Lake Tahoe Community College

# Admissions & Records Program Review Report

## March 2009

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# Admissions & Records Program Review
# Executive Summary

During the 2008-2009 planning cycle, a program review team including administrators, faculty, and staff was formed to assess the effectiveness of the Admissions & Records Office. The team met during the fall and winter quarters to study the current operating structure; assess the quality of service including contributions to student learning and success; evaluate progress towards recommendations from the 2003 program plan; and project needs for the future. The resulting report is a thoughtful examination of Admissions & Records with realistic goals, projections, and recommendations that will allow the department to plan effectively to serve students and the institution in the years ahead.

## Philosophy and Mission

The Admissions and Records Office is dedicated to supporting student success by
- providing quality service to students;
- maintaining the admissions component of the matriculation standard;
- facilitating timely and accurate registration of students;
- evaluating and maintaining student records with accuracy and confidentiality;
- and offering comprehensive information and services to students on demand via electronic access in a 24/7 environment.

## Goals and Objectives

1. Continue to automate Admissions & Records processes and procedures as appropriate.
2. Provide effective support for online self-service methods of application, registration, and other interactions with students.
3. Coordinate and cross-train with the staff of the Instruction Office and Student Services to promote efficient student service and develop consistent application of policies and procedures.
4. Assess and develop the Admissions & Records infrastructure necessary to support new initiatives and changing programs.
5. Automate degree audit and provide increased support for the credit evaluation process to allow incoming transfer coursework to be evaluated quickly to promote effective educational planning.
6. To the degree possible, explore alternate staffing models to reduce reliance on temporary staff during peak registration periods.
7. Remodel the office to provide adequate space for current employees, reduce noise from the Commons, and address compliance issues related to student privacy and ADA accessibility.
8. Participate in the implementation of the Datatel Colleague ERP and revise business practices to utilize new functionality to improve efficiency. Document all processes to build reference materials and training tools.
9. Convert archived student records to a digital format to improve security, alleviate impact on limited warehouse space, and allow on-demand access to records by designated staff.
10. Allocate sufficient resources to support or build the personnel and infrastructure necessary for the department to adapt to the changing needs of the College.

# Final Recommendations

**<u>Recommendation 1</u>**
Participate in the implementation of the enterprise resource planning system, Datatel Colleague, in order to develop integrated administrative software, improve reporting functionality, and expand student service. In conjunction with this recommendation, the Admissions & Records Office should conduct business process analysis to automate current practices such as degree audit. As processes are refined and automated, extensive training should be provided to appropriate staff members to support their changing job duties.

**<u>Recommendation 2</u>**
Continue to pursue the 2003 recommendation to expand the Admissions and Records office area to address the space limitations of the department. The remodeled space will be configured to address many obstacles to effectiveness. Specific improvements will include:
- redesigning the front counter space to provide at least one ADA accessible counter station and a more effective workspace for counter clerks;
- enclosing the office to provide noise separation from the Commons to address FERPA privacy issues and buffer noise enough to allow staff to continue working during special events;
- creating a permanent workstation with a phone, storage, and ergonomically correct placement of equipment for the part-time document imaging technician;
- replacing the severely worn carpet to address safety issues; and
- providing a clear line of sight to the front counter from individual workstations to promote quicker response to students.

**<u>Recommendation 3</u>**
Provide adequate staffing to support ongoing student service efforts and to accommodate the changing needs of the College. The planning team recognizes that the current staffing level is the minimum feasible to allow the staff to comply with regulatory requirements and to sufficiently support the needs of former, current, and prospective students. Staffing levels should continue to be evaluated regularly to determine the personnel infrastructure necessary to support new campus initiatives and changing instructional programs. While specific needs (including hiring a full-time evaluator) were identified, current staffing levels should remain in place for the next year until there has been an opportunity to assess changing job duties in relationship to the ERP implementation.

**<u>Recommendation 4</u>**
Make every reasonable effort to enhance and develop secure, online self-service options for students to allow 24-7 access to information and services. Increased online services will promote student service as well as improving efficiency through automation. Electronic access is particularly important to the growing number of online students.

# Introduction

In October of 2008, a program review team was formed to assess the effectiveness of the Admissions & Records Office within the context of the mission and philosophy of the College. The team consisted of:

Lori Gaskin, Vice-President of Academic Affairs and Student Services
Susan Middleton, Dean of Student Services
Eric Sturgess, Faculty, Business
Daryl Frazetti, Adjunct Faculty, Anthropology
Julie Booth, Administrative Assistant to the Dean of Student Services
Dave Burba, Computer Programmer/Analyst
Lori Thorne, Administrative Assistant to the Superintendent/President
Gayle Bradshaw, Admissions & Records Specialist
Reyna Reger, Admissions & Records Technician I
Cheri Jones, Director of Admissions & Records

The team met throughout the fall and winter quarters to review the program and develop recommendations. Online surveys were conducted in November and December 2008 to solicit feedback from students and employees. Aaron McVean, Director of Institutional Research and Planning, assisted with survey design and provided analysis of the student survey. The team thoroughly examined all of the feedback and diligently contributed to the development of this program review report. The result is a thoughtful examination of Admissions & Records as it is today with realistic goals, projections, and recommendations that will allow the department to plan effectively to serve students and the institution in the future.

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# Response to Recommendations from the 2003 Program Plan

Listed below are the five recommendations which were developed during the last program review cycle. While progress has been achieved, it has not been possible to address all recommendations due to fiscal constraints.

## Recommendation 1

*Complete the web registration project to provide an automated system that is user friendly, providing fast and easy access for students to registration, their records, grades, schedules, the catalog, and class schedule. Continue to refine and upgrade the system on a regular basis. Provide adequate training to the appropriate staff members, documentation for all processes, and clear instructions to the students.*

Response: Online registration via WebReg was piloted in Winter 2004 and launched successfully in Spring 2004. The system was enhanced multiple times over the next five years to provide additional functionality.

## Recommendation 2

*Purchase a document imaging file management system to reduce hard copy files and alleviate the dangerous and inadequate storage conditions. As this is a campus wide problem, work with other departments to determine the most appropriate system for LTCC.*

Response: Laserfiche document imaging software and scanners were acquired in 2007. During the first implementation phase, the product was introduced in Admissions & Records, Human Resources and the President's Office. The Admissions & Records department chose not to outsource scanning of existing records and instead hired a part-time Admissions & Records Document Imaging Technician to provide ongoing support for this project.

## Recommendation 3

*Establish and fill an additional full-time Admissions and Records Specialist (evaluator) position to accommodate the increased number of transfer students, and the 258% increase in graduating students.*

Response: It has not been possible to move forward with this recommendation due to budget constraints. The anticipated ERP implementation provides greater incentive to address this recommendation since transfer coursework of incoming students should be evaluated upon arrival for inclusion in the educational planning and degree audit tools available in Datatel Colleague.

## Recommendation 4

*Expand the Admissions and Records Office space to address the space limitations of the department. This should include a new counter space that has at least one ADA compliant window, redesigned workstations, and the ability to be closed as needed from the Commons area so the staff can function and continue working.*

Response: Plans have been developed and partial funding is allocated for a remodel of the office which would address all of the items mentioned in the recommendation. As soon as additional funding is available, this project will move forward. A tentative timeline has been established for fall 2009.

**Recommendation 5**
*Continue to pursue integrated administrative software system so that the Admissions and Records billing software can communicate with the Business Office software.  In conjunction with this recommendation, the A & R Office should continue to review and automate as many Admissions and Records manual processes as deemed necessary.  These might include the CCFS 320 report, the course attendance accounting identification, and verifications of course scheduled hours.*

Response:  Lake Tahoe Community College was awarded a Title III grant in 2008 which will allow us to obtain an ERP solution. Datatel Colleague has been chosen and will be implemented within two to five years.  While the new system is expected to provide some linkage with Fiscal Services, the level of integration is still unclear due to the need to maintain a separate financial system (QSS) required by fiscal dependence on the county.  As the ERP project progresses, manual processes will be analyzed to determine whether automation is possible.

# Accreditation Self-Study

While the Admissions & Records department was not specifically identified in the planning agendas of the 2005 Accreditation Self Study, the following agendas were noted as areas which pertained to the department.

## Planning Agenda for Standard I.B.2
*Program Plans need to outline goals and objectives in a more clearly measurable way when appropriate.*

Status: The goals and objectives listed in this document were examined by the program review team and are believed to be an accurate representation of future needs. In particular, the plan addresses anticipated needs based on projections for the next six years.

## Planning Agenda for Standard I.B.7
*The departments will annually review their Program Plans to evaluate the effectiveness of the goals and recommendations on the programs' success.*

Status: The Director of Admissions & Records regularly reviews the program plan and looks to the document annually during budget development as a result of the linkage between resource allocation and planning.

## Planning Agenda for Standard II.A.1
*The College will: (1) promote clarity of learning outcomes at the course and program levels and (2) formally assess learning outcomes at the course, program, and degree (that is, general education) levels with appropriate institutional research support.*

Status: Student learning outcomes have been developed for the program and will be assessed in the future. For additional details, please see the student learning outcomes section of this program review report.

## Planning Agenda for Standard II.B.3.a
*The College will enhance its efforts to publicize all services and provide comprehensive, appropriate, and reliable services to students at off-campus locations, particularly at the noncredit ESL sites.*

Since the 2003 program plan, Admissions & Records has worked closely with ESL staff to provide information to ESL students, improve registration services, and ease the transition for students matriculating into the credit program. The Admissions & Records staff participates in several special events for ESL students including ESL tours, pre-registration at the ESL celebration at the end of each quarter, and the "Y Ahora Que" summer program. Bilingual staff is available to interact with students and answer questions about services provided by the Admissions & Records Office.

<u>Planning agenda for Standard II.B.3.c.</u>
*The College will research ways to enhance and improve data collection and student tracking in an effort to improve follow-up services.*

While this standard was specifically focused on counseling and academic advising, Admissions & Records was able to support the planning agenda through the implementation of the CCCApply admission application in summer 2008. The application prompts students to request information on a variety of support services, allows notification of the appropriate employee to facilitate initial contact, and collects data which can be used to identify students who may be eligible for special programs.

# History and Projections

The Admissions and Records Office has served the college since classes began in the fall of 1975. A detailed history of the department from 1975 to 2003 is included in the 2003 Program Plan. Below is a timeline of events which impacted staffing levels, service or workload.

**1975**
The College opened with a Director of Admissions and Records, an Admissions Clerk I, and an Admissions Clerk II.

**1979**
The College was granted full accreditation on January 22, 1979. Transcript processes were changed to record student information in an appropriate manner for an accredited institution. The College switchboard was moved to the Admissions and Records Office and another employee was added to the office with the job title "Switchboard Operator/Admissions Clerk."

**1984**
The first steps were taken towards automation as staff began to use computers to register students into classes. POISE administrative software was installed on DEC terminals. Grades were still hand typed.

**1986**
Grades were printed onto labels that were placed onto the hard copy transcripts by hand.

**1988**
The college moved to the new permanent campus in the fall of 1988. Admissions & Records gained .50 FTE as the switchboard was moved to another office.

**1990**
In the winter of 1990, the Admissions & Records Office added evening hours, remaining open from 8:00a.m. – 8:00p.m., Monday through Thursday, and 8:00a.m. – 5:00p.m. on Friday in an effort to better serve both students and faculty.

**1995**
The registration configuration was expanded to include five terminals in the Boardroom. To reduce long lines, more part-time hourly clerks were hired to help with registration in addition to support from people in other offices. A permanent part-time employee was hired as .25 Associated Student clerical support to the ASC Advisor (at that time the Director of Admissions and Records) and .25 Assistant to the Director of Admissions and Records.

**1996**
The Admissions & Records office space was remodeled. An official transcript room was added and a private office for the Director of Admissions and Records. The staff consisted of the Director, one Technician/Evaluator, 2 full-time Assistants, and 2 permanent part-time Assistants (.5 FTE each) who job shared using the same desk, one in the morning, one in the afternoon. In the spring of 1996, transcript data began to be stored electronically and hand labeling was discontinued.

**1999**
The first upgrade to the Administrative software occurred in order to be Y2K compliant.

**2000**
As a result of the 1999-2000 accreditation recommendation and the 36% increase in FTES between 1993 and 2000, a Spanish bilingual A & R Assistant was hired.

**2001**
The billing module of the software was integrated into the system for the first time, and student bills and receipts were generated by the software at the time of registration. In the spring of 2001 the Automated Registration

Committee was formed to investigate an automated registration system that would enhance student access to registration and their records. This was an outcome of Activity Two of the Title III Grant. During the same year, all of the Admissions & Records Assistants were reclassified as Admissions & Records Technicians.

## 2002

Hardware and software for a web-based registration system were purchased with a projected pilot date for Winter 2004 registration.

## 2003

Regular office hours during the primary terms were reduced to 8:00a.m. to 7:00p.m., Monday through Thursday, and 8:00a.m. to noon on Friday to reduce staffing costs related to time periods with low student traffic. The office did remain open for special registration hours on Friday afternoons during peak registration periods (approximately 5-6 weeks per quarter).

## 2004

After a successful pilot, WebReg was launched for Spring 2004 registration. This accomplishment drastically changed the work flow of the office. Instead of long lines and in-person contact at the Admissions & Records counter, the workload shifted to back-office processing and included more student contact by phone, e-mail and fax. The role of one Admissions & Records Technician position immediately was refocused on student billing and online payment reconciliation. The position was reclassified as Admissions & Records Technician II the following year due to the higher level of technical knowledge required.

## 2005

LTCC expanded its course offerings to include online courses. As the volume of student interest increased, Admissions & Records responded to the necessity of providing students with electronic alternatives to handling routine business on campus. During 2005, Admissions & Records also recognized that the availability of WebReg would allow students to register during the two-week holiday closure and the staff provided limited support of WebReg from off-campus while the college was closed. This support continued in subsequent years.

## 2006

The department took on the responsibility of processing all non-credit ESL registration forms (approximately 700-800 forms annually). This task had previously been handled by the ESL department. During the fall of 2006, one Admissions & Records Technician I position was not refilled after a resignation due to budget constraints. Employees from other offices were reassigned on a part-time basis to Admissions & Records to assist with the continuing workload. In August 2007, the original position was refilled on a full-time basis. During 2006, the office implemented regular staff meetings and/or training sessions on Friday afternoons during non-registration periods to provide consistent development of staff knowledge and collaboration.

## 2007

The college launched a new Web site and Admissions & Records became responsible for maintaining all Web pages related to admissions, registration, and educational records. Admissions & Records implemented VA-Once which allowed electronic certification processing for Veterans Administration benefits. The technician responsible for veterans certifications also took on a new role supporting various local agencies related to vocational programs and was reclassified as a Technician II. Later the same year, the college purchased a digital imaging system which was launched in Admissions & Records. A part-time digital imaging technician was hired in January 2008 to support the additional Admissions & Records workload related to the new system and begin scanning the backlog of paper records. Saturday registration prior to the start of fall quarter was offered for the first time and a special registration event was offered quarterly for continuing ESL students. One-time funding was allocated for a remodel of the Admissions & Records office space and plans were presented to campus groups the following year. Construction was tentatively planned for fall 2009.

## 2008

During 2008, the college implemented the CCCApply admission application used statewide by the majority of California Community Colleges. In October, the college received initial funding for a Title III grant focused on implementation of a new ERP including a new student information system.

The College is currently in a period of growth which can be seen through the enrollment trends demonstrated by factored FTES in the chart in Appendix F.  The following table highlights changes in staff, unfactored ADA/FTES, actual student transactions, and the number of graduates at specified intervals since 1979.

| | 1979-80 | 1996-97 | 2002-03 | 2007-08 | Increase from 1979 to Present |
|---|---|---|---|---|---|
| **Admissions & Records Staff** | 1 Director 2 Clerks 1 Switchboard/Clerk | 1 Director 1 Technician 2 Assistants 2 Clerks  (.50 FTE each) | 1 Director 1 Specialist *4 Technicians | 1 Director 1 Specialist 2 Technician II 2 Technician I 1 Document Imaging Tech. (.40 FTE) | 60% |
| | *Staffing levels are supplemented by temporary workers during peak registration periods.* | | | | |
| **ADA/FTES (Unfactored)** | 502.87 | 1357.55 | 1861.97 | 1722.87 | 242.6% |
| **Yearly Student Transactions (registrations, adds and drops)** | 4,600 (Registrations only – no data on adds/drops) | 17,413 | 22,665 | 25,386 | 45.8% (since 1996) |
| **Number of Graduates** | 40 | 84 | 143 | 114 | 185% |

*\*One position was vacant during the 2003 program planning cycle because of budgetary constraints and a temporary hiring freeze since March 2003.  It was backfilled 20 hours a week with a full-time employee from another office.*

Admissions & Records serves a much broader population than most campus offices because of the unique role which supports students prior to admission, during their coursework at LTCC and after they leave the college.  These individuals increasingly expect more online services and electronic access to student information.  The staff of the Admissions & Records Office is continually challenged to learn and utilize new technology to support the needs of our students.

While current enrollment is lower than the peak of 2002-2003, the workload of the Admissions & Records Office continues to increase.  Staffing needs identified in the 2003 Program Planning study have not been addressed and additional needs are projected for the future.  Workload has already been or has the potential to be dramatically impacted by the following factors.

- ▪ **Veterans**
  Colleges throughout the country are expecting an increasing number of returning active duty service members and veterans to enroll in online and traditional programs.  The California Community Colleges are part of the Troops to College initiative to expand outreach and educational opportunities.  The Admissions & Records Office recently redesigned its Web page of information for veterans and is working with the South Lake Tahoe Office of the El Dorado County Department of Veterans Affairs to provide information to the local population about college opportunities.  An increase in the number of veterans taking advantage of their educational benefits is anticipated which will impact the workload of the Admissions & Records Technician II responsible for veterans' certifications.

- **International Students**

  The college recently embarked on a new endeavor to actively recruit international students. Although primary support for international students is being shifted to the International Education Office, there will be an impact to the workload of both the Director of Admissions & Records and the Admissions & Records Technician II responsible for international students. It will be necessary to reassess workload distribution and allocate appropriate resources as the volume of international students increases.

- **Intercollegiate Athletics**

  The 2008 Strategic Plan recommended studying the feasibility of re-introducing intercollegiate athletics. If an intercollegiate athletics program is developed, there will be a significant increase in required training and workload for the Admissions & Records Office due to tracking, recordkeeping and certifications related to athletic eligibility.

- **Distance Education/Online Services**

  The growth of distance education has required Admissions & Records to provide multiple methods of access to students. This often means supporting more than one process and duplicating efforts to communicate information. In addition, Admissions & Records has taken on significant workload related to maintaining an extensive network of Web pages related to admissions, registration, academic calendar, transcripts, fees, forms, grades, graduation, residency, veterans' benefits, and other information. There are currently over 35 separate pages maintained by Admissions & Records in addition to web-based CCCApply admissions marketing information.

- **Special Programs**

  Most new programs which are developed at the college directly impact workload in the Admissions & Records Office. In recent years, Admissions & Records has supported increased growth of ISSI, the restructuring of Ski Patrol, the development of the Fire In-Service Training program, and special registration for El Dorado County Jail. Additional support for a new program with the California Conservation Corps recently began in January 2009.

- **Community Education**

  Over the past few years, the College began offering adult community education courses to supplement the physical education curriculum. The Admissions & Records Office currently provides all enrollment services to support these courses. If community education programs expand in the future to include more diverse offerings, the support structure will need to be examined to determine whether moving enrollment services to a separate community education office would be more effective.

- **Technology**
  As the Admissions & Records Office continues to embrace new technologies, the job functions become less clerical in nature. A higher level of technical skill is being required of all employees. The implementation of a new ERP is expected to result in significant changes in processes, functionality and possibly job duties. The department is expected to play a major role in the implementation of the new system.

- **Degree Audit/Transfer Credit Evaluation**
  During the last program review cycle, an additional evaluator was identified as a staffing need. While the number of graduates has not kept pace with the 2003 level, the Admissions & Records Specialist who handles evaluations is currently being impacted by increased numbers of veterans and financial aid applicants who need coursework evaluated. In addition, the educational planning and degree audit components of the new ERP would provide more accurate information to students if transfer credit was evaluated during the student's first quarter at LTCC. This is not our current practice due to staffing limitations. It should be noted that the Admissions & Records Specialist is expected to assist with registration and other departmental duties. She is unable to dedicate her time to our evaluation process and is required to utilize overtime to meet deadlines during peak evaluation periods.

- **Residency Specialist**
  The level of complexity and volume of residency issues at Lake Tahoe Community College is higher than most California community colleges of similar size due to proximity to the Nevada state line, the transient population of a resort community, and the growing second homeowner population. While the Admissions & Records staff receives annual residency training, better student service and regulatory compliance could be achieved if the office hired a residency specialist or reassigned current staff to that role.

- **Accountability and Regulation**
  The Admissions & Records Office usually participates in four audits per year. Additional audits may be required by federal agencies related to international students and educational tax credits. In addition to stringent audit requirements, Admissions & Records is responsible for mandated reporting and regulatory compliance in a variety of areas. As educational institutions are increasingly required to demonstrate greater accountability, the Admissions & Records Office is asked to collect more data, submit additional reports, and track student learning outcomes related to student support services.

- **Enrollment Management**
  CCCApply and Datatel both provide resources to manage our marketing data and prospective student communication. Our current marketing strategies could be more effective with a centralized approach using these tools. The role of the Admissions & Records Office remains to be determined as the college determines the appropriate structure for enrollment development.

- **24/7 Service Expectations**
  Students increasingly expect immediate responses and 24/7 support.  For the past three years, Admissions & Records has provided limited support from off campus during the two week winter closure.  Admissions & Records also maintains evening hours during the primary terms and has added special registration hours on the Saturday prior to the start of fall quarter.  Alternate staffing options or support through a third-party vendor may be necessary in the future.

Given the significant workload impact highlighted above, the program review team has identified staffing needs based on projections for the next five years.

- *As noted in the 2003 program plan, an evaluator should be hired to address the workload involved with credit evaluations.  This position would offset some workload of the Admissions & Records Specialist and would allow incoming transcripts to be evaluated upon receipt.*

- *The department should explore alternatives to the current staffing model to develop less reliance on temporary staff during peak registration periods.*

- *Staffing should be adjusted accordingly whenever there is a significant change in support required for veterans, international students, intercollegiate athletes, or other specialized student populations.*

The 2003 Program Plan noted that additional space is needed as programs and enrollments continue to grow.  This has become a priority objective in the past year since an adequate workspace is not available for the recently hired Document Imaging Technician. In addition, the 2003 study projected a staffing need of another A & R Specialist (full-time evaluator) to accommodate the significant increase in the number of graduates. An expansion of the Admissions & Records Office is tentatively planned for fall 2009 and will provide a workstation for the Document Imaging Technician.  Storage space is planned into the design (see Appendix E) that can be converted into one additional workstation to accommodate future growth in personnel.

## Availability of Service

The Admissions & Records Office currently provides service during regular office hours in the primary terms from 8:00a.m. to 7:00p.m., Monday through Thursday, and 8:00AM to noon on Friday. Extended hours are offered during peak registration periods and special events such as the Intensive Summer Spanish Institute. Special registration hours have also been added on one Saturday prior to the start of fall quarter, but student traffic has not indicated high demand for Saturday office hours. While the primary focus is on student service, the staff regularly provides assistance and direction to visitors and community members because of the office location in the Commons.

In addition, the Admissions & Records Office supports online registration which is open from 7:00a.m. to 11:00p.m., 365 days per year. Students may also apply for admission online 24 hours a day, 7 days a week. Extensive information and forms are available to students through the college Web site regardless of whether the office is open. With the exception of limited support during the winter break closure, the office has not provided "live" support beyond regular office hours due to staffing constraints. In the future, it may be necessary to explore a less traditional support structure to meet the needs of a growing population of online students who seek services outside of typical business hours.

The availability of service is also closely tied to the ability to recruit and retain temporary clerks to staff the front counter during peak periods. While this staffing method has served the needs of the college over the years, it remains a concern because temporary staff can not be sufficiently trained to understand the complexities of admission and registration processes or regulatory requirements. Better student service could be achieved if there was less reliance on a part-time hourly work force.

## Admissions and Records as a Component of Matriculation

Matriculation is a process which brings the college and a student who enrolls into an agreement for the purpose of realizing the student's educational objectives. The agreement acknowledges responsibilities of both parties to attain those objectives through the college's established programs, policies, and requirements. The first component of the process is admissions. The admissions component is composed of three standards:

- Provide a procedure for the processing of the admission application.
- Provide modified or alternative services for the matriculation process (if necessary) for ethnic and language minority students and students with disabilities.
- Utilize computerized information services to implement or support admissions services.

In November of 1996, the Lake Tahoe Community College matriculation program plan was revised to address the first two standards and has subsequently been revised to include the third standard. The goals adopted for the Admissions component standards include:

- From the application process Admissions and Records will collect information which will assist the student, the institution, and the System Office in obtaining the necessary data for state reporting and matriculation processing.
- A smooth registration process will be provided for students.
- Non-exempt students will be identified for matriculation and the SUCCESS program.
- Non-exempt students will be referred for orientation, assessment, and counseling.
- Registration assistance for non-English speaking and disabled students will be provided.
- General information about college services will be provided in response to student questions.
- A process for improved data input and computerized information services will be implemented and maintained to support admissions services.

Since 1996, all of these goals have been addressed and procedures are in place providing students with easy access to Lake Tahoe Community College's SUCCESS program (matriculation process) through Admissions & Records. The admission application is currently integrated with the registration procedure. Credit students complete a CCCApply admission application and non-credit students complete a paper application/registration form. Assistance with completing applications is available from staff at the main campus and at ESL instructional sites. The registration procedure is designed to include a means to identify non-exempt students and direct them to the Student Services Office for information regarding orientation, assessment, and counseling once they complete the application. The Admissions & Records Office employs at least one full-time bilingual technician to assist Spanish-speaking students. In addition, the office currently has a second full-time technician and one temporary employee (for peak periods) who are bilingual in Spanish. The Student Services Office also has two full-time Spanish speaking staff members who can assist this population during registration. At the end of each quarter, the Admissions & Records Office coordinates with the ESL department to hold a special registration event on campus for returning ESL students. Disabled students are assisted by the Disability Resource Center staff during the entire registration process.

The Admissions & Records Office is centrally located and open to the Commons.  It is the first place most visitors and students stop to ask questions.  The regular staff has been trained in quality customer/student service because of the frontline nature of the job.

In an effort to provide a smoother and more effective registration process for students and staff, the Automated Registration Committee was formed to study and decide on a system and process. As a result, the College implemented web-based registration which was initially tested during the Winter 2004 quarter.  The pilot was successful and online registration was fully launched in Spring 2004.  While walk-in registration continued to be available, online registration quickly became the preferred registration method among students.  In a recent survey, 90.6% of respondents indicated that they plan to use WebReg the next time they register. Steps have been taken to ensure that non-exempt matriculation student services are provided during the automated registration process.  In addition to online registration, students have the ability to view limited demographic data online through their WebReg account to verify the information for accuracy. Student goals, majors and demographics are updated annually (or more frequently upon student request) into the student information history file.  Over the next few years, the Admissions & Records department will be involved in the implementation of a new Enterprise Resource Planning system.  During this process, every effort will be made to ensure that the matriculation standards are upheld and that students have even greater access to computerized information services.

# Documents and Information Resources

The Admissions & Records Office provides information through the College Catalog, Schedule of Classes, brochures, forms, memorandums, tip sheets, and an extensive network of pages on the LTCC Web site. The program review team examined various information resources and identified areas which could improve student service.

## LTCC Web Site
The LTCC Web site was thoroughly examined and there were various suggestions for improvement. However, many of the suggestions were not directly related to the program because the current design of the Web site blurs the boundaries between information provided by various departments. Some suggestions included:

- Add a "Quick link" feature to the home page to provide easy access to Etudes log-in, faculty office hours, student ID lookup form, and the campus map.
- Post a message on the application instruction page to alert Spanish-speaking students to the bilingual assistance available from the Admissions & Records Office.
- Provide online access to textbook information.
- Provide online access to adjunct faculty e-mail addresses to facilitate student contact.

Feedback also included general comments related to improving Web site navigation. This problem is inherent to the decentralized structure currently being used to maintain the Web site. Individual departments lack the expertise in HTML programming or Web design which is necessary to create effective navigation. Hopefully, the College will be able to allocate resources in the future for a webmaster or other technical personnel to better support the Web site.

## Online Registration
There were several suggestions for upgrading our online registration system. Requests included providing online registration for non-credit courses, allowing students to declare CR/NC grading option online, allowing online withdrawal, and implementing a waitlist function. These requests will be reviewed during the implementation of the Datatel Colleague system.

## Alternate Contact Methods
Students currently can contact Admissions & Records staff by phone, e-mail, mail, fax, or by visiting the office in person. The team suggested that the department explore alternate contact methods such as online chat. With the growth of online classes, more students are seeking instant response through chat or other non-traditional services. While the department is concerned that additional staffing would be needed to support online chat, this service could enhance communication and provide more timely information to students.

# Demographics

The Admissions and Records department serves an extremely broad population.   The demographic composition of students not only includes those currently enrolled, but also all former students whose records are permanently maintained and prospective students seeking admission.  Specialized services are available for veterans, international students, English language learners, and other student groups with unique needs.  Over the past few years, online learners have emerged as another category of students requiring services to be tailored to their off-campus learning environment.

All credit, non-credit, and community education programs are supported by Admissions & Records through the admission, registration, and record retention functions.  In addition, community members and visitors often take advantage of the convenient location of the Admissions & Records Office by requesting directions and other general information.  While current students are the primary focus, the department strives to serve the needs of all populations.

# Contributions to Student Learning and Success

As the mission statement describes, the Admissions & Records Office is dedicated to serving the needs of students. Beyond merely processing paperwork, the employees of this office contribute to student success by guiding students through the activities of matriculation, registration, residency, and record access. Smooth and efficient registration procedures allow students to quickly focus on their coursework. The staff often refers students to information resources as well as counseling, financial aid, tutoring, and other support services with the objective of helping students reach their educational goals. In addition, students are able to request services such as verification of enrollment and certification of veterans' benefits which can be used to maintain the financial assistance necessary to continue their education. The evaluation of transfer coursework and determination of whether degree requirements have been met are also central to a student's successful progress towards graduation.

In a broader sense, student participation in transactions with Admissions & Records develops abilities which will be used long after they leave the College. Some of the essential skills students learn include how to:

- complete forms and provide accurate information
- locate business hours and use the information to plan appropriately
- understand and comply with deadlines
- navigate procedures to effectively participate in transactions
- communicate needs and advocate for their own best interests
- pay fees in a timely manner to acquire services and avoid consequences of non-payment
- seek out information by utilizing Web sites and publications
- interact courteously with office personnel
- recognize and act in accordance with the policies that govern transactions
- think critically about individual situations and ask questions to determine the best course of action

Besides helping students to build valuable skills, the staff realizes the impact they can have by creating a positive atmosphere. Perhaps the greatest contributions to student success are those moments when the staff takes extra time to listen, calms a student's fears, offers words of encouragement, and shows that someone cares about their current struggles and their future goals.

## Student Learning Outcomes

Student learning outcomes for Admissions & Records were developed in December 2006 and have been mapped to the core competencies.  The outcomes are listed below and the map is included in Appendix D.

1.  Prospective and current students will locate and utilize self-service mechanisms as evidenced by the use of the online new student application, application update, and WebReg.

2.  Students will demonstrate the ability to successfully complete the registration process through one of the available methods as evidenced by enrollment in courses.

3.  Students will develop the ability to navigate procedures for updating and requesting educational records as evidenced by the use of the change of address and transcript request forms.

4.  Students will investigate deadlines published in the schedule, academic calendar and other documents as evidenced by adherence to those deadlines for completing necessary paperwork for declaration of credit/no credit grading option, course withdrawal, and petitioning for graduation.

5.  Veterans and their dependents will successfully complete and submit V.A. paperwork as evidenced by certifications to the Department of Veterans Affairs through VA-Once.

6.  International students will demonstrate understanding of the admission process as evidenced by preparing the international student application packet with all necessary documentation by the admission deadlines.

Future assessment of student learning outcomes will coincide with program review cycles. However, some minimal assessment data is available at this time.  A student survey conducted in 2008 revealed that among the survey sample, 87.5% of students were utilizing WebReg. Baseline data for veterans' certifications was also established at the end of the 2007-2008 academic year.  Twenty-six eligible students successfully completed all paperwork and were certified for educational benefits to the Department of Veterans Affairs.   In August 2008, the records were independently reviewed and verified during an audit by the California State Approving Agency for Veterans Education.

# Staff Development/Professional Growth

Over the past five years, the Admissions & Records Office has made significant strides to transition to automated registration, online services, digital recordkeeping, and other technological advancements.  As a result, the job duties of the staff continue to require an increasing technical skill level and diverse knowledge of computer applications.  Productivity and efficiency could be improved if staff were provided with more opportunities to develop their computer skills and received formal training in emerging applications.  Extensive training will become crucial as the college implements Datatel Colleague over the next few years.

Individual members of the staff also need specialized training as appropriate to their particular job duties.  Some areas which are expected to require training in the near future include:

- CCCApply system (admission application processing)
- Degree audit topics including IGETC and transfer coursework evaluation
- Veterans' benefits
- Student billing and accounts receivable

In addition, the Admissions & Records staff is expected to understand and apply state regulations, local policy, and complex procedures on a daily basis.  Continuous training is needed to build in-depth knowledge and to remain current within an ever-changing regulatory environment.  Staff should be encouraged to participate regularly in professional development activities which will enhance their knowledge of job-related topics such as residency, FERPA (student privacy), repeatability, and record-keeping practices.  Interdepartmental training with Student Services and the Instruction Office could also be beneficial since it would promote consistent application of policies and procedures across offices which are often closely linked in providing assistance to students.

# Final Recommendations

## Recommendation 1

Participate in the implementation of the enterprise resource planning system, Datatel Colleague, in order to develop integrated administrative software, improve reporting functionality, and expand student service. In conjunction with this recommendation, the Admissions & Records Office should conduct business process analysis to automate current practices such as degree audit.  As processes are refined and automated, extensive training should be provided to appropriate staff members to support their changing job duties.

## Recommendation 2

Continue to pursue the 2003 recommendation to expand the Admissions and Records office area to address the space limitations of the department.  The remodeled space will be configured to address many obstacles to effectiveness.  Specific improvements will include:
- redesigning the front counter space to provide at least one ADA accessible counter station and a more effective workspace for counter clerks;
- enclosing the office to provide noise separation from the Commons to address FERPA privacy issues and buffer noise enough to allow staff to continue working during special events;
- creating a permanent workstation with a phone, storage, and ergonomically correct placement of equipment for the part-time document imaging technician;
- replacing the severely worn carpet to address safety issues; and
- providing a clear line of sight of the front counter from individual workstations to promote quicker response to students.

## Recommendation 3

Provide adequate staffing to support ongoing student service efforts and to accommodate the changing needs of the College. The planning team recognizes that the current staffing level is the minimum feasible to allow the staff to comply with regulatory requirements and to sufficiently support the needs of former, current, and prospective students. Staffing levels should continue to be evaluated regularly to determine the personnel infrastructure necessary to support new campus initiatives and changing instructional programs.  While specific needs (including hiring a full-time evaluator) were identified, current staffing levels should remain in place for the next year until there has been an opportunity to assess changing job duties in relationship to the ERP implementation.

## Recommendation 4

Make every reasonable effort to enhance and develop secure, online self-service options for students to allow 24-7 access to information and services.  Increased online services will promote student service as well as improving efficiency through automation.  Electronic access is particularly important to the growing number of online students.

# Admissions & Records Student Survey
**(Web survey conducted 11/11/08 – 12/5/08)**

**FACILITY AND AVAILABILITY**

**1. The Admissions and Records hours of operation are sufficient to meet my needs.**

| | | |
|---|---|---|
| A - Strongly Disagree | 6.3% | 4 Responses |
| B - Disagree | 9.4% | 6 Responses |
| C - Agree | 37.5% | 24 Responses |
| D - Strongly Agree | 37.5% | 24 Responses |
| E - No Basis for Opinion | 9.4% | 6 Responses |

**2. The Admissions & Records office is conveniently located.**

| | | |
|---|---|---|
| A - Strongly Disagree | 3.1% | 2 Responses |
| B - Disagree | 3.1% | 2 Responses |
| C - Agree | 34.4% | 22 Responses |
| **D - Strongly Agree** | 53.1% | 34 Responses |
| E - No Basis for Opinion | 6.3% | 4 Responses |

**3. Did you apply for admission during this summer (after June 30, 2008)?**

| | | |
|---|---|---|
| A - Yes | 34.4% | 22 Responses |
| **B - No** | 65.6% | 42 Responses |

**4. The application process was simple and easy to understand**

| | | |
|---|---|---|
| A - Strongly Disagree | 1.6% | 1 Responses |
| B - Disagree | 12.5% | 8 Responses |
| C - Agree | 45.3% | 29 Responses |
| D - Strongly Agree | 29.7% | 19 Responses |
| E - No Basis for Opinion | 10.9% | 7 Responses |

**5. I am satisfied with the current registration procedure.**

| | | |
|---|---|---|
| A - Strongly Disagree | 3.1% | 2 Responses |
| B - Disagree | 9.4% | 6 Responses |
| C - Agree | 50.0% | 32 Responses |
| D - Strongly Agree | 35.9% | 23 Responses |
| E - No basis for Opinion | 1.6% | 1 Responses |

**6. I currently use WebReg (online registration).**

| | | |
|---|---|---|
| **A - Yes** | 87.5% | 56 Responses |
| B - No | 12.5% | 8 Responses |

## 7. I plan to use WebReg the next time I register.

| | | |
|---|---|---|
| **A - Yes** | 90.6% | 58 Responses |
| B - No | 9.4% | 6 Responses |

## 8. LTCC is exploring other registration options. Assume that payment will NOT be due at the time of registration. Would you take advantage of earlier registration scheduled 3-4 months before classes begin?

| | | |
|---|---|---|
| **A - Yes** | 79.7% | 51 Responses |
| B - No | 20.3% | 13 Responses |

## 9. The people working at the Admissions & Records window are helpful.

| | | |
|---|---|---|
| A - Strongly Disagree | 6.3% | 4 Responses |
| B - Disagree | 6.3% | 4 Responses |
| C - Agree | 37.5% | 24 Responses |
| D - Strongly Agree | 42.2% | 27 Responses |
| E - No Basis for Opinion | 7.8% | 5 Responses |
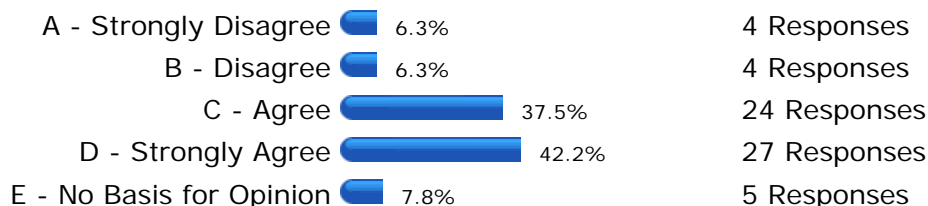
## 10. The people working at the Admissions & Records window are knowledgeable.

| | | |
|---|---|---|
| A - Strongly Disagree | 3.1% | 2 Responses |
| B - Disagree | 7.8% | 5 Responses |
| C - Agree | 40.6% | 26 Responses |
| D - Strongly Agree | 37.5% | 24 Responses |
| E - No Basis for Opinion | 10.9% | 7 Responses |
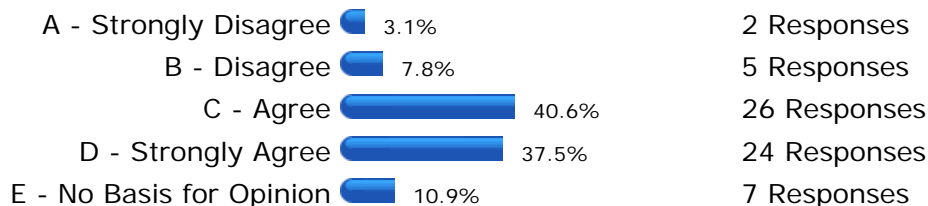
## 11. Transcript requests are processed in a timely manner

| | | |
|---|---|---|
| A - Strongly Disagree | 4.7% | 3 Responses |
| B - Disagree | 3.1% | 2 Responses |
| C - Agree | 25.0% | 16 Responses |
| D - Strongly Agree | 10.9% | 7 Responses |
| **E - No Basis for Opinion** | 56.3% | 36 Responses |
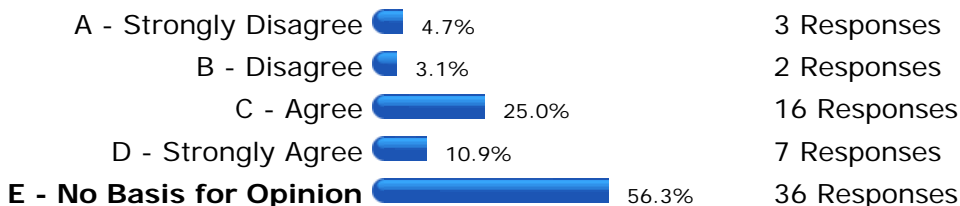
## 12. My academic records are accurately maintained.
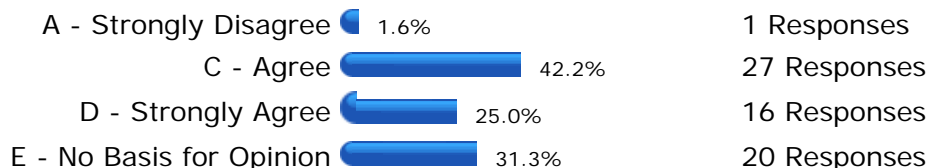
| | | |
|---|---|---|
| A - Strongly Disagree | 1.6% | 1 Responses |
| C - Agree | 42.2% | 27 Responses |
| D - Strongly Agree | 25.0% | 16 Responses |
| E - No Basis for Opinion | 31.3% | 20 Responses |

**13. The Admissions & Records office may be adding other online services in the future. Please indicate whether you are interested in the following services.**

**Electronic reminders about registration**

| | | |
|---|---|---|
| A - Yes | 73.4% | 47 Responses |
| B - No | 26.6% | 17 Responses |

**Online declaration of credit/no credit grading option**

| | | |
|---|---|---|
| A - Yes | 89.1% | 57 Responses |
| B - No | 10.9% | 7 Responses |

**Online withdrawal (drop with a W)**

| | | |
|---|---|---|
| A - Yes | 89.1% | 57 Responses |
| B - No | 10.9% | 7 Responses |

**Educational planning tools or degree audit**

| | | |
|---|---|---|
| A - Yes | 75.0% | 48 Responses |
| B - No | 25.0% | 16 Responses |

**Online calendar with your own information**

| | | |
|---|---|---|
| A - Yes | 79.7% | 51 Responses |
| B - No | 20.3% | 13 Responses |
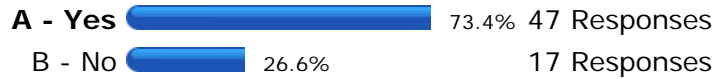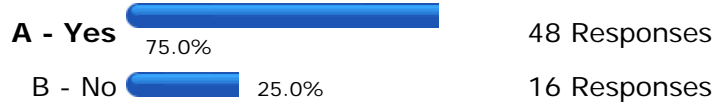
**Waitlists for full courses**

| | | |
|---|---|---|
| A - Yes | 90.6% | 58 Responses |
| B - No | 9.4% | 6 Responses |
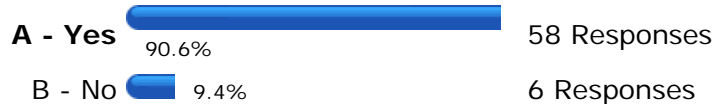
**LTCC student e-mail account**

| | | |
|---|---|---|
| A - Yes | 70.3% | 45 Responses |
| B - No | 29.7% | 19 Responses |
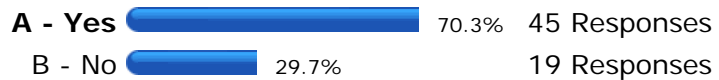
**14. Information about deadlines for registration, adding and dropping classes, refunds, and withdrawal is readily available to me.**

| | | |
|---|---|---|
| A - Strongly Disagree | 6.3% | 4 Responses |
| B - Disagree | 10.9% | 7 Responses |
| C - Agree | 45.3% | 29 Responses |
| D - Strongly Agree | 32.8% | 21 Responses |
| E - No Basis for Opinion | 4.7% | 3 Responses |
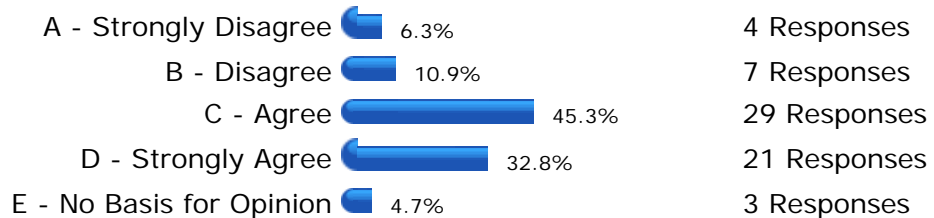
**15. Do you use the LTCC Web site (www.ltcc.edu)?**

**A - Yes** — 96.9% — 62 Responses

B - No — 3.1% — 2 Responses

**16. The Registration and Admissions & Records pages of the LTCC Web site contain useful information.**

A - Strongly Disagree — 3.1% — 2 Responses

B - Disagree — 15.6% — 10 Responses

C - Agree — 48.4% — 31 Responses

D - Strongly Agree — 23.4% — 15 Responses

E - No Basis for Opinion — 9.4% — 6 Responses
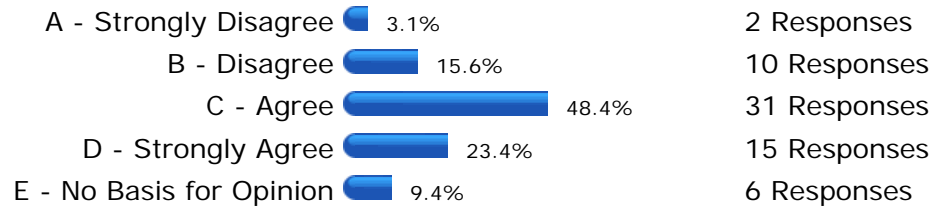
**17. How often do you visit the LTCC Web site (www.ltcc.edu)?**

Daily — 9.4% — 6 Responses

Often (3-4 times per week) — 20.3% — 13 Responses

**Occasionally (3-4 times per month)** — 54.7% — 35 Responses

Rarely (once or twice per quarter) — 14.1% — 9 Responses

Never — 1.6% — 1 Responses
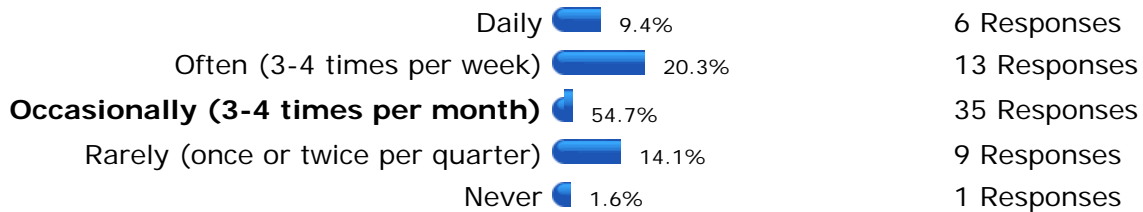
**18. How many units are you currently taking?**

A - None — 4.7% — 3 Responses

B - .25-3.00 units — 29.7% — 19 Responses

C - 3.25-6.00 units — 20.3% — 13 Responses

D - 6.00-11.75 units — 23.4% — 15 Responses

E - 12.00 or more units — 21.9% — 14 Responses
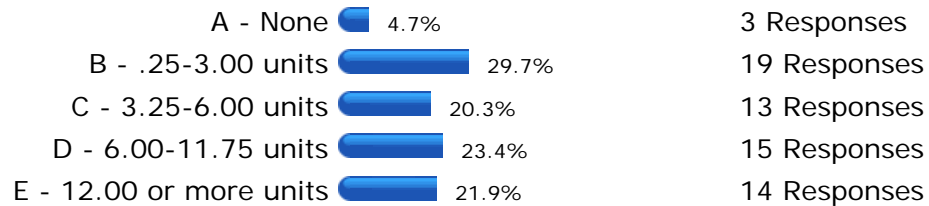
**19. What type of courses do you take?**
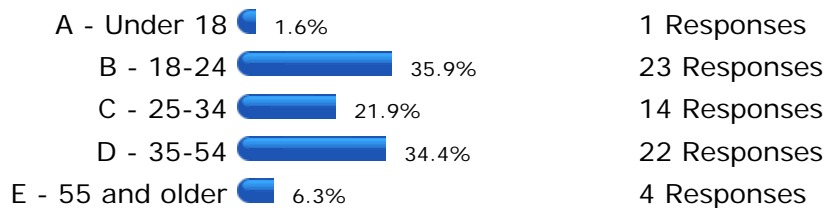
A - Traditional classroom courses only — 42.2% — 27 Responses

B - Online courses only — 9.4% — 6 Responses

C - Both — 48.4% — 31 Responses

**20. What is your age?**

A - Under 18 — 1.6% — 1 Responses

B - 18-24 — 35.9% — 23 Responses

C - 25-34 — 21.9% — 14 Responses

D - 35-54 — 34.4% — 22 Responses

E - 55 and older — 6.3% — 4 Responses

**Please include any additional comments or suggestions in the box below. If your comments are directly related to a specific question, please be sure to reference the question number.**

**Functionality:** You need an ATM machine for student support.

**Functionality:** Webreg is GREAT! I think you should be able to do everything online that you do in person, including be able to sign up for credit/non-credit, instead of having to go in person to the Admissions Office.

**Functionality:** This was the worst survey I've ever had the displeasure of taking. What was the point of most of these questions? It seems as if you designed this survey for us to agree with everything. There is nothing here that can be changed.

**Functionality:** The LTCC web site needs a COMPLETE overhaul. It can be difficult to navigate, has out dated infotmation, not exciting to look at.

**Functionality:** The course catalog should describe in detail the ramifications of taking a course credit/no credit in terms of transferring and how it counts towards the grade point. I only found out that it is averaged as a C after being told to take classes that way, and taking many classes signed in as CR/NC. If I would have known that a C were the transfer credit grade, I would have enrolled for the A grade instead.

**Functionality:** The bachelor's degree option online that was offered for a little while before was a great idea. Whatever happened to it?

**Functionality:** Thanks

**Functionality:** some of the questions in this survey can't be answered with the ones provided or should have other/ followup. some in admin recs are exceptional and others are completely tired *** incompetents that are promoted fancy that kind of state worker?

**Functionality:** Should be open on Friday afternoon when there are important deadlines

**Functionality:** Reminders should be sent for weekend classes/1 day classes so that students don't forget and get F's in the class

**Functionality:** registration office and student services should be open in the evenings

**Functionality:** Ques. #5 & #8~ It would be nice to be able to register for the next quarter earlier than it is available now, like mid quarter, but 3-4 months is going from one extreme to another.

**Functionality:** More online services would be a huge help, especially on WebReg, adding classes isn't very intuitive but I'm glad you have it. Student email/reminders/calendars/etc would all make a huge difference in a good way. Besides that best JC I've been to!

**Functionality:** it would be nice to sign up for credit/no-credit online. it would be nice to drop a class online as well.

**Functionality:** I use LTCC to take physical education courses and courses on activities that interest me. I find your registration pages to be difficult to follow, tedius to navigate and poorly designed. In addition, it drives me crazy that the schedule comes out so so late. It would be much easier to plan for classes and things if we knew what was coming for the full year in advance like most colleges. For example, I'm interested in Italian, but I never know when it is held and have to wait for the schedules to be dissapointed.

**Functionality:** I truly dislike the people who work at Admissions & Records. They are the rudest people I have ever come in contact with at LTCC. Sometimes I hate asking them simple questions because they let out a sigh of annoyance and roll their eyes at me, it dispicable. I also dislike, no, HATE. I HATE a couple counselors. They talk down to me like I'm a child and do not listen to what I have to say. I had one ask me several times about my career path as if I was making a bad decision. I do have to say that the teachers I've had are the best in the state. They make real connections with students and show a passion for the material they teach. The people at the student services desk are very nice and show respect, unlike Admissions & Records people. Please do not hesitate to contact me regarding any of the information I just face you. *[e-mail address removed]*

**Functionality:** i don't think there should be a limit on how many times a course can be taken, especially if the student is not going for a degree..for older adults, many courses are fun and not for credit..we should not be penalized by the "system". if the course isn't full by the 2nd day of registration, any of us who have taken the course more than 5 times, should be able to register and pay the same amount as the rest of the students..not pay 85.00 or 100.00 for a course, regardless of the # of credits.

**Functionality:** A waitlist option should be implemented. Also, showing the number of students enrolled I think hurts enrollment. When students see that only 2 people have enrolled they decided to not enroll because that class maybe cancelled.

# Appendix B: Analysis of the Student Survey

The analysis included in the following pages was provided by the Office of Institutional Research.

# Brief Research Report:
# A&R Student Survey Fall 2008

## Executive Summary

The following report contains information and data analysis related to the Admissions and Records (A&R) student survey conducted in the Fall 2008 quarter. A total of *N* = 63 students responded to the survey, which consisted of 25 questions. Below are a select set of analyses that address areas of interest identified by the Director of A&R and the Director of Institutional Research and Planning.

## Student Perceptions of the Application and Registration Process

Two questions measured students' perception of the ease of the application and registration process (see Appendix A for wording and response options). When asked to express their agreement or disagreement:

- 85.76% (*n* = 48) of respondents chose "Agree" or "Strongly Agree" with the statement "The application process was simple and easy to understand."
- 87.1% (*n* = 54) of respondents chose "Agree" or "Strongly Agree" with the statement "I am satisfied with the current registration procedure."

Perceptions of the application process differed based on whether or not students applied for admission during the summer (after June 30, 2008).

Of the 21 respondents who applied during the summer:

- 33.3% of respondents (*n* = 7) chose "Disagree" or "Strongly Disagree" with the statement "The application process was simple and easy to understand."



**Perception of the Application Process**

The application process was simple and easy to understand.

■ Did you apply for admission during this summer (after June 30, 2008)? No
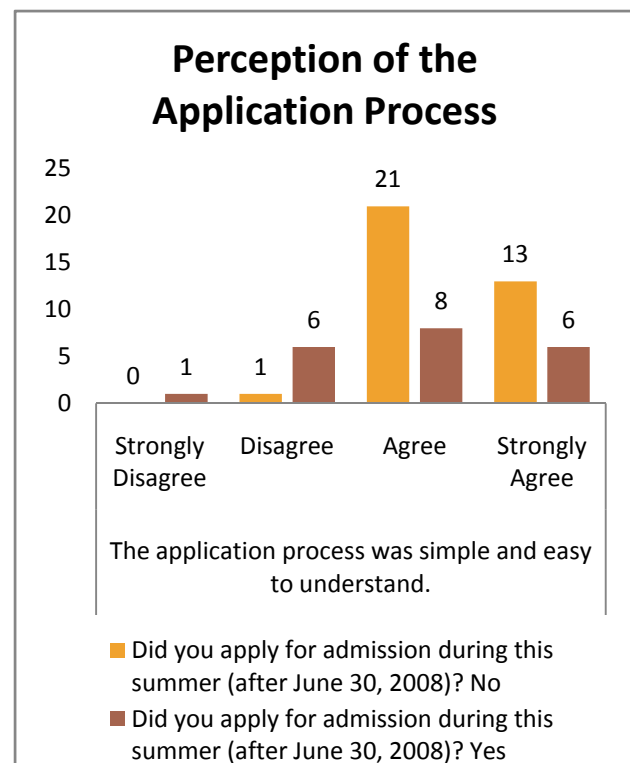■ Did you apply for admission during this summer (after June 30, 2008)? Yes

Figure 1

Of the 35 respondents who *did not* apply during the summer:

- 2.9% of respondents (*n* = 1) chose "Disagree" with the statement "The application process was simple and easy to understand."

This disparity is not easily explained, but may warrant further investigation. See Figure 1.

## Student Practices

- The vast majority of respondents, 88.9% (*n* = 56) use the online registration system WebReg to register for classes.
- Respondents do not utilize the LTCC website on a frequent basis, with the majority, 56.5% (*n* = 35), visiting the site 3-4 times per month. This is compared to 21% (*n* = 13) who visit the site 3-4 times per week, and only 9.7% (*n* = 6) who report visiting the site daily.
    - Based only on this sample, using the LTCC website to communicate time-sensitive information is not an effective approach. However, this may not be true for others who did not respond to the survey.
- Respondents took traditional classroom courses only (42.9%, *n* = 27), or a combination of online and traditional courses (49.2%, *n* = 31). Few respondents took *only* online courses (7.9%, *n* = 5).

## Student Preferences

Respondents indicated their preference on proposed changes to registration option and additions to the A&R online services. These preferences are summarized in Table 1 below. Respondents appear most interested in being able to manage their course enrollment online, with 90.5% showing support for being able to choose their grading mode, drop a course, and view the waitlist for courses they interested in taking. In general, there were high levels of support for all proposed additions and changes.

**Table 1**

| Survey Item | No | Yes |
|---|---|---|
| LTCC is exploring other registration options.  Assume that payment will <u>not</u> be due at the time of registration.  Would you take advantage of earlier registration scheduled 3-4 months before classes begin? | 20.6% | 79.4% |
| The Admissions & Records office may be adding other online services in the future.  Please indicate whether you are interested in the following services. | | |
| Electronic reminders about registration | 25.4% | 74.6% |
| Online declaration of credit/no credit grading option | 9.5% | 90.5% |
| Online withdrawal (drop with a W) | 9.5% | 90.5% |
| Educational planning tools or degree audit | 25.4% | 74.6% |
| Online calendar with your own information | 19.0% | 81.0% |
| Waitlists for full courses | 9.5% | 90.5% |

## Survey Limitations

The results of this survey should not be viewed as representative of the population of LTCC students, or community college students in general. The results of this survey should be used for limited informational purposes and to guide further inquiry, but should not guide resource allocation.
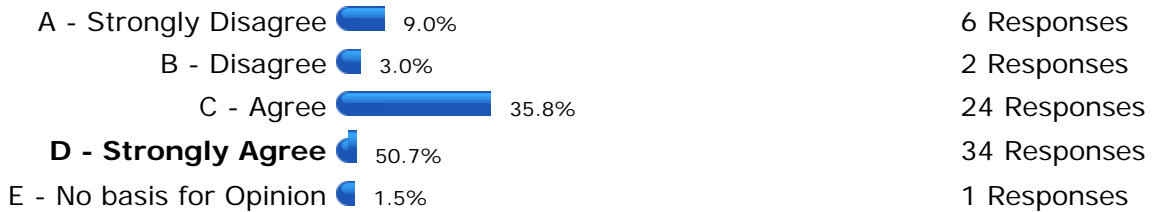
# Admissions & Records Faculty/Staff Survey
### (Web survey conducted 11/11/08 – 11/26/08)

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**1. The Admissions & Records office represents the College in an effective and professional manner.**

| | | |
|---|---|---|
| A - Strongly Disagree | 9.0% | 6 Responses |
| B - Disagree | 3.0% | 2 Responses |
| C - Agree | 35.8% | 24 Responses |
| **D - Strongly Agree** | 50.7% | 34 Responses |
| E - No basis for Opinion | 1.5% | 1 Responses |

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**2. The Admissions & Records staff is courteous & helpful.**

| | | |
|---|---|---|
| A - Strongly Disagree | 9.0% | 6 Responses |
| B - Disagree | 6.0% | 4 Responses |
| C - Agree | 29.9% | 20 Responses |
| **D - Strongly Agree** | 55.2% | 37 Responses |

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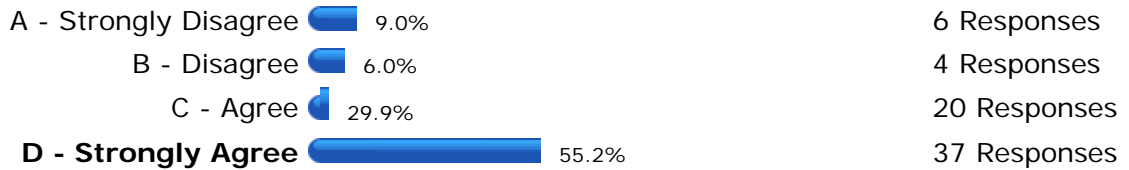
**3. The Director of Admissions & Records is accessible.**

| | | |
|---|---|---|
| A - Strongly Disagree | 9.0% | 6 Responses |
| B - Disagree | 7.5% | 5 Responses |
| C - Agree | 19.4% | 13 Responses |
| **D - Strongly Agree** | 50.7% | 34 Responses |
| E - No basis for Opinion | 13.4% | 9 Responses |

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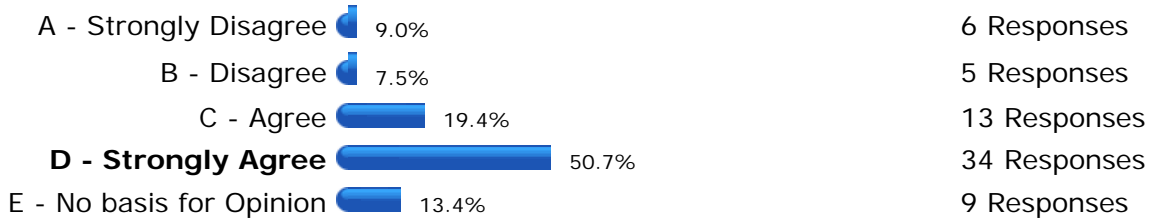
**4. The Admissions & Records office has been responsive to my requests.**

| | | |
|---|---|---|
| A - Strongly Disagree | 11.9% | 8 Responses |
| B - Disagree | 3.0% | 2 Responses |
| C - Agree | 28.4% | 19 Responses |
| **D - Strongly Agree** | 52.2% | 35 Responses |
| E - No basis for Opinion | 4.5% | 3 Responses |

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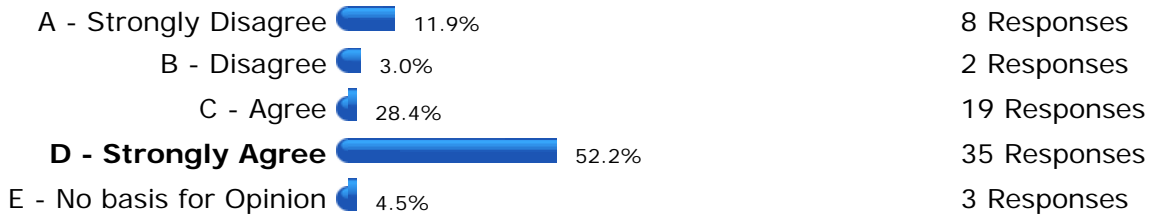
**5. Admissions & Records' hours of operation are sufficient to meet my needs.**

| | | |
|---|---|---|
| A - Strongly Disagree | 4.5% | 3 Responses |
| B - Disagree | 11.9% | 8 Responses |
| C - Agree | 40.3% | 27 Responses |
| D - Strongly Agree | 38.8% | 26 Responses |
| E - No basis for Opinion | 4.5% | 3 Responses |

---

## 6. The Admissions & Records office is conveniently located.

| | | |
|---|---|---|
| A - Strongly Disagree | 6.0% | 4 Responses |
| B - Disagree | 1.5% | 1 Responses |
| C - Agree | 23.9% | 16 Responses |
| **D - Strongly Agree** | 65.7% | 44 Responses |
| E - No basis for Opinion | 3.0% | 2 Responses |
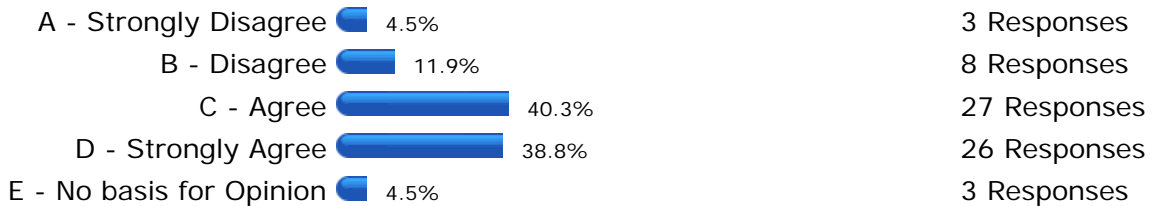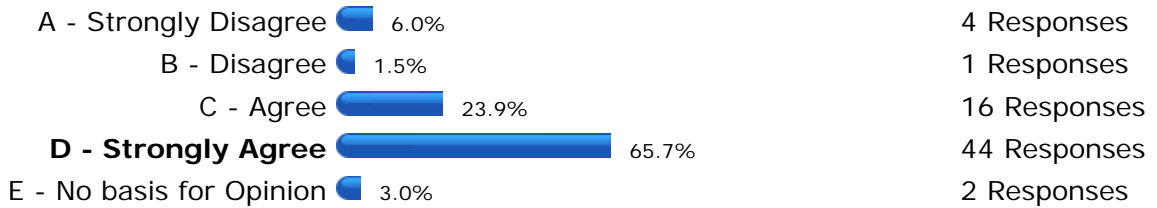
## 7. The Admissions & Records office facility appears to be physically pleasing and non-threatening.

| | | |
|---|---|---|
| A - Strongly Disagree | 6.0% | 4 Responses |
| B - Disagree | 13.4% | 9 Responses |
| C - Agree | 34.3% | 23 Responses |
| D - Strongly Agree | 43.3% | 29 Responses |
| E - No basis for Opinion | 3.0% | 2 Responses |
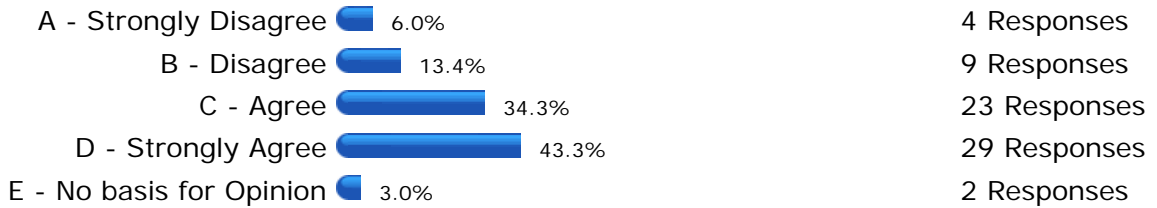
## 8. Written communications regarding Admissions & Records procedures are clear and effective.

| | | |
|---|---|---|
| A - Strongly Disagree | 6.0% | 4 Responses |
| B - Disagree | 6.0% | 4 Responses |
| C - Agree | 38.8% | 26 Responses |
| D - Strongly Agree | 41.8% | 28 Responses |
| E - No basis for Opinion | 7.5% | 5 Responses |
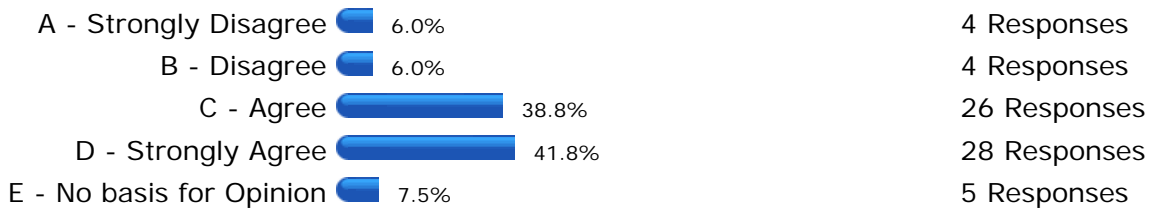
## 9. Communication from Admissions & Records (using e-mail, voicemail, memos, Web site posting) meets my needs

| | | |
|---|---|---|
| A - Excellent | 38.8% | 26 Responses |
| B - Good | 38.8% | 26 Responses |
| C - Fair | 10.4% | 7 Responses |
| D - Poor | 7.5% | 5 Responses |
| E - No basis for comment | 4.5% | 3 Responses |
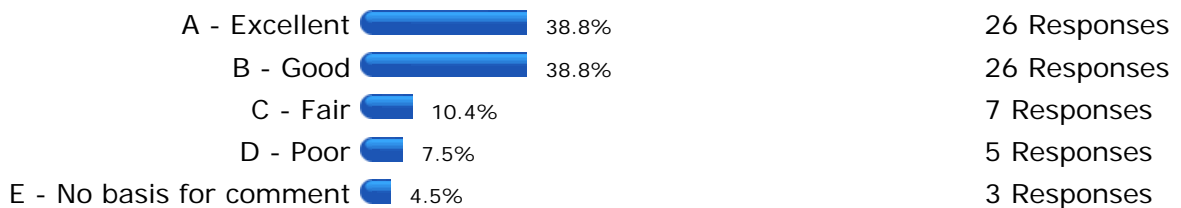
## 10. Are you aware that Admissions & Records can assist veterans and/or their dependents with accessing their educational benefits?

| | | |
|---|---|---|
| **A - Yes** | 67.2% | 45 Responses |
| B - No | 32.8% | 22 Responses |
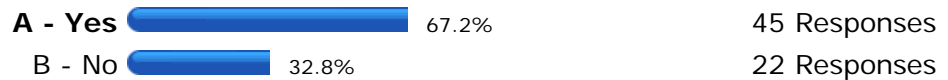
## 11. Are you aware that all student information is confidential and that employee access to student records is limited to legitimate educational purposes only?

| | | |
|---|---|---|
| **A - Yes** | 97.0% | 65 Responses |
| B - No | 3.0% | 2 Responses |

**12. Web-based rosters and grades via FAST are an effective tool for me. [FAST is the Faculty Access System**

| | | |
|---|---|---|
| A - Strongly Disagree | 7.9% | 3 Responses |
| B - Disagree | 2.6% | 1 Responses |
| C - Agree | 15.8% | 6 Responses |
| **D - Strongly Agree** | 55.3% | 21 Responses |
| E - No basis for Opinion | 18.4% | 7 Responses |
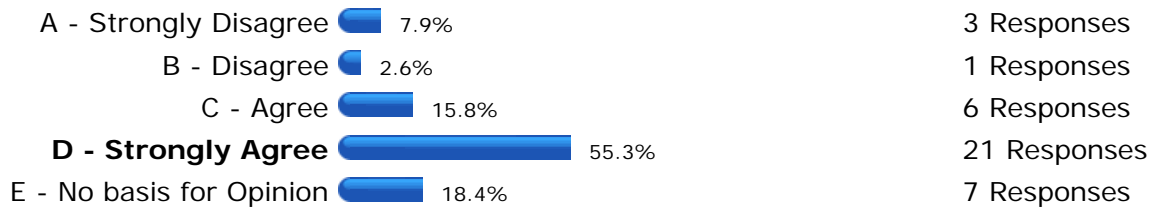
**13. What is your preferred method of receiving communication from the Admissions & Records office?**

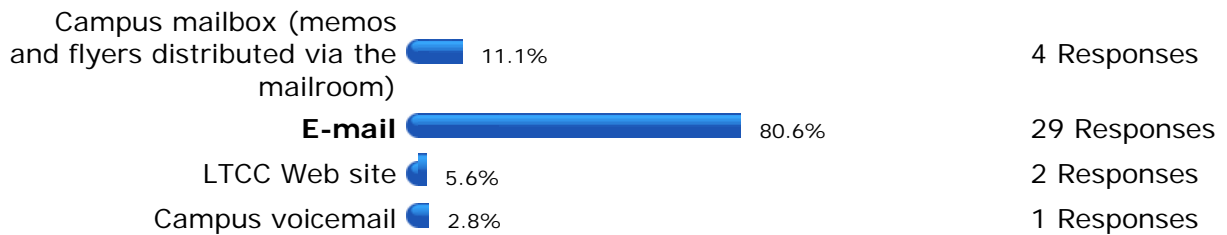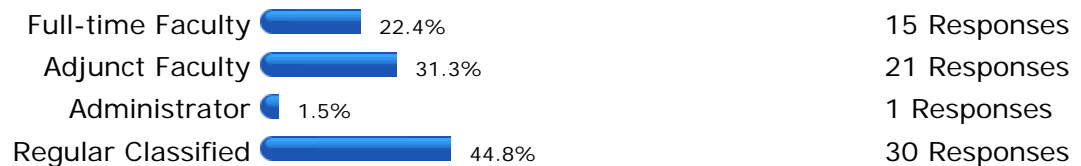| | | |
|---|---|---|
| Campus mailbox (memos and flyers distributed via the mailroom) | 11.1% | 4 Responses |
| **E-mail** | 80.6% | 29 Responses |
| LTCC Web site | 5.6% | 2 Responses |
| Campus voicemail | 2.8% | 1 Responses |

**14. LTCC is embarking on implementation of new operational software which may change the way we do business and the services we offer. Please provide suggestions of any online services, reports or other data that would be useful to you. Feel free to include recommendations that are important to you even if they are not related to Admissions & Records.**

**What is your position at LTCC?**

| | | |
|---|---|---|
| Full-time Faculty | 22.4% | 15 Responses |
| Adjunct Faculty | 31.3% | 21 Responses |
| Administrator | 1.5% | 1 Responses |
| Regular Classified | 44.8% | 30 Responses |

**16. How long have you worked for LTCC?**
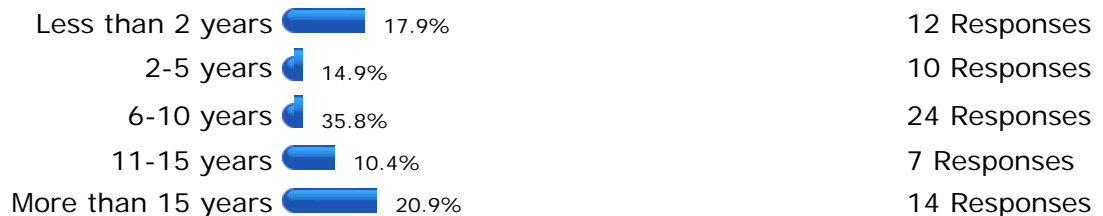
| | | |
|---|---|---|
| Less than 2 years | 17.9% | 12 Responses |
| 2-5 years | 14.9% | 10 Responses |
| 6-10 years | 35.8% | 24 Responses |
| 11-15 years | 10.4% | 7 Responses |
| More than 15 years | 20.9% | 14 Responses |

**Please include any additional comments or suggestions in the box below. If your comments are directly related to a specific question, please be sure to reference the question number.**

**Functionality:** What would really help me, particularly as the liberal arts degree is eliminated, is a record of where students go after LTCC, what degrees they achieve, and what fields they enter. I have no idea if this is possible, but it seems hard to know if we are doing our jobs in the longer-term without that information.

**Functionality:** The phone system needs improvement

**Functionality:** The more than can be done online the better.
**Additional Comments:** I marked down the Admissions & Records office for convenience of location and hours. This is largely based on the number of off campus classrooms that I have been assigned. If a class is on campus, the office is great. If you are stuck at the high school or middle school, the office could just as well be on Mars.

**Functionality:** software that centralizes a database of student info for coordinating all college services is critical. I think we should invest in something that has the potential to really do the job, hopefully we could purchase it in modules or in some way that will allow us to get the quality we need (no more patching together all this stuff) in a manner our budget can afford. I am not sure if the college faculty realizes how important this software program is, and if we realize as a group that our current situation is untenable- something has to be done. (As I understand it, our current software may go into an unsupported phase at any time. This should be publicized.

**Functionality:** Reports that are normally run through STUINFO;, e.g., departmental courses in one query The ability to check hours accrued for vacation, sick leave, comp time rather than waiting for a paper copy
**Additional Comments:** #7. I only disagree because of the physical limitations on Admissions & Records. You have done a terrific job with the space you have. I'm happy you will have more soon--hopefully! #s 12, 13, 15. I answered 12 and 13, but indicated in 15 that I'm "regular classified," but I do occasionally teach as an adjunct. Keep up the wonderful work you are already doing! What a great group! Thank you!

**Functionality:** Positive attendance submission via FAST would be greatly appreciated.
**Additional Comments:** The carpeting in Admissions & Records is a disgrace and a safety hazard! While the Admissions & Records staff is always helpful and friendly, I sense there has been a slip in their morale. This sometimes affects the way they are perceived by the public. Cheri has done amazing things in Admissions & Records and has brought the department to a new level. I recommend focusing on the "human side" of the equation to assess and improve the customer service at the front window. We need to go beyond efficient and effective to warm and welcoming.

**Functionality:** Keep it simple

**Functionality:** It would be great if a student could change their grading status to C/NC online.

**Functionality:**  I wish faculty could make their own changes to course descriptions in the schedule drafts as they have to be continually edited for my department. There should be a search feature available in the online course schedule so students could search by topic, not just by course number or department. Example, a search for "PhotoShop" would result in a list of related ART and CAO courses. (Faculty could perhaps submit the keywords for courses.) I find it difficult to navigate the college's web site. Can't find things, such as faculty office hours.
**Additional Comments:**  I would like to see Admissions & Records stay open on Friday afternoons, at least until 1:00 pm.

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**Functionality:**  I am adjunct faculty and am not on campus frequently enough to utilize the mail box. Providing time sensitive material via internet/ online services woud be useful.

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**Functionality:**  *find a way to let students withdrawl online - *give online students the same privlidges as other online schools, catering more to thier needs *explore a way to obtain student id numbers faster during heavy flow times
**Additional Comments:**  *front line needs more training in customer service and policies with neighboring offices during heavy student traffic times, (an idea is calling the office they would typically send the student to, and make sure they are going to the right place for the right reason, this will help the student to wait in less lines and end the "run around".) *students complain about deadlines for last day to drop, withdrawl, and add as they typically fall on fridays when Admissions & Records closes at noon - (an idea is to state the time they need to drop, add,or withdrawl on the back of the schedule for clarity, or simply push these deadlines to a Monday or Thursday. Students really express a problem with this when there is money involved.) *Train the front line on appropriate customer service skills, even when I have brought a student over, I have witnessed the front line be short and rude. *Cheri, Gayle, Karen, Rayna & Georgillis as always nice and helpful :) Great Job to you 5!

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**Additional Comments:**  I believe the Admissions & Records staff is very friendly, courteous, and very good at what they do, and led by a very competent Director. LTCC is very lucky to have such a good department.

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**Additional Comments:**  There is a rumor that Admissions & Records will be remodeled. Why are we doing this when there are so many other more important needs?

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**Additional Comments:**  Customer service? What happened?

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**Additional Comments:**  As a service to students, I would like Admissions & Records to stay open on Friday afternoons.

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**Additional Comments:**  We have an outstanding A & R staff and program. I really appreciate the professionalism and attention to detail. The only struggle I have seen for students is occasionally with the Friday closure. Great job and keep it up!

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**Additional Comments:**  The answers from 1-8 should be listed from Strongly agree to No basis for opinion. In the yes or no questions there is no need for the letters A or B. ALL the ladies in Admissions & Records are wonderful!!

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**Additional Comments:**  per students---closing of Admissions & Records at noon on the last day to withdraw has caused them problems

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**Additional Comments:**  Admissions & Records us often unaware of the Adjunct Faculty members hours or work days making many of their communications ineffective and untimely.

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**Additional Comments:**  Keep up the good work.

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**Additional Comments:**  Regarding Question 12: I've noticed in the past (Winter 2008 and Spring 2008) that the date that the online grades were due was not updated until very late in the quarter.
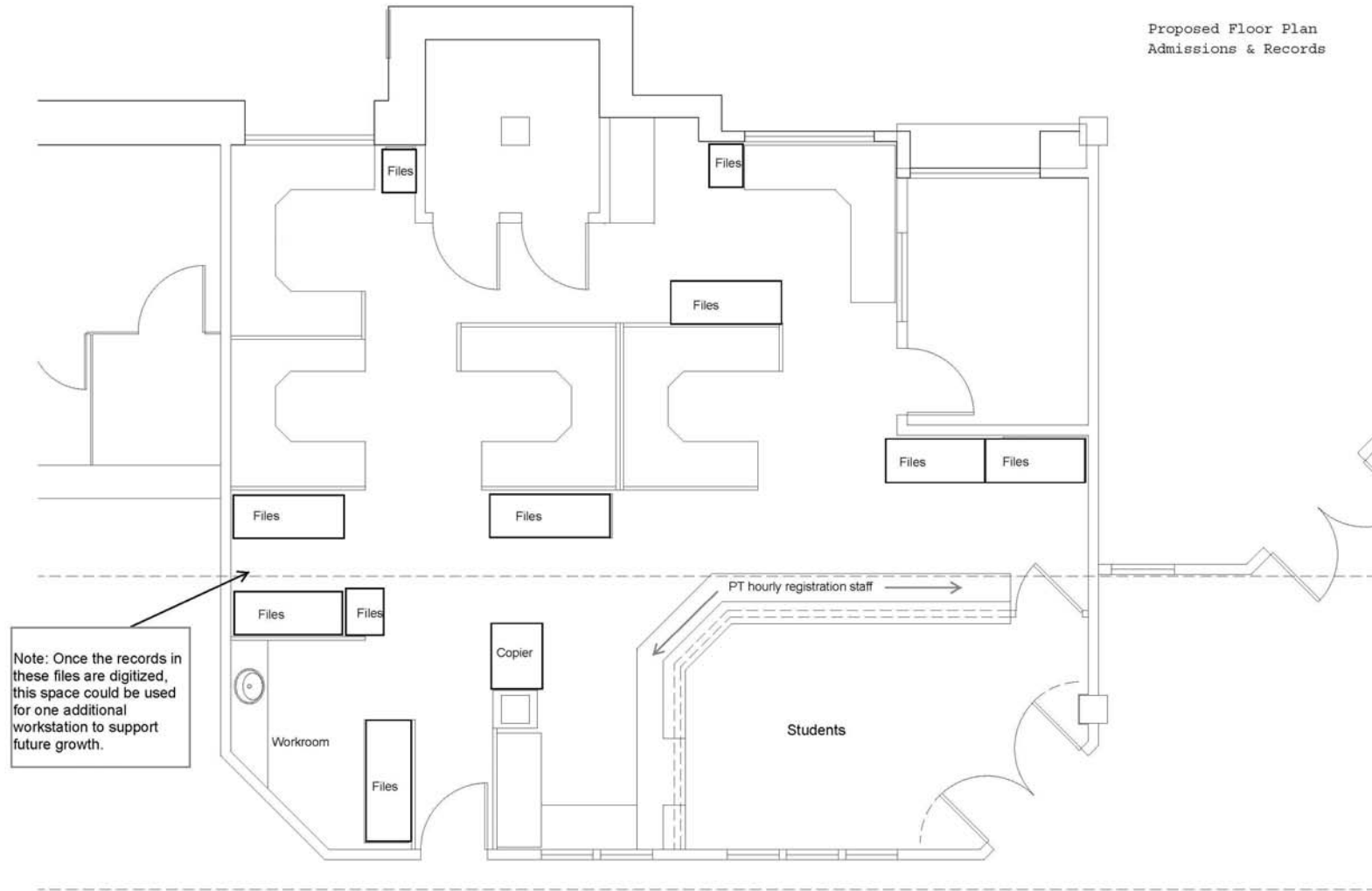
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Appendix D: Student Learning Outcomes Mapped to Core Competencies

## Lake Tahoe Community College – Admissions & Records

| STUDENT LEARNING OUTCOME (SLO) MAP | | | | |
|---|---|---|---|---|
| | | | | |
| | | | | |
| **Institutional SLO Assessment – Mapping to The Core Competencies** | | | | |
| | **Institutional SLOs – The Core Competencies** | | | |
| **[Department] Program SLOs** | **Communication**<br><br>Students will communicate effectively, which means the ability to: read, write, listen, & speak and/or converse. | **Critical Thinking and Information Competency**<br><br>Thinking critically is characterized by the ability to perform: analysis, computation, research, and problem-solving. | **Global Awareness**<br><br>Demonstrate a measurable understanding and appreciation of the world: scientific complexities, social diversity and civics, and artistic variety. | **Personal Responsibility and Professional Development**<br><br>Self-management and self awareness, social and physical wellness, and workplace skills. |
| 1. Self-service Mechanisms | X | X | | X |
| 2. Registration | X | X | | X |
| 3. Navigating Procedures | X | X | | X |
| 4. Investigate Deadlines | X | X | | X |
| 5. Veterans | X | X | | X |
| 6. International Students | X | X | | X |

# Appendix E: Remodel Plans



Proposed Floor Plan
Admissions & Records

Files

Files

Files

Files

Files

Files

Files

Files

Files

Note: Once the records in these files are digitized, this space could be used for one additional workstation to support future growth.

Workroom

Files

Copier

PT hourly registration staff

Students

# Appendix F: Enrollment Trends

## FACTORED FTES (1975-2008)



Bar chart showing FTES by Academic Year:

| Academic Year | FTES |
|---|---|
| 1976-1977 | 529 |
| 1977-1978 | 568 |
| 1978-1979 | 482 |
| 1979-1980 | 503 |
| 1980-1981 | 601 |
| 1981-1982 | 516 |
| 1982-1983 | 528 |
| 1983-1984 | 462 |
| 1984-1985 | 480 |
| 1985-1986 | 483 |
| 1986-1987 | 548 |
| 1987-1988 | 554 |
| 1988-1989 | 699 |
| 1989-1990 | 807 |
| 1990-1991 | 1014 |
| 1991-1992 | 1142 |
| 1992-1993 | 1154 |
| 1993-1994 | 1139 |
| 1994-1995 | 1152 |
| 1995-1996 | 1268 |
| 1996-1997 | 1357 |
| 1997-1998 | 1427 |
| 1998-1999 | 1510 |
| 1999-2000 | 1468 |
| 2000-2001 | 1590 |
| 2001-2002 | 1695 |
| 2002-2003 | 1876 |
| 2003-2004 | 1752 |
| 2004-2005 | 1701 |
| 2005-2006 | 1585 |
| 2006-2007 | 1690 |
| 2007-2008 | 1735 |