Las Positas College
ANNUAL PROGRAM REVIEW TEMPLATE
Review of AY 2011-12

Name of Program	Division	Author(s)
Admissions and Records	Student Services	Sylvia Rodriguez/Debbie Earney/Frances DeNisco

INSTRUCTIONS:

1. This Annual Program Review covers the time frame academic year 2011-2012.
2. The planning should be for the academic year 2014-2015.
3. Use the Save As feature in Word to save this template with your program name, so that you do not overwrite the original template (*e.g.*, Bio, math, EOPS)
4. In each section, click in the box under the instructions and fill in your information. The box will expand as you type. If a section is not pertinent to your program enter N/A in the box; do not leave it blank.
5. To see how other programs completed sections in the Annual Program Review, visit the Examples Template on the PR website. The examples are from a variety of programs and may give you ideas of how to respond for your own program.
6. When you have completed the form, run the spell-checker (**click inside the text in the first box**, then click on the Review tab and find Spell-Check in the far left corner of the ribbon).
7. Please address your questions to your Program Review Committee representatives or the PR co-chairs Jill Carbone and Teri Henson. Concerns, feedback and suggestions are welcome at anytime to PRC representatives or co-chairs.
8. Instructions for submitting your Annual Program Review will be available at the start of the fall semester.

STATEMENT OF PURPOSE:

- Review and reflect on the student experience, with the goals of assessing and improving
  - student learning and achievement
  - services for students
  - program effectiveness.
- Provide a forum for each program's findings to be communicated to Administration
- Create written records of what is working well, what can be improved, and specific plans for implementing chosen improvements.
- Collect information that will contribute to institutional assessment and improvement.

I. MISSION

State the current program mission
(A mission statement should address the unique role and scope of the program. Consider the operating mission of your program. Identify specific purposes within your program (e.g., certificates, degrees, general education, matriculation, assessment). Avoid vague, overbroad language.)

> The Office of Admissions and Records' mission is to provide excellent service to students in the following areas that are vital to student success: admissions, registration, grades, academic

> records maintenance, transcripts, verifications, graduation eligibility, IGETC and GE breadth certification, attendance accounting, fees, tuition, refunds, and program referral. We strive to remain technologically current and innovative in the application of technology to streamline processes to better serve our students and the campus community, while maintaining the confidentiality, accuracy, and security of student records in a manner consistent with Federal and State regulations. The staff is dedicated to addressing the needs of our diverse students in a welcoming professional manner; thereby promoting a successful experience throughout their academic career.

The mission of Las Positas College is:

Las Positas College is an inclusive, student-centered institution providing learning opportunities and support for completion of transfer, degree, basic skills, career-technical, and retraining goals.
(**NOTE:** this is the draft mission statement, currently under review.)

Discuss how the program supports the college mission.

> Las Positas College's support for student completion of transfer, degree, basic skills, career-technical and retraining goals would not be possible without the Admissions and Records Office.

II. PROGRAM ANALYSIS

A. Courses (For Instructional Programs Only)
1. Will any course outlines be revised or updated in the academic year 2014-2015?

   (Highlight the appropriate box to type in an X.)

   YES ☐   NO x

   If yes, in the table below, please list which courses will be revised or updated and the reason for the revision.

   (Click in the box under Courses to start entering information. Tab to move to the next box. Tab in the last box to create a new row.)

Course(s)	Reason for Revision
N/A	
N/A	

2. Will new curriculum (*e.g.,* course outlines, degrees) be submitted to the Curriculum Committee for the academic year 2014-2015?

   YES ☐   NO x

   If yes, please describe briefly what new curriculum is planned.

N/A

B. New Initiatives (AY 2014-15)

Are any new initiatives planned for the academic year 2014-15?

(Examples of new initiatives include, but are not limited to: new degrees or certificates, new pathways, new outreach efforts.)

YES X   NO ☐

If yes, please describe briefly what new initiatives are planned.

The Admissions and Records office will implement the state mandated changes in the SSA, with an emphasis on priority registration requirements and the timely notification of students about their priority registration status. Also, an SAO has been developed around access and use of the Online Service Center in the new SSA Building. This SAO is in support of the AY 2010-11 program goal that is ongoing to promote the use of A&R online services.

C. SLOs/SAOs

1. Status of course SLOs/SAOs and assessments for AY 2011-12.

    (Since the Program Review process is beginning in 2013 and the assessments for AY 2012-13 will not be complete, analyze the assessments for the AY 2011-12). Click in the box under Number of Courses Offered. Press Tab to move to the next box. Press Tab at the end of the row to create a new row.

Number of Courses Offered (AY 2011-12)	Number of Courses with SLOs (AY 2011-12)	Number of Courses Assessed within the last TWO years (AY 2010-11, AY 2011-12)
N/A	N/A	N/A

2. How frequently have course SLOs/SAOs been assessed? (e.g: every semester, every other semester, once a year.)

    (This is a summary; it is not a list of courses and their assessment frequency.) Click in the box and begin typing. The box will expand as you type.

The last update for A&R SAOs was in Fall 2009. SAOs will be assessed now in accordance with the program review that was instituted in AY 2013-2014. The last update for the program review for A&R was in 2010.

3. Status of program-level SLOs/SAOs and assessments for AY 2011-12.

Number of degrees/certificates offered	Number of degrees/certificates with SLOs	Number of program level SLOs/SAOs
N/A	N/A	2 SAOs existed as of 2008-09 and assessed as successful in 2009. 2 were added during AY 2011-2012 and are assessed in this program review cycle.

4. Analysis of SLO/SAO data for AY 2011-12.
   (Attach a summary of the program's AY 2011-12 SLO/SAO data as an appendix.)

   a. Please describe the program-wide dialogue on assessment results, including assessment of distance education courses. Where would one find evidence of this dialogue?

   (This section concerns the type and variety of dialog regarding assessment results, not the assessment results themselves. For examples of evidence, consider: meeting notes, program coordinator's records of dialogue, or email.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

   > A&R assessed program goals during the last cycle of program review in 2010. Evidence of the dialogue around the assessment of these goals and the SAOs from 2008 can be found in notes, emails and documents housed with the Dean of Enrollment Services in the A&R Office. Also, notes and information regarding the dialogue related to the Assessment of AY 11-12 can be found in Division meetings, Student Services Coordinator meetings, and administrative meeting notes, as well as meetings between and among A&R staff. Information on the assessment of the program in 2010 is posted online at the Program Review website.

   b. Please summarize what was learned from the assessments, including distance education courses. How will these results be used for improvement/s?

   (Please provide at least two paragraphs. One paragraph should address face-to-face assessments, the other paragraph should address distance education assessments. If the course is taught in both face-to-face and distance education modes include a paragraph comparing the assessment results.)

   > **SAO #1** Concurrent Enrollment students will understand how to navigate and utilize online registration services. Beginning with the Fall 2008 semester, concurrent enrollment students were allowed to access Class Web to register for classes. Two surveys of these students were taken, one at the beginning of the implementation and one a year later. Data gathered in 2008 and 2009 showed improvement in the numbers of students who were able to locate and use online A&R procedures for concurrent enrollment. 71% in the initial survey said the concurrent enrollment process was easy to follow in Fall of 2008, and that number had increased to 87% one year later. Survey results indicated that high school students responded favorably to the overall registration system and the online components that opened up for their use. The assessment of this SAO will be monitored, but will not be specifically targeted for improvement.
   >
   > **SAO#2** New students will be able to complete and successfully submit the online application. This SAO was not assessed. Admissions and Records agreed that the SAO was not written properly and was not reflective of the actual outcome that was desired. However, in fall 2009 and spring 2010 through a student point of service survey, 83% of the respondents said they used the college website to access information about A&R. Most respondents (over 80%), found it easy to navigate through the online registration process. However, the dialogue around the assessment revealed that initial SAO#2 questions was actually one of access to the online application and the ease in completing the admissions process online. At this time, A&R will not develop an SAO related to the

online application due to the high success rate of students completing the application online utilizing CCC Apply (92%).

SAO#3 Students will be able to navigate through the waitlist process to successfully enroll in courses. Program planning and implementation for this SAO began in earnest and was implemented in Spring of AY 2011-2012. A student point of service survey regarding this SAO was administered in Summer 2013 and will continue to be administered in Fall 2013 to capture additional student responses via email, in-person, and Class Web. Summer 2013 preliminary survey results indicate that 80% of students realize that they will be notified about their wait list status through Zone Mail. Assessment of this SAO is ongoing as more student data needs to be collected. *Additional preliminary survey results are noted in Section D. Student Data (b).

SAO#4 Students are able to locate and understand A&R deadline dates. With limited student data obtained through an A&R Summer 2013 survey, plans are to collect additional data during Fall 2013. However, early indicators suggest that students are becoming more aware of the important deadline dates. A&R plans to rewrite the SAO.

c.   To what extent will, and how, do assessment results support resource requests for AY 2014-15?

Assessment results continually reinforce the need for restorative funding for Student Services in general and A&R in order to meet and continually improve service to students at the college. Budget constraints have impacted student services significantly both during and since AY 2011-2012. Effective SAOs and assessment results will inform resource requests for AY 2014-2015. However, resource requests for that year will be most affected by the requirements of the state mandated SSA law, and the need to restore human resources positions.

d.   What are the general plans for assessments in the upcoming academic year AY 2014-15 (*i.e.* additional assessments or reassessment)?

In the upcoming AY, A&R plans to complete SAO 3 AND SAO 4. In addition, a new SAO around the mandated implementation of the SSA law, especially with regard to the priority registration requirements will be developed. A&R also prepared and will provide an assessment of a SAO related to the Online Services Center, which addresses the goal of promoting student awareness of A&R online services.   A&R piloted a program in AY 2011-2012 to provide a physical area (Bldg 700) where students could access and complete online services with A&R staff members nearby to answer questions and help with the process. The new Online Services Center, located in Building 1600, and an assessment of its effectiveness will be a primary SAO for A&R in AY 13/14.

D. Student Data

1. Analyze the student data provided by the Office of Institutional Research (http://www.laspositascollege.edu/researchandplanning/ProgramReview.php) and other data as appropriate (for example: SARS-TRAK data, library student surveys).

   a. Please describe the program's dialogue about the student data. Where would one find evidence of this dialogue?

   (This dialog should be occurring as you write your Program Review of 2011-2012. Examples of evidence may include: agenda or minutes from workshops or meetings, internal reports. Smaller programs may want to consider discussing their data with related programs, their Dean, the Institutional Researcher or, for academic programs, adjunct faculty in the program.) For each of these questions, click in the following box and begin typing. The box will expand as you type.

   > OIR did not provide A&R with a Program Review data package. There was one question addressing related to A&R in the 2012 overall campus Student Satisfaction Survey. Although, 93% of the students who participated in this survey indicated that they were "satisfied or very satisfied" with the services provided by A&R – it would been more helpful if additional questions related to various services within the A&R operation would have been included. To obtain detailed information about the services the program provides, A&R develops much of its own point of service student surveys to gauge the quality of service provided. The creation and execution of these student data surveys are completed and assessed by A&R staff and the Dean Of Enrollment Services. A&R also collected student data regarding the AY2011-2012 implementation of the waitlist system on the campus, and the assessment of that data is part of the SAO assessment process happening this year. Dialogue also indicates that A&R would like to work with the OIR to develop more types of student data that can be used not just to describe students served and their overall satisfaction, but to in fact illuminate specific needs for service improvement for students.

   b.   Please summarize what the program learned from the student data. How will these results be used for improvement/s and planning?

   (Briefly discuss trends or significant findings regarding student retention, success rates, different cohorts of students, etc. Student data may suggest the need for changes in course offerings, scheduling, teaching methodology, outreach, processes, etc., or may lead to the creation of a new SLO/SAO.)

   > Current student data indicates that for the AY 2011-2012, 93% of students who used A&R services were satisfied with those services.   However, 25% said they had heard of but never used A&R services. This could reflect the number of students who solely use Class Web for their A&R transactions. Additionally, from student surveys conducted by A&R related to the implementation of the waitlist system, 80% of students are aware that they need to use their ZoneMail accounts to receive waitlist notifications about their waitlist status. Yet, only 58% of those surveyed were able to easily locate information about the waitlist procedures on the website, and only 64% felt confident in their ability to place their name on a wait list for a class. Assessment of this student survey is still ongoing with a follow-up survey scheduled for Fall 2013. Preliminarily, these numbers show that A&R

> needs to continue to make communication about online services and information a planning priority. Right now, planning will focus towards implementation of state mandated SSA requirements in terms of requirements such as priority enrollment status. This focus will naturally encompass increasing efforts to make Online Service Center more visible and dynamic for students. With the SSA building, the college has an opportunity to develop an Online Service Center that strengthens collaboration among SS programs and also maximizes the use of technology to support our students attaining their educational goals.

    c. To what extent, and how, do the student data results support resource requests?

(If relevant, <u>briefly</u> explain how your student data may be improved by acquiring new or additional resources (eg: faculty, classified personnel, instructional equipment, facilities) that you plan to request. You will be asked to provide more detailed information on the resource request forms; this is just a brief summary.)

> Student data permeates the business of the A&R office. The numbers of students we serve; the ways in which we make sure they are served; the means by which they are served; and how they perceive the service that A&R provides is measured by institutional data and point of service surveys and informs all of the resource requests for the department.

2. Enrollment Management **(Instructional programs only)**

    a. What total FTEF was approved for the program in 2012-13? This data is found in your Discipline Plans.

> N/A

    b. If this amount differs from 2011-12, describe what changes have occurred.

(To find Total FTEF for AY 2011-2012 consult the Enrollment Management data on the IR website. (http://www.laspositascollege.edu/researchandplanning/ProgramReview.php). If your allocation was less than the previous year, comment on the types of courses that were cut. If the allocation was more, indicate which classes were added and why.)

> N/A

    c. Describe and explain any changes you anticipate in course offerings for the academic year 2014-15.

> N/A

E. Human Resources (in AY 2011-12)
1. Please complete the following table.

(Enrollment Management data is posted on the IR website:
(http://www.laspositascollege.edu/researchandplanning/ProgramReview.php).

Total FTEF*	FTEF from Full-Time Faculty*	% FTEF from Full-Time Faculty **
N/A	N/A	N/A

*   If your program consists of multiple rubrics (eg: Anatomy, Ecology, Microbiology) sum values from all rubrics

**   If your program consists of multiple rubrics, use the following equation to calculate the % FTEF from Full-Time Faculty: Divide the FTEF from Full-Time Faculty by the Total FTEF and multiply by 100.

Type of Personnel	Number	Shared? With whom? If shared, state % of time assigned to the program	No. of hrs/wk	No. of mo/yr
full-time classified staff*	6		40	12
	2		20	12
regular hourly classified staff**				
student assistants	3 plus 1 work study		20	During peak reg time only. Hours are reduced during non-peak time.

*   full-time: 20 hrs/wk (50%) to 40 hrs/wk (100%)

**   regular hourly: 18 or fewer hrs/wk (45% or less)

2. Will human resources be adequate for the academic year 2014-15?

YES ☐   NO x

If No, briefly describe. Provide any data which support these needs.

> Human resources needs have not yet been restored from budgetary problems that have existed for several years. In addition to restorative human resources requests, the A&R staff will need to be increased to meet the demands of the mandated SSA law. For instance, as remarked upon in the prior program review, when DegreeWorks is implemented to help students keep track of their progress towards their educational goals. However, as the curriculum and degree requirements are constantly changing, the system will need to be maintained and tested for accuracy. The responsibility for "scribing" will greatly increase workload for all student services and for A&R as well. Due to the budget

crisis that the college has endured, hourly budget allocation needs to be restored and increased to meet student needs and provide support.

Positions needed:
Restore part-time permanent 20 hr position that we lost during budget crisis in 2011 to help support the Online Service Center and A&R staff with various projects.

Need 1 full-time position for data-entry of scribing college catalog, college transcripts, course substitution waivers, AP Exams, Extenuating Circumstance petitions, and IB Exams for DegreeWorks.

Need 1 full-time classified position for scanning student records and A&R documents. (Implementation of BDMS – Banner Document Management System)

Need funding for on-call hourly staff or student assistants to staff Online Service Center and scanning.

Increase part-time Administrative Assistant to full-time to assist Dean of Enrollment Services. The position would provide needed support to projects such as the production of the schedule of classes, CCC Apply, 320 (State) Report and other programs which require special handling.

Increase part-time evaluator position to full-time to address the SSA mandates and to effectively manage student evaluation workload. During the Spring Semester, 2013, evaluators processed over 800 evaluations.

3. Are there Staff Development needs for the academic year 2014-15?

YES X   NO ☐

If yes, elaborate. Provide any data which support these needs.

A&R staff will need to be trained on new SSA law regulations to gain a clear understanding of the regulations, its impact on students and the implications on delivery of student services. Focus, will obviously be on priority enrollment eligibility and timely notification of regulatory changes that will impact the student's pathway to attaining their educational goals. This training would include the training of all A&R staff, hourly personnel, and student assistants.

Provide professional development and training opportunities to keep college employees' skills current.

F. Technological Resources
   Are there any **new** technological needs for the academic year 2014-15?

(Do not discuss your existing technology, including replacements and repairs of existing technology. DO discuss new needs.)

YES <mark>X</mark>   NO

If yes, briefly describe. Provide any data which support these needs.

(Examples of relevant data might include: enrollment information related to the growth of your program, workforce demands/trends, obsolete or outdated equipment and/or software.)

> Hire a Sun Guard (Banner system trainer) for refresher training to maximize system capabilities.
>
> SARS – (Appointment Scheduler and Tracks Attendance) A&R needs SARS training to utilize features for tracking students using the Online Service Center and at the A&R office. Use of SARS to create and improve access to services such as phone calls, emails, text messaging, and surveys.
>
> DegreeWorks - Continued implementation of the new system is still ongoing. Issues are still not resolved regarding the maintenance of the system and staffing implications.
>
> The full implementation of eTranscript California (California Community Colleges Electronic Transcript System) will improve processing time to select college and universities. The purpose of e-transcripts is to change the delivery format from PDF or paper to electronic delivery.

G. Facilities, Equipment, and Supplies Resources

Are there any <u>new</u> facility, equipment or supply needs for the academic year 2014-15?
(In this section consider new facilities, equipment and/or supplies that are needed to support your program. This does not include your current items that need replacement. Definitions of these terms may be found in the glossary.)

YES x   NO

If yes, briefly describe. Provide any data which support these needs.
(Examples of relevant data might include: data on program's growth, change in curriculum, ADA regulations, etc.)

> Need LPC Photo ID Card Scanners to use in Online Service Center and at A&R Registration windows. Scanner will automatically populate student's ID# in Banner and it will also allow us to view the student's photo on our computer screen. These steps are essential in maintaining the confidentiality, accuracy, and security of student records.
>
> Need additional Photo ID machine to accommodate large groups of students requesting photo ID such as Explore Day, Early Admission, etc.
>
> Need 4 more additional BDMS scanners for staff to scan documents at their desk on a daily basis.

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H. Financial Resources

1. Is there a Program budget for the academic year 2014-15? (Include any co-curricular funds)

   YES ☐   NO X

   If yes, please briefly describe amount and general uses.

The A&R budget for AY 2014-2015 does not yet exist.

2. Are there any **new** financial needs for the academic year 2014-15?
   (Examples of new financial need might include: new funding needed for upcoming events, new initiatives, changes in curriculum that require new training beyond what staff development can provide, request for release time for something new, etc.)

   YES X   NO ☐

   If yes, briefly describe. Provide any data which support these needs.

Financial needs for the A&R program are outlined above in facilities, human resources and facilities and equipment areas. Unanticipated financial needs may arise from the implementation of the SSA law, and so the A&R budget needs to be flexible enough to be able to implement new initiatives related to that law. A&R also anticipates participating in a new "priority registration" publicity campaign to let students know about that priority system and how to use it, as mandated by the SSA and implemented by student services as a whole.

I. Other information pertinent to the program.

In the space below, discuss any other information which is pertinent to the program. Examples include

- Internal or external impacts on program
- (*e.g.*, mandates from state, curriculum changes in one program that impact another, loss of resources due to budget cuts, changes in college mission, goals, etc.)
- Other internal or external data *(data not discussed above)*

The external impact of the SSA law will be the primary driver of A&Rs program planning for the next to AY periods (AY 2013-2014 and AY 2014-2015). Matriculation funding is no longer available to A&R to support its services. Somehow-someway that funding needs to be restored through the general fund to ensure the operation of A&R. As the College pursues increasing the number of fee based courses and/or programs, this has a significant impact on the staff workload and processing timelines. The impact of this type of programming on the A&R office is currently unknown until a more definitive plan is outlined by Academic Services.

III. SUMMARY

A. **Summarize objectives accomplished since the Program Review Update (2012)**
   (The 2012 Academic Program Review Updates can be found on the Grapevine

   http://grapevine.laspositascollege.edu/programreview/ipr2010-11.php

   (Click on your discipline name.) Your brief discussion may include objectives accomplished since the 2010 program review, even if not discussed in the Update.)

> Objective: Promote the use of A&R online services.
> Activity A – Not completed due to no Webmaster position at this time. Limitations of Contribute software that restricts to a pre-set style design for web pages.
> Activity B – Completed
> Activity C - Ongoing and will be a primary activity for 2013/14

B **Summarize objectives not accomplished since the program review update (2012) and why not.**
   (Your brief discussion may include objectives not accomplished since the 2010 program review, even if not discussed in the Update.)

> Objective: Enhance Student and Staff knowledge in utilizing The Zone
> Activity A – Completed and on-going
> Activity B,C – Not completed. Required software version was not available at the time to complete B & C. Staff workload issues were also a factor.
>
> Objective: Implement DegreeWorks for student, counselor, and evaluator use
> Activity A – Completed
> Activity B – Completed
> Activity C – Completed
> Activity D – DegreeWorks implementation is not completed. Issues related to DegreeWorks system maintenance, workload and staffing implications have yet to be resolved.

C. **What are the objectives for the academic year 2014-15?**
   (Summarize briefly the objectives you plan to accomplish or begin in 2014-15. You will describe your plan to implement/achieve these objectives in the Program Effectiveness Plan in Part IV.)

> SSA Implementation – Collaborate with the VPSS in developing a plan to implement mandated regulatory changes related to priority registration and timely notification of students.
>
> As a result of having an Online Service Center, students will have the benefit of greater accessibility to a wider range of A&R services available to them online.
>
> The implementation of DegreeWorks will provide a degree audit that will enable the

counselors, evaluators, and students to monitor progress/completion on stated educational goal.

As a result of enhanced communication (website, A&R lobby TV monitors, SARSCALL reminders) students will understand the implications for their educational goals when they miss established course and college deadline dates (i.e. drop for non-payment dates).

Students will be able to navigate through the waitlist process to successfully enroll in courses.

D. For all needs identified in Part II, summarize how these needs will affect student learning/achievement and impact the program.
(This brief summary should capture the effects on students and the program if the needs are met or unmet.)

All of the needs in part II of this document are integral to student achievement of their educational goals. Without the ability to enroll, successfully track and understand their educational progress, student learning is inhibited. A&R, and all of its programs, services and goals, are intended to and in fact do support student learning and achievement. Restoration of former levels of service for our students are essential, and increasing levels of service to our students are necessary due to the mandated SSA law.

Continue to the next page to complete the form.

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IV. PROGRAM EFFECTIVENESS PLAN

Instructions: In the table below, indicate how you plan to measure the effectiveness of each objective summarized in Part III and the resources needed.

Suggested: 0-5 Objectives (focus on a few)

Rank	Priority 1=essential 2=important 3=nice to have	Objective	SLO's/SAO's linked to objective	College goal(s) linked to objective‡	How will effectiveness be measured?	Category*	Resources needed	Committee
1	1	*Timely posting and notification of up-coming deadline dates (website, Online Service Center, A&R lobby computer.) .Investigate the use of SARS-CALL to notify students of upcoming deadline dates.* *Assess the materials currently distributed to students with an eye to include important deadline date information.*	*As a result of enhanced communication (website, A&R lobby TV monitors, SARSCALL reminders) students will understand the implications for their educational goals when they miss established course and college deadline dates (i.e. drop for non-payment dates)*		*Point of service surveys related to how well students understand deadline dates*	*Human and facilities*	*Staff development around programming (lobby monitors and SARSCALL), and human resources to provide enhanced communication with students.*	*Committees allocating human resources and technology resources*

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2	2	Continue to provide in-person assistance to students and possibly expand online services in OSC (based on budget). Promote services offered in the OSC on A&R lobby computer and website.	As a result of having an Online Service Center, students will have the benefit of greater accessibility to a wider range of A&R services available to them online		Student survey Number of students served in the online center as compared to prior years.	Human Technology	Staffing for the online center, and tracking to understand the student data surrounding service in the Online service center	Committees allocating human resources.
3	2	Continue to provide assistance to students to familiarize and enhance the awareness of the wait list process. Create step-by-step informational flyer for use in OSC and A&R lobby computer.	Students will be able to navigate through the waitlist process to successfully enroll in courses.		Point of service survey	Human Financial	Staffing for increased communication with students about waitlist procedures	Committees allocating human resources
4	1	Student survey regarding understanding of registration priority and its impact on their ed goals. Continue implementation of DegreeWorks so students can easily access their	Students will understand the new SSA regulations and how it impacts their admissions and registration priority.		Priority enrollment numbers, numbers of students effectively tracking	Human Possibly technology	Increased staffing, increased communication with students	Committees allocating human resources and technological planning

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		educational plan and their programs towards meeting their ed goal. Staff development training to understand the law.						
5								

*human, technological, facilities/supplies, financial, other

‡When College Goals become available, this column will be activated.