LMC Comprehensive Program Review
Student Services Units
Fall 2017
Program: ___Admissions & Records/Veterans_____

The following provides an outline of the required elements for a comprehensive program review for Student Services Programs.

1 EVALUATION/ANALYSIS (FOR ALL PROGRAMS)

1.1 ANNUAL REVIEW UPDATE ANALYSIS

Analyze your annual reviews (objectives and improvements) over the past 3 years.

To consider: Review your data and analyze major changes that have occurred in your program over the past four years. What were the contributing factors that led to these changes (i.e. demographic changes, student needs/demands, evaluation results)? Consider available data that may support trends in gender, age, ethnic breakdowns and the populations described in the Student Equity Plan (Veterans, DSPS, African American, ESL, low income students, Foster Youth). What are identified successes as a result of these changes? What needs to be improved upon? How has the effectiveness of your program and services been evaluated over the past four years?

OVERALL SUMMARY

We are being asked to go back 3 years to evaluate our program, however, because the most critical need in Admissions & Records is staffing, I feel I need to go back to 2011. In 2011, we had some major budget cuts and we lost 1.25 FTE, 1 full-time senior and .25 of an A&R I position. We eventually recouped the .25 position, but are still down 1 FTE 6 years later.

Admissions & Records is the front line of employees assisting students. We get many questions from students, faculty and other departments. We handle students from the application process to graduation and every point in between. The staff in the office work very hard to make the department run smoothly and help the students. We are consistently under-staffed, it's a critical need.

Prior to 2011, the staffing in the office was:

> 1 FTE Lead Admissions & Records
> 1 Transcript Audit Specialist
> 3 Senior Admissions & Records
> 2 Admissions & Records I/IIs

We lost the senior position to the budget cuts. In 2012, the Lead moved over to DVC as a Registrar and the Transcript Audit Specialist was given the Lead position. To help to recoup the loss in evaluations processing, we downgraded the Transcript Audit Specialist to a Senior, thus essentially gaining that position back. As it turns out, we were not over-staffed.

At the time Admissions & Records moved to our interim space while the Student Services building was being remodeled, the Cashier position moved with us and reported to the director. Prior to this the cashier reported to Business Services and staff in the Business Office relieved the cashier on breaks, lunches and vacation. These back up duties moved to A&R once this move occurred. We had the Seniors backing up the Cashier, since they were the same level, so we weren't working the them out of class. Unfortunately this took their valuable time away from evaluations. Currently we are utilizing a long-term hourly employee to back up the Cashier, which currently relieves the Seniors from these back-up duties.

Current staffing:

> 1 FTE Lead Admissions & Records
> 1 Transcript Audit Specialist (Interim)
> 3 Senior Admissions & Records (1 Interim)
> 2 Admissions & Records I/IIs (Hourlies)
> 1 Cashier (Interim)

ADMISSIONS & RECORDS ASSISTANTS I/II

We currently have 2 Assistants, both currently occupied by hourly employees. One of the positions is currently handled by 2 hourly employees.

One position handles incoming and outgoing rosters for all census types, collection of Incomplete forms, handles all questions from faculty, registration dates after dates are run for DSPS and other students. She handles the police academy from the orientation, registration and billing. She is the expert in the CATEMA system (high school articulation system). For all of these areas Excel sheets need to be accurately maintained in order to make sure the rosters and forms have been turned in. When there are errors on census rosters, faculty need to be contacted to come in and make the corrections. This position acts as the residency clerk, working with every student and their particular residency situation. Once the documents are all turned she submits the residency package to the lead.

The second Assistant handles incoming and outgoing transcripts, enrollment verifications, incoming emails, dual enrollment registrations, emails from other departments for student processing, contract class registrations (including Opportunity Junction), PERC holds for EOPS, registration appointment appeals, incoming mail. There are many elements to producing transcripts. Reports must be run, separating out paper vs. electronic transcripts; separating out rush vs. normal processing, answering student questions.

Transcripts Sent	
2017	8,046
2016	8,140

It has been discussed that we could save a lot of time by outsourcing transcript production. All of the transcript fees receive are deposited into the A&R budget. This money pays for overtime, hourly employees, graduation and much more. The cost of the transcripts through the third party is $2.50 per

transcript whether the student pays for the transcript or not. For 2016, this would cost $20,350; for 2017 this would cost $20,115. This third party vendor would handle all questions from students, sending all outgoing transcripts, many transcripts going electronically. This decision will need to be made district-wide and much discussion must be had.

Dual enrollment is a newer program for concurrent students where the classes are held in the high schools. There is an extensive contract process between the college district board and the high school board to make certain agreements regarding the classes, the structure, faculty, books and materials. Admissions & Records worked extensively with the Dual enrollment department to make sure registration materials were adequate and covered the information needed for the student to enroll. We also worked on training the instructors to assist in collecting the forms.

When the forms are submitted to the office the Assistant goes through them and registers the students individually. When there are issues, she works with the liaison to resolve the issues. Sometimes she needs to contact the registrar of the high school to resolve the issues.

Dual Enrollment			
Term	Students	Schools	Classes
Spring 2017	170	5	12
Fall 2017	304	9	11

In Spring 2018, we will have 9 schools with 13 classes. The team has learned a lot along the way. Classes are more targeted and the team is making sure each class has a minimum of 20 students.

Both of these hourly employees are filling in for employees currently on out-of-class assignments. Hiring the permanent positions will enable us to fill these positions permanently.

SENIOR ADMISSIONS & RECORDS ASSISTANTS

We have 3 Seniors, one is an out-of-class assignment, the other 2 are permanent in their positions. All of them perform the same basic tasks, but each of them has a set of additional tasks. Currently we perform the work on an alpha split. All evaluations, graduation applications, veterans certifications, IGETC/CSU certifications, Cal Grant GPA verifications and other processing goes to the person handling the letter of the student's last name. Students request a regular evaluation when they wish to know what LMC will accept on their other school transcripts. Because of amount of work that runs through A&R, we are currently 10 weeks behind on evaluations. This timeline is unacceptable for our students. Currently there are 115 evaluations requests pending.

Evaluations Completed	
Fall 2017	230
Summer 2017	112
Spring 2017	184
Fall 2016	281

For graduation applications, we graduate students in every semester, summer, fall and spring. We graduate the most of our students in the spring semester which is a huge impact to our office. See more information below for graduation information.

While all the Seniors have their tasks that are the same, they each have a specialty or a list of tasks only they perform.

The first Senior handles athletic eligibility. This is a very extensive process at the beginning of each term. The Form 1s (eligibility form that the student signs) are delivered to the clerk. She checks multiple items before they are sent to the director for signature. She checks the following items on each student: the application to verify high school attended, the students eligibility for priority registration, residency, previous athletic competition, students active units (must be in 12). Once all the checks have been performed she enters the student into a screen in Colleague and puts the students on a hold. Then she gives the forms to the director or lead for signature. Once the forms are signed she creates the Form 3s for reporting to CCCAA for the sport.

Below are the stats for the 2017-2018 academic year. Normally football has 80-90 students and baseball has 60-70 students, so this year is smaller for some reason.

Sport	Term/Section	Course Roster	Form-3	Denied/Not Eligible Changed Mind Form-1
Early Fall				
Mens Football	FA17 sec. 1016, 0066	66	53	2
Women Volleyball	FA17 sec. 1061	15	15	2
Women Soccer	FA17 sec. 1092	26	25	0
Late Fall/Spring Crossover				
Women Basketball	FA17 sec. 1018	15	12	1
Men's Basketball	FA17 sec. 1086	27	17	0
Women Basketball	SP18 cross over 0467	18	6 cross over	0
Men's Basketball	SP18 cross over 0468	19	11 cross over	0
Spring				
Mens Baseball	SP18 sec. 0486	43	33	2
Womens Softball	SP18 sec. 0487	14	12	1

This senior back-ups the cashier and counts the safe on the first of the month. She also handles duplicate resolution for incoming applications. When a student applies using the statewide application system, sometimes their application gets held up because the system can't figure if they are a new student or previous. Each of the colleges takes a day at this process and our day is Friday. Applications are uploaded every 15 minutes around the clock so we need to process the batches for the entire day. The final batches will be completed on Monday.

The second Senior is the lead for Veterans. She manages the work study students, submitting their applications and timesheets to the VA, handles the debt management when we have an overpayment from VA, sends out email blasts to student veterans, keeps tabs on veteran meetings and regulations. She is also the Veterans Club Advisor, this she does on her own time. See more about veterans below.

In addition she handles transcript corrections, grade changes, academic renewals, posts credit by exam, posts high school articulated courses, course substitutions. In our district, grade changes are locked down because of the grade change scandal at DVC several years ago. Because of this we are only allowed 3 STAC operators. These are employees who can make transcript corrections, including removing Ws.

The third Senior is the lead on graduation. Once the graduation applications are completed, she compiles the list, send emails to each student for each degree (each student receives an email for approved, pending or denied for each degree/certificate). Once the emails go out she is inundated with student calls or emails. She goes through and rechecks and if a change is needed, puts them on the approved/pending list. During summer and fall terms, we just wait for the term to complete and grades to post. Once this happens the diplomas are prepared, printed and mailed to the students. During the spring term there are several additional steps. The spring pending list must be combined with summer and fall completed list to determine eligibility for the commencement ceremony. Multiple lists must be prepared: students need to receive invites to attend the ceremony, students must receive invites to be a graduation speaker, commencement program list, list for check-in at commencement. Each list must be double and triple checked. At the end of the academic year, once the spring graduation checks are completed, the list must be compiled for the entire year and provided to the department chair and deans. During this list compiling process, students are calling to question their status and changes are constantly being made.

This Senior also assists with cashiering when needed, backs up the counter, handles debt management, pulls together the documentation on the monthly grade change reports for the director, handles Title 5 and regulations research.

These 3 Senior Assistants work very hard at their respective duties. During spring semester they typically are required to work much overtime because of the huge influx of graduation applications. They help with the phone queue when needed. In prior years the Seniors also handled the counter, however, they are way too busy to work the counter, but in an emergency could do so.

TRANSCRIPT AUDIT SPECIALIST

In 2015, we became one of the 13 pilot colleges for the California Community College EPI-DAS Initiative and embarked on obtaining and implementing a statewide educational planning system. It became clear early on in the project that we needed a person dedicated to testing the system and working closely with counselors. We worked closely with SSSP to fund a Transcript Audit Specialist. This position was

filled on an out-of-class basis. This employee handles all of the technical aspects of the department, posts prerequisites from college and high school transcripts, works with Assessment at the high schools to pre-post high school prerequisites, handles degree audit through Colleague and testing with the new system Hobson's Starfish. She handles Colleague testing on the new self-service module. She updates the website and updates the A&R Forms, posting them on the website. She records messages for the Shortel phone queue system. She serves on the Distance Education and Curriculum Committees.

The position also is the lead on nursing. In previous years, this employee handled the lead aspects of the nursing program, with the evaluators processing the evaluations. However this year the nursing department has gone to a point-based system, which is very complex. The TAS is handling the entire program, evaluations, correspondence, folders, phone calls from students.

This employee also oversees the transcript evaluation process. All incoming evaluations and graduation applications come to her; she has them scanned then passes them out to the Seniors according to the alpha split. Along with prerequisites, she handles the prerequisite challenge process. Each challenge has to be logged and sent to the department chair for processing. She also runs the prerequisite report prior to each term, dropping students who did not pass the prerequisite.

This position has become a critical component of keeping systems running smoothly. Unfortunately, this position is an interim and we have not yet received approval to hire it as a permanent position. The director has continued to ask for categorical funding to help fund this position, however as of this writing it has not been forthcoming. We desperately need this position to be permanent.

LEAD ADMISSIONS & RECORDS ASSISTANT

The lead handles operations of the office, overseeing the employees and their job assignments. She closely monitors the work of the hourly employees. The residency clerk submits residency forms to her for approval, she approves and processes repeat petitions, checks late add petitions, age and unit waivers. She balances the safe monthly, handles the bank reconciliation. She orders supplies. She posts the monthly hours for the hourly employees; collects leave slips for the permanent employees for signature by the director.

Along with the Brentwood Lead she handles all student appeals, contacting faculty for verification, processing the paperwork and the grade changes. She oversees the OnBase Scanning system, she works closely with the Transcript Audit Specialist and Brentwood Lead on Colleague Degree Audit system. She backs up on the Hobsons Starfish Degree Planner system. She serves on the District-wide Admissions & Records Director's Committee and Shared Governance Council. She chairs the District-wide Process Expert Team.

Both leads handle the International student program, accepting applications from International students, issuing the I-20 which allows students to come to the US to study. They manage the payments for the student insurance. They enroll the international students into SEVIS, which is the federal reporting system. Both leads are DSOs, Designated Service Officials.

CASHIER

The cashier position is currently held by an out-of-class position. The duties include daily reconciliation of each A&R clerk, verifying the beginning balance for each of the clerks and makes the daily bank deposit. She assists students collecting tuition fees, financial aid repayments, child care payments, lab

fees, library fines, auto shop payments. Collects and distributes student club deposits, collects deposits from the auto shop, drama, music and athletic events.

The cashier handles third party billing and is done after the refund period each semesters. Sponsors such as Veterans, USS Posco, Department Of Rehabilitation, CalWorks, etc. send in an authorization tuition/parking voucher. She does the research on each student's fees and breaks it down by code with the amounts. She invoices each sponsor and send by mail or email. When payment is received it is applied to the student's account. When needed she sends a past due invoice and must continue to follow-up until the bill is paid.

The cashier works closely with the business office and the district office. She also works with the district office foundation and scholarship coordinator, processing scholarship checks. She manages the monthly bank statements and applies electronic payments to student veteran accounts. She troubleshoots issues with fees, payments and refunds. She collects cash or check for parking permits. She assists A&R clerks with reversals, adjustments, non-term payments and additional research on fee collections. She is a member of the Accounts Receivable/Cashiers Process Expert Team. She prepares documentation for internal audits.

We have been advised that this position will be reporting to the business office in the near future. At that time the business office will be backing up the cashier for lunches. The location of the cashier will still be next to the A&R Office.

NURSING

In previous program reviews, we had wanted a method to automate nursing applications. Nursing students needed to mail their applications in with their documents or they would stand in line. We did some investigation and found that we could automate it very easily using our Webmaster. The 2017 application period was the first time it was automated and it worked very well. There are more questions because nursing students are a very paranoid group of students overall.

For the nursing applications, it needs to be determined if the student is a first time applicant or if they have applied previously. For new students, the transcripts and documentation must be accessed, the evaluation processed, student is sent an email with the evaluation sheet and a folder is made. For students who had previous applications, the previous year's folders must be pulled, the new evaluation completed and email sent. At the end of the process, A&R works with the nursing department on the selection process. In previous years, it was the random selection process handled by the director. This year in 2018 we have the points system, so it will be interesting to see how this pans out. Prior to each new Nursing handbook, we meet with the nursing department to make revisions in the new handbook based on issues in the previous year.

Registered Nursing (32-1st year/40-2nd year)

RN	Applications	LVN-RN Transition	Advance Placement
2018	372	60	7
2017	452	68	8
2016	446	69	20

Licensed Vocational Nursing Spots (32 spots)

	Applications	Advance Placement
Fall 2017	78	1
Spring 2016	101	N/A

GRADUATION

In analyzing graduation data, our graduation rates have increased significantly over the past few years. The numbers below indicate a 44% increase total awards in the last 6 years. When a graduation application is received, we first scan the application. The applications are passed out to the staff. If a previous evaluation has not been completed and the student has outside transcripts, the Senior has to evaluate what courses will transfer into LMC and enter that information into Colleague. An evaluation is run (in Colleague), then if an exception is needed (a course counts in an area, but not an exact match), the exception is posted in the system. One of the reasons our degrees and certificates have increased so much is because of the staff and their processing. If a student applies for an AA/AS degree and they qualify for a certificate, this is added by the staff. If a student is using the CSU/IGETC path and the general education is complete, the staff will add a CSU or IGETC certificate of achievement. Once all the evaluations are completed, the graduation evaluator compiles the list.

For AAT/ASTs, these must be pulled early and verified with the CSU Online system. The CSU sends us a list and many students on that list haven't applied for graduation at LMC. They must be contacted to turn in their application. Many times we do not receive the application.

	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
AA/Certificates	2536	1805	1589	1201	1031	823
Number of Students	1097	890	909	--	--	--
Total applications received	3418	2571	2360	--	--	--
Number of denied applications	429	361	362	--	--	--
Skills Certificates	453	405	409	513	509	503
Total Awards	2989	2210	1998	1714	1540	1326

VETERANS SERVICES

Admissions & Records has always handled Veterans certification for our student veterans. Previously it was handled by a single Senior, but our number of veterans increased so much we divided the workload into the 3 Seniors.

Admissions & Records provides the following services to student veterans. For intake of new veterans, the staff have a 15-30 minute appointment to go over their responsibilities and what they can expect from the VA. For each veteran, we verify their units and enter the information into Colleague, match their courses with their educational plan. A new student veteran is given one semester to get their educational plan completed. If a course is not on their educational plan, their units cannot be certified. Next employees certify the units through the VA. This is how the veterans receive their BAH (housing allowance). The VA also covers the student tuition, they pay directly to the college. If the student applies for a Board of Governor's Waiver after the college has been paid, this creates a debt on the student's account which is a huge process and takes a lot of time. Employees must monitor student status to insure they are maintaining their status and haven't dropped classes. If students drop classes the staff must recertify their units through VA. Throughout the time the student veterans are at LMC if they have any type of issues, they speak with their certifying officials for assistance.

Veterans Certifications				
	Summer	Fall	Spring	Annual Unduplicated
2016-2017	126	247	257	372
2015-2016	123	242	251	358
2014-2015	121	217	238	331

VETERANS RESOURCE CENTER

In April 2016, we opened our Veterans Resource Center with donations from outside agencies. These agencies provided the furniture, computers and printers, but did not provide any funding for staffing. In our first year of operation, we managed to run the center using veterans student workers and having our staff each spend a day there. We now have counseling support, 3 days a week. At first the staff and counselor had to share an office. This was cumbersome and not well managed for both parties. We then turned a secondary location into the office for the counselors. We were also able to add another employee computer in the conference room for backup. Currently we have the center staffed by student workers to manage the reception duties. Each of our certifying officials takes a turn in the VRC for a day as backup to the student workers.

When students check into the VRC, they log into a SARS kiosk and select what they are doing at the VRC. The statistics below indicate when students logged into the kiosk. Part of the responsibility of the student workers is to make sure student log-in.

The biggest issue with the VRC is we do not have a permanent coordinator. While we have managed adequately in the nearly 2 years yet the center does not run at its full capacity. With a coordinator we could have more outside resources coming in to benefit the veteran students. One of the Seniors handles a lot with the veteran students and the VRC, but coordinating the center is not in her job description. The director handles the running of the center, including scheduling, absences and any other issues. This is a position that is desperately needed.

We have recently been notified that we received one-time funding from the state to help support the VRC; we have not yet decided how to utilize this funding.

VRC Usage			
	Fall 2017	Spring 2017	Fall 2016
Academic Counseling	32	46	55
Ed Plan	7	12	11
Homework	544	421	
Lounge	748	1263	854
OAK Vet Center	6		2
Tutoring	103	97	55
VA Club Meeting	13	29	
Vonapp	2	3	9
Workshop	2	14	33

BRENTWOOD CENTER

In previous years we requested oversite over the Brentwood staff. There had been a disconnect of information between the staff at the Brentwood Center and the Pittsburg Admissions & Records. The director had meetings with the Brentwood staff and invited the staff to the staff meetings. When the Senior Dean took over the Brentwood Center, we developed a "dotted line" reporting relationship. The dean had the official reporting status, the director had the functional reporting status (not on paper). At the same time we hired a lead to help manage the Admissions & Records staff when the dean wasn't at the center.

Currently the lead at Brentwood processes all skills certificates; all evaluations that are turned in at the Brentwood Center (approximately 75-100 per semester). She also handles appeals together with the Pittsburg lead.

She oversees the OnBase Scanning system, she works closely with the Transcript Audit Specialist and Pittsburg Lead on Colleague Degree Audit system. She backs up on the Hobsons Starfish Degree Planner system. She serves on the District-wide Admissions & Records Director's Committee and the District-wide Process Expert Team. Both leads handle the International student program, accepting applications from International students, issuing the I-20 which allows students to come to the US to study. They manage the payments for the student insurance. They enroll the international students into SEVIS, which is the federal reporting system. Both leads are DSOs, Designated School Officials.

The Brentwood staff handle their own scanning of documents, they process LMC application reports, they handle the address change report for LMC and they process all Brentwood census rosters.

CONCLUSION

In previous program reviews, there was not a place to describe the complexity that is Admissions & Records. In this document we have attempted to describe the type of work performed by each of the employees in A&R. The work is highly complex, and affects every area of the college:

       Funding – director processes the 320
       Accurate record-keeping – required to make funding reported accurately
       Degree audit – allows students and counselors to view process
       Athletics – must remain in compliance
       Nursing – must be accurate to prevent litigation

Graduation – 100% accuracy is mandatory

Adherence to regulations – must keep regs in mind to protect accreditation and maintain consistency among treatment of students

The largest disparity, short of staffing is the different salaries between A/R and F/A. In all but 1 situation, the Financial Aid salaries are 4 levels above Admissions & Records employees. The A&R hourly starting salary is $15.48, where Financial Aid starts at $17.04. This disparity really needs to be rectified. Both departments have extremely complex work, why should one department be so much higher than another.

Admissions & Records	Financial Aid
Admissions/Records Assistant I 45 $3,005 - $3,662	Financial Aid Assistant I 49 $3,317 - $4,041
Admissions/Records Assistant II 49 $3,317 - $4,041	Financial Aid Assistant II 53 $3,662 - $4,460
Admissions/Records Assistant, Senior 53 $3,662 - $4,460	Financial Aid Specialist 56 $3,943 - $4,803
Transcript and Degree Audit Specialist 54 $3,753 - $4,572	Financial Aid Scholarship Program Specialist 56 $3,943 - $4,803
Admissions/Records Assistant, Lead 58 $4,142 - $5,047	Financial Aid Specialist, Lead 62 $4,572 - $5,570

In previous program reviews, we have asked for additional staffing, restoring to 2011 levels. We have asked for a Transcript Audit Specialist and a Veterans Resource Center Coordinator. For this year, as demonstrated in this program review, we desperately need the Transcript Audit Specialist and Veterans Resource Center Coordinator.

The other item we requested several times was support for the International student program. The determination was made to move the International Student program to student life, the director of student life is also the International Education. This was to give support to the students and grow the program, which was always our desire in Admissions & Records. We continue to handle the application and the student's I-20s.

A few years ago management of the commencement ceremony went to a dean but the budget for graduation still comes out of the A&R budget. This is still being requested. The A&R budget pays for the hourly budget and overtime, since this is needed to keep systems running.

1.2 ASSESSMENT SUMMARY

Summarize your PSLO assessment reports and your assessment plans. Summarize any changes that you are making to your PSLOs.

YEAR	SLO	DESCRIPTION	WHAT WE LEARNED
2013-2014	Early Graduation Application	We wanted to see if the students understood that this was a one-time option and to see if they used their earlier date, got the classes they needed and graduated	We learned that many students used the early grad app to get their needed science courses. We need to get better information out to students to let them know about the early grad app.
2014-2015	New Applicants	We wanted to verify that the students knew the next steps to take after the application.	We have no information on how this SLO was finalized.

2015-2016	Late Add Petitions	We wanted to look at the students who were turning in late add petitions, to see how they did in their classes, so we could determine if adding late was hindrance to their final grade.	Most students did well and were just not aware of the deadlines to add. We need to encourage the faculty to get their students registered in a timely manner. NOTE: In 2017, the VP has changed the process so that Instructional Deans will approve or deny the late add petition after the posted deadline. The purpose for this is for the deans to have a conversation with the instructor, so they do not repeat this behavior.
2015-2017	Veterans Resource Center	We wanted to make sure that veterans knew they had a place to study, use the computer, see a counselor and interact with fellow veterans.	We found that all the veterans knew about the center and most of them were appreciative. We determined that we need a full-time staff member to assist when there are disruptive students.

1.3 PROFESSIONAL DEVELOPMENT

Summarize the past (2 – 5 years) and present professional development activities of your unit/program's members and impact (directly or indirectly) on student success

To consider: Have the past training and professional development opportunities been sufficient to support the needs of your department/program? Include examples of equity focused professional development that your unit/program has engaged in and opportunities for future equity focused professional development.

The director has attempted to make sure employees attend conferences and workshops relating to their job duties. Below are the conferences attended in previous years.

Ellucian Live Conference. Every.year the director has attended. The director has served as the chair of the student track team for the conference, which provided zero cost registration. Every year for the past 3 years, the director rook one of the employees to the conference. The conference is specifically how to better utilize Colleague to do our jobs. District funds have paid for the conference in the past.

Veterans Summit. This 2-day conference goes between north and south each year. At this conference there are many sessions about how to better serve the needs of our veteran student population. It is also recommended that counselors attend. This conference is funded by A&R budget.

CACCRAO, California Association of Community College Registrars and Admissions Officers. Normally the director and the leads attend. At this conference employees keep up to date with policies and practices as they pertain to Admissions & Records. It is the professional organization for our department. This conference is funded by A&R budget.

CCCApply/E-Tran Workshop. This 2-day conference goes between north and south each year. Staff who deal with electronic transcripts attend the E-tran workshop. Staff who deal with applications attend the CCCApply workshop. These workshops are free.

WAVES Confernce. Each year one certifying official attends. The conference has to do with certifying officials and has to do with certification of veterans.

NAFSA International Student Conference. In the past the International student representatives (leads) attended this conference. We did not send anyone last year, but still is an important conference.

Hobson's University. LMC is one of the pilot schools with the Hobson's Starfish Degree Planner and Early Alert system. The Director is the project lead for the district for both products. The Transcript Audit Specialist is the lead on Degree Planner. In previous years we presented at the conference, both Degree Planner and Early Alert. This conference is covered by SSSP funds.

NAVPA National Association of Veterans' Program Administrators. The certifying officials and director attended 2 years ago. This organization has many areas and is very important to help our veterans and run our Veterans Resource Center.

Evaluators Workshops. Evaluators attend.

Veterans Officials Region Meetings. Certifying Officials attend.

Admissions & Records workshops. All permanent staff attend.

Various workshops are held in neighboring communities and sponsored by different organizations. We try to have as many of the staff attend if it pertains to their positions.

1.4 COLLABORATION

Describe any current collaboration efforts that are occurring between your unit/program and other units and programs both inside and outside of Student Services, and impact (directly or indirectly) on student success.

Admissions & Records works closely with Financial Aid. We share the same students and they tend to go back and forth between departments. When there is an issue, the FA Supervisor and A&R Director work together to resolve the issue.

Admissions & Records works closely with DSPS regarding the Veterans Resource Center. DSPS has arranged DSPS counselors to be in the VRC. Many of the student veterans have disabilities and with this connection, DSPS referrals have greatly increased.

Admissions & Records works closely with the Transfer Center. In previous years, A&R signed Cross-Enrollment forms. The Transfer Center offered to take on these forms, which is a great assistance. They also help contact our AAT/AST students who have applied to the CSU but did not turn in the graduation applications.

Admissions & Records collaborates with the other colleges on many Colleague related items. We have a Director's committee where we work on standardizing policies and procedures among the colleges. Our staff participate on the district-wide Process Expert Team; this being the classified committee where they standardize procedures to be used by the users across the district.

2   LONG TERM GOALS (HOW TO GET THERE)

2.1   LONG TERM (5 YEAR) GOALS TO MEET COLLEGE STRATEGIC PLAN

Consider the College's Strategic Directions along with our Integrated Planning Goals listed here:

College Strategic Directions 2014-2019	Integrated Planning Goals
1. Increase equitable student engagement, learning, and success. 2. Strengthen community engagement and partnerships. 3. Promote innovation, expand organizational capacity, and enhance institutional effectiveness. 4. Invest in technology, fortify infrastructure, and enhance fiscal resources.	1. ACCESS: increase access through enrollment of students currently underserved in our community. 2. IDENTIFYING PATHWAYS: Increase the number of students that define a goal and pathway by the end of their first year. 3. COLLEGE-LEVEL TRANSITION: Increase the number of students successfully transitioning into college level math and English courses. 4. PERSISTENCE & COMPLETION: Increase successful course completions, and term to term persistence. 5. EQUITABLE SUCCESS: Improve the number of LMC students who earn associates degrees, certificates of achievement, transfer, or obtain career employment. 6. LEARNING CULTURE: Enhance staff, faculty and administration's understanding and use of culturally inclusive practices/pedagogy, demonstrating empathy and compassion when working with students.

List 3 – 5 longer term (5 year) new goals for your program. For each goal, pick 1 – 2 College Strategic Directions and/or 1 – 2 Integrated Planning Goals to which your new goal aligns.

Goals	Aligned College Strategic Direction(s)	Aligned Integrated Planning Goal(s)
Goal 1: Provide adequate staffing sufficient to support students.	1, 3	2, 4, 5, 6
Goal 2: Veterans and Veterans Resource Center – grow the program and develop resources for student veterans.	1, 3, 4	1, 4, 5
Goal 3: Continue to evaluate and improve processes.	1, 4	1, 2, 6

Goal 4: Continue to support professional development.	1, 3, 4	1, 4, 6
Goal 5: Repair or replace the big grate.	3, 4	1, 6

To consider: If applicable, describe how these goals are designed to increase student engagement in 3SP and equitable student outcomes.

2.2 STAFFING REQUEST (OPTIONAL)

Suggested description:

Describe existing level of staffing for each program or service: how many permanent full-time and/or part-time employees are there, including faculty, classified staff and manager? How many hourly faculty and/or staff, how many student employees are needed on a regular basis (i.e. every semester, year-round)?

Does the existing level of staffing impact available hours of service? The ability to provide a full-level of service? If additional staff are needed, identify how your program/service would benefit (i.e. what additional services could be offered, longer business hours, etc.) and how additional staffing would support long term goals.

Include but not limited reassign time, classified/manager, student assistant, etc. (full-time faculty request is Box 2A process).

Faculty/Staff Resource Request				
Department/Unit Goal - Reference #		**Strategic Objective - Reference #**		
1		2, 4, 5, 6		
Department/Unit Name		**Position Name/Classification**		**FTE**
Admissions & Records		Transcript and Degree Audit Specialist		1.0
Position Type	**Funding Duration**	**Funding Source**		**Est. Salary & Benefits**
☐ Faculty R/T ☑ Classified ☐ Manager ☐ Student	☑ On-going/Permanent ☐ One-time	☑ Operations (Fund 11) ☑ Other ☐ 50-75% SSSP		$93,625.76
Justification:				
In 2015, we became one of the 13 pilot colleges for the California Community College EPI-DAS Initiative and embarked on obtaining and implementing a statewide educational planning system. It became clear early on in the project that we needed a person dedicated to testing the system and working closely with counselors. We worked closely with SSSP to fund a Transcript Audit Specialist. This position was filled on an out-of-class basis. This employee handles all of the technical aspects of the department, posts prerequisites from college and high school transcripts, works with Assessment at the high schools to pre-post high school prerequisites, handles degree audit through Colleague and testing with the new system Hobson's Starfish. She handles Colleague testing on the new self-service module. She updates the website and updates the A&R Forms, posting them on the website. She records messages for the Shortel phone queue system. She serves on the Distance Education and Curriculum Committees.				

The position also is the lead on nursing. In previous years, this employee handled the lead aspects of the nursing program, with the evaluators processing the evaluations. However this year the nursing department has gone to a point-based system, which is very complex. The TAS is handling the entire program, evaluations, correspondence, folders, phone calls from students.

This employee also oversees the transcript evaluation process. All incoming evaluations and graduation applications come to her; she has them scanned then passes them out to the Seniors according to the alpha split. Along with prerequisites, she handles the prerequisite challenge process. Each challenge has to be logged and sent to the department chair for processing. She also runs the prerequisite report prior to each term, dropping students who did not pass the prerequisite.

This position has become a critical component of keeping systems running smoothly. Unfortunately, this position is an interim and we have not yet received approval to hire it as a permanent position. The director has continued to ask for categorical funding to help fund this position, however as of this writing it has not been forthcoming. We desperately need this position to be permanent.

Faculty/Staff Resource Request

Department/Unit Goal - Reference #		Strategic Objective - Reference #	
1		2, 4, 5, 6	
Department/Unit Name		Position Name/Classification	FTE
Admissions & Records		Senior Program Coordinator – Veterans Center	1.0

Position Type	Funding Duration	Funding Source	Est. Salary & Benefits
☐ Faculty R/T ☑ Classified ☐ Manager ☐ Student	☑ On-going/Permanent ☐ One-time	☑ Operations (Fund 11) ☑ Other ⸢ up to 50% DSPS	$108,818.16

Justification:

In April 2016, we opened our Veterans Resource Center with donations from outside agencies. These agencies provided the furniture, computers and printers, but did not provide any funding for staffing. In our first year of operation, we managed to run the center using veterans student workers and having our staff each spend a day there. We now have counseling support, 3 days a week. At first the staff and counselor had to share an office. This was cumbersome and not well managed for both parties. We then turned a secondary location into the office for the counselors. We were also able to add another employee computer in the conference room for backup. Currently we have the center staffed by student workers to manage the reception duties. Each of our certifying officials takes a turn in the VRC for a day as backup to the student workers.

When students check into the VRC, they log into a SARS kiosk and select what they are doing at the VRC. The statistics below indicate when students logged into the kiosk. Part of the responsibility of the student workers is to make sure student log-in.

The biggest issue with the VRC is we do not have a permanent coordinator. While we have managed adequately in the nearly 2 years yet the center does not run at its full capacity. With a coordinator we

could have more outside resources coming in to benefit the student veterans. One of the Seniors handles a lot with the veteran students and the VRC, but coordinating the center is not in her job description. The director handles the running of the center, including scheduling, absences and any other issues. This is a position that is desperately needed.

We have recently been notified that we received one-time funding from the state to help support the VRC; we have not yet decided how to utilize this funding.

2.3 OPERATING REQUEST (OPTIONAL)
Suggested Description:

Describe how your program/service is structured within your existing space. For example, where is it located in relationship to other services, what services are provided by X number of staff? How would additional space or a different location impact the capacity for offering additional services? Provide a clear description of needs and rationale.

Describe the current equipment/technology needs for your program/service, as well as anticipated needs to meet long term goals. How would additional equipment or available technology effect the quality of your program and/or service?

Operating Resource Request		
Department/Unit Goal - Reference #	**Strategic Objective - Reference #**	
3, 4	1, 6	
Department/Unit Name	**Resource Type**	
Admissions & Records	☐ Equipment ☐ Supplies ☐ Service/Contract	☐ IT Hardware/Software ☑ Facility Improvement ☐ Other
General Description		**Est. Expense**
The big grate to the front of A&R opens in the morning and most of the time closes at night. About once every 2-3 weeks, the grate will not close at night. This causes undue stress on the closing staff, since we cannot leave the grate open and expose student records. When this happens, the staff must call a facilities person from home to come and fix it. Sometimes it will close on its own. The staff must either stay and incur overtime costs, or they will call the night manager to stand by until facilities arrive.		Unknown
Justification:		
Functioning equipment is essential to the smooth operations of the office.		

2.4 PROFESSIONAL DEVELOPMENT REQUEST (OPTIONAL)

Suggested Description:

Based on current professional development and training opportunities, as well as long term program goals, describe anticipated professional development needs to support growth and new directions for your program.

Professional Development Resource Request	
Department/Unit Goal - Reference #	**Strategic Objective - Reference #**
Department/Unit Name	**Resource Type**
	☐ Conference/Meeting ☐ Materials/Supplies ☐ Online Learning ☐ IT Hardware/Software ☐ Other
General Description	**Est. Expense**
Justification:	