



**Santiago
Canyon
College**

SANTIAGO CANYON COLLEGE STUDENT SERVICES

PROGRAM REVIEW

2006 - 2009

ADMISSIONS AND RECORDS

II. PROGRAM DESCRIPTION

(Vision; Mission; Services-Functions; Funding Sources Statement)

VISION

Our vision is to modernize admissions and enrollment functions using new and innovative technology.

Students are entitled to fast and accurate inputting of applications, registrations, add/drops, transcripts, petitions and other enrollment related information and/or materials.

Students deserve new and innovative approaches for enrollment processes using the latest technology (Created March, 2006)

MISSION

Our mission is to educate students regarding college policies, procedures, online services and to help them achieve their goal in a professional and friendly atmosphere. Supporting students through the application, registration and enrollment process is our top priority. (Created June, 2006; revised April, 2010).

Admissions and Records strives to provide a complete and caring atmosphere where students are able to understand the “why” of school regulations while receiving helpful information.

STUDENT SERVICES-FUNCTIONS

The Admissions and Records Office at Santiago Canyon College offers a comprehensive array of enrollment services and functionality which includes:

- **CCC APPLY ONLINE APPLICATION:**
CCCApply is a statewide online application system for community colleges. This state approved system allows the capture of state mandated MIS information. The student applies online and does not have to reenter information when applying to another college on the same system. Once the application is submitted, A&R staff review the application files for duplications and an email is sent to the student with login information for using online records. There are 3 residency options from CCCApply: resident, non-resident from out of state, and international person. Although CCCApply contains an algorithm for these residency classifications, A&R staff must individually assess for AB540 and Care and Control students. Santiago Canyon went live with this new online application on April 1st, 2009.
- **DATATEL'S ONLINE REGISTRATION SYSTEM ENTITLED WEB ADVISOR, WHICH INCLUDES CHECKING PRE-REQUISITES AND COURSE REPETITION:**
Datatel is an integrated system which includes fiscal, human resources, and student information. Web advisor is the online feature which allows students to register, drop, view grades, unofficial transcripts, pay fees, complete address changes and find their registration date and time within the student menu. The system checks for repeats, course repetitions, and course time conflicts. The only exception to online registration is course repeatability. Students repeating classes for the third time must register in person. The student information portion of Datatel for Santiago Canyon College went live on April 15, 2009.

- **STUDENT ACADEMIC RECORDS—TRANSCRIPTS:**

The current transcript for the Rancho Santiago Community College District is a shared transcript where courses within a semester are identified as #1 for Santa Ana College and #2 for Santiago Canyon College. There are no plans at this time to split the transcript by individual college. Transcripts within Datatel have been customized to include AA and CSU/IGETC codes; transfer units; AP exams; language proficiency; credit by exam, military credit, and CLEP.

- **REGISTRATION FOR CONCURRENTLY ENROLLED HIGH SCHOOL STUDENTS (CAP):**

Career Advanced Placement is a state mandated program for High School students who are concurrently enrolled at a community college. Students must submit a Career Advancement Placement Form each semester, signed by a parent and school principal/designee. The form must designate the exact courses being requested. In addition, CAP students must meet prerequisites and take appropriate placement tests. Students under 16 must also obtain permission of the Division Dean. CAP students register online during the week prior to the semester start, per State law.

- **CREDENTIALS' ONLINE TRANSCRIPT REQUEST:**

This online transcript feature combines fast and accurate processing of transcripts with the ease of online ordering, which is especially helpful for students who live outside the immediate vicinity of the college. The system will be updated for spring semester, 2010, to the new online Robo registrar which will broaden Santiago Canyon College's support of student transcript needs.

- **ONLINE FACULTY SERVICES - ROSTERS, STUDENT DROPS, GRADES:**

The faculty menu of online services for web advisor enables instructors to print rosters, drop students, and submit final grades. With an enhancement from the IT department, instructors are able to create all of their records into an excel format. Admissions collects, files, and stores all class documentation in an online folder. All faculty responsibilities commenced online beginning with summer, 2009.

- **OPTICAL IMAGING AND STORAGE OF ACADEMIC RECORDS:**

A&R document storage includes optical imaging by an internal and external source. The internal source is an A&R staff member who scans all of the daily operational data (waivers, name changes, incoming transcripts, petitions, educational plans, etc) that are submitted to Admissions from Counseling, faculty, and other institutions.

For archiving of academic records, Spectrum has been contracted as the vendor to scan all applications, add/drop cards and faculty documentation of student records. This data is sent to SCC on a disk, backed-up, and the data is then placed in a network drive and web site that is shared by SCC and SAC.

- **EVALUATION OF INCOMING TRANSCRIPTS FROM OTHER INSTITUTIONS-TRANSFER WORK:**

A&R Specialists evaluate GPA units of incoming transcripts from other institutions. The total number of transfer units is placed within Datatel and displays on the student transcript. In addition, AP & CLEP test scores, language proficiency from high school transcripts, and credit by exam are also processed by evaluators and displayed

on the transcript. Incoming transcripts are processed and scanned into the imaging system.

If a student is not currently enrolled at SCC, an incoming transcript is held for one year.

- **ACADEMIC RENEWAL:**

A&R personnel review transcripts for course repetition. When passing grades replace substandard grades, notations are made on the student transcript and the cumulative GPA is recalculated.

- **ACADEMIC STANDING:**

As mandated by the state, the new Datatel system calculates progress probation and academic probation after the student completes 12 units. Progress dismissal is based on the work of three consecutive semesters in which 50% of the student's academic record of "W", "T", or "NP" exceeds over 50% or a GPA is under 1.75. This is generated from both Admissions and Counseling and includes awareness, intervention and access to educational planning.

- **GRADUATION SERVICES-CERTIFICATES, CERTIFICATES OF ACHIEVEMENT, AA/AS DEGREES, CSU/IGETC CERTIFICATIONS POSTED ON TRANSCRIPTS:**

Evaluation of transcripts to determine if a student is eligible for an Associate Degree/Certificate of Achievement; evaluation of transcripts for CSU/IGETC certifications; posting of degrees, certificates, and certifications on transcripts; maintenance of graduation statistics. The Graduation Specialist works with the Articulation Officer on the evaluation of credits from other colleges

- **PUBLICATIONS, INCLUDING THE ADMISSIONS WEB SITE, CLASS SCHEDULE AND COLLEGE CATALOG:**

With the assistance of A&R staff, the Admissions website is updated monthly. The A&R secretary edits the narrative for the semester class schedule and the Registrar & Graduation Specialist reviews edits for the annual catalog. Within the Admissions lobby, A&R staff keep students informed with timely semester information & services via a plasma screen.

- **APPORTIONMENT REVIEW, PROCESSING, AND REPORTING FTES:**

The Associate Dean and Registrar in admissions are responsible for all state mandated reporting of apportionment (320 report) and MIS data information. This management team within A&R reviews all methods of apportionment—weekly, daily, independent study, and positive attendance—to verify the quality of the data. Both staff work with the academic division offices to ensure the proper collection of all apportionment hours/FTES. The Associate Dean and Registrar oversee the census reports for every class with assistance from reports created by the IT department. MIS "clean up" is completed after every semester ends.

- **PHONE TREE:**

Admissions and Records also maintains oversight for the college telephone tree. The Registrar works with all departments and division to keep the phone tree with updated information and focusing on meeting the needs of callers.

- **PARENT ORIENTATIONS:**

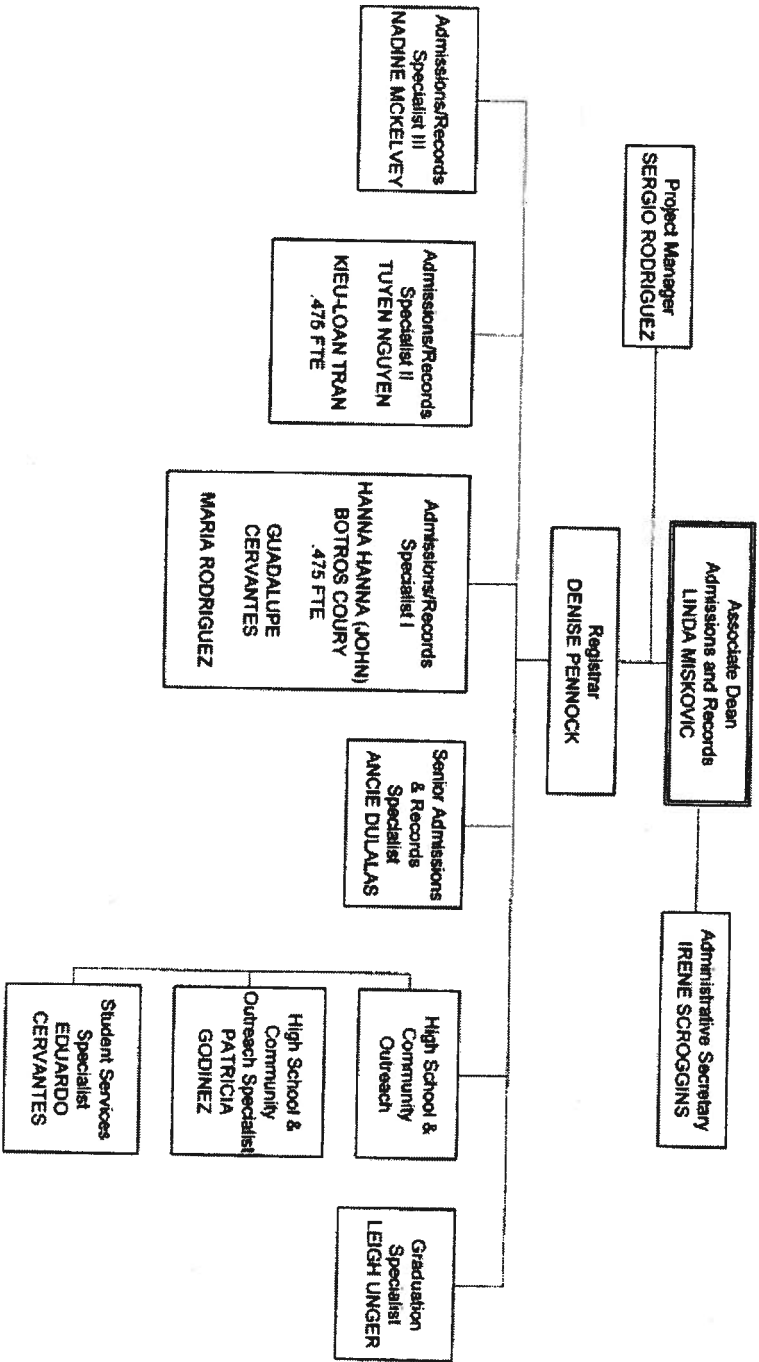
During spring, the Associate Dean, Registrar, Graduation Specialist, chair of the Counseling Department, and the Transfer Center Coordinator combine their efforts to inform parents about testing results, scheduling classes, transfer updates, FERPA, and graduation requirements. Admissions created an information packet for parent orientations which includes health center services, FERPA, financial aid, and other student services which provides information regarding scholarships, transfer plans & counseling Parent Evaluations completed at the end of each orientation indicate that this program is well accepted and informational to parents.

FUNDING SOURCES

Currently, the Admissions and Records Office receives funding only from the general fund. In the past, A&R has had the privilege of receiving funding from matriculation. Due to the serious cutbacks in categorical funding in 2009-2010, A&R lost all matriculation funding which was used to fund short term staff members who supported the office during peak application and registration periods.

III. ORGANIZATIONAL CHART

Santiago Canyon College
STUDENT SERVICES
ENROLLMENT SERVICES



IV. STUDENT LEARNING OUTCOMES

(identify outcomes; methods, implementation of assessment process; results; decisions & recommendations)

ADMISSIONS STUDENT LEARNING OUTCOMES ASSESSMENT REPORT 2007-08

Mission Statement – Our mission is to educate students on college policies, procedures, services, and online functions. The staff state that service to students is our top priority.

Student Learning Outcome – Most colleges rely heavily on an Online Record system to attract students to enroll at their institution. The SCC Admissions Office promotes online registration as the primary method of enrollment. However, an Admissions Office which makes no effort to educate applicants regarding the use of the online system is performing a disservice to their students. For this reason, the Admissions and Records office has created the following student learning outcome for 2007-2008:

SLO STATEMENT: New and prospective students will be given individualized instruction on how to register online using the online records system. As result of this instruction, students will choose to register online rather than using the telephone registration system.

The intended outcome is to influence new students to register via computer versus the telephone.

Methods- A check-off list of online functions was given to A&R staff as an assessment tool. This list identified every online function that students needed to learn in order to successfully register online. Staff member provided one-on-one instruction to one hundred prospective students on how to use the online records system, emphasizing the online registration component.

At the end of instruction, students were given a very short evaluation. This form verified that the student had received the knowledge to independently use Online Records. The one “burning question” that was most important on this evaluation was, “After this instruction, are you likely to use online registration in the future?” The expected response was “yes.”

The primary criteria for a successful outcome was to verify that 80% of the students who were given personal instruction actually completed their fall registration using the online system.

Although each online function was identified for new students participating in this outcome, the presenters’ styles and methods of teaching were varied. Inconsistent language and terms were also variables to be considered as limitations. Lastly, no allowance was made to objectively measure the effectiveness of each presenter.

Implementation of Assessment Process - Identify who is responsible for doing each step in the evaluation process (list all of the individuals involved in the assessment process) - Instruction was given to new students by the Registrar and knowledgeable staff members, both full and part-time. A total of twelve staff implemented this student learning experience. The Director of Admissions collected, recorded, and evaluated the data.

Outline the timeline for implementation - The timeline had beginning and ending dates predetermined. The student learning outcome began one month prior to the fall semester on August 1 when new students were applying. Their eligibility to enroll would not occur until weeks later. The instruction for online registration ended on August 27th, the first day of the fall semester.

Identify who will be evaluated - This learning outcome had an intended number of one hundred (100) new/prospective students, who applied in person at the Admissions counter during August, 2007.

Identify who is the intended user of the data that will be collected - Admissions and Records is the intended user of the data accrued from this initial student learning outcome. Assessment results will stimulate discussion and direct some activities which can improve instructional delivery for Online Registration.

Results

Summarize the results for each outcome - It was important to track the one hundred students' registrations as a useful means to gain first hand information on the advisability of orienting new students to online registration. It is very interesting to note that none of the one hundred students who participated in this outcome attempted to use telephone registration. This can be an indication that either new students are more likely to adapt to the computer usage, or that the Admissions staff did influence a decision to register online. One-on-one instruction resulted in the following results:

- 83 students registered online
- 11 students performed no registration at all
- 6 students registered in person
- 0 students registered by telephone

A side benefit of this outcome was that many of the new students felt a connection with the Admissions person who had helped them and felt comfortable coming to Admissions with other questions.

Summarize the process to verify/validate the results - Student ID numbers were tracked on the evaluation form and used to identify the method of registration for these one hundred new students. This process was completed during the third and fourth weeks of the fall 2007 semester. The data indicates that 83% of the students who received instruction did complete their fall registration online. The consequences of this student learning outcome clearly support the hypothesis that promoting online registration can have successful results.

Decisions and Recommendations

What needs to be done? - First, a systematized method of instruction needs to be developed to instruct new students on how to use the Online Records system for registration. Each staff member would receive training on how to deliver this instruction. Attention should be given to consistency of terms and words to be used to avoid confusion for new students.

Identify the groups who participated in the discussion of the evidence that led to the recommendations and decisions - Staff members who actively participated in the student learning outcome were consulted and interviewed by the Director of Admissions. They were very willing to share their experiences and offer suggestions for improvement.

Summarize the decisions/recommendations made for each outcome - Staff members who participated in the learning outcome gave direct input regarding the process and offered the following suggestions:

- While students who applied at the counter readily accepted the offer of instruction, some students would not ask for help and went directly to the computer area in the Admissions lobby. These students tried to fumble through the process on their own. It was suggested that a staff person “patrol” the computer area to offer assistance to students.
- It would be the responsibility of the staff person assigned to the lobby area to educate students on all the capabilities of Online Records. Students may not know that they can also order transcripts online.
- Elderly students needed the most help with Online Registration. While they would have preferred to register in person at the counter, they were very open to using the computer. They actually found it easier than they thought it would be.
- Admissions will plan their next student learning outcome with one suggestion being to educate students how to request a transcript online.
- It was felt by staff and students alike that the program was incredibly worthwhile and not only promoted an understanding of online registration and student self-sufficiency, but also promoted a “welcome touch” for new students.

Identify when each outcome will be evaluated again (if the outcome is to be retained) - It is recommended that this learning outcome be replicated for spring semester to see if similar numbers would be obtained and to continue the process for new students.

Identify those responsible for implementing recommended changes - It is the responsibility of the Director of Admissions and the Registrar to review the results of this study and attempt to implement any recommendations that they deem desirable and manageable.

ADMISSIONS STUDENT LEARNING OUTCOMES ASSESSMENT REPORT 2008-09

Mission Statement – Our mission is to educate students regarding college policies, procedures, services, and online functions. Service to students is our top priority.

Student Learning Outcomes - Educating students to use online functionalities is not a static, but a dynamic process that has continued to evolve rapidly over the past decade from homemade legacy student information systems to totally integrated systems, such as Datatel. The evolution of these changing systems makes it a powerful tool for students to access student records and processes from their homes.

Using a comparison of transcript counts from January, 2008 to January, 2009, there was an increase of EXPRESS (immediate) transcripts from 370 to 487 within one year. For this reason, the Admissions and Records Office at SCC felt it necessary to teach students how to request transcripts online, rather than coming to the office in person.

SLO Statement - Current, returning, and alumni students will be given individualized instruction on how to request a transcript online. As a result of this instruction, students will choose to order transcripts online rather than coming in person to the Admissions Office.

The intended outcome is to change student behavior from using in person services for transcript ordering to using the online transcript request. Learning this skill will build the students' intellectual independence. Independence means that the student has more options.

Methods – Admissions used a very interactive and hands on process with students for this particular learning outcome. Students who came to the Admissions Office to request a transcript were asked if they were aware that they could order transcripts online. When the student said, “no,” staff asked if they would like to learn how to order them online. Staff had a check-off list that they used as an assessment tool. With wireless keyboards and mice purchased especially for this SLO, students could then do a “walk through” of the steps required to order the transcript online while they stood at the Admissions counter. Staff gave one-on-one instruction during this demonstration.

At the end of instruction, students were given a handout on “How to Order Transcripts Online.” They were also given a one-minute evaluation answering questions about the benefits of this individualized training for ordering online transcripts.

In order to provide measurable evidence, student ID numbers were collected on these forms. In this way, online transcript ordering could be tracked once the spring semester started. Tracking their method of transcript ordering would provide evidence that the skill and knowledge to use online registration was learned.

With criteria for each outcome - The primary criteria for this outcome was to deduce whether the students who were coached on using the online transcript request actually used this service in the following months.

Add limitations, if applicable – Going into this SLO, thought was given to the possibility that:

- Some students may not have a credit card to pay for the online transcript request.
- The first 2 copies requested are free. Credentials must charge regardless when transcripts are ordered online. Students want to use their free copies.
- Another limitation was the timeframe and number of students that could be processed during these two months. The “busy-ness” of the semester start interfered with collecting more data.
- The survey was done only on students who appeared at the counter to request a transcript.
- Another limitation is the possibility that while students may actually have learned the process and wanted to use it, they may not have needed a transcript in the timeframe used for this SLO.
- Using the January comparison of transcripts could be misleading as this is a primetime for transfer students who want to hand carry transcripts to the UCs and CSUs.

Implementation of Assessment Process- Identify who is responsible for doing each step in the evaluation process (list all of the individuals involved in the assessment process) - Instruction was given to new students by knowledgeable staff, both full and part-time. A total of eleven staff implemented this student learning experience. The Associate Dean of Admissions collected, recorded, and evaluated the data.

Outline the timeline for implementation - The timeline had beginning and ending dates. This learning outcome began one month after the completion of the fall semester, 2008, on January 19, 2009. This was a prime time when students needed transcripts. The tutoring for online requests ended on March 31st.

Identify who will be evaluated - This learning outcome had an n = 60 students who had come in person to request a transcript.

Identify who is the intended user of the data that will be collected - Admissions and Records is the intended user of the data accrued from this student learning outcome.

Examining the assessment results and the multiple factors that made it successful (or not) will affect the decisions made on how best to recruit students to use the online transcript request.

Results

Summarize the results for the outcome – One of the primary challenges facing A&R staff is transitioning students from a personal delivery of services to using online functionalities. It was derived from the assessment tool that students loved seeing how to do the actual process online. This was the number one answer given as feedback.

Using the online records software provided by Credentials Solutions, follow up research was completed and analyzed by the Associated Dean of Admissions. The follow up process was to determine if the student used the online transcript form after their learning experience. This analysis of online requests was completed after the Spring Semester. It was the intent to allow students at least three months to order a transcript online. One on one instruction resulted in the following summary.

20 students used the online request after their training

40 students did not use the online request since their training

Summarize the process to verify/validate the results – The data concludes that only 1 out of 3 students actually used the online request after it was demonstrated to them. These results determine that perpetual learning is necessary to transition students to online opportunities.

Decisions and Recommendations

What needs to be done? It must be recognized that students who need transcripts immediately will not use the online transcript form. This is the purpose of the EXPRESS service provided by A&R. Although students can access their unofficial copy online, this has not cut down the number of requests every year. Teaching students about the benefits of using online services at any time of day or night remains a continuous process.

Identify the groups who participated in the discussion of the evidence that led to the recommendations and decisions. Staff members who actively participated in the student learning outcome were interviewed by the Associate Dean of Admissions. They were very willing to share their experiences and offer suggestions.

Summarize the suggestions for improving the assessment process. Staff gave direct input regarding the process and offered the following learning motivations for the students surveyed. There were two negative barriers to using the online request: money and trust. It may be presumed from the students surveyed that the negatives outweighed the positive described below.

- One consequential opinion emerged for the staff stating that students were most concerned about the difference in price between using the online request, which costs \$8, and the in-person request costing \$3. Money emerged as the number one deterrent to using the online services.
- Many of the students interviewed were unaware that the online request was available. Once it was demonstrated to them, they liked the easy access, thought it was very easy to request copies to multiple addresses, saved time by not having to drive to campus, and they loved the services provided by Credentials Solutions: email replies, text message replies, status updates and confirmation, and telephone inquiries.
- Students discussed their lack of trust in using credit cards online. This was a powerful influence on their decision to request transcripts in person.

Identify when each outcome will be evaluated again (if the outcome is to be retained)

It is recommended that this learning outcome be replicated in the future to see if a higher percentage of users can be obtained. Also, there are significant numbers of requests mailed into the Admissions office. This is potentially another group of students that could be informed and educated on using the online request.

Identify those responsible for implementing recommended changes - It is the responsibility of the Dean of Admissions and the Registrar to review the results of this study and attempt to implement any recommendations that they deem desirable and manageable. In providing students easy access to their records, barriers of cost must be discussed. The next step is to allow students to use the online request in the lobby where students can walk into the cashier's office and pay in person.

**ADMISSIONS AND RECORDS STUDENT LEARNING OUTCOMES
ASSESSMENT REPORT 2009-2010**

Learning Outcome—Online Transcript Request: SCC is acquiring new online transcript software called Robo-Registrar. This software provides more online payment choices and delivery services, such as Federal Express. Students need to increase their knowledge base using these types of online services as this is a basic survival skill on a computer and it is necessary for transfer preparation.

The goal is to maximize a student's ability to order transcripts online. This SLO supports the college's mission to create support services that are dedicated to intellectual and personal growth development.

SLO: A&R will increase the percentage of students who order transcripts online by teaching students the online transcript software using a 1 on 1 instructional method.

Target: Students who come to order transcripts in person. A&R will try and change their behavior to utilize the online request instead of the in-person requests. Becoming more computer literate and acquiring proficiency in using the online transcript software will benefit students to apply these skills to effectively navigate Web Advisor and other similar software applications.

Assessment Method: In order to improve the effectiveness for ordering transcripts, staff will demonstrate all of the online skills and knowledge/features of the online transcript request.

After staff members give clear and accurate instruction, students will complete a one minute survey type instrument in which they self-assess their learning by obtaining their student ID number on this assessment tool, A&R can track the number of online transcript requests made by each student following the completion of this SLO.

Assessment Timelines: The SLO will be conducted during the month of June – peak time for transcript requests. Assessment will be an ongoing activity throughout the spring semester.

V. DATA

(include qualitative and quantitative data; survey-evaluation results; and other relevant data to assess program effectiveness)

Survey Data

A variety of assessment/survey/evaluation results were utilized to assess program effectiveness. The first tool reviewed was a comprehensive institutional review done annually by the district Research Department. (See following pages)

In Spring Semester, 2008, the RSCCD Research Department conducted a student satisfaction survey of students enrolled at SCC. The survey provided an opportunity for students to report their levels of satisfaction with services and programs provided by the college.

Surveys were distributed to a sample of class sections proportionately divided between daytime and evening classes. A special effort was made to include all departments as well as balance beginning level and advanced level courses. The report summarizes the opinions and perceptions of the 1576 students who completed the questionnaire. Admissions/Records and Registration received the highest number of respondent-users, as they should, since they are "required" services.

The SCC Admissions and Records Office scored the following ratings from 87% of the students surveyed:

- Excellent 37%
- Good 50%
- Average 14%
- Below Average 1%

The greatest number of positive comments was given to A&R staff for being "phenomenal, approachable, friendly, efficient, patient, and willing to work with the students." They were commended for being helpful in referring students to other departments. There were negative comments about the office losing forms and the registration system being down when students got home from work in the late evening.

(Data taken from September 2008 Student Satisfaction Survey at SCC)

SCC INSTITUTIONAL RESEARCH REPORT

Ratings of Support Programs and Services

Students were asked to rate 24 programs and services made available to students as they studied at SCC. The second column in the table below shows the percentage of all respondents who had used the given SCC programs and services. Subsequent columns list the program ratings given by those respondents who used the programs and services.

Most respondents did not use the many programs and services offered to support them as they pursued their college education. The highly used programs/services were usually “required” where students needed to interact with Admissions and Records, Registration, the Library, and Counseling, in order to enroll and select their classes, to complete their assignments, etc.

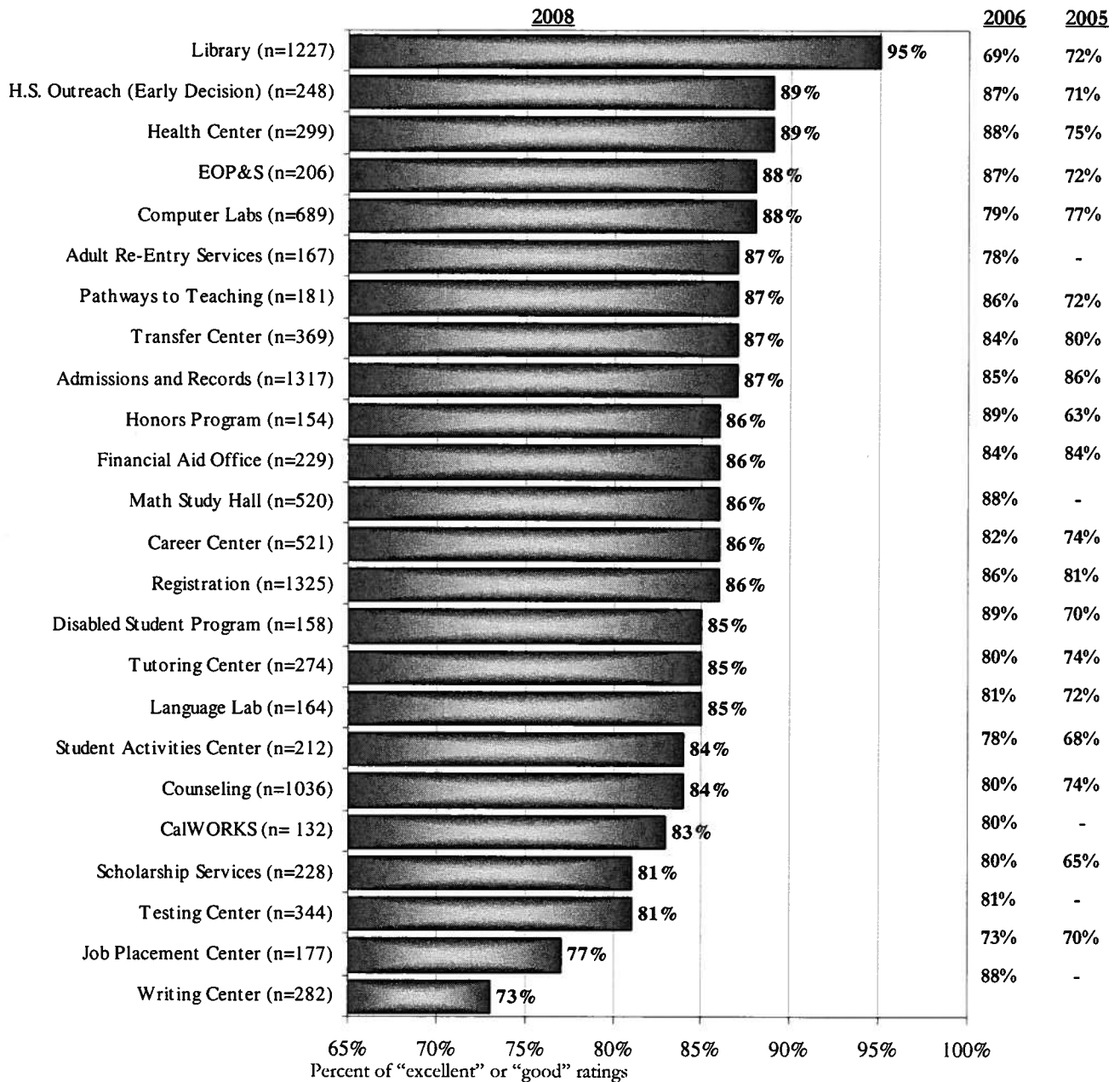
“Optional” programs, such as Disabled Student Program, CalWORKS, Honors Program and Adult Re-Entry Services had very few respondent participants (15% , or fewer, of respondents).

SCC Programs and Services	Percent of Respondents Who Used	Percent of Program/Service Ratings by Users				
		Excellent	Good	Average	Below Average	Poor
Registration	88%	41%	45%	12%	1%	1%
Admissions and Records	87%	37%	50%	14%	1%	0%
Library	81%	66%	29%	4%	1%	0%
Counseling	70%	41%	43%	12%	3%	1%
Computer Labs	48%	44%	44%	10%	1%	0%
Career Center	37%	38%	48%	12%	2%	0%
Math Study Hall	37%	37%	45%	17%	1%	0%
Financial Aid Office	34%	51%	32%	12%	3%	1%
Transfer Center	27%	44%	43%	11%	1%	1%
Testing Center	26%	34%	47%	17%	1%	1%
Health Center	23%	48%	41%	10%	2%	0%
Language Lab	22%	47%	38%	14%	1%	0%
Tutoring Center	22%	47%	38%	11%	2%	2%
Writing Center	22%	34%	39%	23%	3%	1%
H.S. Outreach (Early Decision)	20%	48%	41%	10%	0%	0%
Scholarship Services	19%	41%	40%	15%	3%	0%
Student Activities Center	18%	37%	47%	15%	0%	2%
EOP&S	17%	56%	32%	10%	2%	0%
Job Placement Center	16%	39%	38%	18%	5%	1%
Pathways to Teaching	16%	44%	43%	12%	1%	1%
Adult Re-Entry Services	15%	42%	45%	13%	1%	0%
Honors Program	14%	37%	49%	12%	1%	0%
Disabled Student Program	14%	48%	37%	13%	1%	1%
CalWORKS	13%	34%	49%	14%	2%	0%

Overall, regardless of the number of users, participants rated the quality of the various support programs and services high, ranging from 73% to 95% “good” and “excellent.” This year’s respondents were slightly more favorable in their ratings than prior respondents.

If respondents rated a particular program or service “below average” or “poor,” they were asked to give reasons why they did so. The comments and suggestions for improvement are grouped by the program or service and can be found in the appendices. Program directors and staff are encouraged to read the many, many comments that respondents offered. This input may be useful for future planning.

Ratings of SCC Programs and Services



Admissions Transcript Requests Log, 2007 – 2009

2007	Express	Mail	Emergency	Online	Total
January	359	285	22	477	1143
February	286	257	22	225	790
March	196	158	8	164	526
April	157	101	8	164	430
May	215	86	8	176	485
June	315	315	21	194	845
July	285	193	13	226	717
August	415	228	9	262	914
September	222	289	15	191	717
October	192	196	13	214	615
November	233	216	10	204	663
December	164	159	5	146	474
Total	3039	2483	154	2643	8319

2008	Express	Mail	Emergency	Online	Total
January	370	408	25	395	1198
February	217	244	19	277	757
March	175	169	16	145	505
April	169	114	4	191	478
May	183	73	9	164	429
June	327	252	29	223	831
July	323	234	17	221	795
August	356	186	11	317	870
September	242	264	4	286	796
October	202	157	20	219	598
November	225	202	22	240	689
December	172	171	7	294	644
Total	2961	2474	183	2972	8590

2009	Express	Mail	Emergency	Online	Total
January	487	322	Same as Express	533	1342
February	312	206		275	793
March	217	215		246	678
April	239	92		231	562
May	217	98		175	490
June	502	378		345	1225
July	312	175		226	713
August	363	115		312	790
September	241	154		232	627
October	212	170		238	620
November	121	274		285	680
December	141	208		261	610
Total	3364	2407		3359	9130

VI. ANALYSIS

(evaluates the strengths, challenges, opportunities and needs of your program; provide thorough interpretation of data and complexity of analysis)

ANALYSIS OF OPPORTUNITIES AND EXPERIENCES LEARNED FROM STUDENT LEARNING OUTCOMES (2007, 2008, 2009)

In the first SLO, the SCC Admissions Office had a professional agenda to prepare new students for the new Datatel Online Records and, at the same time, wean students away from the current telephone registration system. A strategic commitment was made by A&R staff to assist every new student to learn to register online! The 2007-08 SLO indicates that a significant difference was made by staff who gave personal attention and time to instruct new students on how to use the Online Records system. This structure remains in place today and is a wonderful example of engaging students in productive learning.

The other wonderful benefit of this approach was that new students felt a personal connection to the staff member who assisted them and they started their college experience at SCC with a positive encounter.

An analysis of transcript requests from 2007-2009 provided data that online requests during peak times, such as the end of a semester, were used by only 33-42% of all requests made within a month. For the 2008-2009 SLO, the SCC Admissions Office had a critical purpose to update students about the online transcript request. The initial results of this SLO showed consistency with annual transcript statistics that a mere 1 out of every 3 students was using this convenient service. Teaching students about the benefits of using an online transcript request was our goal!

Invariably, all of the best interactions with students on using the online request came down to one critical component of the online service—the cost. The \$8 charge was the number one deterrent to using the online service. This changed the thinking in A&R. Where the online service was looked upon as a luxury, now the department is striving to make it the only way to order a transcript.

As a result of the 2008-2009 transcript SLO, SCC Admissions is taking on the project of rejuvenating the entire online transcript service for students for the 2009-2010 SLO. First and foremost, a computer has been purchased that will become the designated transcript ordering station at the Admissions counter. Students who wish to order a transcript will use the online software at the counter rather than fill out paper requests. In addition, the online request will offer multiple pricing levels: \$3 for a 2-4 day process; \$8 for express; federal express overnight service option for mailing; and COD (cash on delivery) to the Cashier's Office. It is the strategic plan to change that 33% usage to 80% or better by December of 2010.

PRIMARY SERVICE – ACADEMIC TRANSCRIPTS – WHAT DO STUDENTS THINK ABOUT THE ONLINE TRANSCRIPT REQUEST SURVEY

DATA FROM TRANSCRIPT SURVEY – FALL 2009

Students who randomly came to the Admissions counter for any reason were asked if they would be willing to complete a 30-second transcript survey. This survey was created to provide A&R with current feedback for the online transcript service. It was identified in the most recent SLO that A&R needs to be more attentive to this office function.

There were 80 respondents to the questionnaire. Upon evaluating the present operations for transcript ordering, this survey has determined that increasing the transcript service options online would yield a significant improvement in service to SCC students. The greatest concern

expressed on the survey was that students disliked having only the RUSH service available online. This service costs \$8. They expressed the desire to have the standard delivery (lower priority option) of \$3 offered online, even when this request takes 2-3 days longer to fulfill.

Results of this survey were as followed:

- 88% of the respondents were very aware that transcripts could be ordered online.
- Only 27% of the respondents have used the online request. This result certainly raises concerns about the cost of the online service, the lack of visibility for this service, and the need for better marketing.
- 83% of the respondents indicated that they owned a credit card in their name. This clearly indicates that students have the ability to order online, but they choose not to use the service.
- 55% of the respondents agreed that ordering the transcript online was not difficult, with 33% having no opinion. Those with no opinion replied that they were unaware of the online transcript request or they had never used it. Only 9% thought the online ordering was difficult. One student was returning after 10 years and found it frustrating.
- 37% of the respondents wanted faster delivery times. A RUSH transcript is processed immediately, so the question is related to delivery options: federal express, overnight, and regular mail.
- 75% of the respondents agreed that they would like to see a lower cost option online.
- Only 33% of the respondents felt that ordering transcripts online was a positive experience. A&R must be attentive to this response and the reasons why the experience was perceived in a negative way. Changes must be made to enhance this service.
- 65% of the respondents agreed that they would recommend online transcript ordering to other students. 30% had no opinion. 6% disagreed.

PLANNING ASSUMPTIONS DERIVED FROM SURVEY

- The Online Transcript Request is one of A&R's highest priority services. While it is perceived to be easy to do online, students have voiced their opinion by wanting more options related to cost and mail service. The productivity of this service can be greatly increased by serving the needs of students.
- Specific options to be added to the online request include: a lower cost charge of \$3 with a slower delivery time; federal express shipment; eliminate the required signature form that must be faxed as much as possible; use a automated authentication process which matches the credit card user's name to the person ordering the transcript.
- For the fastest delivery service, SCC must move into the E-Tran project that is currently available within the state and used by community colleges.

Student service is our reason for being. Creating the above enhancements will raise the quality of the online transcript request.

VII. FINDINGS & FUTURE DIRECTION

(summarize findings and indicate how the findings have shaped decision making; areas of concern are addressed; provide recommendations for future direction of your department (programs & services) and address applicable needs (funding facilities, personnel and technology)

- The Online Transcript Request is one of A&R's highest priority services. While it is perceived to be easy to do online, students have voiced their opinion by wanting more options related to cost and mail service. The productivity of this service can be greatly increased by serving the needs of students. As a result of the transcript survey A&R will implement the new ROBO service provided by Credentials, Inc.

Specific options to be added to the online request include: a lower cost charge of \$3 with a slower delivery time; federal express overnight shipment; elimination of the required signature form that must be faxed; use of an automated authentication process which matches the credit card user's name to the person ordering the transcript.

- For the fastest delivery service, SCC must move into the E-Tran project that is currently available within the state and used by community colleges. This is on the "to do" list for Fall, 2011.

Student service is our reason for being. Creating the above enhancements will raise the quality of the online transcript request.

ANALYSIS OF CHALLENGES AND OPPORTUNITIES

Admissions and Records entered the Datatel Era in summer, 2009, while trying to survive severe budget reductions within the District. The Program Review identifies three major challenges and opportunities:

Admissions & Records short term help, previously funded through Matriculation, was terminated three weeks prior to the start of the fall semester, 2009. In addition, three positions were lost during the past year to the hiring freeze: an AR II evaluator who was promoted to a Datatel Tech position; one full time Admissions Assistant and one 19-hour ongoing A&R Specialist I.

It is critical that the ARII evaluator position be replaced as soon as possible. This person has the primary responsibility of evaluating income transcripts for other colleges, as well as working with AP Exams, CLEP, and course equivalencies. With a Spring 2010 enrollment of 10,000 students, one out of every 3 students is a transfer from another college. Getting their coursework/units reviewed and posted on the transcript in a timely manner is most important to counselors who review these transcripts for certifications and degrees shortly after the students register.

1. The greatest challenge to A&R in the future will be to find funding to replace eliminated positions as well as growth positions in A&R. With future plans for implementation of degree audit in Datatel, A&R needs to reorganize positions to evaluate transcripts to meet the growing demands of students who submit early petitions to graduate with certifications for transfer. With increased graduation rates and increased certifications for CSU/IGETC, graduation evaluator positions must increase.
2. The need for improved data storage, archiving, and easy access to research student information has always been a challenge. In times of economic duress, it becomes a

lower cost priority in the general budget. The challenge going forward is to keep this problem in the forefront of ITS and to continue to find budget money to fund third party systems related to data storage and web/optical imaging access for applications, registration audit trails, archived grades, and other documentation within A&R.

3. The capacity for change and innovation is a natural consequence when budget cuts occur. This presents an opportunity for leadership to maintain performance by redirecting efforts to evaluate processes that now need to be done differently. Change causes a chain reaction of new processes which can improve the effectiveness of an office. Efforts are underway to provide better transcript services online and new software is in the testing phase during June, 2010.
4. Although a new Student Service facility has already been planned for 2014, the A&R facility portion of that building should incorporate additional space for a scanning station within the Admissions area. There is a great deal of communication that goes on between Admissions staff, Counseling, and the optical imaging staff member. Currently, the staff person is housed two floors above Admissions. With the pending purchase of Image Now, a Datatel partner, scanning will be expanded functionality with A&R, Financial Aid, and Counseling. Having easy access to this staff member and work station is vital to A&R's daily operations.