ADMINISTRATIVE SERVICES, STUDENT SERVICES AND PRESIDENT'S CLUSTER ANNUAL PROGRAM PLAN WORKSHEET FOR 2022

Program: Student Success   **Planning Year:** 2022-23   **Last Year CPPR Completed:** 2019-20

Unit: Evaluations, Proctoring and Records   **Cluster:** Student Services

Please complete the following information. Please note that responses are not required for all elements of this document.

I. **GENERAL PROGRAM INFORMATION**

   A. Describe changes to program mission, if applicable.

   The Student Success team offers services to students through the evaluation of coursework, the assessment and proctoring process, secure maintenance of records, and confirmation of degrees and certificates. We strive to provide this information accurately, efficiently and consistently to ensure all students are receiving exceptional student service that meets their educational needs.

   This area understands the importance of maintaining academic records that reflect the students academic achievement. Our objective is to continue updating and educating the campus community with changes in administrative and regulatory policy established by Cuesta College and for the California Community College system.

   Due to the recent global pandemic, we are now relying on technology more than ever. Students are now expected to access a wealth of information remotely. It is imperative that staff participate in staff development workshops and training to stay abreast of technology. This will ensure equitable processes that directly align with the Pillars of Guided Pathways and Cuesta College's Equity Plan.

   B. Describe any changes in primary relationships, internal and external, to the District.

   Since the last program review there has been significant changes in primary relationships as a result of the Student Services reorganization, hiring and resignations.

   - *Dr. Elizabeth Coria, Assistant Superintendent/VPSS, permanently hired in October 2021*
   - *Darlene Azevedo, Department Assistant for Records and Financial Aid, transition May 2021*

   C. List any changes to program service, including changes and improvements, since last year, if applicable.

1 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
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- *In response to the emergence of COVID-19, executive orders along with public health guidelines and Cuesta College policies stressed the importance of practicing social distancing and thorough cleaning of public spaces. This is to ensure safety for the entire college community. Although the guidelines have been significantly relaxed, and social distancing is no longer a requirement, Cuesta's stance is to continue to provide a safe environment for students, employees and all who visit the campus. The use of face masks are required for populated spaces, such as the testing labs to assist in reducing exposure and transmission of the virus.*

- *The Spring Commencement caravan ceremony will be held in parking lot 5, on May 20, 2022. due to the pandemic and public health concerns surrounding large public gatherings. The Spring 2022 ceremony will include graduates from fall 2021, spring 2022, summer 2022*

- *Dynamic Forms are being used to streamline processes, (e.g. prerequisite forms, course substitution waivers and athletic eligibility), thus ensuring acceptable e-signatures are acquired, per Title V regulations, and improved tracking of documents from submission to imaging*

- *Email channels have been created for specific requests in relation to evaluation of transcripts, records and assessment*

- *Outsourced diploma and certificate printing and mailing to Parchment (formerly Credential Solutions). Data files are uploaded enabling students to digitally access their credentials within an hour. Credentials can be shared on social media platforms, downloaded and forwarded to prospective employers. This drastically reduces the laborious task staff employed to individually print, package and mail the credentials. Outsourcing has reduced energy, staffing and office supply costs, while conversely increasing productivity in the office and timely receipt of credentials*

D. List changes to program in the last year in reference to relevant statutory authority/program regulation and related compliance issues, if any.

- *Executive Order 2020-02 was issued pursuant to Resolution of the California Community Colleges Board of Governors No. 2020-21 and title, 5 section 52020, of the California Code of Regulations allowing for the continued education of students during the declared pandemic and the temporary suspension of specified grade-related regulations*

- *AP 5040 Student Records FERPA regulations language was updated that provides the definition of student Education Records.*

- *AP 4235 Credit for Prior Learning Initiative is for students through approved alternative methods that demonstrate proficiency in a course may be eligible to earn credit. If eligible it will be annotated on the academic record. This may*

2 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
N o n - I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
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include students who served in the military or possess industry recognized credentials. $1 million was awarded by the Lumina Foundation to the Success Center at the Foundation for California Community Colleges to develop an infrastructure to support this program. The ultimate goal is for students to achieve academic and educational success within a shorter timeframe. The Guidance and system-wide Policy Advisory for the approved California Code of Regulations, title 5 section 55050, Credit for Prior Learning (CPL), effective March 20, 2020, is to provide policy guidance and comprehensive recommendations to support the institutional implementation of the CPL policy. The college has established a committee to pilot the program supporting the CCCCO's goal to offer credit by fall 2022

- *AB – 1460, commencing with students graduating in the 2024-25 academic year, would require the California State University to require, as an undergraduate requirement, the completion of one 3-unit course, at minimum, in ethnic studies*

- *Amended 2020-21 CCCAA Constitution and Bylaws (updated 2/19/21) pertaining to student-athlete eligibility and impact of COVID-19 on competitions*

- *Dynamic Forms are being used for prerequisite clearance, course substitution waivers and athletic eligibility, to ensure acceptable e-signatures are acquired, per title V regulations*

- *Continue implementation of Banner SSB 9 self-service portal upgrade has a new user-friendly format designed to assist faculty with seamless processes and communication with students (e.g. attendance reporting, Census rosters, grading, add codes email, etc.). It has been challenging for some faculty that are familiar with the previous version; however, updated step-by-step and video instructions have been created to minimize confusion*

II. **ANNUAL PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES**

A. Provide updates, if any, in how your program addresses or helps to achieve the District's Mission Statement in the last year.

Cuesta College Mission Statement

Cuesta College is an inclusive institution that inspires a diverse student population to achieve their educational goals.

We effectively support students in their efforts to improve foundational skills, earn certificates or associate degrees, transfer to four-year institutions, and advance in the workforce.

Through innovative and challenging learning opportunities, Cuesta College enhances lives by promoting cultural, intellectual, personal, and professional growth. We prepare students to become engaged citizens in our increasingly complex communities and world.

- *In December 2021, all staff participated in a Cluster Retreat Workshop titled "Stronger Together: Building An Effective Team Through the Lens of Equity", which focused on incorporating and maintaining an equity mind set when working with students, peers and various policies and Plans. This was the final installment in the series. However, the goal is to continue similar team building workshops and activities throughout the year and end with development of our SLO's during the fall retreat. Then in February, review the CPPR or IPPR and Resource Plan priorities for the current academic year*

- *Utilizing technology such as, myCuesta Pathway, Degree Works, Dynamic Forms to streamline processes; making it easier for students to request grade changes, submit course substitution waivers, audit and petition for degrees and certificates and view or request unofficial and official transcripts.*

- *Continue expanding transfer-articulation for students. Strata Information Group (SIG) has been hired for a one-time for a one-time project to evaluate external transcripts. Currently, there are approximately 7000-8000 unevaluated in Xtender. The intention is to eliminate the external transcript backlog and start fresh for the upcoming year. Thus, increasing credential completion and transfer. This effort may reduce the duration of time spent earning a credential at the college and promote exploring and/or advancing employment opportunities*

- *We continue to promote team building and professional growth through bi-weekly staff meetings, participation in shared governance committees, trainings and webinars at local and Statewide conferences to keep us abreast of current trends and legislation*

   Conferences and workshops attended:
   AAMC Opening Cycle Webinar for Registrars
   Athletic Eligibility
   ATI TEAS Testing
   Banner – Luminis
   Beyond Onboarding: CCC MyPath Customizations for Student Completion
   Blackbaud
   CACCRAO
   California Community College Assessment Association (CCCAA)
   California Community Colleges Chancellor's Office Updates (CCCCO)
   CSSO Virtual State Student Services Conference
   Cuesta Cluster Retreat

Diversity, Equity, and Inclusion Training (DEI)
Guided Pathways
Leadership Academy
Management Training Series
Manager/Backup Training for COVID Test Site
Military Summit Credit for Prior Learning (MilCPL)
National Clearinghouse
New Directors Training
OU Campus
Region 6 Meeting – Athletics
Stronger Together: Building An Effective Team Through the Lens of Equity
Targeted Outreach Training: Effectively Reaching Undocumented
  Students
WINtensive Workshop (ACCCES)

B. Provide updates, if any, to how your program addresses or helps to achieve the District's Institutional Goals and Objectives, and/or operational planning initiatives in the last year.

Institutional Goal 1: Access - Increase student access to higher education

Institutional Objective 1A: Increase enrollment of low-income and underrepresented students through intentional program development and targeted outreach efforts

In the past, the Student Support and Success Act (SSSP), was designed to support access and transfer to higher education. Now, with the Guided Pathways Pillars implementation and intentionally utilizing technology and tools to educate students to self-evaluate and audit their academic records for Associate Degree for Transfer (AD-T), as well as all other degrees and certificates empowers them to succeed.

Our goal is to provide current practices, policies and regulations to the outreach teams and student support programs, and continue with equitable practices for proctoring exams and ensuring all accommodations are being met. Increase accessibility by creating a department phone triage system designed to direct students to the appropriate staff and/or department. Email folders have been created for specific requests (e.g. transcripts, evaluations, test proctoring) and are checked daily. Respond to telephone and email inquiries timely with accurate information. Maintain our websites and update regularly. Offer information and instructions in other languages such as English and Spanish

Institutional Goal 2: Completion - Increase the number of students earning an Associate Degree or Associate Degree for Transfer, credential, certificates, or specific job-oriented skill sets access to higher education

Intuitional Objective 2A: Increase in the number of students who earn an Associate Degree or Associate Degree for Transfer, credential, certificated, or specific job-oriented skill sets

Utilizing myCuesta Pathway can assist with identifying students who are near degree completion and have not petitioned for a degree or certificate. In the future, the intention is to notify students via email that are within a few units of completing their degree and encourage them to enroll at Cuesta College. Additionally, the Records department will automatically award degrees and certificates, giving students this opportunity to opt out if they choose to complete at a later date. This process will allow for timely processing and increase the number of students who earn and Associate Degree, Associate Degree for Transfer, credential, certificated, or specific job-oriented skill set

We will continue to participate in shared governance committees to assist in the development of policies promoting equitable practices for all student and increase retention, persistence and completion rates. Striving to continue seeking equity -minded professional development and actively support inclusive activities (Cougar Welcome Days, targeted population events, workshops, conferences, etc.), both virtually and on campus.

Institutional Goal 3: Transfer - Increase the number of students who transfer annually to a California State University (CSU) or University of California (UC)

Intuitional Objective 3A: Increase the annual number of students transferring to a CSU or UC

We will continue to evaluate student's academic records for Associate Degree for Transfer (AD-T), as well as all other degrees and certificates. Auto degree awarding has been successfully implemented to assist with streamlining the evaluation and awarding of degrees and certificates and increasing production. The Evaluators are committed to actively participate with conferences, trainings and committees to ensure all degree requirements and regulations are being adhered, and maintaining alignment with the CSU/UC transfer policies.

Institutional Goal 4: Unit Accumulation – Decrease the average number of units accumulated by Cuesta College students

Intuitional Objective 4A: Decrease the average number of units accumulated by Cuesta College students

With the implementation of the external transcript email notification, students are notified when their transcript has arrived and received. The Records department makes every effort to accurately and expeditiously receive and process external transcripts; subsequently, the Evaluators will evaluate them, College Board AP scores, review and process prerequisite/co-corequisite requirements and course substitution waivers, which may decrease the number of units accumulated by Cuesta College students. The Policy and Procedure Taskforce was created to review regulations pertaining to prerequisites and updating board and administrative policies and procedures to assist with the reduction of accumulated units. In

addition, the auto awarding process has been implemented and will be managed by the Records department. This will allow students who otherwise may have been unaware, to earn degrees and certificates without having to petition. The goal is to decrease the number of units accumulated. However, they are given the option to "opt out' and earn the degree at a later date

Institutional Goal 5: Workforce – Increase the proportion of exiting students who report being employed in their field of study

Intuitional Objective 5A: Increase medial annual earnings of all students

Offer test proctoring for Cuesta College programs (e.g. LVN and RN), post grades, auto award and evaluate degrees/certificates, monitor the total number of students utilizing Parchment services to share and upload their earned digitized credentials to employers. This will support the increase of students needing credentialed documentation to either continue their educational goal, or to use as verification for course or program completion for employment in their field of study.

Institutional Goal 6: Integrate and improve facilities and technology to support student learning and the innovations needed to serve our diverse communities

Intuitional Objective 6A: Align facilities and technology in accordance with the district's Facilities Master Plan and the District's technology Plan

Currently, we are using software from a third party that is not guaranteed for long term purposes, and does interface with other programs. This is problematic and can lead to loss of data due to cancellation of services or data transfer to a new program. A solution is to invest in software for long term use that interfaces with our current programs.

We have significantly increased the number of forms submitted online and continue to seek innovative solutions to streamline our processes. Including, the submission of NSLC (Clearinghouse) reporting to eliminate manually resolving errors.

Instructional videos have been created to offer information and instructions to access unofficial and official transcripts in both English and Spanish. This can help reduce the student's frustration and allow students to utilize this resource after business hours. This will reduce the number of inquiries the office receives and increase productivity.

Recently, the staff was relocated to building 3100 after the Student Services reorganization that occurred during 2018-19. A physical separation no longer exists between Enrollment Services, Financial aid our departments. Having a central location is enhancing our interdepartmental relationships; further supporting communication and coordination of shared tasks and goals.

Institutional Goal 7: Fiscal

General Funding is allocated for office supplies and equipment, and conferences for professional development (Ellucian and/or College Source). With a limited budget, staff have expressed the challenges faced when considering attending conferences and trainings hosted throughout the state, prior to the COVID-19 pandemic. Currently, these events are offered virtually; however, the concern is this budget constraint will play a significant role once all travel restrictions are lifted. Having a healthy budget would offer fiscal stability and support professional development activities for staff. This would allow us to hire a student/hourly worker to support the department during peak seasons.

Additionally, it is challenging to hire student/hourly employees to assist our department with daily tasks to offset the workload. In the past, the department relied on Federal Work-Study employees, unfortunately, because of the pandemic, many students are unavailable to work.

III. **ANNUAL MEASUREMENTS, ANALYSIS AND IMPROVEMENTS**

Programs are often impacted by institutional or other organizational change. Please review program-relevant institutional data sources, such as institutional enrollment trends, which along with some other relevant program data, is available on the [SLOCCCD Institutional Research and Assessment website](#). Other organizational or departmental measurements may provide useful information for planning in your program; please describe those measurements and the data below.

A. Data Summary

- Describe data collection tool(s) used.

    Here are the number of degrees/certificates awarded per award year from 2012 – 2021 according to the Program Awards Summary in CCCCO MIS Data Mart:

|	Degrees Awarded	AD-T
2012-13	1156	24
2013-14	1128	145
2014-15	1175	321
2015-16	1315	442
2016-17	1484	418
2017-18	2065	445
2018-19	3776	472
2019-20	2668	583
2020-21	1602	842

2020-21 Degrees Awarded
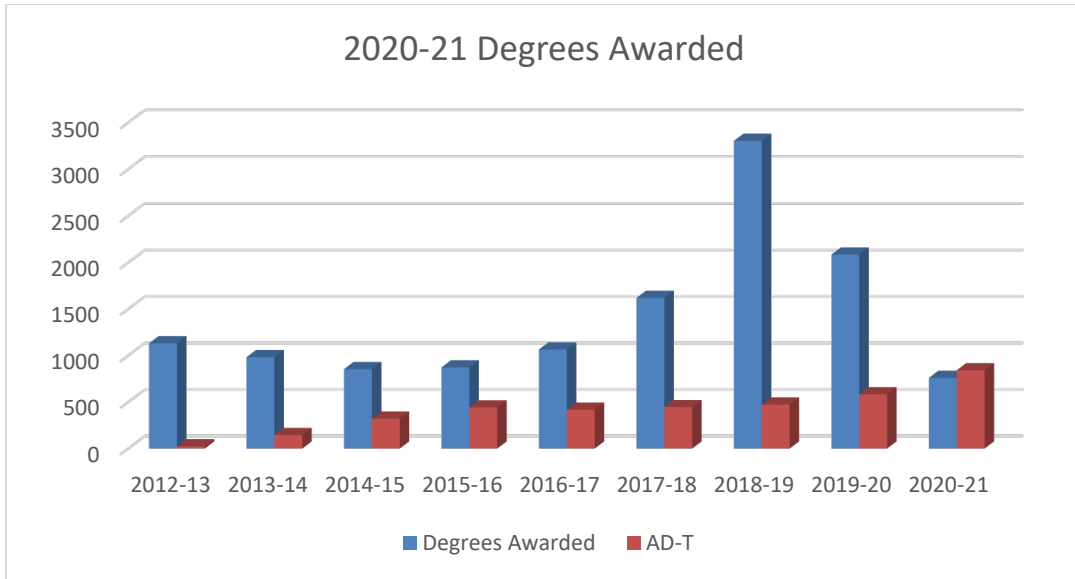
Despite the implications of the COVID-19 pandemic, there was a 44% increase in AD-T degrees awarded from 2019-20 to 2020-21. Despite transitioning to online instruction in March 2020, students may have adjusted to the virtual delivery of courses, enabling students to successfully complete their courses and graduate at the end of spring 2021. In addition, due the pandemic many students may have become unemployed or worked reduced schedules affording them the opportunity to focus on their academic and educational goals.

Although the Records department no longer assesses students for placement in English and math, this element plays a vital role is graduation and completion rates. Previously, the Student Success Team analyzed program data via the Student Services common data elements. The goal was to collaborate with Institutional Research for collection of these data points. Here are the updated findings from the Chancellor's Office Management Information System.

Successful Transfer-Level Completion Rates in English

Successful Transfer-Level Completion Counts in English
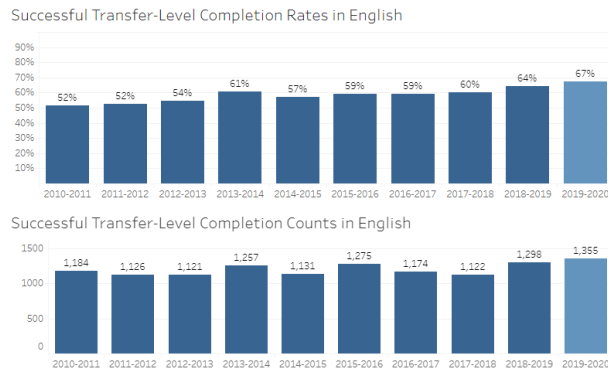
Successful Transfer-Level Completion Rates in Math
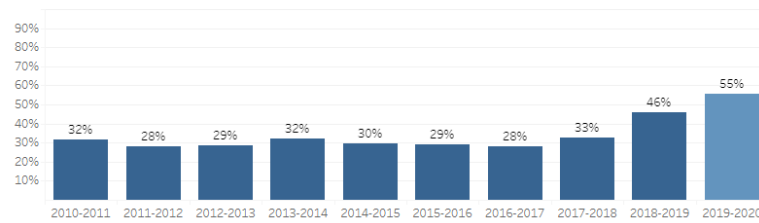
Successful Transfer-Level Completion Counts in Math
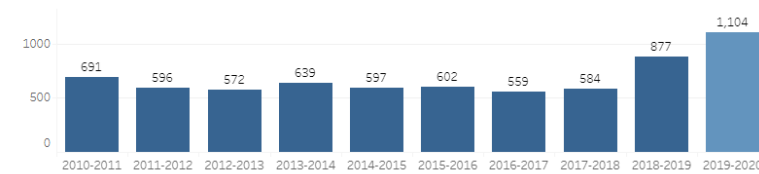
Cuesta College's completion rate for transfer-level math and English continues to be slightly higher than the statewide average. In fall 2017, the Multiple Measure Placement Project (MMAP) was launched and subsequently, AB 705 was implemented in fall 2019, which may explain why the trend continues.

Statewide Data

Completed Transfer-Level Math and English

Among students in selected student journey, the proportion who completed transfer-level math and English in their first academic year of credit enrollment within the district
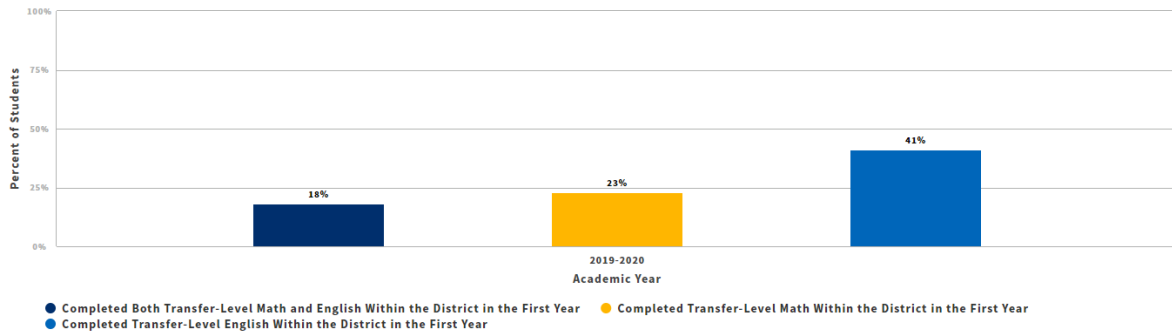
B. Data Interpretation:

Describe results from previous improvement efforts to the program based on institutional or departmental changes.

Students Served

We will continue to define the metrics used from the previous report to survey enhancements for supporting student service and increasing degree/certificate awarding and transfer.

> *Evaluations*
> > *Students w/external transcripts*
> > *Students submitting degree/certificate applications*

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N o n - I n s t r u c t i o n a l A n n u a l P r o g r a m P l a n n i n g W o r k s h e e t
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Students who submit prerequisite/co-corequisite APS college requests

- Identify areas if any that may need improvement for program quality and growth.

  Auto Degree Awarding with new Student-Centered Funding Formula
  Expansion of proctoring services
  Academic standing codes and processes
  Clearinghouse reporting and manual error cleanup
  Technology to streamline transcript evaluation and receipt of transcripts

- Recommend any changes and updates to program based on the analysis above. For elements that require funding, complete the [Resource Plan Worksheets](#).

  Explore use of new technology to streamline processes
  Contact faculty and other institutions that may need proctoring services

IV. **ANNUAL PROGRAM OUTCOMES (ASOs AND SSOs), ASSESSMENT AND IMPROVEMENTS**
Your program has established either Administrative Service Outcomes or Student Service Outcomes. Those outcomes are assessed and tracked in the Course or Program Assessment Summary. Review CPAS documents for ASO or SSO assessment results for program outcomes.

A. Describe any results from improvement efforts arising from ASO or SSO assessment in the last year.

   Continuing to us a few of the Student Success Outcomes from the previous year, aligning them with the goals of Guided Pathways, and Student Equity Plan 2019-2022.

B. Recommend changes and updates to program based on assessment of program outcomes. For elements that require funding, complete the [Resource Plan Worksheets](#) and review the Resource Allocation Rubric.

   Student Services Outcome 1:

   The plan is to increase the number of degrees and certificates awarded by implementing strategies to reduce the number of excessive units

   Strategies:
   - By analyzing effective processes, increase the number of transfer articulations completed in a timely manner
   - Continue auto awarding degrees/certificates and streamline process as needed
   - Complete degree/certificate petitions timely

- Continue to simplify student access to their educational data

Student Services Outcome 2:

Continue to help students achieve the educational and academic goals through supportive services and equitable practices.

Strategy:
- *Explore new technology and processes to increase efficiency and productivity*

Student *Services Outcome 3:*

Increase proctoring services to faculty, departments and institutions needing testing for students

Strategy:
- *Update website and advertise proctoring services via Canvas and email*
- *Contact intuitions and advertise available proctoring services*

V. **ANTICIPATED SERVICE CHALLENGES/CHANGES**

Provide a brief description of challenges or changes anticipated in the next year and any needs that have emerged as a consequence.

Suggested Elements:

A. **Regulatory changes**
- Changes to athletic eligibility due to the declared pandemic has impact on timely processing of documents and eligibility requirements. Participating in team meetings is vital to ensuring complying with the Commission on Athletics Bylaws and fulfilling requirements. Virtual team meetings have helped with educating athletes on the importance of meeting with a counselor to endure timely submission of non-native transcripts and completion of an SEP.
- Executive Order 2020-02 was issued pursuant to Resolution of the California Community Colleges Board of Governors No. 2020-21 and title, 5 section 52020, of the California Code of Regulations allowing for the continued education of students during the declared pandemic and the temporary suspension of specified grade-related regulations
- AP 5040 Student Records FERPA regulations language was updated that provides the definition of student Education Records.
- AP 4235 Credit for Prior Learning Initiative is for students through approved alternative methods that demonstrate proficiency in a course may be eligible to earn credit. If eligible it will be annotated on the

academic record. This may include students who served in the military or possess industry recognized credentials. $1 million was awarded by the Lumina Foundation to the Success Center at the Foundation for California Community Colleges to develop an infrastructure to support this program. The ultimate goal is for students to achieve academic and educational success within a shorter timeframe. The Guidance and system-wide Policy Advisory for the approved California Code of Regulations, title 5 section 55050, Credit for Prior Learning (CPL), effective March 20, 2020, is to provide policy guidance and comprehensive recommendations to support the institutional implementation of the CPL policy. The college has established a committee to pilot the program supporting the CCCCO's goal to offer credit by fall 2022

- AB – 1460, commencing with students graduating in the 2024-25 academic year, would require the California State University to require, as an undergraduate requirement, the completion of one 3-unit course, at minimum, in ethnic studies

- Amended 2020-21 CCCAA Constitution and Bylaws (updated 2/19/21) pertaining to student-athlete eligibility and impact of COVID-19 on competitions

- The proposed changes to title 5, section 55022, originated from Executive Order 2020-02. This temporarily suspended various grade-related regulations in response to the COVID-19 pandemic. System stakeholders began questioning the purpose, function and benefit of the Pass-No Pass grading option after reviewing the Spring 2020 enrollment, persistence, and completion data, and the reasons utilized to support student retention. Stakeholders questioned why student would not choose to drop a course if grading flexibility was not an option. Therefore, the proposed change is to extend the allowable time for students to select the Pass-No Pass option to support persistence. This proposed regulation is pending.

- There was a temporary suspension of student withdrawal regulations during the COVID-19 pandemic in relation to the use of the "EW" grading symbol. Discrepancies were discovered between regulations detailing two distinct types of emergency scenarios, "extraordinary conditions" and "extenuating circumstances." Situations that relate to both the student and the institution are considered extraordinary conditions. This type of withdrawal involves a fee refund and allows for students to repeat the course and the institution to claim apportionment limitlessly. Conversely, this does not apply to "Extenuating circumstances". This proposed regulation is pending.

B. **Internal and external organizational changes**
   - COVID-19 has impeded timely grade submission for CMC courses
   - Increased number of online submission of forms and transcripts
   - Increased number in receipt of electronic transcripts
   - Dynamic forms are being used for prerequisite clearance, course substitution waivers and athletic eligibility, to ensure acceptable e-signatures are acquired, per title V regulations. Additionally, this increases efficiency with processing requests and posts a audit record of who and when forms are processed
   - Continue implementation of Banner SSB 9 self-service portal upgrade has a new user-friendly format designed to assist faculty with seamless processes and communication with students (e.g. attendance reporting, Census rosters, grading, add codes email, etc.). It has been challenging for some faculty that are familiar with the previous version; however, updated step-by-step and video instructions have been created to minimize confusion

C. **Student and staff demographic changes**
   - Staff demographics are diverse. Overall, student demographics shows no significant change. Enrollment has declined due to the impact of the pandemic and increase in virtual instruction.
   - Gained a department assistant to help with daily office operations in May 2021

D. **Role of technology for information, service delivery and data retrieval**
   - Collaborating with IT to declutter the academic standing codes may increase/decrease the number of students on probation or dismissed
   - Implementation of Auto Degree Awarding may increase the number of degree/certificates awarded. This is decreasing the purchase of transcript and diploma paper and office supplies, which can significantly impact the budget
   - Annual Parchment subscription to digitize and mail diplomas and certificates to students. Outsourcing will significantly decrease in house impact. Certifications were individually and manually printed. This now allows for increased accuracy, efficiency, and productivity for degree/certificate awarding. Staff can train focus to other important tasks
   - CPoS implemented a soft launch spring 2021 by the Financial Aid Office may improve reduction in enrollment for nonrequired courses and conversely impact enrollment. Official launch is tentatively scheduled fall 2021
   - Increased number in receipt of electronic transcripts

- Dynamic forms are being used for prerequisite clearance, course substitution waivers and athletic eligibility, to ensure acceptable e-signatures are acquired, per title V regulations. Additionally, this increases efficiency with processing requests and posts a audit record of who and when forms are processed
- Continue implementation of Banner SSB 9 self-service portal upgrade has a new user-friendly format designed to assist faculty with seamless processes and communication with students (e.g. attendance reporting, Census rosters, grading, add codes email, etc.). It has been challenging for some faculty that are familiar with the previous version; however, updated step-by-step and video instructions have been created to minimize confusion
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E. Anticipated staffing changes/retirements
- None at this time
- Lack of support staff may increase workload

VI. OVERALL BUDGET IMPLICATIONS

Provide a brief description of the immediate budget request(s) made in your [Resource Plan](#) (formerly called the Unit Plan). These elements will be reflected in the District planning and budget process.

Elements:

- Personnel
    - Assistant Director of Records
    - Student Assistant/Hourly Employee

- Equipment/furniture (other than technology)
    - Professional development

- Supplies
    - None

- Technology
    - Parchment transcript services
    - Transcript reader

- Facilities

    - None

Top Ten Prioritized Requests (most requests from previous year have been fulfilled)

1. Assistant Director of Records (filling vacant position)
2. Professional Development
3. Parchment Transcript Delivery Services
4. Student Assistant - PT
5. Transcript Reader

SIGNATURE PAGE

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

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

Zhrinna McDonald		Mar 7, 2022
Associate Dean, Financial Aid and Records	Signature	Date
Bonnie Maul		Mar 8, 2022
Lynn Maul, Records Coordinator	Signature	Date
Karen Garza		Mar 8, 2022
Karen Garza, A & R Evaluator Analyst	Signature	Date
Rebecca Carter		Mar 8, 2022
Rebecca Carter, A & R Evaluator Analyst	Signature	Date
Will Wooster William Wooster (Mar 8, 2022 08:41 PST)		Mar 8, 2022
William Wooster, A & R Evaluator Analyst	Signature	Date
Bob Whiteford Bob Whiteford (Mar 8, 2022 09:15 PST)		Mar 8, 2022
Robert Whiteford, Testing Proctor	Signature	Date
DAzevedo Darlene Azevedo (Mar 8, 2022 10:27 PST)		Mar 8, 2022
Name Darlene Azevedo	Signature	Date
Name	Signature	Date
Name	Signature	Date

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N o n - I n s t r u c t i o n a l A n n u a l P r o g r a m P l a n n i n g W o r k s h e e t
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2022_APPW_Student Services AER

Final Audit Report   2022-03-08

Created:	2022-03-07
By:	Darlene Azevedo (darlene_azevedo@cuesta.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAWzcXRfhwVLzFfr3w1R2-SCWiiGRIzXqu

"2022_APPW_Student Services AER" History

📄 Document created by Darlene Azevedo (darlene_azevedo@cuesta.edu)
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📧 Document emailed to Zhrinna McDonald (zhrinna_mcdonald@cuesta.edu) for signature
2022-03-07 - 11:30:30 PM GMT

📄 Email viewed by Zhrinna McDonald (zhrinna_mcdonald@cuesta.edu)
2022-03-08 - 0:47:41 AM GMT- IP address: 104.47.73.126

🖊 Document e-signed by Zhrinna McDonald (zhrinna_mcdonald@cuesta.edu)
Signature Date: 2022-03-08 - 0:48:33 AM GMT - Time Source: server- IP address: 209.129.64.82

📧 Document emailed to Lynn Maul (lmaul@cuesta.edu) for signature
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📄 Email viewed by Lynn Maul (lmaul@cuesta.edu)
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