

# Student Services Comprehensive Program Review - Admissions & Records Latest Version

This cycle is used by Student Services and Learning Communities to plan for the next five years and report on updates from the last program review cycle, as part of Comprehensive Program Review.

## Student Services & Learning Communities Comprehensive Program Review

### 1. Activity & Service (Pillar One: Clarify the Pathway) : Version by Hall, Rikki on 11/08/2022 18:27

**DIRECTIONS ON HOW TO COMPLETE SECTION**

*For this item, the user is asked to report on activities, services and support that contribute to providing a clear pathway for students to completion (transfer or employment in field of study). Please include any strategies or efforts to clarify the Learning, Major and Careers Pathways at LMC (i.e. educational planning, access to counseling, website updates, funding/initiatives to advance efforts, collaborations with instructional/administrative departments, revisions or changes to policies/processes/procedures, etc.).*

*\*Please click here ([https://email4cd.sharepoint.com/:w:/s/LMC/lmcres/ERkc2g\\_bc9pPlgSGHR3ynUUBSjmDOiNmV3h37F8TiFAPjw](https://email4cd.sharepoint.com/:w:/s/LMC/lmcres/ERkc2g_bc9pPlgSGHR3ynUUBSjmDOiNmV3h37F8TiFAPjw)) to view the guiding questions to assist you in developing your response.*

1. The LMC Admissions and Records Office added the LMC Learning, Major, and Career Pathways to CCCApply as categories in alignment with appropriate majors defined in each pathway to assist students upon application submission of identifying their pathway.
2. LMC course IDs in Colleague were updated to identify local pattern LMC GE, CSU GE, and IGETC area credit delineation to provide a student focused course schedule search function that allows students to search courses not only by subject, instructor, and modality as was originally designed, but also by GE pattern area fulfillment.
3. Colleague degree audit InSite Self-Service "My Progress" tool was updated to reflect LMC Learning, Major, and Career Pathways in the description section of each program/major.
4. Colleague degree audit reconfigured to display only courses approved for student's GE pattern as identified by area fulfillment and time of approval to match catalog year.

### 2. Curriculum Support & Analysis (Pillar Two: Enter the Pathway) : Version by Hall, Rikki on 11/08/2022 18:44

**DIRECTIONS ON HOW TO COMPLETE SECTION**

*For this item, the user is asked to describe strategies, efforts and/or activities to support the advancement of students to "Enter the Pathway". This can include collaborations with instruction, and administrative services. Describe any efforts or strategies that support academically underprepared students to enter the pathway they select, K-12 partnerships, career/college exploration efforts, and/or the first year experience (i.e. research, technologies, partnerships, plans, etc.).*

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1. The Admissions and Records Office worked collaboratively with the Office of Instruction Scheduling Specialist to identify all courses with required prior or concurrent enrollment in prerequisite and corequisite courses with potential gaps in various methods students might be able to satisfy the prerequisite or corequisite. Once the course requisites files data was gathered, an analysis was run, and additional pseudo non-course equate codes were added to the requisites files in Colleague. In addition, defined Title 5 "higher than" courses in math and English were added as acceptable satisfaction of prerequisites to courses in all disciplines where prerequisite exist.
2. The Admissions and Records Office updated CPL credit pseudo non-course codes for AP, IB, and CLEP exam credit. The course equates and individual LMC Local Pattern GE, CSU GE, IGETC, and elective area credits for accepted minimum scores were updated in Colleague and are reflected on student transcripts.
3. The Admissions and Records Office created a prerequisite equivalency request form and prerequisite challenge form through the electronic Dynamic Forms technology to streamline prerequisite clearance and the challenge process for students by updating the academic record in an efficient timeframe with automated results of review returned to the student via email.

### 3. Learning Support Outcomes Assessment (Pillar Four: Ensure Learning) : Version by Hall, Rikki on 12/13/2022 17:54

**DIRECTIONS ON HOW TO COMPLETE SECTION**

*For this item, the user is asked to reflect on what was learned about the effectiveness of the program/unit over the last five years, including a summarization from assessment results of improvement/changes made to you program.*

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1. The Admissions and Records Office strived to create a seamless process for students to clarify the path, enter the path, stay on the path, and achieve desired educational goals by implementing electronic versions of forms and streamlining processes.
  - Retired paper versions of forms for inclusive access.
  - Launched the Petition for Degree or Certificate on the InSite Graduation tile.
  - Created electronic census roster process for faculty.
  - Updated searchable database for courses during the registration process.
  - Identified course area credit and coded courses in SIS.

**DIRECTIONS ON HOW TO COMPLETE SECTION**

*For this item, the user is asked to provide a chart of LSO plans for the next three-year cycle. The user can copy and paste the chart from a Word document and upload the Word document to the "Comprehensive PR-LSO Document" folder by clicking on the folder icon located on the right side of this section's title header.*

LEARNING SUPPORT OUTCOMES

LEARNING SUPPORT OUTCOMES	Students will utilize the InSite Education Plan tool to register for courses.	Faculty will adhere to deadlines for adding and dropping students from classes and adhering to mandatory grading deadlines.	Students will be able to review key timelines for Admissions and Records processes including registration, graduation, and dropping courses with refund eligibility.
TARGET	Student	Employee	Service

MEASURE	A&R collects statistical reports each semester using the SQL Reporting service. A&R will track student count by registration method for each term using the Online and In-Person (staff overrides) Registration report to measure success of the new educational planning tool (VSB).	Compare and track number of census rosters and positive attendance rosters turned in by key deadlines. Compare and track reduction in amount of receipt of student appeals.	Collect statistical reports showing number of students who completed processes on time. Collect statistical reports showing student utilization of priority registration dates. Track reduction in amount of student appeals received.
STATUS	In Progress	In Progress	In Progress
INSERT LINK TO COMPLETED LSO REPORT			
NEXT STEPS	Enhance web instructions and video tutorials for registration using InSite Education Planning tool (VSB).	Build and implement InSite Self-Service census roster and faculty drop roster function. Change Late Add Petition dynamic form to instructor-initiated process.	A&R enhancing and improving forms through dynamic forms electronic submission with regular effective communication/interaction with students. Dynamic forms queue management software supports staff ability to maintain deadlines without the need for additional date extensions or exceptions. Complete Parchment Diploma production project. Hire student ambassadors to assist students in document submissions and review of key deadlines to support enrollment. Complete transcript degree audit project.
RESPONSIBLE PARTIES	Outreach and Admissions & Records	DO-IT, Office of Instruction, and Admissions & Records	Admissions & Records
ALIGNED STUDENT SERVICES THEME	Student Engagement and Success, Equity and Inclusion	Commitment to Innovation and Creativity, Equity and Inclusion	Commitment to Innovation and Creativity, Equity and Inclusion, and Commitment to Innovation and Creativity
ALIGNED COMPREHENSIVE PROGRAM REVIEW GOALS	Provide adequate staffing sufficient to support the functions of the department, such as transcript evaluation and degree/certificate awarding. Support and enhance Professional Development opportunities.	Support and enhance Professional Development opportunities.	Provide adequate staffing sufficient to support the functions of the department, such as transcript evaluation and degree/certificate awarding with one evaluator assigned to each LMC pathway. Support and enhance Professional Development opportunities.

#### 4. Retention, Success and Outcomes (Pillars Three and Four) : Version by Hall, Rikki on 12/13/2022 21:05

**DIRECTIONS ON HOW TO COMPLETE SECTION**

For this section, the user will respond to the pathway program data provided on retention, success and outcomes including strategies on improvement or sustainment. Describe any systems or processes that easily track students' progress towards completion including identifying students at risk and provides needed support; procedures and/or processes that help students to stay on the path and ensure learning.

Note: The user will want to review available data to write the reflection. When considering the data, respond to/evaluate: degree/certificate awards, transfers, examination of disaggregated data (i.e. race, income, age, gender) to determine equity gaps.

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Dividing students between Admissions & Records evaluators by pathway provides a success team approach to connect students with the evaluator assigned to their academic record. The division of labor holds a strategic approach to make sure students have the resources needed to be successful in their educational pathway to achieve the desired goal. Admissions and Records is working on a districtwide major clean-up project to ensure students have the accurate major designated on their profile through InSite to enable accurate progress tracking of the desired major. This project will ensure students are applying for the correct degree or certificate at the time of graduation.

Collaboration between the evaluator and the success coach will ensure degrees are earned in a timely manner and provide the means to track students and alert those who may fall off track of their path.

#### 5. Marketing, Communication, Outreach (Pillars One, Two, Three) : Version by Hall, Rikki on 12/12/2022 20:09

**DIRECTIONS ON HOW TO COMPLETE SECTION**

For this section, the user will describe marketing strategies, communication efforts, and activities that help improve/sustain enrollments, success, and completion. Include collaborations with other programs and/or units (i.e. Career Education, CORE, Instructional Programs, etc.) and/or administrative units (i.e. Marketing, Office of Equity & Inclusion, etc.).

Note: The user may need to review data to write the reflection.

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Admissions and records has implemented a success team approach with many processes within the department. The A&R Evaluators, Transcript and Degree Audit Specialist, and Lead have divided student accounts based on pathway selected for each major. A color-coding category system was implemented into the general evaluations email account to ensure responses are completed in a timely manner and student inquiries are serviced during planned or unplanned outages.

#### 6. Impact of Equity Practice on Outcomes (Pillars One, Two, Three, Four) : Version by Hall, Rikki on 12/13/2022 21:12

**DIRECTIONS ON HOW TO COMPLETE SECTION**

In this section the user will consider the impact of equity practice in outcomes for any of the four (4) Guided Pathways pillars. Note, the user does not need to address every pillar, but at least one pillar needs to be selected to respond to.

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To provide equitable access to processes and policies within the Admissions and Records department, the web pages and direct links for electronic forms are posted on both the forms web pages as well as within the LMC Student Forms tile on InSite.

The Veterans Services department is planning and implementing a tile within InSite specifically for students to access VA forms and documents. In addition, the Veterans Services web page is currently under renovation to improve access and provide equitable appeal with direct links and menu options that are more student friendly and in alignment with VA guidelines.

#### 7. Professional Development (Pillars One, Two, Three, Four) : Version by Hall, Rikki on 12/13/2022 23:50

**DIRECTIONS ON HOW TO COMPLETE SECTION**

For this item, the user will describe any revisions or updates to their program (i.e. integrated planning, marketing, equity-minded practice, processes, policies, procedures, etc.) based on recently attended professional development, any planned professional development activities, and/or any identified future professional development needs. \*Please click here ([https://email4cd.sharepoint.com/:w:/s/LMC/lmcre/ERkc2g\\_bc9pPlgSGHR3ynUUBSjmDOiNmV3h37F8TiFAPjw](https://email4cd.sharepoint.com/:w:/s/LMC/lmcre/ERkc2g_bc9pPlgSGHR3ynUUBSjmDOiNmV3h37F8TiFAPjw)) for guiding questions to assist you in your response.

Members of the team participate in shared governance within the LMC campus, as well as the districtwide process expert team committees. In addition, classified representatives attend trainings and workshops hosted by the statewide CACCRAO committee and the Veterans Affairs Offices.

Process Expert Teams host workshops with manuals and instructions for each role within the admissions and records and veterans affairs departments.

All classified professionals attend the student services division meetings where departments provide updates related to the LMC pathways (guided pathways) and success team approach.

**8. Other (i.e. policy, procedure, practice) : Version by Hall, Rikki on 02/27/2023 21:31**

**DIRECTIONS ON HOW TO COMPLETE SECTION**

In this section, the user can describe and/or provide any information that should be reported and included as part of this comprehensive program review, including anything relevant to planning for the next five years. Some information to consider for this open-textbox response are: revision of award policies/practices to mitigate institutional roadblocks for completion, and/or any technologies implemented that enhance the effectiveness and efficiency of your unit.

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Admissions and Records policies and procedures have been reviewed and updated in collaboration with all campuses within the Contra Costa Community College District.

Policies and procedures pertaining to Title 5 regulations have been updated with best practices for removing student enrollment barriers in mind.

LMC entered into a service contract for Parchment Diploma Production to streamline and provide an efficient, up to date, effective way to award associate degrees and certificates.

Admissions and Records created two student stations at the front counter for in-person assistance with the student ambassadors.

The LMC Brentwood Center has two stations in the student services lobby area where student ambassadors can provide hands-on assistance to students in person.

**9. Five-Year Program Goals : Version by Hall, Rikki on 12/13/2022 21:19**

**DIRECTIONS ON HOW TO COMPLETE SECTION**

If your program had any goals from the Program Review Year Five Update that were in progress or modified, please note whether the the goal(s) was abandoned or completed and the impact it had on your program (i.e. did completing the goal meet the anticipated outcomes, if goal was abandoned why, etc.).

For reference, you can access the report from your Program Review Year Five Update by clicking on the folder in the right-hand corner of the header title for this section. You will note a folder titled "Comprehensive PR-PR Y5 Report", your report will be located in this folder with your program/unit name in the title of the document.

**COMPREHENSIVE PROGRAM REVIEW GOALS:**

(VFS1): Provide adequate staffing sufficient to support the functions of the department, such as transcript evaluation and degree/certificate awarding according to LMC pathway.

(VSF2; VSF3): Rebuild degree audit evaluation system in Colleague.

(VSF5): Improve certification process for veterans.

(VSF5): Support and enhance Professional Development opportunities.

**DIRECTIONS ON HOW TO COMPLETE SECTION**

In this section, the user will develop a SMART goal(s) for the next five years of the program. The program can also choose to continue/amend of any goals from the program review year five update period. Include action plans, timeline, responsible parties, and anticipated outcome (i.e. SMART Goals). Please be sure to align each goal with the College's EMP 2020-2025 Goals ([https://www.losmedanos.edu/planning/LMCMasterPlan\\_12.08.20\\_JSB.pdf](https://www.losmedanos.edu/planning/LMCMasterPlan_12.08.20_JSB.pdf)).

\*Please click here ([https://email4cd.sharepoint.com/:w:/s/LMC/lmcre/ERkc2g\\_bc9pPlgSGHR3ynUUBSjmDOiNmV3h37F8TiFAPjw](https://email4cd.sharepoint.com/:w:/s/LMC/lmcre/ERkc2g_bc9pPlgSGHR3ynUUBSjmDOiNmV3h37F8TiFAPjw)) for guiding questions to assist you in your response.

No Value

Goals and Objectives		Modified	In Progress	Abandoned	Completed
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)					
<b>Recommended Actions</b>	Streamlining the automated processes related to the enrollment and graduation process.	0 linked SLOs 0 resource requests			
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)					
<b>Recommended Actions</b>	Rebuild degree audit evaluation system in Colleague.	0 linked SLOs 0 resource requests			
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)					
<b>Recommended Actions</b>	Rebuild degree audit evaluation system in Colleague.	0 linked SLOs 0 resource requests			
Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)					
<b>Recommended Actions</b>	Improve certification process for veterans by converting files to a paperless process.	0 linked SLOs 0 resource requests			

Goals and Objectives	Modified	In Progress	Abandoned	Completed
Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)				
<b>Recommended Actions</b>	Improve certification process for veterans by converting files to a paperless process.		0 linked SLOs	0 resource requests