

Enrollment Services

Reader Division Summary Draft 2024-2025

<p>Readers Assigned - <i>see font color</i></p> <ul style="list-style-type: none">• Karin Spirn• Tamica Ward (Dean)	<p>Programs Read</p> <p><i>Each Reader: Please identify the programs you have completed reading</i></p> <ul style="list-style-type: none">• Admissions and Records• Assessment & Student Support Center• Financial Aid• International Students Program
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The goal for this reading document is to prepare to meet with the Deans for identifying Division priorities and completing the Division Summary.

PRC team members are responsible to set up the Division Summary Meetings with the Dean in January – by November 29th

Send the finalized MS Word document to Karin Spirn and your assigned Dean by January 24th at 5:00 pm.

There are five (5) sections to the reading form – please make sure all are completed prior to meeting with the Deans

- A. Accomplishments (page 1)
- B. Challenges (page 2)
- C. Other observations not captured elsewhere (page 3)
- D. Priorities (pages 3 - 4)
- E. Evidence for future accreditation cycles – if you find something (pages 4-5)
 - a. (Part E is not part of the final division summary)

This document is shared – you don’t need to repeat items that are already listed

Section A: Accomplishments & Notable Items

Overarching Themes for Accomplishments/Notable

- Point-of-Service-Student Survey – The responses that we received from our students are as follows: For fall 2023, 85.33% of the students surveyed were very satisfied with the admission's process and confident of returning to the Admissions & Records help desk. The same point-of-service-student survey was conducted in Spring 2024 and showed a very satisfied rating of 80.95%.
- Fraud Mitigation for CCCAPPLY Applications - The ID.me verification implementation has reduced the number of fraud applicants. ID.me is a service that verifies the identity of students who apply to LPC.
- DegreeWorks upgrade and merger were successfully completed.
- Residency Reclassification Petition from a hard copy to Adobe Sign was successful.
- Created an [RSC](#) (Registration Support Center) page on the LPC website and made the center more ADA accessible.
- Currently working on the implementation of DualEnroll software, improving the efficiency of the Concurrent Enrollment application process and registration.
- During the 2023-2024 academic year, the transition of the Assessment Center into the new Student Support Center marked significant progress for our institution. Aligned with the principles of Guided Pathways and our College Planning Priorities, our goal was to eliminate barriers and assist new students with onboarding. We created a comprehensive one-stop resource that provides services from admission applications and Class-Web access to orientation, assessment, and class registration, addressing the diverse needs of all students.
- Looking ahead, we hope to enhance the Student Support Center's role as a one-stop shop by adding a dedicated counselor and a classified professional from Admissions and Records to assist students in achieving their goals. This initiative aligns with the Student Centered Funding Formula (SCFF) by removing barriers, increasing enrollment, and supporting the completion of certificates and degrees for transfer.
- The Financial Aid Office began rewrite of office Policy and Procedures (P&P) manual (over 300 pages).
- On boarded 2 new team members Financial Aid Advisor II position and Financial Aid Outreach Specialist, which had been vacant since February 2024.
- Implemented revised LPC Promise 1st year and planned out LPC Promise 2nd year
- Helped to implement Basic Needs Student Relief Grant with Basic Needs Center. Worked with the Basic Needs Center to set-up an emergency aid grant and worked with the Cashier's Office and District Finance to allow for paper check production.
- Reinitiated website redesign
- Began set-up for 2024-25 FAFSA processing
- Program enrollment increased substantially in AY 23/24. In Fall 2023 the program experienced an increase of more than 54% followed by an increase of 46% in Spring 2024. Program enrollments are currently slightly below pre-COVID numbers.
- To remove barriers to admission the Chabot and Las Positas College Coordinators jointly presented a Resolution to eliminate the tuberculosis test as a requirement for admission of international students. The requirement was removed as of Fall 2024.
- Referring Zimbabwe students to the Umoja Program has helped them to ease their transition to the United States, enhance their college experience and help them to reach their academic goals.
- Updating technology and procedures to make things more streamlined and flexible. All procedures are in writing.
- Aligning with Chabot so procedures and forms work at both campuses.
- Successful recruiting and management of increased workload due to Increasing student numbers overall and in individual programs.

- Update of Assessment & Support Center to be more accessible and student-friendly, and launch of new webpage for the center. It is a one-stop that can be an alternate point of entry for new center.
- Degreeworks upgrade and merger with Chabot. Aligned with AB928, all students with goals of transferring have a transfer degree option presented, and it helps them choose courses.

Program Specific Notes (List them alphabetically by program)

Admissions & Records

- Point of service surveys revealed 85% student satisfaction in F23 and 81% in Sp24
- Use of ID.me identity verification service has cut down on fraudulent enrollments.
- Degreeworks upgrade and merger with Chabot completed
- Residency Reclassification petitions were moved online using Adobe sign.
- Learned to bill new vendors
- Increased space and physical accessibility in the Registration Support Center
- Created a web page for the Registration support center
- Currently rolling out DualEnroll software that streamlines concurrent enrollment process and registration.

Assessment & Student Support Center

- Assessment Center transitioned into new Student Support Center in AY23-24. It includes a one-stop to get new students smoothly onboarded. The assistance provided is part of guided pathways and supports success under the SCFF.
- Collaborated with Counseling, Admissions and Records, and other Enrollment Services departments to create First Semester Planning Sessions. This streamlines enrollment and registration processes for students and provides additional support.
- Planned collaboration with District ITS/Marketing Team (Advise Communications) to reach out to students with targeted emails explaining services/enrollment steps they need to do and explaining where they can get help with those steps. The Student Support Center will be the point of contact for these services.

Financial Aid

- Increased FAFSA applications and Pell Grants recipients by 25% and Promise Grant recipients by 17%. This was their SAO.
- Began rewrite of Policy and Procedures manual to clarify processes and make them more flexible.
- Hired Financial Aid Advisor II and Financial Aid Outreach specialist.
- Implemented revised LPC Promise 1st year and planned 2nd year to streamline the process and remove unneeded deadlines.

- Worked with Basic Needs center to implement Basic Needs Student Relief Grant to provide emergency relief to students.
- In the process of redesigning their website.
- Planning outreach to campus community to maximize application rates for Pell and Promise grants.

International Students

- SCFF planning has led to International Students being tasked with increasing enrollments. The coordinator prepared a marketing and retention proposal. Program Enrollment increased by about 50% each semester in AY 23-24, bringing the program to just under pre-Covid numbers.
- Presented a joint resolution with Chabot counterparts to lift the TB test requirement for international students; the requirement was removed in F24.
- Hired a new student assistant to help students with Visa applications and interviews, and hosted multiple online Visa prep sessions.
- Coordinated with Umoja to place students from Zimbabwe, the fastest-growing country of origin for LPC students. The Umoja program has been helpful for students to find community and acclimate to the US and LPC. International students will look to expand collaboration with other learning communities.
- Worked with DegreeWorks coordinator to receive notification for all prospective international applications, allowing International Students to proactively reaching out to applicants to review Visa requirements.
- SAO data revealed that students found the ISP orientation to be very helpful, and that students who attend the orientation are more likely to come to the ISP for help with decisions that could affect their immigration status.
- The Career Center coordinator presented to ISP students since they usually can't work except at LPC for the first year and their immigration status effects what jobs and career paths they can pursue. Students enjoy this presentation and it will be added into the ISP orientation in the future.
- ISP students continue to have a higher successful completion rate of Transfer-level English and Transfer-level Math than LPC Overall.

Section B: Challenges and Needs

Overarching Themes for Challenges/Needs

- **ID.me Verification:** Implementing ID.me for identity verification in the CCCApply process created difficulties for some students applying to California community colleges. Many encountered technical issues or had trouble accessing documents, leading them to seek help from our center and Admissions and Records.

- **Access Limitations:** Students experiencing issues with Zone Mail and My Portal are asked to email helpzone@clpccd.org or call (925) 424-1710 for assistance. For Canvas-related inquiries, they can visit the computer center or submit an online learning support ticket. However, this segmented approach may confuse students and potentially delay their progress.
- All of the 24-25 FAFSA set-up!
- Maintaining staffing at critical timing. There were many times throughout the 23-24 academic year where we did not have all our staffing in place.
- F and M students are no longer allowed to count more than one online class as part of their full course of study (12 units) as stated in 8 CFR 214.2(f)(6)(i)(G) and 8 CFR 214.2(m)(9)(v).
- The program no longer has a dedicated International Student Counselor to support students. Counseling staff works diligently to serve these students, but the lack of a dedicated Counselor presents unique challenges due to the rules and regulations international students must abide by.
- Lack of affordable housing continues to be a challenge. As the program grows, more students are applying to LPC without a community connection. These students are faced with a lack of housing and exorbitant rent.
- The inability to accept out of country payments is an ongoing issue. LPC charges a \$100 application fee that must be paid prior to issuing immigration documents. Students struggle to find a way to pay the fee because Class-Web often denies out-of-country credit cards. Additionally, students struggle to pay tuition because of the high currency exchange rate and/or due to the limit on the amount of money many countries allow to be transferred out.
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- Rooting out fraudulent applications in an effective and sustainable way.
- Technology challenges for staff and students—this slows registrations, enrollment, and disbursements for students.
- Delay in needed information from gov't agencies
- Need lost positions to be refilled and staffing increased. Support is needed for increasing technical demands and increasing student numbers.
- Need to find ways to support undocumented students under new political administration—this is not mentioned in the PRs which were written pre-election, but it will be an important consideration going forward.
- Need for translation for websites and processes. We plan to work on this for LPC websites, but for CCCApply only English and Spanish are available. Requests have been made through representatives on the CCCApply workgroup to expand languages but this process will take time.

Program Specific Notes (List them alphabetically by program)

Admissions & Records

- Data collection issues for SARS and POS student survey. They did not find the SARS data useful for evaluating SLOs, and the POS survey did not have enough variety of responses to be as useful as desirable. They may need assistance from Office of Research, Planning and Institutional Effectiveness to update the survey.
- ID.me is not 100% effective. There are still fraudulent applications that are getting through. As a result, these students can register for classes. As fraudulent enrollees, the new challenge is for our office to be able to catch and drop them from their classes. This task is very time-consuming and affects the A&R staff workload. ID.me lets some fraudulent applications through, allowing fraudulent students to enroll in classes. Tracking down fraudulently enrolled students creates excessive work for A&R staff.
- Need to streamline processes for working with vendors and administering grants.
- The need for the CCCApply application and websites to be translated.
- Software and equipment issues for student ID cards

Assessment and Student Support Center

- Technical challenges with ID.me, ZoneMail and My Portal caused delays and frustrations for students. The Student Support Center would like to have increased capabilities so they can help students directly with these issues rather than sending them to another office which creates delays and roadblocks to registration and enrollment.
- Websites need to be translated into more languages, particularly the page about ESL services. LPC needs increased capacity to provide information and services to English learners and speakers of other languages.

Financial Aid

- 24-25 FAFSA was delayed and contained errors. This dominoed into a number of problems in LPC's system to process FAFSAs.
- Technological issues with the FAFSA and with Banner have caused delays and processing issues. More meetings with the SIG consultant and ITS are needed.
- Staff vacancies have hurt the department's abilities to optimally deliver services.
- The district's Policy and Procedures manual is being rewritten, but this task is daunting because the manual is very long, contains lot of outdated information, and must serve the needs of both LPC and Chabot.
- Needs more access to equity-based data for informed decision making

International Students

- F and M visa students are now limited to only one online class as part of their required 12 unit courseload. This was an issue for students majoring in disciplines that are largely taught online and led to students taking unnecessary courses on campus. These majors may become off limits for international students.
- Program no longer has a dedicated International Student Counselor. This counselor is needed because of the high number of technical rules that apply only to international students.
- Lack of affordable housing continues to be a problem and is growing worse now that more students are applying with a community connection.
- ClassWeb often denies non-US credit cards, causing challenges in processing student applications. Students also struggle to pay tuition due to high currency exchange rates and transfer limits from some countries. Internatinal Students hopes to establish a partnership with Flywire to receive out of country tuition payments directly to LPC at no cost to the College.
- Many students cannot obtain F-1 visas. Students from African countries are disproportionately rejected. Wait times at US consulates have increased. The US State Department increased the window that a student can apply for a Visa before enrolling.
- Almost all Open CCC applications for international students are flagged as fraudulent.
- Need to rehire Admission Specialist position who maintains student records and assists student in processes. Lack of this position means that the office must close any time the coordinator is not present, and also serves as an obstacle to growing the program.
- Need more digital and print marketing materials showcasing advantages of LPC.
- Program needs a dedicated recruitment budget
- Students cannot drop classes due to immigration regulations mandating 12 units. This may lower their GPAs in contrast to students who are free to drop with W grades.

Section C: Anything else? Other important observations not otherwise captured (e.g., key writer observations, plans, etc.)

Other Observations

- [text]

Section D: Division Priorities

I. List of Universal needs/priorities - identified by all or most Programs in the Division

A. Quick fix (Can be done now or soon; may take little/no extra resources)

- A significant barrier to our equity efforts is the difficulty in translating our webpages, especially the ESL page, into the languages of students seeking information about the matriculation process and our Steps to Success. **Suggestions:** To mitigate this barrier, we should implement

advanced translation technology, such as Google Translate, for our webpages. Furthermore, cultivating an inclusive environment that supports students needing language assistance and reflects California's linguistic diversity is essential. These initiatives must align with our commitment to diversity, equity, inclusion, and accessibility (DEIA). This impacted all areas of the division but especially ISP.

B. Interim (more work required but can be done within the academic year)

C. Structural process (longer-term work to be done to "resolve")

- Inadequate staffing levels to handle increased workload from more students and more technological challenges
- Data access for making equity focused decisions. We need clearer and easier ways to obtain equity-based data to know how to make equity focused work most productive
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II. List of Program needs - identified by only one or a few Programs, but still needs consideration

A. Quick fix (Can be done now or soon; may take little/no extra resources)

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B. Interim (more work required but can be done within the academic year)

- Financial aid: Technological issues continue to cause pause with the changes in the FAFSA and Banner system. We already have the first Banner release for the 2025-26 year and are not even solid with the launch of 2024-25. We will need to delay 25-26 set-up to solidify our 24-25 set-up, which could put us a little behind launching 25-26 if new tech issues arise.

C. Structural process (longer-term work to be done to "resolve")

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Section E: Evidence for Future Accreditation Cycles

To help prepare for future evidence gathering, please review the ACCJC themes below. **Only** identify programs where you see clear and compelling examples.

ACCJC Standard (key themes in each cycle)	Program Name	Section and page # where evidence is located
Equity work happening at the program level	Financial Aid	Seeking more equity-based data for stronger decision-making (page 6)
Identifying how the work of the program supports the college mission		
Use of SLOs in planning and updating course work		
Use of student feedback in planning and updating of program or course work		

Use of disaggregated data to make changes in courses or programs		
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