

UNIT PLAN

Unit: Admissions & Records

Cluster: Student Services

Planning Year: 2014/2015

NARRATIVE: UNIT PLAN

Admissions & Records is supported by General Funds from the district. Our department has been utilizing software that does not produce tremendous amounts of dollars to implement but allows us to do our jobs efficiently. We have seen a change in the CCCApply fee structure which the Chancellor's Office has taken over with grants allowing all California Community Colleges to obtain free of charge. Our department also received a \$15,000.00 grant from the Chancellor's Office for implementing E-Transcripts and this amount provided and supported the OPEN CCCApply project.

We do not have any temporary hourly positions in our office. We recommend reinstating the temporary hourly funds to help us during peak periods. We have been very fortunate to continue working closely with Cal Works, Federal Work Study and the Vice President of Student Services and College Centers by employing workers through these programs. More classes are being built which will attract more students; therefore, we need assistance. An estimated \$20,000.00 dollars is needed to allow two hourly employees to cover our registration center and help with other duties that impacts permanent staff members.

For classified positions, it would benefit our programs to reinstate the registration services position with a Student Services Site Specialist which we lost in 2012/2013. Other positions as stated in the Unit Plan are necessary to help stabilize the department would be an Evaluator to support degree audit, a Student Services Site Assistant (evening registration support) and a Student Services Site Assistant to help with the volume of document imaging. With the growth of our Veterans' population, we need to support the Veterans with programs to help them shift from Military to Civilian life by developing a position such as a coordinator along with an additional part-time certifier.

We remain hopeful that we receive positions for this upcoming year as we are stretched thin with employees doing two jobs which is stressful and creates a backlog of critical items that should be dealt with by the permanent employee. We need the temporary general funds allocation reinstated due to regulatory changes, more students as more classes being offered and rising cost of software, equipment and supplies. We can optimize our services tremendously with an appropriate ratio of staffing in Admissions & Records.

STUDENT SERVICES COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR)

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle (i.e. every two or five years).

Program: Student Services **Planning Year:** 2014/2015

Last Year CPPR Completed: 2008/2009

Unit: Admissions & Records **Cluster:** Student Services

NARRATIVE: STUDENT SERVICES CPPR

I. GENERAL INFORMATION AND PROGRAM OUTCOMES

Program Mission:

The mission of the Admissions & Records Office will serve students and the community regarding services on registration, admissions, regulations of policies, residency, evaluations, international, Veterans, Allied Health programs and athletic eligibility. We strive to educate students on policies, procedures, services, and online functions to help them achieve their educational goals by providing accurate and consistent information.

The Admissions and Records Office will support the needs of our students, faculty, staff and the mission of the college to assure we are developing “access, success and excellence” during our services. Providing electronic email to all students who apply to Cuesta College will gain quicker access into myCuesta Student Portal to encourage and engage students to successfully register with excellence service. The members of the Admissions & Records unit are working together to streamline our processes, using technology to serve our students and the campus community.

The department recognizes the need to help students understand the importance of their academic achievement and their academic record that reflects that achievement. With the regulations changes the department focuses on consistency under the guidelines of laws established for the California Community College with fairness and kindness.

We are using technology to provide greater student access to information and continued staff development and education. We continue to promote “excellence” service to our campus community.

History of the Program:

Admissions and Records is widely involved in many aspects to ensure eligibility requirements, registration, transcripts, admissions, residency, Veterans, and International Students to graduating with a degree and participating commencement to celebrate their achievement. We are currently doing this today; however, we now have technology to help us process transactions effectively and efficiently.

Since the last program review, the most notable change is staffing. We were not able to maintain a full staff to serve our students and campus community professionally. The budget

was reduced dramatically, which forced us to do the work hourly personnel had previously done to support us. We are stretched too thin in our department, due to no hourly budget and losing one of our critical positions. This has put a strain on two of our current employees. Our service hours were maintained; however, adding another evening hour has caused some tension in serving our evening population.

We have added e-transcripts and the overall production of transcripts to an outsource company called Credentials, Inc. This has made a tremendous impact in serving the students quicker and more efficiently. Transcripts are now produced at Credentials and submitted electronically to institutions via PDF, XML and etc. for quicker admission decisions.

Our methods of serving the students and showing them how and what myCuesta and CCCApply can do for them. How to order online transcripts has improved. Our unit opened two additional windows at the Student Services Center to allow us to serve the students better in person and still help those that were not technical on using the Web. We provide services one-on-one to show them how to use myCuesta web services on their portal.

Our Student Learning Outcomes (SLOs) was restructured in 2012/2013, as the past SLOs were not measurable. We have since done a Veterans' survey, implemented e-transcripts, reviewed the success of repetitions for 3rd and 4th times and changed those practices based on those data. We will continue to improve on services to be successful with our SLOs and still maintain the college planning strategies.

The transcript data showed students prefer to do their transcript ordering online; therefore, we took this a step further. We implemented a partnership with Credentials to process e-transcript, folding, mailing and sending the transcripts to other institutions in December 2012 with success.

Significant Changes in Program:

Student Records System

Admissions & Records Office along with the College changed operating systems and began the transition from Reflection to Banner in 2007. The challenge of this change was moving from PAWS to myCuesta student portal and notifying all students from 2005 to 2007 with their new login and password. Prior going LIVE with Banner, we had to setup the tables related to Admissions, Registration, Repeats, System Calendar, MIS Values, Grades, create testing plans, train all staff on the new forms and conduct testing within the system.

The Banner software "integrated" us with other departments; therefore, along with Computer Services, a Functional Leaders taskforce was created. Admissions and Records had control of the "student" data, which created academic records for the Student Services Programs. In addition, the Legacy data had to be moved over into Banner and data that could not be transferred over were built into Argos for retrieval if needed.

Waitlist

The waitlist was implemented in summer 2012. To prepare for this implementation, the Director of Admissions & Records along with A&R Coordinator visited each division meeting to explain how the waitlist worked and provided the faculty a sheet on how to retrieve their waitlist roster. We developed a user guide for the students and listed restrictions on the waitlists. After several terms the students now understand how the waitlist works; however, new students are not familiar with the process and may get frustrated.

The challenge we face is to turn off the waitlist during upgrades. If this is not done properly, the waitlist will not function correctly. We are working with Computer Services to automate this process whenever the system stops working or there is a power failure.

Website Change from Academic Server to OmniUpdate (OU) Campus

In May 2011; the responsibility of the website was put on hold due to the needed support of staffing since the former Director of Admissions & Records resigned. We were able to maintain the old website; however, the WEB Committee has been focusing on the Academic Server stability and we needed to move all contents over to OU Campus. The A&R Coordinator found time to study and work with the webmaster to incorporate those changes. We have successfully moved contents over as of December 2013 with improvements to educate the campus community.

Drop Rosters (Census) for Faculty

California Community Colleges are required to clear class rolls prior to census dates to ensure that students who never attended or who have stopped attending a class are not counted in census enrollment. Historically, this was accomplished by issuing drop rosters to faculty members, who would use the rosters to report students who had stopped attending the class. For Census method classes, colleges may not claim apportionment credit for any student who is not actively enrolled as of the census date, even if that student participated in one or more class sessions.

Baseline Banner did not provide a drop roster function. The CALB Drop Roster functionality allowed faculty members to maintain their drop rosters in Faculty and Advisor Self-Service. A drop roster maintenance web page allowed the primary instructor to view all registered students at once and select the students to drop.

Faculty Technology Survey for 2011/2012 rated 67 out of 181 (37%) - number one request - to see this implemented in Banner Self Service which is to allow faculty to drop students from their rosters online.

The Drop Roster functionality provides the faculty the ability to do the following:

- *View drop roster status for a CRN in Banner registration and Faculty and Advisor Self-Service*
- *View drop roster information and status on a report*
- *Drop students from a class*
- *Confirm a class roster with or without dropping students*

Drop Roster went “live” for spring 2013 and we have created ways to improve language based on feedback from the faculty. One of those improvements is a notification to the faculty via email when to submit their rosters. Since this improvement this spring 2014, we are missing just .07% (990/74) who did not submit online by the deadline. Fall 2013 term we had less sections (861/71) with only .08% missing.

E- Transcripts with Credentials, Inc.

California Assembly Bill 1056 directs the California Community Colleges Chancellor’s Office (CCCCO) to implement a procedure to facilitate the electronic receipt and transmission of student transcripts by districts by the end of December 2012. The bill requires community colleges to convert from a paper-based transcript process to electronic transcripts and requires transmission systems and protocols to satisfy certain criteria. The CCCCCO has established California Electronic Transcript Standards that support the intent of AB 1056 by establishing the data format for transmitting California specific student transfer data. Credentials Solutions is aware of the standards the CCCCCO specify for transcripts.

Assembly Bill 1056 is an important first step for creating even greater efficiencies in the future. By investing in this statewide technology, California is building the crucial infrastructure to support future automated projects such as degree audits, around the clock counseling, and the ability to quickly send student transcripts to institutions out of the state.

Cuesta is currently using Credentials Solutions “Robo” software to help with the transcript online ordering via myCuesta Student Portal. The transcript online ordering system checks for holds, payments and off line records before processing the order. Credentials Solutions provide communications to the student regarding their order and we have the ability to communicate with the student on other issues.

Family Education Rights and Privacy Act (FERPA) and Payment Card Industry Data Security Standards (PCI-DSS) Compliance:

Security and privacy are absolutely critical in working with any non-directory information and are carefully considered in every aspect of Transcripts Plus. All Credentials services are fully compliant with regulations set forth in the FERPA as well as PCI-DSS rules and regulations.

Overall Benefits:

- 1. More efficient processing from 3 to 6 weeks to 24 hours*
- 2. Realize a savings by reducing cost of paper, postage and labor.*
- 3. Less paper usage equals less recycling, less filing, less shredding and improve efforts towards “green” initiatives*
- 4. Reduction of necessary staff time to process paper transcripts*
- 5. Easier access to student records for faster, more efficient placement with transcripts on demand*
- 6. Eliminates transcript fraud*
- 7. Allows students to get their admissions decisions sooner, which allows them more transfer options and time to make their final decision*

As the California Community Colleges Chancellor's Office has established the California Electronic Transcript Standard that supports the intent of AB1056 by establishing a data format for transmitting California specific student transfer data (IGETC, General Education, District-wide Transcript support and SB1440 data elements), to qualify for an implementation mini grant, each college must be able to transmit and receive electronic transcripts containing this data.

Option 1 – Implement the ability to send and receive

This option best suits colleges that are not currently trading electronic transcripts. Completion of the requirements will fulfill the basic requirement outlined in AB1056.

Total Grant Amount: \$5,000 per college

Option 2 – Integration with Campus Systems

This option best suits colleges that are currently receiving electronic transcripts and printing them for use. These colleges typically would have a desire to import the transcripts into an education planner, degree audit system, or student information system.

Total Grant Amount: \$5,000 per college

Option 3 – Responding to Electronic Requests

This option best suits colleges that are currently sending electronic transcripts and wish to implement an automated process whereby electronic requests for transcripts can be requested by another institution. Typically these transactions must be able to handle exceptions such as holds and communicate to the requestor as to the status of the transaction.

Total Grant Amount: \$5,000 per college

Cuesta College received all three grants for a total of \$15,000.00; which was put towards technology funds to support OPEN CCCApply server. We went live in December 2012 and continue to be successful with a strong partnership with Credentials.

Department Staff

In fall 2008, we had adequate staffing to support students and staff. During Banner training, full-time staff members were required to participate and having hourly staff at the counter provided relief for us to study and test Banner. This lasted for about a year.

In fall 2009, we relied on CalWorks, Work Study and Vice President of Student Services and College Centers funding to continue with our current hourly employees as the budget was dwindling.

In May 2011, the Director of Admissions and Records resigned. During this time; we had two coordinators to help the Interim Director of Admissions & Records. The new Director of Admissions & Records was hired in December 2011.

Spring 2012 was our turning point. We did not fill the Technology Specialist position as there were layoffs and changes in our department. However, we lost a critical employee who was serving our students for registration, service for other Student Services offices and acting as an information booth. Today, we still have not filled this position and two full-time staff members are covering the registration counter while doing their own jobs. This has created a backlog of admissions applications not being cleared and it does impact registration as they could not register. It's critical we replace this position to maintain the excellence of services and allow students to register for FTES funding.

Current Staff:

Kristin Pimentel – Admissions & Records, Director

Lori Yoshiyama – Admissions & Records, Coordinator

Lynn Maul – Admissions & Records, Specialist

Susan Harris – Admissions & Records, Evaluator Analyst (Commencement) – Retired 2/20/14

Adrienne Smith – Admissions & Records, Evaluator Analyst (RN, LVN, Paramedics)

Debbie McHenry-Zumwalt – Admissions & Records, Evaluator Analyst (Athletic Eligibility)

Karen Andrews – Admissions & Records, Evaluator Analyst (Veterans)

Julieta Siu – Admissions & Records, Assistant (International, Residency)

Program Review:

All staff participate in our SLOs development during our winter retreat. We focus on how we can incorporate our SLOs into the Institutional Goals, Education Master Plan and Strategic Planning. Every February, we meet to review the entire IPPR and Unit Plan priorities allowing open communication among each other. We developed an assessment cycle for our unit in 2012/2013 year to show how measurement is accomplished.

- A. Program Outcomes: List the program outcomes established for your program as reported on the Student Services Assessment Template

Admissions & Records developed these student learning outcomes for the 2012/2013 and 2013/2014 years

Admissions & Records Student Learning Outcome #1

- 1. As a result of completing the third repeat petition students will fully understand the new Course Repetition and Grade Alleviation regulation and be successful in passing their course. 70% of the students will understand the regulation and pass the course with standard academic work. (2012/2013, 2013/2014, **2014/2015**) IG: 1*

RESULTS:

The records staff compiled the grades from spring 2012 to fall 2013 terms and the director developed a grid and chart to monitor the percentage. This allows us to modify how we interact with the students and modify the directions on the website.

Spring 2012 petitions shows a rate of 67% passing. Fall 2012 petitions showed a passing rate of 64%. With spring 2013 showing 73%. The first two terms; when the regulations became in effect; we were just below the 70% mark. Within a year, the students understood the regulations and they had to pass the course on the third attempt; as there is no fourth attempt. Fall 2013 does not show promising numbers. We have noticed a pattern in the fall terms vs. spring terms. In the fall, there are more new students compared to spring. We recognize this as a learning curve for new students to understand the regulations which needs to be part of the orientation process to be successful.

The fourth repetition is not part of the SLO; however, the success of them passing the course after meeting with the Director of Admissions and Records is now showing 83% passing for spring 2013. The personal contact with the Director of Admissions and Records showed a percentage of 83% which is positively impacting the students.

Term	Total / 3rd Repeat	Passed	Not Passing	NR/w/o W	Percentage
Spring 2012	221-30 191	128	63	30	67%
Fall 2012	255 - 51 204	131	73	51	64%
Spring 2013	288 - 79 209	154	55	79	73%
Fall 2013	253 - 49 204	120	84	49	58%
Term	Total / 4th Repeat	Passed	Not Passing	NR/w/o W	Percentage
Spring 2012	33 - 10 23	13	10	10	56%
Fall 2012	26 - 6 20	13	7	6	65%
Spring 2013	16 - 10 6	5	1	10	83%
Fall 2013	14 - 8 6	4	2	8	66%

IMPROVEMENTS:

Admissions & Records will continue to educate Student Services staff and faculty regarding the repetition policy as students believe they still have a fourth attempt. The Director will continue to meet with students with a fourth repeat attempt; unless extenuating circumstances are documented, which eliminates the need to meet with the Director of Admissions & Records. This resulted in an 83% successful passing rate in spring 2013.

Figure 4 – Repeat Petition Stats

Admissions & Records Student Learning Outcome #2

2. *As a result of promotional emails, headlines, announcements and flyers students will increase their understanding of the registration deadlines, has reflected in fewer appeals. (2011/2012 and **ongoing**) IG: 1, 3*

RESULTS:

Our assessment of the appeals seems to be working, as student appeals have declined sharply since 2011. In 2011 we had 509 to fall 2013 of 198, with a 38% drop. The factors behind the declining numbers are due to the communication efforts via Constant Contact emails, web announcements on adding, dropping, and the pass/no-pass deadlines. We are educating our campus community with success and providing more information on our websites. We provide a student yearly calendar on the web allowing students to print for reference.

- *Spring 2011 – 509*
- *Fall 2011 – 310*
- *Spring 2012 – 389*
- *Fall 2012 – 331*
- *Spring 2013 – 295*
- *Fall 2013 – 198*

IMPROVEMENTS:

Student Services, in collaboration with Counseling and Admissions & Records still need to inform students to activate their myCuesta email account. We developed banners, handouts, and updated our welcome letter notification to educate all new incoming students. Admissions & Records will continue to promote emails, headlines, announcements, and flyers to students for awareness of deadlines.

Admissions & Records Student Learning Outcome #3

3. *As a result of obtaining a Student Educational Plan (SEP), Veteran students will register for classes approved for eligibility benefits.*

*As a result of meeting with the Eligibility Specialist, Veteran students will demonstrate their understanding of the program and how to receive benefits. (2009/2010, 2012/2013, **2014/2015**) IG: 1, 2, 3, 5*

RESULTS:

The Veterans' Resource Center (VRC) has grown and still experiences some issues with the students SEPs. The survey results were very strong and positive. However, there was a mixed reaction coming from the assistance of Counseling on their SEPs. There was a good percentage of 50% thought they were extremely helpful.

- *75% are Veterans*
- *40% are from the Army Branch*
- *89% are receiving their benefits on time*

- 99% understand what their benefits are
- 73% are eligible for Chapter 33 Post 9/11 GI Bill Active Duty
- 39% served in Iraq
- 79% uses Priority Registration
- 80% are aware of social and academic support groups on campus
- VA Coordinator was rated at 77% to extremely helpful; nothing was lower than helpful.
- A mixed reaction came from the assistance of Counseling on their SEP. However, there was a good percentage of 50% thought they were extremely helpful.
- Services the Veterans utilized since joining the program are VA Resource Center at 61%,
- Counseling at 54%, myCuesta email at 46%; then Admissions & Records at 37%. One area that needs improvement is assuring the Veterans are using DSPS facilities. Veterans' goal is to transfer to CSU at 42%, while others were at Associate Degree for 29%.

IMPROVEMENTS:

We need to modify the survey to address our assessment appropriately to capture if they are registering for classes based on their SEP for their eligibility. Some of the questions could be 1) did you register for classes based on your SEP; 2) were all classes covered by the GI Bill; or 3) were you able to register for all your classes? This survey will take place in May 2014 to October 2014 to determine their needs in the Veterans' Resource Center and how Student Services is supporting their needs (Counseling, Financial Aid, DSPS, etc.). The Veterans Resource Center will continue to provide excellent services and surveying the students shows how well we are serving them and what should be improved. With a new location of the Veterans' Resource Center, we need to determine if the facilities are meeting their needs.

The Veterans' Resource Center has moved from a portable building to the center of campus to allow support from the Student Services programs. The Veterans need to receive more one-on-one assistance. This will help guide them so they can get what they need to do to be more successful. Military transition into civilian life and especially a student; they need all the help they can to help them back into being a student and a civilian.

Workshops were developed with the Veterans and Mental Health offices to educate and help all Veterans be function well in the classroom and outside. Veterans need assistance from military life back to civilian life.

Need to establish a "Mission Statement" for the Veterans Resource Center.

II. PROGRAM SUPPORT OF INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR

INSTITUTIONAL LEARNING OUTCOMES

Admissions & Records will continue to support the college's mission, vision and values by supporting the Institutional Goals/Objectives, Education Master Plan and Strategic Planning. We supported the Self-Study Standards IIB project in relations to the catalog, class schedule and FERPA.

Institutional Goal 1 & Core Principle 4:

The Admissions & Records department must facilitate and evaluate the student's academic records on Associate Degree for Transfer (ADT). The implementation of SB 1440 should include an efficient method of submitting transcripts/certification electronically to all colleges by e-transcripts. Continue to improve student access with online services such as degree audit, degree application online, online enrollment verification. E-transcript was implemented in December 2012 with success to allow quicker admissions decisions to a four-year school.

The passage of SB 1440 should increase the number of degrees awarded. Evaluators will continue to educate and participate in CSU/UC workshops to confirm degree requirements and changes of regulations. Degree Audit will play a critical role when implemented to allow our students to plan their educational goals and allow them to complete a degree/certificate in no more than two years.

List years of degrees awarded according to Program Awards in Data Mart (MIS):

2012/2013 = 1,156 (24 ADT degrees)

2011/2012 = 1,212

2010/2011 = 1,100

2009/2010 = 1,135

2008/2009 = 1,376 (This is high due to the AA/AS General Studies and Transfer Studies degrees)

We will continue to look at technology to strive for access, success and excellence services for our students such as Degree Works.

The number of Associate Degree for Transfer (ADT) programs has increased since spring 2013; we now have 16 ADT degrees students. We have awarded 24 ADT degrees in spring 2013 and expect this number to increase dramatically for fall 2013 and spring 2014. We are incorporating a new Program Outcome to allow a successful increase in student completing their degree by 2% annually.

Admissions & Records Program Outcome #1 - New

- As a result of evaluating all Associate Degree for Transfer (ADT) students would be informed of outstanding coursework to allow successful transfer or graduating as evidence by a higher percentage of students on target to transfer or graduating.
(2014/2015) IG: 1.1, 1.2*

In addition to the ADT degrees; we track the number of degrees applicants of awarded or denied. The numbers below are strong; however, the number of denials does not support

Institutional Goal 1 for gaining 2% growth.

- **2012/2013 Degree Awarded = 872 Denied = 357**
 - 2011/2012 Degree Awarded = 858 Denied = 324
 - 2010/2011 Degree Awarded = 830 Denied = 328
- *In summary, the number of degrees award have increased slightly. The number of denied has increased due to the following reasons:*
- *Catalog Rights*
 - *Residency*
 - *GPA*
 - *Overall Credit*
 - *General Education*
 - *Math/English Competency*
 - *Health Education and Diversity (Graduation Req.)*
 - *American Institutions*
 - *Major coursework missing*
 - *Liberal Arts Area of Emphasis issues*
 - *Incomplete/Missing records*

2012/2013 year, there was a 29% denial rate, but 21% of the denials are due in whole or in part to the Health Education and Diversity requirements. This has always been an issue with the graduation requirements and kept at a steady 20% range in the past years.

There is need to improve graduation requirements in collaboration with the Counseling Department. We suggest moving the Health Ed and Diversity graduation requirements by placing it on the front of the GE pattern sheet. Our office does anticipate students' changing to an Associate Degree for Transfer as this does not require Health Ed and Diversity courses or catalog rights to obtain the degree.

Figure 1 – Program Awards in Data Mart (MIS)

The Technical/Vocational certificates are at 66.7% based on the Scorecard (Figure 5 – Student Success Scorecard); this number can be increased by the faculty promoting their certificate programs as the Allied Health Programs.

Institutional Goal 2 & Core Principle 3, 4, 8:

Admissions & Records department is focusing on the use of technology to serve our student populations to meet student expectations outside the classroom. The pool of students with typical college-going ages of 18-25 will use technology; however, we will need to educate and continue one-on-one services with the older population of students as this is projected to

increase. The Admissions & Records unit continues to improve processes that require institutional effectiveness to allow “access” to myCuesta and personal services.

Implementation of Degree Works will allow the student to “plan” their education with the economic downturn and increasing student fees. The degree audit will help them achieve their courses and stay on target towards transferring/graduating in 2-years.

To support Enrollment Management Initiative #1 (Increase local High School students by 2%), Admissions & Records collaborated with Counseling to move the Local High School registration dates earlier to promote “Orientation/Registration” in one day to help bring in our high school graduates. This change also allows them to “catch” those students before graduating in June.

The Student Support and Success Act (3SP) will be playing a major role with Degree Works to help students succeed in completing their transfer and degree requirement. We will create a pre-registration page to inform the student of their completion status based on the 3SP requirements and it will allow the student to update their major/program of study.

Institutional Goal 3 & Core Principle 4, 7:

Admissions & Records incorporates ways to remove the institutional barriers to enhance student success opportunities at Cuesta College. Admissions & Records plays a vital role in decision-making for the college. The Director of Admissions & Records has been on the North County Campus once a month to train staff and support them on changes within our office, among other programs such as program elimination outcomes.

Admissions & Records Staff along with the Director attend the Academic Affairs Deans’ meeting on a monthly basis to discuss issues relating to instructional support and registration/grades/faculty. It is important we collaborate, as instructional support and student support services provide services to students.

The recent changes of Enrollment Priority, Student Success Act, Apportionment Limits and Repeatability has changed the way the college register students and collects FTES. With these changes, Admissions & Records had to change forms to explain regulations to students and update Administrative Procedures within Board Policy.

Institutional Goal 4:

Admissions & Records developed an assessment cycle to help assess our Student Learning Outcomes.

Institutional Goal 5 & Core Principle 3, 4, 6, 8:

Admissions & Records have partnered with several businesses to allow us to be successful in serving our students. For one, Credentials Inc. provides e-transcripts to other institutions and to the student. The California Community College Chancellor’s Office provides our online OPEN CCCApply admission application.

Our commencement staff has strengthened partnership with local vendors, such as Got-U-Covered, SLO Nursery, Morro Bay and San Luis Obispo high schools for Cuesta TV production and Cal Poly University for flowers for the graduates. We will continue to use these vendors as we have done for many years and we appreciate their services to the College.

The Veterans' Resource Center received a grant in 2011; Cuesta was a pilot program from the Chancellor's Office by the Galvin Group. This group was asked by the Chancellor's Office to develop an online training program and information site that would assist the Community Colleges DSPS staff in understanding the needs of Veterans returning to college.

For student's degree and enrollment verifications, we currently use the National Clearinghouse to allow banks, vendors to check on the students' enrollment pattern.

- A. Identify how your program helps students achieve [Institutional Learning Outcomes](#), if applicable.

ILO 1. Personal, Academic, and Professional Development

Admissions and Records promotes professional development for all employees to allow them to be educated in their jobs. Employees attend to CACCRAO workshops, Athletic Workshop, Evaluator Workshops, CSU/UC Workshops, Veterans Summit, Veterans Conference, Clearinghouse, Degree Works and Ellucian (Banner) conferences. All workshops or conferences enhance their knowledge to perform their jobs effectively and efficiently. Regulatory requirements are explained more in-depth for a better understanding of changes.

ILO 2. Critical Thinking and Communication

Communication is critical in Admissions & Records due to being an integrated system. For registration to be successful courses need to be established by Academic Affairs, for courses to be developed a system date calendar needs to be determined by the calendar committee. Therefore, collaboration with Academic Affairs and Admissions & Records is critical to provide a seamless process and avoid system issues.

All employees are required to analyze and evaluate their thinking processes when an issue arises. Any complex issues are addressed with the Director of Admissions & Records. All employees think logically and make ethical decisions regarding their processes. If in doubt, they consult with the Director of Admissions & Records.

ILO 4. Social, Historical, and Global Knowledge and Engagement

ILO 5. Artistic and Cultural Knowledge and Engagement

Admissions & Records is engaged in supporting the ESL program to ensure admission requirements are met and residency determination is accurate. This group is diverse due to their cultural background and they desire to learn English.

ILO 6. Technical and Informational Fluency

Admissions & Records uses technology to maintain the efficiency of our processes with electronic transcripts, document imaging, sharing templates, online catalog, myCuesta student portal, Self-Service Banner (student and faculty) and the class finder. We use electronic resources everyday to accomplish our work with ease and we continue to find ways to improve on our processes. All staff is well informed of resources available to them on the web or SharePoint.

III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Track number of repeats (3rd time) to determine if updated information and practices are understood and effective.

Term	Total / 3rd Repeat	Passed	Not Passing	NR/w/o W	Percentage
Spring 2012	221-30 191	128	63	30	67%
Fall 2012	255 - 51 204	131	73	51	64%
Spring 2013	288 - 79 209	154	55	79	73%
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Spring 2013	16 - 10 6	5	1	10	83%
Fall 2013	14 - 8 6	4	2	8	66%

Assessment: The students were educated in the spring 2012 to fall 2013 regarding the repetition policy with staff and the Director of Admissions and Records. The students in spring and fall 2012 just missed the passing 70% passing rate. We decided to continue with this effort as it was showing success. In spring 2013, we had a successful rate of 73% passing due students understanding this was their last time to pass the course. Fall 2013 figures are not promising. However, there's a pattern which is spring percentages are higher due to students continuing their education and passing. Fall numbers could be due to new students not understanding the regulations; therefore, this repetition policy should be addressed during their orientation.

The fourth repetition is not part of the SLO; however, the success of students passing the course

after meeting with the Director of Admissions and Records is now showing 83% passing for spring 2013. Meanwhile, fall 2013 shows only 66% passing their coursework. The personal contact with the Director of Admissions and Records showed a percentage of 83% which is positively impacting the students and will continue to meet with them.

IMPROVEMENTS: The Director of Admissions and Records will continue to meet with students placing a restriction on their course load to allow them to complete the course successfully.

Figure 4 – Repeat Petition Stats

Track number of outgoing transcripts with and without Credentials.

- **2013 Year: Credentials = 14,249 Regular = 1,743**
- 2012 Year: Credentials = 13,419 Regular = 2,393
- 2011 Year: Credentials = 13,626 Regular = 3,245

Assessment: The number of paper requests is declining with 89% of students going online to order transcripts. Students prefer to do it themselves for better service.

Admissions & Records has partnered with Credentials Inc. and has adopted a new improved transcript service for students which is to order and send transcripts electronically online. It is a secured PDF electronic version of your transcript that will be sent to the institution(s) you provide or to your email address.

Among the benefits you will realize from online transcript ordering are:

- Convenient 24/7 ordering access, including status checks
- Faster service due to reduced processing time
- Secured transactions
- Automatic order updates via email
- Online order tracking
- Ability to order multiple transcripts for multiple recipients in one order

The numbers for the year of 2013 is displayed in Figure 2. The numbers continue to increase from 2012 to 2013. The total numbers of transcripts completed are 13,585 and 14,249 respectively. Since we implemented the electronic component late December 2013; we will not be able to compare our electronic figures until the end of 2014 for a full-cycle. However, the numbers look very promising as 2013 year we sent 14.28% transcripts electronically. I expect this figure to rise due to the implementation of AB 1056 last year.

The number of transcript orders online is 85% compared to 15% for paper request for 2012; meanwhile 2013 shows 89% online to 11% for paper. We will continue to promote the online ordering as results show the students prefer online access for quicker service and immediate results.

IMPROVEMENTS: Suggest removing the regular paper request or increasing the paper fee to match with online request. The goal is to be 100% online to achieve maximum service of transcript production.

Figure 2 = Transcript Processing Numbers by Credentials

Figure 3 = Transcript Tracking from Records Office

Track number of degree applicants; number awarded and denied. The number of degree applicants is tracked at end of evaluation cycle.

- **2012/2013 Degree Awarded = 872 Denied= 357**
- 2011/2012 Degree Awarded = 858 Denied = 324
- 2010/2011 Degree Awarded = 830 Denied = 328

Assessment: The number of degrees awarded has increased slightly. With the number of ADT degrees available, the number of degrees awarded will rise sharply and possibly decline the number of denials as the transfer degree does not have graduation coursework requirements. Our students are catching on this concept from the Liberal Arts degree vs. Transfer degree options.

In summary, the number of degrees award have increased slightly. The number of denied has increased due to the following reasons:

- Catalog Rights
- Residency
- GPA
- Overall Credit
- General Education
- Math/English Competency
- Health Education and Diversity (Graduation Req.)
- American Institutions
- Major coursework missing
- Liberal Arts Area of Emphasis issues
- Incomplete/Missing records

2012/2013 year, there was a 29% denial rate, but 21% of the denials are due in whole or in part to the Health Education and Diversity requirements. This has always been an issue with the graduation requirements. 2010/2011 was 28% denial with Health/Diversity at 26%. Then for 2011/2012 was 28% denial with Health/Diversity at 21%.

The Admissions & Records department must facilitate and evaluate the student's academic records on Associate Degree for Transfer (ADT) as this program started in fall 2012. This will be measured by the number of degree applicants submitted vs. who were awarded.

- *Fall 2012*
Applicants on Mentor Report = 7
Degree Application Submitted = 1
Degree Application Not Submitted = 6
Degree Awarded = 0
Degree Pending = 0
Degree Denied = 1

- *Spring 2013*
Applicants on Mentor Report = 4
Degree Application Submitted = 3
Degree Application Not Submitted = 1
Degree Awarded = 3
Degree Pending = 0
Degree Denied = 0

- *Fall 2013*
Applicants on Mentor Report = 20
Degree Application Submitted = 11
Degree Application Not Submitted = 9
Degree Awarded = 1
Degree Pending = 9 (spring 2013 grades)
Degree Denied = 1

- *Spring 2014*
Applicants on Mentor Report = 200
Degree Application Submitted = 90
Degree Application Not Submitted = 110
Degree Awarded = 0
Degree Pending = 90
Degree Denied = 1

- *2011/2012 Transfer Degree NOT listed on Mentor Report*
Degree Applications Submitted = 6
Degree Awarded = 3
Degree Denied = 3

- *2012/2013 Transfer Degree NOT listed on Mentor Report as of 2/14/2013*
Degree Applications Submitted = 11
Degree Awarded = 3
Degree Denied = 1
Degree Pending = 7 (spring 2013 grades)

- *2013/2014 Transfer Degree NOT listed on Mentor Report as of 2/1/2014*
Degree Applications Submitted = 50
Degree Awarded = 8
Degree Denied = 9
Degree Pending = 33

IMPROVEMENTS: To improve on the graduation requirements would need collaboration efforts with counseling. There is a need to improve listing of the GE coursework on the pattern sheet by bringing the Health Ed and Diversity requirements up front. Our office do anticipates students' changing to an Associate Degree for Transfer as this does not require Health Ed and Diversity to obtain the degree.

We will continue to assess the Associate Degree for Transfer. By the end of the 2014/2015 cycle, we should have substantial numbers to show a shift of degrees from Designated or Liberal Arts to Transfer (ADT). The Strategic Plan Institutional Objective 1.2 will allow us to implement Degree Works with a focus on ADT degrees for phrase 1. For phrase 2, we will roll out to students with the scope of all degrees/certificates with a target date of April 2016.

Track number of admissions applications per semester to assess how the online application is being used versus paper. Maintain a goal of online percentage greater than 80%.

Our online admissions application (OPEN CCCApply) provided by the Chancellor's Office plays an important role of admitting our students. We have consistently been in the 90% range for our online admission application.

Terms	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Fall 2013
TOTALS	6,793	10,061	5,672	9,022	5,737	9,048	5,071	8,805
% ONLINE	86%	94%	95%	95%	91%	96%	96%	96%
Web Apps	5,868	9,499	5,362	8,548	5,223	8,643	4,849	8,496
Paper Apps	925	564	310	474	514	405	222	309
Non-Resident	736	1,077	622	372	190	188	172	184
F1 Students	12	24	4	3	3	11	5	20
HS (Fall Only)		1,536		1,192		1,472		1,292
Spanish Apps	5	10	119	109	105	40	61	24

There is always room for improvements in CCCApply and one those improvements is relating to the non-resident determination as it has discouraged students from registering. Therefore, we need to focus on removing this barrier.

CCCApply algorithm changed the way non-resident students are established by each college instead of using the Student Attendance Accounting Manual (SAAM) for overall college's residency decision. Due to this change, we established an internal policy to review each non-resident classification from CCCApply to assure they are non-resident. We have removed many students from this barrier as more students are taking courses online at an out-of-state school which triggers their residency status. We will continue to monitor this closely and comply with the SAAM regulations.

Spring 2010 = 736
Fall 2010 = 1,077
Spring 2011 = 622
Fall 2011 = 372
Spring 2012 = 190
Fall 2012 = 188
Spring 2013 = 172
Fall 2013 = 184

With the numbers from 2012 to 2013; we are slowly making progress to eliminate the barriers of non-resident; however, we had sharp drop from 2011 due to internal policy to avoid students filling out a non-resident reclassification. We will continue to suggest changes to the algorithm to the CCCApply Steering Committee.

During the spring 2014, we developed a small taskforce to improve our welcome letter to the students. We also improved our first initial contact to each student who applied via CCCApply to inform them of their next steps at Cuesta. (Figure 6 – Welcome Letter & 7 – Initial Contact Email)

IV. PROGRAM OUTCOMES, ASSESSMENTS AND IMPROVEMENTS: NARRATIVE

Admissions & Records Office recognizes the above outcomes and to improve on collaboration with Academic Affairs to ensure the catalog and curriculum are accurate to successfully implement Degree Works and to allow proper awarding of degrees.

To support and increase the evening hours at the San Luis Obispo campus, we would need to hire a half-time bilingual employee to accommodate the increasing number of ESL students who are qualified for the Dream Act (AB540).

Increase the presence of other Admissions & Records staff at the North County Campus besides the Veterans Certifying Official and Director of Admissions & Records on a monthly basis for cross-training and support needs.

The Admissions & Records department recognizes the needs and services at other locations; however, to provide those services without depleting the services at the San Luis Obispo campus will prove to be a challenge as the greatest numbers of students are at the SLO campus.

V. ANTICIPATED SERVICE CHALLENGES/CHANGES

Suggested Elements:

- A. Regulatory changes

Apportionment for Credit Courses

For the last several years, we experienced important regulatory changes. In October 2011 the Chancellor's Office issued an advisory regarding the new Title 5 regulations on Apportionment Limits for Credit Course Enrollment, Repetition and Withdrawal.

Under the new apportionment limit for enrollment in credit courses, students that are determined to be actively enrolled as of the census point for purposes of claiming apportionment in Weekly or Daily Census courses, but that end up dropping the course prior to the point where they would be assigned a "W" withdrawal, will no longer be eligible to be claimed for apportionment because there would be no notation ("W" or other) recorded for those particular students per Title 5, section 55024(a)(3). Credit courses on the positive attendance accounting procedure would be similarly affected. In other words, districts will no longer be able to claim FTES for students who were not in the class long enough to require them to be assigned an evaluative or non-evaluative symbol.

The Enrollment Management Committee and Academic Senate have recommended changing the drop without W semester deadline to the day prior to the Census Date from the current end of the fourth week to allow the college to claim apportionment for students that earn an evaluative grade. The Census Date remained the Monday of the 3rd week of the semester (or next business day if Monday is a holiday). From an academic and student success perspective, starting the withdrawal period at an earlier date in the term will encourage students to commit to a course early in the term and increase the potential for successful completion. For students who decide dropping a course is their only option, an earlier decision may actually permit waitlisted students to take their place in the class. This change is consistent with the overall goal of increasing student success. Computer Services did a presentation to show the impact of the drop without a W and how this will affect the college. There was no impact as it has been monitor by Enrollment Management and the numbers have remained neutral.

Admissions & Records developed Board Policy BP5070 along with Administrative Procedures AP5070 and AP5075. The procedures are legally required. AP 5070 – Class Attendance, specifies the computation of FTES, reporting requirements, compliance with census procedures, census day procedures along with contact hours of attendance procedure, and the maintenance of the District's 175 instructional days. Administrative Procedure AP 5075 – Course Add and Drops specifies add/drop policies through the registration period. After the registration period, withdrawal policies established on Education Code and the SAAM (Student Attendance Accounting Manual) directs the District to clear their rolls of inactive students, defines inactive students, and establishes the number of times the student may withdraw, which is no more than three times. Cuesta College is committed to ensuring the accuracy of the computation of student attendance while students are engaged in educational activities. The District adheres to the requirements of Title 5 and the Student Attendance Accounting Manual regarding attendance accounting. Therefore, in accordance with State guidelines, procedures shall be established to document all course enrollment, attendance, and disenrollment information. This information will be reported three (3) times per year in the District's Apportionment Attendance Report (320 Report).

The above was reviewed by all governance committees and passed by the Board of Trustees on June 2012.

Repetitions

Effective October 12, 2011, new Title 5 regulation on apportionment limits for credit course enrollment, repetition, and withdrawal were approved. District policies and procedures must occur by summer session 2012 or earlier to be in compliance. Board Policy 5156 has been changed and the policy now includes information covered in Board Policy and Administrative Procedure 4225, Administrative Procedure 4228, Administrative Procedure 4229.

Cuesta College used the Board Policy and Administrative Procedure Service provided by the Community College League of California (CCLC) and Title 5 (55040) as guidelines to create the new board policies 4425, 4228, and 4229. The service provides templates for board policy and college administrative procedure that is legally required, legally advised, or suggested as good practice for the District. The revisions to this Board Policy bring Cuesta College into compliance with references: Title 5 Section 55022-55024, 55040-55046, 55253, 56029, 58161.

The changes will impact the apportionments limits for credit course enrollment, repetition and withdrawals. The Title 5 regulation will limit the student ability to repeat the course within three (3) enrollments at Cuesta to receive a satisfactory grade. The regulation is retroactive back to all grades the student received at Cuesta, including the W (Withdrawal). Fourth enrollment must be based on extenuating circumstances beyond the student's control. The fifth or more enrollments the student may NOT repeat the course at Cuesta; student will have an option to enroll at another college outside our district.

Only three Withdrawal (W) symbols are allowed on the student's transcript; otherwise a student must earn an evaluative grade symbol (Title 5, 55024).

The change of course repetitions policies (BP/AP 4225, AP 4228, AP 4229); aligns with the Institutional Goals 2 & 5.

The above was reviewed by all governance committees and passed by the Board of Trustees on May 2012.

Enrollment Priorities

As a component of the implementation of the Student Success and Support Act of 2012, California Community Colleges Board of Governors approved changes that will established system-wide enrollment priorities designed to ensure classes are available for students seeking job training, degree attainment or transfer and to reward students who make progress toward their educational goals.

New students who have completed college orientation, assessment and developed a student education plan as well as continuing students in good academic standing who have not exceeded 100 degree applicable earned units will now have priority over students who do not meet these criteria. Additionally, special categories of students have been given 1st tier priority including members of the Armed Forces of the United States, Foster Youth, CalWORKS, Disabled Student Programs & Services and Extended Opportunity Programs and Services.

The regulations unanimously approved at the Board of Governors meeting on September 10, 2012 will be implemented for the fall 2014 term. Cuesta College informed students of the new priority categories in spring 2013 and again in fall 2013, and alerted students on probation that will have an opportunity to seek help to improve their academic standing and those nearing the credit cap so they can carefully plan their remaining courses.

The system-level enrollment priorities with all California Community Colleges will be consistent with the Student Success Act to:

- 1. Reflect the core mission of transfer, career technical education and basic skills development;*
- 2. Encourage students to identify their educational objective and follow a prescribed path most likely to lead to success;*
- 3. Ensure access and the opportunity for success for new students; and*
- 4. Incentivize students to make progress toward their educational goal.*

The above was reviewed by all governance committees and passed by the Board of Trustees on January 2014.

Update on Course Repetition and Grade Alleviation - BP 4225 and Significant Lapse of Time – AP 4228

In January 2013, we received word from the Chancellor's Office that another set of repetition policies was passed in January 2013. We were required to update the BP4225 with the following:

- Significant Change in Industry or Licensure Standards which allowed the student to repeat the course any number of times.*

For AP 4228, the college developed a practice of the lapse of time of 24 months. The updated regulations define the lapse of time "no less than 36 months". Also, we need to remove a past practice clause because Education Code does not allow us to continue with this practice, i.e. allowing a repeat for a course in a sequential series where the student previously earned a satisfactory grade, if the student received permission from a counselor or, for math repeats, the math division chair.

The above was reviewed by all governance committees and passed by the Board of Trustees on March 2014.

Repeatability for Curriculum

In fall 2011, questions have been coming up concerning whether college-level courses should be repeated and under what circumstances. One of the key areas of discussion was that of physical education. The main issue seemed to center around the use of the word “activity”. In April 2012, the definition of “active participatory courses” changed. This change was that “activity courses” may not be repeatable. This change forced a clean up on the courses that were not supposed to be repeatable. And it forced the change of the Physical Education courses to be in a family of repeats.

B. Internal and external organizational changes

With the layoffs, the department lost a critical position that served the students, faculty, staff and processed all registration related materials. With limited staffing, two full-time employees are now covering this position which is challenging because their own workload is getting backlogged or we cannot implement a new process with the student portal or paper.

C. Student demographic changes

Admissions & Records will continue to assess student demographics relating to services to ensure that we are meeting the needs of our students (i.e., evening hours).

D. Community economic changes – workforce demands

NA

E. Role of technology for information, service delivery and data retrieval

Admissions & Records utilizes technology to better serve our students, faculty and the community. We have the ability to utilize more services, providing the staffing of Computer Services to be increased.

F. Distance Education impact on services

Admissions & Records continues to monitor the Distance Education program. One issue is the myCuesta password resets, they cannot come to campus to get their password reset with a photo ID. We accommodate them via email or fax; however, some students are in a remote area and there is no fax capability. The college needs to develop a password reset retrieval system on the web as other institutions have accomplished.

G. Providing service to multiple off-campus sites

Admissions & Records will continue to send employees to the NCC for service. Currently, the Director of Admissions & Records reports to NCC once a month and the Veterans’ Office is open to support students twice a month (second and fourth Wednesday). We are currently looking at an Evaluator to be present to help educate the student of their graduation requirements.

H. Anticipated staffing changes/retirements

Admissions & Records needs to restore three full-time employees to allow services beyond their exceptions. At this time, the department is stretched thin and we should be serving our students, faculty and staff with excellence, not struggling. There's a possibility of retirement to 2-3 employees within the next five years.

VI. PROGRAM DEVELOPMENT FORECAST

Admissions & Records will make necessary adjustments to fiscal impacts on staff, services and implement new technology to provide better services for our campus community. The department is facing challenging staffing; however, we are committed to providing excellent service.

Suggested Elements:

- A. Description of forecasted program development and objectives, based on information collected in I-IV

With a potential increase of degrees to be evaluated due to the Associate Degree for Transfer applicants, we will need to implement Degree Works to help offset the workload. Degree Works is planned in the Strategic Planning and to be launched by April 2015.

- B. Plans for improvement

The Admissions Office is the "first" contact office for many Student Services programs. We will need to improve being more automated with our Welcome Letters that does not require human intervention. This will allow students to obtain their myCuesta username quicker for a 24/7 operation. This includes the non-resident, foster youth and others letter notification to the student automatically.

International student eligibility is determined by the Admissions Office. We need to incorporate an online International Application and all the components that are required to avoid lost or misplaced paperwork.

The Academic Records/Transcript Office is always looking for ways to use technology to streamline the processes and will continue to do so. The document imaging system is used to its maximum capacity everyday to ensure student records are viewable by other Student Services programs. We do need to incorporate other offices to start their own imaging systems to ease the workload as the scanning is done by an hourly employee. We will look into hiring a full-time employee just to oversee all imaging documents related to student academic records.

The Evaluations Office will be changing rapidly due to the Associate Degree for Transfer is increasing in numbers. This change will affect our current timeline in processing degrees as we need to adhere to strict requirements posted by the California State University Chancellor's Office. Implementing Degree Works will offset this challenge and reduce the workload in the office. Today, all evaluations are done manually for over 800 degrees with just three evaluators. Each one of these evaluators has their specialty to support Athletic Eligibility, Allied Health programs, and Commencement. We will need the support from

counseling to ensure the students are ready to graduate before we do their final evaluation. The evaluations must be simplified to eliminate unnecessary work due to the increased volume. We will be looking at this starting July 2014.

Athletic eligibility processing needs to be reviewed to ensure the Commission on Athletics Bylaws are followed and we are meeting the requirements. We need to be more proactive in team meetings to assure the forms the athletes are completing are accurate for processing. Our goal is to implement the electronic submission of athletic eligibility paperwork as we do with Form 3 (team selection) to the commissioner. We will be implementing a process to check the athlete's school attendance with the National Clearinghouse for enrollment verification.

Allied Health programs are now consolidated under one evaluator to ensure the superiority of the program. We continue to improve on the programs applications and instructions to assure they are clear and consistent throughout the Allied Health programs. One item we need to change is how we record applicant information in our access database. The access database is not campus standard software; therefore, we have no support from Computer Services. We need to implement the Allied Health bolt-on program into Banner to allow better services, reports and secured data for these high caliber programs at Cuesta.

The Veterans' Office will feel an impact within a few years due to the number of Veterans serving the Military has come to an end on their service contract. With the number of Veterans rising, we may need to increase our space to accommodate the usage of the Veterans' Resource Center. Today, we have over 200 Veterans using their VA benefits and about 100 that receive other services. This number is high for only "one" employee to serve all Veterans in a timely manner and before the start of the term. We need another staff member, possibility a coordinator to assist with the Resource Center.

The Registration Office is currently staffed by an Admissions staff member and the A&R Coordinator. We do not have an employee who oversees registration to its entirety. This position must be replaced to avoid complaints, lack of service, and allows better coverage for the Student Services Center. Registration cannot overlap on another employee as this impact their own job functions and critical paperwork is not getting completed in a timely manner.

Some program improvements we will continue to ensure continuously educating and assessing the campus community.

- *Continue to maintain evening services to ESL during their registration priority, walk-in and during the first two weeks of the term.*
- *Continue to assess the residency determination with status of a 2 (non-residence); it continues to be problematic and need to be reduced, as this barrier discourages students enrolling due to the cost.*
- *Continue to be proactive in assuring students are enrolled by census date.*

- *Continue to educate the faculty to drop “no-show” students by census date.*
- *Continue to improve the online drop roster for faculty to drop students in a timely manner and by census date.*
- *Continue to provide e-transcripts for enhanced processing and quicker submission of transcripts sent to admissions at 4-year school to allow quicker decisions for the student.*
- *Continue to update and revise the RN/LVN/Paramedic program application to assure all materials is clear and understandable.*
- *Continue to promote Commencement to encourage students to participate.*
- *Continue to improve the class schedule and catalog for Student Services to assure it meets accreditation standards relating to Steps to Success.*
- *Continue to make improvements the welcome letter to assure FERPA and myCuesta email was addressed to all students.*
- *Improved on the password resets with Computer Services by creating “how to do” website. This is still a problematic area as there is no mechanism to allow them to reset their passwords with the student information system.*
- *Continue the presence of the Director of Admissions & Records at North County Campus once a month to help train the staff and support them on changes within our office, among other programs.*

C. Support for Institutional Goals and Objectives and Objectives

Admissions & Records will continue to develop and implement processes to support the College Institutional Goals and Objectives.

Admissions & Records budget has forced the department to look for ways to incorporate technology (email, transcripts, and forms) and online services to save the operating budget.

Full-time staff are performing duties which typically are handled by part-time assistants such as password resets, filing, answering student questions, processing transcript requests, imaging documents and assisting with commencement. The staff has felt the impact of higher level work to backlogged which includes evaluating degrees and/certificates, athletic eligibility, veterans certifications, upgrade system testing, outgoing transcripts, register for classes which will affect the students enrollment and educational goals.

Increase self-services of myCuesta/Banner to maximize the services for faculty/students (i.e., Degree Online Application, Enrollment Verification).

Implement Degree Works for a comprehensive academic advising, program planning, transfer articulation, and degree audit solution that helps students and advisors negotiate an institution’s curriculum requirement.

Improve services for our students by increasing our turnaround time for admissions

residency, password resets, Veterans certifications, grade changes, outgoing transcripts, degrees/certificates and petitions.

- D. Student and program outcomes evaluation
Admissions & Records student learning outcomes supports the Institutional Goals, Educational Master Plan and Strategic Planning. We continually assesses the Student Learning Outcomes developed to ensure the students are understanding the needs of regulations changes and what we need to improve our communication.
- E. Recommendations from external agencies
NA
- F. New service coordination and collaboration – internal and external programs
Veterans’ Resource Center serves the Veterans on their program benefits eligibility with the Veterans Affairs office. We make contact with outside programs in the San Luis Obispo County to connect our Veterans with services such as homeless organizations, SLO Vets and Stand Down workshops. These workshops are valuable to our Veterans as it supports them in civilian life and free services.
- G. Anticipated job description revisions based on program changes
A reorganization of job descriptions due to the program eligibility requirements which are being preformed by the Evaluators. The changes with the Associate Degree for Transfer and Degree Works will change the program outcomes and services.
- H. Staff training/professional development needs
Admissions & Records is a high caliber department and we need funding to support staff training to maintain high level of service. The department will continue to support professional development for growth in Student Services.

VII. OVERALL BUDGET IMPLICATIONS

Will be reflected in district planning and budget process

Elements:

- A. Personnel
The Admissions & Records department is a critical component which operates at all sites and is the primary contact for faculty, staff, students, administration and community. Our services relates to student admissions, registration, grades, graduation eligibility, wait list, adds/drops, athletic eligibility, veterans, international students, transcripts and other academic records relating to students and the college. We need to maintain all permanent staff at ten full-time to adequately serve the campus and community. We are stretched thin for the number of students we serve. We still need to maintain hours at our service counter; however, we struggle with this concept due to long term employees with excessive vacation hours. We must restore the Registration/Front Counter position to help offset the double duties with two other employees.

To maintain suitable level of service, Admissions & Records needs to hire four additional full-time permanent staff to ensure services are met with high expectations and service excellence at all sites. The number of Veterans is increasing rapidly and requires a need of additional part-time evaluation analyst to meet the VA requirements to certify all veterans before the start of each term. To maintain the “8-Keys to Success” support plan for student-veterans this includes collaboration with the local communities and organizations for services for our Veterans. To ensure this program continues to be successful, a Veterans Coordinator needs to be hired to allow the certifying official to do VA benefits.

To increase the online services to allow access for students, faculty and community more self-service access through myCuesta; however, we need support from Computer Services. The degree audit, online enrollment verification, degree online application cannot be implemented without staffing from Computer Services and Admissions & Records.

B. Equipment/furniture (other than technology)

Admissions & Records furniture is sound; however, the chairs needs to be replaced as some of them are eight years old.

C. Technology

We have been fortunate to purchase computers through Foundation; however, most of us still have the original computers since moving in the building and they are now 8 years old. Computer Services says they are obsolete as technology changes throughout the years. We may need to allocate funding to replace the office and student wing computers to keep up with technology and good working systems to allow us to perform our duties.

Veterans Resource Center needs new computers to stay abreast with classroom software versions. The current systems are from refurbished computers across campus, therefore, there’s a need to replace five computers.

The college passed a transcript fee increased in May 2013; and the fee was effective in July 2013 to \$6 to cover institutional cost of transcript submission electronically. We will be doing a full assessment after a year has completed.

D. Facilities

Restructure/reconfigured the Student Service Center; there is no privacy with students when it comes to confidential information at the counter. We need to be attentive to the FERPA policies with student educational records. The Student Services Center needs to be restructure for SAFETY! There is only “one exit door” and this concerns employees who work in this section. We need a side emergency exit door for reasons such as fire, threat, or held at gunpoint.

Restructure/reconfigured the Admissions & Records / Financial Aid office sharing area. Financial Aid counter needs to be attentive with FERPA policies as all students waiting outside the office can hear the student at the counter and Admissions & Records staff can hear their conversations. The Financial Aid/Admissions & Records Office’s needs a wall to

separate the two departments to reduce the noise barrier and provide better student confidential privacy needs.

Recommendation for Institutional Improvements

The Vice President of Student Services and College Centers has made district-wide needs to increase support for Banner implementation that comprised of backlogged work orders relating to Student Services. If these requests were completed, it would eliminate/automate hundreds of hours of manual processes and it would greatly improve the processing of serving our students and the campus community.

Specifically in Admissions & Records, we can provide faster service and more comprehensive information to our students. Also, the students prefer to do their own services and we have seen a success with our electronic transcript and online registration. Some of the critical services we would like to implement:

- 1. Online Enrollment Verifications – students can request their own 24/7*
- 2. myCuesta Password Resets – students needs to be able to reset their own password online*
- 3. Waitlist Alert System via Text Messages – students is not reading their myCuesta emails regarding their waitlist standing. Setting up a text alert will prompt the student to check their email. This can be used for cancelled classes, campus alerts and etc.*

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there are no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Student Services and Administrative Services Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form.

Division Chair/Director Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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- **Program Data Analysis, Assessment and Improvements (Required for Student Services/Administrative Services):**

- **Program Outcomes, Assessments and Improvements (Required for Instruction/Student Services/Administrative Services):**

- **Anticipated Service Challenges/Changes (Required for Student Services/Administrative Services):**

- **Program Development Forecast (Required for Instruction/Student Services/Administrative Services):**

- **Overall Budget Implications (Required for Student Services/Administrative Services):**

- **End Notes/Additional Comments (Required for Instruction/Student Services/Administrative Services):**

C. Commendations/Considerations:

Please provide a list of commendations and considerations based on the CPPR.

Commendations:

Comments in this area summarize how the program has demonstrated its effectiveness.

Considerations:

Comments in this area constitute advice to help the program meet or surpass expectations for effectiveness.

D. Applicable Signatures:

Vice President/Dean

Date

Division Chair/Director/Designee

Date

Other (when applicable)

Date

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/ Dean's narrative analysis. The signatures do not necessarily signify agreement.

UNIT PLAN WORKSHEET -- PRIOR YEAR UNIT FUNDING REQUESTS

Unit:	Admissions & Records	Date: March 4, 2014
Cluster:	Student Services	
Planning Year:	2014-2015	

PRIOR YEAR'S (2013-2014) LIST OF UNIT FUNDING REQUESTS -- ALL CATEGORIES, ALL PROGRAMS

	Category	Program	Description	Cost	Funded?	Source (s)	Impact on Program
1	Personnel	Admissions & Records	Student Services Site Specialist	\$44,064 / 28	Not Funded		Not receiving this personnel position restricts the ability to provide adequate services for the campus community.
2	Personnel	Admissions & Records	A&R Clerk I - Document Imaging / Intake	\$37,140 / 21	Not Funded		Not receiving this personnel position restricts the ability to keep up the demand of document imaging for students academic records.
3	Facilities	Admissions & Records	Create a solid office for the VA Certifying Official	\$ 20,000	Fully Funded	R	The Veterans Resource Center was moved from the portable building to the 3100 building due the portable building being deteriorated and it was not being repaired or replaced. The VA Certifying Official now has a solid office and is in FERPA compliant. Valuable district resources were allocated to satisfy the request.
4	Tech Infrastructure	Admissions & Records	Degree Works	Programmi ng Time	Fully Funded	R	Degree Works has been part of Banner; however, the funding to support this program is coming from the Student Services Support and Programs.
5	Facilities	Admissions & Records	Redesign Student Services Center	\$ 50,000	Not Funded		Not receiving this funding does not provide security our security and safety concerns. We are in FERPA compliance due to no privacy with the students.
6	Personnel	Admissions & Records	A&R Evaluator Analyst - Degree Audit	\$49,776 / 33	Not Funded		Not receiving this personnel position will impact the evaluations office as Degree Works must be maintained with curriculum changes.
7	Tech Infrastructure	Admissions & Records	Online Graduation Application	Programmi ng Time	Not Funded		Not having the Online Graduation Application requires the evaluators to continue doing intake manually.
8	Non-Instr Supplies/Equip	Admissions & Records	Transcript Paper	\$ 10,000	Fully Funded	GF	Funds supplies the transcript paper requirements for security and we are not 100% electronic.
9	Non-Instr Supplies/Equip	Admissions & Records	Office Chairs	\$ 5,000	Not Funded		Not receiving funds, the chairs are not designed for long term desk environment use and they are unfortable.
10	Tech Infrastructure	Admissions & Records	CCCApply	\$ 20,000	Partially Funded	GF	Funds were available to continue with CCCApply with XAP Corporation. Starting 2014; we will no longer need request funding as the CCC Chancellor's Office recreated OPEN CCCApply.

UNIT PLAN WORKSHEET -- PERSONNEL FUNDING REQUESTS

Unit:
Cluster:
Planning Year:

Admissions & Records
Student Services
2014-2015

Personnel - Academic Managers, Classified Managers & Confidential

B. Academic Managers, Classified Managers, & Confidential Employees	Program	Description - <i>What?</i>	Cost/Range	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - <i>Why?</i> (1-2 Sentences)
<i>Title</i>							

Personnel - Classified Employee: Permanent, Short-Term & Substitute

C. Classified Employee: Permanent, Short-Term & Substitute	Program	Description - <i>What?</i>	Cost/Range	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - <i>Why?</i> (1-2 Sentences)
<i>Permanent 1.0 FTE</i>	<i>Admissions & Records</i>	Student Services Site Specialist	\$44,064 / 28	SLO	R	IMM	Replacement of the Registration/Front Counter position which service the campus community of all aspects of Student Services. Institutional Goal 2
<i>Permanent 1.0 FTE</i>	<i>Admissions & Records</i>	A&R Evaluator Analyst = Degree Audit	\$49,776 / 33	SLO	N	IMM	Evaluator for implementation of degree audit, templates and system rules for all degrees. Institutional Goal 1, Technology Plan Initiative #3
<i>Permanent 1.0 FTE</i>	<i>Admissions & Records</i>	Student Services Site Assistant	\$40,956 / 25	SLO	N	IMM	Ongoing bilingual support for students at registration during the late afternoon and evening hours. Support evening student population. This job description covers a wide range of Student Services duties to support the front counter. Institutional Goal 2
<i>Permanent 1.0 FTE</i>	<i>Admissions & Records</i>	Student Services Assistant	\$40,956 / 25	SLO	N	IMM	Document imaging can not rely on short-term employee to serve hundreds of transcripts daily; including counseling documents to keep up with the volume of paperwork to keep the office paperless. Assist with data entry of incoming degree/certificate applications. Institutional Goal 1, Technology Plan Initiative #3
<i>Permanent 1.0 FTE</i>	<i>Admissions & Records</i>	Veterans Resource Coordinator/Advisor	\$52,260 / 35	SLO	N	IMM	The Veterans Resource Center needs a coordinator to support the Veterans with workshops, and services to the campus without impacting the certifying official of awarding benefits. Institutional Goal 1 & 5, 3SP Support

UNIT PLAN WORKSHEET -- PERSONNEL FUNDING REQUESTS

<i>Permanent .5 FTE</i>	<i>Admissions & Records</i>	A&R Evaluator Analyst = VA Evaluator	\$24,888 / 33	SLO	N	INT	The number of Veteran's is growing; we are required by law to certify all veterans before the start of the term. Institutional Goal 2, Support 3SP
Personnel - Student Worker							
D. Student Worker	Program	Description - <i>What?</i>	Cost/Range	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - <i>Why?</i> <i>(1-2 Sentences)</i>
<i>Assistant II</i>	<i>Admissions & Records</i>	Admissions & Records Assistant II (2 positions)	\$10,618 / 9	SLO	N	IMM	Reduce the impact of the permanent staff workload to allow them to do critical paperwork compared to filing, answering phones, data entry, scanning, creating folders and etc. Student Support 3SP

UNIT PLAN WORKSHEET -- SUPPLIES FUNDING REQUESTS

Unit:
Cluster:
Planning Year:

Admissions & Records
Student Services
2014-2015

Non-Instructional Supplies							
B. Non-Instructional Supply	Program	Description - What?	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
<i>Non-Instructional Supply</i>	<i>Admissions & Records</i>	Commencement Support	\$ 20,000	SLO	R	IMM	Commencement allows us to celebrate the student accomplishments. Need to continue this support for student success. Increased the amount to support the College 50th Ceremony for 2015. Institutional Goal 1, 5
<i>Non-Instructional Supply</i>	<i>Admissions & Records</i>	Office Supplies	\$ 20,000	SLO	R	IMM	The A&R department has over 30 forms to serve our students; we print out receipts to our students the paper cost is rising. Institutional Goal 5
<i>Non-Instructional Supply</i>	<i>Admissions & Records</i>	Official Transcript Paper	\$ 2,000	SLO	R	IMM	Security paper to protect our official transcript paper has increased over the years and special order envelopes. Institutional Goal 5
<i>Non-Instructional Supply</i>	<i>Admissions & Records</i>	Office Chairs	\$ 2,000	SLO	R	IMM	Office chairs are not design for long term desk environment use; the chairs are 8 years old and uncomfortable. Institutional Goal 5

UNIT PLAN WORKSHEET -- EQUIPMENT FUNDING REQUESTS

Unit:
 Cluster:
 Planning Year:

Admissions & Records
 Student Services
 2014-2015

Non-Instructional Equipment							
B. Non-Instructional Equipment	Program	Description - <i>What?</i>	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - <i>Why?</i> (1-2 Sentences)
<i>Non-Instructional Equipment</i>	<i>Admissions & Records</i>	Office Equipment (Printers, Headsets, Copier, Fax and etc).	\$ 8,500	SLO	R	IMM	Need to upgrade our equipment before they are obsolete. Equipment have an expected lifetime of 5-6 year before being replaced.
<i>Non-Instructional Equipment</i>	<i>Admissions & Records</i>	Air Purifier (2)	\$ 2,000	SLO	N	IMM	Offices are not vacuum regularly, nor cleaned. This is causing some employees to have issues with their eyes, nose while working. Safe working environment.

UNIT PLAN WORKSHEET -- FACILITY FUNDING REQUESTS

Unit: Admissions & Records
 Cluster: Student Services
 Planning Year: 2014-2015

New Facilities Requests and/or Renovations							
Facility	Program	Description - <i>What?</i>	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - <i>Why?</i> (1-2 Sentences)
<i>Student Services Center</i>	<i>Admissions & Records</i>	Redesign Student Services Center	\$ 100,000	SLO	N	IMM	The current setup in the Student Services Center currently has no privacy to communicate with the students regarding their issues. Counseling counsel students; A&R advises students on grade changes that are confidential matters. There are SAFETY concerns in this working environment as there is only one door to exit. There should be side doors to support the fast exit due to a fire, threat or an intruder.
<i>Admissions & Records + Financial Aid Offices</i>	<i>Admissions & Records</i>	Redesign Admissions & Records and Financial Aid Entrances	\$ 50,000	SLO	N	IMM	The setup between A&R and FA; creates a privacy concern. The line outside FA causes a traffic jam and serving at the FA counter with other offices working with their door closed due to the disruptive noises with students. We need a redesign to minimize the disturbance with other offices.

UNIT PLAN WORKSHEET -- TECHNOLOGY FUNDING REQUESTS

Unit: Admissions & Records
 Cluster: Student Services
 Planning Year: 2014-2015

Instructional Technology								
A. Instructional Technology	Program	Description - What?	Technology Plan Initiative	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
<i>Instruct Tech</i>								
Non-Instructional Technology								
B. Non-Instructional Technology	Program	Description - What?	Technology Plan Initiative	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
<i>Non-Instruct Tech</i>	<i>Admissions & Records</i>	Online Graduation Application	14-Banner	Programming Time	ALL SITES	N	IMM	To increase the capture rate of 2% graduation need to implement an online graduation/certification application. Student access via myCuesta student portal supports student success and services. Institutional Goal 1; Objectives 1.1 and 1.2; Technology Plan #14, Existing Work Order #16437
<i>Computers</i>	<i>Admissions & Records</i>	Upgrade Veterans Resource Center Computers (5)	9-New Tech	\$ 4,000	SLO	R	IMM	Support the Veterans services by upgrading their computers to support a small classroom lab environment. Support 3SP and Technology Plan Initiative #15
<i>Computers</i>	<i>Admissions & Records</i>	Upgrade Admissions & Records Computers (5)	9-New Tech	\$ 4,000	SLO	R	IMM	To continue with student success and services all systems should be upgraded to allow us to be compatible with our vendors and today's technology. Supports student success. Institutional Goal 5.
<i>Computers</i>	<i>Admissions & Records</i>	Upgrade Admissions & Records Computers (10)	9-New Tech	\$ 8,000	SLO	R	INT	To continue with student success and services all systems should be upgraded to allow us to be compatible with our vendors and today's technology. Supports student success. Institutional Goal 5.
<i>Computers</i>	<i>Admissions & Records</i>	Upgrade Student Wing Computers (10)	9-New Tech	\$ 8,000	SLO	R	INT	Upgrade student services wing computers for registration, admissions support. Supports student success. Support 3SP and Technology Plan Initiative #15
<i>Non-Instruct Tech</i>	<i>Admissions & Records</i>	Self Service Banner Student Portal Functions	14-Banner	Programming Time	ALL SITES	N	IMM	Increase student online services which integrates with Banner. Students who uses technology and our need to increase student services access and success. Supports student success. Technology Plan #14, Core Principles 7 & 8; Existing Work Order #1318, 3464, 16346
<i>Non-Instruct Tech</i>	<i>Admissions & Records</i>	Allied Health Banner Program - Bolt On - Orange Coast	14-Banner	Programming Time and \$\$\$	SLO	N	IMM	Support the Allied Health Programs with an integrates with Banner. No support from Computer Services as Access is not a standardize software. Supporting Allied Health Programs for this bolt-on Banner software. Supports student success. Technology Plan #14, Core Principles 3, 4
Technology Infrastructure								
C. Technology Infrastructure	Program	Description - What?	Technology Plan Initiative	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
<i>Technology Infrastructure</i>								
Overall Top 3 Technology Requests								
D. Top 3 Technology Funding Requests	Program	Description - What?	Technology Plan Initiative	Cost	Site	New (N) or Replacement (R)	Immediate (IMM), Intermediate (INT) or Long Term (LT)	Justification - Why? (1-2 Sentences)
<i>Non-Instruct Tech</i>	<i>Admissions & Records</i>	Online Graduation Application	14-Banner	Programming Time	ALL SITES	N	IMM	To increase the capture rate of 2% graduation need to implement an online graduation/certification application. Student access via myCuesta student portal supports student success and services. Institutional Goal 1; Objectives 1.1 and 1.2
<i>Computers</i>	<i>Admissions & Records</i>	Upgrade Veterans Resource Center Computers (5)	9-New Tech	\$ 4,000	SLO	R	IMM	Support the Veterans services by upgrading their computers to support a small classroom lab environment. Support 3SP and Technology Plan Initiative #15
<i>Computers</i>	<i>Admissions & Records</i>	Upgrade Admissions & Records Computers (5)	9-New Tech	\$ 4,000	SLO	R	IMM	To continue with student success and services all systems must be upgraded to allow us to be compatible with our vendors and today's technology. Supports student success. Institutional Goal 5.

UNIT PLAN WORKSHEET -- PRIORITIZED LIST OF IMMEDIATE UNIT NEEDS

Unit: Admissions & Records
 Cluster: Student Services
 Planning Year: 2014-2015

	Item	Program	Description	Cost	Frequency	Immediate (IMM)
1	Personnel	Admissions & Records	Student Services Site Specialist (Registration)	\$ 44,064	Annual/Recurring	IMM
2	Personnel	Admissions & Records	A&R Evaluator Analyst = Degree Audit	\$ 49,776	Annual/Recurring	IMM
3	Personnel	Admissions & Records	Student Services Site Assistant (Document Imaging)	\$ 40,956	Annual/Recurring	IMM
4	Personnel	Admissions & Records	Veterans Resource Coordinator/Advisor	\$ 52,260	Annual/Recurring	IMM
5	Personnel	Admissions & Records	Student Services Assistant (Afternoon / Evening)	\$ 40,956	Annual/Recurring	IMM
6	Personnel	Admissions & Records	Admissions & Records Student Assistant II (2 positions - Student Workers)	\$ 21,236	Annual/Recurring	IMM
7	Technology	Admissions & Records	Online Graduation Application	Banner / Programming Time	One-Time Only	IMM
8	Non-Instructional Supply	Admissions & Records	Office Chairs	\$ 2,000	One-Time Only	IMM
9	Non-Instructional Equipment	Admissions & Records	Computers / Monitors for Admissions & Records	\$ 16,000	One-Time Only	IMM
10	Non-Instructional Equipment	Admissions & Records	Computers / Monitors for Veterans Resource Center	\$ 4,000	One-Time Only	IMM