach/Recruitment teams were also included in the training and help respond to emails during peak volume.

1. **Describe how the unit solicits student feedback regarding its website and literature and how the unit incorporates that feedback to make improvements.**

   There are several ways the team actively seeks student feedback regarding the information provided on the website and through student engagements. First, we work closely with our call center and campus partners to gather student feedback from callers and use that information to enhance processes and forward-facing information. We also do this with our email accounts, closely monitoring when new trends emerge, and to identify gaps in our existing communication strategy. Second, we use reports to monitor student inquiries, looking for unexpected spikes in traffic related to a specific area. Below is a summary table of the types of emails received to admissions@collin.edu in 2024.

	Academic Advising	Application	Login Issues	Meningitis/ Med+Proctor	Registrar / Records	Referral to other depart.	Transcripts In/Out Bound	Testing	TOTAL
				Admissions@collin.edu Email Log					
January	281	704	206	190	271	290	335	155	2,432
February	157	502	111	35	130	166	212	59	1,372
March	231	695	122	109	139	129	220	64	1,709
April	311	724	146	177	114	143	248	116	1,979
May	391	829	135	131	168	271	332	152	2,409
June	323	1,251	105	125	149	175	628	179	2,935
July	375	1,321	464	787	131	271	536	173	4,058
August	284	952	420	509	65	170	463	161	3,024
September	129	772	232	139	73	135	245	68	1,793
October	166	870	554	64	42	126	349	113	2,284
November	124	549	532	34	29	123	198	63	1,652
December	232	663	632	233	52	238	186	104	2,340
Total	3,004	9,832	3,659	2,533	1,363	2,237	3,952	1,407	27,987
% Total	11%	35%	13%	9%	5%	8%	14%	5%	100%

International student total emails send in 2024 - 11,961

We also use a custom report to monitor progress through the onboarding process in Workday. This allows us to identify specific steps in the onboarding process that may cause the biggest impact on students completing the process, as well as communication strategy to help nudge students along the path to registration. Specifically, for Fall and Spring 2024, several texting campaigns were sent targeting students with one or no barriers to enrollment. The chart below is a summary of the Fall campaign; the Spring campaign was similar. As a result of the texting campaign targeting those with no enrollment barriers, we became aware of a gap in knowledge about how students could use existing resources to help determine which courses to enroll in, without a need to meet with an academic advisor. As a result, we created custom social media campaigns marketing the semester-by-semester list of recommended courses available through the online catalog and within Workday.

Fall 2024 Enrollment Texting Campaign

Has No Enrollment Barriers/Ready to Enroll	Your admissions process is complete. 😵 Let's get you registered today: Sign into your Workday student account by signing into OneLogin (https://collin.onelogin.com/portal). Need help? Reply back and we will reach out. Collin College Admissions
Campus Safety Only Barrier	You are so close: Complete your Campus Safety Training and register in classes today. 🏁 Sign into OneLogin to access your Workday Student Account (https://collin.onelogin.com/portal). Here you can complete the training and then register in classes later today. 😊 Need help? Reply back for help from a real human. 🤗
Orientation Only Barrier	It's almost time ⏰ for fall classes at Collin College. Join us for New Student Orientation to learn about campus resources and more! Complete online orientation through your Workday Student portal or sign up to attend an upcoming in-person session. 📅 For dates, times, and locations visit https://www.collin.edu/orientation/
Bacterial Meningitis Still Enroll in Fully Only	Did you know fully online students are exempt from the bacterial meningitis requirement at Collin College? Let's get you registered today: Sign into your Workday student account: https://collin.onelogin.com/portal . Here you can register in fully online courses or complete the requirement to register in courses taught in-person. 😊 Need help? Reply back for help from a real human. 🤗
Payment Reminder	Hello Steven, As of this morning, you are on our report of students who will be dropped from classes tonight. This means that unless payment or a suitable payment plan is established by tonight at 11 PM, your classes will be dropped. To pay online now : https://commerce.cashnet.com/cashnetg/static/epayment/collinpay/login Select "Sign in with @collin.edu" Select Make a Payment > Fall 2024 > Checkout > Continue to review accuracy > Pay Please respond back if you have any questions. Collin College
Enrolled F2F Out of Compliance with Bacterial Meningitis	Hello! You are out of compliance with the bacterial meningitis requirement, which means you are at risk of bring dropped from your classes. Today (9/10/24) was the deadline to avoid being dropped from your face to face classes. You can use the link in the email sent to you from admissions@collin.edu or log into OneLogin to connect directly to Med+Proctor where you can upload your document(s): https://secure.medproctor.com/saml/sso?token=C68B085E-75A4-4752-9677-85F0DFA45A69. Please respond so your courses are not dropped.

2. **Describe how the unit ensures that students are informed/aware of unit literature. Is unit literature made accessible to all students (i.e., can they obtain the information they need)?**

The Collin College website is the primary means that new applicants become aware of the admissions application process. Once they have submitted the application, they can refer back to that website, but we also provide more direct support through our student engagement plan in Workday. The engagement plan triggers automatic email communications to support the students at each step of the onboarding processes. Additionally, within Workday, each student can view their customized list of tasks, which appear as "to do's" in their Workday inbox. Each task includes detailed information about the requirement and instructions about how to complete it. This has been a huge improvement in the Workday implementation, increasing transparency and ease of finding information for students and staff.

District Office Admissions also created a student checklist that staff can print and provide students with. Since there is some variance in the processes for F-1 students, a modified version was also created.

3. **Identify who is responsible for monitoring and maintaining the unit's website, and describe the processes in place to ensure that information is current, accurate, relevant, and available. If the unit has no website, describe plans for creation of a website or explain the absence.**

All team members are responsible for reporting any website issues, but the Director of Admissions owns the primary responsibility of ensuring the information on the admissions and international student websites is accurate and reviewed. Although we regularly review content when supporting students through email and phone, we plan to roll out a review cycle in 2025 to ensure content, dates, and embedded links are reviewed on an annual schedule.

B. **In the Unit Literature Review Table, document that the unit verified the information communicated to stakeholders for currency, accuracy, and relevance and made it readily available to target audiences.**

   Upload the completed Unit Literature Review Table in section V.B. of the Appendix.

VI. EFFECTIVENESS OF UNIT STAKEHOLDER RESOURCES AND PARTNERSHIPS

In the Unit Stakeholder Resources and Partnerships Table, list any business, industry, government, college, university, community, and/or consultant partnerships, including clinical or professional sites and internal Collin departments, to advance unit outcomes.

Upload the completed Unit Stakeholder Resources and Partnerships Table in section VI. of the Appendix.

VII. PROFESSIONAL DEVELOPMENT

In the Employee Resources Table, provide a list of professional development activities of unit staff since the last Service Unit Review.

Upload the completed Employee Resources Table in section VII. of the Appendix.

VIII. FACILITIES, EQUIPMENT, AND FUNDING (OPTIONAL)

NOTE: Respond to section VIII only if the unit is requesting improved resources.

A. **Provide evidence regarding current deficiencies or potential deficiencies related to infrastructure (e.g., technology), facilities, equipment, maintenance, replacement, plans, or budgets that pose important barriers to the unit or student success.**

The Current budget and supplemental request process is sufficient in meeting the needs of the department.

B. **If any current or potential deficiencies exist, complete the resource tables below to support your narrative.**

1. **Facilities Resources Table**

   Upload the completed Facilities Resources Table in section VIII.B.1. of the Appendix.

2. **Equipment/Technology Table ($5,000 or More)**

   Upload the completed Equipment/Technology Table ($5,000 or More) in section VIII.B.2. of the Appendix.

3. **Financial Resources Table**

   Upload the completed Financial Resources Table in section VIII.B.3. of the Appendix.

IX. CONTINUOUS IMPROVEMENT PLAN (CIP)

A. **Upload the unit's previous CIP tables in section IX.A. of the Appendix.**

   In addition, e-mail the unit's previous CIP tables to the Institutional Research Office (IRO) at effectiveness@collin.edu.

B. **Describe how the unit used its last Continuous Improvement Plan (CIP) to make the following improvements to the unit over the past 4 years:**

1. **Student support**

    Regarding increasing efficiency, effectiveness, and customer satisfaction related to the application process, in 2023, the International Student Office (ISO) transitioned to report through the District Admissions area. At that time, we were undergoing the Workday implementation for our new Student Information System and already examining our admissions and onboarding processes. The timing of the ISO transition created a natural opportunity to also evaluate the International Student processes, both related to onboarding and compliance. The efforts made to capitalize on Workday functionality that enables students to upload documents directly has provided a more secure mechanism for students to share legal documents and bank statements required for the application process for F-1 international students which was a desired goal from our last CIP. Students and staff can more easily view the status of submitted documents, which has improved communication with students district-wide.

    Adding admissions and registration to the existing financial aid district Call Center was an expected outcome to improve efficiency, effectiveness, and customer satisfaction. In 2024, the reporting lines for the call center team was split between Financial Aid and Admissions to improve the expertise of call center agents on their specialization (financial aid or admissions/registration). There is still a centralized phone number for student support, which means all stakeholders can use a single phone number for questions related to admissions, financial aid, veterans, registration, etc. This split has led to more specialized training and Workday access for team members, improving our overall ability to provide better student support for inbound callers.

    In addition to the CIP, in the past 4 years we removed the high school transcript admission requirement for applicants who have previously demonstrated success in college courses through transfer or dual credit. Removing the needless barrier has helped streamline the admissions onboarding process.

2. **Overall improvements to the unit**

    Admissions and Records was a single unit in the previous CIP. In 2022 (year 2 of the previous CIP), we transitioned to separate reporting lines for the registrar and admissions functions. In terms of expected outcome 1, expanding the district-wide financial aid call center to include admissions and registration, this was successful in reducing call volume at the campuses and providing a single phone number

for student inquiries. We have already seen improved consistency in communication between the admissions processing team and admissions call center. We anticipate this will continue to improve as we evaluate access-needs and knowledge-based training needs across the entire team.

With regards to outcome 2, developing an in-house application process, the existing in-house application, and future development of a new application was discontinued in 2022 and the Workday student project rolled out. This eliminated duplicative processes, allowed the College to reallocate staff resources used to create and maintain that application, and removed the additional cost impact to our institutional budget. As a result of the Workday student project, all admissions and onboarding processes were evaluated to improve applicants/staff understanding of required tasks, accuracy in who was assigned tasks, ease of completion of tasks by applicants, etc. The new secure means to upload documents in Workday has also improved our ability to evaluate individual students in terms of their document status (submitted, reviewed, approved, and returned), both within the International Student Office and district-wide. New reports have enhanced our ability to monitor progression through pre-matriculation activities and general admissions onboarding tasks for all applicants and should assist us with determining any roadblocks.

X.   EVALUATION OF CIP SUCCESS

Based on the information, analysis, and discussion that have been presented in sections I–IX of this unit review, summarize the strengths and weaknesses of the unit. Describe specific actions the unit intends to take to capitalize on the strengths, mitigate the weaknesses, and improve unit outcomes and competencies. Provide the rationale for the expected outcomes chosen for the CIP(s).

With the separation of Admissions and Registrar functions, significant effort has been made analyzing the existing processes and procedures. Additionally, the Workday Student implementation provided prime opportunity to embrace new technologies and enhance the admissions and onboarding experience for students. Below is a summary of District Office Admissions strengths and weaknesses, as well as targeted outcomes.

Strengths

We have accomplished many things as a result of the focused evaluation and enhancement efforts, highlighting some of the team's strengths. These include: 1) reducing application redundancy by eliminating two out of three previous admissions applications, 2) the ease of program selection on the admissions application, 3) the transparency of the onboarding process for applicants and staff, both domestic and international, 4) the secure document management and reports to support compliance with international eligibility requirements, and 5) consistency in messaging across emails, websites, and Workday tasks. More detailed descriptions of each of these accomplishments are highlighted within this document.

Weaknesses

District Office Admissions also continues to focus on future improvements as well, which reflect some of our current weaknesses. Two specific focus areas include communication strategy and identified operational inefficiencies. We have already identified some gaps in our existing plan and opportunities for improved proactive communication, as a result of many duplicate messages sent to admissions@collin.edu and ISO@collin.edu from the same student. Additionally, we frequently see applicants submit documents as desired through the Applicant Portal but then also submit the documents by email. Frequently they even email us as soon as they submit the documents using the Applicant Portal to let us know they were submitted, even though it's not necessary. Rolling out auto triggered emails when the student submits tasks would likely reduce these emails and help improve our ability to focus on processing the tasks.

With regards to other operational efficiencies, some challenges are a result of Workday functionality and require us to work with our Technology Services team to determine possible solutions. Specifically, these include things such as the duplicate record management process, duplicate assignment of action items/tasks, and the number of manual steps and time needed to process admissions applications.

Specific Actions to improve outcomes and why

In terms of our communication strategy, we must continue to implement improvements to our engagement plans, websites, and language within Workday as we continue to identify gaps. We know gaps exist as a result of the call volume related to various processes. This is most noticeable in terms of the international student admissions process. Priority needs to be given to improving the international student website navigation and succinctness of messaging, as well as timely communication. Additional effort should also be made to review gaps in messaging to all applicants, with the goal of continuing to provide targeted support as applicants navigate the application process.

While the current admissions and onboarding communication plan is most defined for email messaging, expanding it to include a schedule for targeted text messaging, outbound calling campaigns, social media may further support movement through the onboarding process. Additionally, focused effort on website content would improve the ease in which students and staff can find desired information externally from Workday and the overall chatbot experience for all stakeholders.

With regards to enhancing operational efficiencies, we have also requested two additional staff positions through the normal supplemental budget process, to help support the overall increase in team workload since transitioning to Workday. This is primarily related to duplicate management and International F-1 student processes that are more directly a result of increasing number of F-1 applicants and students.

We are also working with our Technology Services team to determine possible enhancement to the duplicate record management process, resolution of duplicate assignment of action items/tasks, and the number of manual steps and time needed to process admissions applications. Another major Workday functionality issue is that when someone submits a new application, the email address they provide is only made the primary address in Workday if they are new. For returning applicants who no longer have access to their former email address, this is a huge barrier. Ultimately this leads to an overall poor application experience because these students never receive the communications welcoming them to the college, providing their OneLogin access, etc. without notifying the College. This specific issue has also led to a huge increase in email and phone traffic to District Office Admissions.

Finally, our slower than desired turnaround time on emails responses, tasks reviews, duplicate management, and test/application file loads, is most noticeable during peak periods. If the additional team members are approved, the overall turnaround time will decrease as our bandwidth expands. We anticipate continued support on emails from Outreach/Recruitment and the Call Center team members. As we develop more proactive communications that include estimated turnaround time F-1 international student onboarding document processing, we should see a reduction in overall email volume. A reduction in email volume will improve our turnaround time regarding document processing as our

time will not be so heavily divided. Additionally, we are providing more in-depth training and access for the call center in terms of general admissions and F-1 admissions, so they are better able to support students without redirecting them. We are also exploring adding a queue for F-1 International Students so the Call Center can be the primary phone contact for student calls.

XI. NEW CIP TABLES

Within the context of the information gleaned in this review process and any other relevant data, identify unit priorities for the next two years, including at least one unit outcome or competency, and focus on these priorities to formulate the unit's new CIP. The unit may also add short-term administrative, technological, assessment, resource, or professional development outcomes as needed.

A. **Complete the CIP Outcomes, Measures & Targets Table. Choose 1 to 2 outcomes from the table to focus on over the next two years.**

   Upload the completed CIP Outcomes, Measures & Targets Table in section XI.A. of the Appendix.

   In addition, e-mail the completed CIP Outcomes, Measures & Targets Table to the Institutional Research Office (IRO) at effectiveness@collin.edu.

B. **Complete boxes A, B, C, and D of the CIP Outcomes 1 & 2 Table.**

   Upload the completed CIP Outcomes 1 & 2 Table in section XI.B. of the Appendix.

   In addition, e-mail the completed CIP Outcomes, Measures & Targets Table to the Institutional Research Office (IRO) at effectiveness@collin.edu.