# UNIT NAME: Admissions & Registration (records)

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**GUIDELINES**

**Time Frames:**

1. **Scope**:

The time frame of Program Review is five years, including the year of the review.

Data being reviewed for any item should go back the previous four years, unless not available.

1. **Deadline Dates**:

January 15th – Program Review Document due to Department Supervisor for review  
January 31st – Program Review Document due to Program Review Steering Committee

1. **Years:**

Years 1 & 3 – Implement Action Plan of (CIP) and collect data

Years 2 & 4 – Analyze data and findings, Update Action Plan

Year 5 – Write Program Review of past 4 years; Write Continuous Improvement Plan (CIP) and create new Action Plan

**LENGTH OF RESPONSES**:  Information provided to each question may vary but should be generally kept in the range of 1-2 pages.

**EVIDENCE GUIDELINES:** In the following sections, you will be asked to provide evidence for assertions made.

1. **Sources**: This evidence may come from various sources including Collin College faculty and staff, Service Unit Student Satisfaction Surveys, Service Unit Faculty/Staff Surveys, Ruffalo Noel-Levitz Student Satisfaction Surveys, IPEDS Data, National Community College Benchmarking Project data, peer surveys, or unit-level data and surveys. This evidence may be quantitative and/or qualitative. If you are unfamiliar with any of these information sources, contact the Institutional Research Office (IRO) at: [effectiveness@collin.edu](mailto:effectiveness@collin.edu). Use of additional reliable and valid data sources of which you are aware is encouraged.
2. **Examples of Evidence Statements**:
3. Poor example: Employees are encouraged to embrace the College’s core values. (Not verifiable)
4. Good example: Core values are discussed with each employee in annual performance evaluations. (Verifiable, but general)
5. Better example: Core values are discussed in annual performance evaluations and employees are expected to include one goal that will demonstrate personal improvement related to a core value and document, in the next annual performance evaluation, their accomplishment of that goal. (Replicable, Verifiable)

**FOR MORE INFORMATION:** Documentation can be found at <http://inside.collin.edu/institutionaleffect/Program_Review_Process.html>. Any further questions regarding Program Review should be addressed to the Institutional Research Office ([effectiveness@collin.edu](mailto:effectiveness@collin.edu), 972-985-3714).

## Executive Summary:

**Briefly summarize the topics that are addressed in this self-study, including areas of strengths and areas of concern.** (Information to address this Executive Summary may come from later sections of this document; therefore, this summary may be written after these sections have been completed.) Using the questions in the template as headings in the Executive Summary can provide structure to the overview document.

This report provides an analysis and evaluation of the current services, strengths, and weaknesses of the Admissions/Registration Service Unit as well as the progress the service unit has made since the 2014-15 review. The main source of data comes from surveys collected by CougarQ (the daily sign-in queue for student campus visits) and the Ruffalo Noel-Levitz Student Satisfaction Inventory. Other sources of data are individual records kept by the service unit. Results of data analyzed show that overall students are satisfied with the Admissions/Registration Service Unit.

There are numerous core functions under the purview of the Admissions/Registration Service Unit, all of which are essential to the operation of Collin College. Though the service unit has increased its use of technology and automation, much processing is still done manually.

This report finds that perceptions, processes, and operations are positive. Overall, students are satisfied with the service they are receiving and enrollment continues to grow. The major areas of weakness are managing peak registration student waiting times, difficulties in faculty compliance with grade reporting, and Continuing Education’s reliance on part-time employees.

However, significant enhancements to student service have been made since the previous program review. Collin College now has an in-house admissions application and all dual credit, first-time Freshman, and transfer student applications are automatically processed. The only admissions applications being manually processed at the end of 2019 are those students who are readmitting. The process of automating this cohort is under development. Automating admissions applications results in students receiving their username and password much quicker allowing them to complete any additional admissions steps and be eligible for registration more quickly. In addition, students are now able to waive transcript holds online in their CougarWeb account rather than waiting in line for Admissions and completing a paper form.

Moving forward, it is recommended that the service unit keep better records of student data to track progress made from year to year and continue to automate admissions and records tasks to further streamline services to students.

Section I. Are We Doing the Right Things?

1. **WHAT DOES YOUR SERVICE UNIT DO?**

**What is the service unit and its context?**This section is used to provide an overview description of the service unit, its relationship to the college and the community it serves. Keep in mind the reviewer may not be familiar with your area. Therefore, provide adequate explanation as needed to ensure understanding.

*Suggested/possible points to consider:*

* *Unit’s purpose (Include the unit’s purpose/mission statement if one exists.)*
* *Services and products (i.e. event coordination, reports, promotional materials, handouts, etc.)*
* *Service across campus/departments/district/community*
* *Regulatory standards the unit must meet*

The Admissions and Records Office (ARO) processes are the initial, essential, and foundational functions that students and prospective students must complete in order to enroll in classes, establish residency for tuition calculation purposes, to complete courses and/or programs of study, and to graduate and/or transfer to another institution. The Admissions and Records Office functions include processing of: admissions applications, incoming and outgoing transcripts, tuition waivers and exemptions, documentation for residency verification, and meningitis vaccinations as well as building and maintaining the course registration framework [see Appendix A – Registration Tips booklet cover page], the certified roster process, evaluating transfer credit and degree audits, processing degree check-out, graduation, name and address changes for students, end of term grading, National Student Clearinghouse enrollment verification, maintaining the Master calendar for the district [see Appendix B – Master Calendar excerpt], coordination of document destruction for the district, and FERPA compliance. The Registrar is also the custodian of all student records.

The department follows The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) law and trains other departments on what is and is not allowed to be disclosed under FERPA. FERPA is a federal law that protects the privacy of student records. Only directory information can be released to anyone who is not a student. Directory information includes student name, student address, telephone listing, major field(s) of study, participation in officially recognized activities and sports, weight and height of athletic team members, dates of attendance/enrollment, most recent previous educational institution attended, degrees and awards received, photo/visual likeness, and official college-issues email address. Additional information about FERPA can be found at <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html> as well as Collin College Board policy FJ(LEGAL) Section III: Directory Information.

The department also processes all admissions applications, registration, and state reporting for Continuing Education (CE).

The department is responsible for all student residency. Collin College must adhere to the Texas Administrative Code, Title 19, Part 1, Chapter 21, Subchapter B, Rule 21.24 when determining whether a student is classified as a Texas resident. The rules in determining Texas residency can be found at <https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=21&rl=24>.

In collaboration with Institutional Research, the department contributes to the accuracy of the state report confirming data that includes information pertaining to enrollment, completers (degrees, certificates, and Marketable Skills Award), overloads, and class additions after census date. Accuracy of the state report is vital as the numbers submitted are used to determine contact hours in which Collin College receives state funding.

ARO receives and processes proof of bacterial meningitis vaccines for students under the age of 22. The Texas Higher Education Coordinating Board (THECB) prescribes procedures by which Collin College provides information relating to bacterial meningitis to new students of the institution. The THECB also provides the exceptions for students from receiving the vaccine. This information is found in Education Code, Title 3, Subtitle A, Chapter 51, Sections 51.9191 and 51.9192. <https://statutes.capitol.texas.gov/Docs/ED/htm/ED.51.htm>

The Records Office is a department under ARO and maintains the records for the entire college district (including the Business Office, Human Resources, academic programs, the Collin College Foundation, etc.). The records are kept in accordance to the records retention policy established by the Texas State Library and Archive Commission.

The Texas Higher Education Coordinating Board (Title 19, Part 1, Chapter 4, Subchapter A 19 TAC section 4.11) requires that Collin College –along with all other public junior colleges, public state college and public technical institutes- accept the Texas Common admissions application. This is also reflected in Collin College Board policy FB(LEGAL). This department completes proofing and coding of each admission application and residency changes. The common admissions application is in addition to the customized, institutional admissions application.

Additionally, the department is responsible for the Student Information System (including the Banner:Student module). This is an online system where all student data is stored. Management of this system includes building data directories (i.e. adding new campus codes with the opening of the Wylie and Technical campuses), entering new programs and courses, updating changes to curricula, entering all validation tables that feed into Banner forms, testing all upgrades, staff training, and establishing employee access levels. The data captured in the information system is included on the state reports.

The Admissions and Records Office functions interface with numerous departments within the college district, including but not limited to: Academic Affairs and schedule building, Business Office in collection of tuition and fees, Academic Advising by maintaining the degree audit system, and Financial Aid/Veterans Affairs in calculating aid eligibility.

As evidenced by Collin College’s enrollment growth, the Admissions and Records Office has done well to automate many of its functions to be able to serve the increasing demands on the department for streamlined services. There are still a few areas for improvement including faculty compliance with grade reporting and certification of class rosters; adequate staff to complete a myriad of tasks with timeliness and excellence in customer interactions; and continuing to adapt to the changing technological needs of our constituents. Continuing Education registration while available online, still has a high demand for individual staff intervention. Currently there is a heavy reliance on part-time employees to meet this need.

## 2. Why do we do the things we do? Unit relationship to the College Mission & Strategic plan.

* **Provide unit-specific evidence of actions that the unit supports the** [**mission statement:**](http://www.collin.edu/aboutus/missioncorevalues.html)“*Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.”*
* **Provide unit-specific evidence that supports how the unit supports the college strategic plan**: <http://www.collin.edu/aboutus/strategic_goals.html>

*Suggested/possible points to consider:*

* *What evidence is there to support assertions made regarding how the Service Unit relates to the Mission and Strategic Plan?*
* *Analyze the evidence you provide. What does it show about the Service Unit?*

Serving students is the primary function of the Admissions and Records Office (ARO). 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 in the department’s functions as a result of initiatives in the strategic plan.

**Strategic Goal 3-Emphasize Student Achievement and Streamline Pathways to Four Year College and Universities.**

Priority 3.A.1- Continue to streamline processes for student intake, advising, and financial aid. Heighten the use of TREX electronic transcript sharing between ISD registrars and Collin College to further streamline the intake.

* The Continuing Education (CE) quick admissions application was launched in November 2018. This process enabled community members to submit an admissions application online with a program to create their account so they could register online immediately.
* As of Spring 2020, Collin College receives TREX transcripts from over 30 different Texas high schools.
* The department processed 50,610 transcripts from November 2018 through November 2019 through third-party Credentials Solutions.

Priority 3.A.4- Elevate awareness of specific degree requirements and increase on track course taking by requiring the use of the U.Achieve\U.Direct (degree audit/planning) system prior to registration each semester.

Launched in Fall of 2017, CougarCompass provided 7,318 duplicated degree audits during its first seven months of use by staff and students. By allowing students to generate their own degree plan audits online, this alleviated some of the students coming in to meet with an academic advisor. The software has also assisted degree plan coordinators in helping to evaluate which degree a student was closest to completing. During the past five years, no new positions have been added to the degree plan coordination team even though graduates continue to increase.

* Awarded 1,528 AA degrees; 1,111 AS degrees; 578 AAS degrees; 115 AAT degrees; and 1,198 certificates (including FOS) from Fall 2018 through Summer 2019
* Student-initiated CougarCompass audits:
  + December 2017 = 435
  + December 2018 = 5,819
  + December 2019 = 8,256
  + For the 2019 calendar year, there were 64,612 student run degree audits
* Processed 9,530 degree plan requests for 2019, a decrease of 28% from 2018
* Received 754 veteran degree plan requests during the 2019 calendar year, an increase of 5% from 2018 to 2019
* Received a total of 3,341 graduation petitions during the 2018 academic year

Priority 3.A.7. Evaluate registration and enrollment time periods to determine optimal deadlines for student success and implement changes to improve student outcomes.

Effective Fall 2017, a registration hard stop deadline was implemented for 16 week courses. Under the new schema, students register online until the hard stop deadline. Previously, students had to register in person once classes began. For students who do not meet this registration deadline, express courses were developed and offered during a different part of term. Payment deadlines were adjusted to accommodate the new registration hard stop deadline.

Collin County Community College District is a **student** and community-**centered** institution committed to developing skills, strengthening character, and challenging the intellect.

In support of the District’s mission of being student-centered, the department has identified challenges with serving students during peak registration. The volume of phone calls and in-person service is overwhelming for the current staff. As such, a student answer center (call center) has been established in collaboration with the financial aid office. The answer center has a manager, one full-time, and three part-time Collin employees. The Admissions and Records office will supplement the answer center with temporary employees during peak registration as the answer center responds to calls from the admissions, advising, and financial aid departments for the months of December, January, July, and August.

In addition, the CougarQ system, along with a dedicated Admissions and Financial Aid call center, also supports the needs of students. CougarQ – sometimes referred to as QLess – was implemented during the Summer of 2014 and has resulted in increased efficiency and effectiveness of the management of long lines by allowing real-time personnel allocation, providing students an option not to wait in physical lines, and giving Collin College the ability to collect data about the registration process. The department is involved heavily in enhancing Collin College’s culture of civility and respectful interactions as demonstrated through “dignity and respect” post-meeting surveys available through CougarQ. After a student has met with an ARO team member, they are sent a link to a survey where they can rate their experience and provide feedback. These survey results are evaluated weekly.

**3. WHY DO WE DO THE THINGS WE DO?**

**A. Make a case with evidence to show that the primary functions/services of the unit are necessary as they are, or they should be modified, or eliminated.**

*Suggested/possible points to consider:*

* *What is the purpose and reason for the service?*
* *How has the function evolved during the 5-year cycle? How have the reasons for the service changed over time?*
* *What would happen if the unit no longer provided these services and/or the services were outsourced?*
* *What unit services require the most resources including staff time? Which services add the biggest value to the college? Discuss any discrepancies between the services named in these two questions.*
* *Is there a clear line of communication with other units involved in or supporting each of these services?*
* *Does the unit or the college have alternate ways of providing any of these services?*
* *Are the services offered/conducted as efficiently as possible?*

Several functions fall within the purview of Admissions and Records (ARO), all of which are essential to the daily operations of Collin College. Within the past five years, most of the enhanced ARO procedures involve increased use of technology and automation of certain processes; however, many functions are still manual. It is critical that all functions of the department remain operational as without them, Collin College would lose the ability to admit new students, register current ones, and graduate completers. Simply put, if these functions were no longer available, Collin College operations related to students would come to a halt.

The various functions occur continuously, though there are peak times and deadlines when staff may need to target their efforts. ARO functions interconnect with the Business Office, Student and Enrollment Services departments, Academic Affairs, Institutional Research, and Continuing Education. The department maintains responsibility for essential functions such as enrollment (and verification of), grading, conferring of degrees, student data records and privacy, transcripts, district recordkeeping, the master calendar for the district, and reconciliation of state reports that directly relate to funding.

Key functions include:

* Admissions applications:
  + Applications are received online via ApplyTX and Collin College’s in-house application hosted by Axiom. As applications are received, they are funneled through the Axiom Verifier to either match the application to an existing Banner record or to create a new record. Once loaded into Banner, an automation process is run twice a day to auto-process Dual Credit, Homeschool, Freshman, and Transfer student applications, eliminating the need for manual processing; this process accounts for roughly 85% of all incoming applications per term. The remaining applications are manually processed by the centralized Admissions processing unit – the “Hub” – located at the McKinney campus. The Hub is currently staffed by five full-time employees and two student assistants and is supervised by the McKinney Associate Registrar.
    - The department processed 47,527 admissions applications in 2017-2018 (a 59.1% increase over the previous year)
    - For Fall 2019 there were 28,975 applications received and processed (a 4.2% increase over Fall 2018)
* Incoming transcripts:
  + Electronic: PDF and EDI versions are downloaded and processed exclusively at the McKinney campus location daily. College PDF and electronic transcripts received from the National Student Clearinghouse are printed and scanned into the Banner Document Management System (BDMS) while high school transcripts received via the EDI-TREX system are automatically downloaded and moved into BDMS for evaluation. A testing status (or TSI information) is entered and prerequisites for reading, writing, and math are set by Hub staff. Attendance dates are verified and transcript information is checked for other colleges listed; registration holds are placed for college transcripts not yet received.
  + Paper: Official high school and college transcripts are dated and noted as received in Banner. TSI information is entered and prerequisites for reading, writing, and math are set by Hub staff. Attendance dates are verified and transcript information is checked for other colleges listed; registration holds are placed for college transcripts not yet received. Official transcripts are scanned and indexed to the student’s record within BDMS. This process is still manual and labor intensive. Efforts are being made to collaborate with ISD’s and universities to only send electronic documents.
* Outgoing transcripts:
  + Electronic: A third-party vendor, Credentials Solutions processes all online transcript requests for Collin College. Using an online system referred to as “RoboRegistrar,” the request is processed. With the outsourcing of this function, students can now request transcripts 24/7, year round. If there are no holds, they can receive an electronic transcript within minutes.
    - Credentials Solutions processed 50,610 transcripts from November 2018 through November 2019. Prior to automation, this would have been manually processed by on campus staff members.

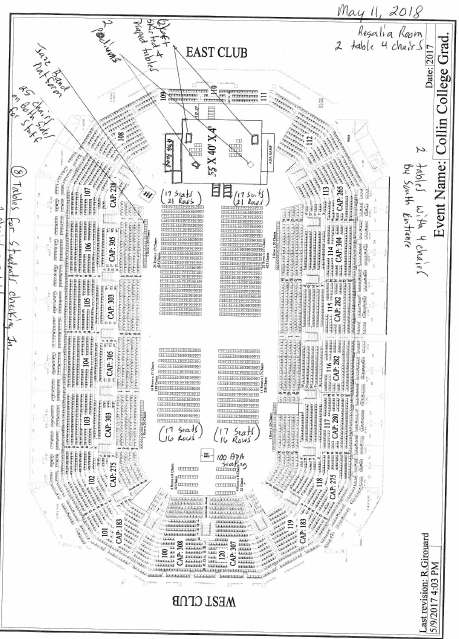
Paper: Credentials Solutions will process requests for paper transcripts. Using specialized security paper, they will mail paper transcripts to the address requested by the student. Separately, the Plano and McKinney ARO locations are equipped to manually print paper transcripts on an as-needed basis for extenuating circumstances. Less than 1% of transcript requests are printed onsite.

* Proofing and coding:
  + Following the completion of each admissions application, one full-time and 1-2 part-time employees double-check admissions applications and any Residency Reclassification forms for accuracy; during peak periods an additional 1-2 Hub employees will be redirected to proofing and coding tasks. Since residency coding is essential for proper billing and reporting, staff must maintain a high degree of accuracy, therefore only ARO staff with at least one year of experience and a demonstrated knowledge of residency regulations are selected for this responsibility.
* Residency documentation and reclassification:
  + All residency challenges and addenda are routed through ARO. Front counter ARO staff advise students on how to resolve issues, accept and process residency documentation, and correct errors on the admission application. A secondary requirement of the front-line ARO staff is to maintain excellent quality assurance controls.
* Tuition waivers and exemptions:
  + Front counter ARO staff receive and process a variety of waivers and exemptions to include: ad valorem waivers, higher education ranking, competitive scholarships, and good neighbor waivers (out of country tuition waiver). With the exception of military waivers, all waivers and exemptions are processed at the counter at the Plano, Frisco, McKinney campuses; proofers and coders at the McKinney campus review the waivers and exemptions for accuracy. Each waiver and exemption has a time limit and must be removed from the student’s file when expired.
* Registration and lateral changes:
  + Registration (including adding, dropping, and withdrawing from courses) is done completely online unless a student encounters a problem that prohibits them from completing it themselves, at which time ARO staff will assist.
  + Lateral changes occur when students change courses after the census date. Lateral changes affect state reporting and by extension, funding. This is a centralized, manual process that all ARO staff perform on all campuses. Lateral forms are filed and stored for two years in the Records Management Center.
* National Student Clearinghouse enrollment verifications:
  + Online: National Student Clearinghouse (NSC) verifies student attendance for financial and employment purposes. The database is maintained electronically on a daily basis by the Plano Associate Registrar. Information includes attendance dates and if applicable, earned degree(s) including the type of degree, honors distinctions, and date awarded. For non-credit students, a note is put on record indicating the student will have to contact Continuing Education for verification. Updated reports are sent to NSC after census date for each term and at the end of each month.
  + Manual: Some verifications are processed manually by the Associate Registrars at each campus. Examples of these manual verifications are F-1 visa students who have no social security number, students who elected not to provide their social security number at the point of admission, or students that require special forms to satisfy insurance or financial institution requirements. Students are provided with a form by ARO counter staff designating the type of service and method of delivery as well as giving permission to release their educational information. Normally a standard form created by the Registrar’s Office can be used to verify credit hours, term start and end dates, and time status if the NSC verification is not acceptable. The form is embossed with a special Collin seal, filed, and kept for two years. Verifications cannot be completed until after the census date for the term or part of term.
  + Telephone: Only directory information can be provided over the telephone (as long as the student does not have a confidentiality hold). These types of verifications are typically done for employment services to aid with background checks.
  + Non-credit: These verifications are managed by Continuing Education, as class attendance rosters must be retrieved and reviewed to establish basic attendance requirements. Forms are completed if an information release is signed. Verbal verifications provide directory information only. Per student request, a Continuing Education transcript may also be given for verification purposes.
* Transfer evaluation requests and petitions for graduation:
  + Evaluations:
    - Approximately 30.5% of the applications processed between Spring 2019 and Fall 2019 were for students with transfer credit from other colleges and universities. In order to help these students complete their programs of study, a dedicated team determining transferability of credits is crucial. The primary purpose of the Degree Plan Coordination group is to evaluate college transcripts to determine transferability of coursework based on district policy, SACSCOC requirements, and American Association of Collegiate Registrars and Admissions Officers (AACRAO) principles. Evaluators serve as liaisons for academic advisors, faculty, and staff to explain policies and procedures regarding transfer work, course equivalencies, and graduation requirements. Once an evaluation has been completed, appropriate transfer work is applied to the student’s record and their CougarCompass degree audit is updated to accurately display the student’s progress and outstanding degree requirements for the student and their academic advisor(s).
    - The Degree Plan Coordination team while housed at the McKinney campus, provides services district-wide. The team is currently comprised of four full-time Degree Plan Coordinators and is supervised by the Assistant Student Information Systems Manager.
    - Degree evaluation serves an essential function for various departments throughout the district. For example, the Financial Aid Department requires an evaluation of all students receiving aid before their funds are released; specifically, all veterans must have their degree plan evaluated before they are eligible to receive military benefits. Additionally, Academic Affairs divisions throughout the district work closely with the evaluators to identify and award course equivalencies, allowing for course substitutions to be applied.
    - Coordinators spend much of their time evaluating out-of-state transcripts for transfer work. Use of the Transfer Evaluation System (TES) aids with this task, but much research for course descriptions through online course catalogs or contacting universities for information is still completed manually. Transcripts with coursework older than 30 years are particularly problematic and require additional time to research as well as programs of study that have undergone numerous rubric changes.
      * In 2017-2018, 786 transcripts were evaluated for reverse transfer of courses with 95 degrees being awarded (12%). In 2018-2019, 505 transcripts were reviewed for reverse transfer of courses with 15 degrees being awarded (3%).
  + Change of major reports are generated and worked daily by Hub staff to provide students with the most up-to-date information available via their CougarCompass portal.
  + Degree check-out (Graduation):
    - The degree check-out process is currently conducted by three full-time staff (the third full-time position was added in 2018). Students complete an online or paper petition for graduation form, which initiates an evaluation of coursework to ensure that all graduation requirements have been met before a degree or certificate is conferred. The Degree Plan Specialists review each student’s record to verify completion of Collin College’s residency requirement (25% of the coursework is required to be earned from Collin College), GPA (2.0 or above), completion of TSI requirements, and course completion.
    - Specialists are assigned a caseload based on alphabet distribution and send emails to all petitioning students with updates and directions on how to satisfy their degree requirements. Once end-of-term grading is completed, petitions are reviewed again for accuracy and all students that are verified as complete are organized for printing of diplomas and for commencement planning.
    - Coordination of commencement ceremonies:
      * Commencement planning begins one year in advance with the negotiation of numerous venue, service and supplier contracts; the Dean of Admissions/District Registrar typically handles this responsibility.
      * Early in the Spring and Fall semesters, the Dean of Admissions/District Registrar meets with the Collin College President to discuss guest speakers and/or changes for the ceremonies. A Graduation Committee meets to troubleshoot past challenges, present new ideas, and assign ceremony duties. Coordination for ordering student and faculty regalia as well as selection and assignment of faculty and administration is also addressed.
      * The commencement ceremony is predominantly staffed by the District’s Student and Enrollment Services personnel with Academic Deans and Associate Deans assisting with the direction of faculty.
      * Beginning Fall 2018, Collin College elected to provide two commencements per year; one in May and one in December. Because of this, the ceremony duration has been reduced from two hours to an average of one hour. Diplomas are verified and mailed to students about six weeks after the ceremony.
        + For 2018 there was a combined 1,054 graduates participating in the commencement ceremonies.
        + For 2019 there was a combined 949 graduates (a 10% decrease over the previous year). Note: Spring 2018 graduation included Summer 2017, Fall 2017 and Spring 2018. During the 2019 ceremonies, only students enrolled in the 2019 terms were eligible to participate.

During these ceremonies 196 military veteran students were honored, an increase of 10% over 2018

* District grading:
  + Faculty are notified one week prior to finals week that final grades are due by 11:00 pm the Monday following final exams. They are also provided with a Power Point presentation with step-by-step directions on how to enter final grades in Banner. Late grade emails are automatically sent to faculty, Academic Deans and Associate Deans, and Academic Administrative Assistants 48 hours after final exams have been concluded.
    - For Fall 2018 there were 1,454 missing grades
    - For Fall 2019 there were 1,524 missing grades
  + End-of-term grading is conducted by the McKinney campus Associate Registrar in close collaboration with Administrative Programming (AP). Using a series of Appworx grading chains designed by AP, the Associate Registrar runs numerous processes to move grades to academic history, recalculate GPAs, adjust academic standings, apply include and exclude rules to repeated courses, etc. Once finished, the Associate Registrar releases all transcripts via Credentials that were designated by the student to hold for final grades.
  + Grade changes are an ARO function that occurs when there are missing grades, disciplinary holds that prohibit grades from posting, grading mistakes, grade appeals, Incomplete grade contracts, and approved leaves of absence. Beginning with the Spring 2017 semester, the Incomplete process was fully automated using the Banner Workflow tool. Incompletes are now initiated online by the instructor before being routed to the appropriate Academic Associate Dean and VP/P (if needed). Email notifications are automatically sent to students as their request progresses through the approval chain.
* Reporting:
  + ARO collaborates with the accuracy of state reports, reconciles enrollment and completer data, overloads, and course additions after census date.
    - After the census date for each part of term, ARO works closely with the Institutional Research Office (IRO) to ensure the accuracy of state reports. This process requires two full-time and one part-time ARO staff members and often involves manually researching various documents. There are currently no alternative processes to streamline or to automate these duties.
* Records:
  + Using a Master Record Change (MRC) form, students report name, address, and social security number changes at each campus or by retrieving the form from the Collin website and emailing it with appropriate supporting documents to a designated Admissions email address. Changes are proofed and coded and sent to the Records Management Center for a storage period of two years.
  + The District Registrar, as the custodian of all student records, serves as the gatekeeper for the disclosure of educational records in compliance with the Family Education Rights and Privacy Act of 1974 (FERPA) regulations. ARO maintains release forms, disclosure forms, and withholding directory information forms. One enhancement was the development of an online FERPA authorization form created Spring 2017, eliminating the storage of paper releases. The development of the online authorization enabled all district employees to be able to see a student’s release permissions without tracking down a single paper form.
  + The District Registrar is the point of contact for records subpoenas. ARO staff research and collect pertinent documents for the Registrar to review and forward to Collin College’s legal counsel.
  + Records management staff maintain district records in accordance with established retention policy and utilize computer software to monitor the timely destruction of documents. Document destruction is completed twice a year, in January and September. ARO holds a contract with a third-party company to destroy all sensitive documents.
* Banner:Student:
  + The ARO Student Information Systems and Reporting Manager is responsible for maintaining the Banner Student module. The Manager conducts testing of all upgrades, district-wide staff training, and establishes levels of security access for any employee whose position requires access to student records. General, Faculty Grade Entry, Attendance Tracker, Self-service Registration and Student Profile are among other Banner modules the manager maintains and tests as well.
  + Two ARO staff members are currently responsible for the yearly set-up of Student module among other third party software (Workflow, Argos, TES, uAchieve/CougarCompass, Apply Texas, Axiom, APEX, and Appworx) and they are the first line of technical support for staff and administration.
  + The Manager is responsible for providing data and reports District-wide when student-specific data is requested. This extends to Public Information Requests that are submitted to PR from students, companies, military, and the public at large (Public Information Act (*Chapter 552 of the Texas Government Code* as well as the Solomon Amendment Act).
  + The Manager and Assistant Manager collaborates with the Curricula Office to implement new, changes, or deletions of program and courses within Banner and uAchieve/CougarCompass for both credit and continuing education.
  + The Manager is also responsible for maintaining APEX, which houses close to 300 computer processes that generate reports, emails, and more.
* Academic Standings:
  + The Registrar’s Office is responsible for students’ academic standings. After one semester of a cumulative GPA under 2.0, students are placed on warning. After two consecutive semesters of a cumulative GPA under a 2.0, students are placed on probation. Warning and probation students are limited to 13 credit hours. ARO monitors and updates scripts that properly code a student’s account.
  + Students who reach academic suspension are eligible to appeal. The Frisco Campus Associate Registrar chairs the Appeals Committee which is made up of 14 faculty and staff members.
* Continuing Education (CE):
  + Admissions and Records:
    - Continuing Education offers over 500 course sections each semester while enrollment is over 5,000 each semester. All CE students pay a flat rate for tuition whether they live in Collin County, out of state, or outside the country. The CE registration staff utilizes the Bursar’s TouchNet system and enters credit card transactions for phone registration. This creates as one-stop-shop experience for the student.
    - The CE registration staff provides specialized knowledge and comprehensive support for the CE student and the courses offered. Responsibilities include: phone transactions, CE transcript requests (a manual process), manual grading for courses taken prior to Spring 2019, adds/changes/cancelations of CE classes, and CE state report cleanup. Manage contract training for Law Enforcement and Fire Science departments, Third Party Bills, Workforce, Department of Assistive and Rehabilitative Services, Hazelwood, Texas Public Education Grant awards, and tuition exemptions and waivers. Waitlist and transcript processes, while automated for credit students, must still be processed manually for CE students.
    - The Continuing Education student population and contact hours continue to increase each year. CE system processes have also evolved from an outdated, unsupported Flexible Registration system to a new streamlined online process via Banner; CE registration and grading now functions the same as credit. Registration is still available in person at any campus or over the phone.
    - Continuing Education is a different type of enrollment process and college experience for the student. CE programs offer experience and skills to immediately join the workforce. Some CE courses are linked with credit courses taught by the same faculty member.
  + CE state reporting:
    - CE ARO serves as the collection and reporting department for state reports.
  + CE grading:
    - Courses that were taken prior to Spring 2019 had grades input. For coursework taken during or after Spring 2019, instructors are able to submit their own grades via the Banner system.
      * While automation assists with the grading process, staff are still required to keep track of the grading mechanisms in place for the various terms.
  + Other:
    - Develop District Master Calendar
    - Supervise peak period phone bank
    - Certification of class rosters:
      * This function requires faculty to certify students who have not attended class prior to census and directly affects state funding and Financial Aid Title IV funding. Class rolls must be certified based on each census date for the various parts of term. Should an instructor fail to meet the certification deadline, tracking and obtaining information for missing rosters becomes a manual entry process.

Overall, many of the functions have been automated. However, given the growing volume of applications and expansion of campuses, there are still improvements to be made. It is difficult to ascertain which functions require the most resources as each area is essential to the overall operations of Collin College. Through process evaluation, lines of communication are clearly established, alternative offerings have been outsourced where possible, and efficiencies are continually revised. While it may not quantifiably be the biggest value to the college, one would be hard pressed to deny the impact of the graduation ceremony on our students and their families.

1. **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.**

The complexity of ARO functions leads to a broad range of methods and processes that vary by and within other institutions. For example, San Jacinto College, Tyler Junior College, and Dallas County Community College utilize an in-house application that was designed to remedy the residency issues inherent in the ApplyTX online process. Following the models designed by these districts, Collin College developed a similar application using the Axiom platform in Fall 2015 to produce shorter processing times and less manual involvement in residency reclassification. Due in large part to the improved clarity provided by the Axiom residency questions and the ability for ARO to organize application questions in a way that makes better sense to students and to application processors, the Hub has been able to automate the processing of approximately 85% of all incoming applications, thus eliminating the need for most manual intervention.

Collin’s Hub staffing is in line with its peer institutions.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **ADMISSION APPLICATION PROCESSORS** | | | | |
|  | **TJC** | **San Jacinto** | **NCTC** | **Brookhaven** | **Collin College** |
| Back-end Application Processors | 3 | 2 | 4 | 5.5\* | 4 |
| Electronic/Automated or Manual Processing | Both\*\* | Automated | Both\*\* | Manual | Both\*\* |
| Credit Students | 12,500 | 32,500 | 10,500 | 13,000 | 34,000 |
| Students per Back-end Processor | 4,167 | 16,250 | 2,625 | 2,364 | 8,500 |

\*Brookhaven does not have a dedicated back-end operation, but instead relies on their four full-time and three part-time staff to service the Admissions counter and process applications.  
\*\*Institutions that indicated they used both electronic and manual application processing, while relying mostly on automation, encountered the same challenge: some applications simply need to be reviewed by a human. For example, if a student has an unusual residency situation, their application will be kicked to an exceptions report that will be manually reviewed by a staff member.

San Jacinto College has automated almost all of their application processing, but retains two full-time processors (down from 4 pre-automation) to review various error reports. Note: At the time of this writing, Collin College is working on the final piece of application automation that will allow us to fully adopt this same model.

Tyler Junior College (TJC) has two dedicated “transcript evaluators” and one graduation coordinator centrally located on their main campus. Together, these employees provide evaluation services for approximately 12,500 students.

North Central Texas College (NCTC) currently staffs three dedicated degree plan evaluators, each stationed at different campuses, and one check-out evaluator that verifies graduation requirements for all student awards. NCTC reports that in response to the strain on their three degree plan evaluators, they plan to use their admissions processing center – their version of a Hub – to assist with evaluations moving forward. NCTC currently services approximately 10,500 credit students.

Dallas County, on the other hand, has seven distinct campuses that are individually accredited and operated as stand-alone colleges under the DCCCD umbrella. Because of this, many of their services, e.g., application processing and graduation check-out, are campus-based as opposed to using a centralized hub, whereas their degree plan and graduation processing is handled at the District-level due to a collaborative agreement between each DCCCD college. Dallas County employs nine full-time and three part-time transcript evaluators responsible for the evaluation and application of transferrable credit.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **DEGREE PLAN AND GRADUATION EVALUATORS** | | | |
|  | **TJC** | **NCTC** | **DCCCD** | **Collin College** |
| Degree Plan Evaluators | 2 | 3 | 10.5 | 4 |
| Graduation Evaluators | 1 | 1 | --\* | 3.5 |
| Credit Students (Approximate) | 12,500 | 10,500 | 80,000 | 34,000 |
| Students per Degree Plan Evaluator | 6,250 | 3,500 | 7,619 | 8,500 |
| Students per Graduation Evaluator | 12,500 | 10,500 | --\* | 9,714 |

\*Since graduation check-out processes are conducted at the campus-level, reliable data is not available to the public for DCCCD as a whole, however, Brookhaven College indicated that they have three full-time graduation coordinators to service approximately 13,000 credit students (4,333 per coordinator); these coordinators also double as Brookhaven’s in-house degree plan evaluators.

For many years Collin College has relied on a seasonal phone bank to help relieve peak season choke points involving the high volume of Admissions and Advising phone calls. After peak season concludes, however, admissions phone lines are returned to be answered by front-counter ARO and Hub staff. The problem with this is that even though much of the foot traffic has slowed, back-end processing remains at high levels making the constant distraction of phone calls quite problematic in terms of maintaining timeliness and accuracy of processing duties.

Collin College sought to alleviate this problem by following the lead of some of its peer institutions, e.g., San Jacinto and Tyler Junior College, by introducing a dedicated student answer center (call center) in Spring 2019. The call center accepts Admissions and Financial Aid calls district-wide. This was achieved by expanding the Financial Aid call center that was established in 2011-2012 and embedding additional operators and cross-training existing Financial Aid representatives so that all employees can answer ARO and Financial Aid questions. The call center, which operates year round, is supplemented by a seasonal phone bank staffed by temporary employees during the months of January, June, July, August, and December.

Resource contacts used for benchmarking review:  
Brookhaven College: Hazel Beale, Associate Registrar  
Dallas County Community College District: Jodie Rexroat, Assistant Director – Academic Records  
North Central Texas College: Kate Richardson, Director of Research & Reporting/Registrar  
San Jacinto College: Joan Rondot, Associate College Registrar  
Tyler Junior College: Denny Yarbrough, Coordinator – Registrar Records/State Reports

**4. HOW DO WE IMPACT STUDENT OUTCOMES?**

Make a case with evidence to show effects of the service unit on student outcomes.

## *Suggested/possible points to consider:*

## *How does the service unit influence the student experience?*

## *How does the service unit influence the student environment and/or safety?*

## *In what way does the service unit influence student retention, persistence, and/or completion?*

* *Analyze the evidence you provide. What does it show about the Service Unit?*

The Admissions and Records Office directly influences the student experience by the simple fact that ARO is usually the first department new students interact with; ARO sets the expectation for students that are either new to college in general or unfamiliar with Collin College.

The Admissions and Records Office strives to greet students in a friendly and welcoming manner, to demonstrate a willingness to assist them, to acknowledge and answer all of their questions, and to ensure that the student is satisfied with their overall visit; all items that influence the student experience. Survey results collected from the QLess queuing system over the past three years indicate that a significant number of students were positively influenced. The results are as follows:

|  |  |
| --- | --- |
| FY 2017 | 80.2% Satisfied |
| FY 2018 | 79.2% Satisfied |
| FY 2019 | 83.4% Satisfied |

Responses to questions that are asked on the Ruffalo Noel-Levitz Student Satisfaction Inventory in regards to Admissions also indicate that students are satisfied with the service they receive. Questions and responses from the 2016 and 2018 surveys are below:

|  |  |  |
| --- | --- | --- |
|  | **2016** | **2018** |
| The personnel involved in registration are helpful | 53% | 63% |
| Admissions staff are knowledgeable | 60% | 70% |
| Admissions counselors respond to prospective  Students’ unique needs and requests: | 55% | 66% |

ARO does not have a defined method to measure whether their offices alone are influencing student safety, however, the staff participate in trainings to ensure they can preserve student safety within their offices should a potentially dangerous incident arise. A Ruffalo Noel Levitz Student Satisfaction Inventory shows that as of 2018, 80% of students feel the campus is safe and secure, an increase of 7% over 2016 survey results. The report indicates this increase is statistically significant at the 0.05 level.

The Admissions and Records Office does not have a specific measurement to gauge its direct impact on student persistence and/or completion other than the responsibility of coordinating the commencement ceremony. The staff are equipped, however, to provide students with the resources needed to be successful at Collin College, thus influencing retention, persistence, and completion. According to CougarQ surveys, over half of our students are satisfied with the resources the staff are providing. The results are as follows:

|  |  |
| --- | --- |
| FY 2017 | 63% agree that staff provide additional resources needed to be successful |
| FY 2018 | 69% agree that staff provide additional resources needed to be successful |
| FY 2019 | 72% agree that staff provide additional resources needed to be successful |

Ironically, while the department has limited opportunities to measure impact on completion, ARO is responsible for the reporting of student completion in collaboration with Institutional Research. One of the most significant tools provided to students is their CougarCompass degree audit. All degree and program requirements are maintained by ARO as supplied by the curriculum office. For the 2019 calendar year, there were 64,612 student run degree audits. Additionally, there were 3,341 graduation petitions processed during the 2018 academic year.

Section II. Are We Doing Things Right?

**5. How effectively do we communicate, and how do we know?**

**A. Make a case that the printed literature and electronic communication are current, provide an accurate representation, and support the college’s recruitment, retention and completion plans.**

*Suggested/possible points to consider:*

* *Demonstrate how the unit solicits student feedback regarding its website and literature and how it incorporates that feedback to make improvements.*
* *Designate who is responsible for monitoring and maintaining the unit’s website, and describe processes in place to ensure that information is current, accurate, relevant, and available.*

**B. Provide unit website URLs. If no website is available, describe plans for creation of website or explain the absence.**

Many of the websites have standard content that requires limited updates. Depending on the placement of the website, those that are typically one click from the www.collin.edu homepage will require the approval of the Vice-President of Student and Enrollment Services prior to posting. There are several team members that monitor the websites and will update any that may have date specific content. Websites maintained by ARO are as follows:

* Admissions landing page: <http://www.collin.edu/gettingstarted/admissions/index.html>. Here students choose their information path based on their classification: New / Freshman / Dual Credit; Returning / Transfer; International; or Continuing Education. A link to this page is provided on the Collin College homepage under the Admissions & Aid heading or by clicking “APPLY” at the top of the homepage. Content on this level 1 page is approved by members of the Leadership Team prior to publishing.
* New / Freshman / Dual Credit path: <http://www.collin.edu/gettingstarted/admissions/freshman.html>. Students are provided with four simple steps for admitting to Collin: Apply; Remove All Holds; Register; and Payment. Updates to this page are approved by the Vice-President of Student and Enrollment Services.
* Apply link: <https://apply.collin.edu/AxiomWeb_PROD/Login.aspx?SourceID=4>. This will take students to the Axiom in-house application where they can either create a new account or login to an existing account. Login portal is standard.
* Meningitis vaccination information: <http://www.collin.edu/gettingstarted/admissions/meningitis/>. Provides information on the meningitis vaccine, exemptions, and exceptions. Updates contingent upon state guideline changes.
* Additional registration information: <http://www.collin.edu/gettingstarted/register/registration.html>. Includes various information on registration, schedule changes, waitlists, and a list of important dates. This page is updated regularly, last publish date was December 12, 2019.
* Course delivery options: <http://www.collin.edu/gettingstarted/register/course_options.html>. Defines the various course delivery modalities and campus abbreviation codes. Will need to updated once campus codes finalized for Wylie and Technical Campus.
* Important registration dates: <http://www.collin.edu/gettingstarted/register/online_registration.html>. Includes online registration dates, information on schedule changes, and campus ARO phone numbers. This page is updated regularly, last publish date was November 15, 2019.
* Transfer Students path: <http://www.collin.edu/gettingstarted/admissions/transfer.html>. Information and links provided are the same as those found on the New / Freshman / Dual Credit path. Updates to this page are approved by the Vice-President of Student and Enrollment Services.
* Continuing Education (CE) path: <http://www.collin.edu/ce/application.html>. Brings students to the CE Admissions page. Content on this level 1 page is approved by members of the Leadership Team prior to publishing.
* CE admissions application: <https://ceaxiom.collin.edu/Application.aspx?SourceID=1>. Direct link to the simplified CE admissions application.

**C. In the Unit Literature Review Table, below, document that the elements of information listed on the website or other formats (services available, points of contact, current calendars, handouts, costs and additional fees, hours of availability) were verified for currency, accuracy, relevance, and are readily available to target audiences.**

### Unit Literature Review Table

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title | Type (i.e. URL, brochure, handout, etc.) | Date of Last Review/Update |  | Responsible Party |
| Absence for Holy Day | Document completed by the student and returned to ARO after appropriate signatures are collected | 02/2019 | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | Dean of Admissions/District Registrar |
| Add/Drop/Withdraw Form | Document completed by the student and returned to ARO after appropriate signatures are collected | 06/2012 | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | Dean of Admissions/District Registrar |
| Admissions/Registration Continuing Education Procedures Manual | Internal training manual for CE registration procedures | 11/2016 | □ Current □ Accurate 🞫 Relevant 🞫 Available | Dean of Admissions/District Registrar |
| Admissions Credit Procedures Manual | Internal training manual for credit registration procedures | 02/2018 | □ Current □ Accurate 🞫 Relevant 🞫 Available | Dean of Admissions/District Registrar |
| Affidavit of Residency | Document used for undocumented students; returned to ARO after signed and notarized | Unknown | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | Records Systems Manager |
| Associate Registrar Procedures Manual | Internal training manual for Associate Registrars | Under review for re-write | □ Current □ Accurate 🞫 Relevant □ Available | McKinney Campus Associate Registrar |
| Audit Request | Document used for students seeking to audit a credit course; returned to ARO once signed | 05/2013 | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | Dean of Admissions/District Registrar |
| Banner Navigation Procedures Manual | Internal training manual for new District employees | 03/2017 | □ Current □ Accurate 🞫 Relevant 🞫 Available | Ellucian / Student Information Systems Manager |
| Banner-Student Manual | Training manual for functional Banner users involved with student records and registration | 09/2019 | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | Ellucian / Student Information Systems Manager |
| Catalog | Collaborative publication. Covers Collin policies and procedures, degree requirements, and course descriptions; available on Collin’s website under Academics heading | 10/2019 | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | Various managers throughout the District |
| Catalog Build Continuing Education Procedures Manual | Internal training manual for building continuation education catalog requirements in Banner | Unknown | □ Current □ Accurate □ Relevant □ Available | Student Information Systems Manager |
| Catalog Build Credit Procedures Manual | Internal training manual for building credit catalog requirements in Banner | Unknown | □ Current □ Accurate □ Relevant □ Available | Student Information Systems Manager |
| Certified Roster Procedures Manual | Internal training manual for faculty on how to certify rosters within CougarWeb | 08/2013 | □ Current □ Accurate 🞫 Relevant 🞫 Available | Plano Campus Associate Registrar |
| Checklist for First Time/Returning Students | Handout for new and returning students with step-by-step directions on what needs to be done in order to register for class | 09/2018 | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | Dean of Admissions/District Registrar |
| Collin College Application Addendum | Document used to make corrections to an application; returned to ARO once signed | 04/2014 | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | Dean of Admissions/District Registrar |
| Collin College International Application for Admissions | Admission application for F-1 international students; available on Collin’s website under Admissions & Aid heading | N/A | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | Student Information Systems Manager and International Students Coordinator |
| Conditional Registration Contract | Online form available within CougarWeb to allow students to waive transcript holds for one semester | 11/21/2019 | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | McKinney Campus Associate Registrar |
| Conditional Registration Contract – Dual Credit Graduating Seniors | Online form available within CougarWeb to allow graduating dual credit students to waive their high school transcript holds for one semester | 11/21/2019 | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | McKinney Campus Associate Registrar |
| CougarCompass Online Degree Audit Tool | Online instrument used to run degree plan audits and what-if scenarios for students | Updated regularly with latest information from Curriculum Office | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | Assistant Student Information Systems Manager |
| Credentials PDF Transcript Procedures Manual | Training manual for staff with directions on downloading transcript into Banner | Unknown | □ Current 🞫 Accurate 🞫 Relevant 🞫 Available | Credentials Solutions / Transcript Evaluation Specialist |
| Data Management Procedures Manual | Instructional manual on cleaning up student data, e.g., duplicate CWIDs, SSN changes, etc. | Includes various documents with different revision dates | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | Data Management Specialist |
| Data Standards Procedures Manual | District-wide internal publication/committee to facilitate consistency throughout the district | 2019 | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | Dean of Admissions/District Registrar |
| Degree Management Procedures Manual | Instructional manual used to build degree plan requirements within Banner | Unknown | □ Current □ Accurate □ Relevant 🞪 Available | Assistant Student Information Systems Manager |
| EDI Procedures Manual | Instructional manual for downloading electronic transcripts | 10/2017 | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | McKinney Campus Associate Registrar |
| End of Term Grading Procedures Manual | Step-by-step manual used to run end-of-term grading processes | 05/21/2019 | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | McKinney Campus Associate Registrar and the Programmer Analyst responsible for grading |
| FERPA Informational Brochure | Brochure given to students and third parties explaining FERPA regulations and restrictions | 06/2017 | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | Dean of Admissions/District Registrar |
| Grade Change Form | Online form used by faculty to change existing grades; link is available via the Faculty tab in CougarWeb | N/A | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | Dean of Admissions/District Registrar |
| Graduation Event Information | Information sent to students regarding commencement; e.g., date, time, location, etc. | Updated yearly | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | Dean of Admissions/District Registrar |
| Graduation Letter from the President | Letter from the President inviting upcoming graduates to participate in the commencement ceremony | Updated yearly | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | Dean of Admissions/District Registrar |
| Graduation Participation | Form sent to students asking if they will participate in the commencement ceremony | Updated yearly | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | Dean of Admissions/District Registrar |
| Graduation Program | Program that is handed out at commencement listing all graduates | Updated bi-annually | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | Dean of Admissions/District Registrar |
| Graduation Regalia Information | Information sent to students informing them how and where to purchase their regalia | Updated yearly | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | Dean of Admissions/District Registrar |
| High School Visitation Form | Form used by high school students visiting a Collin campus; used as proof of attendance | Unknown | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | Dean of Admissions/District Registrar |
| Home School Permission Form | Form granting dual credit students permission to take classes at Collin; includes TSI exemptions | 09/2019  (In the process of being rewritten) | □ Current 🞫 Accurate 🞫 Relevant 🞫 Available | Associate Dean of Academic Partnerships |
| Incomplete Grade Form | Used by faculty to assign an Incomplete for a student; online available via the Faculty tab in CougarWeb | N/A | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | Dean of Admissions/District Registrar |
| Information To Be Released Card | Handout for students with a list of directory information that can be given to third parties | 08/2019 | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | Dean of Admissions/District Registrar |
| Institutional Credit by Exam | Form used for students to apply for Credit by Exam; must have completed six credit hours at Collin | Unknown | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | Dean of Admissions/District Registrar |
| Lateral Change Form | Internal form used to move a student from one section to another; returned to ARO after all signatures are acquired | 09/2016 | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | Dean of Admissions/District Registrar |
| Master Calendar | Calendar used to display all key dates for the district | 01/2020 | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | Dean of Admissions/District Registrar |
| Master Record Change Form | Used by students that need to change their name, address, phone number, email, etc. | Unknown | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | Dean of Admissions/District Registrar |
| New Person Request for ID Form | Used by students that need a CWID for testing purposes while waiting for admission application to be processed | 02/2019 | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | Dean of Admissions/District Registrar |
| Parental Permission Form – Under 18/No GED | Permission form to be signed by parent or legal guardian for students under 18 and have not earned a GED | Unknown | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | Dean of Admissions/District Registrar |
| Pass/Fail Form for Sign Language and Creative Writing | Non-degree seeking students complete for pass/fail option | 01/2017 | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | Dean of Admissions/District Registrar |
| Petition for Credit for Prior Learning Through Continuing Education | Request for students to have their CE classes evaluated for possible credit | Unknown | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | Dean of Admissions/District Registrar |
| Petition for Graduation | Paper and online form for students to request a final review of credit to ensure graduation requirements have been met; available on Student tab of CougarWeb | Paper form was last updated 11/15 | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | Dean of Admissions/District Registrar |
| Records Center Transmittal Form | Internal form that outlines protocol for transferring documents to the Records Management Center | 06/2016 | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | Records Systems Manager |
| Records Management Form | Internal form used when documents are scanned, but cannot be viewed | 06/2016 | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | Records Systems Manager |
| Registration Guide | A published document that informs the public about registration dates, deadlines, tuition rates, final exam dates, etc. | Updated every registration term (Fall, Spring, Summer) | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | Dean of Admissions/District Registrar / SES Deans |
| Request for Degree Plan Audit - CougarCompass | Online tool used to determine how completed coursework is applied to an existing degree plan or can run a what-if scenario | N/A | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | Assistant Student Information Systems Manager |
| Request for Disclosure of Student Educational Records – FERPA Authorization Form | Online form available on the Home tab of CougarWeb used for students to identify what educational records can be released and to whom | N/A | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | Dean of Admissions/District Registrar |
| Request for Exception: Dual Credit and/or Online Courses (Bacterial Meningitis) | Form used by dual credit and/or online-only students seeking an exception from the state-mandated meningitis vaccine requirement | 04/2016 | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | Dean of Admissions/District Registrar |
| Request to Withhold Personal Directory Information | Students may complete and return to ARO in order to withhold all directory information; can also be completed online via the Home tab of CougarWeb | 03/2011 | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | Dean of Admissions/District Registrar |
| Residency Reclassification Form | Used by ARO staff when a student’s residency status has changed | 03/2019 | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | Dean of Admissions/District Registrar / Records Systems Manager |
| Residency Requirements | A handout given to students with directions on how to prove residency | Unknown | □ Current □ Accurate 🞫 Relevant 🞫 Available | Dean of Admissions/District Registrar / Records Systems Manager |
| Returned Mail Instructions | A handout given to students with directions on how to resolve issues arising from returned mail | Unknown | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | Dean of Admissions/District Registrar |
| Statement of Intent to Establish Residency | Used for veterans to state their intent to establish domicile in Texas for residency purposes | Unknown | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | Dean of Admissions/District Registrar |
| Substitution Form | Used by faculty and approved by an Academic Dean to substitute one course for another within a student’s degree plan; in the process of making this an electronic form | 03/2013 | □ Current □ Accurate 🞫 Relevant 🞫 Available | Dean of Admissions/District Registrar |
| Suspension Appeal | Online document completed by the student to appeal their academic suspension | 04/2019 | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | Frisco Campus Associate Registrar |
| Tuition Waiver/Exemption Form | A list of state-mandated tuition waivers and exemptions for qualified students | 05/2013 | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | Dean of Admissions/District Registrar |
| Verification of Enrollment | An internal verification form that can be given to students if the Student Clearinghouse version is not acceptable | 10/2016 | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | Dean of Admissions/District Registrar |
| Website – Multiple Pages | ARO has numerous web pages dedicated to informing and directing students. These include pages for Getting Started, Registration, Veterans, Meningitis Exemptions, etc. Most can be accessed by following the Admissions and Aid heading on the main Collin.edu website | Varies by page | 🞫 Current 🞫 Accurate 🞫 Relevant 🞫 Available | Dean of Admissions/District Registrar / SES Deans |

**6.** What partnerships and partner resources are established by the unit, and how are they valuable?

**Partnership Resources: List any business, industry, government, college, university, community, and/or consultant partnerships, including internal Collin departments, to advance the service unit outcomes. If a formal agreement is involved, indicate its duration.**

### Partnership Resources Table

|  |  |  |  |
| --- | --- | --- | --- |
| Partner/Organization | Description | Formal Agreement Duration,  if any | Briefly explain the Partnership’s Value to Service Unit |
| Credentials Solutions | Outgoing transcript vendor | Renewed annually | Quickly and accurately processes transcript request; prints and sends transcripts; serves as primary point of contact for transcript problems, thus freeing ARO staff to focus on other duties. By outsourcing this function, the total labor hours saved is the equivalent of 2.5 full time employees and students have 24/7 access to request transcripts. |
| SSD Partners / Axiom | Admission application vendor | Renewed annually | Provides platform upon which Collin’s admission application is built; Axiom Verifier tool allows ARO to combine new applications to existing student records or to create new records. |
| Texas Connection Consortium (TCC) | Texas-specific Banner support partner | Renewed annually | TCC and Ellucian work together to provide Texas-specific solutions saving time and money for TCC members. This unique and collaborative approach enables consortium members to meet their state reporting needs with minimal cost and effort. |
| uAchieve (CougarCompass) | Online degree auditing software | In process of moving from Curriculum department to ARO - TBD | Provides students, faculty and staff ability to run degree audits to assist with program completion. |
| Diplomas on Demand | Document printing vendor | Renewed annually | Degree Plan Specialists print diplomas using this software. |

**7. What professional development opportunities add value to your service unit? List please examples.**

**Make a case with evidence that staff keep current, and fulfill roles that advance the service unit and the College. List service unit employees, their roles, and known professional development activity in the last four years.**

### See Appendix C - Employee Resources

**8. Are facilities, equipment, and funding sufficient to support your service unit? If not, please explain.**

**[Only respond to this prompt if you are requesting additional resources.]**

**No additional resources are being requested at this time.**

Section III. Continuous Improvement Plan (CIP)

**9. How have past Continuous Improvement Plans contributed to success?**

Program Review at Collin College takes place for each unit or program every five years. During the last (fifth) year, the unit evaluates the data collected during the CIP process.

**Please describe how you have used your continuous improvement plan (CIP) to make the following improvements to your unit over the past 4 years (your last review can be found on the Program Review Portal):**

1. **Student Outcomes**
2. **Overall improvements to your unit**

The implementation of a dedicated year-round call center has improved student outcomes and overall ARO operations by not only decreasing the time students wait for a customer service representative to address their questions, but also allowing front-counter and back-end processing staff to focus on their duties. This translates to faster processing times for applications and transcripts. It has also improved the quality of face-to-face interaction with students at the counter, as counter staff are not constantly interrupted by phone calls.

The creation of an in-house application has greatly reduced the amount of manual intervention necessary to correctly code a student’s residency status, which decreases student wait time for their applications to be processed and the frustration of having to provide documentation to correct their residency after the fact. Additionally, an unanticipated benefit of the in-house application was the opportunity to automate the processing of applications. This alone has decreased the wait time from a week or more during peak registration times to a matter of hours (the auto-process runs twice daily).

By implementing the College Source degree audit system (CougarCompass), students are able to easily identify outstanding degree requirements and complete registration independently. The automated system also reduces the amount of time staff members spend manually mapping students’ degree plans.

**Previous CIP Tables in Appendix D**

**10. How will we evaluate our success?**

**NOTE: The CIP has been revised as of November 2018. Please contact the institutional effectiveness office if you need assistance filling out the CIP tables.**

As part of the fifth year of Program Review, the unit should use the observations and data generated by this process along with data from other relevant assessment activities to develop the unit’s CIP and an action plan for the next two years. At the conclusion of the first two years, data collected from the first year, plus any other relevant data that was collected in the interim, should be used to build on the accomplishments of those first two years by developing another two-year action plan for the CIP to help the unit accomplish the expected outcomes established in its CIP or by implementing one of your other plans.

**Based on the information, analysis, and discussion that have been presented in your Program Review submission to this point, please summarize the strengths and weaknesses of this unit. This response should be based on information from prior sections of this document. Please describe how the continuous improvement plans you propose below will capitalize on the strengths, mitigate the weaknesses, and improve student success.**

**11. Complete the Continuous Improvement Plan (CIP) tables that follow.**

Within the context of the information gleaned in this review process and any other relevant data, identify unit priorities for the next two years, and focus on these priorities to formulate your CIP. This may include short-term administrative, technological, assessment, resource or professional development outcomes as needed.

**Table 1. CIP Outcomes, Measures & Targets Table (focus on at least one for the next two years)**

|  |  |  |
| --- | --- | --- |
| **A. Expected Outcomes**  Results expected in this unit  (e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services) | **B. Measures**  Instrument(s)/process(es) used to measure results  (e.g. sign-in sheets, surveys, focus groups, etc.) | **C. Targets**  Level of success expected  (e.g. 80% approval rating, 10 day faster request turn-around time, etc.) |
| All major units within ARO, e.g., Registrar’s Office, Admissions, Degree Plan Coordination, Graduation, Continuing Education, etc., will develop and maintain detailed training manuals to assist in the training of new employees and as an easy-to-follow reference for employees that may not be familiar with the business unit. | Both physical and digital copies of each manual will be immediately available to all relevant staff. Annual reviews will be conducted on each manual to ensure that information is updated and accurate. | 100% of all major ARO areas will have their manuals completed in full and will have undergone one annual review by the end of the second year. |
| Streamline incoming transcript processes to help alleviate the bottleneck in transcript processing during peak registration season. | The first year of CIP development will focus on identifying challenges and designing solutions. During this time transcript receipt numbers and average processing time will be collected. The second year of development will be used to refine these solutions and to compare new receipt and processing numbers against the previous years. | During peak registration time (June through August), it can take between 7-10 business days to process incoming transcripts. By the end of Year Two, process time should be no longer than 3-5 days. Additionally, during peak registration time, it is not uncommon for it to take up to four hours to download all batches of electronic transcripts. By the end of Year Two our goal is to cut that time to two hours. |
|  |  |  |

**Continuous Improvement Plan**

**Outcomes might not change from year to year. For example, if you have not met previous targets, you may wish to retain the same outcomes. *If this is an academic, workforce, or continuing education program, you must have at least one student learning outcome.* You may also add short-term administrative, technological, assessment, resource or professional development goals, as needed. Choose up to 2 outcomes from Table 1 above to focus on over the next two years.**

**A. Outcome** -Result expected in this unit (from column A on Table 1 above--e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services).

**B. Measure** -Instrument(s)/process(es) used to measure results (e.g. surveys, test results, focus groups, etc.).

**C. Target** -Degree of success expected (e.g. 80% approval rating, 10-day faster request turn-around time, etc.).

**D. Action Plan** -Implementation of the action plan will begin during the next academic year. Based on analysis, identify actions to be taken to accomplish outcome. What will you do?

**E. Results Summary** - Summarize the information and data collected in year 1.

**F. Findings** - Explain how the information and data has impacted the expected outcome and unit success.

**G. Implementation of Findings** – Describe how you have used or will use your findings and analysis of the data to make unit improvements.

**Table 2. CIP Outcomes 1 & 2**

|  |  |
| --- | --- |
| 1. **Outcome #1** Develop and maintain comprehensive training manuals for all major ARO units. | |
| 1. **Measure (Outcome #1)** Physical and digital copies of manuals will be immediately available to all relevant staff. | 1. **Target (Outcome #1)** 100% of all major units will have manuals and will have undergone one annual review. |
| 1. **Action Plan (Outcome #1)** Work with each unit’s supervisor to identify a designated author and work with the supervisor(s) to provide appropriate staff coverage to ensure that the author has the time and resources to complete the manual. | |
| 1. **Results Summary (Outcome #1) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Implementation of Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2** | |

**Table 2. CIP Outcomes 1 & 2 (continued)**

|  |  |
| --- | --- |
| 1. **Outcome #2** Streamline incoming high school and college transcripts. | |
| 1. **Measure (Outcome #2)** Observe and record download and processing times during Year One and compare them to Year Two. | 1. **Target (Outcome #2)** Download times should decrease from 4 hours on peak days to 2 hours. Also, processing time during peak times should decrease from 7-10 business days to 3-5. |
| 1. **Action Plan (Outcome #2)** Spend the first year identifying challenges and designing solutions both internally and (possibly) with the assistance of third-party applications. The second year will be used to refine processes designed during Year One. | |
| 1. **Results Summary (Outcome #2) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Implementation of Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2** | |

## What happens next? The Program Review Report Pathway

1. **Following approval by the Steering Committee,**

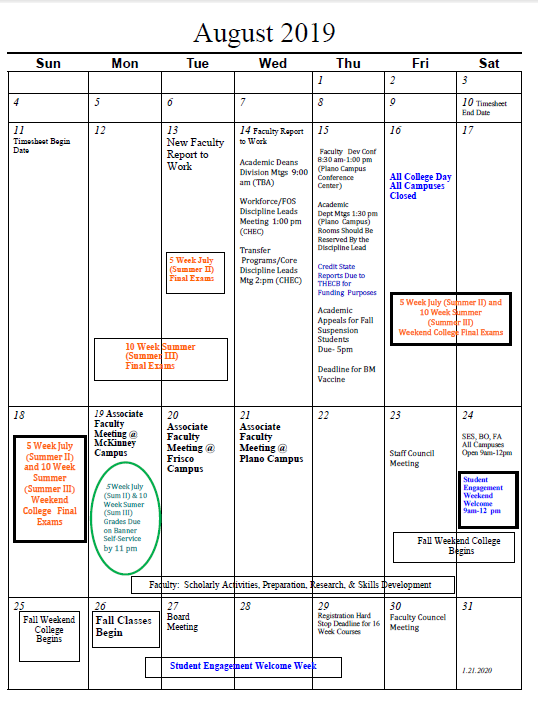
* Program Review Reports will be evaluated by the Leadership Team.
* After Leadership Team Review, the reports will be posted on the intranet prior to Fall semester.
* At any point prior to Intranet posting, reports may be sent back for additional development by the department.

1. **Unit responses to the Program Review Steering Committee recommendations received by August 1st will be posted with the Program Review Report.**
2. **Leadership Team members will work with program supervisors to incorporate Program Review findings into planning and activity changes during the next five years.**

## Appendix A – Registration Tips Booklet cover page

## 

## Appendix B – Master calendar 2019-2020 -excerpt



## appendix c – employee resources

|  |  |  |
| --- | --- | --- |
| Employee Name | Role in Unit | Professional Development since Last Program Review\*\* |
| Aasha Tyagi | Admissions & Records Assistant | Annual residency training.  Student and Enrollment Services customer service training (multiple times).  Dean of Students Office and SOBI training. |
| AJ Sanchez | Degree Plan Coordinator | Director of First Impressions customer service seminars (multiple times).  College Source TES webinar for introduction to credit equivalency training.  uAchieve basic and intermediate encoding for CougarCompass degree plan training.  Student and Enrollment Services customer service training (multiple times).  Annual residency training (multiple times). |
| Amber Black | Information Management Specialist | Student and Enrollment Services customer service training (multiple times).  Annual residency training (multiple times). |
| Amy Williams | Assistant to the Dean of Admissions/District Registrar | Annual Purchasing and Budget training to stay current with changes to CougarMart (multiple times).  Student and Exchange Visitor Program training so that she may assist the International Student Office and the Plano Campus Associate Registrar with their SEVIS duties. |
| Billie Brown | Admissions & Records Assistant | N/A (recently hired) |
| Brenda Bond | Degree Plan Specialist | Annual residency training (multiple times).  Director of First Impressions customer service seminars (multiple times).  CRASE Active Shooter Response Training.  Student and Enrollment Services customer service training (multiple times).  Section 504 and Academic Accommodations training.  Unlawful Harassment Prevention for Higher Education Staff training.  EEO Laws and Discrimination Prevention for Higher Education training.  FERPA for Higher Education training.  Preventing Discrimination and Sexual Violence: Title IX, VAWA, and Clery Act for Non-Residential Faculty & Staff.  Respect and Inclusion Series: Uncovering Implicit Bias and The Power of Respectful Language. |
| Cindy Pokrywa | Assistant Student Information Systems Manager | The annual Ellucian Live event is targeted toward Banner administrators and power users throughout the nation. The conference showcases advancements in the Banner software, best practices, and troubleshooting of reported issues. Opportunities to network with other Banner schools is also valuable to exchange ideas and solutions.  The Texas Connection Consortium annual conference allows Banner users from across the state to assemble with an agenda of topics to cover from staying up to date with Texas-specific practices to information sessions on changing state legislature. Networking opportunities are also plentiful.  North Texas Council of College and University Registrars and Admissions Officers (NTCCURAO) customer service workshop.  Director of First Impressions customer service seminars (multiple times).  Student and Enrollment Services customer service training (multiple times). |
| Debbie Dunn | Associate Registrar, Plano Campus | Annual participation in the Texas Association of Collegiate Registrars and Admissions Officers (TACRAO) conferences- keeps the managers’ knowledge of current best practices up to date; provides an invaluable networking opportunity for managers to interface with their peers from around the state and to help one another with troubleshooting and idea sharing.  The Texas Association of College and University Student Personnel Administrators (TACUSPA) annual conference (multiple times).  Texas Association of Collegiate Veteran Program Officials (TACVPO) annual conference.  North Texas Council of College and University Registrars and Admissions Officers (NTCCURAO) customer service workshop.  Concur travel expense training (multiple times).  Civilian Response to Active Shooter Events (CRASE) training.  Veteran Students Symposium.  Purchasing and Budget training to stay current with changes to CougarMart.  Dean of Students Office and SOBI training.  Staff Performance Appraisal training provided by HR.  Director of First Impressions customer service seminars (multiple times).  Student and Enrollment Services customer service training (multiple times). |
| Diana Platt | Degree Plan Specialist | Annual residency training (multiple times).  Director of First Impressions customer service seminars (multiple times).  Disney Institute leadership training.  CRASE Active Shooter Response Training.  Student and Enrollment Services customer service training (multiple times).  Unlawful Harassment Prevention for Higher Education Staff training.  Preventing Discrimination and Sexual Violence: Title IX, VAWA, and Clery Act for Non-Residential Faculty & Staff.  FERPA for Higher Education training. |
| Jan Rogan | Degree Plan Specialist | Annual residency training (multiple times).  Director of First Impressions customer service seminars (multiple times).  Disney Institute leadership training.  Civilian Response to Active Shooter Events (CRASE) training.  North Texas Council of College and University Registrars and Admissions Officers (NTCCURAO) customer service workshop.  Student and Enrollment Services customer service training (multiple times). |
| Karen Kimball | Admissions & Records Assistant | Annual residency training (multiple times).  Disney Institute leadership training.  Director of First Impressions customer service seminars (multiple times).  Student and Enrollment Services customer service training (multiple times). |
| Kathleen Wolff | Degree Plan Coordinator | Director of First Impressions customer service seminars.  College Source TES webinar for introduction to credit equivalency training.  uAchieve basic and intermediate encoding for CougarCompass degree plan training.  Student and Enrollment Services customer service training (multiple times).  Annual residency training (multiple times).  Disney Institute leadership training (multiple times).  CollegeSource Annual Conference.  North Texas Council of College and University Registrars and Admissions Officers (NTCCURAO) customer service workshop. |
| Kristina Golway | Transcript Evaluation Specialist | Annual residency training (multiple times).  Disney Institute leadership training.  Director of First Impressions customer service seminars (multiple times).  North Texas Council of College and University Registrars and Admissions Officers (NTCCURAO) customer service workshop.  Student and Enrollment Services customer service training (multiple times). |
| Lillian Meason | Admissions Associate | Annual residency training (multiple times).  Disney Institute customer service training (multiple times).  Director of First Impressions customer service seminars (multiple times).  QEP Professional Development: A Holistic Approach to Student Support.  North Texas Council of College and University Registrars and Admissions Officers (NTCCURAO) customer service workshop.  Starlink Training: Effective Communication for Today’s Learners.  Student and Enrollment Services customer service training (multiple times). |
| Lily Quezada | Student Information Systems Manager | Attendance at annual Ellucian Live event- is targeted toward Banner administrators and power users throughout the nation. The conference showcases advancements in the Banner software, best practices, and troubleshooting of reported issues. Opportunities to network with other Banner schools is also valuable to exchange ideas and solutions.  Disney Institute leadership training (multiple times).  Director of First Impressions customer service seminars (multiple times).  The Texas Connection Consortium annual conference allows Banner users from across the state to assemble with an agenda of topics to cover from staying up to date with Texas-specific practices to information sessions on changing state legislature. Networking opportunities are also plentiful.  North Texas Council of College and University Registrars and Admissions Officers (NTCCURAO) customer service workshop.  Student and Enrollment Services customer service training (multiple times).  Dean of Students Office and SOBI training.  Staff Performance Appraisal training provided by HR.  Student and Enrollment Services customer service training (multiple times).  Annual residency training (multiple times).  Unlawful Harassment Prevention for Higher Education Staff training.  EEO Laws and Discrimination Prevention for Higher Education training.  FERPA for Higher Education training.  Preventing Discrimination and Sexual Violence: Title IX, VAWA, and Clery Act for Non-Residential Faculty & Staff.  College Source TES webinar for introduction to credit equivalency training.  uAchieve basic and intermediate encoding for CougarCompass degree plan training.  Workday user workshops. |
| Melissa Tesfaye | Degree Plan Coordinator | Director of First Impressions customer service seminars (multiple times).  College Source TES webinar for introduction to credit equivalency training.  uAchieve basic and intermediate encoding for CougarCompass degree plan training.  Student and Enrollment Services customer service training (multiple times).  Annual residency training (multiple times).  Disney Institute customer service training.  Section 504 and Academic Accommodations training.  Unlawful Harassment Prevention for Higher Education Staff training.  EEO Laws and Discrimination Prevention for Higher Education training.  FERPA for Higher Education training. |
| Michelle Lewis | Admissions & Records Assistant | Annual residency training.  Disney Institute leadership training. |
| Rhonda Bolton | Records Systems Manager | Annual participation in the Texas Association of Collegiate Registrars and Admissions Officers (TACRAO) conferences-keeps the managers’ knowledge of current best practices up to date; provides an invaluable networking opportunity for managers to interface with their peers from around the state and to help one another with troubleshooting and idea sharing.  North Texas Council of College and University Registrars and Admissions Officers (NTCCURAO) customer service workshop.  Director of First Impressions customer service seminars (multiple times).  Student and Enrollment Services customer service training (multiple times). |
| Rumbidzayi Gurira | Admissions & Records Assistant | HR Change Management workshop with Julie Burch.  North Texas Council of College and University Registrars and Admissions Officers (NTCCURAO) customer service workshop.  Director of First Impressions customer service seminars (multiple times).  Annual residency training (multiple times).  Authentic Leadership Symposium.  Student and Enrollment Services customer service training (multiple times). |
| Samantha Dean | Associate Registrar, Frisco Campus | Texas Administrators of Continuing Education (TACE) annual conference (multiple times).  Earned Career Pathways certification.  Director of First Impressions customer service seminars (multiple times).  Ellucian Live annual Banner users conference. |
| Selena Anderson | Admissions & Records Assistant | North Texas Council of College and University Registrars and Admissions Officers (NTCCURAO) customer service workshop (multiple time).  Director of First Impressions customer service seminars (multiple times).  Annual residency training (multiple times).  Section 504 and Academic Accommodations training.  Unlawful Harassment Prevention for Higher Education Staff training.  EEO Laws and Discrimination Prevention for Higher Education training.  FERPA for Higher Education training. |
| Shane Apple | Associate Registrar, McKinney Campus | Annual participation in the Texas Association of Collegiate Registrars and Admissions Officers (TACRAO) conferences -keeps the managers’ knowledge of current best practices up to date; provides an invaluable networking opportunity for managers to interface with their peers from around the state and to help one another with troubleshooting and idea sharing.  North Texas Council of College and University Registrars and Admissions Officers (NTCCURAO) customer service workshop.  Disney Institute leadership training (multiple times).  Student Assistant and Federal Work Study supervisor training (multiple times).  Director of First Impressions customer service seminars (multiple times).  Dean of Students Office and SOBI training.  Staff Performance Appraisal training provided by HR.  Student and Enrollment Services customer service training (multiple times).  Annual residency training (multiple times).  Achieving on Purpose: Your Guide to Managerial Success three-part leadership seminar. |
| Shayne Brown | Veterans Transition Specialist | Annual residency training (multiple times).  Director of First Impressions customer service seminars (multiple times).  Student and Enrollment Services customer service training (multiple times).  Civilian Response to Active Shooter Events (CRASE) training.  Several various regional and national veterans conferences.  Section 504 and Academic Accommodations training.  Unlawful Harassment Prevention for Higher Education Staff training.  EEO Laws and Discrimination Prevention for Higher Education training.  FERPA for Higher Education training.  Preventing Discrimination and Sexual Violence: Title IX, VAWA, and Clery Act for Non-Residential Faculty & Staff.  Respect and Inclusion Series: Uncovering Implicit Bias and The Power of Respectful Language. |
| Sheri Mackey | Degree Plan Coordinator | Director of First Impressions customer service seminars (multiple times).  Annual residency training (multiple times).  College Source TES webinar for introduction to credit equivalency training.  uAchieve basic and intermediate encoding for CougarCompass degree plan training.  Student and Enrollment Services customer service training (multiple times). |
| Suzette Clement | Admissions & Records Assistant | Annual residency training (multiple times).  Director of First Impressions customer service seminar.  Preventing Discrimination and Sexual Violence: Title IX, VAWA, and Clery Act for Non-Residential Faculty & Staff.  Disney Institute leadership training.  Civilian Response to Active Shooter Events (CRASE) training.  Staff Performance Appraisal training provided by HR.  Student and Enrollment Services customer service training (multiple times).  QEP Professional Development: Preparing for Success. |
| Tammie DeVoe | Administrative Assistant | Annual Purchasing and Budget training to stay current with changes to CougarMart.  Annual residency training. |
| Tammy Brown | Admissions & Records Assistant | Disney Institute leadership training (multiple times).  North Texas Council of College and University Registrars and Admissions Officers (NTCCURAO) customer service workshop (multiple time).  Director of First Impressions customer service seminars (multiple times).  QEP Holistic Approach to Student Support customer service workshop.  Annual residency training (multiple times). |
| Teresa Hanna | Admissions & Records Assistant | North Texas Council of College and University Registrars and Admissions Officers (NTCCURAO) customer service workshop (multiple times).  Student and Enrollment Services customer service training (multiple times).  Annual residency training (multiple times).  Director of First Impressions customer service seminars (multiple times). |
| Tiffany Taylor | Admissions & Records Assistant | Annual residency training (multiple times).  Director of First Impressions customer service seminars (multiple times).  North Texas Council of College and University Registrars and Admissions Officers (NTCCURAO) customer service workshop (multiple times).  Disney Institute leadership training.  Student and Enrollment Services customer service training (multiple times). |
| Todd Fields | Dean of Admissions/District Registrar | Annual participation in the Texas Association of Collegiate Registrars and Admissions Officers (TACRAO) conferences -keeps the managers’ knowledge of current best practices up to date; provides an invaluable networking opportunity for managers to interface with their peers from around the state and to help one another with troubleshooting and idea sharing.  North Texas Council of College and University Registrars and Admissions Officers (NTCCURAO) customer service workshop.  Student and Enrollment Services customer service training (multiple times).  EEO Laws and Discrimination Prevention for Higher Education training.  FERPA for Higher Education training.  Preventing Discrimination and Sexual Violence: Title IX, VAWA, and Clery Act for Non-Residential Faculty & Staff. |
| Tom Mokake | Admissions & Records Assistant | North Texas Council of College and University Registrars and Admissions Officers (NTCCURAO) customer service workshop (multiple times).  Student and Enrollment Services customer service training (multiple times).  Annual residency training (multiple times).  Director of First Impressions customer service seminars (multiple times). |

## APPENDIX C – PREVIOUS CIP

**Table 1: CIP Outcomes, Measures & Targets Table (focus on at least one for the next two years)**

|  |  |  |
| --- | --- | --- |
| **A. Expected Outcome(s)**  Results expected in this unit  (e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services) | **B. Measure(s)**  Instrument(s)/process(es) used to measure results  (e.g. survey results, exam questions, etc.) | **C. Target(s)**  Level of success expected  (e.g. 80% approval rating, 10 day faster request turn-around time, etc.) |
| Increase efficiency, effectiveness and customer satisfaction by implementing a district year-round phone bank (collaboration with Advising and Financial Aid) | Baseline data include call volume and costs. New tracking will be compared to baseline.  Customer service surveys. | Reductions in cost for temporary workers.  Reduction in full time staff being pulled away from other duties to supervise phone bank.  Customer satisfaction with ARO increase by 10%. |
| Increase efficiency, effectiveness and customer satisfaction by developing and utilizing an in-house application process. | Track out-of-state coded residency notification emails and compare. | Reduce the number of residency emails by 25%. |
| Increase efficiency, effectiveness and customer satisfaction by implementing College Source Degree Audit System | Track system reports and customer service surveys. | Increase customer satisfaction related to degree audit and schedule building by 25%. |

**Table 2. CIP Outcomes 1 & 2 (FOCUS ON AT LEAST 1)**

|  |  |
| --- | --- |
| 1. **Outcome #1**   Increase efficiency, effectiveness and customer satisfaction by implementing a district year-round phone bank (collaboration with Advising and Financial Aid). | |
| 1. **Measure (Outcome #1)**   Baseline data include call volume and costs. New tracking will be compared to baseline.  Customer service surveys. | 1. **Target (Outcome #1)**   Reductions in cost for temporary workers.  Reduction in full time staff being pulled away from other duties to supervise phone bank.  Customer satisfaction with ARO increase by 10%. |
| 1. **Action Plan (Outcome #1)**   A formal request was submitted for review which included call volume and anticipated budget. | |
| 1. **Results Summary (Outcome #1)**   Due to the restructuring of Student and Enrollment Services, the implementation of the year-round phone bank for Admissions has been postponed. In an effort to enhance information for students and the community, the Admissions website was redesigned. Content was consolidated and decision paths were built based on student type. | |
| 1. **Findings (Outcome #1)**   None available at this time. | |
| 1. **Implementation of Findings**   The proposal for the phone bank will be resubmitted next fiscal year. | |

|  |  |
| --- | --- |
| 1. **Outcome #2**   Increase efficiency, effectiveness and customer satisfaction by developing and utilizing an in-house application process. | |
| 1. **Measure (Outcome #2)**   Track out-of-state coded residency notification emails and compare. | 1. **Target (Outcome #2)**   Reduce the number of residency emails by 25% |
| 1. **Action Plan (Outcome #2)**   Work with the IT department to identify software solutions and develop an in-house admissions application that will have built in residency logic. The data collected will be loaded directly in to the student information system. A student’s residency status will be calculated based upon their responses in the application. | |
| 1. **Results Summary (Outcome #2)**   Measuring the effectiveness of the in-house application related to residency should not have been established related to the quantity of emails. Therefore, the number of out-of-state residence students was calculated in Spring 2016 (prior to the full launch of the new application) compared to Spring 2017 (after launching the application). The results show a significant reduction in the number of out-of-state students. | |
| 1. **Findings (Outcome #1)**   From the admissions applications processed, the following percentages of out-of-state students were calculated   |  |  |  |  | | --- | --- | --- | --- | | **Term** | **Total Applications** | **Out-of-state applications** | **Percentage** | | Spring 2016 | 9,691 | 3,743 | 38.6% | | Spring 2017 | 9,392 | 2,374 | 25.2% |   This was also compared to the district-wide headcount statistics to check for variance in student status   |  |  |  |  | | --- | --- | --- | --- | | **Term** | **In District** | **Out-of-state applications** |  | | Spring 2016 | 18,233 (69%) | 931 (4%) |  | | Spring 2017 | 19,103 (69%) | 1,030 (4%) |  |   There was no change in the student demographic of in-district compared to out-of-district.  The in-house admissions application helped to accurately classify students upon admission | |
| 1. **Implementation of Findings**   With the new in-house application, students are better served through greater accuracy of tuition calculation upon admission. | |