

**OHLONE COLLEGE
ADMISSIONS AND RECORDS PROGRAM
REVIEW
Fall 2005**

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Admissions and Records

Program Review 2005

1. Program Description and Scope

- The Office of Admissions and Records processes students' educational records from the initial application to the college, to final graduation, transfer, and issuance of official transcripts. This includes processing the student's initial and subsequent applications to the College, ensuring that registration in classes is accurate and timely, and that grades and transcripts are processed and available.
- The office assists faculty in accessing their class and grade rosters on the WebAdvisor system, and resolving any problems associated with class registration and grading.
- The office assists other College staff and offices in the provision of accurate and timely data and information for reports, decision making and problem solving.
- The office serves other educational institutions, the public and local community by responding to questions concerning College admission, registration, academic requirements and graduation.
- Most services are available 24 hours per day, 7 days per week, using current computer and Web technology - the Datatel system and its associated WebAdvisor services, and the XAP online application service. The office also maintains open hours to the public for personal access, has an active email response service, a comprehensive informational section on the Ohlone website, including the availability of most Admissions and Records forms.
- The smooth functioning of these services is essential for students to be registered in their classes in a timely manner, to have access to their registration and academic records, and for faculty to be able to access accurate and current class rosters. This is the mechanism that underlies and supports a successful educational process.
- Admissions and Records is frequently a community member's first interaction with the College, in response to initial inquiries and applications.

2. Relationship to Ohlone College Mission and Goals

- The office supports the College's multicultural, diversity and international goal by being the home of the College's International Student Program, processing applications for international students and supporting their enrollment and progression through their Ohlone College programs. Over 20% of the student population are not U.S. citizens, and we are required to verify their immigration status at the time of application. This involves both an extensive knowledge of the California Education Code, United States Immigration policy and procedures, and skills in explaining these requirements to a diverse population. We have a diverse staff and include in staff training an appreciation

of the diversity of the Ohlone student body that we serve, and techniques in working with this diverse population.

- The office supports the Learning College Model, working with students to encourage their responsibility and accountability in progressing toward their educational goals. The installation of 10 computer kiosks in the lobby of Building One enables us to train students on our Web services so that going forward they will be able to manage their educational records themselves. Most students have adapted very quickly to the current Web services, so that registration is completed more quickly, and students receive immediate feedback on any problems they may have. The office's two evaluators work closely with students to ensure that they complete requirements for graduation and transfer.
- The office works closely with Deans to implement the registration of cohort and other special groups. Improvements in our Web services, such as the implementation of waiting lists for filled courses, assists students in being able to register in the classes they need, so that more students are able to successfully register for a full-time course load.
- The office supports continuous learning for all personnel with some professional development, such as participation in the annual local meeting of College Admissions and Records staff.. Staff are also encouraged to pursue their own education whether at Ohlone or at other institutions and to participate in campus events - one staff member is advisor to a student club, another has participated in the annual La Raza event.

3. Program Goals

Mission statement: To provide timely, efficient and helpful service to students and faculty.

Support student success by encouraging student responsibility in managing their academic records.

Objectives:

1. To provide 7 X 24 service for applications and registration for students, and class rosters and grading for faculty.
2. To provide accurate and timely data on applications, registration and student success.
3. To provide a speedy response to questions and problems in person, by phone, by a FAQ (a frequently asked questions) section on the website, and by email.
4. To provide staff training and professional development, to encourage better service to students and faculty, and to support staff development and progress.
5. To support student success by encouraging student responsibility in managing their academic records.

4. Achievements and Measurements:

1. Datatel and WebAdvisor usage.

Students can now apply to the College, register for classes, check their class schedule, grades and transcripts using WebAdvisor. Admissions and Records has progressed from a paper system to an almost complete online system, except for TeleReg, in the past 5 years. We have also greatly improved the efficiency of the registration process that now checks student eligibility for registration – new application required, outstanding balance, academic standing block, etc; and for specific class prerequisites and class repeat problems. The system advises students of the reason they cannot register so that they can then correct the problem.

An online survey of first time Ohlone students, which generated 338 responses showed that over 90% of these students used the online application, and 79% rated it from satisfactory to great. WebAdvisor was used by 98% of the responding students, with 87% rating it from satisfactory to great. TeleReg was used by only 33% of responding students.

A count of registration methods used showed that TeleReg was used only 20% of the time compared to WebAdvisor. Many students use a combination of both registration methods, but the trend is toward greatly increased web registration. Students are no longer able to pay using TeleReg as it less secure than the web, and there are also some inaccuracies. TeleReg will probably be phased out before the academic year 2006-2007.

There has been a continuing increase in the number of students submitting online applications, and in Fall 2005 67% applied online (see attached chart).

2. Implementation of registration priority appointments.

In 2004 we activated a system of registration priority to enable continuing students to register by appointment. This provides those with a declared major (academic program) and nearest to graduation or transfer with priority, and also spreads registration over a number of days reducing frustration over access to the system.

3. Implementation of waitlisting for filled classes.

For Fall 2005 we implemented a waitlist system, whereby students can sign up in priority order for closed classes. As spaces become available students are then registered in the class and notified of their registration by email. This has reduced the number of add forms needing to be signed and processed, and has also made for a much smoother registration process. Students are less anxious as they can check their order on the waitlist, and know that there is an equitable process for getting into classes. It also reduces the number of students trying to “crash” a course on the first day. It is a useful tool for Deans to use to estimate if additional sections are needed.

In 2005 Fall 3308 students used the waitlist facility, and 1102 were enrolled in classes from the waiting lists. Another 1736 dropped themselves, or were dropped by faculty from the waiting lists.

4. Continued refinement of Datatel processes and automation.

Evaluators use the Datatel degree audit to assist in processing degree and certificate applications. The College hopes to make degree audit accessible to students using WebAdvisor, as part of the implementation of e-advising.

Many other processes such as implementing students access to WebAdvisor, moving records from applicant to student status, backdating fields to reflect the beginning of the semester run in the background nightly, or several times per day. We are working on automating more of these routine processes. We have also implemented a number of special programs, or adaptations of Datatel programs to facilitate processing. Examples include selecting student records that instructors have dropped using WebAdvisor, so that A&R staff can then complete the drop process in the system; auditing data on new applications and making corrections to reduce the number of later MIS errors.

5. Computer accessibility.

Students have access to computers in the library and computer labs on campus. We have 10 computer kiosks in the lobby of Building One, to provide student access to both online services and assistance in using them. This has greatly encouraged system use. Student orientation includes a demonstration of WebAdvisor use, and orientation staff have made a video demonstrating the signup process and use of WebAdvisor.

6. Communication with students.

Automated emails are sent to students – advising them of receipt of their online application, of their student I.D. number, and of registration activity and billing changes. We have implemented a specific admissions@Ohlone.edu email address for general questions, and most questions are responded to on a daily basis.

We have affected substantial cost savings by not mailing grade reports to students. Grades are available via TeleReg and WebAdvisor as soon as they are posted, and students can request printed grade reports, which few actually do.

7. Faculty interaction.

Faculty have immediate access to current class rosters through WebAdvisor. This gives them both more information and more current information on their classes than the old printed rosters. Since Fall 2004 there has been a substantial savings in both paper costs and labor, by no longer printing several rosters per term. Faculty are sent email reminders concerning census date, drop dates, waiting lists and grading. They can track mid-term grades, drop students, and submit their final grades on WebAdvisor. They can also go back into the system to check on the grades they have submitted.

8. Attendance at professional conferences and meetings.

The Director and Registration Coordinator attended the annual CACCRAO (California Community College Registrars and Admissions Officers) meeting in Spring 2005. The Director and four staff members attended the local regional meeting of CACCRAO. The Director and two staff members responsible for downloading online applications attended workshops offered by the CCCApply (the online application provider) on this topic.

9. Reduction in the number of student petitions and problem registrations.

There has been a significant reduction in the number of student petitions for exceptions to academic policies, and those received are timelier. This is due to several factors, including students' access to their records on WebAdvisor and email to students concerning registration activity and billing

5. Areas needing strengthening:

1. Scanning technology.

We need to continue to progress with our online services including the implementation of scanning technology. This is essential to reduce paperwork, make document storage more accessible and retrievable, and is required both for the new Student Services Building which is in the planning stage, and to meet the requirements of Title III.

2. Development of additional web based services.

We need to implement more Web services, such as online transcript requests and address changes, and student access to degree audit.

3. Speedier and more automated degree processing.

Degrees and certificates still need to be processed more quickly, for MIS reporting and student service. Implementation of the degree audit has helped this process, but more work is needed on automation of processes and making the best use of the Datatel system.

4. Staffing.

Our extensive use of technology has permitted us to maintain service to students and faculty while undergoing a 50% decrease in staff in the past 5 years. However with these reduced numbers there is no back up in times of illness, vacation or other absence. Staff also must have increased technological and problem-solving skills to work with this complex data base system. Additional training is needed in these areas, and in working with people. We have significantly smaller numbers of students at our public window, but they are generally those having problems.

Lack of an Assistant Director or Supervisor, a position that the office had for 5 years, exacerbates the staffing problem.

5. Professional development.

More professional staff are needed for adequate planning, training, preparation of an operations manual and problem solving.

Unfortunately adequate professional development is limited by staffing and time limitations in the office, and by budget constraints.

6. International Student Program

The International Student Program is housed in the Office of Admissions and Records. It is appropriate that Admissions and Records process applications. However additional services need to be provided to these students including monitoring their academic programs,

providing immigration advice, and assisting with various immigration applications. This requires a staff member with SEVIS training and approval, as well as an in depth knowledge of immigration procedures and policies.

7. Special populations.

A disproportionate amount of work is required to work with some of our special populations. We have a large number of applications in the spring from high school and pre-high school students wishing to attend summer school. This happens at the same time we are working on graduation, spring grades, and college student registration for summer and fall. These students and their parents take up a large amount of time, can be difficult to work with, partly because of the additional paperwork and approvals required by the Education Code.. It would be preferable if enrollment were limited to grades 10 through 12, except in exceptional circumstances, determined by a Dean (which was the case in the past.)

The consortium program that enrolls firefighters and law enforcement officers, submit paper applications that result in manual data entry. This is a particular problem if many of them are submitted at the same time as the high school and pre-high school application previously mentioned.

Summary

Admissions and Records has made great progress in automated service, and 24 hour accessibility for faculty and students. These changes have also changed the type of work and skills needed. There is less need for basic data entry, filing and clerical skills and a greater need for advanced problem solving, people and computer skills. Most student and faculty contact with Admissions and Records is no longer for standard processing but for help with special problems using the automated systems, or with individualized questions. To make the best use of this complex integrated database it is essential to have well trained staff trained and able to handle complex questions.

Attachments: Available from VPSS office

Comparison of application modes

Survey of first-time students

Transcripts issued

Degrees awarded