

Santa Rosa Junior College

Program Resource Planning Process

Admissions and Records 2014

1.1a Mission

The Admissions, Records & Enrollment Development (ARED) Offices provide critical support for the matriculation and instructional goals of District students. Its primary mission is to ensure open and equitable student access and assure that enrollment, record management and distribution, student confidentiality, grading, attendance accounting and reporting are consistently maintained and updated as state, federal and District policies change. The department operates offices on both the Santa Rosa and Petaluma campuses.

1.1b Mission Alignment

SRJC passionately cultivates learning through the creative, intellectual, physical, social, emotional, aesthetic and ethical development of our diverse community.

The Mission of the Admissions, Records & Enrollment Development (ARED) Office is directly aligned with the District's mission and College initiatives, specifically in the areas of:

A. SUPPORT STUDENT SUCCESS--*Support development of the whole student from early college awareness through successful completion of educational and career goals*

ARED provides extensive outreach to all District high schools, including alternative, continuation, and community schools. In collaboration with the Schools Relations Office a new "Fast Forward" initiative and information card was developed specifically targeted to high school students informing them of the benefits of beginning their college career while still in high school, along with the necessary steps and forms needed to enroll at SRJC. ARED staff are part of the outreach teams who participate on each of the high school campuses on a regular basis--usually once a month during the lunch hours providing in-person service to our local high school students. Posters and flyers about the steps to success are provided to each high school.

The College Welcome letter was recently revised to include the new Student Success steps required of all new students; *Assessment, Orientation and Developing an Education Plan*. The letter is emailed to students and also posted in their student portal for easy access whenever they need to refer to the information. In addition, students are sent timely "nudge" letters advising them of which steps they have completed and which steps are still in need of completion in order to earn their "fully matriculated" status and registration priority. Once the student completes all steps, a final nudge letter is sent congratulating them on completing all necessary steps and informing them of their registration priority level and date.

C. SERVE OUR DIVERSE COMMUNITIES--*Serve our diverse communities and strengthen our connections through engagement, collaboration, partnerships, innovation, and leadership*

In addition to high school outreach efforts, ARED is responsible for coordinating community outreach efforts in collaboration with various departments across the District. The Director of Admission & Enrollment Services coordinates the outreach calendar and schedules regular meetings with constituents across the District. The group discusses enrollment trends and the populations we serve in order to ensure that we are reaching and serving the needs of our diverse community.

Each registration cycle, ARED secures space in one or both of the two Santa Rosa Plaza/Malls. In addition to ARED staff, the booths are staffed with individuals from various departments across the District to provide comprehensive service and information about the college's various degrees and certificate programs. Printed outreach material (English and Spanish) and computers are also provided to assist students with onsite application and enrollment services. ARED staff also attend various community and business events throughout the county on a regular basis. The ARED Director continues to connect with local business partners to discuss and develop programs and partnerships that may benefit their employees learning needs.

ARED staff work closely with the staff at the Southwest Center, which supports the non-credit ESL classes primarily for the Latino population. ARED bilingual staff participate in ESL outreach events in the outlying areas of our county. English and Spanish applications are provided in paper format to those students who are not proficient in computer skills. However, computers are provided to assist those you choose to complete the online application as this is the preferred method.

D. IMPROVE FACILITIES AND TECHNOLOGY--*Provide, enhance, integrate, and continuously improve facilities and technology to support learning and innovation*

The ARED Dean coordinates monthly meetings with the Information Technology team to discuss enhancements and issues with the current Student Information System (SIS). The SIS is an older homegrown system in need of upgrading. The IT infrastructure is a fragile system and experiences many bugs and glitches during heavy registration cycles. The ARED and IT leaders communicate regularly to maintain and improve the current system.

In addition to being a member on the state-wide Steering committees for the Open CCCApply and eTranscriptCA projects for the past nine years, the ARED Dean currently serves on the Steering Committee for the state-wide Student Portal initiative. The Dean also participates as a member of SRJC's commitment to be part of the pilot project for the state-wide Education Planning and Degree Audit initiative.

ARED leaders and staff are very focused and dedicated to providing efficient, student-friendly automated services to students. The Dean is currently participating on the District-wide task force to re-design SRJC's home page.

For many years, the ARED Dean has advocated that additional staffing resources were needed in the IT Department in order to effectively maintain a viable SIS and provide the necessary modifications, upgrades and enhancements needed in ARED to serve students.. This past year, the Dean was successful in gaining approval to shift vacant A&R staff funds to fund a net new IT Programmer dedicated primarily to ARED. This position currently reports to A&R two days per week, with plans to move full-time to ARED in the next year or two. This shift has been instrumental in launching many of the new Student Success mandates involving priority registration modifications and the Welcome letter nudges that provide new students with progress indicators to their "fully matriculated" status.

Due to the fact that so much of the work that is performed in ARED is dependent upon the IT infrasture, ARED leaders and staff are committed and seriously involved in the ongoing improvements to the current SIS, as well as interested in being part of the team to research other systems that may better suit the DIstrict's needs.

E. ESTABLISH A STRONG CULTURE OF SUSTAINABILITY--*Establish a culture of sustainability that promotes environmental stewardship, economic vitality, and social equity*

The ARED Offices strive to provide services to students in an efficient and sustainable fashion. All ARED forms are available online and many are able to be completed and submitted online.

Communication with students is provided via Constant Contact email system, and the open rate is currently 47%. ARED regularly updates information and FAQs on the A&R webpages. The Schedule of Classes and College Catalog area also available online.

The official Welcome letter to students, is sent to their email and also posted in their student portal. Important information on the required steps to enroll are provided in this letter. In addtion, effective for spring 2015, all new students will receive reminder "nudges" informing them of the mandatory Student Success steps needed to be completed prior to enrolling. Once students complete all steps, a congratulatory message is emailed to them informing them of their registration priority level.

ARED works constantly with IT in enhancing the information available to students in their secure student portals, and in providing self-serve services to students so that they are not required to submit paper.

The ARED recycles all non-confidential paper and shreds confidential documentation before recycling.

G. DEVELOP FINANCIAL RESOURCES--*Pursue resource development and diversification while maintaining responsible fiscal practices and financial stability*

The ARED Office is responsible for the recruitment and maintenance of the International student visa (F-1) program. Over the last two years, two ARED staff have been re-assigned and their work duties shifted to accommodate the needs to increase ISP. A

faculty member was re-assigned to direct the recruitment and enrollment efforts for this revenue generating program.

International students pay out-of-state and capital outlay fees, in addition to the enrollment fee. More specific details on this program can be found in the ISP PRPP.

H. IMPROVE INSTITUTIONAL EFFECTIVENESS--*Continuously improve institutional effectiveness in support of our students, staff and communities*

The ARED Office serves a vital role in the effectiveness of SRJC. All students are served by ARED in one way or another. From applying to the college to applying for graduation and requesting official transcripts to be sent to other institutions. ARED is responsible for coordinating the development of the annual Academic Calendar with various constituents across the District. ARED is also the contact for all faculty in accessing and submitting their grade rosters. Therefore, timely and informative communication with all students and all staff across the District is essential. The ARED Dean sends internal and external communication to students, staff and faculty on a regular basis to ensure effectiveness. The Dean also works closely with both the IT and Public Relations Departments to coordinate critical and timely announcements.

1.1c Description

Admissions, Records and Enrollment Development provides the following services to the District:

- Admissions and Enrollment services
- Adjudication of Petitions: Waiver of College Regulations and Course Repetition
- AB540 information and classification to eligible students
- Athletic eligibility determination
- Bi-lingual services to students
- Business and Community Outreach
- Certificate and Degree determination
- College Catalog-annual production and distribution
- Commencement Program-production and distribution
- DACA and Dream Act information and determination
- Evaluation of incoming academic transcripts
- Faculty contact and support regarding census and grade roster submission
- FERPA Compliance for the District
- GE and IGETC certification
- Grade adjustments and changes
- High School Concurrent Enrollment Program
- International Student Admissions
- Online Application for Admission via CCCApply
- Policy and Procedure development
- Prerequisite Equivalency determination and evaluation
- Priority registration appeals
- Registration and Enrollment services for all credit and non-credit courses
- Residency determination
- SRJC official transcript maintenance and processing including electronic services
- Strategic Enrollment Planning for the District to develop enrollment strategies and increase student retention

- Student and Faculty portal questions
- Student Information System (SIS): lead liaison with Information Technology Department in the development and maintenance of SIS
- Subpoenas
- Switchboard services for the District
- Verifications: degrees, certificates and enrollment

1.1d Hours of Office Operation and Service by Location

The Admissions and Records Office at the **Santa Rosa Campus** is open from 8:00 am to 5:00 pm on Monday, Tuesday, Thursday and Friday; from 8:00 am to 7:00 pm on Wednesday.

The Admissions and Records Office at the **Petaluma Campus** is open from 8:00am to 5:00pm Monday, Tuesday and Thursday; from 8:00am to 7:00pm on Wednesday and from 8:00am to 12:00pm on Fridays. The office closes for the lunch hour from 1:00 - 2:00 pm, Monday through Thursday.

During the months of June and July offices on both campuses are closed on Fridays.

1.2 Program/Unit Context and Environmental Scan

Admissions, Records & Enrollment Development not only provides critical services to all students and faculty of the SCJCD, the Dean and the Directors of the Department serve on District-wide councils and committees, provide interpretation of Federal, State and local regulations and requirements as to how they relate to the District as a whole, and then recommend, develop and implement District policy in response to these regulations.

The 2013-14 Academic Year was a particularly challenging year for the ARED Offices. The Director of Admissions & Enrollment Services resigned and the position was vacant for one year. In addition to this vacancy, the office experienced two classified retirements and one classified medical leave. The District initiative to increase international student enrollments impacted the workloads and staffing needs in the evaluations and ISP areas. The Student Success Act regulations impacted many operations and staff workloads in ARED. In addition to these staffing impacts, enrollments across the District have been declining over the last couple of years. Therefore, the ARED Office was charged with immediately working with Public Relations and others on increasing marketing and outreach in order to grow enrollments.

The Student Success Act necessitated that the ARED Dean chair the Registration Priority Task Force requiring modification to the current registration priority schedule. Constituents from across the District met twice a month to review, develop and implement the new regulations, involving programming modifications to SIS and developing an appeals process. Modifications to the Welcome letter were needed to clearly inform new students of the new requirements, leading to the automation of customized reminder nudges informing students as to which requirements they have met and/or still need to complete.

Student Success mandates further impacted the workloads of the evaluations staff, resulting in a SSSP fully funded additional evaluator position to be hired in early 2015. This new position is needed in order to evaluate and post the prerequisite placement of transfer coursework. Additionally, all transfer coursework evaluations must be completed by A&R in a timely fashion to allow the counselors with the ability to review student coursework and develop the now mandated education plans. Even though SRJC has a degree audit program, it is limited to local SRJC work only and does not currently include transfer coursework, thus making this an incomplete tool for students and college staff in determining the student's progress toward degree and certificate completion. Evaluation staff will participate on the statewide Education Planning and Degree Audit initiative, which will add to their already impacted workloads.

The initiative to increase the International F-1 Student program has resulted in one full-time evaluator position being reassigned to help recruit international students. In addition, the existing FT classified position assigned to ISP was also assisting in the evaluations area about 30-40% of her time. However, the increased ISP workload does not allow for this job sharing any longer. Therefore, the evaluations area has lost the equivalent of 1.5 FT positions. A faculty member has been reassigned to direct the ISP, and a new AAll was hired to support this program. However, the needs of ISP in navigating the federal regulations and coordinating staffing, continues to impact the workload of the ARED Dean and the existing ISP and ARED staff. As the enrollment numbers increase for this program, additional staff will be needed to grow and maintain this program. Additionally, the ARED office does not have the flexibility and capacity to continue to house ISP. Therefore, additional office space and a center dedicated to our international students will be needed within the next year or two. SEE the ISP PRPP for further information.

2.1a Budget Needs

- Given the broad range of services provided by ARED, the budget is used with a high rate of effectiveness in each category. Student Success funds are also utilized in qualifying areas.
- SRJC utilizes a homegrown SIS and does not have adequate staffing resources to keep SRJC technology up to date and efficient. Funds are needed to purchase "turn key--off the shelf" software packages to assist in Student Success strategies. Student Service managers, counselors and IT staff have been actively pursuing enhanced Degree Audit/Student Ed Planning tools software.

2.1b Budget Requests

Rank	RS	ACTV	Object	Location	SP	M	Amount	Brief Rationale

2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties

Coordinator, Admissions & Records	40	12	Administrative Assistant to Dean; monitors office budget; Technical Liaison with computing services; Lead trainer in Student information system; operates and maintains the control site of CCCAPPLY; maintains official department documents.
Coordinator, Student Academic Records	40	12	Position responsible for maintaining statistical and student academic record information; responsible for the evaluation and processing of all District certificate awards; processing and responding to subpoenas.
International Student Advisor	40	12	Responsible for the coordination of the F-1 Student program and student evaluations.
Evaluation Specialist II	40	12	Lead Evaluator position responsible for certifying athletic eligibility for students participating in the College's athletic programs; responsible for the coordination and evaluation of incoming transcripts for graduation, majors and transfer.
Evaluation Specialist II	40	12	Lead Evaluator responsible for the coordination of graduation processes and secondary on athletic eligibility; evaluation of incoming official transcripts for general education, transfer, degree majors.
Evaluation Specialist I/ELL Coordinator (temporary)	40	12	Currently crosstraining with International Student Advisor. Receiveing a temporary salary increase to perform international student recruitment. Currently, not performing evaluation work.
Evaluation Specialist I	30	12	Responsible for the evaluation of incoming official transcripts for general education, transfer, degree majors and certificates.
Evaluation Specialist I	30	12	Responsible for the evaluation and processing of incoming official transcripts for general education, degree, majors, certificates and transfer.
Evaluation Specialist I	40	12	Responsible for evaluation of incoming official transcripts for general education, degree, majors and transfer. Primary responsibility for prerequisite equivalency evaluation and verification.
A&R Specialist	40	12	Lead Admissions Specialist responsible for proper admission of all students and accurate residency verification.
A&R Specialist	40	12	Lead Information Specialist responsible for processing verifications, prerequisite challenges; customer service on counter and phones.
A&R Specialist	40	12	Lead Information Specialist responsible for coordination and processing of student petitions; customer service on phone and counter.
A&R Specialist	40	12	Lead Registration Specialist responsible for outreach and registration; customer service at counter and phones
A&R Specialist	40	12	Lead Transcript Specialist position responsible for student SID merges, grade changes/adjustments, official transcript processing and fee posting.
A&R Specialist	40	12	Academic Records position responsible for official transcript processing; coordination and production of annual Commencement Program.
A&R Specialist	40	12	Lead Information Specialist responsible for the coordination and processing of AB540 forms; customer service on counter and phone.
A&R Technician	40	12	A&R Technician in charge of the main switchboard for incoming calls to the College. Responsible for registering students, customer service at the front counter and high school concurrent registrations.
A&R Coordinator (PET)	40	12	Coordinates the daily operations of the A&R Office pertaining to the admissions, registration and roster functions.
A&R Technician (PET)	40	12	Technician responsible for admissions and registration functions; customer service at counter and phones.
A&R Technician (PET)	36	12	Technician responsible for admissions and registration functions; customer service at counter and phones.
Computer Programmer (A&R)	40	12	A&R programmer--primarily reports to IT, however funded by A&R & Financial Aid funding to perform critical A&R, Student Success and Financial Aid programming needs. In A&R two days per week for now, eventually increasing to 4 to 5 days per week.

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Dean II	40	12	Responsible for the coordination, management and operations of District Admissions, Records & Enrollment Development Offices and International Student Admissions, including faculty rosters, evaluations and enrollment management of the District; ; responsible for the coordination and production of the College's annual catalog; prepares and monitors budget compliance for the department.
Director, Admissions & Enrollment Services	40	12	Responsible for the management and operations of admissions, enrollment and community outreach services of the District; preparation and distribution of weekly enrollment reports; strategic enrollment; receives and hears appeals from students to waive college rules and regulations with the authority to make exceptions to college policies and procedures; responsible for proper accounting of all District enrollment fees and tuition collection, and ensures minimum exposure to error or misappropriation; prepares and monitors budget compliance for the department.

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Student Employee	15	12	Front counter and phone customer service; filing and imaging of student records.
Student Employee	18	12	Front counter and phone customer service; filing and imaging of student records.
Student Employee	25	12	Evaluations area student responsible for preparing graduation files, mailing out diplomas and certificates and imaging student records.
Student Employee	20	12	Main switchboard answering and transfer of call, mail processing, filing and other clerical duties as assigned
Student Employee	15	12	Main switchboard answering and transfer of call, mail processing, filing and other clerical duties as assigned
STNC--A&R Tech II	25	7	Performs registration and academic records imaging; processing transcripts; phones--hired to fill in for retirement and medical leave positions and busy registration cycles.
STNC--A&R Tech II	25	7	Responsible for transcript log, transcript evaluation preparation; academic records imaging; phones--hired to fill in for retirement and medical leave positions and busy registration cycles.
STNC--Petaluma	18	5	Petaluma STNC Responsible for phones, front counter, registraton, academic records imaging; hired to assist during busy registration cycles.
Student -Petaluma	18	9	Petaluma phones, front counter, filing, assist students with online application.

2.2d Adequacy and Effectiveness of Staffing

The **Santa Rosa ARED Office** employs 15 full-time, and 2 part-time classified staff, and the **Petaluma ARED Office** employs 3 full-time classified staff serving a student population of approximately 37,000 per academic year; with a ratio of 1:2,000 staff to students. The Admissions, Records and Enrollment Development Office is one of the largest departments in the Student Services component of the District.

The ARED offices serve approximately 26,000 students during each Fall and Spring semester and approximately 9,000 in the Summer term. The department is divided into three components: Admissions--which includes admissions, information, registration, transcripts and the switchboard; Academic Records--which includes athletic eligibility,

evaluations, student records, and rosters; and International Student Admissions which is responsible for the District's F-1 Visa program.

A common ratio for ARED staff to students for other Community Colleges in California is 1:1,500. Therefore, SRJC is behind industry standards for adequate staffing. Given this type of comparison, it could be said that SRJC ARED is highly efficient albeit understaffed.

In 2014, creative shifting of staff funds available from a vacant classified ARED position due to retirement resulted in a net new IT Programmer hire primarily dedicated to the programming needs of ARED. The Programmer currently reports to ARED two days per week, however the goal is to have this position 100% in ARED. This was a needed shift and has been a successful re-engineering. Without this position, the necessary programming modifications prompted by the mandatory SSSP regulations would have been delayed.

2.3a Current Contract Faculty Positions

Position	Description
Coordinator/Director ISP	Coordinates the International Student Program and all recruitment efforts associated with increasing the International Student Visa (F-1) program--See ISP PRPP for more information

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
NOT APPLICABLE	0.0000	0.0000	0.0000	0.0000	

2.3c Faculty Within Retirement Range

NOT APPLICABLE

2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

NOT APPLICABLE

2.3e Faculty Staffing Requests

Rank	RS	ACTV	Location	SP	M	Discipline	SLO Assessment Rationale
0001	00	0000	ALL	00	00	NOT APPLICABLE	

2.4b Rational for Instructional and Non-Instructional Equipment, Technology, and Software

Because SRJC utilizes a homegrown SIS and does not have adequate staffing resources to keep SRJC technology up to date and efficient, more "turn key--off the shelf" software packages are a necessity. Student Service managers, counselors and IT staff have been actively pursuing enhanced Degree Audit/Student Ed Planning tools software (one example is SHERPA). This tool would not only provide staff with much needed resources, thus decreasing the need for manual work arounds, but would also provide more efficient, self-serve tools for our students, and assist with student success and completion goals.

In order to successfully market, recruit, admit, correspond with and maintain international students, a more efficient, user friendly software package is needed. (One example is Ascent One). SEE ISP PRPP for more information.

Currently, all counselors and staff use one generic log on to access the student imaging database to view student academic records across the District. Additional user licenses are required to provide all counselors and staff with more efficient access as well as remain compliant with our third party vendors in regards to user licenses.

In order to maintain a more sustainable environment and streamline critical processes, three to five additional scanners are needed to equip the majority of ARED staff on both the Petaluma and Santa Rosa campuses as well as the Southwest Center.

2.4c Instructional Equipment Requests

Rank	RS	ACTV	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact

2.4d Non-Instructional Equipment and Technology Requests

Rank	RS	ACTV	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	81	0000	ALL	00	00	Degree Audit/Student Ed Planning tool software	1	\$100,000.00	\$100,000.00	Freyja Pereira	all	Freyja Pereira
0002	80	0000	ALL	00	00	Imaging Scanners	5	\$1,200.00	\$6,000.00	Freyja Pereira	all	Mitch Leahy
0003	81	0000	ALL	00	00	User licenses for Imaging for staff and counselors	1	\$25,000.00	\$25,000.00	Freyja Pereira	all	Freyja Pereira
0004	81	0000	ALL	00	00	Database management software for International Adm	1	\$50,000.00	\$50,000.00	Freyja Pereira	all	Freyja Pereira

2.4e Safety, Utility, and ADA Impacts

None at this time.

2.5a Minor Facilities Requests

Rank	RS	ACTV	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0000	81	0000	Santa Rosa	00	00	Urgent	Plover	Admissions and Records	\$0.00	Sound proofing walls/panels to be installed between the office restroom and the evaluations area of the office-- this is a constant noise distraction for evaluation staff as well as a violation of privacy to those using the restroom.

2.5b Analysis of Existing Facilities

The Admissions, Records & Enrollment Development Office relocated to Plover Hall in April 2008. At that time, the office was considered very spacious and appeared to be an adequate amount of space needed for the office. However, with the growth in the ISP area, the ARED office will not be able to continue to house this program. The staff for this program are spread out throughout the ARED office inefficiently. Separate office space with the capacity to house five permanent staff and at least five student and short term employees will be needed within the next year or two. Also, a dedicated international student center would be needed to provide a space for our international student population.

There are a few improvements still needed at this time:

There is inadequate sound insulation throughout the office. The shared wall of the office restroom and the Evaluations Area is not adequately insulated. Every flush of the toilet, dispense of the paper towels, and use of the sink can be easily heard by the evaluation staff on the other side of the wall creating a constant disruption to the staff in the evaluations area, and a concern for privacy for those using the restroom. It is recommended that soundproofing walls or additions be added to remedy this problem. Also, the two Director's offices (523 and 524) and the Programs Office (#518) have very thin walls, and voices and other noises can be easily heard on either side. It is recommended that sound proofing walls be installed.

The large window near the roof of the office, directly above the admissions staff, causes severe sun glares and needs to be properly fitted with appropriate shades. These shades will need to provide protection from the glare while also allow efficient natural lighting throughout the office.

One-way privacy shading is also needed to provide appropriate privacy on the large four windows directly behind the front counter. Admissions staff need to be able to see the counter, but one-way window shading is needed so that the public cannot see the work stations behind the windows.

The office is accessible to disabled students and staff. One of the five customer service windows is also an ADA compliant customer service window.

3.1 Diversify Funding - Grants/Contracts

3.2 Cultural Competency

Diversity of staff is a vital component of the Admissions, Records & Enrollment Development Offices necessitated by the diversity of the student population being served. The department promotes sensitivity to diversity and strives to provide a welcoming and comfortable environment for our increasingly diverse student population. All current recruitments for classified, student and short-term, non-continuing positions include a stated preferred skill of Spanish/English bilingual.

ARED leaders are currently working with the EOPS Director to develop an AB540, DACA and Dream Act brochure in both English and Spanish. In addition, plans are in development to create a safe and inviting information center for undocumented students providing information on residency, AB540, DACA and the Dream Act.

The online application (Open CCCApply) is available in English and Spanish.

As part of the initiative to increase access to Latino students in outlying areas, the use of the online application proved to be a barrier to enrollment due to the high number of students who were computer illiterate. As a result, the Spanish paper application was re-instituted and a team of bilingual ARED and Assessment staff performed outreach events to help students complete the paper application and successfully enroll in non-credit classes at the local high school and community centers close to their home or work.

Over a third of the permanent, part-time, short-term and student employees in the Admissions, Records & Enrollment Development Offices (both the Santa Rosa and Petaluma Campuses), including International Student Admissions are able to provide bilingual services in the following seven languages: Spanish, Cantonese, Laotian, Thai, Mandarin, Vietnamese, and Italian.

In addition to being ethnically diverse, the staff in ARED reflects a diverse educational attainment level from high school to master's degree graduates, and an age range from 18 to 64. Although the offices are staffed predominately by females, this past year we hired five male employees and student workers for a total of seven males and 21 females.

3.3 Professional Development

All Classified staff are encouraged to enroll in classes, professional and personal development workshops. The Dean is proactive in obtaining or preserving funds in the budget to cover the costs and release time for staff to participate in these types of development activities.

Regular staff meetings are held each semester to provide staff with necessary training on changes to policies, procedures or education code.

Staff participate on District-wide committees, interviewee committees, task forces and PDA activities.

Staff also participate in necessary state and national trainings, meetings and webinars.

3.4 Safety and Emergency Preparedness

Staff have been trained to use the code phrase "**Call Theresa Stewart**" to call District Police when we have a problem at the front counter. All the front counter work stations are equipped with "panic Buttons" which when pressed immediately alert the District Police. There is also a panic button installed at the Administrative Assistant's desk (away from the front counter).

The Plover Lobby is equipped with three cameras that focus on the counter areas of ARED as well as Financial Aid and Scholarship. A camera is also in placed inside the Records vault.

ARED currently has three Area Safety Coordinators (ASC), Freyja Pereira, Mitch Leahy and Ilda Lua. All three ASCs attend the District sponsored safety trainings and are currently involved in developing an office safety plan.

3.5 Sustainable Practices

ARED has made great strides in regards to sustainability:

- All of the ARED forms are available online, and the majority of those forms are able to be submitted/downloaded online via Sharepoint, thus eliminating the need for printed forms.
- All registration transactions are automated and sent to student email on file and/or student portal: registration confirmation, welcome letter, student success nudges, action on petitions, graduation and certificate petitions.
- Confidential information regarding residency is sent confidentially via the student portal.
- Announcements regarding important dates/deadlines and upcoming registration announcements are sent regularly via Constant Contact email.
- 90% of Enrollment and Degree Verifications are done online through the National Student Clearinghouse replacing paper verifications and mailings and student pick-ups.
- 100% of of official transcript requests are done online through the National Student Clearinghouse, replacing paper transcript requests.
- SRJC has participated as member of eTranscriptCA in the sending and receiving of electronic official transcripts for the past nine years. This year SRJC partnered with three more vendors: Script-Safe, Parchment, _____
- The department recycles all non-confidential paper with a blank side as scratch paper, and shreds all confidential documents.
- Email and communication through the student portal is used as often as possible to reduce the use of paper and traditonal mail.
- A centralized FAXing system has been implemented, allowing email connection to our department FAX machines.
- Printers have been removed from the computer kiosks in the lobby to reduce paper consumption. Training pamphlets have been replaced by online Camtasia videos.

- Recycle printer cartridges

4.1a Course Student Learning Outcomes Assessment

NOT APPLICABLE

4.1b Program Student Learning Outcomes Assessment

- A & R is dedicated to assuring that students have an understanding how to access the services available to them via the Internet, and in person. This is accomplished by providing instructional materials to students at computer kiosks, having student ambassadors and student employees available to assist students on the phone, in person and on-line.
- The utilization of services via technology is measured each semester via reports from computing services. The student survey also queries students on ease of access of services and technology
- A & R is constantly assessing the student's ease of access to services and technology by responding to feedback and requests for improvements to current systems, and by measuring the increased/decreased access to services and technology through analysis of system reports.
- Efficient utilization of technology is measured via response reports and indicators available on the Student record system and EMT Connect reports. In July Of 2010, the service contract with EMT Connect was terminated and a new software product was found that provides a greater menu of email and reporting products at a greatly reduced annual price. The new system is Constant Contact and is renewable on a yearly basis in contrast to EMT Connect which required a 3-year renewal agreement at a much higher cost annually.

Outcomes

- Thorough analysis of the reports generated by EMT Connect and then Constant Contact after each mass email is sent, has been determined that approximately 29,000 students can be contacted through an email postcard, with an average of 36% of the students actually viewing the email and 10.9% of the recipients who click on a link to the College website for enrollment related actions.
- The email postcard provides the ability for a student to "opt out" of the emails and also the ability to forward the email to another email address. There is an average "opt-out" rate of approximately 1% and usually 0.1% forward any given email.
- The average rate of "bouncebacks" or invalid emails is generally about 2.6% per email harvest.
- Please see the Assessment results below.
- Diane Traversi has met with Nancy Chinn and the SLO has been reviewed with no additional recommendations given.

Santa Rosa Junior College

Comparative Metrics

Sent

Bounces

Opens

Clicks

Forwards

Overall	2287980	2.6%	36.5%	10.8%	0.0%
		-59614	-812392	-87813	-106
Last 3 months	198430	1.3%	44.7%	3.7%	0.0%
		-2498	-87597	-3263	-10

Emails

Date Sent	Email Name	Sent	Bounces	Spam Reports	Opt-outs
2/11/2013	Email Created 2013/02/11, 8:29 AM	28268	1.2%	0	0.0%
			-340		-11
2/1/2013	Email Created 2013/02/01, 10:22 AM	28303	1.3%	12	0.1%
			-372		-32
1/24/2013	Email Created 2013/01/24, 9:46 AM	28329	1.3%	12	0.1%
			-360		-31
1/18/2013	corrected copy	28362	1.3%	9	0.1%
			-356		-19
1/18/2013	Copy of Email Created 2013/01/18, 8:02 AM	1	0	0	0
			-360		-31
1/18/2013	Email Created 2013/01/18, 8:02 AM	28370	1.3%	8	0.1%
			-357		-26
1/11/2013	Email Created 2013/01/11, 1:15 PM	28391	1.3%	9	0.1%
			-359		-21
1/8/2013	Email Created 2013/01/08, 10:20 AM	28406	1.2%	10	0.1%
			-354		-25
11/26/2012	Email Created 2012/11/26, 10:55 AM	28643	2.0%	11	0.1%
			-575		-21

11/26/2012	Copy of Email Created 2012/11/20, 8:37 AM	28650	1.6%	14	0.1%
				-472	-19
11/20/2012	Email Created 2012/11/20, 8:37 AM	28669	1.8%	9	0.1%
				-505	-22
11/13/2012	Email Created 2012/11/13, 8:13 AM	28689	1.7%	14	0.1%
				-490	-22
11/1/2012	Email Created 2012/11/01, 2:04 PM	28709	1.9%	13	0.1%
				-535	-25
10/31/2012	Email Created 2012/10/31, 11:04 AM	28721	7.6%	6	0.1%
				-2180	-19
9/14/2012	Email Created 2012/09/14, 1:19 PM	39932	2.3%	22	0.2%
				-936	-67
9/7/2012	Email Created 2012/09/06, 3:07 PM	41162	2.3%	30	0.2%
				-941	-93
9/4/2012	Copy of Email Created 2012/08/30, 2:36 PM	41242	2.2%	32	0.2%
				-925	-96
8/30/2012	Copy of Copy of Email Created 2012/08/30, 2:36 PM	41338	2.3%	32	0.2%
				-965	-75
8/30/2012	Email Created 2012/08/30, 2:36 PM	41368	2.2%	36	0.2%
				-918	-91

7/16/2012	Copy of Email Created 2012/07/14, 11:37 AM	41449	2.1%	33	0.2%
				-880	-63
7/14/2012	Email Created 2012/07/14, 11:37 AM	41493	1.9%	36	0.1%
				-808	-62
7/12/2012	Email Created 2012/07/12, 3:30 PM	386	0.8%	* 1 *	0.3%
				-3	-1
7/9/2012	Copy of Email Created 2012/07/03, 3:48 PM	7628	1.2%	5	0.1%
				-95	-10
7/5/2012	Email Created 2012/07/03, 3:48 PM	7639	1.3%	3	0.2%
				-98	-14
6/27/2012	Email Created 2012/06/27, 8:35 AM	40403	1.9%	26	0.1%
				-764	-49
6/21/2012	Email Created 2012/06/21, 7:55 AM	40439	1.8%	26	0.1%
				-732	-46
6/4/2012	Email Created 2012/06/04, 2:13 PM	40492	1.8%	31	0.1%
				-744	-56
4/23/2012	Email Created 2012/04/23, 9:18 AM	29157	1.6%	29	0.1%
				-475	-43
4/13/2012	Email Created 2012/04/13, 11:02 AM	29172	1.6%	20	0.1%
				-467	-20
3/29/2012	2nd Notice	1760	0.9%	0	0
				-16	
3/21/2012	3/21/2012 16:37	29434	1.5%	21	0.1%
				-429	-27

3/16/2012	3/14/2012 9:19	1761	1.1%	1	0.1%
			-20		-1
2/21/2012	Copy of 2012/02/16 11:08:34	29249	1.3%	25	0.1%
			-387		-38
2/17/2012	2/16/2012 11:08	29272	1.3%	22	0.1%
			-386		-37
2/7/2012	2/6/2012 15:34	29293	1.3%	16	0.1%
			-385		-26
1/26/2012	1/25/2012 8:41	29320	5.3%	15	0.1%
			-1552		-24
1/19/2012	1/18/2012 13:23	29349	1.1%	20	0.1%
			-336		-32
1/11/2012	1/11/2012 9:23	29370	1.2%	17	0.1%
			-354		-26

SentThe total emails sent, including bounces.BouncesEmails sent, but not received by your contacts.Bounced percentNumber of bounced emails divided by the number sent.Spam ReportsNumber of complaints received from an email.Opt-outsContacts who unsubscribed from your list.Opt-out percentNumber of opt-outs divided by the number sent.OpensEmails your contacts received and viewed.Opened percentNumber of opened emails divided by the number of emails delivered (delivered = emails sent minus emails bounced).ClicksContacts who clicked on a link within your email.Click-through percentNumber of clicks divided by the number opened.ForwardsNumber of times the email was forwarded using the Forward Email to a Friend link.Forward Email to a Friend percentNumber of forwarded emails divided by the number opened.OverallTotals since using Constant Contact.Last 3 monthsTotals for the last three months.

Future Plans

- Plan to assess the student's process and success rate with the CCCApply online applications system now that the paper application has been virtually eliminated.
- Plan to assess the first time student's success and error rate with the myCubby Student Portal and the Personal Announcements section that allows emails to be delivered to the student's individual portal.
- Both of the above named systems have been in place for over a year and an evaluation of the "user-friendly" qualities should now be conducted.

4.1c Student Learning Outcomes Reporting

Type	Name	SLO Identified	SLOs on Web	Assessment Methodology Identified	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
Service/Program	Constant Contact CRM software	Spring 2008	N/A	Summer 2008	Fall 2008	Fall 2011	N/A
Service/Program	EMT Connect email Communicatio	Spring 2008	N/A	Summer 2008	Fall 2008	Fall 2010	N/A
Service/Program	Outreach effectiveness	Spring 2008	N/A	Spring 2008	Fall 2008	N/A	N/A

4.2a Key Courses or Services that address Institutional Outcomes

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7
Constant email Communication		X	X	X	X					X	X					X
Outreach Effectiveness		X	X	X	X		X	X	X	X	X	X		X	X	X

4.2b Narrative (Optional)

A & R's SLO's meet the following Institutional Learning outcomes:

- Foundational skills – the ability to read and comprehend critical admissions and enrollment information and demonstrate mastery of that knowledge
- Personal development and management – student must demonstrate taking responsibility for managing their enrollments and academic records.
- Critical analysis – must be able to synthesize the important information necessary to understand pertinent dates and deadlines, and navigate the A & R student record system via WebLink.
- Responsibility – Students are continually reminded of their personal responsibility to be aware of their enrollment and academic status at all times.

SRJC 5-Row Learning Assessment Project Form

Use this form for both proposals AND final reports.

Department: Admissions & Records Program or Course: Enrollment Management

Team Members: Freyja Pereira Team Contact Email: fpereira@santarosa.edu

Learning Statements	Date	As a result of receiving email communications from the Admissions & Enrollment department, SRJC students will be able to: have a clear understanding of critical enrollment dates and deadlines, locate the web-based admissions application and registration system enabling them to easily apply to the college and register for classes.
Implementation Method & Success	Date	The Constant Contact ® email CRM (customer relationship marketing) software is able to email 50,000+ students in less than 30 minutes and instantly begin to track the number of students who receive, open and click on to the college website and SIS system student portal. The criteria for success is the increasing number of open and “click” rate as compared to past email sends. This is also measured against other educational institutions utilizing the same software.
Implementation Results	Date	After tracking results for a period of one year, the open-click rate was increased to an average of 33-38% for 50,000+ emails and a 12-17% click rate. Compared to others in the same industry (education) where the open rate is 12% and the click rate is 13%. The conclusion is that through continued improvements to the content and quality of each email, the number of students who open and interact with the email has increased significantly. This has the outcome of students being better informed about multiple aspects of critical enrollment dates and deadlines.
Future Plans/Outcomes Anticipated	Date	It is anticipated that A & R will continue to utilize Constant Contact® and upgrades to the software to further increase the open and click rates thereby reaching an even greater percentage of SRJC students and the

		better informed about important enrollment
of Follow-up Assessment Required, but ended)	Date	We will continue to monitor the effectiveness and efficiency of the email communications and utilize software upgrades to improve further email documents.

5.0 Performance Measures

The Admissions, Records and Enrollment Development Office data represents the total college demographic data, since all students must utilize the functions of the ARED Office at some point in their educational career at SRJC (often many points), and therefore we do not have a cohort to compare and analyze. We represent the whole that all other departments are comparing their cohorts to. All students must apply and register to the college through the ARED Office. All data change forms (name, address, phone) are submitted to ARED. All students who earn a certificate or degree must complete the necessary paperwork required and submit it to the ARED Office. All official transcripts and verifications are processed in ARED. All District students must utilize one or more the services of the ARED Office.

Performance Measures: Cohort Title: High school Concurrent Students

The admission and enrollment process for high school concurrent enrollment students is different in that, each student is considered a "special-admit" student as defined by Title 5 regulations. Each special admit student must submit an SRJC Application for Admission and a Concurrent Enrollment Program Request Form. This form must contain signatures of the high school principal and counselor, recommending and authorizing the student for admission and enrollment at SRJC. These students are treated as new students each semester that they enroll at the College, and are subject to restricted enrollment during each Summer session as prescribed by SB 338. SRJC is also responsible for restricting the high school concurrent enrollments in all PHYED (KAD) and ATHL classes to 10% of each course section.

High School concurrently enrolled students represent approximately 4.8% of the total student population. At the Santa Rosa Campus - they represent close to 7% of the population, whereas in Petaluma, they account for 7.5% of that campus population.

Cohort Title: High school Concurrent Students					
2012-2013		High School Concurrent	District No.'s	High School Concurrent %	District %
GENERAL DATA					
Total Students		1,797	37,431	100.00%	100.00%
Enrolled in Credit		1,506	32,359	83.81%	86.45%
Enrolled in Non credit		385	13,425	21.42%	35.87%
English Primary Language					
Yes		1,496	29,896	83.25%	79.87%
No		301	7,535	16.75%	20.13%
Enrollment Location					
Online ONLY		32	1,887	1.78%	5.04%

	279			
BOG Waiver	172	13,072	9.57%	34.92%
PELL Grant	86	4,774	4.79%	12.75%
Other	105	1,672	5.84%	4.47%
PROGRESS				
Persistence				
Enrolled in Fall	715	28,441	39.79%	70.64%
Persisted to Spring	439	18,300	61.40%	69.21%
Did not Persist	276	8,141	38.60%	30.79%
COURSE COMPLETION				
Degree Applicable				
<i>Attempted</i>	2,415	128,756	72.24%	78.45%
Failed	270	33,687	11.18%	26.16%
Successful	2,145	95,069	88.82%	73.84%
ESL				
<i>Attempted</i>	3	1,813	0.09%	1.10%
Successful	0	1,429	0%	78.82%
Failed	3	384	100.00%	21.18%
English				
<i>Attempted</i>	5	1,705	0.15%	1.04%
Successful	2	1,110	40.00%	65.10%
Failed	3	595	60.00%	34.90%
Math				
<i>Attempted</i>	7	2,211	0.21%	1.04%
Successful	5	1,481	71.43%	66.98%
Failed	2	730	28.57%	33.02%
ACADEMIC SUCCESS				
Degrees	1	1,531	0.06%	4.09%
Certificates	2	572	0.11%	1.53%
Optional Under General Data				
Petaluma Units Breakdown	346	8,735	100.00%	100.00%
Zero Units	3	566	0.87%	6.48%
3.0 OR LESS	165	2,814	47.69%	32.22%
3.5 - 6.0 units	139	2,032	40.17%	23.26%
6.5 - 9.0 units	23	1,097	6.65%	12.56%
9.5 - 12.0 units	7	652	2.02%	7.46%
12.5 - 15.0 units	4	522	1.16%	5.98%
15.5 - 18.0 units	2	324	.58%	3.71%
18.5 - 21.0 units	2	263	.58%	3.01%
21.5 - 24.0 units	0	207	0%	2.37%
24.5 - 27.0 units	1	146	0.29%	1.67%

27.5 - 30.0 units	0	80	0%	.92%
30.0 +	0	32	0%	.37%
12.0 - 21.0 units	10	1,220	2.89%	13.97%
21.5+	1	519	.29%	5.94%

Cohort Title: F-1 International Students

The admission and enrollment process for International students on an F-1 student Visa is different in that, each student must complete a separate admissions packet with the following requirements: International student application, SRJC application, English Proficiency requirement, financial certification, copy of their academic records, health records. Once all of the requirements are met, SRJC will issue an I-20 form, which the student must take to the U.S. Embassy in their home country in order to obtain the required student F-1 Visa. Once admitted to the college, F-1 students are mandated by federal law to maintain full-time status (at least 12 units each semester) and can only work on campus. Failure to maintain academic status and student visa status can result in deportation.

F-1 International Students represent a very small percentage (.24%) of the College's overall student population. However, on average, each F-1 student enrolls in 15 units each semester and generates approximately \$7,350 each year. The College has recently made a dedicated commitment to increase the international student program in both our academic and ESL F-1 programs. Additional staff and resources have been dedicated to help grow this program. International students not only generate additional revenue for the college, but more importantly help to globalize our student body creating a richer learning environment for both our domestic and international students.

The persistence rates are high for this group at over 83%. This is a motivated group primarily because they are making a significant financial commitment to complete their programs in a prescribed amount of time. They are not eligible for financial aid, are required to maintain full-time status (12+ units each semester) and must complete their degree programs within a prescribed 2-3 year period before their visa expires. They have specific education goals upon entering and are focused to complete their studies to either transfer to a four year university or return to their home country with their U.S. degree.

By increasing our international student body, we bring cultural diversity to our college community with representation from over 40 countries. These students are a wonderful resource, providing information and insights into the global community and creating opportunities for all students and faculty to explore other cultures.

Cohort Title: F-1 International Students					
2012-2013		F-1 International No.'s	District No.'s	F-1 International %	District %
GENERAL DATA					
Total Students		89	37,431	100.00%	100.00%
Enrolled in Credit		88	32,359	98.88%	86.45%
Enrolled in Non-Credit		59	13,425	66.29%	35.87%
English Primary Language					
Yes		73	29,896	82.02%	79.87%
No		16	7,535	17.98%	20.13%
Enrollment Location					
Online ONLY		2	1,887	2.25%	5.04%

Santa Rosa ONLY	66	19,645	74.16%	52.48%
Petaluma ONLY	3	3,562	3.37%	9.52%
Other ONLY	0	5,671	0.00%	15.15%
Santa Rosa & Petaluma	14	4,657	15.73%	12.44%
Santa Rosa & Other	4	1,747	4.49%	4.67%
Santa Rosa, Petaluma, Other	0	262	0.00%	0.70%
ACCESS				
Gender				
Male	34	16,747	38.20%	44.74%
Female	51	19,866	57.30%	53.07%
Unknown	4	818	4.49%	2.19%
Age Group				
< 20	10	7,911	11.24%	21.13%
20 - 24	53	11,368	59.55%	30.37%
25 - 29	21	5,298	23.60%	14.15%
30 - 34	1	3,243	1.12%	8.66%
35 - 39	1	2,099	1.12%	5.61%
40 - 50	3	3,334	3.37%	8.91%
50 +	0	4,178	0.00%	11.16%
Ethnicity				
White	13	19,757	14.61%	52.78%
Asian	53	1,399	59.55%	3.74%
Black	4	906	4.49%	2.42%
Hispanic	10	11,033	11.24%	29.48%
American Indian/Alaskan	0	308	0.00%	0.82%
Pacific Islander	2	153	2.25%	0.41%
Filipino	1	294	1.12%	0.79%
Multi-Ethnicity	0	1,417	0.00%	3.79%
Unknown	6	2,164	6.74%	5.78%
Disability				
Primary Disability	2	2,062	2.25%	5.51%
Secondary Disability	0	884	0.00%	2.36%
Dept of Rehabilitation	0	75	0.00%	0.20%
2012-2013	F-1 Internationa lNumbers	District Numbers	F-1 Internationa l %	District %
ACCESS - continued				
Financial Aid				
Not Received	88	24,137	98.88%	64.48%
Received	1	13,294	1.12%	35.52%
BOG Waiver	0	13,072	0.00%	34.92%
PELL Grant	0	4,774	0.00%	12.75%
Other	1	1,672	1.12%	4.47%
PROGRESS				
Persistence				
Enrolled in Fall	67	26,441	75.28%	70.64%

Persisted to Spring	56	18,300	83.58%	69.21%
Did not Persist	11	8,141	16.42%	30.79%
COURSE COMPLETION				
Degree Applicable				
<i>Attempted</i>	583	128,756	77.12%	78.45%
Failed	86	33,687	14.75%	26.16%
Successful	497	95,069	85.25%	73.84%
ESL				
<i>Attempted</i>	18	1,813	2.38%	1.10%
Failed	1	384	5.56%	21.18%
Successful	17	1,429	94.44%	78.82%
English				
<i>Attempted</i>	6	1,705	0.79%	1.04%
Failed	0	595	0.00%	34.90%
Successful	6	1,110	100.00%	65.10%
Math				
<i>Attempted</i>	0	2,211	0.00%	1.35%
Failed	0	730	0.00%	33.02%
Successful	0	1,481	0.00%	66.98%
ACADEMIC SUCCESS				
Degrees	22	1,531	24.72%	4.09%
Certificates	7	572	7.87%	1.53%
Optional Under General Data				
Petaluma Units Breakdown	17	8,735	100.00%	100.00%
Zero Units	0	566	0.00%	6.48%
3.0 OR LESS	8	2,814	47.06%	32.22%
3.5 - 6.0	4	2,032	23.53%	23.26%
6.5 - 9.0	1	1,097	5.88%	12.56%
9.5 - 12.0	0	652	0.00%	7.46%
12.5 - 15.0	1	522	5.88%	5.98%
15.5 - 18.0	1	324	5.88%	3.71%
18.5 - 21.0	0	263	0.00%	3.01%
21.5 - 24.0	1	207	5.88%	2.37%
24.5 - 27.0	1	146	5.88%	1.67%
27.5 - 30.0	0	80	0.00%	0.92%
30.0 +	0	32	0.00%	0.37%
12.0 - 21.0 Units	2	1,220	11.76%	13.97%
21.5+	2	519	11.76%	5.94%

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0000	ALL	00	00				
0000	ALL	00	00				

6.2a Program/Unit Conclusions

Location	Focus Areas & Questions
ALL	

6.2b PRPP Editor Feedback - Optional

The ongoing development and implementation of the Student Records System (SIS) continues with regularly scheduled meetings once a month between A&R, Information Technology (IT), Assessment, Student Success, Counseling and Financial Aid to discuss and resolve the known issues with SIS, implement mandatory changes and discuss future enhancements.

As elaborated in section 2.2d, the SIS implementation will continue to impact department staff resources and service to the public. The Degree Audit System project is an important step the District needs to take at this time. With the growing number of degree and certificate programs, an automated system that will allow students, counselors and evaluators the ability to audit student's academic records for progress toward his/her stated goal is necessary. Frankly, SRJC has lost its cutting edge technology status, and has fallen far behind industry standards. This project is long overdue and certainly will require a significant time commitment from both IT and ARED. However, it is a project that ARED is ready to embrace and embark upon. The ARED Dean currently participates on the state-wide Education Planning and Degree Audit Steering Committee and Pilot project.

Enrollment growth is a very high priority at SRJC currently. Therefore, ARED will be responsible for increasing community and high school outreach in partnership with Public Relations, Petaluma staff and administrators, Counseling and Schools Outreach. The new Director, Admissions & Enrollment Services will focus the majority of her time on these critical outreach efforts as outlined in the new Strategic Enrollment Plan she recently developed.

International student enrollment growth is also a very high priority for the District and in ARED. Additional staffing and dedicated office space will need to be carefully planned over the next year as it is quickly outgrowing the space currently in ARED.

As the enrollment numbers increase at the Petaluma Campus, more student records services will be needed to better serve those students. Student demand and needs will prompt discussion and planning needs. Full implementation of SIS may also help address and solve any needs as we strive to provide more self-serve online services to our students throughout the District. Official transcript pickup service is currently provided at both campuses. Continued collaboration with the Santa Rosa A&R Directors and the Dean or Vice President of the Petaluma Campus will help to identify and plan for additional records services at the Petaluma Campus.

Efforts to re-engineer and cross-train staff in the A&R Offices at both campuses, as well as automating services to students, will continue as we plan and develop under the current budget and resource limitations. The A&R Offices at both campuses have staff

that will be retiring over the next three years, therefore strategic planning and re-engineering of staff is necessary in order to sustain quality customer service.

6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0000	ALL	00	00				