

# **Santa Ana College Student Services**

## **Planning Portfolio**

**ADMISSIONS & RECORDS (CREDIT) AND  
GRADUATION DEPARTMENT**

**STUDENT SERVICES  
Division**





## Portfolios for Planning

The purpose of the planning portfolio is to provide an instrument for department planning, evaluation, and resource prioritization that is streamlined and that coordinates those related activities.

In good practice, planning processes are cyclic, and priorities for resource allocation result from the identification of goals. That is, evaluation or program review, conclusions are used to identify future goals; those goals are used for budgeting. After plan implementation, further evaluation results in refined, revised plans, and so forth.

The portfolio process is designed to enhance the cohesion of planning-related activities as well as to allow for maximum customization of planning and evaluation activities for each unique support services department.

The portfolios should be maintained on an ongoing basis, with goals and budgets being updated each year and SLO's refined and measured as appropriate. In this way, the portfolio can be used as an on-going source document for planning, program development, and resource allocation requests when needed.

# **Student Services Division**

## **Vice President of Student Services**

- Sara Lundquist

## **Admissions and Records**

- Mark C. Liang, Associate Dean
- Christopher Truong, Registrar

## **Counseling**

- Micki Bryant, Dean

## **EOPS**

- Christine Leon, Associate Dean

## **Financial Aid**

- Robert Manson, Associate Dean

## **Disabled Student Programs & Services**

- Associate Dean - Vacant

## **Student Affairs**

- Lilia Tanakeyowma, Dean

## **Student Development Office**

- Loy Nashua, Associate Dean

**SANTA ANA COLLEGE  
STUDENT SERVICES  
ADMISSIONS & RECORDS OFFICE**

Associate Dean, Admissions & Records  
Mark C. Liang, J.D.

Christopher Truong, **Registrar**

Pilar Traslavina, **Administrative Secretary**

**Graduation Specialist**

Christine Gorlato  
Gina Wilson

**Admissions/Records  
Specialist I**  
Kathryn Taylor  
(.475 FTES)

**Academic Records/  
Evaluation**

**A/R Tech Specialist**  
Bea Cain  
Hung Nguyen  
(.475 FTES)

**Admissions/Records  
Specialist II**  
Kami Dhaliwal  
Susan Hadland  
Yvonne Maestas  
Guadalupe Pedroza  
Suzanne Stump

**Positive  
Attendance/  
Storage/Imaging/  
Transcripts**

**Admissions/Records  
Specialist III**  
Trevor Kay

**Admissions/Records  
Specialist I**  
Amber Stapleton  
Barbara Rodriguez  
(.475 FTES)

**Admissions/Residency**

**A/R Tech Specialist**  
Gloria Barela

**Admissions/Records  
Specialist I**  
Vacant  
(.475 FTES)

**Data Entry Clerk**  
Hoai Quan

**Criminal Justice  
Academy/  
Attendance/  
Registration/  
Information**

**Admissions/Records  
Specialist III**  
Claudia Rivero

**Admissions/Records  
Specialist I**  
Sylvia Gordon  
Chris Steward  
(.5 FTES)

**Fire Academy/  
Attendance/  
Registration/  
Information**

**Admissions/Records  
Specialist III**  
Maria Moreno

**Admissions/Records  
Specialist I**  
Victor Aguila  
Arturo Garza

# Functions

Functions and services provided by the department:

## 1) **Admission of students**

- Processing of online applications through our process with OpenCCC, as well as our standard processing of hard copy paper applications
- Archiving of applications, online signature pages, residency documents
- Support special processing for Criminal Justice and Fire Academies, PSI, Nursing, Veterans and International students

## 2) **Registration of students**

- Supporting online registration via Webadvisor
- Editing of the Class Schedule every semester

## 3) **Maintenance of the WebAdvisor system**

- Reset student username and password changes
- Course availability and fee payment online
- Address changes
- Online grade submission
- Unofficial transcript and account summary page

## 4) **Management of student records**

- Scanning and archiving of add/drop cards
- Scanning and archiving online registration records (previously phone records too)
- Evaluation and posting of transcripts units from other colleges
- Maintaining students' all grades, petitions, class waivers
- Posting advanced placement, credit by exam, and CLEP credit
- Ensuring holds are placed on records by College departments/divisions for outstanding obligations
- Archiving of student and faculty supporting documentation (including but not limited to attendance, participation, and exams, etc.)
- Posting of degrees, certificates, and general education certification onto official transcripts

## 5) **Management of faculty records**

- Maintaining faculty grade books
- Attendance sheets
- Online grade reporting is done by Faculty via Webadvisor
- Grade rosters and verification rosters, this may also be done in real-time via Webadvisor
- Grade changes are submitted by the Dean or Faculty by filling out a change of grade from and submitting to Admissions office

- 6) **Issuance of academic records -**
  - Accepting and processing official transcripts requests received via mail, over the counter or online
  - Providing enrollment verifications
  - Notification of Academic/Progress Dismissal
  
- 7) **Management of technological systems** to support, retrieve, and track student records which includes:
  - Laser fiche optical imaging
  - Web pages for admissions, registration, and college policies and procedures
  - Updating of online registration and records
  - RSCCD Intranet – Admissions information is displayed for employees
  - Credentials, Inc. which provides
    - i. Degree verifications online for employment agencies and
    - ii. Transcripts Plus which provides online transcript request service for RSCCD students
    - iii. Enrollment verifications of past semesters
  
- 8) **State funding reports** which includes providing accurate and comprehensive data for the completion of the 320 report and editing of student data for the state MIS report
  
- 9) **State auditing** which includes an annual review for accuracy of all registration/admissions procedures and data
  
- 10) **Graduation Office**
  - Responsible for certifying and issuing program awards:
    - i. Certificates
    - ii. Certificates of Achievement
    - iii. Associates Degrees
  - Preparation and mailing of Diplomas and Certificates

## Population to be Served:

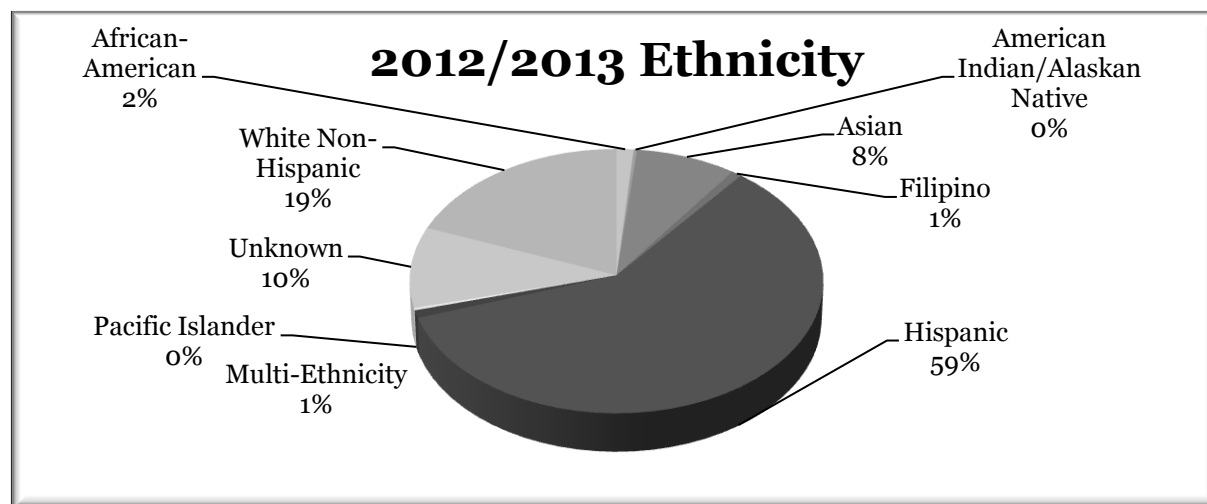
### 1. College credit students served per semester for the past three academic years.

	2010	2011	2012	2013
Fall	42,288	39,724	41,538	
Spring		49,834	45,481	40,450
Total	42,288	89,558	87,019	40,450

### 2. Demographic breakdown of students served is based on MIS data.

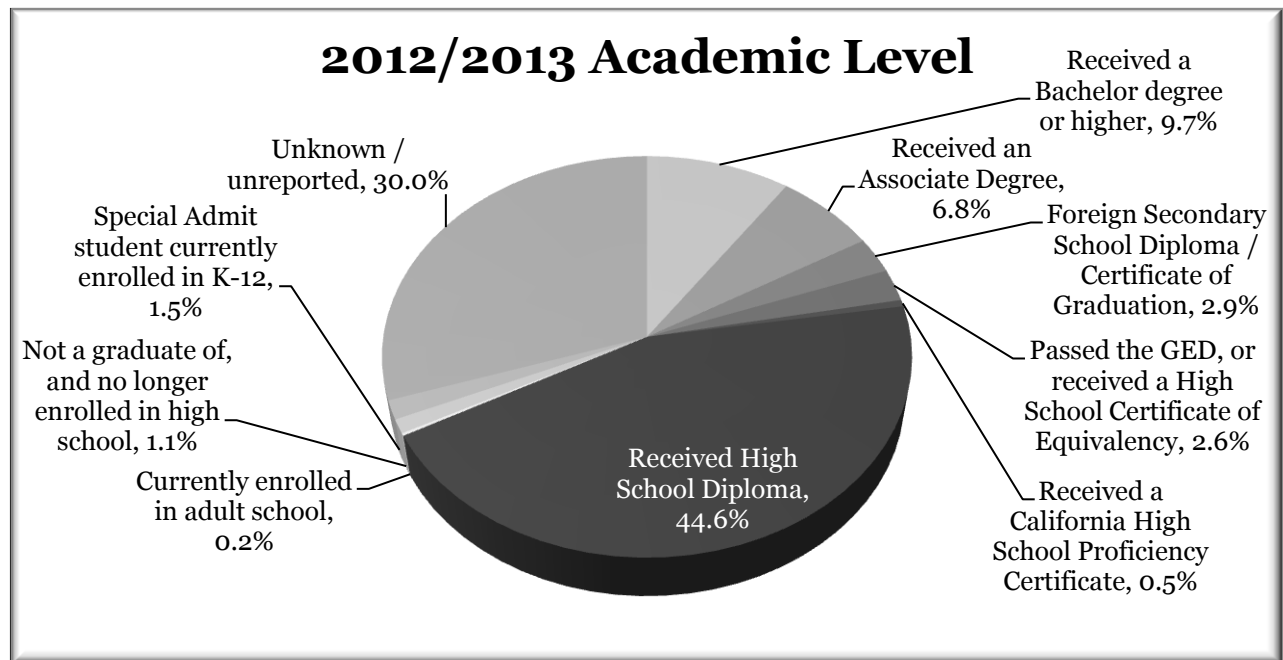
**Ethnicity:** Santa Ana College supports a large number of Hispanic Students. Therefore, Admissions and Records supports Santa Ana College's diverse needs with four staff members with the ability to provide bi-lingual services in Spanish.

Ethnicity	Fall 2012	Spring 2013	Combined Total	% of Total Population
African-American	553	588	1,141	1.39%
American Indian/Alaskan Native	119	109	228	0.28%
Asian	3,425	3,304	6,729	8.21%
Filipino	365	324	689	0.84%
Hispanic	23,934	24,532	48,466	59.11%
Multi-Ethnicity	384	374	758	0.92%
Pacific Islander	117	120	237	0.29%
Unknown	4,322	3,788	8,110	9.89%
White Non-Hispanic	8,319	7,311	15,630	19.06%
<b>Grand Total</b>	<b>41,538</b>	<b>40,450</b>	<b>81,988</b>	<b>100%</b>



**Academic Level:**

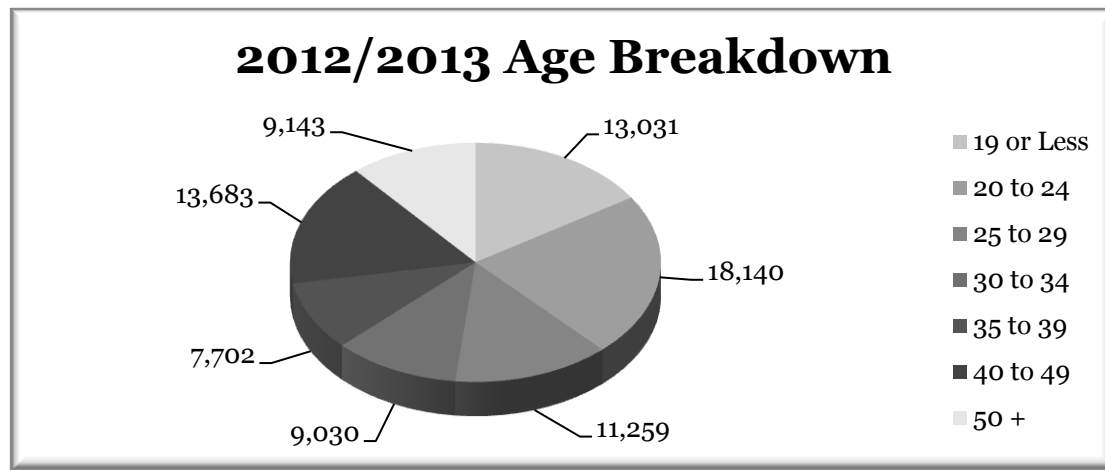
<b>Fall 2012 / Spring 2013</b>	<b>Fall 2012</b>	<b>Fall 2012</b>	<b>Spring 2013</b>	<b>Spring 2013</b>		
<b>Academic Level</b>	<b>Credit Student Count</b>	<b>Non-Credit Student Count</b>	<b>Credit Student Count</b>	<b>Non-Credit Student Count</b>	<b>Combined Total</b>	<b>% of Total Population</b>
Received a Bachelor degree or higher	4,287	21	3,609	24	<b>7,941</b>	<b>9.7%</b>
Received an Associate Degree	2,784	10	2,795	11	<b>5,600</b>	<b>6.8%</b>
Foreign Secondary School Diploma / Certificate of Graduation	1,096	98	1,062	111	<b>2,367</b>	<b>2.9%</b>
Passed the GED, or received a High School Certificate of Equivalency	1,001	47	989	65	<b>2,102</b>	<b>2.6%</b>
Received a California High School Proficiency Certificate	230	12	186	9	<b>437</b>	<b>0.5%</b>
Received High School Diploma	18,701	597	16,477	820	<b>36,595</b>	<b>44.6%</b>
Currently enrolled in adult school	52	35	37	41	<b>165</b>	<b>0.2%</b>
Not a graduate of, and no longer enrolled in high school	379	115	291	141	<b>926</b>	<b>1.1%</b>
Special Admit student currently enrolled in K-12	663	9	574	3	<b>1,249</b>	<b>1.5%</b>
Unknown / unreported	1,294	10,107	1,185	12,020	<b>24,606</b>	<b>30.0%</b>
<b>Grand Total</b>	<b>30,487</b>	<b>11,051</b>	<b>27,205</b>	<b>13,245</b>	<b>81,988</b>	<b>100.00%</b>





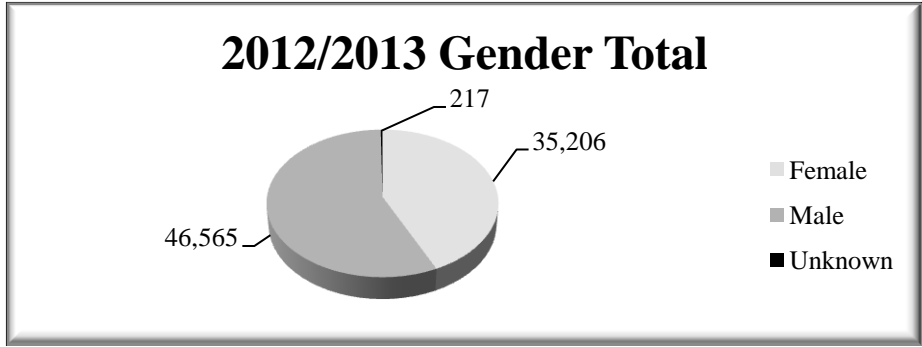
**Age:** Pursuant to the table below, the data indicates Santa Ana Colleges serves a very age diverse population. This diverse population can be also be used to describe our very large number of students population served by our Criminal Justice and Fire Technology Academies.

Age Group	Fall 2012	Spring 2013	Combined Total	% of Total Population
19 or Less	6,615	6,416	13,031	15.89%
20 to 24	9,097	9,043	18,140	22.13%
25 to 29	5,602	5,657	11,259	13.73%
30 to 34	4,611	4,419	9,030	11.01%
35 to 39	3,957	3,745	7,702	9.39%
40 to 49	7,008	6,675	13,683	16.69%
50 +	4,648	4,495	9,143	11.15%
<b>Grand Total</b>	<b>41,538</b>	<b>40,450</b>	<b>81,988</b>	<b>100%</b>



**Gender:**

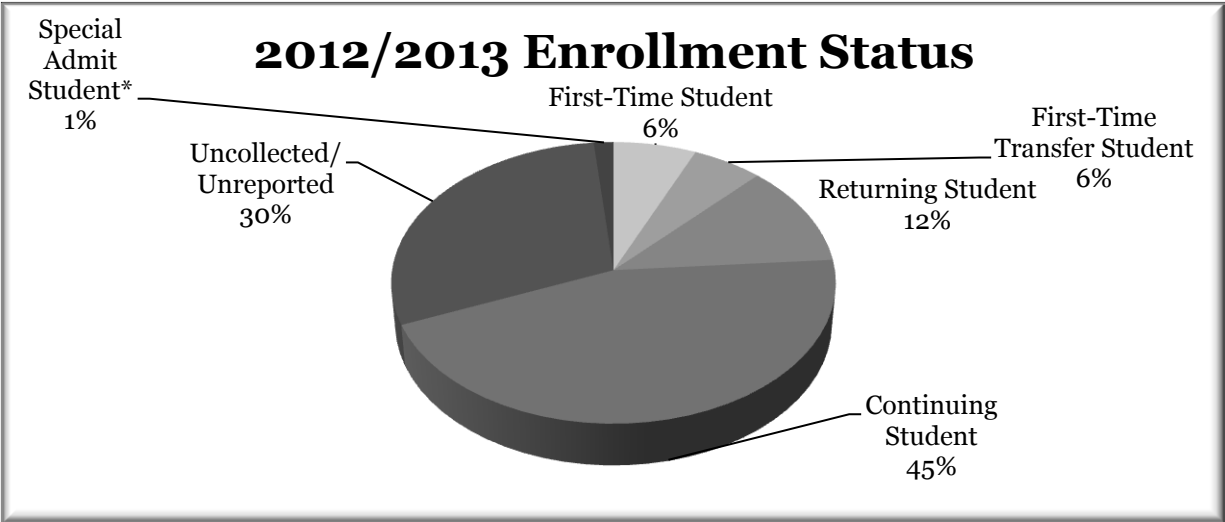
Gender	Fall 2012	Spring 2013	Combined Total	% of Total Population
Female	17,631	17,575	35,206	42.94%
Male	23,789	22,776	46,565	56.79%
Unknown	118	99	217	0.26%
<b>Grand Total</b>	<b>41,538</b>	<b>40,450</b>	<b>81,988</b>	<b>100.00%</b>



**Enrollment Status:** The Enrollment Status of our students has significance to the Admissions & Records Office as any student not classified as a continuing student must apply for admission. Additionally, students, who are in the College’s Special Admit Status, come from the CAP population.

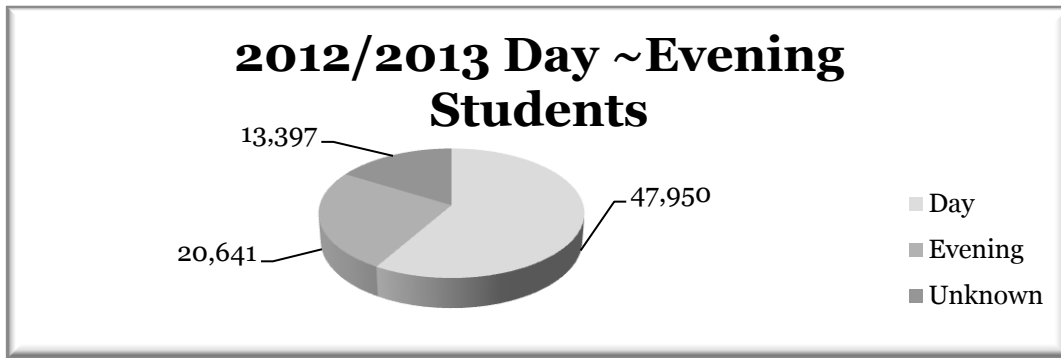
Enrollment Status	Fall 2012	Spring 2013	Combined Total	% of Total Population
First-Time Student	3,766	1,625	5,391	6.58%
First-Time Transfer Student	2,709	1,883	4,592	5.60%
Returning Student	5,610	3,929	9,539	11.63%
Continuing Student	17,725	19,172	36,897	45.00%
Uncollected/Unreported	11,056	13,240	24,296	29.63%
Special Admit Student*	672	601	1,273	1.55%
<b>Grand Total</b>	<b>41,538</b>	<b>40,450</b>	<b>81,988</b>	<b>100%</b>

\*CAP Students are in this population



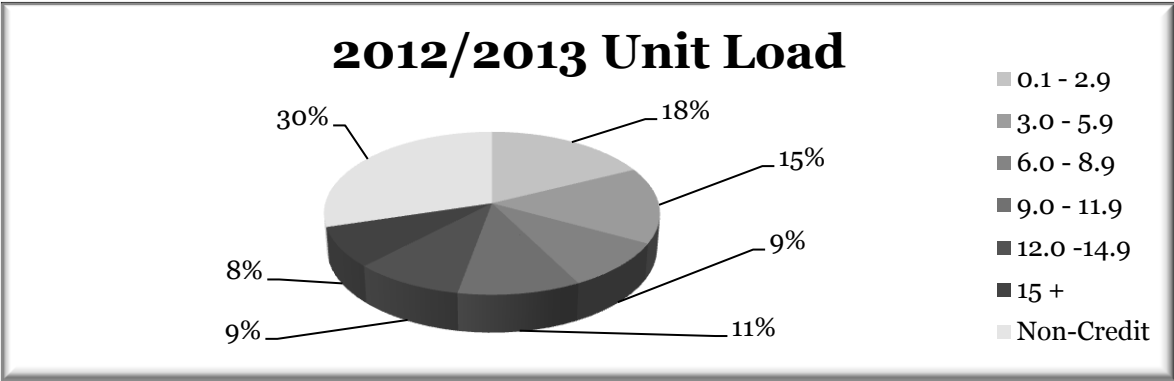
**Day/Evening Status:** The majority of Santa Ana College’s students attend classes during traditional school day (Monday – Friday, class begins before 4:00 p.m.). One quarter of the students attend during the evening or on weekends. Admissions & Records supports our evening population by remaining up until 6:45 p.m. (later than any other student service office on campus). Another 16% is unknown or unclassified.

Day/Evening Status	Fall 2012	Spring 2013	Combined Total	% of Total Population
Day	24,023	23,927	47,950	58.48%
Evening	10,498	10,143	20,641	25.18%
Unknown	7,017	6,380	13,397	16.34%
<b>Grand Total</b>	<b>41,538</b>	<b>40,450</b>	<b>81,988</b>	<b>100%</b>



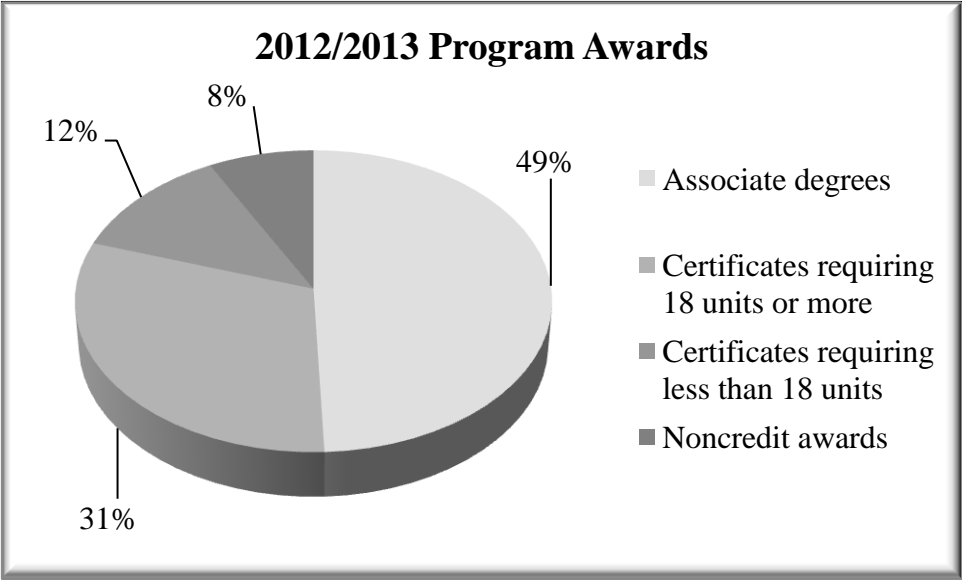
**Unit Load:** The unit load of students enrolled also supports the position that a large number of students are supported through the Criminal Justice and Fire Technology academies as nearly 18 % of our total student population are enrolled for less than 2.9 units. Most academy classes are offered for .2 units. 17% of SAC students are full time, 53% of SAC students attend part time, and the remaining 29% attend the adult education classes.

Unit Load	Fall 2012	Spring 2013	Combined Total	% of Total Population
0.1 - 2.9	8,440	6,113	14,553	17.75%
3.0 - 5.9	5,924	6,473	12,397	15.12%
6.0 - 8.9	3,889	3,897	7,786	9.50%
9.0 - 11.9	3,222	5,420	8,642	10.54%
12.0 -14.9	3,773	3,949	7,722	9.42%
15 +	5,239	1,355	6,594	8.04%
Non-Credit	11,051	13,243	24,294	29.63%
<b>Grand Total</b>	<b>41,538</b>	<b>40,450</b>	<b>81,988</b>	<b>100%</b>



**Program Awards**

Santa Ana College Program Awards	2012/2013
Associate degrees	1,684
Certificates requiring 18 units or more	1,049
Certificates requiring less than 18 units	417
Noncredit awards	264
<b>Total Awards</b>	<b>3,414</b>



# STUDENT LEARNING OUTCOME ASSESSMENTS

## 1. Description of Outcome to be assessed:

SLO	ACTIVITIES	NEW BASELINE & PROGRESS TARGETS (For 2009-2012)	TIMELINE
1. Applicants will be able to complete the admissions process online, via CCCApply.	1A. Maintain uninterrupted Internet access in the Admissions lobby. 1B. Provide clear instructions on our application website. 1C. Staff the lobby and office front counter to provide assistance and guidance to students.	1A. Baseline: 2009-2010 From Fall 2009 Thru Fall 2012  2009-10 22,083 online (53% of app. received)  2010-11 26,914 online (63% of app. received)  2011-12 26,110 online (68% of app. received)  2012-13 26,870 online (79% of app. received) 1B. Target: 25% in 1 <sup>st</sup> year increment and 5% annually thereafter.	3 years – Measurable at the conclusion of every admissions / registration cycle.
2. Students will have knowledge of online Enrollment / Registration Services and demonstrate their knowledge by enrolling online, including using Add Codes during the petition period	2. Students will utilize WebAdvisor to search for desired class sections and either enroll if the section is open or add to the waitlist if the section is closed.	2A. Via Webadvisor, we will track the number of Enrollment activities online  Fall 2009 – 28584, 42%  Fall 2012 – 41680, 55%  2B. Together with ITS, we can query the number of Add Codes successfully used to add a late petition process.	Each Semester      Each Semester
3. Students will understand and demonstrate the policies and ordering process of online transcript requests.	3. Students will place transcript orders online through the use of Credentials, Inc.	3. Computed from daily logs, we can track the number of transcript requests completed online. 2009 – 30% online 2012 – 51% online	Each Semester

## **2. Description of Activity used to Assess Student Learning Outcome—Implementation**

### The Main Purpose Of Our Survey:

The mission of the Admissions SLOs is to educate our students on the Online Services, thereby ensuring the students successfully complete the three components of Applying, Registering, and Requesting Transcripts online. Of those students who visited the Admission Office from May through June 2012, 300 students were given a survey based on the area of service they requested.

### Identify Who Will Be Surveyed:

Since the primary outcome for our students is an online centric or electronic process, it was essential to focus on that portion of our student population that sought over-the-counter services. Throughout May and June, we've experienced some of the most busy foot traffic in the Admissions' Lobby area and over the counter. These students were the prime targets to convert to using our online processes. Those students, who already completed the Application, Registration, and Transcript Requests online, were already educated on these processes and were not a focus of our survey.

### Outline The Timeline Of Assessment:

The time period, May through June, encompasses all three essential components of Application, Registration, and Transcript Requests. During this time period, we are accepting applications for both Summer 2012 and Fall 2012 semester. Admissions was well into the registration period for Summer 2012 and had completed Fall 2012 registration for Early Decision. May and June is also the peak period for Transcript requests, based on Spring 2012 grades and graduation class. Therefore, May and June 2012 is the ideal time to conduct a survey, part of Admissions' Assessments.

## **3. Analysis of Student Learning Outcome—Results**

A total of 300 surveys were given to student who visited the Admissions Office from May through June 2012. 176 of the surveys were returned or approximately 58% of the students completed and returned the surveys within that time period. This sample size, or returns, was sufficient to draw some insights into the results of our one-on-one efforts over-the-counter to educate and assess our student learning outcomes.

### Applications:

Among the total number of students surveyed, 8 of the 176 returned directly replied the applications survey. This figure represents only 4% of those students who sought services over-the-counter replied to the application survey. This was a very discouraging, but a completely understandable response, since our online application through CCC Apply has over 24 questions or "Fill-in-the-blanks", and several supplemental questions, regarding Athletics, Career Technical and Scholarships. The only redeeming factor in this was all eight survey-responses indicated "Yes" when asked "Are you likely to use the online Application Process in the future?"

### Registration:

Of the total number of those surveys returned, 66 responded to the survey pertaining directly to registration. This number represents 37% replied on this survey, but of those students who received over-the-counter service, for registration were asked, "Are you likely to use the

online registration process in the future?”, all 66 survey responded positively, or 100% of those returned, indicated “Yes” by checking of the check box option on the survey. These were not surprising results, as registration or adding/dropping classes require mostly searching, selecting, and submitting classes. In other words, online registration is far easier online than other processes, such as Application process.

#### Transcript Requests:

Of the 176 survey responses, the greatest number of responses was in the area of Transcript Requests. After receiving over-the-counter assistance, these students were asked in the survey, “Are you likely to use the online Transcript Request process in the future? 100% of those who returned the survey indicated “yes” by checking off an option box.

#### Conclusion:

To fully understand the effect of these surveys, it is important to consider each of the three processes and the complexities involved with each process. The student who received help to add a class, which is a relatively simple process, is more likely to reply to a survey than the student who just went through the entire application process. Also, the student who is requesting a Transcript has just completed their final semester and is looking forward to certification or transfer. As we see in our results, not only is this student more likely to respond, he or she is also likely to respond favorable. The method of survey must also be considered here. In this Assessment process, although the goal was to focus student online, the survey was still conducted on paper to student over-the-counter. One consideration for further assessments is to also move the survey online, via email. This method, time permitting, may yield a great sample size, and thus perhaps sharpen the accuracy of each survey.

In addition to the check boxes, the students also had an opportunity to make a comment. Our leadership team in Admissions reviewed the student’s comments to make future decisions on how to better explain these online processes including Applications, Registration, and Transcript Request.

## Progress Towards Program Goals Established in 2011-12

Goal	Measures of Progress	Progress Rating 1-10 (10 = completed)
1. Convert all Laserfiche documents to ImageNow and scan all incoming Admissions and Records forms	Map the workflow for each Admission and Records form and develop a method to transfer Laserfiche documents to ImageNow.	0
2. Consolidation of Admissions and Records operations during Registration periods.	Relocation of Registration from Johnson Building to Admissions	10
3. Reclassify Admissions/Records Technical Specialist to Business Systems Analyst	Devise job description to be sent for approval by the Board of Trustees, post position online available to the public, and fill vacancy through application interview process.	0
4. Map and Outline all SAC Certificates, Certificates of Achievement, and Associates degrees onto Degree Audit -- Setup	EVAl and PSPR reports have been developed out of Datatel for Degree Audit.	0
5. Graduation Specialist certify all SAC Certificates, Certificates of Achievement, and Associates degrees using Degree Audit -- Certify	Currently, certifying process is performed manually. The expectation is to have the process done automatically through EVAl and PSPR.	0
6. Under SB1440, graduating with AAT and AST certifies transfer to 4-year universities	Development of a series of new degrees in Spring 2013 to have in place by Fall 2013.  Once degrees are developed and approved, the component affecting transcripts will need to be implemented quickly thereafter.	10



7. Implementation of RoboRegistrar	Ability to transmit and receive electronically encrypted transcripts.	9
8. Continue to review with the goal of improving the admission and registration business process of enrolling students into CJ and fire academies.	In 2012, new Title 5 regulations require the ISAs with Fire Technology and Criminal Justice to submit Legal Mandated Training documentation. Exceptions to course repetition guidelines are the result. Close collaboration was conducted between Fire Technology, the Office of Academic Affairs, A&R and ITS.	6
9. Increase the number of admissions applications received on the web.	<p>As the office worked to achieve this goal, it was determined the percentages have increased each academic cycle. On average, since Spring 2010, online applications received have grown by 5% each term. In Spring 2013, online applications currently account for almost 84% of all applications received.</p> <p>Additionally, the office no longer has experienced reluctance on the campus to move toward this objective. The fear other offices believed that this goal will displace some of our students because they do not have computers/internet available to them has not materialized.</p>	10
10. Provide training opportunities for staff: <ul style="list-style-type: none"> <li>• Microsoft Office</li> <li>• MIS Training Workshop</li> <li>• CACCRAO Regional Staff Development Conference</li> </ul>	Several staff attended Word, Access, Excel, and Outlook workshops offered by the college.	7

## Recommended Goals for Current Year: 2012-13

Goal and Measures	Who is responsible	Completion Date
Continue to increase the number of admissions applications received on the web	Mark Liang Christopher Truong	Summer 2013
Provide training opportunities for staff: --MIS Training Workshop --CACCRAO Regional Staff Development Conference --CACCRAO Annual Deans & Directors Conference --CCCApply/CCCTran Annual Conference	Mark Liang Christopher Truong	June 2013
Continue work developing an office procedures manual as the District Implements Datatel.	Mark Liang	June 2013
Convert an additional 150 reels of microfilm to DVD	Mark Liang Christopher Truong	June 2013
Continue to support the new business processes evolving due to the Datatel Implementation, continue to participate in the exploration toward delivering a student online system.	Mark Liang	On-going
Lead the review of the quality of Santa Ana College MIS data submissions. The accuracy on the ARCC reporting is paramount to the accuracy and evaluation of information presented in the ARCC.	Mark Liang	On-going
The CCC Consultative Council has reviewed and approved many changes to Title 5, Chapter 6, which significantly address curriculum, academic standards, and course repetition. District policies and campuses procedures need to be reviewed and modified to comply with these legislative changes. Districts are currently awaiting a second round of changes which are being reviewed by the Consultative Council.	Mark Liang Partnering with Linda Miskovic at SCC	On-going
Explore the possibility of reducing service hours of the A&R Office.	Mark Liang Christopher Truong	On-going
On the server for Laserfiche and Data Impact, we are occupying 200GB (both college credit and continuing education) with only have 50GB available for usage. Some of the documents digitally stored are admission applications, add/drop cards late add petitions, credit/no credit petitions, education plans, counseling notes, instructor grade books, etc. The District/Colleges need a plan to continually expand our server space.	Mark Liang Christopher Truong Partnering with Linda Miskovic at SCC Stuart Davis (Dist ITS)	2013

Improve information regarding required FERPA compliance to the campus.	Mark Liang Christopher Truong	On-Going
In light of the Diablo Valley College issue regarding grade handling and processing, review and document procedures and security measures in Santa Ana College's handling of grades.	Mark Liang Christopher Truong	On-going

# Student Services Program Effectiveness Review

**Program: Admissions and Records, and Graduation**

**Submitted by: Mark Liang**

**Date: May/21/2013**

## **Brief Program Summary/Purpose:**

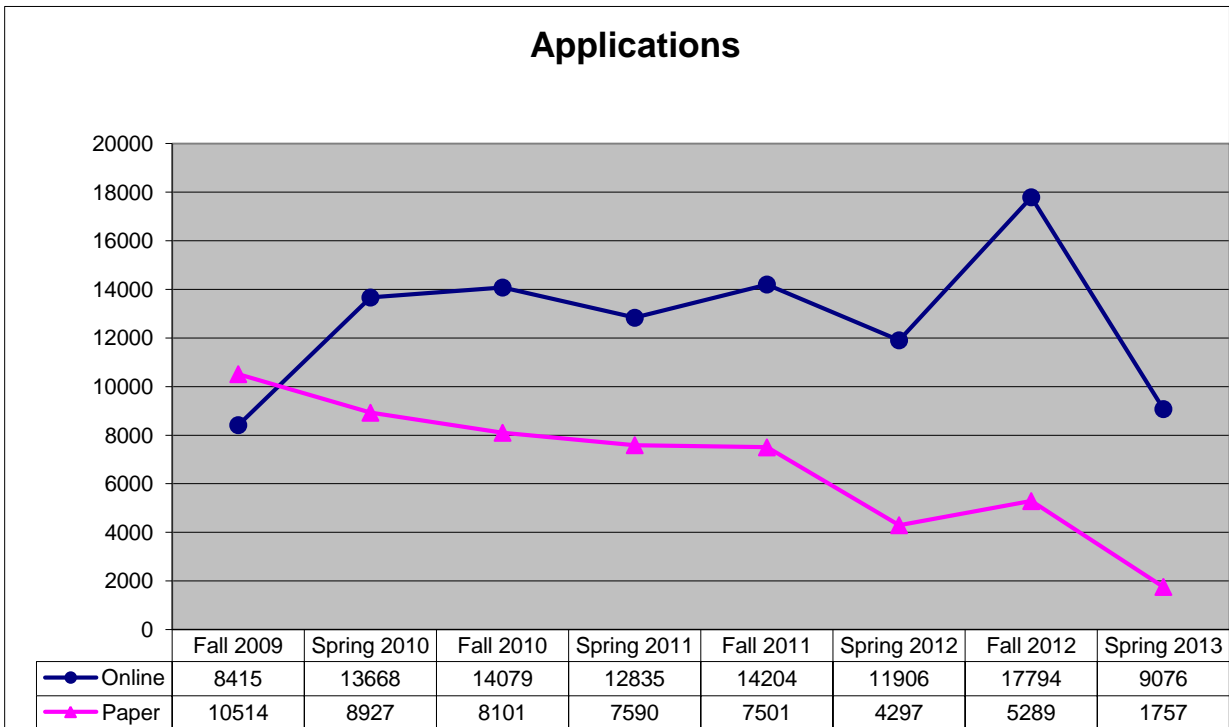
The Admissions and Records Office is the primary office charged with enforcing academic policies (credit/no credit requests, reinstatements after dismissal, eligibility for course repetition, etc). The services provided by the Admissions and Records Office include accepting and processing admission applications, determining residency classification, registration, processing and archiving grades, maintaining students academic transcript, placing students on academic/progress probation/dismissal, evaluating transferability of courses completed at other colleges, verifying enrollment status, and verifying accuracy of support documentation for apportionment reports.

The Graduation Office is responsible for verifying the successful completion of degree and certificate requirements, posting of program awards, issues diplomas and certificates, and evaluates successful completion of transfer general education requirements for the CSU and UC.

## **Area I: Environmental Scan:**

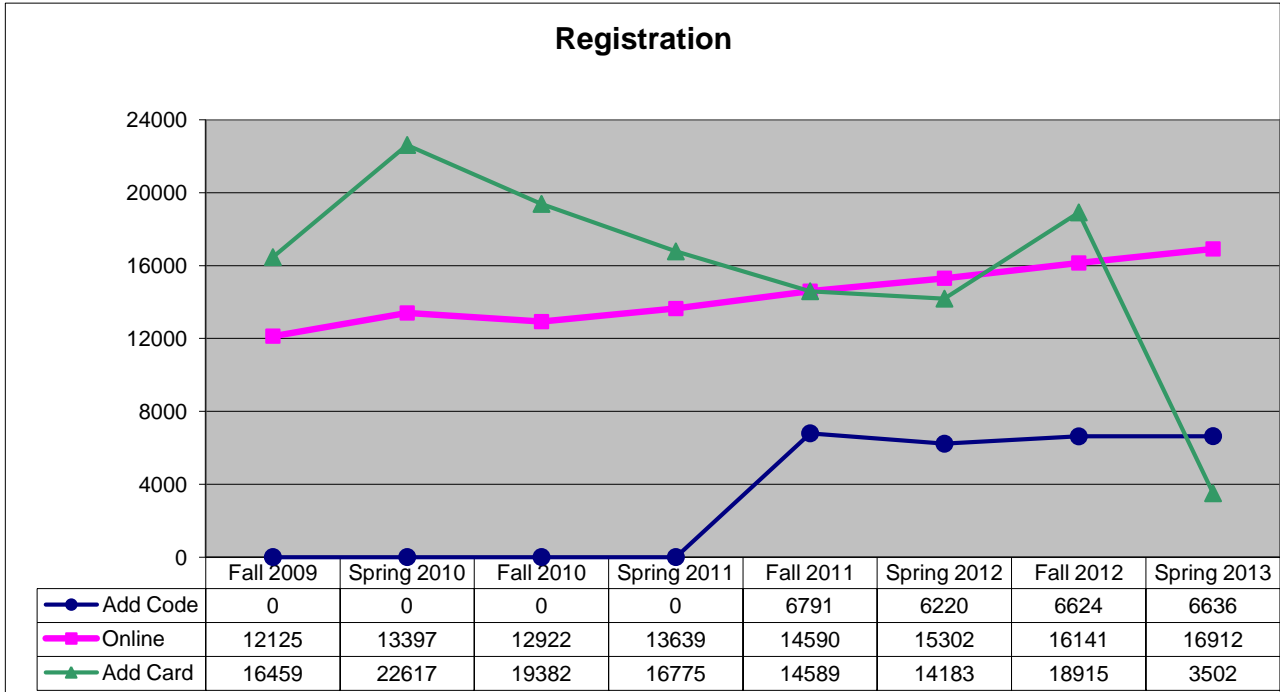
### Applications:

Since the Fall 2009 semester, the Santa Ana College online application system has been provided by CCC Apply. This system, adopted by all 112 California Community Colleges, is both user-friendly and multipurpose. Once a student completes an application using CCC Apply, the entered data is stored and made available the next time the student applies to any community college in the future, thus making future applications quicker and easier. The Santa Ana College online admission application has built-in error checking to prevent incomplete applications from being submitted. Additionally, CCC Apply can also be used to apply for the California Community Colleges Board of Governors Fee Waiver. The usage of the online application system since Spring 2010 has averaged over 7,000 more applications processed than paper applications each semester. The majority of the paper applications have come from the Instructional Service Agreements with Criminal Justice and Fire Departments. Gradually, there has been a reduction in Criminal Justice applications with those processed only if the student has a new or returning status. Additionally, the Fire division has experienced a decline in processed applications because of increased reliance on the web-based application. Beginning Fall 2012, the online application was configured to allow high school graduating seniors to apply early (Early Decision), thus, further reducing the volume of paper applications. These three areas, Criminal Justice, Fire, and Early Decision, have historically been the source of the majority of paper applications processed. With procedural changes, there has been a steady decline of paper applications and a corresponding rise of online applications. The cyclic spike during the fall semester is expected to continue as these procedural changes remain.



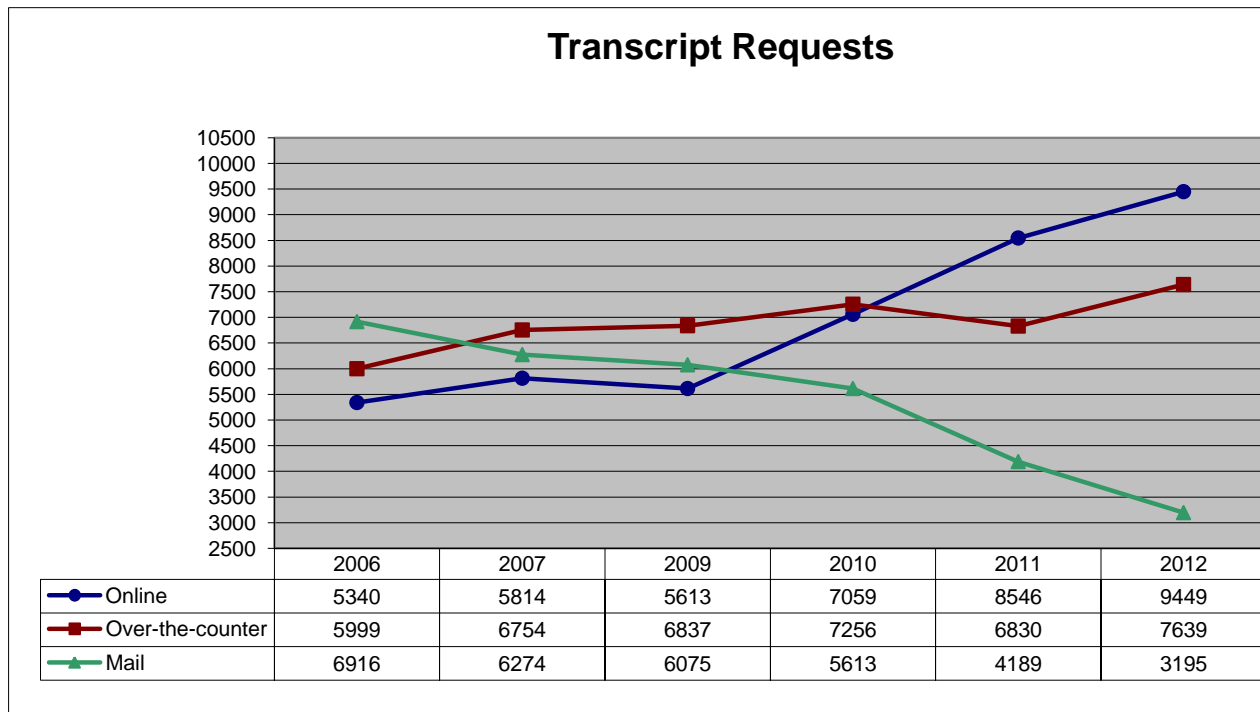
#### Registration:

The Santa Ana College online registration system was changed in Fall 2009 to WebAdvisor, a component of Datatel. WebAdvisor is a multifunction online user interface for students who can access financial aid, fee payment, unofficial transcripts, and registration information 24 hours a day and seven days a week. Beginning Fall 2009 to Spring 2011, a shrinking disparity between add card and online registration processing is note worthy. While the add card cannot be replaced, as its use for restricted, repeated, and/or overloaded petitions is not available online, it has been reduced as Early Decision and Fire increasingly utilize online registration. In Fall 2011, the gap was eliminated as the add code was introduced. The add code, which largely replaced the instructor-signed add card during the semester as a means for students registering, enhances and strengthens the reliance on the WebAdvisor system. As a result of procedural changes and increased functionality, online registration will continue to experience growth.



**Transcript Requests:**

Transcript processing, as the third major service area provided by the Admissions and Records Office, is largely affected by graduation and transfer rates and job seekers whose applications require evidence of college course work completed. Since 2006, total transcript requests have risen by over 2,000 requests. Between 2006 and 2009, online requests accounted for approximately 30% of the total; however, since 2010, online requests have made a steady gain on mail and over-the-counter (OTC) requests and in 2012 account for 46% of the total requests. The uninterrupted availability of the online transcript system and guaranteed next-day turn-around-processing time are forces behind the increasing attractiveness. Additionally, online requests can be processed traditionally as print and mail, or now with the implementation of E-Transcripts, they can be processed as PDF or electronic data format (EDI/XML) and sent electronically to select institutions. The online transcript system greatly benefits the student by eliminating travel time to the college and reducing processing delivery time.



## Area II: Comparative Context:

Within the context of region 7 & 8, there have been several significant issues to impact our program over time and have occurred with varying degrees of resolve. The areas which have been most significantly impacted include: processing of paper applications and forms, in-person registration and other services, and business hours or hours of operations.

Traditionally all forms and applications have been available on-line with the majority of our forms and applications being submitted on a hard copy or paper form. With the adoption of the online application system in Spring 2010, the processing of paper applications has significantly declined each term thereafter and no longer presents the severe labor intensive impact on our office. With the budgetary climate forecasted for the near future, this shift in processing will undoubtedly be cost effective and allow us to devote our resources to developing online forms. We, along with the surrounding colleges, move to eventually eliminate or greatly reduce the slow and costly paper process. The cost savings would be in terms of both supplies and staffing. Some surrounding schools have considered using strictly online forms and applications.

Also, “in-person registrations” have historically taken a significant amount of coordination and staff time as compared to online registration done at a remote locale by the student. With the adoption of the add code in Fall 2011, our in-person registration process has declined dramatically. No longer do we have a separate Registration area setup, and the queue of students in our lobby area has disappeared with the implementation of electronic numbering system, Q-Matic.

Finally, taking into consideration our student population of day and evening students, Admissions Office has extended evening hours. It is essential to have very long or extended

hours of operation, because we must provide consistent service whether it is to traditional day students or professionals taking evening classes. There has been a consistent trend among regional colleges to cut business hours. The primary purpose is staffing and providing sufficient coverage. A couple of popular models have emerged for serious discussion. One model is to close the office early, thus leaving evening students without in person service. Another model which is more student centered, will close the office in the middle of the day from 2pm-5pm, thus, reopening and servicing evening students until 8pm. In either scenario, the office hours have been cut and students are turned away. This issue remains unchanged and unresolved as we move into the next triennial phase.

### **Area III: Analysis:**

With the implementation of the Datatel Student Information System (SIS) from Colleague in Fall 2009, the three main functions of Admissions and Records (applications, registration, and transcripts) have been increasingly steered towards online process and automation. First, in regards to the application process, there has been a steady upwards trend in the use of the online application provided by CCC Apply. This upwards trend is despite the cyclical rise and decline of semester enrollment during the fall and spring semesters respectively. Second, registration has also been impacted by automation particularly with the implementation of the add code in Fall 2011. Spring 2013 data indicates there has been a 45% increase in the number of online registration transactions compared to Fall 2009. Lastly, the overall number of transcript requests continues to steadily increase each year. Since 2006, online transcript requests through Credentials, Inc. have nearly doubled in requests to account for 47% of the total requests made. All three areas of service (applications, registration, and transcripts) provided by Admissions and Records demonstrate a moving trend away from manual over-the-counter transactions to student centered automated transactions.

### **Area IV: Plan:**

With these areas automated, the student has the ability to initiate these transactions any time and any place where there is computer with Internet access. No longer must the student make that special trip to perform core Admissions and Records functions. The student also benefits from real-time enrollment figures present during registration, for example where the student can know the exact number of open seats in a class. While pen and paper methods will not be eliminated, they have been substantially reduced. Paper applications will continue to decline, and when the Instructional Service Agreement with Criminal Justice is renewed, there is hope new procedures facilitating greater use of the online application and registration system will be implemented. Registration add-cards, once the norm, are becoming the exception as regular registration processes are online and only special situations are processed manually by Admission Staff. Over-the-counter and mail-in Transcripts, which remain popular because of the relatively short processing time and low cost, will slowly decline as the older generations become less in need of the service and quickly decline once processing fees are raised. The younger generations of students will continue to take advantage of the ease of ordering transcripts electronically. All three core-service areas have moved from primarily pen and paper methods to predominately online methods during the past six years. This disparity is expected to continue.



## 2012-2013 Budget

Budget Category/Description	District	Categorical	Match	Total
1 (academic salaries)	\$112,568.00	-	-	\$112,568.00
2 (classified salaries)	\$1,051,509.00	\$156,823.57	-	\$1,208,332.57
3 (benefits)	\$580,953.44	\$62,272.37	-	\$643,225.81
4 (supplies, printing, materials)	\$2,091.10	\$0.00	-	\$2,091.10
5 (other operating exp & services)	\$123.90	-	-	\$123.90
6 (capital outlay, equipment, software)	\$0.00	-	-	\$0.00
<b>Total Funding</b>	<b>\$1,747,245.44</b>	<b>\$219,095.94</b>	<b>-</b>	<b>\$1,966,341.38</b>

2012-13 Proposed Budget for SAC Admissions and Records Office			
Proposed action for FT and PT staff	Actual Budget 2011-2012	Proposed Budget 2012-2013	Differential between Actual and Proposed
Reclass Hung Nguyen from PT A&R Tech to FT	\$27,000.	\$73,000	\$46,000
Fill Vacant PT A&R I Clerk Position	\$0.00	\$16,000	\$16,000
1 A&R Hourly Assistant Grade 6 (Gloria Margo)	\$12,000	\$12,000	\$0.00
1 A&R Hourly Assistant Grade 6 (Chau Nguyen)	\$12,000	\$12,000	\$0.00
1 A&R Hourly Assistant Grade 6 (Hung Nguyen)	\$12,000	\$12,000	\$0.00
1 A&R Hourly Assistant Grade 6 (Trang Nguyen)	\$12,000	\$12,000	\$0.00
1 A&R Hourly Assistant Grade 6 (Barbara Rodriguez)	\$12,000	\$12,000	\$0.00
<b>Total</b>	<b>\$87,000</b>	<b>\$149,000</b>	<b>\$62,000</b>

## 2013-2014 Budget Requests

<b>Item</b> (In order of importance to program)	<b>Brief Description of Importance to Program &amp; Relation to Goals</b>	<b>Cost</b>
Additional Hourly Support	Due to the cyclical nature of registration and incoming applications from the Criminal Justice Academy ISA, Admissions requires the infusion of additional hourly support staff to mitigate and complete the accelerated work volume.	\$60,000
Professional Development Activities	Staff Development and consortium development activities: --MIS Training Workshop --CACCRAO Regional Staff Development Conference --CACCRAO Annual Deans & Directors Conference --CCCApply/CCCTran Annual Conference --3CDUG – CA Community College Datatel Users Group	\$6,000 Matriculation is a possible alternative source
Server Space for Laserfiche and Data Impact	Currently 200GB (both college credit and continuing education) are used for digital storage of records leaving only have 50GB available for usage. Some of the documents digitally stored are admission applications, add/drop cards late add petitions, credit/no credit petitions, education plans, counseling notes, instructor grade books, etc. The District/Colleges need a plan to continually expand our server space.	\$5,000
Convert an additional 150 reels of microfilm to DVD	Converting records archived on microfilm to a digital media has been a priority in A&R. These records have no back up in the microfilm format. However, once converted to DVD these records are made available on our server which is backed routinely, and they are also stored in the vault on the DVD. A&R has been converting reels of microfilm using Contract Service Revenue over the last two years.	\$15,000 Contracted Services Revenue is a possible alternative source