STUDENT SERVICES PROGRAM REVIEW
ADMISSIONS AND RECORDS/REGISTRATION OFFICE

1.1-1.13   Not applicable

Area 2: STUDENT SUPPORT AND DEVELOPMENT

2.1   Admissions and Records (A&R) publishes information regarding our services in the Catalog, the Schedule of Classes, the Student Handbook and the AVC web page. The Registration Office consistently reviews and revises the information during each catalog and schedule print cycle, and we make periodic updates to the web. Recently, we consolidated and expanded data in the catalog and schedule regarding the petition process. Future needs for this area are to expand web content, have more information regarding special programs (Special Admit), late add (crashing) and short term course registration dates in print and on the web.

A&R Mission Statement
Guiding Principles (EMP)   1, 2, 12, 14
College Strategic Goals (EMP)   3, 7
ILO   4

2.2   The college publishes policies regarding admissions; registration; adding and dropping courses; social and academic policies; refund dates for residents and non-residents; student conduct standards; complaint, grievance and petition procedures; attendance; credit by exam; audit; course repeats; credit/no credit; pre-requisites/co-requisites; and challenge procedures in the Schedule of Classes each semester and in the College's Catalog each year. This assists students in understanding the policies and procedures of the college. The A&R Office adheres to these practices and policies throughout each semester.

Recently, AVC increased its marketing efforts regarding short term courses that are offered during the semester. There were 140 sections of short term courses in the spring 2007 semester and 135 sections in the fall 2007 semester. As in the past, A&R communicated the changes to the schedule by placing flyers in the lobby of the Student Services Building. In addition, short terms courses that were not printed in the Schedule of Classes were posted on the web in a timely manner. Because short term classes have scheduling deadlines that follow the same methodology for add/drop, refund and drop with or without a W as full-term courses, more information about the scheduling deadlines will need to be made available to students.

The academic community currently refers students to A&R for the scheduling deadlines of short term courses, and although that is an appropriate referral, students, faculty, staff and the academic community would benefit if the information were made available on the Web. A&R will need the support of Information Technology Services (ITS) to coordinate the changes to the Web.

AVC has improved the drop for non-payment policy. A&R, Cashier's Office and ITS collaborate in setting dates that are published on the web and in the Schedule of Classes. Recent collaboration with the Academic Deans resulted in a change in the drop for non-payment date, so that consideration could be given to classes that would be cancelled due to low student enrollment. A&R has worked with the Cashier's office to utilize SARS Call, a telephone broadcast program, to inform students that have not paid their tuition and fees that they will be dropped from courses if payment is not received by the deadline. Because of SARS implementation, there was a measurable reduction in the number of students that were dropped for non-payment. Future activities include coordinating with the Cashier's Office to notify students earlier and more frequently before the drop for non-payment process is executed.

In addition to drop for non-payment, A&R publishes that inactively enrolled students must be dropped before the census date in accordance with Title V, section 58004 and subsection 3(c). This law states that Community College Districts are to clear the roll of all inactive students by the census date for each class.

A&R Mission Statement
Guiding Principles (EMP)   2, 12
College Strategic Goals (EMP)   1, 3, 4, 7
ILO   4

2.3   A&R identifies the educational support needs on the admissions application, and the data collected has been shared with various campus offices. In the future, A&R will need to identify an efficient way to share the admissions application data with the campus community so that routine consideration may be given to individual student needs as well as programs and services that can be improved or developed to support our diverse student population.

A&R provides data daily to the campus community regarding FTES (Full Time Equivalent Student). FTES data is used by the campus to make strategic decisions about programs and class offerings. In addition to providing data to the campus, A&R processes the reports and analyzes the data for the CCFS 320 state funding report. This report is prepared three times each fiscal year and accounts for the majority of the college's funding. A&R and the Vice President of Business Services have worked collaboratively to make improvements in how the data is collected, reviewed and submitted to the Chancellor's Office.

Data regarding the Palmdale Campus has been provided by A&R in conjuction with the Director of Research and Planning. This data was reviewed by Enrollment Management Committee and recommendations were made to the Academic Deans regarding the strategic planning, class room scheduling and growth of the Palmdale campus. The Board of Governors is provided with a periodic update of the Palmdale campus data.

Daily data collected by A&R is used by the Institutional Research Office to provide trends and other statistical reports for planning purposes. A&R collects data regarding enrollment cycles, course census information, grades distribution and persistence/retention data.

A&R also supports the SOAR high school program by providing grade distribution and registration data.

A&R provides many entities (including public information requests) with grade distribution data. With regard to public information, A&R has provided two comprehensive and exhaustive sets of data regarding courses, instructors and grades distributions. In the future the college will need to consider charging a fee for this service as applicable by law.

In response to recent Title V regulation changes and AP&P changes, A&R has developed new reporting strategies to ensure compliance with changed regulations.

As the campus changes, A&R will continue to work with the Institutional Research Office to provide the campus with the information necessary to make informed decisions to better the students experience at AVC.

A&R Mission Statement
Guiding Principles (EMP)   2, 12, 13, 14
College Strategic Goals (EMP)   3, 7
ILO   4

2.4   A&R involves students in our evaluation of student support activities via a survey that is voluntary and is located on the counter. The one deficiency of the survey is that there is no incentive to invite students to take the survey so there are lulls in survey responses. Because the counter staff has to remember to hand out the survey, it leads to either the survey not being given, or duplication when students visit the counter more than once a term.

Admissions feels that our survey needs to be more formal and consistent. We will need to work with the Research department to identify more strategic ways to survey students regarding services we provide.

During the Spring 2008 enrollment cycle the office conducted an online survey. Students were asked about the online enrollment process, the office website, the ease of registration and the helpfulness of staff. As the office expected, 83% of students surveyed stated that they used myAVC, the online campus registration portal, to register and that 88% of students actively search for open courses online. 90% of students found the registration process to be quick and easy.

From the comments that students provided, our areas of improvement lay within our late add (crashing) procedure and our treatment of prerequisites. Though prerequisites are inherently a Counseling function, students are required to physically meet with a counselor and return to the A&R registration line for in- person registration. Often, students have to make multiple trips between the offices, which lengthens the time it takes to process a registration.

All late adds (crashing) of courses after the start of the semester are processed in person by staff members. During the first week of Spring 2008, we served the following numbers of students (Note: Number of Students Served only refers to the specific date. Students often visit A&R several times during the same week as crash slips are signed by instructors):

Date	Number of Transactions	Number of Students Served
2-4-08	561	437
2-5-08	882	637
2-6-08	970	685
2-7-08	979	688
2-8-08	824	584
2-9-08 (SAT)	192	135

A&R needs to develop more efficient ways for students to late add (crash) into courses using technology. ITS will be instrumental as the office researches ways to accomplish this. In an effort to improve the crash process, upcoming releases of Banner or solutions from other colleges may have to be systematically developed and implemented through the division offices.

A&R Mission Statement
Guiding Principles (EMP)   6, 12, 14
College Strategic Goals (EMP)   1, 3, 4
ILO   4

2.5   Admissions applications are designed to collect only that information that is necessary for coding for residency, registration for courses, and data that the State

of California requires for MIS reporting. Every student regardless of race, gender, or those with special needs is required to fill out the same application.

The application is available in English and Spanish and both are available in the schedule of classes, in the office and on the web. We also have an online English application (CCCApply) that downloads into our database. Having applications in multiple media formats has reduced barriers for students and makes the college more assessable to applicants. In the Fall 2007 semester, A&R processed 13,976 admissions applications and 8,361 during the Spring 2008 registration cycle.

As a result of the way A&R processes admissions applications, a precise number of online applications is difficult to determine, but the data does show that approximately 1,000 more students applied online during Fall 2007 as compared with Fall 2006.

Our admissions application continuously evolves as MIS requirements change and as the needs of the college change.

A&R Mission Statement	
Guiding Principles (EMP)	2, 7, 12, 14
College Strategic Goals (EMP)	1, 3, 4, 7
ILO	4, 5
SLO	Students will learn how to utilize online A&R services to register for courses

2.6   A&R is located in the Student Services building which is located at the front of the college. We offer extended office hours Monday-Thursday to accommodate our non-traditional students.

We now have a Palmdale campus with 200 FTES per semester and growing. Initially, services from A&R were not provided in Palmdale, but basic functions will be needed as the population grows. In order to provide the full complement of A&R services in Palmdale, additional classified and student staff will be required.

To assist students online, we have myAVC, a campus portal that provides students with access to their registration information and has additional capabilities such as email, calendar and course homepages. Limitations to these services occur when students experience log on difficulty with myAVC.

Currently, students with these issues are referred to an assistance number or to the open lab on the second floor of the Student Services building. In the past, ITS has provided a technical assistance in the lobby on extremely busy days, but students complain that there is not enough assistance and that the assistance is not always timely.

ITS concerns will become more of an issue as faculty make more use of the course homepages and post homework and reading materials on myAVC. Given that 86% of surveyed students stated that they are likely to use the web for admissions and registration, maintaining services to support myAVC is critical.

Admissions' recommends that AVC fund a position in ITS on a full time basis to assist students with myAVC login issues and navigational problems.

A&R Mission Statement
Guiding Principles (EMP)   6, 7, 12, 14
College Strategic Goal (EMP)   1, 3, 7 ,8
ILO   4
SLO   Students will learn how to utilize online A&R services to register for courses

2.7   The A&R Office demonstrates great diversity in its hiring practices, which allows us to understand and serve students from different ethnic and cultural backgrounds. Many employees in A&R speak a second language; some even speak a third. This enables us to assist students with limited English skills. We serve a large number of Spanish speaking students and will interpret for other offices as well. Several of our staff is listed on the multi-language phone tree at AVC.

A&R support a healthy campus climate by encouraging students and employees to be involved in campus activities and events. We participate regularly in special registration events and financial aid events.

A&R Mission Statement
Guiding Principles (EMP)   1, 6, 12, 14
College Strategic Goals (EMP)   1, 3, 9
ILO   4, 5

2.8   Not applicable

2.9   Documents that are used on a regular basis are stored in locked cabinets in the office. Older documents are stored in the vault. Records within our Banner system are backed up each night by ITS.

A&R is currently experiencing a shortage of space with regard to record storage. We have records in multiple places on campus (in vault, office, and warehouse). Past attempts at microfilm have not been successful due to budget constraints and internal changes within the department. The office collects mass amounts of data each semester from students and faculty: Add/Drop forms, Admissions

applications and grade and census material. In fall 2007 there were 1,852 active courses for the term and each course instructor submits attendance, grading and census records that are maintained in A&R according to the Retention and Destruction of Records Plan.

In addition to admissions and registration forms, there are grade changes, incomplete contracts and Special Admit (K-12) forms. Approximately 500 K-12 students apply each term. There were 181 Incomplete Contracts awarded in fall 2007 and approximately 750 grade changes (including RDs) were processed for that same term. Grade changes and incomplete contracts are Class 1 permanent records and cannot be destroyed.

We currently are part of a campus wide project to obtain Banner Document Management Suite. This is an imaging solution which will capture our data electronically and enable us to retain the image of the document and link it into our Banner system. This is critically needed to ensure that our records are easily accessible to users and ensure that the records themselves are maintained in accordance with Title V regulations.

A&R Mission Statement
Guiding Principles (EMP)   2, 12, 14
College Strategic Goals (EMP)   1, 7, 9
ILO   4

2.10   A&R evaluates its services continuously throughout the year. The dean meets with staff regularly to determine appropriate courses of action. Our processes are also evaluated through the many committees that we have representation on.

The information contained in our program review, student learning outcomes and the educational master plan will enable our department to evaluate where we stand currently and plan for near and long term goals. As a result of the survey that was conducted in spring 2008, we learned that 86% of our students stated that they are likely to use the web services to apply and to register.
Based on the survey results, we will encourage students to register on the web by using SARS, myAVC and placing posters in academic divisions, in SSV and other locations on campus. We also learned that students feel that the lines are too long and the lobby computers are not sufficient for students needing to look up courses or register online.

In addition to the survey instrument, A&R regularly compiles data regarding student and faculty trends with regard to services. Information regarding registration, grades, and grade entry are collected and reported to the Dean of Enrollment Services.

Guiding Principles (EMP)	1, 2, 6, 12, 14
College Strategic Goals (EMP)	1, 3, 4, 7, 9
ILO	4
SLO	Students will learn how to utilize online A&R services to register for courses

Area 3: PROGRAM AND STUDENT LEARNING OUTCOMES

3.1   Student Learning Outcomes are currently being measured in A&R. The SLO in progress revolves around students learning how to utilize online admissions and registration. The data from the SLO is still being evaluated. Some of the activities included forming a packet of information centering on online services, using SARS Call and myAVC broadcasts to inform and guide students to use online services and surveying to gathering data regarding student knowledge about online services.

The survey was completed in early 2008 and the results were within the expected range. 83% of students surveyed used the web to register and 78% of students surveyed have visited the A&R homepage. Of students that visited the homepage, 85% found the information useful.

Further surveys will be aimed at students who only register in person at the counter. This data will be incorporated into future SLO efforts to teach students about online admissions and registration.

Guiding Principles (EMP)	1, 6, 12, 14
College Strategic Goals (EMP)	4, 7, 9
ILO	4
SLO	Students will learn how to utilize online A&R services to register for courses

3.2   In addition to the online survey, A&R has an ongoing survey regarding service at the counter. Data from this survey mirrors the online survey in that students are critical of the long lines that form during peak registration time.

From both surveys a common thread is that students have stated that A&R needs to be more consistent with the way employees interpret policy at the window. A&R has begun to address this by ensuring that policies are written in the catalog and schedule where appropriate, in Board Policy and in internal office documents used for training new staff. As stated in 2.4, late add (crashing) is of major concern to students and the commitment to assist students in utilizing online registration may result in fewer students needing to crash.

Guiding Principles (EMP)   1, 6, 12, 14
College Strategic Goals (EMP)   1, 3, 4, 9
ILO   4

3.3   Not applicable

Area 4:   PERSONNEL AND SUPPORT SERVICES

4.1   Like most record offices that process in-person applications and registration transactions, our records office is inundated with students during peak enrollment periods. Two-full time permanent staff members should be at the counter during peak periods to assist student workers and answer difficult questions, but because other records activities occur at the same time, new and continuing students often wait in the registration line for up to an hour before receiving service.

4.2   A&R has increased its permanent staff to five permanent employees. We have two Clerk II positions, two Attendance Accounting Technicians and one Technical Analyst. We have a student worker staff that ranges from eight to twelve employees.

        Though we have additional staff, we also have additional projects that have been incorporated into the Admissions and Records Office. Athletic Eligibility has been added as a result of reorganization. During the last year, over 200 students encompassing 11 sport activities have been reviewed as a part of this program. Verifying athletic eligibility of students is an ongoing process that requires them to be evaluated throughout the season of play to ensure that they meet the requirements before each game or meet. This program also interfaces with faculty coaches and the Athletic Commissioner's office. Data regarding eligible players is updated and routinely uploaded through an online program.

        The front counter of Admissions and Records is staffed mainly with student employees. While the supply of student workers is seemingly endless, there is a much higher turnover in employees which leads to increased time for training and scheduling. Admissions and Records wishes to move in the direction of more permanent staff at the counter and reduce the number of student employees. As budget permits, more permanent staff needs to be a priority for A&R.

        Guiding Principles (EMP)   12, 14
        College Strategic Goals (EMP)   8, 9

4.3   In keeping with our philosophy from section 4.2, there are not enough permanent staff members to maximize the effectiveness of our program. By increasing the number of permanent clerical staff in the office, we will reduce our dependency on student workers. This will enable us to have more consistent and better trained personnel at the counter to assist with student problems.

Guiding Principles (EMP)   12, 14
College Strategic Goals (EMP)   8, 9

4.4   Same as 4.3

4.5   Staff has opportunities to meet with other professionals at conferences, workshops and flex activities. Although flex activities are designed for faculty, classified staff may arrange with a supervisor to have time to attend. Also, staff is encouraged to continue with personal education goals and arrangements are often made to accommodate a varied schedule for staff who is taking college courses. Many of our permanent staff members are pursuing degrees.

The college could enhance professional development of staff by offering on-site workshops and seminars that appeal to staff on a more regular basis.

Strategic Goals (EMP)   9

4.6   We do not have faculty, but staff members often serve on hiring committees for other staff and we assist in the training of new staff members.

4.7   The evaluation process encourages improvement with regard to performance and education. Accomplishments are recognized and rewarded. After the probationary period, staff is evaluated yearly in the spring.

4.8   Evaluation processes encourage improvement and provide feedback to staff regarding performance.

Area 5: FACILITIES, EQUIPMENT, AND TECHNOLOGY

5.1   Our offices were remodeled on two occasions. In each remodel we lost privacy and space. Currently we have an open counter area that does not provide for privacy of student transactions. We also cannot effectively "lock down" the

office. Though our files are secure, our equipment and anything left on the counter or desks is not. We are also limited to seven work stations and five desk areas. We do not have a central place to process large volumes of work such as filing or scanning of documents (once scanning is available). Filing must be done at the counter which enables students leaning over the counter to see the work being processed.

Our building also does not have sufficient data outlets and electrical for the increase in students and staff. These issues impede our progress in remodeling areas of the building. The building also has heating and cooling issues that cause unpleasant working conditions for staff and students. Sanitation continues to be an issue. The lack of adequate janitorial services on campus compounded with the heavy use of the building lead to the building being unclean and thus uninviting to students and staff.

The college has a long range plan of a new Student Services building, but is several years away from completion.

A&R does not have a plan for improving existing space utilization. We have configured our space to maximize its potential. Any future plans would involve major construction in the building, which is opposite to the current plan of building a new building. One goal is to have an express window where students could obtain and submit forms without standing in line. Given our current lobby structure, students constantly end up in the wrong line or wait in line for services that could be handled at a highly visible express window.

Guiding Principles (EMP)   12, 14
Strategic Goals (EMP)   6

5.2   A&R has a computer on the desk of our full-time employees and we have seven computers at the counter to service in-person registration and applications. Recently, we upgraded all seven window computers and were able to support staff with new computers and/or flat screen monitor. We have new printers and a large networked copy machine and in the future we will be able to utilize it to maintain our daily scanning requirements. Additional space is being negotiated to facilitate the larger bulk scanning project for the grades and attendance materials.

The have at least three weaknesses in our current technology layout. First, space limitations in the office prevent us from making technology easily visible and available to our students and the community. There are only three computers in the student lobby and we do not have adequate desk space for more printers for our staff. Secondly, the front counter printers have to be reset in order to accommodate different semester print jobs. And lastly, we constantly run into data and electricity issues when bringing on more technology.

In the Educational Master plan there are no plans for expansion. We have seen plans for a new building, but that is several years off. At the present time, the college does not feel that investing in major upgrades to our existing location and technology is a good use of our resources.

With regard to technology, we are on Banner 7.3 and have SDA Views as a reporting tool. Further advancements with Visual Basic and Access have enabled us to track various forms and provide students with better information. As Banner is updated, we will need to research and utilize the program and its features more effectively.

Guiding Principles (EMP)   12, 14
College Strategic Goals (EMP)   7

5.3   We have significantly grown over the past six years and find that we are close to outgrowing our space. There are not enough stations and the lobby is too small to accommodate the numbers of students we now serve.

In the Educational Master Plan there are no plans for expansion. We need to develop a plan for long-term storage utilizing the vault, cabinets, and space in the office. Banner Document Management Suite will assist the campus with storage in the future, but the campus cannot expect the solution to have an immediate impact. The policies that govern our destruction and retention of records prohibit the college from destroying the hard copy records for at least three years. Additional office space for student workers and staff will remain unmet.

Guiding Principles (EMP)   14

5.4   Since the remodel of the building, security has become a problem. When the registration office had a locking, more private office, we were able to close the windows, lock the door, and leave and now we can no longer lock the door. We are unable to completely secure our office when we leave, and we jeopardize equipment, student records, and other confidential A&R material. In addition to the security risks that an open office carries, another problem with security is the Security Officers.

On occasions, the officers leave the building while students are still being served; and subsequently, these students inadvertently let others in as they are leaving the building. This causes additional security problems as students that come into the building either want services when we are closed for business, or they wander the building as we are leaving. When security is called by our office to lock the doors,

we are given the reply that they have to lock the entire campus and cannot stay and secure our building. This has not changed in six years, but continues to present issues.

Area 6: FISCAL SUPPORT

6.1   Monies from Matriculation have been used to purchase updated computer equipment for the A&R Office during the last year and additional monies will be needed to fund more computers in the lobby. A&R has had to rely on hourly workers to support the registration and attendance and accounting needs during peak periods and as the state's minimum wages increases, the budget for hourly workers will need to grow accordingly.

6.2   More monies are needed to fund additional computer equipment for student use at both campuses. The computers are of vital importance as students are more inclined to use online services. There is also a practical need for this equipment as staff / offices are not being expanded as student enrollment increases. Our office is limited at seven work stations, so educating our students regarding online services and having equipment for them to use is critical to ensure that A&R can continue to meet the needs of our diverse population.

Guiding Principles (EMP)	2
ILO (EMP)	4
SLO	Students will learn how to utilize online Admissions and Records Services to register for courses

6.3   The Dean of Enrollment Services provides equipment, supplies, and personnel as the budget permits. The office staff is consulted about their needs for equipment, supplies, and personnel before the A&R budget is submitted.

As for specific needs, the registration office needs additional clerical staff. We currently are forced to rely on student employees that are needed year-round to complete vital registration functions. With this turnover, we are constantly training and correcting errors made by trainees.

This is a great burden in our office. We would like to create a short and long range staffing plan to accommodate future additions to the office. We want two paraprofessional technical positions so that we can meet the growing needs of not only this campus, but the Palmdale campus as well.

College Strategic Goals (EMP)   8

Area 7: COMMUNITY OUTREACH AND PROGRAM AWARENESS

7.1   A&R is represented through the Outreach Office at local events and activities. Admissions applications and online admissions information is presented at these events. At many of these events, the Dean of Enrollment Services and other staff members represent the office at these functions, giving students advice and informing them about A&R processes.

A&R Mission Statement
College Strategic Goals (EMP)   2, 3
ILO   5

7.2   A&R participates in campus events such as Cash for College to educate students about admissions and registration. The "Ten Step" brochure lists the student steps needed to successfully navigate through AVC and they are routinely provided to students in A&R and to perspectives students at events sponsored by Outreach. The myAVC brochure gives specific instructions about the campus portal, it highlights services that are available after admissions and it lists important phone numbers to Student Service offices.

Special Admit students are a special population that requires coordination with the concurrent school's principal or designee. Students are concurrently enrolled in K-12 schools and admissions requirements are governed by the college's Administrative and Board Policies. Approximately 500 K-12 students apply each semester. A&R staff coordinates the program directly with parents (including home school parents) and K-12 personnel.

The Dean of Enrollment Services meets with all students that are 14 years old and younger and other Special Admit students and parents that have questions regarding admissions and course selection. Forms and processes are continuously updated and information is shared with principals and counselors of grades 9-12 on a yearly basis. In the spring, A&R plans to use SARS to phone students directly regarding the admissions requirements for continued enrollment.

A&R Admissions Statement
Strategic Goals (EMP)   5, 8, 9
College Strategic Goals (EMP)   1, 2, 3,
ILO   1, 2, 3

7.3   Not applicable

Area 8: STATE AND FEDERAL COMPLIANCE

8.1   The Registration Office adheres to all federal, state, and local guidelines. Title V regulations and the recent updates have been reviewed and evaluated by the A&R office. In fall, the college participated in a CACCRAO funded workshop on Title V changes. During the spring, A&R staff participated in a CACCRAO workshop that had sessions covering residency law and Title V.

8.2   The Registration Office adheres to all guidelines outlined within the college mission statement, catalog and board policy.

A. Summary of findings and their significance

Researching the registration patterns of new, continuing and returning students should be never-ending in A&R. The research provides data that can be used to make informed decisions about improvements in student services. A&R has online applications and registration through the myAVC portal and over 70% of our students apply online and over 80% use myAVC to register for courses.

According to the data that was collected during the early spring 2008 survey, students are satisfied with the College's online registration process. However, more research is needed in this area because the number of students that register in-person during the first two weeks of the semester did not decrease between fall 07 and spring 08. Once we evaluate the registration status of students that crash classes during the first week of the semester, we should be able to implement interventions using SARS or myAVC announcements. Advising students about priority, open and crash registration procedures should assist students in developing more efficient online registration habits.

B. Major recommendations to include plan of action and associated cost, expected outcomes of goals and objectives and timeline

- More student access to computers in the lobby of the SSV building (in front of the Transfer Center)
    - Provide easy computer access for new and continuing students.
    - Include a registration tutorial on the computer to assist students with the web registration system.
    - Advantages of placing the computers in the lobby are close proximity to A&R and the Welcome Center and the ability of A&R to report trouble calls to ITS without delay.
    - Install four traditional and one touch computer in the lobby.

- o Complete a FWR to assess the electrical and structural requirements for four computers.
- o Purchase four computers and a printer for less than $6,000.;
- o If the purchase of additional computers is fiscally possible, the timeline would be driven by facilities and ITS.

- Express window for faculty and students at the A&R counter.
  - o Allows faculty to quickly submit documents and ask questions.
  - o Allows students to quickly receive and submit A&R forms and ask questions.
  - o Prevents the campus community from having access to confidential documents on the desk of A&R personnel.
  - o Will result in improved customer service for faculty and students
  - o Our Clerk II will be responsible for the providing services at the Express window.
  - o There are no fiscal implications involved in an express window.

C. Recommended changes to the Educational Master Plan to include student needs, ILOs, PLOs, SLOs and address the external mandates such as state responsibilities, industry and professional standards, etc.

The Educational Master Plan has the staffing and fiscal support that is needed in A&R over the next 6-years.