



COMPREHENSIVE PROGRAM REVIEW REPORT

Admissions & Records

Program Context

Mission (100 word limit)

1. How does your program align with the college and district mission? <https://smccd.edu/dpgc/files/dsgc-DistrictMission.pdf> <https://canadacollege.edu/about/mission.php>

It is the mission and commitment of Admissions & Records (A&R) to promote our student first philosophy and provide high-quality services to support all students in achieving their educational and/or career goals. By applying advanced technology, we effectively guide students through the application, registration, and degree/certificate application processes, while adhering to Title V, California Education Code, and SMCCCD Board Policy standards, all while promoting an equitable enrollment process & learning environment for the diverse community of students, faculty, staff, and community in which we serve.

Program Description (500 word limit)

2. Provide a brief description of your program, what does your program do and who does your program serve?

A&R drives student success by providing essential services beyond admissions and enrollment, including VA certification, transcript processing, IGETC/CSU/Cal-GETC certifications, degree and certificate evaluations, MIS reporting, and enrollment verifications. The department supports faculty with grade changes, census collection, and prerequisite error resolution, while actively partnering with outreach, dual enrollment, and instructional programs to ensure seamless support across campus.

The A&R team is highly trained and committed to providing students with clear, equitable pathways to success by identifying and removing barriers to their goals. Admissions & Records advances the division, college, and District missions of transformational education, student equity, and economic justice by serving marginalized, underserved, and disproportionately impacted students -- empowering them to transform their lives and strengthen their communities.

A&R serves the following:

- Students, Staff, Faculty, Administrators (including CSM & Skyline when needed)
- Student Services Programs
- Instructional Programs
- District
- CRM, SSL, DegreeWorks, TES
- Community
- Local high schools: Dual Enrollment, Middle College, Concurrent Enrollment

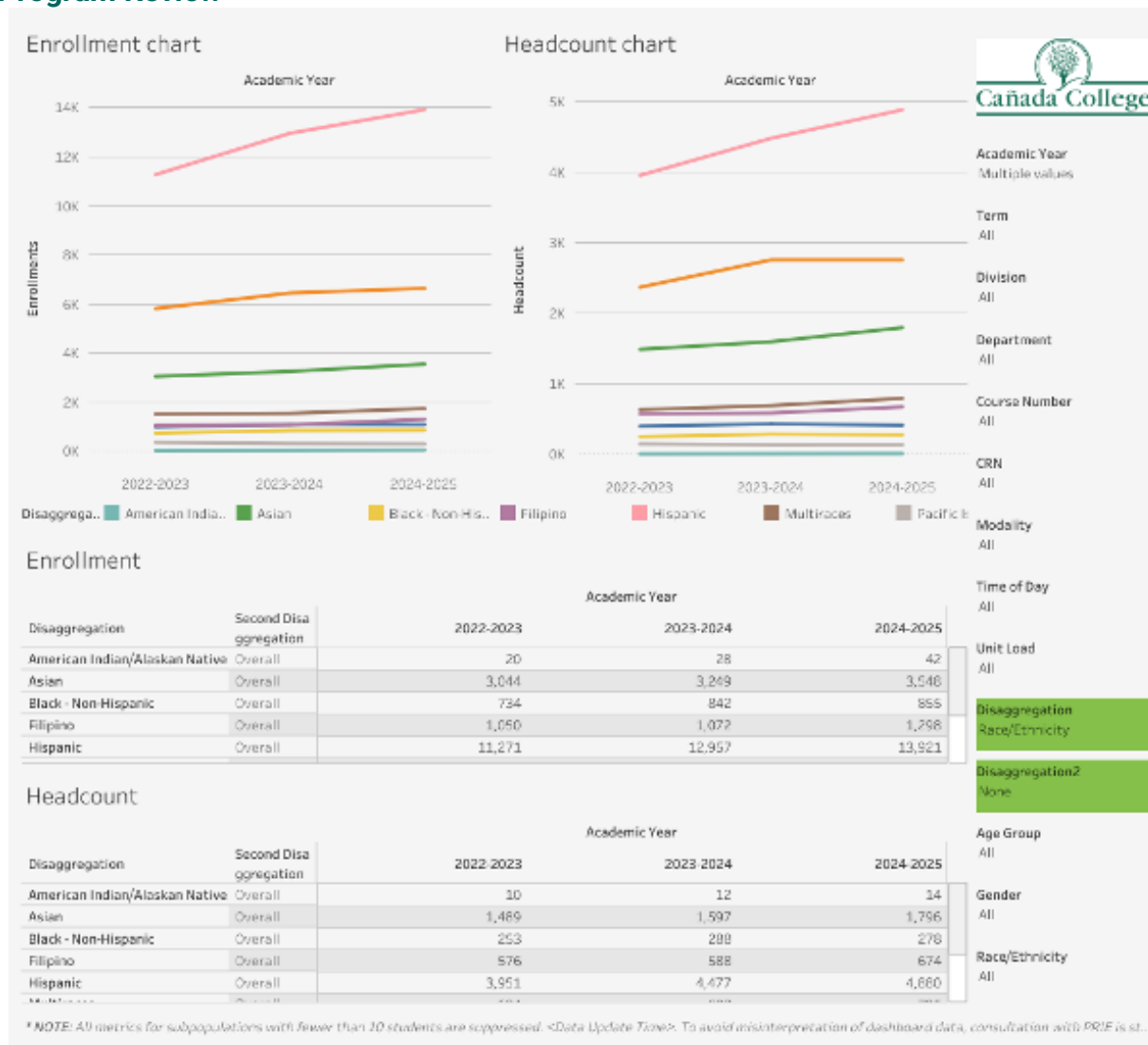
Assessing Program Impact on Diverse Student Populations

3. How many students are served by your program?

The Admissions & Records (A&R) department serves all students at Cañada College—prospective, current, and former—regardless of their academic pathway, background, or educational goals. This includes students pursuing degrees, certificates, transfer opportunities, dual enrollment, and lifelong learning. A&R is a central resource for every student, providing critical services that support their success from application through graduation and beyond.

Enrollment has grown from 11,271 students in 2022–2023 to 13,221 students in 2024–2025. To illustrate the scope of our service, here is the enrollment data for the past three years.

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4. How does your program intentionally serve underrepresented, disproportionately impacted or racially minoritized students (ie. Black and/or Indigenous People of Color; Gay, Lesbian, Bisexual, Transgender, Queer, Intersex, and Asexual; 1st Gen; Foster; Homeless; Undocumented; Veteran; Low-Income; or other disproportionately impacted student populations identified in our Student Equity data, etc.)? Support this with data.

Admissions and Records (A&R) is a core Student Services department dedicated to advancing equity and access for underrepresented, disproportionately impacted, and racially minoritized students. Supporting the college and district mission to close equity gaps, A&R works closely with programs including Promise Scholars, EOPS, CARE, CalWORKs, FFYSI, TRIO, the Disability Resource Center (DRC), Umoja, and the Veterans Resource and Opportunity Center (VROC).

We help students succeed by:

- Sending priority registration reminders to ensure updated Student Education Plans (SEPs) and program attributes
- Expediting California College Promise Grant (CCPG) and Loss of Priority petitions
- Assisting with applications, registration issues, and online systems like Student WebSmart 9
- Training program staff on new tools and processes

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A&R also provides updated graduation lists to celebrate students, including honors and Phi Theta Kappa (PTK) graduates, and shares timely updates on registration, forms, and online graduation petitions to ensure smooth support across departments.

A&R extends its equity mission through direct support to non-English-speaking students. Staff provide in-person assistance with online applications, registration, and submission of SSL registration forms. Students are shown how to translate application content into their preferred language, convert documents into PDF format for electronic submission, and complete petitions accurately. To reduce language and procedural barriers, staff translate key paper forms — including the Residency Reclassification and Non-Residency Fee Waiver forms (“6 Units or Less” and “AB1232 English Courses Only”) — and apply “drop-for-nonpayment” exemption codes to protect student enrollment while residency and fee waiver petitions are under review.

A&R also plays a critical role in supporting veteran students. The department works closely with the VROC Coordinator to ensure that VA benefits are certified promptly and accurately. To streamline communication, A&R established a dedicated Cañada Military email account that facilitates coordination among the VA Team, which includes the three School Certifying Officials (SCOs), the Registrar, the Dean of Enrollment Services, the SparkPoint Director, and the VA Counselor. The VA Team meets monthly to review policy updates and their implications for student veterans, while the District VA Team—comprising VROC Coordinators, SCOs, Registrars, and VA Counselors—ensures consistency in certification practices across the district. Through this ongoing collaboration, Cañada College has successfully completed three VA audits. Considering that A&R houses three SCOs and maintains a close partnership with VROC, the department’s engagement with veteran students represents a significant contribution to institutional equity and the broader goal of eliminating achievement gaps.

5. How has student access, retention, and completion changed over the course of this program review cycle?

Student access has steadily increased over the program review cycle, with total headcount rising from approximately 9,832 in 2022–2023 to 10,816 in 2024–2025 -- an impressive growth of about 10%. Hispanic students remain the largest group, growing from 40.2% to 41.5%, while Asian and Multiracial populations also saw modest increases, reflecting enhanced diversity. The White Non-Hispanic representation declined slightly from 24.1% to 23.5%, and other groups, including Pacific Islander and American Indian/Alaskan Native, remained stable. Admissions and Records has supported this growth by streamlining enrollment processes and promoting equitable access across all student populations. The tables below illustrate these changes in student access over time:

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Access

Disaggregation	Academic Year	Headcount	Headcount%	College Headcount %	Access Gap	Access Margin of E..
American Indian/Alaskan Native	2022-2023	11	0.1%	0.1%	0.0%	29.5%
Asian	2022-2023	1,485	15.1%	15.1%	0.0%	3.0%
Black - Non-Hispanic	2022-2023	254	2.6%	2.6%	0.0%	6.1%
Filipino	2022-2023	576	5.9%	5.9%	0.0%	4.1%
Hispanic	2022-2023	3,951	40.2%	40.2%	0.0%	3.0%
Multiraces	2022-2023	632	6.4%	6.4%	0.0%	3.9%
Pacific Islander	2022-2023	152	1.5%	1.5%	0.0%	7.9%
Unknown	2022-2023	402	4.1%	4.1%	0.0%	4.9%
White Non-Hispanic	2022-2023	2,369	24.1%	24.1%	0.0%	3.0%

Access

Disaggregation	Academic Year	Headcount	Headcount%	College Headcount %	Access Gap	Access Margin of E..
American Indian/Alaskan Native	2023-2024	12	0.1%	0.1%	0.0%	28.3%
Asian	2023-2024	1,597	14.5%	14.5%	0.0%	3.0%
Black - Non-Hispanic	2023-2024	289	2.6%	2.6%	0.0%	5.8%
Filipino	2023-2024	588	5.4%	5.4%	0.0%	4.0%
Hispanic	2023-2024	4,477	40.8%	40.8%	0.0%	3.0%
Multiraces	2023-2024	694	6.3%	6.3%	0.0%	3.7%
Pacific Islander	2023-2024	137	1.2%	1.2%	0.0%	8.4%
Unknown	2023-2024	433	3.9%	3.9%	0.0%	4.7%
White Non-Hispanic	2023-2024	2,759	25.1%	25.1%	0.0%	3.0%

Access

Disaggregation	Academic Year	Headcount	Headcount%	College Headcount %	Access Gap	Access Margin of E..
American Indian/Alaskan Native	2024-2025	14	0.1%	0.1%	0.0%	25.2%
Asian	2024-2025	1,795	15.3%	15.3%	0.0%	3.0%
Black - Non-Hispanic	2024-2025	278	2.4%	2.4%	0.0%	5.9%
Filipino	2024-2025	674	5.7%	5.7%	0.0%	3.8%
Hispanic	2024-2025	4,878	41.5%	41.5%	0.0%	3.0%
Multiraces	2024-2025	794	6.8%	6.8%	0.0%	3.5%
Pacific Islander	2024-2025	138	1.2%	1.2%	0.0%	8.3%
Unknown	2024-2025	415	3.5%	3.5%	0.0%	4.8%
White Non-Hispanic	2024-2025	2,756	23.5%	23.5%	0.0%	3.0%

6. How does your Student Services program deliver its services to ensure accessibility and effectiveness for all students? Please detail the range of delivery methods offered (e.g., in-person, online, hybrid, evening, in the community, etc.)

Admissions and Records (A&R) delivers high-quality, equity-centered services that expand access for all students, especially those who are marginalized. Using a culturally responsive approach, A&R combines technology with personalized support to meet diverse student needs. Bilingual English/Spanish instructional videos and partnerships with the Welcome Center help students navigate CCCApply, registration, and form submissions through the Student Success Link (SSL) on the mySMCCD Portal.

A&R has automated eight key registration forms within SSL – including Add/Drop, Course Audit, Change of Section/Level, Excused Withdrawal, Late Add, and Overlapping Course requests – to streamline processes and improve efficiency. Students can also submit petitions through FormStack and track their academic progress in DegreeWorks. These innovations promote equitable access and enhance the student experience by enabling seamless, remote completion of essential enrollment tasks.

Acknowledging that not all students have reliable technology access, A&R maintains strong in-person services. Staff assist with applications, registration, SSL form submissions, and graduation petitions. To expand access during peak enrollment, A&R extends hours for 2½ weeks before each semester—open Monday–Thursday, 8:00 a.m.–7:00 p.m., and Friday, 8:00 a.m.–3:00 p.m. in addition to Late Registration support. The department also

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partners with the N.O.W. (Nights, Online, and Weekends) program to provide evening, online, and weekend assistance.

Regular office hours are Monday and Thursday, 8:00 a.m. – 4:30 p.m.; Tuesday and Wednesday, 8:00 a.m. – 7:00 p.m.; and Friday, 8:00 a.m. – 12:00 pm, with afternoons reserved for petition processing and preparation. A&R serves students through multiple channels – phone, email, in-person, mail, and fax – and offers bilingual English/Spanish support to ensure equitable, culturally responsive service for all.

7. What data and/or feedback do you use to evaluate the success of these delivery methods?

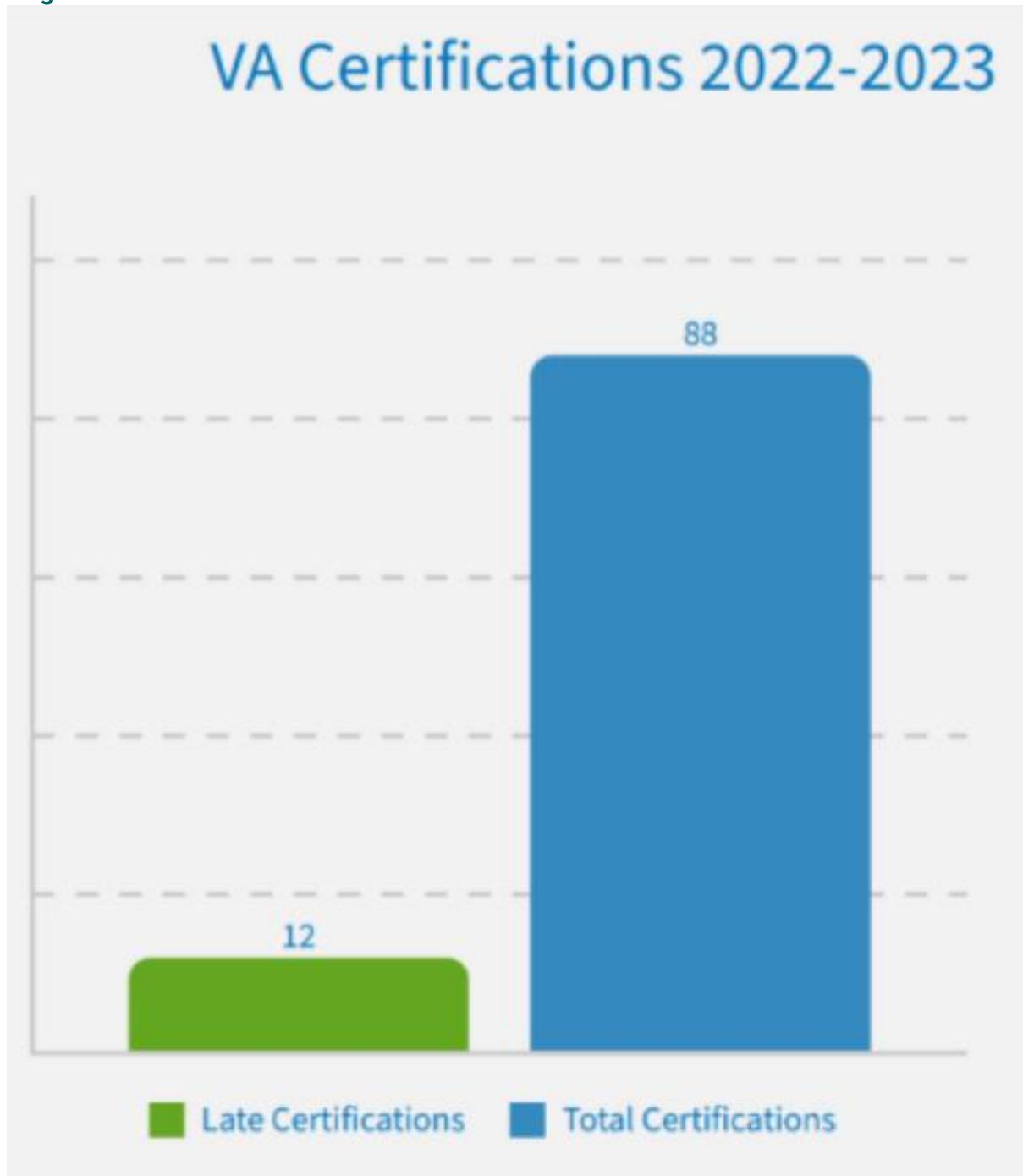
As part of its Customer Service Student Learning Outcome (SAO), A&R conducts an annual satisfaction survey to gather feedback from ContactUs and QManagement users. Survey results directly inform the department's action plan to enhance responsiveness and the overall student experience. In response, staff closely monitor inquiries to ensure timely replies, even during peak registration periods. Over the past three years, A&R has improved communication and efficiency by replacing the general email system with the ContactUs FormStack form, which captures key details upfront and enables faster, more organized responses.

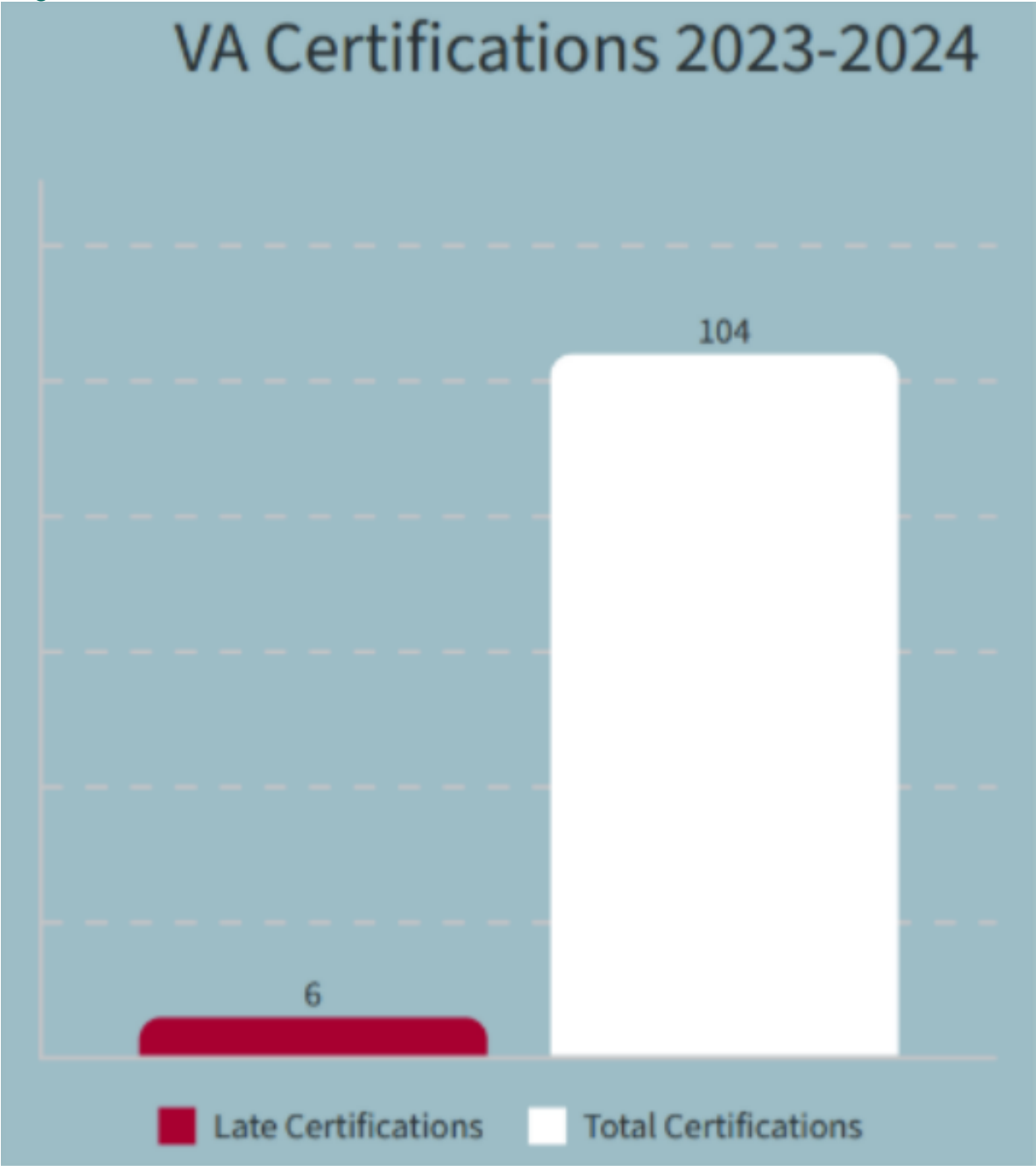
In September 2022, A&R introduced an in-person FormStack check-in tracker, later integrated into the SSL QManagement system, to collect daily data on student visits and services. Staff use these insights to measure engagement, identify trends, and drive targeted service improvements.

Moving forward, the Registrar will work with Outreach to see if they can provide a student ambassador to assist A&R during peak times. We also plan on requesting a student assistant from Financial Aid. These efforts reflect A&R's ongoing commitment to improving communication, efficiency, and equitable student service delivery.

VA: To track performance with SAO 2, we run an Admissions and Records report of certification requests for each term. To assess the SAO, we compare request dates to certification dates on VA Enrollment Manager to assess whether certifications occurred within 30 days.

Admissions observed a two-year reduction in late VA certifications (defined as certifications submitted to the VA over 30 days after a student turned in a certification request form) – from 12 late certifications in 2022-2023 to 6 late certifications in 2023-2024.





Notably, no VA certifications were late in Spring 2024, Summer 2024 or Fall 2024. We credit the positive trend to the efforts of the VA team: the VROC Program Coordinator, the VA counselor, and the VA School Certifying Officials. The team regularly communicated with students to submit paperwork on time, especially once the students initially submitted the certification request. CSM and Skyline also sent Parent School Letters to Cañada in a timely manner, further reducing the late certifications. Another contributing factor to the improvement was the ability for students to upload VA documents via the SSL.

However, despite the progress, Spring 2025 saw an uptick in late certifications with 8 and a single late certification in Summer 2025, a regression we attribute to the hiring and subsequent training of a new primary VA School Certifying Official. After streamlining the responsibilities of the primary SCO role to focus on VA tasks, we anticipate no late certifications for Fall 2025. In addition, our district implemented a new process in Spring 2023 to consolidate documents submitted by students seeking VA certification, a revamped process that centralized the location and retrieval of important documents.

Degree Audit Award:

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During degree and certificate evaluations, A&R discovered many students qualified for additional credentials but had not submitted graduation petitions. To address this, we created the Degree Audit Auto Award Student Learning Outcome (SAO) to streamline awarding. While full automation is still in development, staff manually ran "What-If" analyses in DegreeWorks and identified eligible students. Students were then contacted, and with their consent, A&R processed the additional degree or certificate and mailed the corresponding diploma or certificate -- expanding student recognition and supporting timely credential completion.

The Degree Audit Auto Award initiative faced staffing challenges, including a vacant Program Services Coordinator (PSC) position from April to October 2023 and the PSC's family leave in Fall 2024, which limited manual award processing. Despite this, A&R successfully auto-awarded 6 degrees/certificates in Fall 2023, 10 in Spring 2024, and 15 in Spring 2025. The new online graduation application increased the PSC's workload, further impacting capacity. Moving forward, A&R plans to explore technological solutions to enhance automation and ensure equitable, timely recognition of student achievement.

FALL 2023 "AUTO AWARD" Degree/Cert		SPRING 2024 "AUTO AWARD" Degree/Cert
1- AA Inter. Disc. Social & Behavioral Sci degree 1- AA ECON degree 4-Transfer CSU GE Certificates TOTAL 6		4-AA Inter. Disc. Social & Behavioral Sci degree 2-AA Inter. Disc. Natural Scienc & Mathematics degree 4-Transfer CSU GE Certificates TOTAL 10
FALL 2024 "AUTO AWARD" Degree/Cert		SPRING 2025 "AUTO AWARD" Degree/Cert
PSC, Degree Audit Staff was on Family Leave, therefore no additional degrees were processed via auto award. TOTAL 0		4-AA Inter. Disc. Social & Behavioral Sci degree 2-AA Inter. Disc. Natural Scienc & Mathematics degree 3-AA Economic 2-AS Business Administration 2-Transfer CSU GE Certificates 2-Business Administration Certificates TOTAL 15

8. Provide examples of your on-campus and/or off-campus community partnerships and how they support student success.

Admissions & Records campus community partnerships include:

- High school districts in our service area (example: Sequoia Unified School District)
- Sequoia Adult School
- Menlo Park Workforce Development
- Upward Scholars
- The Admissions and Records offices at Skyline College and CSM
- All departments and divisions within Cañada College

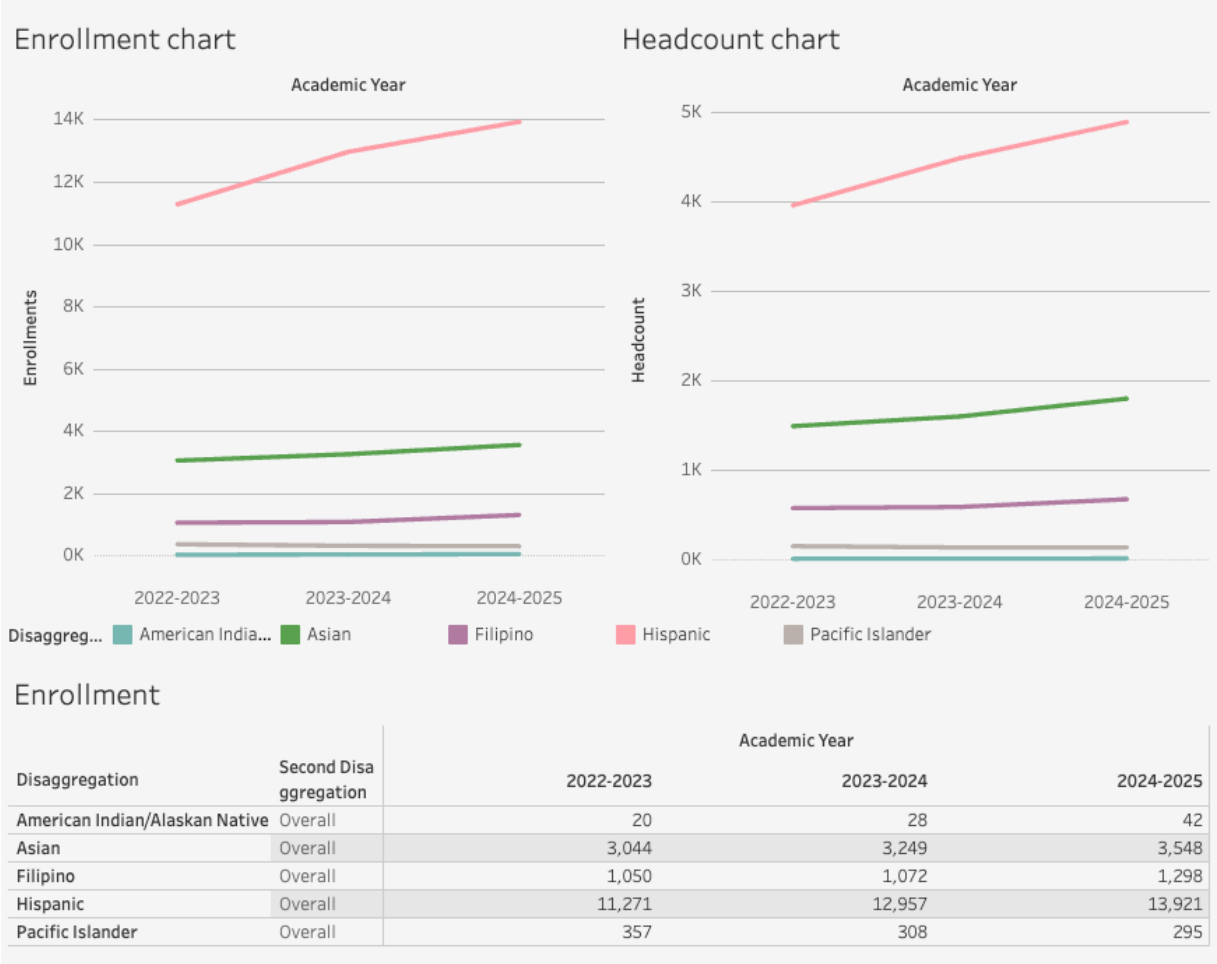
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- The Admissions and Records offices at Skyline College and CSM

The partnerships support student success by extending educational access to working adults, high school students who want to earn college credit, and students across the district who might require our office to collaborate with Admissions & Records at Skyline College or CSM.

9. How does your program support Cañada College as a Hispanic-Serving Institution (HSI) and Asian American and Native American Pacific Islander-Serving Institutions (AANAPISI) designated institution? Please support your answer with qualitative or quantitative data and/or specific examples.

A&R drives Cañada College’s HSI and AANAPISI mission by ensuring equitable access and supporting enrollment growth for Hispanic, Asian, and Pacific Islander students. From 2022–2023 to 2024–2025, Hispanic enrollment rose 23.5% (11,271 → 13,921), Asian enrollment grew to 3,548, and Pacific Islander enrollment reached 391. These gains reflect equity-focused initiatives, including non-resident tuition waivers for undocumented students, streamlined registration, and translated communications for ESL and immigrant communities.



Looking Back: Accomplishments and Challenges

10. Describe major accomplishments since the last program review cycle.

Over the past three years, Admissions and Records (A&R) has led efforts to automate processes and advance student-centered initiatives. The department launched the “6 Units or Less” and “AB 1232 English Courses Only” non-resident fee waivers, supported SB 893 Free College, and contributed to the EMP Goal 1.1 task force to simplify registration. A&R streamlined automated application and registration confirmations, including the Welcome Letter, implemented the VA Student Success Link (SSL), automated eight registration forms, and introduced in-person check-in tracking via FormStack and QManagement. Partnering with the N.O.W. program, A&R expanded evening

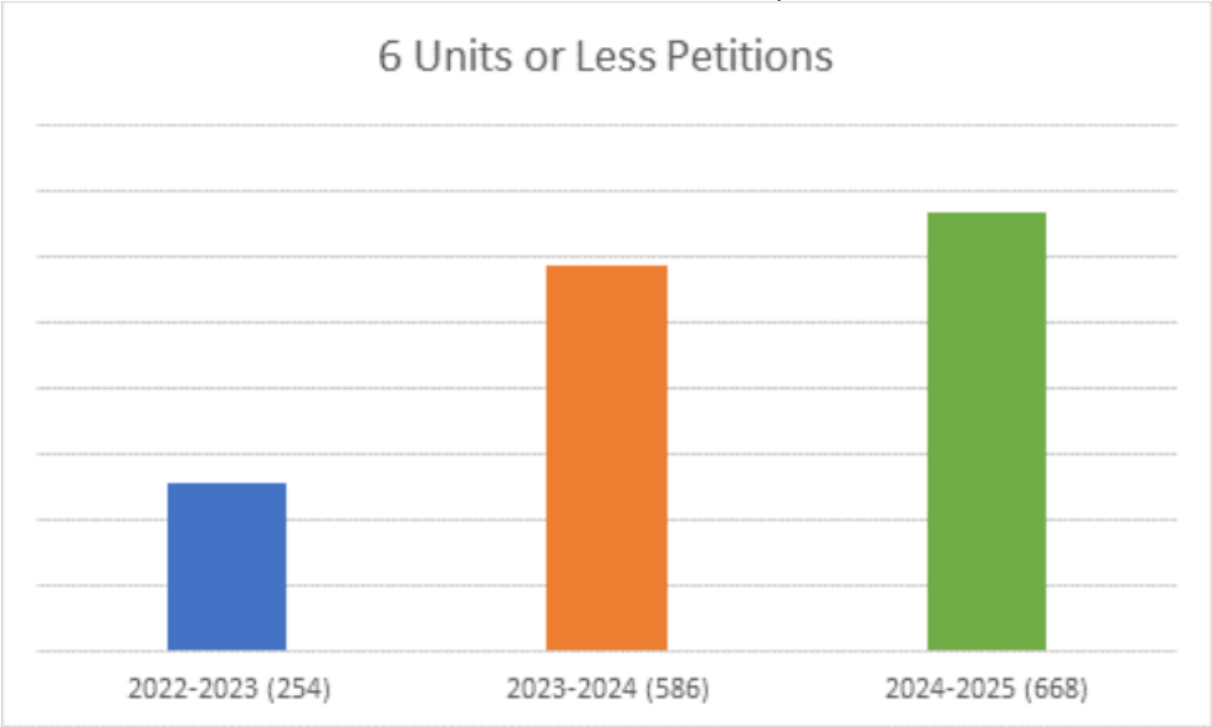
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and weekend support and continues extended hours during the first 2½ weeks of each semester to ensure equitable student access and support.

One of A&R’s most impactful achievements has been implementing the “6 Units or Less” and “AB 1232 English Courses Only” non-resident fee waivers, in coordination with the SB 893 Free College program. These initiatives advance access, affordability, and equity by reducing or eliminating non-resident tuition for qualifying students, including undocumented and non-resident populations. Since Fall 2022, the “6 Units or Less” waiver has grown from 47 to 294 petitions by Spring 2025 -- a 525% increase over seven semesters. Paired with SB 893, which fully covers tuition and enrollment fees for San Mateo County residents, these programs have significantly expanded financial access and enrollment opportunities for traditionally underserved students.

While processing the “6 Units or Less” and “AB 1232 English Courses Only” petitions takes considerable time and attention, the work is deeply rewarding. Each approved petition represents a student who can now take meaningful steps toward their educational and personal goals, many for the first time without the burden of financial hardship. The impact of these initiatives is felt not only in enrollment numbers but in the gratitude and renewed sense of possibility expressed by students.

Below is a chart of the current non-resident tuition fee waivers processed from 2022 to 2025:



Non-Resident Fee Waivers	2022-2023	2023-2024	2024-2025	TOTAL
“6 units or Less” with “Free College”	254	586	671	1,523
Ab 1232	11	26	26	63
Ab 540	76	81	71	228

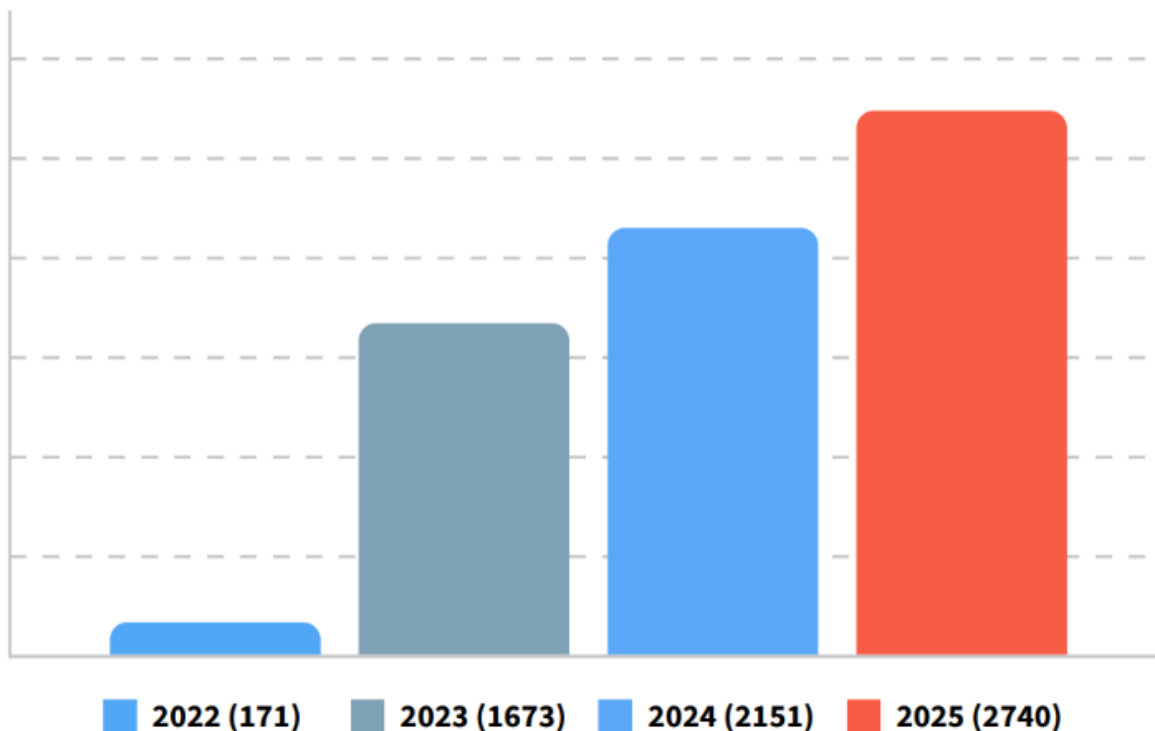
To gain a deeper understanding of in-person service utilization and its impact, A&R implemented a student tracking system on September 15, 2022, using a FormStack-based in-person check-in tracker. This system enabled the department to systematically record and analyze the number of students receiving in-person assistance. On July 15, 2024, A&R transitioned to the Student Success Link (SSL) QManagement system, which enhanced data accuracy, consistency, and reporting capabilities.

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Data collected through these systems directly informs the Customer Service Student Learning Outcome (SAO) survey and supports ongoing evaluations of A&R's effectiveness in delivering direct student services. Quantitative data indicate a substantial increase in in-person engagement, with the number of tracked student interactions rising from 171 in 2022 to 2,740 in 2025 -- a more than 1,500% increase. This growth underscores both the rising demand for personalized, in-person support and the department's capacity to meet evolving student needs through continuous improvement.

Although A&R continues to refine this data, some limitations remain due to the manual nature of the QManagement check-in process. During peak registration periods or times of limited staffing, staff may be unable to record every student interaction -- particularly during high-traffic events such as Super Registration, when the priority is to expedite enrollment and ensure students complete all required steps. Despite these constraints, the data clearly demonstrates A&R's ongoing commitment to tracking, evaluating, and continuously enhancing the accessibility and quality of in-person services for all students.

Student Visits to A&R (In-Person)



- A&R collaborated to develop Standard Operating Procedures (SOPs) for several key initiatives, including the SB 893 Free College fee waiver for San Mateo County residents, the automation of eight registration forms within the CRM Student Success Link (SSL) -- Add/Drop, Course Audit, Change of Section/Level, Excused Withdrawal, Late Add Course Request, and Overlapping Course forms -- the new online graduation application, and the VA Student SSL. By establishing these SOPs, A&R ensures consistency and alignment across all three SMCCD campuses, fostering equitable, efficient, and uniform service delivery for students throughout the district.
- Through the dedication of its School Certifying Officials (SCOs), A&R successfully completed three Veterans Affairs (VA) Student Certification Audits and secured continued approval from the California State Approving Agency for Veterans Education (CSAAVE) over the past three years. In addition, A&R implemented the VA Student Success Link (SSL) within the CRM system to enhance the efficiency, accuracy, and tracking of VA student certifications and related services.
- To enhance access during peak enrollment periods, A&R extended office hours for 2½ weeks prior to the start of each semester, in addition to the regular Late Registration period. During this time, the office

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operates Monday through Thursday from 8:00 a.m. to 7:00 p.m. and Friday from 8:00 a.m. to 3:00 p.m. A&R also partnered with the N.O.W. (Nights, Online, and Weekends) program to provide additional evening and weekend support -- both in-person and online -- beyond regular office hours, ensuring students have multiple opportunities to access services when they need them most.

The A&R team is committed to ensuring that students have equitable and accessible pathways to services by proactively identifying and removing barriers to their success. Staff engage in ongoing professional development to maintain compliance with Title V, the California Education Code, federal higher education regulations, the National Student Clearinghouse, Enrollment Manager (EM), and district policies. Over the past three years, A&R staff have participated in a wide range of professional development opportunities, including NCORE, the A&R New Directors Training through the CCC Chancellor's Office, the CACCRAO Annual Conference, the WAVES Annual Conference, CACCRAO Region 3 & 4 Workshops, Immigrants Rising: AB 540 Regional Training, and various SMCCD professional development sessions. These experiences have strengthened the team's expertise, enhanced service delivery, and reinforced compliance and equity across all A&R operations.

- On April 1, 2025, Admissions and Records (A&R) implemented a significant technological enhancement districtwide by embedding several student petition forms into the Student Success Link (SSL). The new Registration Form enables students to submit requests that cannot be processed directly through WebSMART, including petitions for Late Add, Drop/Withdraw (when WebSMART is not available), Audit Course Request, Change of Section/Level after the official deadline, Excused Withdrawal, Overlapping Courses, Enrollment beyond the maximum units per term, and Course Repetition. Students can access the form via the "My Forms" tab in their SSL account, and an informational email was distributed to all students explaining the new process.

In addition to meeting student expectations for online accessibility, the new system offers substantial improvements over the previous PDF-based process. It streamlines student workflows, enabling faster resolution of registration issues; increases staff efficiency by reducing manual processing; and replaces fillable PDFs with automated submission and routing. This modernization underscores A&R's ongoing commitment to innovation, accessibility, and operational efficiency in delivering student services.

The A&R team collaborated extensively on the "Forms" project over several months, developing Standard Operating Procedures (SOPs) for each form to ensure consistent practices across the district. While minor technical issues have arisen, A&R continues to work closely with the Information Technology (IT) Department to resolve the issues and enhance system functionality. The project remains dynamic, with ongoing updates and improvements aimed at further streamlining the student experience.

To promote awareness and support a smooth transition, A&R conducted extensive outreach. In addition to sending a districtwide email notification to students, the department introduced the new system during Flex Day and hosted four informational webinars for the campus community. Moving forward, the Registrar and Dean of Enrollment Services will continue outreach efforts, presenting on the forms process and clarifying the roles of faculty and division deans at a combined Instructional Division meeting in Fall 2025.

- On April 28, 2025, SMCCD launched the new baseline online graduation application, starting with Fall 2025 submissions. The system allows students to submit graduation applications directly through WebSMART, giving them greater convenience and removing the previous requirement to meet with a counselor beforehand. Students are still encouraged to meet with a counselor to review degree and certificate eligibility and address any academic questions. The Registrar, Counseling, and IT departments actively monitor usage and collect student feedback to drive ongoing improvements. In addition, the team established Standard Operating Procedures (SOPs) to ensure consistent processing and support across all three district campuses, creating a smoother, more equitable graduation process for every student.

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11. How did your accomplishments help to close the opportunity gap for disproportionately impacted, underserved or racially minoritized students?

Our accomplishments have directly advanced A&R's commitment to closing the opportunity gap by increasing equitable access and fostering a stronger sense of belonging among all students. Expanded office hours created new pathways for engagement, allowing working adults, caregivers, and other time-constrained students to access essential enrollment and support services they might otherwise miss. Initiatives such as the 6 Units or Fewer and AB 1232 petitions provided vital flexibility for underserved students navigating financial, linguistic, or residency barriers – ensuring that access to education is not limited by circumstance.

A&R's active participation in Super Registration events has also strengthened campus connection and community engagement. By meeting students where they are, staff help create welcoming, inclusive spaces that affirm every student's presence and potential. This intentional outreach supports the college's broader equity mission—recognizing that connection and belonging are not just desirable outcomes, but essential conditions for persistence, completion, and long-term student success.

12. Describe major challenges since the last program review cycle. Have these challenges contributed to the expansion of or continuation of equity gaps?

Automating processes and launching new initiatives ultimately enhance student services and advance institutional goals. Admissions & Records leads these efforts, creating more efficient, accessible, and streamlined systems for students. Rapid districtwide upgrades -- such as registration form automation, BANNER 9 baseline updates, and WebSMART 9 enhancements --often leave limited time for testing, placing much of the troubleshooting on the Registrar and A&R team. Staffing shortages intensify these challenges, as Cañada operates the same systems as Skyline and CSM with fewer personnel.

The Registrar has led record cleanup for BANNER upgrades, online graduation, new forms, and Gainful Employment reporting. Over three years, A&R has updated Programs of Study, created SOPs, and tested automation under tight deadlines. While accelerated timelines have caused system errors and confusion, A&R remains the campus' primary contact, ensuring students stay supported despite high demand and ongoing operational pressures.

The new SSL registration forms have introduced technical challenges, often requiring manual intervention to prevent student delays or penalties. While intended to streamline processes, some forms temporarily increase workload compared to the paper system. Errors trigger IT tickets, and requested enhancements sometimes require extended consultation with Salesforce, which can further delay fixes.

Initiatives like SB 893 Free College and the non-resident tuition waivers -- "6 Units or Less" and "AB1232" -- have expanded access and fueled Cañada's record enrollment. These programs demand complex processing, and recurring staff vacancies have increased workload and overtime. Rising fraudulent applications have added verification steps, including address checks and manual Identity Hold (IV Hold) reviews, ensuring student authenticity. While these measures take time, they protect institutional integrity and financial aid access. Throughout, A&R remains steadfast in delivering accurate and equitable service to all students.

Impact of Resource Allocations Process (250 word limit)

13. Describe the impact to date of previously requested resources (staff, non-instructional assignment, equipment, facilities, research, funding) including both resource requests that were approved and were not approved.

2024-2025 Non Personnel Item:

Admissions and Records (A&R) secured \$85,000 in one-time funding to partner with an imaging company to scan and index approximately 80,000 aperture cards (1968–1975) and 142 microfilm rolls (1973–1998). Digitizing these records in the WebX document management platform ensures permanent, secure, and confidential storage, with reliable backup, fulfilling Accreditation Standard II. These final historical records complete the district's transition of all prior student records into a fully accessible, secure digital system.

Digitizing and indexing these records will streamline A&R's response to prior record requests, improving both efficiency and equity. Each year, the department handles roughly 20 student requests for historical records and 15 verification requests from the National Student Clearinghouse. Currently, accessing these records requires an aperture card reader, slowing response times. Once digitized, records will be fully searchable, providing faster

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access for students -- including adult learners, single parents, historically underrepresented populations, and alumni needing documentation for employment or further education. This project modernizes record management while reinforcing A&R's commitment to equity, compliance, and timely student support.

2023-2024 Non-Personnel Item:

Admissions and Records (A&R) received one-time funds of \$4,500 to digitize 35 historical academic catalogs from 1968–1969 through 2001–2002. Converting these catalogs into searchable PDFs has streamlined responses to requests from students, SMCCD counselors, and external colleges seeking historical course descriptions or prior programs of study. This project enhances record accessibility, supports accurate degree evaluations and transfer reviews, and preserves the college's institutional history in a permanent digital format.

2022-2023 Non-Personnel Item:

Admissions and Records (A&R) received \$10,000 in annual funding to support printing and mailing diplomas and certificates through Parchment, providing both hardcopy and digital versions. Digital credentials enable students to instantly share verified diplomas with employers, boosting career opportunities and advancement, while also connecting with family and professional networks. This service enhances convenience, accessibility, and the student experience.

2022-2023 and 2023-2024 Personal Item:

Despite repeated requests in 2022–2023 and 2023–2024, the Admissions & Records III position was not approved. As enrollment rebounds and initiatives like SB 893 Free College expand, this role has become essential. Filling it would reduce barriers for underserved and disproportionately impacted students, accelerate response times, strengthen outreach, support special programs, and ensure equitable, timely access to critical services.

The proposed position would manage student requests and forms, update and audit Banner enrollment data, complete reports, and collaborate with supervisors on long-term projects. Serving students and community members in person, by email, phone, and Zoom, it would distribute workload more evenly, boost efficiency, reduce staff burnout, and ensure timely, accurate service delivery.

This position ensures students receive timely, equitable support, directly advancing their educational and career goals. It also aligns with institutional priorities around student success, completion, diversity, and equity by reducing barriers caused by delays and limited staffing capacity. By ensuring adequate staffing during peak registration periods, it removes barriers that disproportionately affect underserved and racially minoritized students. Filling this role reduces operational strain, eliminates the need for costly temporary staff, and reinforces the college's commitment to diversity, equity, and inclusion. Without it, students face delays that can impede progress toward their educational and career goals, and the institution bears increased financial and operational burdens.

2022-2023 and 2023-2024 Personal Item:

Admissions and Records (A&R) received an annual funding increase from \$10,000 to \$15,000 to support staff overtime. These funds are utilized during peak registration periods and extended service hours, as well as to provide coverage for urgent projects and evening operations when regular staff are unavailable due to illness or vacation. This increase ensures continued service availability and timely support for students during high-demand times.

14. How have these resources (or lack of resources) specifically disproportionately impacted students/clients?

Not receiving approval for an Admissions & Records Assistant III impacted students in the form of longer response times and curtailed access to A&R services. It potentially also affected A&R staff as they dutifully shouldered a significant workload.

Delays in processing time contribute to the frustration of students and employee burnout. Without the requested position, the work is accomplished with a collateral cost of lengthy processing delays, suboptimal student and community satisfaction with Cañada, staff overwork, and increased risk of noncompliance in critical programs. Leaving this position unfilled would significantly slow processing times at a critical moment, directly affecting student engagement, enrollment, and access to essential services. Promptly responding to student inquiries and processing petitions is not just a matter of efficiency but a matter of equity. Delays disproportionately impact our

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underserved, marginalized, and racially minoritized students, who often face additional barriers to navigating complex enrollment processes. Timely, accurate support ensures these students feel seen, supported, and connected to Cañada, which research demonstrates is strongly linked to persistence, retention, and completion. Without this position, the college risks widening existing inequities, creating unnecessary obstacles for students striving to achieve their educational and career goals. Filling this role is critical to maintaining equitable access, promoting student success, and fulfilling Cañada's mission of empowering all learners, especially those historically underserved.

The staffing shortfall created a ripple effect across our office, reducing flexibility, limiting cross-training opportunities, and shrinking our outreach presence on campus and in the community. It also increased the risk of staff burnout, with team members struggling to respond to voicemails and emails promptly. Student satisfaction surveys reflected these impacts, showing higher rates of dissatisfaction with Admissions & Records than is acceptable.

SAOs and SLOs (Suggested 250 word limit)

15. State your Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).

- SAO 1 "ContactUs" Online Form:

As a result of the implementation of "ContactUS form" students will be aware of the services provided by admissions and records. By using the "ContactUS" form, students will be more satisfied with A&R services.

- SAO 2 Certified VA Students:

Admissions and Records will certify veteran students for VA educational benefits within 30 days of receiving a certification request from the student.

- SAO 3 Degree Audit "What-If" Auto Award:

The PSC -- Degree Audit will notify eligible students of additional degrees and certificates they qualify for after running the "What-If" feature on Degree Works.

16. Describe how your program assessed your SAOs and/or SLOs.

- SAO 1 "ContactUs" Online Form:
 - We emailed a survey to students who originally submitted inquiries. The survey represents an immediate assessment of our SAO designed to increase student satisfaction with A&R services via implementation of the "ContactUs" form. The survey results proved instrumental in allowing us to assess our SAO and reflect on our departmental practices.
 - More students will be satisfied with the services provided by Admissions and Records.
 - NOTE: In 2023-2024 We implemented a FormStack In-person Check-in tool to keep track of the number of students we assisted in-person. In 2024-2025 we replaced the FormStack In-person Check-in with SSL QManagement which provided better reports. We updated the student survey questions to reflect services we provided in-person using students from both FormStack In-person Check-In report and the SSL QManagement report.
- SAO 2 Certified VA Students:
 - We will run an Admissions and Records report of certification requests for the term. To assess our SAO, we will compare request dates to certification dates on VA Enrollment Manager to assess whether certifications occurred within 30 days
- SAO 3 Degree Audit "What-If" Auto Award:

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- Run an A&R report to track whether the PSC -- Degree Audit notified eligible students of the auto-award option for degrees and/or certificates

17. What are some improvements that have been, or can be, implemented as a result of SAO/SLO Assessment? Please include meaningful action plans to improve student access and success.

- SAO 1 "ContactUs" Online Form:
 - Based on findings indicating broader student concerns regarding long wait times, the Registrar will collaborate with Outreach to request a Student Ambassador to assist Admissions & Records during peak volume periods. This support will help improve service efficiency and enhance the student experience.
- SAO 2 Certified VA Students
 - Based on a semester analysis of VA certifications, the Registrar will continue to emphasize training for continuing SCOs and onboarding for any new SCOs, in addition to collaboration with VROC to communicate with veterans on timely submission of certification documents.
- SAO 3 Degree Audit "What-If" Auto Award:
 - Based on the data, A&R will continue to run an A&R report of degree/certificate petitions eligible for auto-awarding and communicate with students to determine whether they wish to move forward with the auto-awarding.

18. Utilizing your data findings, how did your program's SAO/SLO assessment address equity and antiracism?

The data addresses equity by directly measuring whether students feel respected during their interactions with Admissions & Records, which is a core principle of student equity, social justice, and antiracism. By including the survey question, "Cañada College is committed to principles of student equity and antiracism. In your interaction with Admissions & Records staff, did you feel respected?" the college ensures that underrepresented and marginalized students have a voice in evaluating their experience. The results show improvement over time, with 127 out of 175 students in 2023 and 90 out of 96 students in 2024 responding "Probably yes/Definitely yes," while only a small percentage indicated otherwise. This trend suggests progress toward creating an inclusive and respectful environment, while also highlighting the need for continued monitoring and staff training to address the concerns of those who did not feel respected especially based on the outcome from the 2025 survey.

Question	Student Response	2022 Student Response out of 66 students	2023 Student Response out of 175 students	2024 Student Response out of 96 students	2025
Cañada College is committed to principles of student equity and antiracism. In your interaction with Admissions & Records staff, did you feel respected?	Probably not/Definitely not	We didn't have this question in 2022	9	3	14
		N/A	127	90	78

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	Probably yes/Definitely yes				
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Looking Ahead

SAOs and SLOs for the Next Review Cycle (100 word limit)

19. State your SAOs and SLOs for the next review cycle.

- SAO 1 "ContactUs" Online Form:

As a result of the implementation of "ContactUS form" students will be aware of the services provided by admissions and records. by using the "ContactUS" form, students will be more satisfied with A&R services.

- SAO 2 Certified VA Students:

Veterans students at Cañada College are certified to receive VA educational benefits by Admissions and Records within 30 days of submitting a certification request

- SAO 3 Admissions & Records will provide clear, timely, and accurate communication to faculty regarding enrollment, grading, and compliance processes to support student success and institutional integrity.

Assessment Method: Survey faculty each year on clarity and usefulness of communications. Metric: 80% rate communications as "clear" or "very clear."

Program Improvement Initiatives (250 word limit)

20. State your goals for the next 3 years.

By the end of the Summer 2026 session, collect feedback with the goal to achieve at least a 15% increase in positive satisfaction ratings from students, faculty and other users compared to Fall 2025.

Attend and actively participate in at least 6 campus community events by June 2026, including hosting or co-hosting at least 2 events related to enrollment services.

21. What strategies would you use to address challenges that hinder the expansion or continuation of the equity gaps (from question 9)?

A major challenge for A&R is providing a safe, private space for students navigating the Residency Reclassification process or the "6 Units or Less" non-resident fee waiver, particularly undocumented students. Without privacy, it is difficult for students to discuss sensitive information like citizenship status. Creating a confidential space within the Admissions Office would protect student records while ensuring equitable, respectful access to these critical services. Additionally, the Residency Reclassification Petition and the 6 unit or Less Fee Waiver are in English. Accurate Spanish translations of official A&R forms—such as registration documents, petitions, financial aid forms, and enrollment verifications—are critical to ensuring equitable access for all students, particularly those who are undocumented, multilingual, or come from Spanish-speaking households. Providing accessible forms removes unnecessary barriers to participation and promotes student engagement, retention, and success. A&R recommends looking for translators certified by professional organizations, such as the American Translators Association (ATA), and translators with experience in educational, legal, or official documents to ensure accuracy and proper terminology. The college might consider reaching out to local community organizations or community colleges that provide translation services for Spanish-speaking students. However, the college should consider translators who can deliver culturally and linguistically appropriate translations, not just literal word-for-word versions.

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22. With an equity and antiracism lens, what changes will be implemented to improve your program? What specific professional development support do you foresee you will need in implementing these changes? Please include meaningful action plans to improve student access and success.

Admissions & Records is in total alignment with our college and District commitment to antiracism and equity. From this perspective, we recommend filling an additional Admissions & Records Assistant III position to improve our petition processing and communication response times for students – with the ultimate goal of reducing barriers for our underserved, disproportionately impacted, and racially minoritized students. We recommend increased cross-training for our team, especially on petitions like AB 1232 and 6 or Fewer Units to reduce educational and financial barriers for our students. In addition, we hope to continue antiracism training as directed by the college or District.

- **SCO Training**

Provide targeted training for VA SCOs to reduce errors and improve processing time. This helps streamline operations and ensures more accurate service delivery to VA students.

- **AI-Enhanced Email Communication**

Support your team in using AI tools to craft emails that are both sensitive and inclusive. This fosters respectful and effective digital communication with diverse student populations.

- **Customer Interaction Training**

Offer training focused on improving in-person and phone communication skills. This enhances the customer experience and builds stronger relationships through clear, empathetic interactions.

23. How will you address the opportunities for improvement that you identified throughout the prior sections of this Program Review?

This Program Review highlights three key priorities that will drive Admissions & Records (A&R) into the next phase of innovation and student-centered service: elevating customer service, .

To elevate customer service, A&R will build on its robust feedback systems, including the annual student satisfaction survey, ContactUs inquiries, and in-person tracking tools. By leveraging real-time data and direct student input, we will identify service gaps, implement targeted improvements, and continuously refine processes to create a seamless, accessible, and culturally responsive experience for all students. Staff will explore innovative approaches to support nontraditional and underserved populations, ensuring that every interaction not only resolves a need but also empowers students to navigate the enrollment process with confidence.

To expand campus engagement, A&R will take a proactive and collaborative approach, connecting students, staff, and faculty with opportunities for professional growth, shared governance, and community participation. The Registrar will spearhead outreach for committees, workshops, task forces, and learning groups, sending timely reminders for District trainings, service days, and campus initiatives. By fostering stronger ties between students and the college community, these efforts aim to strengthen belonging, boost participation, and cultivate a campus culture where all voices are heard and valued.

If your program is requesting resources, please go to “STEP 2: Resource Request (OPTIONAL)” and submit your specific requests there

Resource Requests