



**SANTIAGO CANYON
COLLEGE
STUDENT SERVICES**

PROGRAM REVIEW

2009 - 2012

ADMISSIONS AND RECORDS

I. SIGNATURE PAGE

Santiago Canyon College Program Review

Admissions and Records

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Date

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Date

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II. EXECUTIVE SUMMARY

Program Review Executive Summary

Briefly describe and explain what is working well in your department.

Admissions and Records staff members provide outstanding assistance to students, faculty, and the college community! With a limited number of staff who work extremely well with each other, A&R prides itself on customer support.

The first area of exceptional service is the processing of student transcripts. Santiago Canyon College is one of the leading technology users within this service as a result of a partnership with Credentials, Inc.

SCC offers a variety of options for student transcript requests:

- Electronic sending of transcripts – instant delivery (not all schools accept this method)
- EXPRESS transcripts – immediate printing for student
- Mail delivery – 3 days
- Federal Express delivery
- Written request

SCC is one of the few colleges within California that provides an express transcript to a student within 5 – 10 minutes at a minimal cost of \$8. The majority of California community colleges charge double what SCC charges for its transcript requests.

There has been a 73% increase in the number of students who requested transcripts using the online service from 3359 in the fall of 2009 to 5800 in the fall of 2011. The overall number of all transcript requests increased from 9130 in 2009 to 10250 in 2011 – a 12.5 increase in 3 years. During this same timeframe, written requests dropped dramatically by almost 40%.

Admissions and Records staff members are also recognized for being effective in customer service. This is demonstrated by the “speedy” processing of applications and registration. There is minimal wait for students who come to the counter or for people who contact the office by phone. The new add codes given by instructors during the first two weeks of the semester have substantially downsized lines in Admissions.

Staff members within A&R are trained to use a multitude of third party products, such as CCCApply, Datatel, Credentials, Data Impact, Spectrum, and laserfiche imaging. Despite the lack of “down time” in this office, staff members continue to develop professionally through in-service meetings and CACCRAO workshops. Admissions and Records Office staff excel in teamwork and customer service and feel these are their highest accomplishments throughout the year.

Early Decision and Early Welcome are extremely successful programs. A&R hosts an equally successful number of parent orientations during the recruitment and orientation of the ED/DW students from local high schools.

Briefly describe what needs attention in your department.

The Admissions and Records Office is committed to moving towards being a more paperless office. Currently, data archiving is a topic of interest with A&R. In the past, A&R data used to be archived by a third party at a significant cost. Despite the loss of four staff members during these difficult budget times, all data archiving is now done by A&R staff. In addition, all applications are done online. As more schools accept electronic transcripts, the use and cost of transcript paper could disappear.

When faculty were required to provide all grades online in Web Advisor, another mountain of paperwork was removed. At the same time, faculty are still required to submit their grade and attendance documentation. However, A&R prefers electronic copies, and the faculty are responding by sending their documentation by email. Tracking and maintaining the submission of all these documents is still manual.

Although the hard copies may have disappeared, the work continues to be done through electronic storage of all of these documents. The big item of concern now is how to keep all of this data secure and “backed up.” The greatest attention may be in how to access this information if ever a disaster occurred within the district. Plans need to be made for this data recovery.

Thanks to Datatel, emails have replaced the mailing of letters to students with a considerable cost savings to the college. By making these changes, A&R hopes to create a savings to the college in printing, mailing, and archiving costs.

The new enrollment priorities that begin for fall, 2013, will also increase the need for constant communication to the students about these changes.

List and briefly explain the plans your department has in the areas of facilities, technology, and personnel in the next 3 years. Please provide an expected date for each item.

Facilities: The future construction of a Student Center will allow A&R to house all staff within one office. Currently, some staff work in two other offices in the E Building.

Technology: Office computers need to be upgraded in the next 3 years – SCC desperately needs to complete the Degree Audit, but is waiting for support from ITS. A&R meets regularly with other department reps to discuss upgrades and customizations to Datatel.

Personnel: The Admissions and Records Office is in desperate need of funding for short term staffing throughout the year, and especially during peak registration periods and the start of the new terms. With a pending Degree Audit System, A&R will require funding for the Graduation Specialist position (which was eliminated in the last round of budget cuts) along with second full time evaluator for transcript evaluations.

A&R personnel are the lowest paid employees in the District and within student services. Their job descriptions need to be updated with the added responsibilities that new technology has brought.

Summarize any other findings from your program review and planning process that you would like to share with the college community.

The Admissions and Records Office continues to change and improve as a result of our Student Learning Outcomes assessment. The 2010 SLO proved that emailing students about new policies does make a difference.

A&R maintains a very active use of social media, especially Facebook to communicate with students.

The attendance at Parent Orientations is noteworthy because the numbers have increased over the years.

The Admissions and Records department has expanded to include not only the Student Information Support unit (Datatel Project Manager and A&R Tech Specialist), but also High School & Community Outreach and in the near future the International Student Program.

The work of the Graduation Specialist has increased remarkably because of the transfer degrees, apprentices, and the Student Success Score Card.

III. PROGRAM DESCRIPTION

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

VISION

Our vision is

- To support students, faculty, and staff through the application, registration, transcript, and graduation processes.
- To educate the college community on policies, processes, and procedures related to academic records
- To modernize admissions and enrollment services using new and innovative technology
- To effectively maintain current and historical record retention for students and faculty
- To utilize multiple types of communication with students from written publications, such as the catalog and schedule, to social media, such as email, Meebo, and Facebook
- To complete state mandated reports in a timely manner

In 2011, Admissions implemented new add codes and electronic transcripts.

MISSION

Our mission is to educate and support students regarding college policies, procedures, services and to assist them achieve their academic goal within a professional and friendly atmosphere.

The Admissions and Records staff members strive to provide a caring atmosphere where students are able to understand the “how to” of the office functions and services.

FUNCTIONS WITHIN THE ADMISSIONS AND RECORDS OFFICE

The Admissions and Records Office at Santiago Canyon College offers a comprehensive array of enrollment services, processes, record-keeping, data collection and communications which include

PRIMARY SERVICES

- **CCCAPPLY 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:**
Datatel is an integrated system which includes fiscal, human resources, and student information. Web advisor is the online feature which allows students to search the class schedule at both SCC and SAC, register, drop, view grades, unofficial transcripts, pay fees, complete address changes, view their registration date and time, view holds, order transcript copies, and access financial aid information within the student menu. The student information portion of Datatel for Santiago Canyon College went live on April 15, 2009.
- **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 from the Associate Dean of Admissions or the Registrar. 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 was updated in spring semester, 2010, to the new online Robo registrar, which broadens the transcript options, offered to students. In the summer of 2011, SCC moved into the processing of electronic transcripts.

- **HONORS' PROGRAM:**

The Registrar plays a major role in the enrollment and tracking of students within the Honors' Program at SCC. The academic record of each honors' student is reviewed at the end of fall and spring semesters to verify the minimum cumulative GPA requirement of 3.0. In addition, all applications for this program are submitted to Admissions and Records where a list of currently active members is maintained.

ACADEMIC RECORD – Processes affecting the student's academic record
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- **STUDENT ACADEMIC RECORDS—TRANSCRIPTS:**

The current academic record 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.

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

A&R II and A&R III 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 logged into an excel spreadsheet, and then scanned into the Laserfiche imaging system after evaluation is completed.

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

- **COURSE REPETITION, GRADE CHANGES, AND INCOMPLETES:**

Students who receive a substandard grade (D, F, or NP) in a non-repeatable course are allowed to re-register for the same course one time using online records. After two enrollments, the student's registration is blocked. Petitions for course repetition are obtained and submitted to the A&R Office. These petitions are reviewed and signed by the Associate Dean or Registrar after meeting with the student to explain current state regulations regarding course repetition. Two exceptions to the course repetition policy are for extenuating circumstances and a significant lapse of time. Course repetitions are noted on the academic record with the symbol "R." Grade change forms submitted by faculty have a one-year deadline for review and are noted on the student transcript with the symbol "IGC." Faculty can also issue INC grades when a student misses the final exam with valid documentation.

- **ACADEMIC RENEWAL WITH/OUT COURSE REPETITION:**
A&R personnel also review transcripts from other institutions for course repetition. When passing grades from another institution replace substandard grades at SCC, notations are made on the student transcript and the cumulative GPA is recalculated. The transcript is annotated with a TRR code printed on the transcript.
- **ACADEMIC STANDING- PROBATION AND DISMISSAL**
As mandated by the state, the new Datatel system calculates academic probation after the student completes 12 units. Academic Probation 1 and 2 (A1, A2) is based on a cumulative GPA below 2.0. Academic dismissal is based on three consecutive semesters in which the student's cumulative GPA falls below 1.75 (Beginning Fall 2012, below 2.0 will place the student on probation.) This process is generated from Admissions in collaboration with Counseling and includes awareness, intervention, and access to educational planning. Currently, students are dismissed only after the spring semester. The Counseling Office conducts workshops for all students who receive the academic standing of A1.
- **GRADUATION SERVICES-CERTIFICATES, CERTIFICATES OF ACHIEVEMENT, AA/AS DEGREES, CSU/IGETC CERTIFICATIONS**
The Graduation Specialist, within Admissions and Records, is responsible for the evaluation of transcripts to determine if a student is eligible for an Associate Degree or Certificate of Achievement; evaluation of transcripts for CSU/IGETC certifications; posting of degrees, certificates, and certifications on transcripts; and maintenance of graduation statistics. The Graduation Specialist also works closely with the Articulation Officer on the evaluation of credits from other colleges.

DATA – RECORDKEEPING AND RECORD RETENTION
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- **FACULTY DOCUMENTATION:**
At the end of each term/session, faculty are required to submit grades online and class documentation to the Admissions and Records Office. This documentation consists of attendance records, exam information, and positive attendance hours. Supplemental information, such as forms for incompletes and grade changes, is also collected at the end of the term. Faculty documentation is stored on the H drive which is shared and accessed by Admissions personnel.
- **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 and add/drop cards. This data is provided on a web server and backed up by a data disk. The data is then placed in a network drive and that is shared by SCC and SAC.

- **FILING OF APPLICATIONS, ADD CARDS, AND PETITIONS:**
Hard copy applications from the apprenticeship program, cards used for late adds during the semester start, and petitions for CAP students, overload, course waivers, and course repetition are all filed in alpha order by semester within Admissions.

COMMUNICATIONS WITH STUDENT AND FACULTY

- **WRITTEN PUBLICATIONS - CLASS SCHEDULE AND COLLEGE CATALOG:**
The Registrar and Secretary edit the narrative for the class schedule. The Registrar & Graduation Specialist review edits for the annual catalog. Within the Admissions lobby, A&R staff maintain a plasma screen with timely semester information & services that keep students informed on a year-round basis.
- **ONLINE COMMUNICATIONS -ADMISSIONS WEBSITE:**
A&R staff members maintain the web pages for the Admissions and Records web site. These pages are reviewed monthly. Google analytics is used to evaluate which pages receive the most visits and which links are being used more than others. Social media tools, such as Facebook and Twitter, are used to send daily and weekly transmissions of important information and dates to students. Meebo, which is “live chat” software, allows A&R staff to answer student questions online instantaneously.
- **PHONE TREE:**
The Associate Dean of Admissions also maintains the oversight for the college telephone tree. The Associate Dean works with all departments and divisions to keep the phone tree with updated information and focusing on meeting the needs of callers.
- **PARENT ORIENTATIONS:**
During the spring Early Decision/Welcome Program, 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, articulation plans, scheduling classes, transfer updates,

FERPA, and graduation requirements. Admissions and Counseling created an information packet for parents.

STATE MANDATED REPORTS – MIS AND 320

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

The Associate Dean of Admissions and Records and Registrar are responsible for all state mandated reporting of apportionment (the college 320 report) and MIS data information. The management of state reports and apportionment collection requires the review of student application and enrollment data, plus monitoring the collection of the various methods of apportionment—weekly, daily, independent study, and positive attendance. All data is reviewed and edited for accuracy. This work is completed in conjunction with the academic division offices to ensure the proper collection of all apportionment hours/FTES. The Associate Dean oversees the census collection for the P1, P2, and P3 reporting periods. With assistance from the Registrar and IT, the Associate Dean is also responsible for the MIS “clean up” which is required within 30 days after the end of each term.

FUNDING SOURCES

Account	2010-2011`	2009-2010	Difference
Non-Instructional Supplies – 4610	\$4,060	\$5,560	- \$1,500
Mileage - 5220	\$ 16	\$ 350	- \$ 334
Maintenance/Office – 5630	\$ 750	\$ 750	- 0 -
Reproduction - 5940	\$6,872	\$5,000	+\$1,872
Equipment/Software– 6419 (<\$1,000)	- 0 -	\$ 450	- \$ 450

These accounts are listed under the general fund,

The supply account was decreased by \$1,500. This is due to the fact that \$1,500 was transferred from the Supply account to the Reproduction account – 5940, to cover the additional costs of the scanning of the Add/Drop cards and applications.

The mileage account – 5220, was decreased by \$334. This is probably due to the fact that in an attempt to be conservative, we did not claim mileage but once, and that was for the Outreach Department.

The Maintenance Account – 5630, remains the same. This money is safeguarded in case the scanning machine is in need of service.

The Reproduction Account – 5940, increased by \$1,872. Total cost of scanning during the last fiscal year was \$6,133.

The Equipment/Software account – 6419, no funds were allocated to equipment this year.

These are the only accounts that have been allocated funds. It is important to use these funds so the District can view that we have a need. There is no money allocated for conferences or equipment.

Account	2011-2012`	2010-2011	Difference
Non-Instructional Supplies – 4610	\$3760	\$4060	\$ - 300
Contract Services - 5100	\$ 100	\$ -0-	\$ + 100
Conferences – 5210	\$1000	\$ -0-	\$ +1000
Mileage - 5220	\$ 16	\$ 16	\$ - 0 -
CACCRAO Institutional Membership - 5300	\$ 200	\$ -0-	\$ + 200
Contract Repair - 5605	\$ 750	\$ -0-	\$ + 750
Maintenance/Office – 5630	\$ - 0-	\$ 750	\$ - 750
Reproduction - 5940	\$5940	\$6,872	\$ - 932
Equipment - 6410	\$2200	- 0 -	\$+ 2200
Equipment/Software – 6419 (<\$1,000)	\$ 450	- 0 -	\$ + 450

The supply account was decreased by \$300. This is due to the fact \$100 was transferred to Contract Services Account (5100) for paper shredding and \$200 was transferred to the newly created Institutional Membership account (5300) to pay for CACCRAO dues.

The Mileage account remained the same. However, under the Admissions Office, we did not claim any mileage for 2010-2011.

The Contract Repair account (5605) – Transferred funds to Maintenance/Office account (5630) for Servicing of Scanning Machine.

The Reproduction Account (5940), decreased by \$932. This is due to a transfer of funds to the Conference Account (5210) and Purchase of a printer (6419) for the Outreach Department.

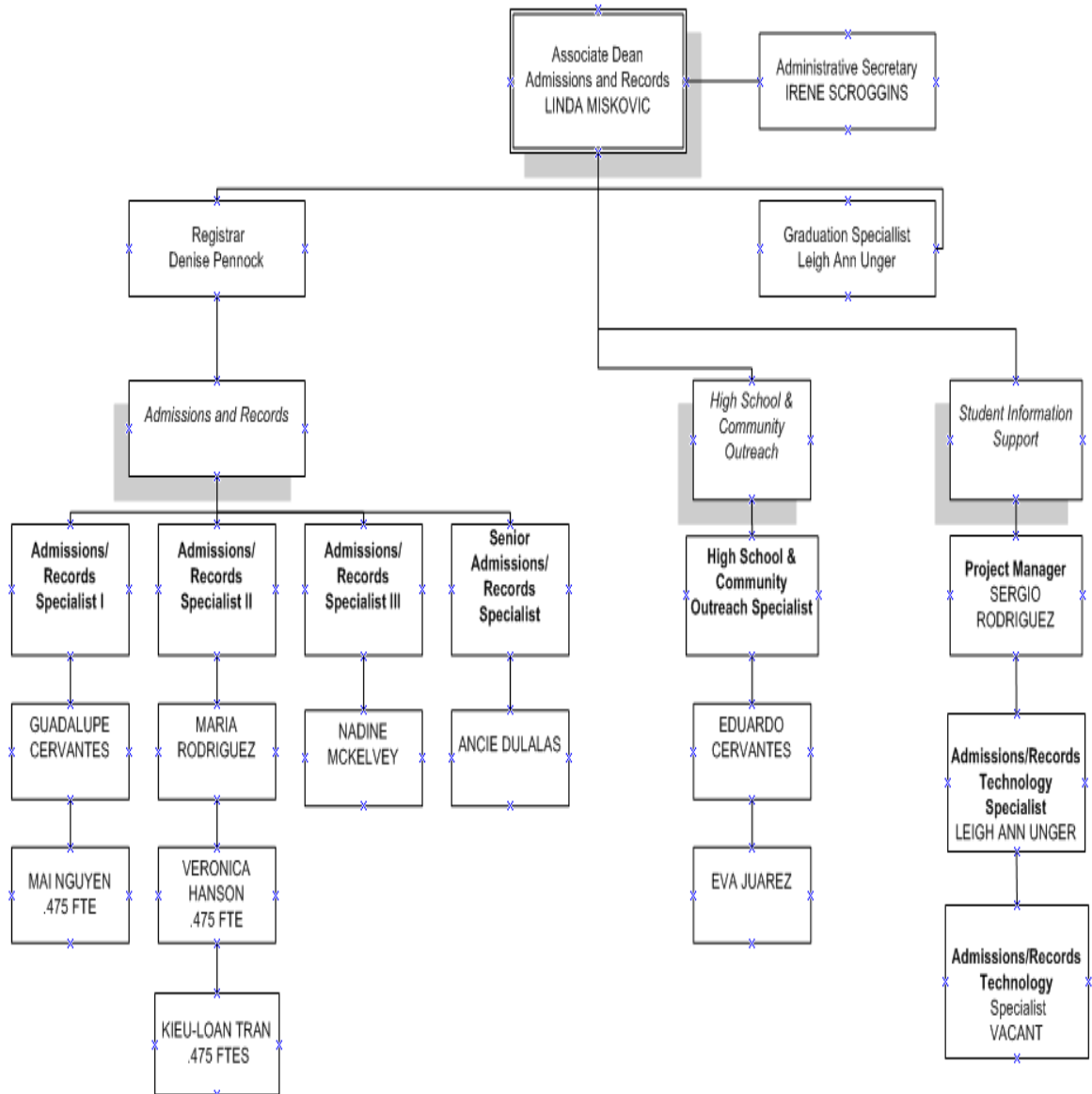
No funding from the general budget was allocated for short term staffing, staff that is needed during the heavy registration periods. \$4000 was allocated from the Matriculation

budget. In past years, Admissions was allocated as much as \$16,000 for short term employees. The goal for the next fiscal year is to acquire \$10,000 in additional funding for short term staffing to the

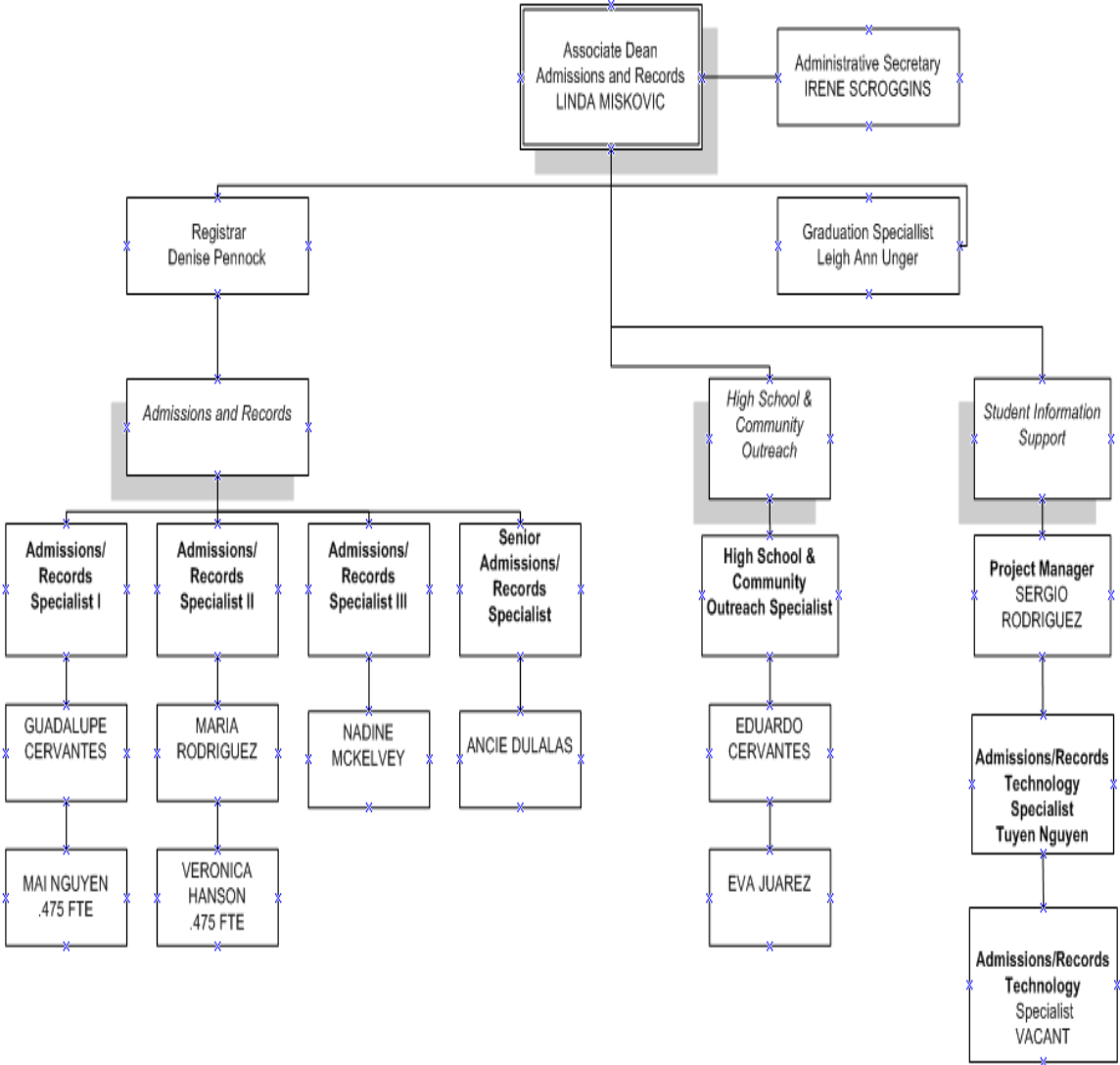
Because of different needs of the office, accounts were created to charge expenditures appropriately. Accounts that required transfer of funds for 2010-2011 were Conference, Contract Services, Contract Repair, Institutional Membership, and Equipment.

IV. ORGANIZATIONAL CHARTS

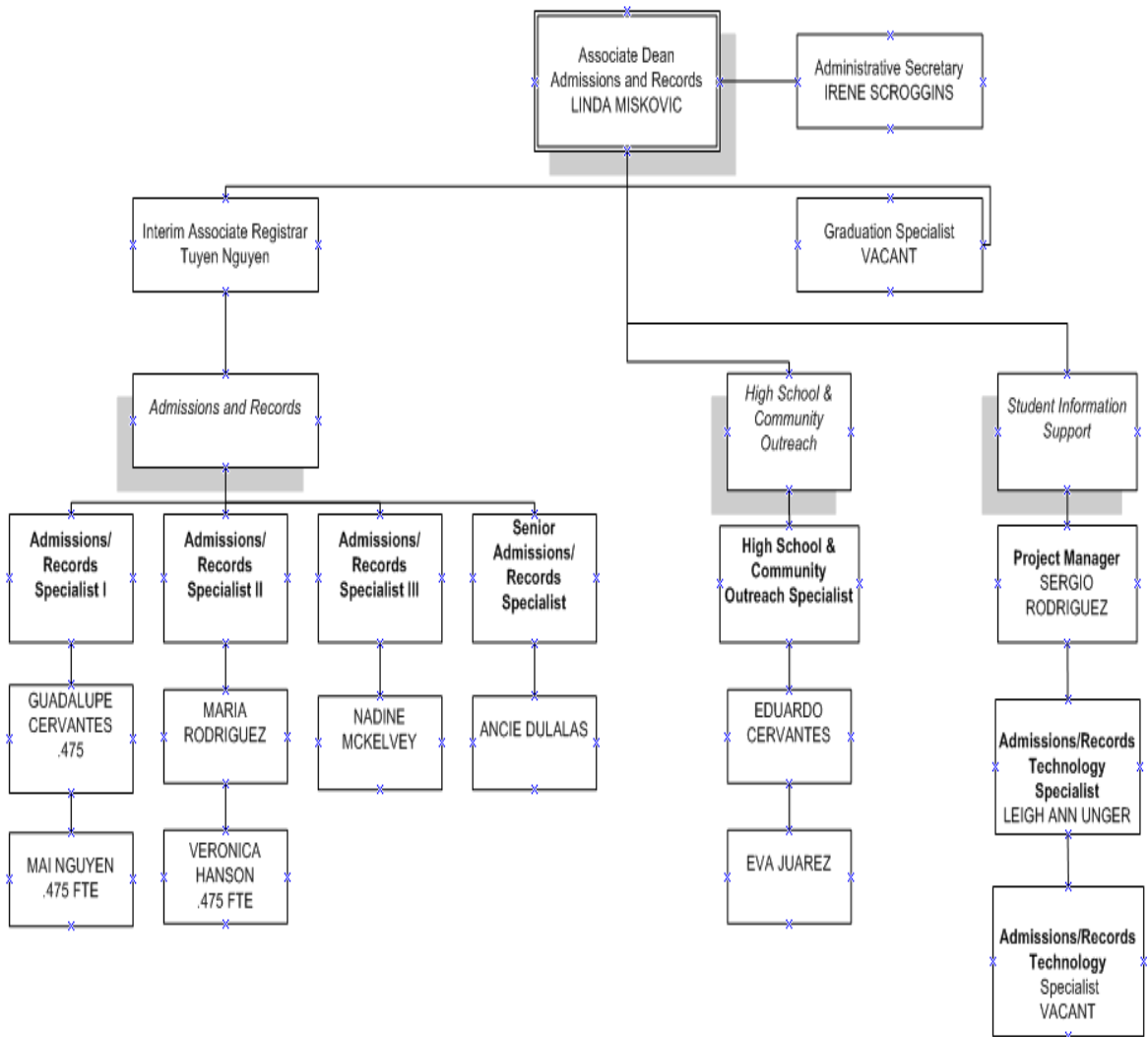
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STUDENT SERVICES
ENROLLMENT SERVICES



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STUDENT SERVICES
ENROLLMENT SERVICES



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V. Summary of Progress

(since the last program review)

a. **Key Accomplishments:**

- **HEADCOUNT:** SCC's headcount has decreased approximately 8% since Fall 2009. Although the number of sections offered each semester has remained the same, the number of full time students have increased....resulting in less students each semester.
- **ONLINE APPLICATION:** With the implementation of CCCApply in April, 2009, SCC completed a departmental goal which allows students to apply completely online. This service provides convenience for students to complete the application at home and on the weekends. Online applications are downloaded and resolved in hourly batches. This has allowed us to minimize data entry errors as well as valuable manpower. Since Fall 2009, there has been a a 58% increase in the number of applications completed online, as well as a 27% increase in the total number of applications online and hard copies from Apprentices).
- **DATATEL:** The conversion of three million records was completed in the spring of 2009. Santiago Canyon and Santa Ana Colleges went live with Datatel in April, 2009 for Early Decision and Summer registration for 2009.
- **TRANSCRIPTS:** When Datatel was implemented in April, 2009, the entire transcript had to be reinvented! This was a large undertaking by A&R at SCC and SAC. To date, it continues to be a work in progress. Currently, the transcript combines courses from SCC and SAC and combines the units as well.
- After the Admissions SLO on transcript requests in 2009, SCC upgraded to RoboRegistrar the online transcript software provided by Credentials, Inc. RoboRegistrar is Java-based software that is installed on a PC in A&R which interacts seamlessly between the TranscriptsPlus software and Datatel. The significance of this upgrade is a "speedier" service to students with multiple payment options and FEX EX service available online. Students receive communications from Credentials via email or text messaging when their transcript is sent.
- **ELECTRONIC TRANSCRIPT:** After upgrading to RoboRegistrar via Credentials, Inc, SCC now sends electronic transcripts to schools such as CSU, Long Beach, USC, and Cal State Fullerton. The Credentials, Inc. staff coordinate the agreements with colleges and universities, so the list expands weekly. With electronic transcripts, delivery is immediate and more reliable than postal mailings. Tracking and confirmed delivery

reports are available. Electronic transcripts do not require scanning into document imaging systems and as a result, saves paper and money.

- INCREASE IN ENROLLMENTS FRM LOCAL HIGH SCHOOLS: Two full time Outreach staff members have worked tirelessly to increase fall enrollment each year from the Orange Unified School District. The end result is a 7% increase from Villa Park and a 6% increase form El Modena High Schools. Some of this success can also be attributed to the annual High School Counselor's Workshop held each December. Participation number average 50-65 counselors.
- COMMUNICATION WITH STUDENTS: With the implementation of Datatel came the ability to send out mass email communications to students. Since CCCApply requires an email address, 99% of SCC students in 2010 have email addresses. Processes such as academic probation and dismissal, drop for non-payment, wait list rollover, and early alert to name a few all use mass emails. Students also currently receive a confirmation email each time they register or drop from one of their classes. This saves valuable manpower that was once used for verifying, filing, and scanning instructor drop cards.
- FACULTY GRADES AND DROPS: With the implementation of Datatel, all faculty are required to submit grades completely online. An additional customization was created to allow faculty to drop students online via their grade roster through census (20%) and the 75% point of their class(es).
- ADD CODES: The customization of add codes allow students to register after a class begins, but prior to the census date. This customization provides another "time-saver" for students and staff. Students can now add these courses online after class, before class, or on weekends. The add codes have eliminated 90% of the add slips used in the past, which ultimately means less filing responsibility for staff.
- STAFF TRAINING: Transitioning from GLINK (legacy system) to Datatel (an ERP – Enterprise Resource Planning) raised the bar on training staff to perform daily functions in non-familiar ways. An ERP, such as Datatel, is more complex than the previous legacy system. Thanks to the Datatel team (Project Manager and AR Tech Specialists), A&R staff were retrained in batch operating processes for applications, reports, and queries. New efficiencies were created through lots of communication and training!

- PARENT ORIENTATIONS: during Early Welcome and Early Decision have become increasingly successful with attendance average between 30-60 parents each session.
- GRADUATION: Since 2009, the Graduation Office has seen notable increases in degree and certificate completion for every term (spring, summer, and fall). Transitioning from GLINK to Datatel has given this office an operational advantage in being able to run reports as needed. In addition, better advertising via Facebook, Twitter, counselors, and Transfer Workshops has increased students' awareness of the need to petition to graduate. While the Graduation Office continues to mail letters to students, the ability in Datatel to send mass emails to graduating students has been a significant benefit.
- ADD/DROP EMAIL TO STUDENTS: As a result of a successful SLO in 2011, an email notification regarding the drop for non-payment policy is sent to every students who registers and/or adds a class.
- SOCIAL MEDIA: In November, 2010, A&R entered the world of communicating with students via the social media tools of Facebook, Twitter, and Meebo (Online Chat). Social media has been extremely successful in getting important time-critical information out to students. Information includes: last minute changes on class offerings, fees and payments, special events at the college, hours of operation, system down times, campus closure, emergencies and crisis.

b) Challenges:

Between budget cuts and hiring freezes, A&Rs general environment has changed drastically from an in-person service to multiple methods on online processes and communications

- LOST STAFFING AS A RESULT OF HIRING FREEZES: Since the first hiring freeze in 2009, Admissions & Records has lost 4 staff positions ---an AR II Specialist (transcript evaluator); an AR I Specialist (applications and transcripts); an Admissions Assistant (counter and imaging); and a 19-hr on-going AR I Specialist position.
- LOST FUNDING FOR SHORT TERM HELP: Prior to the state budget problems, A&R had the luxury of a \$13,000 budget for short term help during peak registration times: prior to semester start, semester start, and end of term.
- COMMUNICATION WITH STUDENTS: With the implementation of Datatel in 2009 came the capability of sending mass emails to students. While this method proved to be efficient for A&R, students began to

ignore emails (like voicemails) and chose texting and social networking as their preferred tool for communicating.

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- EQUIPMENT NEEDS: The A&R office is in desperate need of a new scanner to image student transcripts, application, add cards, petitions, and other documents. Office computers have not been updated for over 3-6 years. The office is also considering a scantron that would process applications.
- DEGREE AUDIT: Some form of degree audit – certificates and certificates of achievement – can be available to students during Spring Semester, 2012. Degrees and CSU/IGETC certifications will take longer. In addition, SCC may have to wait for SAC to complete their degree audits before ITS would make it available to all students.
- HOURS OF OPERATION: As a result of lost staff, A&R has reduced its service hours to students from 8pm in the evening to 6pm, and from 4:30pm on Friday to 1pm.

VI. DATA

A. Demographics

Student Headcount/FTES

Semester	Headcount	FTES
Fall 2009	10341	2965.89
Spring 2010	10566	2842.23
Summer 2010	4455	534.02
Fall 2010	9647	2910.67
Spring 2011	9247	2831.02
Summer 2011	4467	630.97
Fall 2011	10238	2881.76
Spring 2012	9142	2840.00

28% decrease in FTES over 3 years; 1% decrease in headcount

Fall 2009

SUMMARY TABLE						
	PAC	WEEKLY	DAILY	IW	ID	TOTAL
SECTIONS	76	546	31	24	32	709
SEATS	4599	18834	945	976	1217	26571
FTES	222	2,432.22	100.09	97.36	114.14	2,965.89

Spring 2010

SUMMARY TABLE						
	PAC	WEEKL Y	DAILY	IW	ID	TOTAL
SECTIONS	119	505	35	24	35	718
SEATS	4493	17786	995	979	1303	25556
FTES	218	2,296.78	108.94	95.55	122.96	2,842.23

Summer 2010

SUMMARY TABLE						
	PAC	WEEKLY	DAILY	IW	ID	TOTAL
SECTIONS	34	0	94	0	21	149
SEATS	1505	0	3143	0	856	5504
FTES	73.32	0	374.68	0	86.02	534.02

Fall 2010

SUMMARY TABLE						
	PAC	WEEKLY	DAILY	IW	ID	TOTAL
SECTIONS	76	544	26	18	33	697
SEATS	3406	18876	796	703	1237	25018
FTES	148.14	2,470.40	103.31	70.87	117.95	2,910.67

Spring 2011

SUMMARY TABLE						
	PAC	WEEKLY	DAILY	IW	ID	TOTAL
SECTIONS	83	526	45	24	45	723
SEATS	3051	17847	1292	913	1539	24642
FTES	99.65	2,348.08	146.24	92.51	144.54	2,831.02

Summer 2011

SUMMARY TABLE						
	PAC	WEEKLY	DAILY	IW	ID	TOTAL
SECTIONS	25	0	119	0	30	174
SEATS	973	0	3806	0	1231	6010
FTES	27.55	0	483.03	0	120.33	630.97

Fall 2011

SUMMARY TABLE						
	PAC	WEEKLY	DAILY	IW	ID	TOTAL
SECTIONS	52	548	30	24	35	689
SEATS	2000	19150	860	988	1500	24498
FTES	30.76	2507.19	116.6	104.88	134.02	2893.44

Spring 2012

SUMMARY TABLE						
	PAC	WEEKLY	DAILY	IW	ID	TOTAL
SECTIONS	67	545	33	27	36	708
SEATS	2432	18564	935	1071	1300	24302
FTES	48.34	2444.9	111.52	108.04	123.66	2836.46

No change in Weekly, Daily, IW, ID sections for 3 years

Ethnicity

Fall 2009	Ethnicity	%
	African-American	1.7%
	Asian	7.1%
	Latino	32.3%
	Caucasian	46.7%

Spring 2010	Ethnicity	%
	African-American	1.8%
	Asian	8.6%
	Latino	31.9%
	Caucasian	44.0%

Summer 2010	Ethnicity	%
	African-American	2.7%
	Asian	12.6%
	Latino	33.8%
	Caucasian	41.9%

Fall2010	Ethnicity	%
	African-American	2.3%
	Asian	9.3%
	Latino	37.3%
	Caucasian	47.0%

Spring 2011	Ethnicity	%
	African-American	2.0%
	Asian	8.6%
	Latino	35.0%
	Caucasian	40.4%

Summer 2011	Ethnicity	%
	African-American	2.25%
	Asian	9.9%
	Latino	35.7%
	Caucasian	36.1%

Fall 2011	Ethnicity	%
	African-American	2.0%
	Asian	8.0%
	Latino	37.0%
	Caucasian	39.4%

Spring 2012	Ethnicity	%
	African-American	3%
	Asian	10%
	Latino	35%
	Caucasian	42%

15% increase in Latino population in 3 years

15% decrease in Caucasian ethnicity in 3 years.

Gender

Semester	Male	Female
Fall 2009	57%	43%
Spring 2010	56%	44%
Fall 2010	47%	53%
Spring 2011	54%	56%
Summer 2011	55%	45%
Fall 2011	55%	45%
Spring 2012	54%	46%

2% decrease in males; 2% increase in females

Local High Schools attended by currently enrolled students

Fall 2009

High School	Students Enrolled
El Modena	811
Villa Park	582
Canyon	580
Orange	503
Esperanza	496
Foothill	418
Orange Lutheran	200
Tustin	193
Beckman	130
Valencia	96

Spring 2010

High School	Students Enrolled
El Modena	812
Villa Park	534
Canyon	526
Orange	452
Esperanza	460
Foothill	397
Orange Lutheran	187
Tustin	195
Beckman	134
Valencia	85

Summer 2010

High School	Students Enrolled
El Modena	302
Villa Park	245
Canyon	241
Orange	166
Esperanza	160
Foothill	158
Orange Lutheran	82
Tustin	62
Beckman	80
Valencia	50

Fall 2010

High School	Students Enrolled
El Modena	790
Villa Park	597
Canyon	535
Orange	485
Esperanza	487
Foothill	386
Lutheran	176
Tustin	167
Beckman	122
Valencia	96

Spring 2011

High School	Students Enrolled
El Modena	769
Villa Park	569
Canyon	551
Orange	469
Esperanza	487
Foothill	360
Lutheran	179
Tustin	170
Beckman	117
Valencia	84

Summer 2011

High School	Students Enrolled
El Modena	342
Villa Park	287
Canyon	285
Orange	164
Esperanza	220
Foothill	146
Lutheran	90
Tustin	71
Beckman	80
Valencia	56

Fall 2011

High School	Students Enrolled
El Modena	863
Villa Park	626
Canyon	579
Orange	493
Esperanza	555
Foothill	384
Lutheran	176
Tustin	152
Beckman	132
Valencia	123

Spring 2012

High School	Students Enrolled
El Modena	659
Villa Park	473
Canyon	471
Orange	359
Esperanza	440
Foothill	300
Lutheran	140
Tustin	103
Beckman	112
Valencia	132

6% increase from El Modena in 3 years

17% increase from Villa Park in 3 years

10% increase from Canyon in 3 years

9% increase form Orange in 3 years

20% increase from Esperanza in 3 years

45% increase from Valencia in 3 years

B. Enrollment Statistics

Enrollment (excluding apprentices) By Home Campus

Semester	Home Campus Headcount	Census Headcount
Fall 2009	8127	10341
Spring 2010	8675	10566
Summer 2010	4510	4455
Fall 2010	8078	9647
Spring 2011	7595	9247
Summer 2011	3932	4467
Fall 2011	8259	10238
Spring 2012	8334	9695

2% increase in SCC as home campus for 3 years (1% decrease in headcount.)

Applications Per Term

Semester	Apps accepted on CCCApply	Total apps accepted, including Apprentice
Fall 2009	2987	5452
Spring 2010	5129	7107
Summer 2010	3657	5277
Fall 2010	6062	8375
Spring 2011	4973	5786
Summer 2011	4219	4770
Fall 2011	7090	7509
Spring 2012	6032	6478

CAP Students (Career Advancement Placement)

Semester	Seat Count	Unduplicated Headcount
Fall 2009	134	101
Spring 2010	257	197
Summer 2010	244	207
Fall 2010	115	85
Spring 2011	233	194
Summer 2011	215	193
Fall 2011	94	63
Spring 2012	220	174

Fall **30% increase in 3 years**

Spring **8% decrease in 3 years (TBD)**

Summer **9% increase in 3 years**

Unduplicated = student counted once; may be registered in more than once course

AB 540 Applicants (Numbers available on yearly basis only)

Year	Applicants
2009 - 2010 Summer, Fall, Spring	173
2010 – 2011 Summer, Fall, Spring	196
2011 – 2012 Summer, Fall, Spring	201

Comparing 2009-2010 to 2010-2011, there was a 20% increase in applicants.

Comparing 2010-2011 to 2011-2012, there was a 16% increase.

Admissions Transcript Requests Log - 2009

2009	Express	Mail	Online	Total
January	487	322	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

Admissions Transcript Requests Log - 2010

2010	Express	Mail	Online	Total
January	433	520	692	1645
February	350	201	531	1082
March	276	157	385	818
April	136	40	308	484
May	164	57	294	515
June	428	322	641	1391
July	244	55	410	709
August	299	139	584	1022
September	137	127	360	624
October	198	77	396	671
November	247	128	453	828
December	217	82	305	604
Total	3129	1905	5359	10393

Admissions Transcript Requests Log - 2011

2011	Express	Mail	E-Tran	Online	Total
January	448	177		1026	1651
February	236	182		494	912
March	265	136		394	795
April	106	55		295	456
May	193	79		413	685
June	259	181		571	1011
July	226	81		420	727
August	397	169	4	604	1174
September	196	82	11	440	729
October	182	87	11	425	705
November	215	138	26	427	806
December	171	119	11	297	598
Total	2894	1486	63	5806	10249

Admissions Transcript Requests Log - 2012

2012	Express	Mail	E-Tran	Online	Total
January	409	268	54	981	1712
February	328	161	62	449	1000
March	214	101	51	443	809
April	147	54	29	570	800
May	328	99	99	715	1241
June	234	83	83	375	775
Total	1660	766	376	3533	6337

Total Requests: 12% increase in 3 years

Online Request: 73% increase in 3 years

Mail in Request: 38% decrease in 3 years

Express Request: 14% decrease I 3 years

GRADUATION STATISTICS

Semester	Degrees Awarded	Certificate of Achievement	Certificates
Fall 2009	159	215	-----
Spring 2010	356	409	18
Summer 2010	126	166	18
Fall 2010	162	290	31
Spring 2011	400	425	26
Summer 2011	100	306	12
Fall 2011	203	190	13
Spring 2012	TBA	TBA	TBA

C. Student Learning Outcomes

Santiago Canyon College
Student Services
Student Learning Outcomes Annual Report for 2009-10

Admissions and Records Department

(Mission Statement)

Our mission is to educate students on college policies, procedures, services, and online functions to help them achieve their educational goal.

A commitment to student learning is a priority in all interactions that Admissions has with students.

Student Learning Outcome(s): - “Adults have set habits and strong feelings about learning situations. They also can change if they so choose.” (Jenna McKinney)

I. After a brief explanation of the cost and options, A& R staff will teach students how to use the online transcript software. This will be accomplished by using a one-on-one instructional method on a computer workstation at the Admissions counter. A&R staff members believe that this SLO is worth promoting because it has significant importance for enhancing awareness of this online service.

- a. This student learning outcome used an active, participatory style of education. Staff gave one-on-one attention to each student as they completed the online transcript request. Staff members emphasized the most important features of the online software while using an inventory checklist of these features. By educating students at the counter on how easy the online request was to use, this process had a high probability for success and ensured that the learning needs of the students were met for this functionality. The intended outcome was that students would develop an attitude of appreciation and value for this online service, and continue to use it rather than come to the campus and order transcripts in person. This process is also useful in dispelling negative or vague expectations regarding the online transcript request.

It is expected that every student can easily enter information into the online transcript request form with a minimal amount of questions. For students who grew up using a computer from a very young age, this process should be very easy for them. For older adults, there may be a need for more guidance and answers to questions.

Upon completing the online request, staff members requested students to complete a short assessment form which provides feedback on their SLO experience.

- b. The major limitation to this SLO is that free transcripts cannot be obtained by using the online service. Every student is entitled to receive their first two transcripts processed for free. Students who participated in this SLO had never used the online request. This placed a large limitation on obtaining subjects for the study.

Time is also a limitation. While June is the ideal month for transcript requests, there is a 2 week break between spring semester and the first summer session when students are not on campus. This will also limit the number of participants. The goal of this SLO is to obtain a sample of 50 students or more.

Another limitation is that students may only need one transcript between now and the end of the year. This would prevent a follow up study on these students.

Observable behavior cannot always be accurately assessed. However, written comments on the assessment form given by students at the end of the process provided a better description of their feelings towards this online service.

The age of the student can be a limitation. Older students who are less familiar with using computers may be more hesitant and less trusting to use the online service.

In order to request a transcript, the student has presumably completed at least one college credit course. This SLO requires that the student possess a minimal amount of computer skills, especially in using a mouse.

Time and space were not limitations. Students are able to work at their own pace at an individual workstation at the Admissions counter.

II. Implementation of Assessment Process: Who? How? When?

- a. Identify who is responsible for doing each step in the evaluation process (list all of the individuals involved in the assessment process). – Everyone, including full and part-time staff, as well as the Registrar, was responsible for sharing in the responsibility for this SLO.

In order to be effective, staff members were asked to listen carefully, be patient, support the students through each page of the online request and provide feedback when necessary- staff encouraged students to use this software from their homes. The student participants first needed to receive information on how to use this software, to develop the skill for how easy it was to use, and to develop a positive feeling towards this online service.

- b. Outline the timeline for implementation- The timeline chosen for this SLO was primarily summer: June, July, and August -- which is a peak time for transcript requests.
- c. Identify who will be evaluated – Any student who came to the counter and asked for a transcript. This scenario provided an opportunity for A&R staff to change student behavior from in-person requests to online requests for transcripts.
- d. Identify who is the intended user of the data that will be collected – The data is analyzed by the Director and Registrar. The data from the assessment form and student feedback was meaningful and will be translated into office objectives for the EMPC.

III. Results

- a. Summarize the results for each outcome – What will the student know or be able to do as a result of this SLO? Students will learn that requesting a transcript online is a quicker, more efficient way compared to doing this process in person, by filing out a paper form.
- b. Summarize the process to verify/validate the results – Evaluating is part of the learning process for the students, as well as the staff. The purpose of evaluation is to determine the effectiveness of this SLO by providing an answer to the question of “How did we do?” The success of this SLO depends upon the students choosing to use the online transcript request after this “mini-instruction.” Since the student ID is obtained on the evaluation form, each student can be tracked to see if future transcripts were ordered online.

Assessment results, Part I and Part II. Part I is the evaluation form (Appendix A), which asked four questions regarding future use of the online request: Was the instruction helpful, What features did you like; and general comments.

- 1) Was the learning objective met? Yes. With a survey of n= 50 students, 78% of the students replied, “Yes, I am likely to use the online transcript request in the future. Students remarked that “Online makes it easy to do from home.” That was our goal!

There were 22% of the participants, however, who replied “no” with the reason being that

- a) I am transferring
- b) I do not have a printer
- c) I do not need to request future transcripts
- d) It takes too long.
- e) I am old school
- f) Perhaps. I might use it in the future.

- 2) What is the participant's assessment of the learning experience? Individuals were asked to complete a very short assessment after finishing the online request.
- 3) Do you feel that this instruction was helpful? 98% of the participants replied YES. One student (without a printer) left this question unanswered.
- 4) What features do you like the most when using this online software? There were many positive replies from 78% of the respondents. Comments, generally, were "Easy to use;" "Accessibility;" "Fast and convenient;" "I did not have to come to school to order the transcript," "Quick and easy steps;" "Did not have to fill out a bunch of useless information;" "Reduction of waste;" "This information was private;" "Intuitive," and "The university addresses are already in the database." My favorite statement was "Easy and simple – better than CSUF!" These comments support the use of the computer workstation for the online transcript!
- 5) General comments made by students thanked the staff for being so friendly and helpful. The general feeling when reading their feedback was that they liked the online request.

Part II consists of the follow up to see if students who participated in this SLO used the online request form the very next time that they ordered a transcript. Success is measured by having 50% or more of the student transition to the online process. The results of Part II will be collected during the months of June – September.

Results: When doing a follow-up investigation on the students who initially completed this SLO, it was discovered that 18 out of the 50 students returned to order a transcript during June – September for an N=36% of the original 50 students. Of these 18 students, 11 students, or 61% requested the transcript using the online software. Success!

Recommendations: Since there are still 32 students who can potentially order another transcript, it will be important to research these students at the end of the fall semester to inquire if they chose to use the online request for their next transcript order.

IV. Decisions and Recommendations

- a) Summarize the decisions/recommendations made for each outcome.

Since so many of the students commented that using the online request was easy, Admissions now has a computer at the Admissions counter that is used solely for requesting transcripts. The paper requests are essentially obsolete, except for the occasion when someone is already using the computer.

Removing paper transcript requests in favor of having students order their transcript using the online software at the counter.

This SLO identified an opportunity to explore an additional option to the current online request. More than half of the students already know about ordering transcripts online. However, they often come to Admissions because they want the Immediate Pick-up option. A future consideration for this office is whether students can order their transcript online, then at a later time/date, come to the A&R office to pick up this transcript. The staff will vote on this option at the next staff meeting.

As students demonstrate a higher percentage of usage for using this online transcript, the next progressive step for A&R is to begin the implementation process for using electronically delivered transcripts to other institutions.

- b) Identify the groups who participated in the discussion of the evidence that led to the recommendations and decisions.

Staff members within A&R who participated in this SLO enjoyed helping the students. It was very time-intensive for them to go through the checklist, but they said that students were cooperative and happy to be shown how to use the online request. The staff members were very patient to help students change their behavior from paper to online.

- c) Summarize the suggestions for improving the assessment process (including improvement of outcome, evaluation methods, criteria, etc.)

Having gone through this SLO the first time, the assessment could be improved by obtaining more demographic information, such as, the age of the student, and a self-rating on their computer skills (beginner, intermediate, advanced). These items would provide more insight into their responses.

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

Follow through on Part II will be reviewed again towards the end of the fall semester and prior to the beginning of spring semester.

- e) Identify those responsible for implementing recommended changes

The Associate Dean of Admissions is responsible for implementing all recommended changes, with the support of the Registrar and Admissions staff.

(See Appendix A for transcript chart)

ADMISSIONS STUDENT LEARNING OUTCOMES ASSESSMENT REPORT 2010 - 2011

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 Background–

SLO STATEMENT: Using email communication, A&R will inform and educate NEW, RETURNING, and CONTINUING students who register online about the THREE-day drop for non-payment policy.

As a result of this communication during spring registration in January, A&R attempted to reduce the number of “dropped for non-payment” students during Spring 2011 registration as compared to Fall 2010 (330) by 50%.

CURRENT DISTRICT POLICY ON DROPS FOR NON-PAYMENT:

Enrollment fees must be **PAID IN FULL** within three days of your initial registration or your classes will be dropped and released to other students (as displayed on the WebAdvisor Student Menu).

Methods: The primary objective of this SLO is to prevent new and returning students from losing their classes because of non-payment. Admissions and Records staff members believe that it is important to initiate alternative strategies with the potential to keep students from losing their classes because they are unaware and uninformed of current policies.

There are three features to this Student Learning Outcome. First, there was a daily email communication sent to students the day after they registered for a minimum of one class section. This email informed students about the drop for nonpayment policy. The Graduation Specialist took the lead on this part of the project and used an email merge to send out the policy reminder. A daily list was provided by the Datatel super user.

Second, the email reminders contained information regarding the drop policy, as well as the student ID and email address. The content of this letter explained the purpose of the email, provided the assessment survey, and gave directions on how to reply and return the evaluation, with comments, to a generic Admissions email address. The content of the emails was minimal to encourage students to reply. The email merges were limited to 300 words or less in each batch to prevent them from being spammed. In addition, there was a link and phone number within the email for the Financial Aid office. Students who receive financial aid prior to registering are not be dropped for nonpayment. All daily lists were saved and stored in a folder (2011 Spring SLO) on the “H” drive for Admissions.

The third feature was a one-minute assessment survey. The purpose of including this instrument in the email communication was to receive a “timely” reply when the student

read the letter. This email included a short six-question survey that asked the student about their knowledge of the drop policy and/or whether this email made them aware of the policy? Survey instructions were provided. The students who chose to respond could hit “reply,” answer the survey questions, then hit “send.” All students who registered online between the dates of January 4-18 received this email letter. There were no replies received after Admissions stopped sending them on January 19th. (See Appendix A--Letter)

Upon receiving the responses, a generic thank you was emailed to the student for their participation in this survey. Any concerns and/or complaints by students were addressed immediately by the Graduation Specialist. (See Appendix B--thank you reply)

Comments from the students were reviewed by all A&R staff and will be used to make future decisions on how to better explain this policy and implement this same email as part of the ongoing registration process. (See Appendix C- Student Comments)

Limitations: The purpose of this email was to prevent New and Returning students, who may be unaware of this recent policy change, from being dropped for non-payment. Here are the following limitations to this SLO:

The email itself was a limitation. Although 99% of SCC students have email addresses, there is always the limitation that students can choose not to respond—unlike an “in person” survey. The daily replies to this email survey sent out to registered students averaged about 6-10%. Although this is a low response, those who did respond gave value to this assessment.

The Subject Heading was a limitation. It was discovered that the subject line does matter when you send a survey. How you deliver the message makes a difference! The original subject line read “Don’t Lose your SCC Classes.” On January 10th, the subject line was changed to “Drop for Non-Payment Policy” and the survey responses jumped to 13-20% daily.

Another large limitation is the explanation of the 3-day drop for non-payment policy. There is no simple way to explain this policy so that everyone understands how it works and what happens over the weekends. Because of this dilemma, students who received the letter were perplexed by it! They thought they were dropped, when they had not been dropped. That is because the letter included a statement about how the drop policy works on weekends, but this statement only confused the students. It should be excluded when used again.

This email was sent to all students who registered online. The mailing did not distinguish between paid and unpaid students. As a result, some students who had already paid found this email misleading. Future mailings will instruct the student to disregard the email if payment has already been made.

Although the email gave the purpose for this survey, there was no mention of confidentiality and how the results would be used. This information needs to be in the email when the SLO is duplicated for the fall 2011 semester.

The email also did not distinguish between new, returning, and continuing students. Therefore the data was not pure for only new and returning students. Any continuing student who registered for a section during the new student registration timeframe also received this email. Their replies could be identified as they commented that they had been dropped during last year's registration, so they were already aware of the policy. Lastly, the internet is not always a perfect world. There are potential glitches that may have prohibited these emails from reaching all of the students on the daily list. Many times a survey responder's internet provider could be experiencing difficulties which prevented a reply.

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) – All full time Admissions and Records staff participated in the analysis and collection of data results. These staff also provided comments and recommendations after a staff meeting where SLO results were discussed openly.

Outline the timeline for implementation - The timeline had beginning and ending dates predetermined. New student registration for Spring 2011 began January 4, 2011 through January 22, 2011. The survey was sent to new students who registered the day after they registered.

Identify who will be evaluated - This learning outcome had an unlimited intended number. The goal was to reach all new registered students to the college.

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 fee payment.

Results

Summarize the results for each outcome - *Email results* – Did the email prevent students from being dropped – compared to a similar timeframe during new/returning students' registration last fall?

A total of 3284 emails were sent to students who registered between the dates of January 5 – 18th. There were 414 replies, or 13% of the students responded to the survey within those same dates. In researching statistical returns from emails, 40% is considered to be an average return. This 13% return was below the anticipated average of 40%. However, the 414 replies provided a large enough sample to be able to assess the effectiveness of the email communication.

During new student registration prior to Fall 2010, there were 4755 sections registered with 331 sections dropped for non-payment, or a 7% drop for non-payment during the dates of August 5 – August 18, 2010. During the new student registration dates of January 5 – 18 prior to Spring 2011, and using the reminder email, the percentage of drops for non-payments went down to 2.7% with only 97 sections dropped from 3612 registered sections. The conclusion is that the email was effective in lowering the number of sections that were dropped for non-payment compared to a prior term.

The greatest responses 339 (82%) and 332 (80%) were to questions #1 and 6, respectively. 82% of the students replied that it was a good idea to contact new students about the “drop for non-payment” policy. 80% of the replies also said Yes to question #6 – “Were you aware of the drop for non-payment policy? This as a surprising result to this survey, and was skewed by continuing students who may have registered during the same timeframe.

Question #3 (If you have not already paid, will you pay immediately after this email?) was answered the least number of times, with 120 replies of yes and 28 replies of no. There were 55 students who chose not to reply to this question, although they had answered all of the other questions in the survey. The good news is that 59% of the student who did reply to this question said that they would pay immediately after answering this email.

Summarize the process to verify/validate the results – Students were able to respond to the survey and add additional comments. Although some students chose not to respond to the survey, the numbers indicate that an email informing the students of the drop policy did influence students to pay their enrollment fees in a timely manner. In addition, while one can say that the email was effective, student comments made it clear that the email was also confusing to them (especially to those who had already paid for their classes immediately). The email needs improvement!

Decisions and Recommendations

What needs to be done? - As expected, the results indicated that this email reminder is an effective tool for enrollment management. Since the emails were effective in preventing drops, it is recommended that this procedure become standardized for both colleges whenever students register for a class. This proposal will be pursued during the monthly Datatel meetings.

Identify the groups who participated in the discussion of the evidence that led to the recommendations and decisions – All full time Admissions and Records staff participated in the analysis and collection of data results. These staff also provided comments and recommendations after a staff meeting where SLO results were discussed openly.

Summarize the decisions/recommendations made for each outcome – Staff read student comments and felt that the students did not mind the 3-day pay or get dropped policy. However, they agreed that using the email reminder and placing the 3-day policy in Web Advisor would be beneficial for all students who register prior to the semester start.

Identify when each outcome will be evaluated again (if the outcome is to be retained) –
During the month of August 2011.

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

See Appendix B - D for survey results

VII. Future Direction & Anticipated Challenges

(Including funding, personnel, facilities, and technology)

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, four A&R positions were lost during the past two years due to the hiring freeze; a full time A&R II Specialist (transcript evaluator); an A&R Graduation Specialist; one full time Admissions Assistant, and one 19-hour/week ongoing A&R Specialist I.

It is critical that two positions be replaced in the future: The Graduation Specialist is critical to the evaluation of degrees, certifications, and certificates. The AR II evaluator has the primary responsibility of evaluating incoming transcripts from other colleges, as well as working with AP Exams, CLEP, and course equivalencies. With a spring 2012 enrollment of nearly 9300 students, one out every 3 students is a transfer from another college. Reviewing and posting of the coursework/units 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.

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 evaluator positions who review incoming 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, another graduation specialist is necessary in A&R.

1. 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.
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 electronic transcript services in the coming years.
 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, that staff person is housed two floors above admissions. With the pending purchase of Image Now, a Datatel partner, scanning will be an expanded functionality within A&R, Financial Aid, and Counseling. Having easy access to this staff member and work station is vital to A&R's daily operations.
 5. With the implementation of Datatel three years ago, A&R is still attempting to work with IT on the academic standing process. Currently, only probationary students are offered interventions due to the loss of counselor and budget. Students on academic progress probation and dismissal must also be included in the future.

FUTURE DIRECTION AND CHALLENGES for SCC Admissions and Records

- 1) **ADMISSION APPLICATIONS:** SCC will continue to use CCCApply's online application. However, in order to enter the application data in a timely manner, especially for apprentices, a Scantron process is being researched.
- 2) **ACADEMIC RECORDS:** The District ITS department has to move towards faculty software that packages exams, attendance, and grades all in one software for archiving this data. The SCC Admissions and Records office is also striving towards more interactive forms online for students, especially for Graduation.
- 3) **STORAGE OF RECORDS:** While the use of paper is continually decreasing, the use of optical imaging for storage is on the increase, especially for incoming transcripts – both hard copy and electronic. It is critical that all staff in Admissions have access to scanning –once the budget improves. For Title 5 Records Retention requirements, A&R will continue to need storage space for documents until the appropriately scheduled year that they can be destroyed. A budget is also be needed for records destruction on a regular basis.

- 4) **DEGREE AUDIT** and **EVALUATION** are top priorities for the 2012 academic year. There is a great need for students to access their graduation requirements for certificates, certifications, and degrees. Not only will students be able to quickly identify their course needs, but queries can also identify the students who are closest to certificate or degree completion (in case they do not check for themselves). In order to create a “library” of transfer equivalencies to work in degree audit, additional evaluators will be needed in A&R. Lastly, with the creation of a Veterans’ office at SCC, there is additional evaluation necessary for military transcripts.

- 5) **MIS REPORTING:** With the number of MIS data elements growing each year on the student application, it has become necessary to create MIS audit reports that are run near the end of a semester in order to review potential MIS errors.

- 6) **CLASS SCHEDULE** – Because the cost of producing a hard copy schedule is so expensive, the consideration to NOT print the class schedule is constantly upon us. Even with the hard copy, students do NOT take time to read the details regarding college policies, course details, and deadlines dates. Communicating critical information to students is so important! Facebook and Twitter will continue to be used to communicate timely information!

- 7) **STAFFING – AREAS OF NEED** – The first critical need is to be able to hire a Graduation Specialist. The second critical need in A&R is to have a minimum of two full time transcript evaluators. As students become able to utilize degree audit, evaluators are necessary to create a library of transfer courses that can be equated into each degree audit option. Without additional evaluators, the value of the degree audit would be limited to students who have attended only SCC or Santa Ana Colleges.

VIII. Departmental Planning Portfolio

(DDPs) for 2009-12

GOALS

2010 - 2011

1. GOAL: To create a secure storage area where applications, add/drops cards, instructor rosters and grade sheets, student records and petitions can be systematized, maintained and stored.

a. Evaluate, fund, and set up a free standing filing system, storage cabinets, filing supplies, a desk, computer, telephone, worktable, and file drawers in the storage area.

Who's responsible: All Members

Estimated Timeline/Completion: On-going

Resources Needed: New E Building

Status: Completed

b. Create more room in Admissions by expanding to include the imaging work station and another work station to our basic area.

Who's responsible: All Members

Estimated Timeline/Completion: On-going

Resources Needed: The money for the repurposing of the existing E Building are to enlarge A&R, or the passing of a bond measure for a new Student Services building.

Status: In progress

2. GOAL: To set up outside contracts for: service maintenance, document shredding, and archiving of Admission/Records documents.

a. Contact an on-site mobile shredding company to shred our applications, add/drop cards and petitions when they reach their destruction date.

Who's responsible: All Members

Estimated Timeline/Completion: December 2010

Resources Needed: Currently, \$90 on an on-going basis

Status: Completed

b. To maintain contract with Spectrum for archiving documents with various destruction dates.

Who's responsible: All Members

Estimated Timeline/Completion: On-going

Resources Needed: Dedicated budget allocation. Back log has been completed. Yearly amount, \$4,000.

Status: In progress

3. GOAL: To reestablish a short-term hourly budget for trained, part-time workers who will be used during peak periods.

a. Contact an on-site mobile shredding company to shred our applications, add/drop cards and petitions when they reach their destruction date.

Who's responsible: All Members

Estimated Timeline/Completion: On-going

Resources Needed: \$10,000 budget

Status: In-progress

b. To maintain contract with Spectrum for archiving documents with various destruction dates.

Who's responsible: All Members

Estimated Timeline/Completion: On-going

Resources Needed: Dedicated budget allocation. Back log has been completed. Yearly amount, \$4,000.

Status: In progress

4. GOAL: To have a budget allocation for unforeseen, non-inventory supplies for technology updates.

a. Acquire budget funding for Cisco compatible head phones.

Who's responsible: All Members

Estimated Timeline/Completion: On-going

Resources Needed: Budget allocation

Status: In progress

b. To have an unrestricted fun of \$1,000 for other technical upgrades, as needed.

Who's responsible: All Members

Estimated Timeline/Completion: On-going

Resources Needed: Budget allocation

Status: In progress

5. GOAL: To monitor, innovate and improve the online registration for faculty and students while being responsive to their needs.

a. Work with ITS to keep abreast of procedures and recommendations while listening to students needs.

Who's responsible: All Members

Estimated Timeline/Completion: On-going

Resources Needed: Unspecified

Status: In progress

b. Expand instructor awareness of online grades by simplifying the procedures with more flex activities in conjunction with ITS assistance.

Who's responsible: All Members

Estimated Timeline/Completion: On-going

Resources Needed: Unspecified

Status: In progress

c. Send emails periodically to remind staff to drop students prior to census; to use online grade submission.

Who's responsible: All Members

Estimated Timeline/Completion: On-going

Resources Needed: Unspecified

Status: In progress

6. GOAL: To join the growing number of colleges who are electronically transmitting transcripts.

a. To gain the money and set up for the start of electronically transmitted transcripts through CCCTran which is compatible with Datatel. This will help with the paper chase while also giving students one of the quickest transcript delivery systems available.

Who's responsible: All Members

Estimated Timeline/Completion: December 2011

Resources Needed: Budget for system and various licenses

Status: In progress

7. GOAL: As part of Degree Audit, to reorganize and reclassify Admissions and Records specialist to be ready for the new shift in focus of the Degree Audit system.

a. Datatel, and now Degree Audit, have forced a revamping of A&R classifications and duties. A&R's focus has been totally changed and a consequence is that we need to reclassify one A&R position to an A&R II position as an evaluator for degree audit so that the work duties are not out of compliance.

Who's responsible: All Members

Estimated Timeline/Completion: December 2010

Resources Needed: Budget increase from an AR I salary level to AR II salary level

Status: Completed

8. GOAL: Implemented the conversion to the new, Datael compliant imaging system of Image Now. Our goal is to image continuously to allow us to only have one year of “paper” actually stored.

a. The new Image Now system works in conjunction with Datatel and will give Admissions and Records instant access to student records. There will be a minimal need of training as it is a Datatel integrated system.

Who’s responsible: All Members

Estimated Timeline/Completion: February 2011

Resources Needed: Image Now software and licenses will be approximately \$1,000

Status: In Progress

9. GOAL: As part of Degree Audit, to reorganize and reclassify Admissions and Records specialist to be ready for the new shift in focus of the Degree Audit system.

a. To have on-going computer technology upgrades

Who’s responsible: All Members

Estimated Timeline/Completion: On-going. Next review, 2012

Resources Needed: Budgeted funds for replacement

Status: In Progress

2011 - 2012

1. GOAL: To obtain a budget for scanning and the shredding of A&R documents on an annual basis.

a. Order an additional scanner to be placed in the A&R office and be accessible to all staff for imaging document.

Who’s responsible: L. Miskovic

Estimated Timeline/Completion: June 2012

Resources Needed: Approximately \$1600

Status: Completed

b. Shred A&R hard copy documents that are older than 5 years.

Who’s responsible: L. Miskovic

Estimated Timeline/Completion: December 2012

Resources Needed: Hire a third party to complete this job.

Status: In progress

c. Eliminate the cost of archiving A&R documents.

Who's responsible: L. Miskovic

Estimated Timeline/Completion: June 2012

Resources Needed: A scanner to be placed in the A&R area for staff usage.

Status: Completed

2. GOAL: To obtain funding for short term hourly to assist during peak application and registration periods.

a. Short term staffing require.

Who's responsible: L. Miskovic

Estimated Timeline/Completion: On-going

Resources Needed: Budget funding

Status: In progress

3. GOAL: To monitor, innovate and improve the online registration for faculty and students while being responsive to their needs.

a. Work with ITS to enhance WebAdvisor for students, faculty and staff..

Who's responsible: L. Miskovic

Estimated Timeline/Completion: On-going

Resources Needed: ITS staff, Datatel Project manager, and AR Tech Specialist

Status: In Progress

b. Send emails periodically to remind faculty to drop students prior to census and through the 12th week if the student is no longer in attendance.

Who's responsible: L. Miskovic

Estimated Timeline/Completion: On-going

Resources Needed: Email-Outlook.

Status: On-going

4. GOAL: To create a more efficient application and registration process for Apprentices.

a. Obtain funding from the Dean of Vocational/Career Education..

Who's responsible: L. Miskovic

Estimated Timeline/Completion: Decemner 2012

Resources Needed:Funding for the Scantron

Status: In Progress

5. GOAL: To replace critical positions lost during budget cuts.

a. Collaborate with the President and Vice-President of student Services to have these positions recruited from outside of the District.

Who's responsible: L. Miskovic

Estimated Timeline/Completion: June 2012

Resources Needed: Salary dollars needed from the General fund

Status: In progress

b. Hire a Graduation Specialist from outside of the District.

Who's responsible: L. Miskovic

Estimated Timeline/Completion: June 2012

Resources Needed: Assistance from Administration for hiring approval outside of the District.

Status: In progress

c. Hire an AR II Specialist (full time evaluator) from outside of the District.

Who's responsible: L. Miskovic

Estimated Timeline/Completion: on-going

Resources Needed: Salary funding from the General fund.

Status: In progress

6. GOAL: To create more interactive forms for the A&R website.

a. Create an interactive form for Graduation petitions

Who's responsible: L. Miskovic

Estimated Timeline/Completion: December 2012

Resources Needed: Purchase of software

Status: In progress

7. GOAL: To create a degree and audit system for student use.

a. Create a "library" of transfer courses that can be used for the degree audit program

Who's responsible: L. Miskovic

Estimated Timeline/Completion: On-going

Resources Needed: Evaluators are needed to create this library of transfer course

Status: In progress

8. GOAL: To purchase updated computer equipment for staff .

a. Purchase one new laptop and two new computers for the office

Who's responsible: L. Miskovic

Estimated Timeline/Completion: Fall 2013

Resources Needed: Funding

Status: In progress

IX. APPENDICES

Appendix A -

STUDENT LEARNING OUTCOME FOLLOW-THROUGH CHART OF STUDENT ID NUMBERS

<u>STUDENT ID NUMBER</u>	<u>Date of SLO Transcript</u>	<u>Date of Next Transcript Order</u>	<u>Order Method</u>	<u>Success</u>
	6/23/2010	7/15/2010	Web	Yes
1059715	6/10/2010			
1068418	7/6/2010	8/23/2010	Counter	No
1068435	6/9/2010	6/16/2010	Web	Yes
1069816	6/8/2010			
1070541	7/8/2010	8/31/2010	Counter	No
1085824	6/17/2010			
1111009	7/21/2010			
1116050	6/10/2010			
1189369	8/24/2010	9/5/2010	Counter	No
1121085	7/7/2010			
1131249	6/21/2010			
1145172	5/27/2010	9/9/2010	Web	Yes
1164135	6/17/2010	10/14/2010	Pick up	No
1174855	6/29/2010			
1182318	6/8/2010	2/2/2011	Web	Yes
1187626	7/6/2010			
1204110	6/17/2010	7/27/2010	Web	Yes
1212664	6/16/2010			
1239055	7/1/2010			
1256814	6/8/2010	8/30/2010	Web	Yes
1259980	6/8/2010	8/12/2010	Pick up	No
1261484	6/3/2010			
1270967	7/12/2010	8/11/2010	Web	Yes
1271945	6/26/2010	9/2/2010	Web	Yes
1319535	6/10/2010			
1335561	7/6/2010			
1339353	6/15/2010			
1339561	7/28/2010			
1340534	6/17/2010			
1350910	6/17/2010			
1360701	6/7/2010	6/21/2010	Web	Yes
1375371	6/8/2010			
1380327	8/19/2010	10/20/2010	Web	Yes
1380868	7/6/2010	7/15/2010	Web	Yes
1396611	6/28/2010	9/1/2010	Mail	No
1421802	6/10/2010	6/17/2010	Counter	Yes
1453064	6/29/2010			
1480263	6/3/2010	6/4/2010	Express	No
1488313	6/8/2010			
1560087	7/1/2010			
1666050	6/10/2010	8/16/2010	Counter	No
1703402	7/14/2010	8/17/2010	Counter	No
1717710	6/8/2010	6/9/2010	Web	Yes
1718704	6/22/2010			
1718716	6/22/2010	9/1/2010	Mail	No
1708709	8/14/2010			
1498858	8/4/2010	9/16/2010	Web	Yes

Appendix B

SLO Spring2011– Email sent to students

Welcome to Santiago Canyon College! We are glad you have chosen to registered for classes, and wish you much success in the Spring semester The purpose of this email is to inform you of the college’s drop for non-payment policy.

Please note that upon registering, ***you have THREE DAYS from the date you register to pay or you will be dropped from your courses (unless you have filed and have been approved for financial aid). Weekends are included.***

Please, do not jeopardize your choice of classes by not paying in a timely manner.

We are requesting your participation in completing this survey and returning it to us at. We really appreciate your time as we are attempting to utilize new ways of informing our students regarding college policies. Your feedback is important to us. Your answers will remain confidential and the results of this survey will determine whether this type of email communication is helpful to new students.

Thank you,
SCC Admissions and Records Staff

Please check “Yes” or “No” for each of the following:

SURVEY

1. Were you already aware of this 3 day payment policy? Yes No
2. Have you already paid your fees? Yes No
3. If not, will you pay immediately after this email? Yes No
4. Did this email help you? Yes No
5. If no, why not? _____
6. Do you think it is a good idea to contact new students about this policy?
 Yes No
7. Do you have any suggestions or ideas to improve communications?

Thank you for your time. When you have completed this survey, please click “save” into your browser. Any questions, please call 714/4902.

Appendix C
SLO SURVEY RESULTS, VERBATIUM

Positive Feedback/Suggestions

- NONE – THANK YOU.
- I get the money Later today
- I wasn't aware that it was only three days from when i get enrolled in the class that i have to pay, but i was aware that I'd get dropped after not paying after a certain number of days. Thanks!
- I think this a good idea to contact students because last year my classes were dropped because of non-payment and I wasn't aware until it was too late.
- This is a good idea to inform us newbees. Thanks
- YES have confirmation # from system for course registration for COMM 111 Argumentation & Debate - #000241924
- I was not aware that I had to pay within 3 days of registration. Thanks for the heads up.
- No I was not aware of this policy before now. But I always pay my expenses as soon as they are incurred. I realize that not everyone does. But it keeps me from having to panic more often, unless of course, the person I am doing business with doesn't note the payment properly.
- I believe I was awarded a fee waiver and my payment should be covered. I will go ahead and check again with the financial aid office.
- I was aware and I did pay when I registered. Is there a problem? Was I dropped?
- I pay when I register and I already knew that I would be dropped if I did not pay w/in 3 days. However, I thought 3 days was 72 hours (if a student registers at 10pm, then the deadline is less than 72 hours).
- Keep up the good work.
- I paid so I should be fine
- I really commend the school for being this upfront about payment and the getting the word out to both returning and new students. Thank you SCC!
- This is college, not pre-school. Supposedly, you're dealing with adults, who can read and comprehend instructions. The policy is clearly posted on the web-site. If they lose classes because they didn't pay on time, it will, hopefully, be a learning experience and they won't make that mistake again
- I was already aware of this policy although the email was a nice reminder.
- I read it on the webadvisor.
- I like the drop after 3 days of non payment policy because (for my personal situation) it better allows me to get the classes that I am trying to enroll for if I am put on a waitlist.
- I really commend the school for being this upfront about payment and the getting the word out to both returning and new students. Thank you SCC

- It's all clear except for why do students that take online or night classes have to pay the fee for the health center
- I should be paid up for this class. I have a receipt. Please let me now if there is anything else I need to do.
- I am answering "yes" to question 2 because I have a fee waiver. Please check if everything is OK. Thanks.
- No, I was unaware. I thought it was 3 days not including the first day or weekends. I would like to re-enroll and pay today if possible.
- I paid all my fees. If there is an issue, please contact me.
- Yes, I paid and yes, I knew about the policy.
- I got F-Aid and I already talked to them and they said they had it all under control so to not worry.
- I have 2 questions: I registered 2 days ago and I was unaware of the consequences to a late payment punishment. When can I pay? Can I pay online to ensure that I do not lose my classes because Saturday would be my last day to pay?
- Very good to know if no payment classes will be dropped. Be nice to know at the time of registration and reminders thereafter.
- I have credit from SCC last year; therefore, I did not pay this time. Please let me know if I still have to pay.

Suggestions

- Already aware of policy
- I fully understand the policy, but for those who do not, maybe an e mail sent out the day of their registering for classes would help the payment process instead of on the second day, leaving only 1 day left.
- Trying to pay on my account so I won't be dropped but on webadvisor it only gives you 3 payment options: Visa, Discover, or MasterCard. I only have a American Express and want to pay for my class that i was recently registered for. Don't Drop ME!
- I was not aware of the policy or that it would include weekends - I did not pay. It would be very helpful to have a reminder or warning email before you are dropped that state these policies.
- Because it seems unfair to be unaware but more fair if they just are too lazy to make checking emails a priority.
- I thought that I had three days from the day I registered meaning that I had Sat, Sun, Mon since I registered on Fri. I did not understand that day one was the day that I registered.
- The Payment method using my Veteran's benefits is quite unassuring due to the fact that the checklist to be completed in order to approve my request to use my benefits do not coincide within the 3 day payment notice. Specifically, the appointment time for acquiring an Ed plan through a counselor after time of registration because the veteran's resource center does not start on the checklist until after one such as myself registers for classes. Had I been able to start on the

checklist sooner I may have been able to schedule an appointment ahead of time, however I was informed during orientation that I most likely would not be able to be seen until February. Luckily, I had spoken to the counseling office at SAC and was given an appointment to see a counselor on Monday Jan 10, 2011. Note that this is still after the deadline to pay for tuition or "BE DROPPED". I was told that payment using my benefits will be taken care of and looked into as long as I have an appointment to see a counselor regarding my ED plan. Although this was said, the staff at the veteran's resource center at SAC did not sound too sure if my classes will be dropped or not due to this unique process of payment. I was forced to pay out of pocket for my tuition to BE SURE that my classes will not be dropped and was also informed that I will receive back pay once my Veteran's benefits kicks in. The point is, What if I cannot afford to spend the money for tuition? Better yet, I'm quite sure there are other veterans out there that really might not have the money to compensate for this unassuring process. Is there any way that the school can devise a way in the future to give an assuring way/time to process Veteran's benefits for tuition once verified by an official that documentation is valid and present? I understand this may not have been the proper channel to address such a case, however, any feedback regarding this matter will be much appreciated. To whom this may reach, thank you for your time.

- You guys might need to redo your math. I registered Friday, according to your note below. Three days from the day I registered, *counting the day I registered*, would mean you could consider dropping me *after midnight Sunday night*, or MONDAY. To drop me before Monday would not give me even close to three days (especially considering I might have only been entitled to a late afternoon "window" of opportunity for registration!). I registered at 1:20pm, and in all fairness, three days from that would be 1:20pm Monday.
- I paid immediately upon registration and have a confirmation I printed. Your web site reflects that I am paid in full. It would seem that a college with the number of students you have, and basic computer systems, could easily determine who has not paid, draw up an email list of those persons, and send emails such as this out only to those who have not paid
- No I was not aware of this policy before now. But I always pay my expenses as soon as they are incurred. I realize that not everyone does. But it keeps me from having to panic more often, unless of course, the person I am doing business with doesn't note the payment properly.
- I don't think this type of scare tactic is helpful. I knew I had paid, but for just a few brief moments, until I checked the website, I was worried that somehow your system had screwed up and after telling me I had a zero balance, suddenly thought I had not paid. But it is what it is. If you are seeking my opinion, I feel that demanding payment within three days, is a bit unrealistic for a large percentage of your student body. Not sure if that is the kind of information you were seeking with your survey or not. Have a great day.
- I paid on my account total with Amex credit card on 1/8/11. Understanding the registration statement was not easy and clear. Is the enrollment fee the actual cost of classes? Why is the statement opened with a balance forward? I thought I had

- a previous unpaid bill. I questioned if I was paying the correct amount and if I had successfully paid all charges due
- No problem. But when the subject line is “Drop for On-Payment” it’s a little shaking. Imagine being confronted at the exit of a store by a guard who tells you if you don’t pay for your items you will be arrested. Maybe change it to, “Brief Survey from SCC” or something. Thanks again.
 - After you register, it should give you the date and time by which you have to pay. Three days is too vague.
 - I was counting as today being the 3rd day/last day to pay...
 - I paid on my account with Amex credit card on 1/8/11. Understanding the registration statement was not easy and clear. Is the enrollment fee the actual cost of classes? Why is the statement opened with a balance forward? I thought I had a previous unpaid bill. I questioned if I was paying the correct amount and if I had successfully paid all charges due.
 - I tried paying when I registered, but keep getting an error on your website. Will try again today.
 - I already paid. Did it not go though?
 - Yes it does but the web site says that you will be dropped by the Wednesday before the semester starts.
 - I already paid and my account shows a credit of \$76, so this just confused me. I wondered if I have paid or what!?
 - No, please explain. I am on fee waiver.
 - In the future, give examples, such as "Enroll on Friday, and pay by Sunday", and add that "Date of Enrollment counts as First day". I thought the 3 day payment was Monday 01/10/2011 since I had enrolled Friday on Friday, 01/07/2011, and was told this policy in person when I went to the admissions office on Friday afternoon.
 - I wish you had sent this well before now. I had all of my classes dropped, but yet you still showed a balance due for those classes. That balance was paid and I assumed once paid you would reinstate the classes. No, you charged the credit card, posted the funds and did not reinstate the classes. It would be better to show a zero balance if you drop classes. Now I am scrambling to find new classes.
 - I was not aware of this. I was on the wait list for some of my classes, so how would that work? I have to go back and recheck to see if I get them? Fri-Sun is only 2 days, not three. SO, what does that mean to me? AM I dropped from all my classes now? This is ridiculous, how am I supposed to go to college when you make it so hard? I wanted to start college in the fall '10 but couldn't get any classes, so now you are saying I am once again out of luck? Great, that really encourages people to go to college. What do I do now??????
 - I was unaware that weekends were included and had planned on paying today because I hadn't gotten my paycheck just yet. Is there any way that I can get those classes back?
 - No, this email let me with questions...
 - Yes, but I think it would be better practice to notify students what day they must pay on or before.

- This would be my last day to pay...I should have received this email on the first day of registration showing the last date to pay before being dropped.
- I paid on-line, and as such, you clearly have a computer record that I paid AT THE TIME OF ENROLLMENT...feel free to send this note to those who have not yet paid, but it seems a little insulting to send it to people like myself who have already completed payment.
- I think that most of the students think that they go through this survey because they hadn't paid for their classes. A couple of them seemed upset, because of it, too. It seems like most of them already know about the 3 day drop for non payment.
- Please verify receipt of payment.
- I did not think the weekends would count towards the three days and was planning on paying it on Monday.
- While it's a good idea, you may want to know who has and hasn't paid for their classes. This email scared me,; it makes me think I hadn't paid, which I know I did. This should be an email for those who are in their first semester and those who haven't paid for their classes yet.
- Yes, my last school dropped for non-payment after seven business days. Three seems slightly too fast.
- Answers to survey: (1) Yes, I'd been dropped from a major semester last year because I was unaware of the new policy and I'd neglected to check my email for 72 hours over Christmas break, wanting to spend time with my family instead of worry about school. I won't make that mistake again. (2) Yes, but because your draconian policy is making me paranoid, I will probably check two more times today and three times tomorrow just to make sure. (3) See above. (4) o, being dropped from a major semester unexpectedly made me aware---but thank you for the survey because it's giving me a chance to vent about how I should've received this information in a more timely manner. I really do appreciate that. (5) I don't understand why you would ask someone to explain why they don't understand something. If they can't understand a simple piece of information like this, how could they feasibly explain their shortcomings? (6) In short, YES, but I suppose that depends on whether or not you want your money. Do you like being paid for your services? If so, I would recommend telling new students what they need to pay within 3 days. If you enjoy being yelled at for causing student to miss out on their education, then by all means please keep the new policies to yourselves. It's your school---you can be as successful as you want or you can drop people without a proper explanation, forcing them to seek education at a more reliable and communicative institution.

Appendix D

2011 SLO for Admissions and Records							
Date of Email	Number of	# of Replies	No Replies	# Dropped NP	# Dropped NP		
	emails sent			No Reply	with reply		
Jan 3	232	25					
Jan 4	590	66					
Jan 5	399	49					
Jan 6	370	47					
Jan 7	350	74					
Jan 8	85	15					
Jan 9	75	9					
Jan 10	264	31					
Jan 11	200	25					
Jan 12	154	22					
Jan 13	169	19					
Jan 14	76	6					
Jan 15	25	0					
Jan 16	30	2					
Jan 17	63	6					
Jan 18	202	18					
	3284	414	2870	691	17	397 saved	
		13%	87%	24%	4%	12%	A
		YES	NO	No Replies			
	Question #1	332	67	3	Were you aware of the drop for non-payment policy?		
	Question #2	305	109	5	Have you already paid?		
	Question #3	120	28	55	If no, did/will you pay immediately?		
	Question #4	298	23	15	Did this email help you understand that you will be dropped?		
	Question #5	339	6		Good idea to contact students about drop for NO?		

Appendix E

Your department should consider the RSCCD Board Goals when it sets goals. A list of the 2012-2013 RSCCD Board goals is included as an appendix. Using the table below, indicate which Board goals your department's goals support. Explain briefly.

RSCCD Goal	Supporting Department Goals From DPP
1. Promote a learning community environment that is innovative, student-centered, and celebrates student achievement.	Goal #3 – to innovate the online registration process in response to student needs.
2. Prepare students for success in their academic, career and personal life endeavors by providing access to education and services that foster student retention and program completion.	Access is providing through the online application.
3. Update and implement facilities master plans, maximize college and community use of facilities, and incorporate “green” efforts into facilities development and other efforts when cost-effective.	N/A
4. Promote flexible, cost-effective educational programs and services including the use of cutting-edge technology and educational program delivery via technology.	Goal #6: To create more interactive forms for the A&R website. Goal #7: To create a degree audit system for student usage.
5. Pursue alternative public and private funding sources to increase the district's fiscal sustainability and to implement the district's vision and goals, and encourage the foundations and district to create plans for capital and program campaigns and alumni association development, and other resource development activities.	N/A
6. Maintain a positive, productive working environment for employees, recognizing and embracing diversity and enhancing staff development opportunities that address innovation and technology.	Need to create a goal in DPP for staff development.
7. Expand partnerships with business, labor, community groups, universities, schools, and other public and private agencies in order to enhance the district's resource development; ensure student access and success; ensure robust economic development programs; and	N/A

be responsive to workforce development needs and high demand career fields.	
8. Assess the educational needs of the communities we serve, and enhance awareness of the district and its through outreach and advocacy among community constituencies and to local, state, and national leaders.	N/A – accomplished through the Outreach Dept.