Suffolk County Community College Registrar Unit Review

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Introduction

The purpose of this document is to guide the unit through the process of unit review within the redeveloped institutional effectiveness model. As of 2013, the College is engaging in the first year of a seven year cycle. Unit review is about evaluation and, as such, incorporates information gather during the annual assessment of outcomes and establishment of plans. This process is designed to take a full year and requires significant investment of all individuals within the unit. It is important to not only involve administrators, faculty, and senior staff, but also, where applicable, support staff. This is an opportunity for the unit to closely examine its impact on the college and complete involvement is key to its success.

Throughout the document, please provide an appropriate amount of narrative, but make sure to rely on evidence (minutes, documents, etc.) where possible. For additional assistance, please feel free to contact the Office of Planning and Institutional Effectiveness (OPIE) or consult the AES Unit Review guidelines on the OPIE webpage.

Section 1: History

To effectively share your story, please provide information that you consider pertinent and essential. This can include, but is not limited to, why your unit was developed, what significant changes have occurred, and any other information that external constituents should have to understand your unit.

Initially, when the three campuses functioned autonomously, the three registrar offices were autonomous. Each performed the registrar functions without central oversight, and reported to the campus Executive Deans. This was found to be unwieldy, with offices developing differing policies and procedures. Eventually, the Ammerman registrar’s office, serving the largest number of students, became the central office, coordinating activities of each campus registrar. (This centralization also took place with the Admissions Office.) The other campus registrar offices staff reported to that office, and not to the campus Executive Dean.

Then in the 1990’s, a Central Registrar’s Office was created and housed in the NFL College administration building (as were Admissions and Financial Aid). The campus offices reported to the Executive Deans of the campus, with a “dotted line” to the Central Registrar. This allowed for a coordination of policy and procedure as the College moved to the “one College” model.

The role of the College Registrar has evolved significantly from the narrowly focused job description of 1998 in response to factors such as technology initiatives, changing student demographics, state and federal mandates and institutional priorities.
The functions of the Registrar were coordinated through a College computer mainframe, which was a "homegrown" student information system. Between 1998 and 2005 the College added more online services to meet student needs. In 2005, the College migrated to Banner, an Enterprise Resource Platform, which managed student records. This was a major change in how the Registrar's Office operated. The College Registrar served as the Student Services and registrar's Office representative for the implementation of Banner. The main goal of the office at this time was to preserve service to students.

Since the implementation of Banner, the Registrar's Office has regularly upgraded technology and responded to the changing student needs brought on by changes in electronic, especially communication technology. A primary focus of the office has been on security of student records.

Section 2: Unit Overview

Please include the unit's mission, goals, and student learning outcomes (SLOs)/support outcomes (SOs). Also indicate the last date that each of these were reviewed/revised.

Mission Statement:
The Registrar’s Office protects and maintains the accuracy, integrity and security of student records; fosters procedures to ensure that records are correct and compliant; performs outreach and degree audits that result in accurate graduation certification; complies with appropriate federal and state regulations, and strives to deliver effective registration procedures and quality service to students, faculty, administrators and staff through effective communication, collaboration and use of technology.

Goals:

1. Improve graduation procedures.
   
   **Outcomes:**
   
   a. Increase student outreach efforts.
   
   b. Support the college’s efforts to increase graduation rates.
   
   c. Maximize the effectiveness of technology on graduation procedures.

2. Reduce the exposure of students’ personally identifiable information.
   
   **Outcomes:**
   
   a. Insure the security and confidentiality of student records.
   
   b. Insure the appropriate storage and destruction of College records.
   
   c. Utilize current technology to reduce the exposure of students’ personally identifiable information.

3. Effectively communicate the policies and procedures of the Registrar's Office.
Outcomes:

a. Increase the awareness of the College community to student privacy rights (FERPA).

b. Enhance communication methods to students.

c. Employ effective technology tools to communicate the policies and procedures of the Registrar’s Office

4. Manage and facilitate a seamless registration process.

Outcomes:

a. Effectively collaborate with other parties integral to the registration process.

b. Review, revise, and enhance, as necessary, the College’s registration processes.

c. Collaborate with the College’s Office of Information Technology to insure system-readiness

Which institutional goals and measurable institutional objectives (MIOs) connect to the mission of the unit?

Institutional Goals:

1. Student Success:
To foster the intellectual, physical, social, and civic development of students through excellent and rigorous academic programs and comprehensive student-support services.

3. Access and Affordability:
To provide access to higher education by reducing economic, social, geographic and time barriers.

4. Institutional Effectiveness:
To monitor and assess the performance of the institution to ensure continuous improvement in achieving the mission, vision and goals of the college.

5. Communication:
To promote transparent and effective communication within the college community and between the college community and external constituencies.

Measureable Institutional Objectives:

1.3
The College will, during the period 2012-2017, increase the three-year graduation rate of FTFT students to 20% through enhanced engagement with faculty, academic support, and student services.

3.2
The College will reduce the economic barriers to higher education by maximizing institutional efficiencies in order to minimize increases in College operating costs, as evidenced by the budget.
3.4
The College will reduce social, geographic, and time barriers to academic success through the enhancement of online, web and/or mobile academic and student support by increasing the availability, accuracy and currency of courses, applications and content, as well as the ease and convenience of delivery.

4.1
All divisions, departments, programs, services and units of the College will, through the implementation of an integrated planning system, monitor and assess outcomes and communicate evidence that assessments have been used toward continuous improvement in achieving the College’s mission, vision, and goals during the period 2012-2017.

5.1
Each year during the period 2012-2017, the College will, through written, electronic and face-to-face communication, issue college-wide communication to administrators, faculty, staff, and students in order to promote effective internal communication. In addition, each campus will develop methods to deliver and receive departmental and divisional input about their mission-related activities.

What are the primary functions and services this unit provides to Suffolk County Community College?

The College Registrar’s Office plays an integral role in carrying out the goals of Academic and Student Affairs; and supports the mission and vision of the College. The Office serves the entire college community—students, faculty, and administrators—as a result of the College Registrar’s involvement in the areas of academic affairs, student affairs, legal affairs, enrollment management, risk mitigation, business affairs and information technology.

The College Registrar’s Office is located in the Central Administration building along with the President, Cabinet members, Deans and other central administrators. The College Registrar oversees the protection and maintenance of the official student record and graduation processes, sets policy and procedures for the campus based registrar’s offices, supports enrollment and retention initiatives, manages and directs the College’s student information system (Banner), and directly oversees the College’s record management initiatives.

The College Registrar directly supervises the staff and activities of the OCR—including policy, procedures, budget and staffing. The unit consists of a head clerk, 4 principal clerks and 2 college aides; and provides services to students, faculty, staff and administrators on all three campuses. The OCR is responsible for the following college-wide functions: (1) maintenance and protection of official records in accordance with federal and state law; (2) official response to subpoenas, court orders and other legal requests related to student records; (3) evaluation and certification of graduation eligibility; and (4) adherence to State and College policies. Accuracy and precision are required of all staff members as they perform updates to student records and review degree requirements. In addition, privacy regulations are strictly enforced—with particular attention given to the tenets of the College’s FERPA policy. Great care is taken to protect all of the documents that come through the office. In addition, access to Banner forms that pertain to these duties are restricted solely to the staff members of the OCR.
With regard to graduation certification, the staff has a distinct advantage over many other colleges—SCCC’s enhanced and intuitive degree audit system. This system has enabled the college to be involved in a nationally recognized grant initiative, the focus of which was to contact former students who completed or were close to completing their degree requirements and provided direction on completing their associate degree credential.

The OCR is located on the same campus as the College Registrar but in a different building. Prior to its current location in a pre-fabricated, trailer-type facility on the perimeter of campus, the OCR was housed in the basement of the College’s administration building. Water damage and environmental issues resulted in the staff moving temporarily to the Annex during renovation. When the time came to make a decision to either move back to the basement or stay in the Annex, the staff elected to stay in the Annex. This decision was based on the Annex space being above-ground and air quality being improved, as well as other office space issues.

By virtue of its physical structure and location on the perimeter of the campus, the Annex cannot be termed a secure environment. A recent break-in resulted in the installation of alarms and additional locks. However that factor, along with connectivity issues and distance from other student services offices, initiated plans to relocate the office. One possibility is to house the office in a “brick and mortar” building in the center of the campus, close to the enrollment services offices. This building should become available within the next year or so. A move to this location will also benefit students who need to transact business with the OCR. For greater clarity, the organizational chart for the registrar is included.

Please identify the unit’s reporting structure and processes for ensuring quality communication (include a unit organizational chart as an appendix).

The College Registrar oversees registration and related enrollment services functions that take place in the registrar’s offices on each of the college’s three campuses. The College Registrar provides direction to the campus offices of registrar, admissions, testing and advising, academic affairs, business, and information technology in an effort to deliver effective enrollment services in accordance with approved policies and procedures. The College Registrar encourages a collaborative team approach to insure that college-wide outcomes are achieved, enrollment is being properly managed, and all areas work in tandem toward the goals of student success and institutional priorities.

The College Registrar is engaged in a variety of activities and works with central and campus administrators in support of the mission of the College, and the goals and outcomes of the unit. They are supported in part by participation in the following activities:

- Chairing the college-wide Registration Advisory Committee where registration-related issues are raised and resolutions identified, the enrollment services calendar is formulated, and recommendations are brought forward to the college-wide Enrollment Management Committee and President’s Executive Council.

- Collaborating with designated college officials in support of college-wide retention efforts and early alert initiatives. Enforces academic standards, coordinates meetings, provides appropriate student data for review, and outlines processes for intervention.
- Coordinating and directing the development of the College’s student information system (Banner) as chair of the Banner User Group; liaison between functional users and I.T. to enhance communication, system access and operations; works with I.T. to insure the timely delivery and testing of system upgrades; directs the delivery of user training by coordinating the activities of central and campus Banner super users; represents SCCC in the Long Island Banner User Group; engages in regular dialogue with SICAS Student solution specialists; gathers information from external agencies including Ellucian (Banner parent company), SUNY and SICAS (Banner system support) and disseminates to appropriate functional users and technical staff to enhance operations and expand professional development.

- Coordinating electronic communication on behalf of all constituents of the college community. Works with CIS to insure that the college’s portal is performing efficiently, and that the college is utilizing state of the art communication methodologies.

- Providing information and resources to the college community on New York State record retention guidelines and protocols; maintains the security of the archived records storage room; coordinates the movement and disposition of historic documents as well as those containing personally identifiable information; maintains communication with the regional representative of the New York State Archives.

- Collaborating with the Office of Legal Affairs, the College’s Director of Information Security, Public Safety, Risk Mitigation and Information Technology to insure compliance with federal, state and local regulations.

- In addition, the College Registrar:
  - Currently co-chairs the SUNY-wide Degree Works initiative
  - Participated in a nationally-benchmarked initiative (Project W in-Win) to enhance graduation rates
  - Has presented at two national conferences: AACRAO and AACC
  - Is a recipient of 2 grants sponsored by the Local Government Records Management Improvement Fund Act of the New York State Archives Office to enhance record storage compliance; and co-author of a third grant proposal to digitize permanent records
  - Is a member of the:
    - Student Affairs Assessment Council
    - Luminis Portal Steering Committee representing Student Affairs
    - I.T. Steering Group
    - College-wide Enrollment Management and Retention Committees
    - Information Security Committee (ISec)
    - Master Schedule Process Committee
The College Registrar is supported by a secretarial assistant as well as a professional assistant that is shared with the Associate Dean of Planning/Master Schedule and the College Dean of Enrollment Management. The secretarial assistant supports all clerical and managerial aspects of the College Registrar including:

- initiating correspondence and announcements to college personnel;
- acting as liaison to campus registrar staff, administrators and members of the Computer Information Systems (CIS) department;
- interpreting registrar-related policies for College personnel and students;
- assisting in the preparation of the budget for the Office of Central Records (OCR);
- assisting with the management of activities that take place in the OCR;
- coordinating college-wide committee meetings, including set-up, agendas and minutes;
- providing outreach to students and directives to targeted groups;
- corresponding with other colleges and external agencies;
- coordinating the college’s document destruction initiatives;
- coordinating activities and dates related to the registration and enrollment management calendars.

While the College Registrar is responsible for ensuring the effective enactment of college policies and procedures as stated above, the campus registrar’s office staff members do not directly report to the College Registrar. Rather, the staff report up within the organizational structure of the campus.

The Grant campus registrar’s office in Brentwood and Ammerman campus registrar’s office in Selden operate in a traditional office setting while the Eastern campus registrar’s office in Riverhead operates (as of February 2013) in a one-stop environment alongside the financial aid and business offices.

The supervisors of the campus Registrar’s Offices enjoy a collegial working relationship and share information and techniques that enhance services. While their structure and physical environments differ, they are alike in their approach to their responsibilities and work ethic. Despite their best efforts, however, they face difficulties that may, in part, be alleviated by increasing the number of full-time staff as opposed to relying on part-time college aides. Employing full time staff members ensures continuity and retention of the myriad facts, figures, rules and regulations that the registrar’s offices are responsible for, and that are essential to effective and compliant processing.

Staffing of the campus registrar’s office varies greatly as seen in the campus organizational charts and the staffing profiles.

All of the supervisory positions in the campus registrar’s offices are civil service in nature as opposed to the supervisory positions in the other campus enrollment service offices; i.e., admissions, financial aid and business which are supervised by Campus Directors—a non-instructional, faculty rank.

(The directors of the campus admission and financial aid offices report directly to the Associate Dean of Student Services, while the director of the campus business office reports to the Campus Executive Dean.)
The optimal reporting structure for the campus registrar’s offices is Ammerman’s with the supervisor reporting directly to the Associate Dean of Student Services. The Grant campus model has the registrar’s office supervisor reporting to an Assistant Dean as opposed to the Associate Dean of Student Services, creating another layer of reporting. The Eastern campus differs greatly from the Ammerman and Grant campuses where there are 3 levels of reporting in between the registrar’s office supervisor and the associate dean of student services.

The campus offices also differ in the level of employee rank. The highest level supervisory position in these offices is that of Administrator One at Ammerman and Grant, and Principal Clerk—3 ranks below Administrator One—at the Eastern campus. The Eastern campus structure poses a bit of a challenge from a communications and operational perspective.

**Please identify the strengths, weaknesses, opportunities, and threats that will impact your unit over the next seven years.**

In an effort to examine the observed and potential strengths, weakness, opportunities and threats affecting Registrar activity, the College Registrar invited members of College Registrar’s Office, Central Records, Campus Registrar Offices to engage in a SWOT analyses. This resulted in seven discrete SWOT Analyses – one for each of the Campus Registrar’s Office, Office of Central Records, Retention protocol (Early Alert), Information Technology – Computer Information Systems (CIS) unit, and Records Management. For expediency, under the direction of the College Registrar, analyses of campus units were conducted for the purpose of aggregating analyses at the college-wide level. The results of which, along with campus-specific information are found in Appendix D.

An important outreach activity performed by the Office of Central Records is identifying two categories of former Suffolk County Community College students. The first category consists of those students who, although qualifying for an associate’s degree, failed to apply for a degree. The second category of students consists of former students who are academically short of qualifying for an associate’s degree. In both cases, analyses are conducted to identify those students who are no longer enrolled in college (here or elsewhere) nor have been awarded a degree from any higher education institution. For students in the former category, associate degrees are awarded retroactively. Students identified into the latter category are encouraged to return to SCC to complete their degree. The College was fortunate to be awarded a grant from the Research Foundation of the State University of New York for Project Win-Win, funded by the Lumina Foundation to augment these activities.1 Key College personnel in the Office of Central Records conducted a review of the strengths, weakness, opportunities, and threats associated with this fundamental activity, the results of which are found in Appendix E.

A SWOT Analysis for Information Technology was conducted. This consisted of a review of the areas and activities managed by the College Registrar that require the input of the Computer Information Systems (CIS) unit. In fact, the majority of the responsibilities under the purview of the College Registrar is jointly conducted, and requires an effective collaboration between technical and functional representatives. This is true of virtually any process or function that affects students and faculty.

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1 Suffolk County Community College, Summary Minutes of the Board of Trustees Meeting, Room 114, Captree Commons, Michael J. Grant Campus, Brentwood, New York, October 20, 2011. Resolutions 2011.70.
Examples of joint responsibilities: registration, student attendance verification, grading and academic record maintenance, networking and telecommunications, portal and electronic communications such as text messaging and mobile apps, upgrading the student information system, degree audit and graduation, retention software, student billing, transcripts, etcetera. Appendix F provides the results of these analyses.

Records Management is a fundamental activity under the purview of the College Registrar’s Office that oversees the maintenance of the archived records storage area. A SWOT Analysis conducted by key personnel associated with these activities is provided in Appendix G.

As part of the College’s Title III initiative on Student Engagement and Informed Support, The Office of the College Registrar has been instrumental in establishing a process by which interventions are in place to assist students experiencing academic difficulty in mid-semester, thus increasing the likelihood of a successful course outcome. The process is called Early Alert, which is based on the Early Alert tool, software implemented by College Registrar to achieve this end. A SWOT analysis conducted by key personnel associated with this retention initiative is found in Appendix H.

As stated earlier, the College Registrar Office oversees the protection and maintenance of the official student record and graduation processes, sets policy and procedures for the campus based registrar’s offices, supports enrollment and retention initiatives, manages and directs the College’s student information system (Banner), and directly oversees the College’s record management initiatives. The office is located on the Ammerman Campus in the Norman F. Lechtrecker (NFL) building. Key College personnel in the College Registrar’s Office conducted a review of the strengths, weakness, opportunities, and threats associated with this office, the results of which are found in Appendix I.

Strengths:

A review of the SWOT analysis conducted by each of the divisions listed above indicates that the Office’s personnel are a key strength to its success in meeting the challenges of an Administrative and Educational Support (AES) unit that provides foundational support to the College. Personnel characteristics both across campuses and across employment status (i.e., full-time and part-time) reveal that personnel possess expertise in many areas. Moreover, many are multi-lingual and/or come with a long history at the College.

Weaknesses:

A review of the weaknesses inherent in administrating a multi-campus office of the largest community college in New York State indicate understaffing, complexity in job functions, and issues resulting from an aging infrastructure.

Opportunities:

Alternatively, opportunities arising from innovations in technology and software and supported by grants have been fully availed; thus, positioning the Office to be in the forefront of best practices in this industry.

Threats:

If the College should fail to respond to needed upgrades in facility requirements (e.g., HVAC), software and hardware upgrades, or staffing needs, the Office will not be able to maintain the level of excellence it has achieved. For a fuller description of the strengths, weaknesses, opportunities, and threats found in the five areas outlined above, please see the appendices listed above in this document.
Current and Proposed Operational Structure
The current structure of the College Registrar’s Office must evolve to support the expanded roles and responsibilities previously noted. The College Registrar must be able to approach the unit from a higher level, with more time devoted to planning, analysis and delivery of services. Prior attempts at this have been somewhat hampered by the myriad details that require attention and resolution on a daily basis, as well as the challenges that a large, multi-campus environment present.

Additionally, the College is in a somewhat vulnerable position with the College Registrar the sole person overseeing all of the previously stated functions. The College should consider alternative resources and structural changes that will facilitate high level analysis, and mitigate this vulnerability.

Section 3: Staffing
Do your current staffing levels and qualifications enhance or detract from the unit’s ability to achieve its stated mission? Please provide both evidence and a detailed explanation.

One option to address the situation described above would involve designating certain responsibilities to other (existing) staff members. These staff members would, in essence, assume the roles of Associate or Assistant Registrars—positions that exist in traditional registrar’s offices. These staff members would perform additional duties under the direction and guidance of the College Registrar.

Possible steps to accomplish the above proposal would include:

- Proceed with upgrades to the secretarial and professional assistant positions (assists with management of the OCR and Banner system related functions)
- Assign additional duties to the campus registrar’s office supervisors (assists with instituting best practices in registration-related functions, enrollment strategies and protection of student data) and discuss the possibility of moving from civil service to a non-instructional professional category
- Address any related human resource/collective bargaining issues as well as campus operational concerns
- Reclassify the College Registrar title to reflect the expanded role and responsibilities.

This scenario would make it possible for the College Registrar to work with a defined team, and more effectively manage the initiatives that will result in enhanced functionality and support to the College community.

Section 4: Planning and Assessment
Please identify which outcomes have been assessed by the unit since the previous unit review.
The Registrar Unit has engaged in six specific initiatives involving assessment of outcomes:

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<th>Initiative</th>
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<td>Graduation Outreach</td>
<td>1.a, b, c, and 3.b</td>
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For each initiative please provide a summary of both the results of the outcomes assessment as well as the plans that emerged from the assessments. Also, include any assessments (i.e. reports, collection of data, etc.) not explicitly connected to the unit outcomes, but which provide a detailed examination of whether the unit is achieving its goals.

For each plan, provide the year that the plan was introduced as well as a summary of how it was implemented and whether it was successful or not.

Please identify changes that were implemented as a result of implementing the plans.

Please identify budget requests and resource reallocations that emerged as a result of the use of assessment data.

Final conclusions and recommendations will be requested at the end of this document, however, please discuss, as a unit, both of these in respect to planning and assessment.

**Initiatives and assessments:**

**Excelsior High School Program**

Goals and Outcomes: 4-a, b and 3-b

The SCCC Excelsior Program is a concurrent enrollment program that allows high school junior and senior students to take SCCC college courses at their high school campus during their regular school hours, while simultaneously working toward high school graduation. College credits earned in the Excelsior Program can be applied toward high school graduation and accepted at SCCC or can be transferred to various other colleges and universities. Enrollment in an Excelsior Program concurrent enrollment course generates an official SCCC transcript for each student. The SCCC Excelsior Program was initially created in 2007, where efforts were focused on creating a template for the program, getting it off the ground and building partnerships with Suffolk County School Districts. After two years, as the program started to grow, structure, organization and promotion to Suffolk County School Districts were added.

In the past five years the program has grown 176% in student enrollments and 212% in tuition income. Up until the 2012-2013 academic school year, the entire enrollment process was dependent upon the Excelsior Program Liaison, and Campus Registrar and Business Offices. Due to the lengthy process, and strain on these offices, the processing time for Excelsior student enrollments took upwards of 3 months. This lengthy time frame was quite cumbersome, and resulted in:
Tuition checks being returned due to insufficient funds due to their age, causing a large amount of returned checks due to insufficient funds.
Confused and unhappy parents, students and school administrators wondering about the status of a student’s registration and payment.
Difficulty enforcing Excelsior Program policies.
The enrollment period for Excelsior students interfering with other SCCC registration priorities, adding undue pressure to the Registrar Offices.
Excelsior Program Liaison being the sole person responsible to review and check all student applications and rosters for accuracy, contact students/school districts for corrected information and have each student application photocopied.
Errors that were not picked up during the registration process, and instead discovered later in the term.
Data reporting not occurring in the time frame necessary to meet SUNY reporting guidelines or SCCC enrollment management needs.
Excessive communication among College Associate Dean for Planning and College Master Scheduling, Associate Director of Data Warehousing, College Registrar, and Administrative Director of Business Affairs.

For the above reasons, the Excelsior Program enrollment procedures were evaluated and streamlined effective for the 2012-2013 academic year. The goal of the new process was to create a timeline and procedures that would shorten the time between student inquiry and payment. The outcomes of this goal were to: (1) meet the SUNY semester-reporting deadline; (2) effectively enhance the intake, registration and payment processes so that all were correct and complete by the designated reporting date; (3) remove the majority of the clerical burden from the Excelsior Program coordinator—allowing for more efficient use of her time as administrator and liaison to the high school community.

With the support of the Central Offices of Enrollment Management and the Registrar, this once burdensome and unwieldy process became an effective collaboration among the College Registrar, Central Records, Central Admissions, Excelsior Program Office, Campus Registrar, and Campus Business Offices. This collaboration afforded us the ability to:

- Expedite the enrollment process—taking it from a 3-month to two-week process (an 83% decrease in enrollment process time frame).
- Designate a centralized location for deposit of student enrollment applications and tuition.
- Alleviate the strain on the Campus Registrar’s office. The enhanced process was completed before priority registration commenced, enabling the Registrar Office staff to make use of a less-busy and stressful time.
- Allow each participating department to work to their strengths, yielding more assistance from each office and fewer errors.
- Improve communication with the Excelsior Program Liaison.
- Effectively meet all SUNY reporting time frames.
- Better track Excelsior Program students for effective enrollment management and retention.
- Intervene in a more timely, proactive manner to resolve problems
- Provide more efficient student service.
- Reduce the occurrences of returned tuition checks—an 18% decrease in returned checks as compared to the prior process.
- Support Institutional Goals and Measurable Institutional Outcomes (2, 2.4, 3, 2.4).
Allow, Excelsior Program Liaison the time to effectively respond to Suffolk County high school inquiries and requests, and pursue further promotion of the program.

Charts detailing the growth of the program can be found [here](#).

**Midterm Academic Alert Program**

Outcomes 1-b and c, 3-b and 4-c

Under the direction of the Chair of the College-wide Retention Committee, the College Registrar worked with the Director of Information Technology and the College Academic Associate Dean for Title III Initiatives to deliver an electronic tool that would increase the awareness of a student’s grade status in their classes by the mid-semester date. It was expected that this awareness would enable students to successfully complete their courses and persist, on their current curriculum track, into the next semester.

Previous research was conducted on the various tools that delivered this type of tool, and webinars scheduled to learn about the functionality and implementation requirements. While this group continued to pursue information about various types of early alert software, the decision was made to utilize a tool that was already in the baseline function of the College’s student information system—Banner—as it was readily available, and easy to use.

In September of 2013, plans were developed to activate the Mid-Term Academic Alert web pages for faculty use and student view. Electronic notices were disseminated to faculty and students (attached), and announcements posted to the MySCCC portal, the College's Facebook page. For our first time out, faculty were asked to enter deficient “grades” (D+, D, F, U), with the option to enter A, B, C grades, and were advised to enter the mid-term alert no later than the official mid-term date.

Report of the Interim Academic Associate Dean for Title III to the College-wide Retention Committee appears [here](#).

In early December, the Title III Office developed surveys that were sent to faculty and students.

https://www.surveymonkey.com/s/9Y2L2I
https://www.surveymonkey.com/s/9CPMWK8

Within a week, 741 students responded to the Student Survey, and 51 faculty members responded to the faculty survey.

Final survey results are contained in this spreadsheet which contained responses from 1,173 students.

The Mid-Term Academic Alert has been activated on February 10 for the spring 2014 semester. Based on the fall 2013 student survey results (including the open-ended comments) we will be:

- sending additional reminders to students to check for mid-term alerts
- sending additional reminders to faculty to enter mid-term alerts
- speaking about the mid-term academic alert in academic forums, such as Department Chair meetings and other academic gatherings
• institute a more in-depth survey with the assistance of the OPIE.

Action items with regard to this initiative include conducting further analysis of other assessment tools, conducting student focus groups, and identify effective electronic outreach exchanges for use by faculty to help delineate the “prescriptions” that will promote student success. An update on actions taken and results in the spring of 2014 is provided here.

Priority Registration

Outcome 1-c and Goals, 3 and 4:

Initiative # 1: Enhancing Communication to Increase the Percentage of Priority Registration Participants: 2009-2010

Summary

The Registrar’s goal of effective communication was to be achieved by having fifty percent of first-semester matriculated students demonstrate their ability to take appropriate action based on a received communication. The action assessed was the students’ ability to register for their second-semester courses within the priority registration period. Both electronic and in-person means would be used, as appropriate.

This goal was measured by using the percentage of the specified students who registered during the priority period of 11/16/09 – 11/22/09 and comparing this cohort to the percentage from the previous year’s priority registration period which yielded only 38.4% of these students registered.

Using enhanced communication methods the results were successful with 55.5% of the specified students registering during the priority registration period.

Student Learning Outcome

Students will exhibit the ability to receive information, exchange ideas, present information, and convey messages in ways that are effective and appropriate to the situation and audience. This includes suitable information sources, presentation formats, and the effective and appropriate use of technology for communicating.

Method

A request (attached) was sent to the Office of Institutional Effectiveness for the following data:

• Number of first-semester matriculated students registered for the fall 2008 term.
• Of this group, the number that registered during priority registration (11/17/08 – 11/23/08).
• Number of first-semester matriculated students registered for the fall 2009 term.
• Of this group, the number that registered during priority registration (11/16/09 – 11/22/09).

Results
The number of first-semester matriculated students registered for the fall 2008 term was **5,612**.
Of this group, the number that registered during priority registration was **2,155 (38.4%)**.
The number of first-semester matriculated students registered for the fall 2009 term was **5,870**.
Of this group, the number that registered during priority registration was **3,259 (55.5%)**.

**Analysis**

The goal set to register 50% of first-semester matriculated students during the priority registration period was achieved.

**Comparison to Previous Assessments**

This was the first time this assessment was performed.

**Possible Contributing Factors**

- Verbal and written communication to faculty/advisors.
- E-mail to students and announcements in student and faculty portals.
- Announcements and training in College Seminar courses.
- Verbal communication to students when they come to the Registrar's Office for other business.

**Recommendations**

It is recommended that we continue to use and enhance the contributing factors stated above.

**Comments on the Assessment Process**

We feel it is sound to utilize the process described above. In addition, to enhance communication even further, we would arrange for the technology department to telephone students via direct dial-out.

**Data Table:**

<table>
<thead>
<tr>
<th></th>
<th>Enrollment on first date after Priority Registration Ended</th>
<th>Fall census enrollment excluding Excelsior</th>
<th>Priority Registration Enrollment Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2010</td>
<td>13,268</td>
<td>25,240</td>
<td>52.56%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>14,120</td>
<td>25,310</td>
<td>55.78%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>13,401</td>
<td>24,679</td>
<td>54.30%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>13,546</td>
<td>24,656</td>
<td>54.93%</td>
</tr>
</tbody>
</table>

**Initiative #2: Making Priority Registration an Institutional Event: Spring 2014**
The Dean of Enrollment Management shared data with the College Registrar that reflected a decrease in enrollment of continuing students in the fall 2013 semester. We then engaged in discussion with other members of the Central Student Affairs Office and the Marketing/Public Relations Office to collaborate and develop new and different priority registration marketing strategies and events to maximize interesting priority registration. This was to overcome what we perceived to be an unawareness or indifference on the part of students as to the value of priority registration. In addition, we felt the need to more effectively engage faculty advisors and counselors in the promotion process.

Several recommendations were made to supplement the current communication plan. The highlighted suggestions will be used for the upcoming priority registration period.

- Assess the number of continuing students that have registered during priority registration over the last five years.
- Place emphasis on faculty to help motivate students to participate in priority registration
  - Work with the Faculty Association and Adjunct Services Office to obtain full-time and adjunct faculty participation with priority registration initiative
  - Publish a message in the faculty newsletter
- Post flyers (8.5 x 11) in all classrooms and posters (11x17) in buildings
- Post “Register Now” banners (4x8) in all building entrances college-wide at the start of priority registration, use larger banners in cafeterias, incorporate graphic of student with Suffolk sweatshirt and laptop
- Utilize student ambassadors during club and common hours to greet students
- Raffle Nexus 7 tablet to motivate early registration
- Send email blasts to students through the portal
- Create life-size forms and ceiling danglers to place strategically during priority registration
- Post lawn banners at the entrances to campuses college-wide
- Purchase “Shark” mascots
- Implement arena faculty advising in common areas
- Establish student focus groups
- Approach the Bookstore about committing to giveaways
- Primary use of LCD displays during priority registration period. Craft creative mini-videos for displays.

While all agreed that the above would be beneficial, we may need to make alternate arrangements in order to execute these initiatives. This is based on the current work load and time constraints that would prevent us from carrying out some of the marketing initiatives.

The group discussed the need to maintain continuity and combine campaign efforts for priority registration and advising. The College Registrar worked with the AVP of Student Affairs, College Dean of Enrollment Management, and campus deans, advisors and registrar’s office staff to carry out the proposed efforts. Other offices involved were Student Activities and the Faculty Association. Banners were ordered, and messages constructed for students, staff and faculty.

An enrollment report, generated after priority registration, compared spring 2014 enrollment to spring 2013. The number of students registered for the spring 2014 semester increased by over 2,400 students—strongly suggesting that that making priority registration an event makes a difference.
Fall 2014 Initiatives:

Shortly after the end of the spring 2014 registration period ended, the same group met to review the effectiveness of our efforts and kick-off an improved plan to enhance priority registration for the fall 2014 semester. The objective, once again, was to maximize participation of currently enrolled students during the priority registration period. Therefore,

**The following priority registration marketing strategies will be continued:**

- Assess the number of continuing students that have registered during priority registration over the last five years.
- Emphasize to faculty the need to help motivate students to participate in priority registration
  - Work with the Faculty Association and Adjunct Services office
  - Publish a message in the faculty newsletter
- Post flyers (8.5 x 11) in all classrooms and posters (11x17) in buildings
- Post “Register Now” banners in all building entrances college-wide at the start of priority registration
- Follett Bookstore sponsored raffle gifts.
- Send email blasts to students through the portal
- Primary use of LCD displays during priority registration period. Craft creative mini-videos for displays

Following the meeting in the fall, the group identified recommendations and held a meeting in February to continue implementing effective outreach activities.

**Implementation of New Portal**

Outcomes 3-b, c; 4-c

Suffolk County Community College has utilized an online communication platform for over two decades—initially as part of its homegrown legacy system, then in the Banner environment. The development of this platform—known as the MySCCC portal—functions as a gateway to electronic communication, information and processes pertinent to the employees and students of SCCC. In addition, it functions as the entry to all of the Banner self-service applications used by the College community on a daily basis as required.

MySCCC has undergone a few iterations since the original mainframe application was developed—as Computer Information Systems (CIS) worked in tandem with representatives of the user community to enhance content, links and overall functionality. This was especially difficult when we migrated to the Banner portal, called Luminis since we lost some functionality that we enjoyed in the mainframe. This implementation highlighted a few “gaps” that needed to be bridged. One solution was to keep some of the mainframe functions active and usable within the Luminis platform in order to preserve functionality important to members of the college community.

The College has successfully utilized the Luminis portal since the fall of 2008—tweaking as necessary. In 2012 however, we began to see that system performance was not meeting the College’s needs—particularly in handling the high volume of students that simultaneously accessed
the system during the College’s designated priority registration period. Students could not
successfully log in—and the portal would become disabled for periods of time. The system’s
shortcomings in performance resulted in the need to implement short-term solutions. The College
Registrar teamed up with CIS to develop alternative arrangements.

In addition to the performance deficiency, the current version of the Luminis portal is restrictive
and user-unfriendly in terms of constructing and posting content and delivering announcements to
students and faculty. Further, informal feedback from students told us that the portal was less than
efficient in use and delivery of messages.

The College’s Associate Dean for CIS formed the Luminis V Portal Steering Committee. Its members
represented the functional areas of: Student Enrollment Services, Campus Activities, Faculty
Services, Business Affairs, Human Resources and Marketing/Public Relations. The charge of the
committee was to deliver a streamlined and useful portal that effectively met the needs of the
College community. Toward that end, the committee members met with their respective
constituents to review and fine-tune content and links for accuracy and determine the content that
should move forward to the Luminis V platform. Simultaneously, several members of CIS worked
to develop the many technical functions necessary to bring Luminis V to production.

As the representative of the Student Enrollment Services area, the College Registrar set up meetings
with those principally involved in admissions, advising/testing, financial aid, student accounts,
student services, and support staff members of the Central Student Affairs office to accomplish the
above.

Simultaneously, the Office of Planning and Institutional Effectiveness (OPIE) formulated a student
survey that was administered to a focus group in the summer of 2013. It posed questions related to
the use of the portal in general as well as the particular usefulness and frequency of use of various
functions related to communication techniques and Banner self-service links. See survey results
and analysis here.

The results of the survey were carefully reviewed by a sub-group of the portal steering committee
consisting of the College Registrar, Director of Campus Activities at the Eastern campus, Associate
Dean for CIS, Associate Dean for Institutional Advancement, and Director for Planning and
Institutional Effectiveness. The feedback provided by the students—via direct answer to questions
as well as open-ended responses—was extremely helpful in directing the committee toward the
delivery of a much more effective portal, and resulted in standards that all committee members
followed.

Examples of student suggestions incorporated into the design of the Luminis V portal are: more
effective use of tabs, dropdowns and search bars, and more organized presentation of information
using bullets or clear-cut menu items.

The Director for Planning and Institutional Effectiveness recommended that students be involved in
the re-design of the new portal. Therefore, a focus group was brought together in December to look
at a preliminary version of the new portal. They were asked to log in and explore the various pages.
The students commented on navigation and the usefulness of the structure. Their comments guided
further changes to the portal pages, resulting in improvements in the tab/dropdown structure, and
the confirmation of the usefulness of the previously suggested layout of links, information and
features.
The portal steering committee and the CIS department met intensively through the months of January and February to bring the newly enhanced portal to the college community by the end of February, and to establish a communicate plan that would highlight its new features and functions. In that regard, a series of official college-wide emails was sent out, each outlining particular features such as:

- Purpose and content for the portal landing page
- New tab/drop-down menu structure
- Page structure (left column for links, center for content, right for features)

The Steering Committee continued to solicit and monitor feedback from the user community after the new portal was live. This enabled us to conduct a continuous flow of improvements. The latest survey results can be found here.

As a result of the extensive feedback from the College community, the portal has undergone a significant update as illustrated in the follow graphics.
Previous Luminis IV Landing Page

Current Luminis V Landing Page
Previous Luminis IV Student Information Page
Records Management

Goal 2: Outcomes a, b, c

The College experienced a security breach a few years ago that forced us to sit up and take notice. Several steps were immediately taken to address this event, and establish College standards. These standards included the establishment of protocols that would ensure the secure storage and destruction of records containing sensitive or personally identifiable information (pii). To address this issue, the College Registrar worked with the Long Island regional representative of the New York State Archives office and the College’s Grants office to secure grant monies that would help us improve the process of storing and destroying records in a manner compliant with NYSA’s standards. The College Registrar attended records management workshops offered by NYSA, and applied the directives that would bring the institution into compliance with NYSA’s record storage and retrieval methods as well as with NYSA’s record retention schedule. The College Registrar was the project director for this grant.

The Goal:
Properly archive, preserve, and manage the storage and destruction of the College’s records, including those containing pii. SCCC had procured the services of a document destruction company.

The College Registrar instituted a communication plan to re-educate the College community with regard to document security, and provide details related to the new procedures for the labeling, transport, storage and destruction of records based on NYSA’s standards.

Shortly after these procedures were instituted, the College underwent an external analysis of its security measures. It was determined at that time that we needed to alter the way we transported records from various locations to the North building.

The effectiveness of the increased security measures and communications resulted in a vast increase in the number of offices complying with the outlined procedures, resulting in an increase in the number of properly-labeled boxes transported for storage, as well as an increase in material that is transported for shredding.

The above procedures were performed in conjunction with the College’s Information Security Committee (ISec). In addition, official College policies and procedures were developed and approved, and can be found on the College’s website. The College Registrar continues to monitor the efficacy of these procedures, and has recently communicated with the Chair of the Risk Assessment Committee to share information on strategies related to disaster recovery and business continuity.

Work is currently being conducted by the Office of the College Registrar and Office of Grant Development to secure a grant related to the digitizing of designated permanent records housed in the archived records storage area. These records are to be permanently retained, per NYS Archives and the American Association of Collegiate Registrars and Admissions Officers (AACRAO). Although housed in locked file cabinets, the College Registrar and the Chair of ISec perceived these records to be at risk based on their exposure to potentially harmful environmental factors. Therefore, steps are taking place to create digitized images of these records. The college is seeking the services of a digital imaging company that is sanctioned by NYS, and hopes to submit the grant in mid-March.

**Graduation Outreach**

Goals 1, 2, 3, 4

Suffolk County Community College (SCCC) became involved in Project Win-Win, a national project sponsored by the Institute for Higher Education Policy. Participating colleges reached out to students who were enrolled between the fall of 2001 and spring of 2008 and either met the requirements for a degree or were close (required 9 credits or less) while they were in attendance. SCCC worked from a list provided by the SUNY Institutional Research Department of former students, and proceeded to conduct degree audits.

The list contained 4,378 students who had accumulated at least 60 credits at some point during the above years. A first look, however, revealed that these 60 credits did not necessarily apply to their curriculum. The universe of students then dropped down to 3,252. Additional degree audits yielded
40 eligible, 1,001 near eligible and 2,211 requiring more than 9 credits. Of the 40 eligible, 17 had a GPA that was too low for graduation.

A staff member in the Central Records Office, under the direction of the College Registrar, was responsible for conducting additional degree audits, consulting with Academic Deans, communicating with the students and providing follow-up directions and actions. The final results of these reviews and outreach yielded 460 students who received a degree and 467 who were advised as to how to complete the requirements for a degree.

A second phase of this project consisted of a universe of students who left SCCC needing 9 credits or less, went on to Stony Brook University (SBU) and did not achieve a Bachelor's degree. SCCC worked with the SBU Registrar's Office to contact these students and receive the SBU transcripts. The SCCC transfer credit evaluator reviewed the SBU transcripts to determine if any of the SBU credits satisfied the SCCC degree requirements. The results yielded 15 eligible to graduate and 45 near eligible.

Once the Win-Win project was completed, SCCC resumed its outreach to former students (those who were not in attendance for the past two years) and applied the tactics and lessons learned from the Win-Win experience. In addition, we began to conduct outreach to currently enrolled students who completed all degree requirements or had 9 credits or less to complete the degree but did not file for graduation.

Final conclusions and recommendations:
The Unit realizes that many students do not know that they are close to graduating or have met the degree requirements. Students also need to be made aware of how the GPA affects their graduation eligibility, and the steps they can take to improve it. Taking a proactive approach; i.e., educating students as early as possible on the benefits of earning a credential may reduce the number that will require follow-up after the fact.

Section 5: External Evaluation

While the College is only asking for each unit to secure two external reviews, there is no official limit. Please identify the two (or more) external reviewers who will be examining this unit. Note, both should be familiar with community colleges and, ideally, at least one should be from a SUNY community college.

Reviewer 1: (Name, title, institution, and brief biography)

Reviewer 2: (Name, title, institution, and brief biography)

Additional Reviewers:
Please include, within the appendices to this report, the final report from the external evaluator to include the following:

• Evaluation of the unit operations
• Evaluation of the staffing
• Evaluation of the SWOT
• A list of recommendations for the unit

Final conclusions and recommendations will be requested at the end of this document, however, please discuss, as a unit, both of these in respect to the external evaluations.

Section 6: Conclusion and Recommendations

Please provide an evaluation of the unit’s performance since the last unit review. Please utilize your responses to the section-based conclusions and recommendations.

Finally, please indicate potential future directions in regards to assessment and planning. Be sure to indicate any perceived changes to institutional mission, goals, or outcomes that resulted from this examination.

Section 7: Action Plan

To this point, the review has focused on the collection of information to better understand what changes need to made and issues address in the future. This section of the document requests that you begin to develop plans to address these issues.

Based on the information included in this document, what improvements does the unit feel are necessary, within the next seven years (the time between periodic evaluations), to position the unit to more effectively achieve its mission? Please develop a plan that addresses timelines, anticipated activities, details the data collection plan, expected results, criteria for success, the individuals responsible,
and the resources required. As the plan is implemented, please complete the AES unit review action planning template on the AES unit review webpage.
Appendix A - Office of Central Registrar Organizational Chart

- Associate Vice President for Student Affairs
  - College Associate Dean for Enrollment Management
  - College Associate Dean for Planning & College Master Scheduling
  - College Registrar
  - Assistant Director for Financial Aid
    - Professional Assistant I
      - Principal Clerk
      - Principal Clerk
      - Principal Clerk
      - Principal Clerk
    - Head Clerk
      - College Aide
      - College Aide
    - Secretarial Assistant
      - College Aide
Appendix B - Campus Registrar’s Office Organizational Chart (Ammerman)

Campus Associate Dean of Student Services

Administrator I

Principal Clerk

Senior Clerk Typist

Senior Clerk Typist

Clerk Typist

College Aide
College Aide
College Aide
College Aide
College Aide
College Aide
College Aide
Seasonal College Aide
Student Aide
Appendix B - Campus Registrar’s Office Organizational Chart (Eastern)

- Campus Associate Dean of Student Services
  - Principal Clerk Typist
  - Clerk Typist
  - Account Clerk Typist
  - Account Clerk
- Administrative Director of Business Services
  - Principal Account Clerk
Appendix B - Campus Registrar’s Office Organizational Chart (Grant)

- Campus Assistant
- Dean of Student Services

- Administrator I

- Senior Clerk Typist

- Clerk Typist
- Clerk Typist

- College Aide
- College Aide
- College Aide
- College Aide
- College Aide
- College Aide
- Seasonal College Aide
- Seasonal College Aide
- Federal Work Study
Appendix C - Registrar’s Office Staffing Profile (Ammerman)

Ammerman

Administrator I - reports to Campus Associate Dean of Student Services
Principal Clerk (1)
Senior Clerk Typist (2)
Clerk Typist (1)
College Aides (7)
Seasonal College Aide (1)
College Student Aide (1)

Duties of the Office by Title

College Aides and Student Aide:
- Answer phones
- File and sort paperwork
- Scan and Index documents
- Assist students at the window with all registration related processes (drop/add/withdraw), process pre-requisite waivers, change of records forms, reset passwords, process new non-degree applications, print student copy transcripts and SAIN reports, receive certification requests
- Assist students with student portal when using student use computers in our area
- Assist students with limited payment options when cashier is closed (check, money order, credit card)

Clerk Typist – Oversee and assist with all of the above and:
- Complete certification requests and forms to certify enrollment
- Affix appropriate billing attributes and register Senior Citizens
- Assign work to college aides and student aide
- Monitor campus web mailbox and respond to inquiries
- Troubleshoot problems related to portal access
- Compose correspondence in response to requests for information
- Certify veterans, process deferral requests and make adjustments in VA-Once
- Notify VA of student veterans on probation or dismissal
- Assist veteran students with problems, deferments, and certifications
- Work closely with the Business Office to resolve payment issues with VA
- Provide instruction to veterans on use of VA website
- Assist faculty with enrollment and grade roster submission
- Reinstate students per instructor’s request (withdrawn via enrollment roster)

Senior Clerk Typists – Oversee and assist with all of the above and:
- Inventory and maintain office supplies
- Purge, count and prepare all office documents for scanning

Principal Clerk – Oversee and assist with all of the above and:
- Create new ESL student records
- Register continuing ESL population
- Process College Aide renewal listing and calculate hours, salary & furlough
- Request replacements as student workers and/or college aides resign
- Interview and hire replacement college aides as needed
- Monitor time cards of full-time and part-time personnel
- Oversee work performed by full-time and part-time staff to ensure accuracy and timely completion
- Update office staff of procedural or policy changes
- Keep accurate attendance records for bi-weekly time cards
- Coordinate scheduling requests to maintain adequate office coverage
- Process medical withdrawals per Dean of Students request
- Post notices of office closings as necessary
- Interpret and explain FERPA to students, parents, the general public, faculty and part-time staff
- Oversee pre-requisite screening and removal of courses due to non-completion of prerequisites
- Monitor indexed documents and prepare for storage per college record retention schedule
- Affix appropriate billing attributes and register Excelsior students
- Prepare office budget request for approval of Administrator

**Administrator I – Oversee and assist with all of the above and:**

**Campus:**
- Prepare and then manage annual office budget
- Supervise staff and all registration related activities
- Assist Deans, Department Chairs, Administrators and staff with registration related activities
- Interview and hire full time staff
- Plan office coverage
- Approve vacation and time off requests
- Prepare bi-annual overtime schedule, calculate costs for approval of Campus Dean
- Prepare annual report consisting of statistical and functional data from the previous academic year
- Oversee imaging system and filing
- Oversee processing of VA benefits, deferments and maintenance of VA files
- Process grade changes for time sensitive registration issues
- Process reinstatements for dismissed and/or probation students
- Oversee collection and entry of missing enrollment rosters
- Oversee collection and entry of missing grade rosters
- Participate with campus enrollment offices in planning and debriefing of peak enrollment periods
- Member of campus Veteran’s Services committee

**College:**
• Initiate and oversee training of new Banner features to enrollment services staff and academic areas as needed
• Ensure that new enrollment staff have adequate training before access is provided
• Management and supervision of registration of special populations (Excelsior, Athletics)
• Provide all necessary testing for Banner upgrades and updates in testing environment
• Collaborate on development and revision of forms and procedures
• Liaison between College Registrar and other academic and enrollment services areas at the campus
• Provide feedback to the college IT department and receive information from the IT department regarding system upgrades and patches
• In collaboration with the College Registrar and the Grant Administrator I, set up Banner forms for start of term activities to include date for all refund codes and registration status codes for all parts of term
• Management of tables and forms for enrollment verification and grade rosters
• Process report of non-attending students for proper disbursement of financial aid
• Assist College Registrar as needed with end of term processes: roll grades to academic history, update GPA, prerequisite screening, repeat processing
• Collaborate with College Registrar on the development or revision of forms and procedures
• Member or participant of the following college-wide committees: Banner User Group, Veteran’s Committee, Registration Advisory Committee, Division of Student Affairs Assessment Committee
Appendix C - Registrar’s Office Staffing Profile (Eastern)

East Campus registrar has been in a one-stop model setting since February, 2013. Some of the outcomes that are hoped to come from this type of setting are:

- Improve the delivery of services to students by centralizing core functions into one location.
- Maximize the efficiency and effectiveness of current resources (physical, human, financial) by integrating services and making processes more seamless for students.
- Empower students to manage their enrollment processes (admissions, academic records, billing, financial aid) through expanded access to the Student Portal in Self-Service Center.
- Cross train staff (administrative, professional, clerical) in all functional areas to improve service delivery and support student success.

The registrar is combined with the Business and Financial aid office. The staffing in the business and registrar offices are cross-trained and share in certain responsibilities from each office. Registrar office had 2 full-timers with the following titles: Principal Clerk Typist and Clerk Typist. Business office had 3 full-timers with the following titles: Principal Account Clerk, Account Clerk and Account Clerk Typist. In this setting the Principal Clerk Typist oversees the registration processes and the Principal Account Clerk oversees the business processes.

- Principal Clerk Typist (1)
- Clerk Typist (1)
- Principal Account clerk (1)
- Account Clerk (1)
- Account Clerk Typist (1)

*All report to Administrative Director of Business Service
Duties of the Office by Title
(Excludes Business Office back office duties)

Principal Account clerk (1)
Account Clerk (1)
Account Clerk Typist

- Answer phones
- Assist students at the window with all registration related processes
  (drop/add/withdraw), process pre-requisite waivers, change of records forms, reset
  passwords, process new non-degree applications, print student copy transcripts and
  SAIN reports, receive certification requests
- Explain and process pre-requisite waivers for degree and non-degree
- Process new non-degree applications
- Create new ESL student records
- Register continuing ESL population
- Reset passwords
- Adjust student’s maximum credits to reflect his hold. (Ex: developmental should be
  reduced to 14.5.)
- Share the following responsibilities of the business office: take payments for bills,
  transcripts request, ID. Cards replacement. Process deferments, issue checks for
  emergency loans.
- Serve as secondary operators in the call center
- Remove Testing and Advising holds
- Assist students with student portal when using student use computers in our area
- Affix appropriate billing attributes and register Senior Citizens

Clerk Typist – All of the above and:

- Complete certification requests and forms to certify enrollment
- Monitor campus web mailbox and respond to inquiries
- Compose correspondence in response to requests for information
- Scan And Index documents
- File and Sort paperwork

Principal Clerk Typist – All of the above and:

Campus:
- Certify veterans and make adjustments in VA-Once
- Monitor veteran credit load and notify the VA of changes
- Assist veteran students with problems, deferments, and certifications
- Work closely with the Business Office to resolve payment issues with VA
- Provide instruction to veterans on use of VA website
- Notify VA of student veterans on probation or dismissal
• Process Repeat Waiver forms
• Process forms for raising maximum credits
• Inventory and maintain office supplies
• Troubleshoot problems related to portal access
• Update office staff of procedural or policy changes
• Share notices of class cancellations
• Interpret and explain FERPA to students, parents, the general public, faculty and part-time staff
• Oversee pre-requisite screening and removal of courses due to non-completion of prerequisites
• Assist Deans, Department Chairs, Administrators and staff with registration related activities
• Oversee imaging system and filing
• Process reinstatements for dismissed and/or probation students
• Reinstall students per instructor’s request (withdrawn via enrollment roster)
• Oversee collection and entry of missing enrollment rosters
• Oversee collection and entry of missing grade rosters
• Troubleshoot any warning messages that may appear during student registration.

College:
• Management and supervision of registration of special populations (Excelsior, Early College Program)
• Collaborate on development and revision of forms and procedures
• Liaison between College Registrar and other academic and enrollment services areas at the campus
• Provide feedback to the college IT department and receive information from the IT department regarding system upgrades and patches
Appendix C - Registrar’s Office Staffing Profile (Grant)

Administrator I - reports to Assistant Dean of Student Services
Senior Clerk Typist (1)
Clerk Typist (2)
College Aides (7)
Seasonal College Aides (2)
Federal Work-Study (1)

Duties of the Office by Title

College Aides:
- Answer phones
- File and sort paperwork
- Scan and Index documents
- Assist students at the window

Clerk Typist – All of the above and:
- Accept and process registration requests (drop/add/withdrawal)
- Explain and process pre-requisite waivers for degree and non-degree
- Complete certification requests and forms to certify enrollment
- Monitor campus web mailbox and respond to inquiries
- Reset passwords and troubleshoot problems related to portal access
- Compose correspondence in response to requests for information
- Serve as interpreter (Spanish speaking Clerk Typist)
- Certify veterans and make adjustments in VA-Once
- Process new non-degree applications

Senior Clerk Typist – All of the above and:
- Monitor veteran credit load and notify the VA of changes
- Assist veteran students with problems, deferments, and certifications
- Work closely with the Business Office to resolve payment issues with VA
- Provide instruction to veterans on use of VA website
- Inventory and maintain office supplies
- Create new ESL student records
- Register continuing ESL population
- Monitor the record room on the lower level for shredding/archiving documents following the record retention policy
**Principal Clerk – All of the above and:**
- Process College Aide renewal listing and calculate hours, salary & furlough
- Request replacements as student workers and/or college aides resign
- Interview and hire replacement college aides as needed
- Monitor time cards of full-time and part-time personnel
- Submit certifications to NYS Education Department Division of Professional Licensing
- Oversee work performed by full-time and part-time staff to ensure accuracy and timely completion
- Update office staff of procedural or policy changes
- Keep accurate attendance records for bi-weekly time cards
- Coordinate scheduling requests to maintain adequate office coverage
- Process refund exceptions
- Post notices of office closings as necessary
- Interpret and explain FERPA to students, parents, the general public, faculty and part-time staff
- Oversee pre-requisite screening and removal of courses due to non-completion of prerequisites

**Administrator I – All of the above and:**

**Campus:**
- Prepare and then manage annual office budget
- Manage Police Academy registration – police, corrections, sheriff
- Supervise staff and all registration related activities
- Assist Deans, Department Chairs, Administrators and staff with registration related activities
- Interview and hire full time staff
- Plan office coverage
- Approve vacation and time off requests
- Prepare bi-annual overtime schedule, calculate costs for approval of Campus Dean
- Oversee imaging system and filing
- Oversee processing of VA benefits, deferments and maintenance of VA files
- Process grade changes for time sensitive registration issues
- Process reinstatements for dismissed and/or probation students
- Oversee collection and entry of missing enrollment rosters
- Oversee collection and entry of missing grade rosters

**College:**
- Initiate and oversee training of new Banner features to enrollment services staff and academic areas as needed
- Ensure that new enrollment staff have adequate training before access is provided
• Management and supervision of registration of special populations (Excelsior, Early College Program, Athletics, Police Academy)
• Provide all necessary testing for Banner upgrades and updates in testing environment
• Collaborate on development and revision of forms and procedures
• Liaison between College Registrar and other academic and enrollment services areas at the campus
• Provide feedback to the college IT department and receive information from the IT department regarding system upgrades and patches
• In collaboration with the College Registrar and the Ammerman Administrator I, set up Banner forms for start of term activities to include refund codes and registration status codes
• Management of tables and forms for enrollment verification and grade rosters
• Process report of non-attending students for proper disbursement of financial aid

*While there is no Principal Clerk at the present time, a civil service desk audit was approved for one of the current Senior Clerk Typists who is working at Principal level.
Appendix D - SWOT for Campus Registrar’s Offices

**Strengths, Weaknesses, Opportunities, Threats**

College-Wide Strengths:

- Expertise in many areas: Student Services, Enrollment Management, Academic Affairs, Student Security, IT, Business Affairs, FERPA
- Strong Customer service and concern for student success
- Open communication among all three campus Registrar’s Offices as well as College Registrar
- Willingness to see a problem through to resolution; strong troubleshooting skills
- Veterans are given priority service

College-wide Weaknesses:

- Lack of understanding of registration processes by other departments and divisions leads to erroneous information being given out and/or followed
- Need for more campus and college Registrar’s Office meetings to insure consistency
- Insufficient communication between some departments and R.O.
- Require more involvement in the scheduling of procedures related to end-of-term academic standing procedures
- Inability to promptly manage influx of calls during peak periods despite telephone call centers in place
- ESL and non-credit do not fit same “mold” as credit registration therefore it sometimes becomes difficult to manage efficiently
- Lack of time and resources to effectively complete and maintain Veteran enrollment services.

College-wide Opportunities:

- Use examples of lack of awareness of registration processes as teachable opportunities
- Interaction with outside constituents presents opportunities to share information and promote the college (i.e. Police Academy, VA, Excelsior, Early College, Internships)
- One-Stop model at Grant and Ammerman where enrollment services offices are within close proximity without necessarily being cross-trained
- A changing and expanding student population creates opportunities to review and adjust processes
- Provide regular training in Call Center and other service-centered areas to ensure dissemination of correct information and compliance with the College’s FERPA laws
- Expand the Central Admissions Call Center approach to include Registrar.
- Formulate additional one-stop service models so that students are serviced in a convenient and effective manner and experts in the involved areas maintain their expertise.
- Review Banner security roles and consider restricting SRAREGS update access.
College-wide Threats:

- Growing enrollment without equal budgetary growth for full-time staff and supplies
- Decreased or eliminated college aide hours
- Inability to upgrade in current position based on civil services regulations results in trained staff moving to other offices
- One stop models have a perceived threat that this may result in less-than optimal service to students if we do not maintain the distinct expertise of each area involved
- Lack of training for those in information centers will lead to incorrect information and potential breaches of FERPA policy
- Increasing veteran population may present challenges to veteran certifying officials, compromise the integrity of the certification and result in audits.

Campus-Specific Analysis: Ammerman

Strengths:

- Well-trained full and part-time staff
- Close proximity to Cashier and Financial Aid
- Reports directly to Associate Dean of Student Services
- One Spanish speaking college aide
- Three computers and one printer for student use in queuing area between Registrar and Cashier; one computer for student use in hallway outside Registrar entrance
- Good relationships with Academic Chairs and Academic Deans
- Telephone Call center
- Photo ID station provides additional student service

Weaknesses:

- Scanning/Indexing of documents requires is backlogged
- Space challenged – not enough space during peak period; congested queuing area
- Office appearance aesthetically and procedurally challenged
- Difficult to meet and communicate with office staff due to varied schedules and office workload
- College aides that are responsible for all of the complex aspects of registration are paid the same as those working in less complicated areas of the college; stress factor especially during peak enrollment periods also a concern; need to offer some type of incentive to retain a well-trained, dedicated staff that is essential to the operations of the R.O.
- Not in close proximity to Counseling Center
**Campus-Specific Analysis: Grant**

**Strengths:**

- Multi-lingual office staff services the multicultural student body
- Collegial relationships with Academic Chairs and Academic Deans
- Close proximity to Cashier’s Office

**Weaknesses:**

- Space challenged in inner and outer office areas
- Hard to schedule office meetings due to varied staff schedules
- College aides that are responsible for all of the complex aspects of registration are paid the same as those working in less complicated areas of the college; stress factor especially during peak registration also a concern; need to offer some type of incentive (higher salary) to retain this well-trained, dedicated staff that is heavily relied upon
- No computers for student use in close proximity to R.O.
- Not in close proximity to Counseling or Financial Aid
- Poor aesthetics in queuing area

**Campus-Specific Analysis: Eastern**

**Strengths:**

- One-stop model with cross trained staff consisting of Registrar and Cashier: from two full time staff members to five
- Share office space with Financial Aid which provides seamless resolution to student issues
- Multiple student service kiosks and computer labs
- Concierge area with queuing system to route students
- Access to Spanish speaking mentors and ESL staff
- Call center
- Close proximity to Counseling Center
- Coordinated back-office schedule accommodates demands outside of direct service delivery
- Space seems to accommodate effective delivery of services to students

**Weaknesses:**

- Additional cross training may be required due to the complexities of both Registrar and Business Office processes
- Additional staffing coordination is needed during peak enrollment periods
• Lack of back-office work area; currently demands that work be performed in an open area
• Areas of responsibilities of individual staff members not clearly defined—may hamper opportunities to advance
• Call center currently staffed by part-time college aides require regular training in the dissemination of appropriate information, in accordance with the college’s FERPA policy

Conclusions:

SCCC should take steps to re-evaluate the physical, staffing and reporting structures of the campus registrar’s offices. Perhaps all registrars’ office supervisors should hold an administrative title that reports directly to the Associate Dean of Student Services—placing them on equal footing with supervisors of the admission, financial aid and business offices.

In addition, the decision to have the chief registrar’s office representative (Principal Clerk) at the Eastern campus report to 2 business office representatives (account clerk and business officer) should be re-evaluated, as this structure does not lend itself to efficient operations.

The College Registrar needs the time to conduct business process analyses of these areas and make recommendations that will result in enhanced operations and services to students. Training in the areas of enrollment services and student privacy needs to occur more frequently and to targeted groups. The College Registrar would like to include campus registrar’s office supervisors in appropriate opportunities for professional development (local ACRAO conferences, Veteran workshops, etc.). Funding should be earmarked for these events.

The College Registrar should work with campus registrar’s office supervisors to update a procedures manual.

Time and resources need to be secured in order to process veteran certifications and maintain changes to veteran enrollment.
Appendix E - SWOT Analysis: Office of Central Records

Strengths

• Knowledgeable and capable staff - efficient, student-friendly
• Use of intuitive degree audit system
• Performs outreach to cohorts of students that have come close to graduating or meet all graduation requirements
• Follows all rules related to college policies and federal and state regulations
• Effective collaboration with area vice presidents, and associate deans of academic and student affairs
• Use of "safe," anti-fraud transcript paper
• Utilize the services of Degree Verify through the National Student Clearinghouse to provide degree information on behalf of our students to prospective employers

Weaknesses

• Vacant position due to retirement
• Staff will require technical training in the use of upcoming Degree Works degree audit software and electronic transcript procedures
• Physical location not secure
• Connectivity is problematic resulting in inefficient computer and fax performance, and hence, obstacles in generating office transactions.
• High volume of requests from academic deans for substitutions or waivers of courses in order for students to graduate.

Opportunities

• Implement text messaging to better communicate with current and former students
• Work with Academic Affairs to review all curriculum requirements and eliminate courses not necessary for the degree
• Increase retention rate by providing the most direct route to degree completion
• Include other offices in helping to keep students on-track, well-advised and supported
• Review SCCC’s current graduation policy and procedures
• Take steps to relocate the office to a more secure and central location on the campus
• Move to an electronic transcript environment to increase efficiency and security of transcript transmission
• Implement the Degree Works degree audit software
• Redistribute workload and update the functions of the office in response to the expected electronic transcript process.

Threats

• Must purchase additional needed software and hardware
• Not allowing overtime for training to learn new procedures
• Not being able to conduct additional outreach to students who have not filed for degrees
• Degree Works functionality may not provide the ability to track courses that are not in a student’s curriculum or provide same or enhanced level of efficiency in real-time, as current degree audit does.
• Students don’t necessarily respond to outreach since the value of an associate’s degree may not seem as important to former students or—on the flip-side—may take on even more importance, as industry needs may demand. Will we be able to respond?
• High number of credits required for certain degrees—leading to more time needed to complete the degree. In addition, some courses don’t transfer to other institutions.
• Obstacles to relocating the office

Conclusions from SWOT Analysis

SCCC must be prepared to invest time, money and resources toward endeavors that help the college meet its goals. Overtime may be necessary in certain situations; i.e., for staff training in new technologies and to accomplish additional workload; funding may be necessary in order to purchase new, more functional equipment. Degree requirements should be reviewed and possible credit reductions considered. Counselors, advisors, enrollment services personnel, etc. should be advised to emphasize the importance of pursuing a degree as well as receiving the necessary training in how to track their progress, perform what-if scenarios, etc. The above personnel must be fully versed in the new Degree Works degree audit system. It is imperative that the Degree Works system be able to yield information on the number of credits that a student has completed toward their degree. In addition the system must be able to warn students—at the time of registration—if a student is registering for a course that is not in their curriculum. E-transcripts should be set up in the spring or summer of 2014.
Appendix F - SWOT Analysis for Information Technology

Strengths

• The CIS unit is staffed with many excellent and talented personnel, some with a long history at the college. This includes administrative directors as well as programmers and operators.

• CIS possesses an in-depth knowledge of the college’s information system (Banner). They are effective liaisons between SCCC and other technical support providers, i.e., SUNY, SICAS, ITEC.

• CIS possesses an in-depth knowledge of the college’s processes, procedures, and needs. They are excellent examples of “cross-over” specialists, and have the technical and functional skills needed to analyze issues and arrive at resolutions.

• Representatives of the functional user community (Banner Users Group) as well as area vice presidents meet to analyze and prioritize requests for functions that require the time and resources of the CIS. Project request forms are required and are used to delineate the nature and scope of work. Project owners must demonstrate the connection of the project to the college’s strategic and operational plans.

• The Office of the Registrar and CIS enjoy a collegial, effective, and mutually beneficial working relationship.

Weaknesses

• The CIS unit is understaffed for a college of this size and complexity. Additional members are needed to accomplish the many requests for functions that support the college’s strategic and operational plans—including many areas of the Registrar’s Office. The college cannot simply recruit additional staff from those in industry. Instead, we are provided a list of civil service applicants to hire from—many of whom do not have the required skill sets to perform the desired responsibilities.

• The Banner information system does not deliver all of the functions that the college desires, as is true of similar types of enterprise resources platforms. Therefore, CIS programmers have had to write scripts and/or develop processes in order to bridge these gaps. And while the system is touted as an “end-user” product, the fact is that users have had to rely on CIS to augment the system so that it can effectively respond to the institution’s goals and priorities.

• The Banner Users Group needs to meet more often and undergo restructuring to ensure that key users are represented and that issues are raised and resolved more efficiently.
• The Banner system is upgraded with frequency by the parent company. These upgrades require systematic testing of the new functionality by appropriate college personnel. Some of these upgrades are mandatory and time-consuming to test and implement.

• User roles and permissions within the Banner system must be revised and tightened to ensure legitimate and effective use of their access. The College Registrar must meet with other data owners and members of I.T. to revamp this structure.

• The Registrar’s Office is a principle “user” of CIS’ time and expertise. However, more time and resources are required of CIS in order to address and complete requested upgrades to the student information system, and in turn, enhance services to students and faculty. Often, needed services or enhancements remain in a queue. In addition, many questions and issues are directed to the College Registrar for resolution. Resolutions are often time-consuming and painstaking.

Opportunities

• Text messaging and mobile apps on the horizon. New portal functionality is set to deliver an enhanced look and feel, flexible messaging, and a more robust platform allowing for a higher volume of users to be simultaneously logged in to the system.

• Free up the College Registrar from day-to-day Banner inquiries, activities, jobs and troubleshooting to focus more on the delivery of upgrades and services that will enhance the college’s business operations, and result in a more efficient return on our investment in the system.

Threats:

• Too many projects and not enough staff force projects important to the Registrar’s Office and/or enrollment management or student services to the back burner.

• Banner users with inappropriate access may compromise the data that reside in the system.

Conclusion:

The College Registrar must direct the Banner system in a more global manner in order to enhance the technical services of the college. This can be accomplished by repurposing the Banner Users Group, coordinating upgrades to the system and directing day-to-day inquiries and activities toward others (including the proposed Specialist position).
Appendix G - SWOT Analysis – Records Management

Strengths

- The College has, in place, a facility designed to effectively store records that need to be retained per NYS retention guidelines.
- The College underwent an external review of its record storage facility.
- Efficient procedures and processes in place for secure transport and storage as well as disposal of documents containing private information.
- Seasoned staff members maintaining the operation of the records storage area are well versed in the College’s records management procedures and have working knowledge of the NYS Record Retention Guidelines and Schedule.
- Action taken to equip the records storage area with necessary supplies in the event of a disaster.

Weaknesses

- Physical Plant factors sometimes pose threats to the condition of the records.
- Reaching maximum capacity within the records storage area.

Opportunities

- Grant proposal underway to digitize certain records that have a permanent retention schedule.
- Procurement of additional space in the records storage area.
- Collaboration with the Risk Assessment Committee regarding the development of a disaster recovery plan.

Threats

- If the HVAC in the facility is not addressed, environmental factors may compromise or destroy records.

Conclusion: SCCC must invest in the environmental maintenance of the archived records storage area, and assist in the College Registrar’s efforts to enforce the compliant retention of documents and protection of personally identifiable information.
Appendix H - SWOT Analysis for Retention

Strengths

- Early Alert process implemented in fall 2013 and spring 2014; favorable feedback among those who used the tool; monitoring feedback to improve efficiency and usage
- College Registrar is a member of the college-wide retention committee.

Weaknesses

- Early alert tool not yet mandatory; operating on a small scale; currently based solely on grades

Opportunities

- Establish a more efficient communication early alert process among student, faculty member and, when appropriate, administrator(s) involved in executing the prescribed intervention; look at additional factors that impact course retention, i.e., attendance and behavior.

Threats

- Faculty will not use the tool; students will not participate in the necessary interventions that will lead to success;
Appendix I - SWOT Analysis – Central Registrar’s Office

Strengths

- “One-Stop” Central Student Affairs Office houses central student affairs and enrollment management administrators (i.e., AVP of Student Affairs, College Dean of Enrollment Services, College Dean of Planning and Master Schedule and Director of Financial Aid) are in the same suite. Proximity to each other promotes collaboration which results in effective planning and informed decisions.

Weaknesses

- Support includes one full-time secretarial assistant and one shared professional assistant.
- The current physical office structure does not lend itself to additional staffing or efficient workflow.

Opportunities

- Reconfigure the existing office space to accommodate additional staff and facilitate workflow.

Threats

- Inability to upgrade support staff impact succession plans and prevent the College Registrar from performing needed functions. Specifically, the College Registrar must be able to approach the unit from a higher level, with more time devoted to planning, analyses and delivery of services. Moreover, if the office is not restructured, these plans could be in jeopardy.
Appendix J - Excelsior Program Registration Process

Overview

Excelsior student applications are mailed to the SCCC College Registrar. Receipt of applications is confirmed with the Excelsior Program Liaison.

The Central Records Office receives applications, course information and tuition checks, and reviews them for accuracy and completion. They are then photocopied and kept in class order with course roster as cover sheet.

These documents are then passed on to the Central Admissions Office, where student data is entered into the Banner student information system, and a student ID # is created.

Students are registered for the appropriate courses any one of three Campus Registrar’s Offices.

Tuition bills are created and forwarded to the Campus Business Offices along with pertinent documentation.

The Excelsior Program Liaison collects and maintains copies of applications and student schedules/bills.

Example of the Fall 2013 Process

1. All applications for fall 2013 were collected by the Excelsior Program Liaison, forwarded to the College Registrar during the first week of October, and delivered to the Central Records Office.

2. The Central Records Office was presented with course rosters containing student registration information. They were kept intact, with course roster as a cover sheet.

The Central Records Office verified that all student, course, and tuition data are correct.

The Excelsior Program Liaison was made aware of incomplete or incorrect data.

The Central Admissions Office reviewed and processed the student applications, including demographic and biographic information; created the SCCC student ID, and identified the student in the Banner system as a high school student by entering the appropriate student-type code.

The Central Admissions Office hand-delivered all student applications to the Campus Registrar Offices.

Any problems or questions were directed to the Excelsior Program Liaison.

This portion of the process was completed by the first week in October.
3. The Campus Registrar’s Office registered each student in the appropriate courses, entered an identifying attribute in the Banner system, generated a tuition bill, and sent the bill to the campus Business Office.

4. The Campus Business Office processed the payment and entered a unique tuition attribute that reflects the Excelsior Program tuition rate and prevents the student from being included in other Banner system processes not appropriate for this group.

All registration and billing processes were completed by mid-October. Registration checks were processed in a timely manner; and Excelsior student data were extracted correctly and in time for SUNY reporting.

Analyses of Number of Excelsior Enrollments – 2009 – 2013 and streamlined enrollment process

Update on 2014 Enrollment – March 12, 2014

As we have completed the 2013-2014 academic school year Excelsior Program student enrollments, please note percentages reflecting 2013-14 statistics as compared to 2012-13 statistics.

% Increase in Total Student Enrollments - 27%

% Increase in Tuition Income (Not including FTE) - 33% (There was a 3.6% tuition increase from 2012/13 to 2013/14 ...$56/credit to $58/credit)

% Increase in Total Credits Awarded - 28%

% Increase in Total FTE - 28%

All enrolled and registered to meet SUNY reporting timelines; an amazing, dedicated, conscientious team!
### Appendix K - Number of Credits Earned at SCCC

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<th>YEAR</th>
<th>ANNUAL NUM</th>
<th>ANNUAL NUM</th>
<th>ANNUAL NUMBER OF SCCC CREDITS EARNED</th>
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#### FIVE YEAR SCCC EXCELSIOR PROGRAM ANALYSIS

- **Annual Number of Excessior Program Student Enrollments**
- **Annual Number of Excessior Program Courses Offered in the High School*10**
- **Annual Number of SCCC Credits Earned through the Excessior Program**

**Academic Year**
### Appendix K - SCCC Excelsior Program Enrollment Analysis

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<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
<th>2014-2015</th>
<th>2015-2016</th>
<th>% change from prior year</th>
<th>% change from prior year</th>
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Appendix K - Line Graph of Excelsior Enrollments

<table>
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<th>YEAR</th>
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<th>MONTHS TO COMPLETE ENROLLMENT PROCESS</th>
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</tr>
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<td>2012/13</td>
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<td>2013/14</td>
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**FIVE YEAR SCCC EXCELSIOR PROGRAM STUDENT ENROLLMENT PROCESS ANALYSIS**

Academic Year

- **FALL/FULL YEAR NUMBER OF EXCELSIOR PROGRAM STUDENT ENROLLMENTS**
- **NUMBER OF MONTHS TO COMPLETE ENROLLMENT PROCESS OF F/FY EXCELSIOR PROGRAM STUDENTS *1000**
- #REF!
Appendix L - October Academic Alert Update

Academic Alert  Update 10/30/13

Student Engagement through Informed Support

Guiding Principles
1. Simple  Easy to use for faculty and students.
2. Non-punitive  Builds relationships—no third party mediator.
3. Inviting  Students see their instructors for clarity on next steps.
4. Personal  Messaging directly from instructor to student.

Recommended Timing
As per SCCC survey results, the alert should be made available from 3rd-5th week until prior to mid-semester withdrawal deadline.

Process

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
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<tbody>
<tr>
<td>9/25/13</td>
<td>Retention Committee approved “Mid-Term Academic Alert” pilot.</td>
</tr>
<tr>
<td></td>
<td>Data consulted for guidance: SCCC faculty surveys, SCCC and peer institutions’</td>
</tr>
<tr>
<td></td>
<td>early alert methods, current and longitudinal retention data.</td>
</tr>
<tr>
<td>9/26/13-10/4/13</td>
<td>Language crafted for faculty and student messaging.</td>
</tr>
<tr>
<td></td>
<td>Sample size determined for statistically significant results: 145 sec.</td>
</tr>
<tr>
<td></td>
<td>Mid-Term Academic Alert column in Banner created.</td>
</tr>
<tr>
<td>10/07/13-10/24/13</td>
<td>College brief sent to faculty, message placed in portal for students.</td>
</tr>
<tr>
<td></td>
<td>Mid-Term Academic Alert activated for use.</td>
</tr>
<tr>
<td>10/25/13</td>
<td>Participating sections: 215</td>
</tr>
<tr>
<td></td>
<td>Number of sections who used deficiency grades (D,D+,F,R,U): 116</td>
</tr>
<tr>
<td></td>
<td>Number of sections using full grading scale: 99</td>
</tr>
<tr>
<td>10/28/13</td>
<td>College-wide Faculty Advising Committee met to discuss alert</td>
</tr>
<tr>
<td></td>
<td>results and surveys.</td>
</tr>
</tbody>
</table>
## Proposed Action

### First Steps Were:

**Baseline Banner Midterm Grade Reporting**

1. **Faculty receive access to Banner midterm grade reporting functionality to alert students to deficiency-level grades (D+, D, F, R, U).**
   - From 10/07/13-10/24/13, many faculty saw the full range of grades available and decided to use it. As this approach requires more labor, the results were surprising. A survey will tell us the reasoning behind the instructors’ decisions.

2. **Midterm reporting may augment or replace former methods instructors may have been using to alert students.**
   - Instructors will have constructed their courses without knowing about the alert, and many would have had too late notice to use the alert. To prepare for spring, the earlier faculty know the availability dates, the better.

3. **Voluntary: respects individual instructors’ pedagogy.**
   - There have been no complaints regarding the alert so far. There have been suggestions to (1) make it available longer, (2) make it more convenient for D2L users (3) expand its functionality to serve more areas.

4. **Alerts permit students to seek advice from their instructor, seek tutoring, or take other action before midterm deadline.**
   - Many faculty are reporting results anecdotally; however, we will not know the effect of the interventions until after grades and survey results from both students and faculty are in.

## Proposed Action

### Next Steps were:

**Data Collection & Further Development**

1. **Data to be collected on cohort of participating faculty, and the students who receive an academic alert.**
   - The cohort of students to track may be both those who received alerts and those who didn’t, since many students approached their instructor to ask about their performance as a result of the alert.

2. **Data also to be collected on other methods that faculty customarily use for alerting students.**
   - A list of all methods that faculty use to let students know about their performance should be represented in the survey that goes out to faculty.

3. **Additional academic alert processes will be developed based on the revealed patterns in faculty usage of systems.**
   - Suggestions for expansion of the alert can be forwarded to the College-wide Faculty Advising Committee, who will be reviewing the patterns of faculty usage over the next two semesters.

4. **T3 project objectives call for “design and pilot” of academic alert system in 2013-2014, “monitoring of 4550 students by Sept. 30 2014.”**
   - The College is on track with the timeline it has projected for this activity.
## Mid-Term Academic Alert Assessment Survey: Student Survey

### 1. Were you aware that any of your professors were using the electronic Mid-Term Academic Alert in MySCCC?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>18.9%</td>
<td>220</td>
</tr>
<tr>
<td>No (If no, skip to 4.)</td>
<td>81.1%</td>
<td>944</td>
</tr>
</tbody>
</table>

answered question 1164
skipped question 7

### 2. The alert process was _______ in understanding my performance level in my class(es).

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Helpful</td>
<td>18.8%</td>
<td>62</td>
</tr>
<tr>
<td>Helpful</td>
<td>24.2%</td>
<td>80</td>
</tr>
<tr>
<td>Neutral</td>
<td>36.1%</td>
<td>119</td>
</tr>
<tr>
<td>Unhelpful</td>
<td>8.5%</td>
<td>28</td>
</tr>
<tr>
<td>Very Unhelpful</td>
<td>12.4%</td>
<td>41</td>
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</tbody>
</table>

answered question 330
skipped question 841

### 3. The alert process was _______ in prompting me to have a conversation with my professor about performance.

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Helpful</td>
<td>17.1%</td>
<td>56</td>
</tr>
<tr>
<td>Helpful</td>
<td>23.2%</td>
<td>76</td>
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<tr>
<td>Neutral</td>
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<tr>
<td>Unhelpful</td>
<td>10.1%</td>
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</tr>
<tr>
<td>Very Unhelpful</td>
<td>10.1%</td>
<td>33</td>
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</table>

answered question 328
skipped question 843

### 4. What other methods have your professors used? (Please evaluate all that apply.)

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Very Helpful</th>
<th>Helpful</th>
<th>Neutral</th>
<th>Unhelpful</th>
<th>Very Unhelpful</th>
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<td>Individual Conferencing</td>
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<td>197</td>
<td>210</td>
<td>35</td>
<td>76</td>
</tr>
<tr>
<td>Email</td>
<td>378</td>
<td>239</td>
<td>189</td>
<td>41</td>
<td>73</td>
</tr>
<tr>
<td>Progress Report (on paper)</td>
<td>155</td>
<td>119</td>
<td>258</td>
<td>53</td>
<td>111</td>
</tr>
</tbody>
</table>

answered question
skipped question
Academic Alert Update 2/19/14

Guiding Principles
1. Simple Easy to use for faculty and students.
2. Non-punitive Builds relationships—no third party mediator.
3. Inviting Students see their instructors for clarity on next steps.
4. Personal Messaging directly from instructor to student.

Recommended Timing
As per SCCC survey results, the alert should be made available from 3rd-5th week until prior to mid-semester withdrawal deadline.
### Process

<table>
<thead>
<tr>
<th>Date</th>
<th>Events and Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/25/13</td>
<td>Retention Committee approved “Mid-Term Academic Alert” pilot.</td>
</tr>
<tr>
<td>9/26/13-10/4/13</td>
<td>Language crafted for faculty and student messaging. Sample size determined for statistically significant results: 145 sec. Mid-Term Academic Alert column in Banner created.</td>
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<tr>
<td>10/25/13</td>
<td>Participating sections: 215 Number of sections using deficiency grades: 116 Number of sections using full grading scale: 99</td>
</tr>
<tr>
<td>10/28/13</td>
<td>College-wide Faculty Advising Committee met to discuss alert results and surveys, further input later provided to align surveys.</td>
</tr>
<tr>
<td>12/20/13</td>
<td>Survey links placed in faculty and student portals.</td>
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</table>
## Process

<table>
<thead>
<tr>
<th>1/8/14</th>
<th>Student survey &amp; faculty survey compiled.</th>
</tr>
</thead>
</table>

### Results

1. The majority of faculty who used the alert said they would use it again.

2. Many students said they wish more faculty would use the alert OR some other method to let them know their performance level OR give sufficient grade markers before mid-semester.

3. The majority of students and faculty agreed that out of all other methods, in-person individual conferencing and direct email to students are the most effective methods, and the paper progress report is the least effective.

4. Many students commented that they wish their instructors would use email more often to communicate with them.

5. D2L instructors commented that they find the alert tool less useful than what they already use in D2L.
**Process**

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
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<tbody>
<tr>
<td>1/9/14</td>
<td>No significant difference in W rate between (1) the cohort of students in sections that used the electronic alert and (2) a comparable cohort not using the electronic alert.</td>
</tr>
</tbody>
</table>
| 1/13/14 | No significant difference in successful completion rates (As, Bs, Cs, Ss) between (1) the cohort of students in sections that used the electronic alert and (2) a comparable cohort not using the electronic alert.  
*Fall 2013 to Spring 2014 persistence rate not yet studied.* |
| 1/27/14 | Email sent to instructors at start of semester, sharing results of student survey, asking for use of grade markers early in semester and/or use of any pedagogically appropriate alert method, including the electronic alert. Survey reposted in faculty portal. |
| 2/10/14 | Alert re-activated, message sent to students by email, Facebook. |
| 2/18/14 | 81 respondents to faculty survey, with several good suggestions; we would like higher faculty response rate on survey in spring 2014. |
## Spring Enrollment Report

### Full-Time Ammenan Eastern Grant

<table>
<thead>
<tr>
<th>Period</th>
<th>Day</th>
<th>Eastern</th>
<th>Grant</th>
<th>Total</th>
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<tr>
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<tr>
<td>Eve</td>
<td>122</td>
<td>8</td>
<td>185</td>
<td>295</td>
</tr>
<tr>
<td>Split</td>
<td>2,074</td>
<td>573</td>
<td>1,596</td>
<td>4,213</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>4,532</td>
<td>950</td>
<td>3,158</td>
<td>8,640</td>
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<tr>
<td><strong>PART-TIME</strong></td>
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<td>Split</td>
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<td>4,213</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>4,532</td>
<td>950</td>
<td>3,158</td>
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<tr>
<td>Eve</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>2,041</td>
<td>360</td>
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<td>3,392</td>
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<tr>
<td><strong>PART-TIME</strong></td>
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<tr>
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### Weekend

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<tr>
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<tr>
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<td>Eve</td>
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<td><strong>TOTAL</strong></td>
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<td>479</td>
<td>656</td>
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### Full Time Equivalents

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<td><strong>TOTAL</strong></td>
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<td>3,158</td>
<td>8,640</td>
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<td><strong>TOTAL</strong></td>
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### Police

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<th>Grant</th>
<th>College</th>
</tr>
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</tr>
<tr>
<td>Day</td>
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<td>0</td>
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<tr>
<td><strong>TOTAL</strong></td>
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</table>

### Online

<table>
<thead>
<tr>
<th>Period</th>
<th>Day</th>
<th>Eastern</th>
<th>Grant</th>
<th>College</th>
</tr>
</thead>
<tbody>
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<td><strong>FULL-TIME</strong></td>
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<td>76</td>
<td>201</td>
<td>697</td>
</tr>
<tr>
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<td>76</td>
<td>201</td>
<td>697</td>
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### Average Class Size

<table>
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<tr>
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<td><strong>TOTAL</strong></td>
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</tbody>
</table>

### Notes

Prepared by the Office of Enrollment Information and Reporting x 4214

Appendix O - Spring 2014 Enrollment Report
Appendix P - Spring 2014 Priority Registration Meeting

Fall 2014 Priority Registration Marketing Plan Meeting
February 26, 2014

In Attendance: Chris Adams, Joanne Braxton, Anna Flack, Gary Campbell, Rose Bancroft
Drew Fawcett, Paul Turano

The premise of this campaign is to continue to focus on priority registration as an event. The group met to review continuing and recommended marketing strategies as well as establish implementation dates for the fall 2014 priority registration period. 2,464 more students registered during the spring 2014 priority registration period than the previous spring registration period. The group would like to continue as well as enhance the strategies that made spring priority registration such a success.

The following marketing strategies will be used for fall priority registration:

- Assess the number of continuing students that have registered during fall priority registration over the last five years. Anna will obtain a comparison.
- Emphasize to faculty the need to help motivate students to participate in priority registration
  - Chris will reach out to the Faculty Association and Anna will reach out to Chris Gherardi
  - Chris will develop a message for publishing in the faculty newsletter, The Word
- Post flyers (8.5 x 11) in all classrooms and posters (11x17) in buildings the week of March 10. Drew will complete the artwork and Anna will review the content. Jill will coordinate with the Print Shop. Publish flyer on the new portal landing page and digital screens.
- Post “Register Now” banners in all building entrances college-wide on Friday, March 28. Robin will coordinate with Plant Operations Directors.
- Priority registration lawn banners need to be ordered and placed at entrances college-wide as soon as possible. Drew will complete artwork. Banners need to be of good quality and weather resistant.
- Suspend ceiling danglers in large/high congregation buildings, i.e. cafeterias, libraries, Health, Sports, and Educations Center lobby. Drew will complete artwork with “Register Now” message. Robin will bid out.
- Follett Bookstore has been asked to sponsor priority registration raffle gifts. Chris is waiting for approval from Follett.
- Email announcements promoting priority registration will be sent to students weekly. Coordinate with Drew Biondo to promote through social media as well. Anna will coordinate with Marlene Dubois to tie in priority registration communications with Academic Advising.
- Email priority registration College brief to all faculty week of March 10 and March 24. Print college brief on colored paper (yellow) for placement in all faculty mailboxes on March 21.
Analysis of the Student Portal Survey

Office of Planning and Institutional Effectiveness
9/16/2013
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  Importance of Services ............................................................................................................. 4
  Importance and Amount of Information on the Portal Home Page ....................................... 5
  Accessing the Portal and Technology Usage ......................................................................... 5
CONCLUSION .............................................................................................................................. 6
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APPENDIX B – RESPONSES TO OPEN-ENDED QUESTIONS FROM THE STUDENT PORTAL SURVEY .. 17
**Executive Summary**

During the summer of 2013, the offices of Computer and Information Systems (CIS), Institutional Advancement, and Student Services worked with the Office of Planning and Institutional Effectiveness (OPIE) to gather quantitative and qualitative data ahead of the Luminis portal redesign. The quantitative analysis, which consisted of a survey sent to students, was started in June and is the focus of this report. The survey was provided both on the College’s Facebook page and in the portal. A total of 224 students responded to the survey.

Some noteworthy findings emerged from this survey and include the following:

- The three most commonly used services in the student portal are e-mail, grade reporting, and the registration and bill pay feature.
- The majority of students rated all of the services on the portal and portal home page as important or very important, even for services which fewer than 30% of respondents utilize.
- Nearly 80% of respondents prefer accessing important information through targeted electronic methods (e-mail or text sent to them) rather than passive electronic methods (announcements in the portal and placement on the College webpage).
- The majority of respondents indicated they access the portal from a laptop, a desktop at home, or a smartphone, and nearly 70% noted that they use either a laptop or smartphone as their primary device for accessing information.

As a result of the study, the College has evidence that students:

1. Frequently utilize the portal to check their e-mail and grades as well as to register and pay bills,
2. Believe existing services should be maintained,
3. Consider the amount of information provided in the portal appropriate, and
4. Primarily access the portal at home or on a portable device and access information, in general, on either a laptop or a smartphone. Based on this information, the following suggestions are offered to the portal redesign team.

Based on this information it is recommend that the redesign team examine the focus group report and the open-ended responses in the appendix of this report to determine, specifically, what students like and dislike about the portal given that amount of material is not a concern. Additionally, the team should utilize both the focus group data and student volunteers to redesign the website since students utilize and navigate the portal more than faculty and staff and can, therefore, provide invaluable assistance with both design and testing. Finally, the redesign should account for the fact that the majority of students access the portal using non-traditional electronic devices.
**INTRODUCTION**

In an effort to more effectively redesign the student portal, the offices of Computer and Information Systems (CIS), Institutional Advancement, and Student Services decided to gather student input on the portal as currently constructed. Working with the Office of Planning and Institutional Effectiveness (OPIE), the decision was made to gather both quantitative and qualitative data. The qualitative data was gathered through focus groups consisting of the Get There From Here (GTFH) scholars during their annual orientation with analysis were provided in a separate document. This report provides an analysis of the results of the quantitative data gathered through a survey sent out to students.

In the summer of 2013, the aforementioned offices developed and delivered a survey to SCCC students through the College’s Facebook page. After posting the survey on the page for approximately a month, only 47 students responded. In an effort to increase the number of respondents, a decision was made to post the survey on the student portal. Prior to the end of August, the number of respondents rose to 224. This increase in participation lowered the margin of error to an acceptable range of 6.52%. This low margin indicates that the sample size is large enough to instill confidence in the use of the results.

**SURVEY RESULTS**

The results are presented based on reporting categories, not by question in order to more effectively address the overarching topics addressed in the survey. The descriptive information provided, unless otherwise noted, reflects only valid percentages (the actual number of respondents to a given question).

**Frequency of Access to Services**

The first question to students in the survey was: How frequently have you utilized the following services? The scale range included very infrequently, infrequently, frequently, and very frequently. While the full inventory is provided in the appendices, some noteworthy findings include the following:

- 84.2% of respondents indicated that they either frequently or very frequently check their e-mail (more than half indicated very frequently).
- 83.8% of respondents indicated that they check their grades frequently or very frequently.
- 71.5% of respondents indicated that they utilize registration and bill pay either frequently or very frequently.

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1 A complete inventory of the data tables for all questions is provided in Appendix A
2 Questions 1, 2, 6, 7, 8, 9, and 10 are addressed explicitly in this report while questions 3, 4, and 5 are not. The excluded questions were open ended and are presented in Appendix B
• More respondents very infrequently check the calendar of events (22%) than very frequently check the calendar (19.6%).

• Only 27.1% of respondents either frequently or very frequently go to the VLC (the single largest category was very infrequently at 37.6%).

• Only 36.6% of respondents indicated that they either frequently or very frequently find out about clubs and activities (the highest percentage was for very infrequently at 33.8%).

These results indicate that students are primarily using the portal to check their e-mail, check grades, or utilize the registration and bill pay features and are much less likely to check the calendar of events, go to the VLC, or find out about clubs and activities.

Importance of Services
The second question in the survey asked students to rate the importance of the services offered within the portal. The scale range included very unimportant, unimportant, important, and very important. Some noteworthy findings include:

• 99.5% of the respondents indicated that finding out about their grades was important or very important (88.9% chose very important).

• 99.1% of the respondents indicated that registration and bill pay are either important or very important (87.7% chose very important).

• 92.6% of respondent indicated that checking email was either important or very important.

• 85.4% of respondents indicated that reading announcements and notices is either important or very important while only 55.8% indicated that they either frequently or very frequently utilized the service.

• 77.4% of respondents indicated that checking the calendar of events was either important or very important while only 52.3% indicated that they either frequently or very frequently utilized the service.

• 67.6% of respondents indicated that finding out about clubs and activities was either important or very important while only 36.6 % indicated that they either frequently or very frequently utilized the service.

• 63.3% of respondents indicated that going to the VLC was either important or very important while only 27.1% indicated that they either frequently or very frequently utilized the service.

Only one of the sub questions resulted in less than two-thirds of respondents indicating that the service was either important or very important. Based on the responses to these questions, in contrast to the responses to question 1, there appears to be substantial misalignment. The percentage of respondents, for every question, indicating that the services are either important or very important
is higher than the percentage who either frequently or very frequently utilizes the services. The differences are most striking in the areas of finding out about clubs and activities and going to the VLC. For both of these categories, fewer than 40% of students indicated that they used the services either frequently or very frequently while a majority indicated that they are important or very important. These results indicate that regardless of whether students use the services provided, they see value in continuing to offer portal access to existing services.

Importance and Amount of Information on the Portal Home Page

The sixth question in the survey asked students to rate the importance of the services offered within the portal. The scale range included very unimportant, unimportant, important, and very important. Some noteworthy findings include:

- 98.5% of respondents indicated that quick links to registration, bill pay and grades were either important or very important (82.9% chose very important).

- 94.8% of respondents indicated that notices and announcements were either important or very important (59.7% chose very important).

- Only one sub question, rate the importance of the list of services featured for the week, resulted in fewer than 80% of respondents rating the service as either important or very important.

As was the case with the overall importance of services, students stated overwhelmingly that the services offered on the home page are very important. This provides yet another indication that students are satisfied with the amount of content both in the portal and on its home page. Finally, question seven asked students specifically if they would like to see less, the same amount, or more information on the portal. The majority of respondents (57.3%) indicated that they would like to see the same amount of information presented with nearly as many students stating that they want to see less information (19.3%) as those wanting to see more (23.4%).

Again, every indication, based upon the responses to these questions, is that the issues students have with the portal and homepage are not with the amount of information presented. The student portal focus group report provides great insight into how the students would like to see the portal changed and should be used in conjunction with this report. Additionally, responses to questions 3, 4, and 5, which were open ended, offer direct statements from the students that will enhance add to discussions regarding changes to the portal.

Accessing the Portal and Technology Usage

The eighth question in the survey asked students how they prefer to access important information with the options of e-mail, text, announcements in the portal, and the College webpage. A total of 79.8% of the respondents chose direct, targeted electronic communication (54.6% for e-mail and
24.6% for text messages) while announcements in the portal (9.4 %) and the College webpage (10.3%) were equally unpreferred.

The ninth question, which is based on actual responses rather than valid percentages, asked students to identify which devices they use to access the portal. Students were allowed to choose all the options that apply. Some noteworthy findings include:

- Three different devices (laptop at 75.4 %, desktop computer at home at 60.3 %, and smartphone at 51.3 %) were used by more than half of the respondents to access the portal.

- Only one-third of respondents use a public desktop computer to access the portal.

These results demonstrate that the College must take device usage into consideration during redesign of the portal. This indication is strengthened by the responses to question 10, which asked students which device they use most often to access information. The results were as follows:

- Laptop – 41.4 %
- Smartphone – 24.2 %
- Desktop computer (home) – 22.3 %
- Tablet – 7 %
- Public desktop computer – 4.2 %
- Notebook computer – 0.9 %

Given that smartphone was selected as the second most preferred device, the College should consider how to redesign the portal so that it can be optimized for mobile devices.

**CONCLUSION**

The findings from this survey provide information that should be useful to the team charged with redesigning the student portal. As a result of the study, the College has confirmation that students frequently utilize the portal to check their e-mail and grades as well as to register and pay bills. In addition, students believe that access to all current services should be maintained and feel the portal has an appropriate amount of information. Finally, students primarily access the portal at home or on a portable device and access information, in general, on either a laptop or smartphone. An interesting finding is that more than three times as many respondents are likely to use a smartphone than a tablet. This information helps to provide a student usage profile that will assist the design team.

As a result of these findings, the following suggestions are presented to the portal redesign team:
- Examine the focus group report and open-ended responses in the appendix of this report to establish what the students like and dislike about the portal. Based on the responses to the survey, the amount of information on the portal or home page is not their primary concern.

- Utilize both the focus group data and student volunteers to redesign the website with the students as the primary focus. Students utilize and navigate the portal more than faculty and staff and can provide helpful insight in design and testing.

- Ensure that the portal is designed to effectively support non-traditional devices such as smartphones and tablets.

The quantitative information gathered from this survey, when combined with the focus group report and open-ended questions, provides a comprehensive picture of what students are looking for in the portal and will better equip the team to meet the student needs and demands.
## APPENDIX A – DATA TABLES FROM THE STUDENT PORTAL SURVEY

### 1_1. How frequently have you utilized the following services?: Registration and Bill Pay

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Valid</th>
<th>%</th>
<th>Valid %</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
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<td>19</td>
<td>8.5</td>
<td>8.9</td>
<td>8.9</td>
</tr>
<tr>
<td>Infrequently</td>
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<tr>
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### 1_2. How frequently have you utilized the following services?: Finding out about your Grades

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<tr>
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<th>%</th>
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<td></td>
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### 1_3. How frequently have you utilized the following services?: Checking your email

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<th>%</th>
<th>Valid %</th>
<th>Cumulative %</th>
</tr>
</thead>
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<td>Very Infrequently</td>
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<td>6.3</td>
<td>6.5</td>
<td>6.5</td>
</tr>
<tr>
<td>Infrequently</td>
<td>20</td>
<td>8.9</td>
<td>9.3</td>
<td>15.7</td>
</tr>
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<td>28.2</td>
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</tr>
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<td>56.0</td>
<td>100.0</td>
</tr>
<tr>
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</table>

<table>
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<tr>
<th>Frequency</th>
<th>Valid</th>
<th>%</th>
<th>Cumulative %</th>
</tr>
</thead>
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<td>3.6</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>224</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
1_4. How frequently have you utilized the following services?: Reading Announcements and Notices about current needs

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<th>Valid %</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
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<td></td>
<td></td>
</tr>
<tr>
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<td>9.8</td>
</tr>
<tr>
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<td>38.6</td>
</tr>
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<td>73.0</td>
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<td>100.0</td>
</tr>
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<td>100.0</td>
</tr>
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</tr>
<tr>
<td>Total</td>
<td>224</td>
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</tbody>
</table>

1_5. How frequently have you utilized the following services?: Checking the Calendar of Events

<table>
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<tr>
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<th>%</th>
<th>Valid %</th>
<th>Cumulative %</th>
</tr>
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<tr>
<td>Total</td>
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</tr>
<tr>
<td>System</td>
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<td>4.5</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>224</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

1_6. How frequently have you utilized the following services?: Going to the VLC

<table>
<thead>
<tr>
<th>Frequency</th>
<th>%</th>
<th>Valid %</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Frequently</td>
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<td>17.0</td>
<td>91.0</td>
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<tr>
<td>Very Frequently</td>
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<td>8.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
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<td>93.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing</td>
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<td></td>
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<tr>
<td>System</td>
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</tr>
<tr>
<td>Total</td>
<td>224</td>
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<td></td>
</tr>
</tbody>
</table>
### 1.7. How frequently have you utilized the following services?: Finding out about Clubs and Activities

<table>
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<th></th>
<th>Frequency</th>
<th>%</th>
<th>Valid %</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Infrequently</td>
<td>73</td>
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<td>33.8</td>
</tr>
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<td>Infrequently</td>
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<td>27.3</td>
<td>90.7</td>
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<td>9.3</td>
<td>100.0</td>
</tr>
<tr>
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<td></td>
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<td>224</td>
<td>100</td>
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</tbody>
</table>

### 2.1. Rate the importance of the following services?: Registration and Bill Pay

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<tr>
<th></th>
<th>Frequency</th>
<th>%</th>
<th>Valid %</th>
<th>Cumulative %</th>
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<td>.9</td>
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<td></td>
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<tr>
<td>Total</td>
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<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2.2. Rate the importance of the following services?: Finding out about your Grades

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>%</th>
<th>Valid %</th>
<th>Cumulative %</th>
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### 2_3. Rate the importance of the following services?: Checking your email

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### 2_4. Rate the importance of the following services?: Reading Announcements and Notices about current needs

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### 2_5. Rate the importance of the following services?: Checking the Calendar of Events

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### 2.6. Rate the importance of the following services?: Going to the VLC

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### 2.7. Rate the importance of the following services?: Finding out about Clubs and Activities

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### 6.1. Rate the importance of the following information on the home page of the portal?: Notices and Announcements

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<td>5.8</td>
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6_2. Rate the importance of the following information on the home page of the portal?: Calendar of Events

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6_3. Rate the importance of the following information on the home page of the portal?: Quick links to Registration, Bill Pay and Grades

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<tr>
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6_4. Rate the importance of the following information on the home page of the portal?: List of “Things I Need to Do Now?”

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6.5. Rate the importance of the following information on the home page of the portal?: List of Services Featured for the Week

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7. Compared to the amount of information currently available on the student portal home page, I would prefer:

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8. How do you prefer to access important information?

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9_1. What devices do you use to access the portal?: Desktop computer (home)

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9_2. What devices do you use to access the portal?: Public desktop computer (library, lab, etc.)

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9_3. What devices do you use to access the portal?: Laptop

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9_4. What devices do you use to access the portal?: Notebook computer

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9_5. What devices do you use to access the portal?: Tablet

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9.6. What devices do you use to access the portal?: Smartphone

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<td>224</td>
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<td></td>
</tr>
</tbody>
</table>

10. What device do you use most often?

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<td>22.3</td>
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<tr>
<td></td>
<td>Public desktop computer (library, lab, etc.)</td>
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<td>4.0</td>
<td>4.2</td>
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<tr>
<td></td>
<td>Laptop</td>
<td>89</td>
<td>39.7</td>
<td>41.4</td>
</tr>
<tr>
<td></td>
<td>Notebook computer</td>
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<td></td>
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<tr>
<td>Total</td>
<td></td>
<td>224</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Question 3. List any information that you would like to see added to the student portal.

- Feature the events/activities that are going on each week.
- n/a
- Just about everything is on the student portal. I have found little difficulties with some things but I need to get used to it. Only thing I would say change is the calendar it is a little confusing.
- Everything is broken down pretty well, however a search bar on the main page might be helpful. Also, my Student ID number isn't easy to find on the portal. The only place I saw it was under "View my schedule". There are times that I might need my ID number and do not have my card on hand. It's just hard to find. Maybe if it was listed under "My Account" that might be good. If it doesn't conflict with security, that is.
- Easier way to see if you paid your bill on time.
- N/A
- It already has a good amount of information.
- sports schedules (ice hockey)
- I would like to see book store and library hours. Possibly even an updated waiting time for the line of the bookstore because it can take 2 hours or more waiting on that line. I would like to see my schedule on the calendar of events.
- Some kind of phone and/or email directory would be useful, and streamlined mobile access.
- A list of the counselor's email address.
- Faster connection throughout the website.
- Finding out about extra help like writing formats samples other great help aides for students. Being able to contact Professors and Advisors
- Car registration to remove or add a vehicle
- More personalization and student chats.
- A page that has the most used links right when you log in. For example, email and D2L.
- I am not fully aware of all the features of the site because I am an incoming Freshman. I would like to see it Windows 7 compatible
- School clubs, school sports
- A menu of the cafeteria food for each day
- A menu of the cafeteria's food for each day
• N/A - maybe a redesign or upgrade would be good. Enough content is shown already. I don't see a need for anything else.
• Instead of seeing my schedule as class by class, a format in which you can view your schedule by week. So that I don't have to go and draw a week schedule and write down what days I have classes, but so that it shows it for me by blocks of time, what class, when, and time. Just like the week block template we are given as a freshman to schedule our classes for the first time, this would be very useful if we could have one online so that we can always look at every time we register for classes, so we don't lose the one we start out with or throw it out. Since we all use technology, creating an "App" for Suffolk would be very useful. Many students
• Have "smart phones" and would make it easier for us to check out important notifications, due dates, alerts, view assignments, etc.
• none
• I would like to see Federal Work-study/On-Campus employment added to the portal.
• All grades digitized.
• Professors' office hours
• none
• Detailed information and points of contact for clubs should be easy to locate and a visible link from the home page.
• Buy/reserve books
• How to resolve common issues with email and smartphones
• Reminders for deadlines and information on scholarships and loans
• Club activities / college activities /events
• I suppose this falls under "Notices about current needs." The Career Center (component) is woefully deficient. I've lost track of the number of times I've applied to a job that was closed (months prior to said application). PLEASE post the date that each job listing was added. Quite frankly, it reflects POORLY upon the school and the Career Center.
• I would like to see more help in different subjects for the older student population. We could use the extra help.
• A help desk that could answer questions and point the student in a direction to get an answer. For example: how do I get a replacement ID badge; do I need a parking sticker for each of my two vehicles; Perhaps a there could be a link added for each of the college's departments and services that the students can choose and then ask his/her question(s). Feedback can be provided to email address of the student.
• I would like to see a more organized system, perhaps bulleted or a more clear-cut menu of options. I would like a more reliable sever that doesn't log you out so soon and
doesn't lose connection so frequently. Some days during peak usage times it takes 2 hours to do something that should only take 5 minutes.

- 24-hour web bill payment ability.
- A Suffolk App for smartphone
- A better GPA.
- I think we should have clearer instructions on setting up our student emails with our iPhones (incoming & outgoing servers easily listed). I was able to find mine, but I know it eludes a lot of people.
- I would like to see a virtual scholarship program.
- I would like to know if there was any way you could create an alert for classes that open up after registration and student decide to drop them. So students do not have to log on a hundred times a day to see if the class they want is open.
- -give more motivation to the students to join the clubs and activities. Should make it look better. Change the design
- For courses you are currently registered for, links to Professors web sites.
- More financial aid forms and information.
- Everything needed appears to be there, so I don't know if there's anything else that needs to be added.
- different clubs and activities
- Why can I not use the web pay service outside of certain hours that almost defeats the purpose of having an online, automated service at all?
- Nothing
- Possibly a link to the bookstore when viewing books needed for your classes. So one doesn't have to jumble between two windows.
- Lunch menu and prices / test schedules
- Easier to find when the bill is due and classes will be dropped. It just says see my bill. I couldn't locate it that is why I went on. Also, I don't think it should have a charge to use your cc online. It cuts down on the lines at college.
- Directory of professors. Maybe names and email addresses for the dean of students for each campus. My student Id number so I don't have to try and find it every time I call the school or take part in a survey like now.
- Some college students go through various different cars throughout their time at Suffolk, and therefore there is a need to obtain duplicate (or new) parking stickers. The site currently does not allow you to order a new or replace an existing parking sticker and forces you to go to the security officers to have a new sticker printed. The web portal should allow a student to order a new sticker for a fee direct from the website and allow them to be sent to the home address
I would like to know how to find my classes online. Without having to call so many people to help.

I'd like a way to contact other students in my class.

Bring the portal into the modern age. Hire a graphic artist, license existing work, or use student work on the site for things like the Logout Icon, Tab Backgrounds, Email Icon, and other graphic elements on the portal. Note that using student work will also give the student portal a more personal touch, and showcase some of the student body's creativity.

Nothing

So far it's been great and easy to use

None

In the "Virtual Learning Commons Tab" I would like to see a New Student Orientation Video.

You should be able to view your tuition bill 24/7, regardless of the fact that the office is closed. Also, you should be able to pay your bill online 24/7. It's a [expletive] college website, not a physical office. There isn't a [expletive] college that I know of where there are "office hours" FOR THE [expletive] WEBSITE. A proper list of professors' names and emails, like a registry instead of having to jump through hoops to find them, especially when they aren't your actual professor.

A chat of some sort for questions or a large Q&A section.

List of people in our classes that we have enrolled in and contact information just in case we ever need help in a class but we do not have any way to contact them

Student's interest?

The parent portal seems too busy. I knew to the school so I don't even know what VLC is.

I would like to see the current announcements and events that are important.

Updating & removing cars under registration

None

feel about the web feel about where web page is set and email

If allowed, I would suggest replacing VLC with references to MOOCs for students to consider. To my knowledge, Codecademy is free and offers free lessons for coding in Java, Javascript, HTML, CSS, Python, Rose, and PHP—this would be beneficial for students who desire to bolster their sub-level STEM skills alongside their Associate's Degree. Further, Coursera* offers a variety of courses with top universities, allowing students to investigate universities of interest in their transfer options. (* N.B. Coursera operates with partnerships).

Easier to use. Sometimes cannot find certain areas if I haven't been there for a while.
- Nothing
- Change in instructors for upcoming sessions
- more info on the professors and easier to find the courses
- An alert about anything new in financial aid menu or email or grades. A dot or something like that to indicate an addition.
- New students group. Allowing students to meet other students who are interested in the same things as them.
- No suggestions.
- N/A
- Student specific information. When a student sees, for example, that they should pay their bill or check to make sure they’ve accepted their financial aid award, it’s easy to assume that they didn’t do so and it can get very confusing. I also think that more students would benefit if they knew they could have their emails forwarded to their personal email and/or text message. I had to search for about 30 minutes to figure out how to accomplish that when I first attended the school. I can imagine how much information students are missing out on because they don’t check their emails frequently enough. Also, how about the ability (if it's not already there) to add boxes for things that we personally find interesting. For example, I'm a member of the business club, if there was a way for me to see updates on the clubs that I am active in, it'd be a lot easier to know what's going on.
- I would like to see a search feature that allows you to look up classes by professor
- Every other semester I have been able to view my semester grade from the grade window in "my courses", but not anymore. I have been trying, unsuccessfully, to submit a grade report to my employer for my summer class that ended in July, but I can no longer submit the screen shot. I ordered a grade report, but they are not on the schools official letterhead and was denied by my employer- Why can't I view my individual grade on the portal anymore- My grade report needs to have the school name, my name, course, and grade- nothing currently provides that
- None
- Fix the email link. Why do I have to click in three different places? The site in general is too busy, complicated, and intimidating to use. This comes from an IT professional who used web site portals for many tasks.
- Students personal schedule
- Updates on grades
- None
• Anything dealing with career services should be put on the portal. Such as any workshops or lectures.
• None
• Mobile SCCC site
• I would like to see a bar to view your grades without waiting for the teacher to tell you and if the teacher don't post it for a reason it should say come see me in person to discuss their grade. And they have the teachers automatically in their contacts.
• Easy look at academic calendar
• None
• I think more information should be posted when the automatic doors aren't working. As a disabled student here I found when these doors weren't working it was a HUGE inconvenience to me.
• The grade equivalency table to other institution.
• Making partial payments online
• Easier access to grades and email. Possibly an app for smartphones and tablets to access the portal easier.
• Change of address option
Question 4. List any information that you would like to see removed from the student portal.

- Nothing
- N/A
- Nothing
- I don't use the VLC. I don't know it is helpful to other students, but I do not use it, currently.
- N/A
- None
- Nothing seems to bother me
- Nothing at all
- Remove the errors if you click back, sometimes the page will be blank or it will take you back completely to the main page.
- Nothing, everything that is on the site should have a reason and use for.
- N/A
- I am not fully aware of all the features of the site because I am an incoming Freshman.
- Unimportant information
- Nothing
- Nothing
- N/A
- The "My E-mail" tab is not useful. It only provides a link. Create a tab where when you click it, it automatically re-directs you to Microsoft Office 365.
- None
- I think the student portal should be a bit more streamlined instead of outright removing options.
- None
- Tabs and links that do now work
- Nothing
- I would like to see job postings older than a month removed.
- Removal of the $20 web fee to pay tuition online
- Too much clutter. When you need to simply just go back to the previous page it is not always possible. It is not always clear how to do things such as confirm your attendance if you are not sure if you have done so. The site is very frustrating. There are "important announcements" on the home page that are very old or irrelevant, making the site unreliable.
- Nothing at this time.
- Information that does not pertain to all students and faculty, such as sports meets.
• The Home tab could use to be reorganized. Three column layouts I think are really difficult for most people to digest.
• I have not noticed anything at the present time.
• I think the organization of each of the tabs can be done cleaner. Other than that, all is fine.
• Nothing
• N/A
• N/A - I don't think anything should be removed
• Remove the staff e-mail link from the header of the MySCCC Portal. This is the *student* portal NOT the *staff* portal. It should be catered towards students, NOT staff members. You can create a staff-only tab to contain a link to their e-mail system.
  - Remove the dated graphic work for the site.
• The E-mail Icon should be either removed so students do not get confused, or it should be edited so that the link of the tab is the same link of the icon thus disregarding the use of the tab. Also, some ads that are on the My Home tab are very important but the way they are laid out on the page they appear to be irrelevant.
• Nothing
• None
• "The My Groups Tab" I would like to see removed because I feel it doesn't serve as much a purpose as the other various tabs.
• N/A
• None
• None
• Going to the vlc
• VLC—see above.
• Nothing
• N/A
• My groups tab. It is totally useful.
• There is way too much going on in the homepage.
• No suggestions.
• N/A
• Get rid of that non-working email icon; then you can get rid of the box telling us that the icon doesn't work.
• None
• Improve access to "as needed help"
• Going to the vlc
• Going to the vlc
• None
• N/A
• I opt for keeping them all.
• None its good the way it is just needs some things added
• Nothing
• None
• Ads about items students already completed
Question 5: What would you like to accomplish using the portal that you are not able to currently?

- N/A
- N/A
- Nothing I know of.
- A Chat option; being able to chat with someone if I have questions or issues with the site might be very useful.
- Submitting health forms should be electronic
- Submitting health forms should be electronic
- N/A
- See status of books checked out at Huntington Library.
- Jazz it up a bit
- Fast easy, quick, straight to the point, simple yet effective design.
- To have it work more efficiently during registration.
- Easy understanding of the Email tab and the new update
- More important and useful links on the homepage
- N/A
- N/A
- I cannot send emails, only receive them. I would like to be able to send emails also, and know exactly what my full SCCC email address is. I can log into it, but I don't know what to tell people when they ask what my SCCC email address is.
- See current grades and be able to chat with the professor
- Submit documents for financial aid such as the Dependent Verification Form
- N/A
- More customization of the home page
- I would like it to help me be more organized by providing me with ways to keep myself organized, or be able to inform me on important things.
- Being who I want to be
- I would like to be able to apply for on-campus work opportunities and claim my Financial Aid disbursement through the portal.
- None
- Student schedule should be formatted better in a "spreadsheet" style by day/time.
- Buy/reserve books
- Most of the information on the portal falls short of what you are able to really use it for. For example, if you want to know what books are needed for the course, they are not always updated with the correct information, you can't tell if they are in stock or other...
items you might be looking for and you have to go to the book store to stand in line. It would help to avoid these issues every semester

- Easier to find grades
- N/A
- I would love to be able to make my own personal calendar that links my course schedule with events that I am interested in on campus. I would love an app for the mySCCC.
- Order an official transcript online.
- Help with transferring and online advising for entry into a four-year institution or a job.
- Mobile support
- Faster connection because I usually have to log on and off a couple of times before I can access the tab I clicked on which can be very frustrating at time
- We should have some kind of access to Microsoft Office or something similar.
- Not sure yet - a new student this semester
- Nothing
- Easy access to my current schedule; It would be nice for a one-click go to for that. I also wish the class schedule was displayed in such a way that is visual and one could see how long a class lasts rather than have to go through the whole schedule and read it. A schedule display like SUNY Stony Brook's would be much better.
- N/A
- Would like to search for my professors by name in order to obtain email address and/or office hours, contact info. Not sure if this is available now, but I have not seen it if it is.
- Some college students go through various different cars throughout their time at Suffolk, and therefore there is a need to obtain duplicate (or new) parking stickers. The site currently does not allow you to order a new or replace an existing parking sticker and forces you to go to the security officers to have a new sticker printed. The web portal should allow a student to order a new sticker for a fee direct from the website and allow them to be sent to the home address
- Networking with other students
- To find the solution or whatever I am searching for without browsing for minutes to even find the correct link or so on.
- Create a universal search system. Such a system would allow students to search for a particular page (such as the Wireless Registration Page or the Bill Pay page). A prime example of this would be the Control Panel in Windows 7. Searching for an item in the control panel limits the content displayed on the page for the exact item being searched for. You could use a system similar to Google or Bing's implementation of the search bar on their main page. This feature does not exist on MySCCC. Integrate the Outlook Email System by Microsoft into MySCCC fully instead of having semi integration, as it currently
does. In the current implementation of integration, when a user clicks on the email link, MySCCC issues a handoff to the Microsoft Server, which logs the user in. In the suggested implementation, merely logging into MySCCC would also simultaneously sign a user into the Outlooks Email System, and display the amount of unread e-mails, or notifications for when a new calendar event/email is received. This can help raise awareness for checking e-mail. Of course, the email link at the top of the MySCCC header would need to be properly adjusted to deny staff use, and allow student use in its place.

- I would like to be able to browse through the MYSCCC page without feeling overwhelmed and bombarded with many things thrown at me.
- Nothing
- I would enjoy the ability to view campus specific announcements on a more advanced level. Perhaps having the option to customize the main page once you are signed in I would enjoy having the freedom to see new and information specific to the campus of my choice.
- I am pretty satisfied
- None
- The uploading of MYSCCC homepage should be faster especially on Suffolk computers, along with the entire login process. Also, the constant switching of the ways to access the e-mail account needs to stop. It should just be two clicks, one for the tab "My Email" and the second click to "Access Your Email." These are some things that I would like to accomplish while using the student portal.
- View and pay my bill - through the website 24/7, every single [expletive] minute of every single day. Also, while on the tuition payment plan, it only allows you pay online the actual due/deadline days, if you open it up another day it says you don't owe money at that time, meaning you have to go down to the [expletive] physical office to pay if you wish to pay before the due date. That's [expletive] ridiculous.
- None
- No
- The ability to retain a logged in account when hitting Backspace on the browser/keyboard, rather than the arrow offered through navigation.
- I would like to pay my bill online without a surcharge of 20.00. That is ridiculous price. Make it more reasonable like 5.00. We do pay a technology charge for computer use on our bills so this should be included. This would also prevent the long lines at the cashier's office.
- Nothing
- I am not able to currently find everything easily
- N/A
• No suggestions.
• To be able to access all information on the SCCC website via the portal
• N/A
• View a summer semester grade
• I cannot tell.
• A tab for "my digital textbooks" available from any web capable device Get the publishers on the ball.
• My personal schedule
• Keeping updated
• None
• N/A
• I don't have any problem.
• I don't know
• At-a-glance course grades in addition to exam grades
• None
• Access email easily.
Appendix R – Focus Group Results

Comments from Student Focus Group – 12/17/13

The focus group included 5 students from the GTFH Scholarship program. Each were given 10 minutes to browse through the new design site demo and then asked for their impressions. (The fifth student showed up late and did not have an opportunity to browse. During the conversation other students helped him find some of the items he was interested in.)

The following are the comments on various topics from the ensuing discussion:

Overall Look and Feel and Navigation:

- New design has a much improved look and feel. It seems much less cluttered and the navigation is very intuitive.
- It is much easier to get around.
- The content is appropriate and easy to find
- Facilitator’s Note: The group failed to click on the parent page when there was a dropdown within the tab; so the Student and Campus Activity parent pages were not seen.
  - One suggestion from the group was to have the tab highlight similar to the dropdown pages on a hover.

- One student mentioned that the portal needs a more consistent font size and colors. (Some or this discrepancy is coming from the content brought over from other sources, such as the Calendar)
- Another mentioned that the font used for the menu and links may be too small or too crowded. (Particularly with respect to the Registration menu)

Site Map and Search
• The group had mixed opinion about the on the site map and search feature. These include:
  • Since the tab structure was pretty simple, the site map was seen as not needed by most of the group - but not all.
  • Since the site is pretty straightforward, the search was also seen as not needed by most – but not all.
    o Most students understood that the search was only for the portal. In one case, however, a student felt it should search for both the portal and the college site – or that it should not be there. This student felt that if he was in the portal and needed information on scholarships, a search should provide results no matter where the college posts it; and if nothing was found, then nothing existed on the topic.

Groups:

• The change from groups to sites was confusing as was the whole page setup for joining a site.
• Those who have been members of groups did not understand “my memberships” to equate to My Groups. These were nursing student who are members of an academic group used by their instructors for course work. Because of the location of the “My Memberships” page, the group saw the function to be tied more to clubs and organizations that to academic needs.

Email Access:

Several options were provided as examples for possible locations of the link to access email. Opinions about the location were mostly mixed.

• No one felt the having a link under a tab was effective.
• One student felt the best location was a tab given that the rest of the content was under tabs and students would be used to looking for content there.

• Two students felt the icon was the best location:

Portals Content:

• **Portal vs. homepage:** The focus group felt the Portal’s purpose was to attend to a specific ask. Students go there, do something and get out. The home page was for browsing around for information. Students may notice some content but will not seek out content in particular, content “below the fold” will not be seen unless something seen above the fold extends “below the fold”. One example of this is the calendar on the landing page. Students looking at the calendar may see the featured links in the right column.

Landing page:
- **Site Map and Search**
  - The group had mixed opinion about the site map and search feature. These include:
    - Since the tab structure was pretty simple, the site map was seen as not needed by most of the group - but not all.
    - Since the site is pretty straightforward, the search was also seen as not needed by most – but not all.
  - Most students understood that the search was only for the portal. In one case, however, a student felt it should search for both the portal and the college site – or that it should not be there. This student felt that if he was in the portal and needed information on scholarships, a search should provide results no matter where the College posts it; and if nothing was found, then nothing existed on the topic.
  - Search portlet should be on the right and possibly at the top as it is on the college homepage. This is consistent with where search is on most sites.

- **Quick Links:**
  - Quick links should generally go to pages and not to popups. Exception could be Webpay:
A few students felt there needs to be external links to other content. The example provided was a link to the scholarship search.

- **Center picture and side pictures:**
  - The picture provides a good feel to the site.
  - Most students go to the portal from the home page so the picture should not replicate what is on the homepage. To the point, students felt the two items selected were more for prospective and new students then for the majority of students.
  - There were mixed opinions about the side images. One student felt there should only be one place for pictures.

- **Calendar:** The group was mostly positive about the calendar on the landing page; thought they felt it needed to fit better into the portal (no horizontal scrolling.) One student felt it might be better located on the side.
  - The group also noted that it needed to emphasize “what’s going on today.” The ability to bounce around to different months was not needed here. It also needs to be targeted to their interests if possible. Another student suggested it might be better on a separate page. (There is a calendar of events under the Campus Activities page.)

**Student Tabs:**

- As noted above, students did not click on the parent Student page. When this page was shown:
one student recommended that there be a link to Public safety information under the NY Alert portlet. Also since the page was not seen originally, the NY Alert portlet should be shown in a more prominent location – like the landing page.

- Academic Calendar on the Student page should be more prominent It is important as it shows holidays.

- In general, content on all pages under the dropdown was laid out well, intuitively placed and easy to find
  - One student could not find the add/drop item. He suggested the menu appeared too crowded.

Campus Activities.

- As noted above, students did not click on the parent “Campus Activities” page. Given that this pages was not seen, several comments about the need to have a way to obtain information about available clubs actually point to the features that were available in the Club search portlet.
- In addition the group recommended there be:
  - A way for clubs to advertise what they are doing,
  - A way to allow students to fill out an online form to request information about a club.
  - A way to “follow” or subscribe to a club to see their activity/calendar of events. This might be a “like” feature to identify their interest in a specific club and some way for the system to keep track of these likes and to present the material on these clubs to them.

Additional Comments:

- Need to have a welcome or clear identifier showing who is logged in, similar to what is on Lp4. The item in the top bar was not seen. This is needed to make sure/remind them to logout when accessing the portal from a public space.

From Lp4
## Appendix S - Portal Survey Results

### 1. How would you rate the portal's overall look?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
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<tr>
<td>Good</td>
<td>40.0%</td>
</tr>
<tr>
<td>Poor</td>
<td>5.5%</td>
</tr>
<tr>
<td>Very poor</td>
<td>6.4%</td>
</tr>
</tbody>
</table>

**Answered question**

**Skipped question**

### 2. How would you rate your ability to navigate the new site?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
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<td>Good</td>
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</tr>
<tr>
<td>Poor</td>
<td>11.8%</td>
</tr>
<tr>
<td>Very poor</td>
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**Answered question**

**Skipped question**

### 3. How would you rate your ability to find the content you needed in the

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<tr>
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<tr>
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<td>7.3%</td>
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**Answered question**

**Skipped question**

### 4. How would you rate the overall performance of the new portal?

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**Answered question**

**Skipped question**
5. How would you rate your overall experience using the new portal?

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<tr>
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6. Please provide any comments on specific portal likes or needs.

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The photo below depicts the metal around the transfiles that injured workers prior to the work being done. They were three feet long, quite heavy, and precariously stacked on top of each other.
The photo below depicts the use of compliant boxes and shelving units.
Appendix U – Project Win-Win

Graduation Outreach

Supports Goals 1- a, b, c; 3-b

Mission:

The Registrar’s Office protects and maintains the accuracy, integrity and security of student records; fosters procedures to ensure that records are correct and compliant; performs outreach and degree audits that result in accurate graduation certification; complies with appropriate federal and state regulations, and strives to deliver effective registration procedures and quality service to students, faculty, administrators and staff through effective communication, collaboration and use of technology.

Goals:

1. Enhance graduation procedures.

   Outcomes:
   
   a. Increase student outreach efforts.
   
   b. Support the college’s efforts to increase graduation rates.
   
   c. Maximize the effectiveness of technology on graduation procedures.

2. Reduce the exposure of students’ personally identifiable information.

   Outcomes:
   
   a. Insure the security and confidentiality of student records.
   
   b. Insure the appropriate storage and destruction of College records.
   
   c. Utilize state of the art technology to reduce the exposure of students’ personally identifiable information.

3. Effectively communicate the policies and procedures of the Registrar’s Office.

   Outcomes:
   
   a. Increase the awareness of the College community to student privacy rights (FERPA).
   
   b. Enhance communication methods to students.
   
   c. Employ effective technology tools to communicate the policies and procedures of the Registrar’s Office
4. Manage and facilitate a seamless registration process.

Outcomes:
   a. Effectively collaborate with other parties integral to the registration process.
   b. Review, revise, and enhance, as necessary, the College's registration processes.
   c. Collaborate with the College's Office of Information Technology to insure system-readiness

Subsets of students who are eligible or near eligible to receive degrees leave their institution without applying for graduation and/or without being aware of their graduation status.

Suffolk County Community College (SCCC) became involved in Project Win-Win, a national project sponsored by the Institute for Higher Education Policy. Participating colleges reached out to students who were enrolled between the fall of 2001 and spring of 2008 and either met the requirements for a degree or were close (required 9 credits or less) while they were in attendance. SCCC worked from a list provided by the SUNY Institutional Research Department of former students, and proceeded to conduct degree audits.

The list contained 4,378 students who had accumulated at least 60 credits at some point during the above years. A first look, however, revealed that these 60 credits did not necessarily apply to their curriculum. The universe of students then dropped down to 3,252. Additional degree audits yielded 40 eligible, 1,001 near eligible and 2,211 requiring more than 9 credits. Of the 40 eligible, 17 had a GPA that was too low for graduation.

A staff member in the Central Records Office, under the direction of the College Registrar, was responsible for conducting additional degree audits, consulting with Academic Deans, communicating with the students and providing follow-up directions and actions. The final results of these reviews and outreach yielded 460 students who received a degree and 467 who were advised as to how to complete the requirements for a degree.

A second phase of this project consisted of a universe of students who left SCCC needing 9 credits or less, went on to Stony Brook University (SBU) and did not achieve a Bachelor's degree. SCCC worked with the SBU Registrar's Office to contact these students and receive the SBU transcripts. The SCCC transfer credit evaluator reviewed the SBU transcripts to determine if any of the SBU credits satisfied the SCCC degree requirements. The results yielded 15 eligible to graduate and 45 near eligible.
Once the Win-Win project was completed, SCCC resumed its outreach to former students (those who were not in attendance for the past two years) and applied the tactics and lessons learned from the Win-Win experience. In addition, we began to conduct outreach to currently enrolled students who completed all degree requirements or had 9 credits or less to complete the degree but did not file for graduation.

Final conclusions and recommendations:

The Unit realizes that many students do not know that they are close to graduating or have met the degree requirements. Students also need to be made aware of how the GPA affects their graduation eligibility, and the steps they can take to improve it. Taking a proactive approach; i.e., educating students as early as possible on the benefits of earning a credential may reduce the number that will require follow-up after the fact.

Addendum 1 -

The Win-Win Experience at Suffolk County Community College
Anna Flack, College Registrar

Suffolk County Community College (SCCC) is a unit of the State University of New York (SUNY), and is the largest community college in the SUNY system with approximately 26,000 students at its three campuses. SCCC offers the AA, AS and AAS degrees, as well as a variety of certificates.

SCCC became involved in Phase 1 of the Win-Win project in the spring of 2010. This project was a natural for us since the College had already been involved in similar forms of outreach for several years prior to this initiative, though not as effectively structured.

Project Scope

SCCC reviewed a file from the SUNY I.R. Office of 4,378 former students who were enrolled between the fall of 2001 and the summer of 2008 and accumulated 60 or more credits.

1,126 of the 4,378 did not meet the Win-Win criteria of needing 9 or less credits to graduate. Number to review became 3,252.

Students’ academic history was reviewed using an intuitive degree audit tool that enabled us to identify the amount of credits a student accumulated toward their degree. This provided a much more accurate look at the universe of interest.
Results = **460 eligible to graduate; 467 near-eligible** (requiring 9 or less credits to graduate) and 17 with a GPA too low to graduate.

Follow-Up Activity for these groups as of July 25, 2013

- Of the 17 students we reported with low GPA:
  - 3 have returned to SCCC for additional classes but failed to raise their GPA to graduate.
  - 1 student took classes, raised his GPA and was awarded a degree.

- Of the 467 near-eligible students:
  - 11 returned to SCCC for classes but still remain near-eligible.
  - 15 returned, took classes and were awarded degrees.

**Communication**

Eligible students received a notice informing them that they have attained a degree.

Near-eligible students received a notice informing them that they could attain their degree if they satisfied the requisite number of credits. In addition, they were informed that they could transfer in courses taken at another institution, come back to SCCC, or take them online.

Utilized email, student portal and College face book page for awareness of the project.

**Win-Win Phase 2**

SCCC recently completed Phase 2 of Project Win-Win, which involved partnering with Stony Brook University (SBU). We reviewed a file of students enrolled from fall 2001 through summer 2008, and reached out to 370 students who left SCCC without attaining a degree, transferred to SBU, then left there without attaining a degree.

Result: **120 met the criteria** for Win-Win.

Results = **15 eligible to graduate; 45 near-eligible**
Additional Outreach Results as of July 25, 2013:

- 1 student in the “neither” group registered for fall 2013 (still needs over 9 credits including fall class)
- 1 student in the near-eligible group registered for fall 2013 (will meet graduation requirements after fall).
- 2 students returned and have received degrees (1 previously near-eligible and 1 previously neither).

Methods/Insights

- Students were connected with one SCCC contact person for questions and directions; facilitating meaningful discussion and follow-up.
- What-If scenarios were conducted when necessary to determine if a student was eligible to attain a degree in another curriculum.
- Course substitutions were utilized in appropriate situations, and upon approved of an academic dean.
- SCCC enrolled in the National Student Clearinghouse Degree Verify program to identify students who have already attained a bachelor's degree in order to prevent further outreach.
- In keeping with our past practice of providing an environment that nurtures student growth and success, and learning from our Win-Win experiences, SCCC began an internal review of 806 students enrolled between 2005 and 2010 and left without attaining a degree.

- Results = 70 eligible to graduate; 497 near-eligible to graduate.

- The latest outreach results are:
  - Of the 497 near-eligible students: 16 received degrees this year (with 4 most likely receiving degrees in January 2014, and 24 have returned to take additional courses.
• Be ready for thanks, gratitude and tears! Our contact person (referred to as an angel by one student) received many calls from thankful and grateful former students who simply were unaware that they were eligible to receive their college diploma. They were overjoyed to know that they were ready to graduate or very close to it.

Dear Karen,

I want to thank you for everything you did for me. I thought I was never going to get my diploma and after 10 years I spoke with an Angel and that Angel is you. I'm glad someone like you could help me. I'll always think of you with god and a grateful heart. You are very special.

Again,
Thank you, Thank you, Thank you.

Follow-Up:

• Bring other facets of the college community into the discussion of degree attainment. Have conversations with admissions, advising, counseling, financial aid and registrar’s offices so that they become more active partners in this venture, and students hear early on of the value of attaining a credential.

• Partner with other groups and committees at SCCC such as Enrollment Management, Retention, Students Commit, Complete, Compete to share data and strategies.

• Construct an alert that will deliver a message to students and other key office personnel when a student is within 9 credits of completing their degree.

• Create cohorts in your student information system to facilitate follow-up.

• FERPA options for sharing data among State institutions: Add a waiver on application and transcript request forms.
Additional Notes:

- Get good data up front.
- Internal Win-Win Process: Tweak your system so that it produces a true degree audit—credits accumulated (or missing) toward the degree.
- Degree audits were performed to determine which degree the student was closest to achieving. This was done using what-if scenarios. Catalog options: point of entry or later.
- Opt-in policy worked well. Only 4 returned due to insufficient address. Envelopes marked to come back to the records office.